

A Professional Continuing Education Event

2022 General & Special Education Conference

PRE-K THROUGH 21 YEARS

Live Virtual Event

Wednesday, Thursday, Friday | October 19-21, 2022

CHOOSE FROM 12 INTENSIVE FULL-DAY COURSES

Internationally Renowned Speakers and Researchers will present on a variety of topics including:

- Multi-Tiered Systems of Supports: MTSS Tier Intensive
- Teaching Students How to Learn with Metacognition
- Executive Functions Master Class
- Supports for Students with Anxiety and OCD
- Interdisciplinary Approaches to Developing Coping Strategies
- Demystifying Social Interaction for Students with Autism
- Brain-based Interventions for Reading and Writing



Western Washington
University Graduate Credits

Professional CE
Hours:



Sponsored by:



REHAB SEMINARS
GENERAL & SPECIAL EDUCATION CONFERENCES



DAY ONE: WEDNESDAY, OCTOBER 19, 2022

Brain-based Interventions **K-Grade 12**

Course #1 – Reading, Writing and the Brain: Developing Effective Interventions
Steven Feifer, DEd, ABSNP (pg 7)

Autism & Challenging Behavior **preK-Grade 12**

Course #2 – Children and Teens with Autism: Practical Interventions to Address Challenging Behaviors
Meghan Barlow, PhD (pg 8)

MTSS: Tier 1 **K-Grade 12**

Course #3 – Thriving Schools: Trauma Responsive Practices as a Whole School Approach
Lynne DeSousa, MS, School Psychologist (pg 9)

Learning Strategies **Grade 6-YA**

Course #4 – Teaching Students How to Learn: Strategies to Improve Student Metacognition, Study Skills, and Motivation
Saundra McGuire, PhD (pg 10)

DAY THREE: FRIDAY, OCTOBER 21, 2022

Neurorelational Framework **All Ages**

Course #9 –The Mind-Body Connection: an Interdisciplinary Approach to Developing Coping Strategies

Andra DeVoght, PT and Valerie Harrington, PhD (pg 15)

MTSS: Tier 3 **K-Grade 12**

Course #10 –Functional Behavioral Assessment: Connecting Needs to Tiered Supports

Lynne DeSousa, MS, School Psychologist (pg 16)

Executive Function **preK-YA**

Course #11 –Master Class II: Executive Function Skills for Learners

George McCloskey, PhD (pg 17)

Autism Supports **PreK-age 21**

Course #12 –Using “Cheat Sheets” to Promote Independence for Students with Autism

Patrick Mulick, MS, BCBA (pg 18)

DAY TWO: THURSDAY, OCTOBER 20, 2022

Executive Function **preK - YA**

Course #5 – Master Class I: Executive Function Skills for Learners

George McCloskey, PhD (pg 11)

Anxiety and OCD **K-age 21**

Course #6 – Helping Kids Who Worry: Evidence-Based Treatment of At-Risk Youth With Anxiety Disorders

Brigette Erwin, PhD (pg 12)

MTSS: Tier 2 **K-Grade 12**

Course #7 – The What, Why, and How of Tier 2 Behavioral Systems: Improving Social, Emotional, and Behavioral Outcomes

Lynne DeSousa, MS, School Psychologist (pg 13)

Social Skills in the Classroom **Grade 1-YA**

Course #8 – Teaching the Hidden Curriculum: Helping Students on the Autism Spectrum Understand the Unstated Rules of Social Interaction

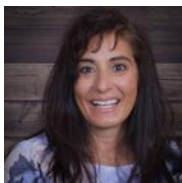
Brenda Smith Myles, PhD (pg 14)

2022 Distinguished Faculty

Rehab Seminars has assembled educational and scientific experts from across North America to teach intensive, full-day courses on a variety of important topics for professionals working with students/clients. Distinguished faculty members include:



Meghan Barlow, PhD is a pediatric psychologist specializing in the assessment and treatment of children with autism spectrum conditions, anxiety, attention deficit disorders, depression, behavioral concerns, developmental issues, and chronic medical problems. She earned a Bachelor's degree in Psychology from Denison University, and a Ph.D. in Clinical Psychology from Kent State University. She received specialty training in child clinical/pediatric psychology at the University of Louisville School of Medicine and Kosair Children's Hospital. Following a post-doctoral fellowship at the Cleveland Clinic Children's Hospital, she was hired to remain on staff, where she developed a pediatric primary care consultation service, completed comprehensive assessments in the Lerner School for Autism, and maintained a clinical therapy practice serving children and adolescents. Meghan now maintains a private practice providing clinical care to children and adolescents experiencing emotional, behavioral, or developmental challenges, also educating the community about these topics. Meghan uses a cognitive behavioral approach to therapy and a variety of evidence-based therapeutic interventions in treatment. She served on the Board of Directors for Connecting for Kids, a nonprofit dedicated to providing support and education for families with concerns about their child's development and earned the 2017 Board Member of the Year Award for her service. Meghan has formed a partnership with the Lake Erie Nature and Science Center, where she presented on The Preschooler's Perspective. She travels nationally and internationally to provide continuing education for professionals on topics including autism, anxiety, and giftedness. In her personal life, Meghan enjoys spending time with her husband and children and especially loves vacationing at their family cottage in northern Michigan. *Financial disclosure: Dr. Barlow receives salary from Meghan Barlow and Associates, and receives speaking fees. There are no non-financial disclosures. Full course description is on page 8.*



Lynne DeSousa, MS, School Psychologist is a Multi-Tiered System of Supports (MTSS) Specialist and the Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) Integration Coordinator for the Colorado Department of Education (CDE). In more than 26 years in education, she has served as a CDE Regional Implementation Consultant, a district PBIS/Mental

Health coordinator, school-based PBIS Facilitator, a school psychologist, and a counselor. She brings a unique perspective to the work of alignment and integration within a multi-tiered framework and how to effectively and efficiently layer a continuum of evidence-based practices that matches supports to student need. Lynne has an M.S. in School Psychology from California State University, Fresno. *Financial disclosure: Ms. DeSousa is employed by the Colorado Department of Education, and she receives speaking and consulting fees. There are no non-financial disclosures. Full course descriptions are on pages 9, 13, 16.*



Andra DeVoght, PT, MPH is a physical therapist with 26 years of experience. Her professional work has been committed to making interdisciplinary connections and building bridges across professions in order to better serve the complexity of human development and healing. Her career began with ten years of work as a physical therapist at a hospital serving highly complex patients with critical injuries and adverse social conditions. The need for more integration of a biopsychosocial model in that setting spurred her to study public health and mind-body practices to elucidate the links between social conditions, stress and health. Andra has applied her knowledge and perspective as an educator in a wide range of settings: health education classes for middle and high school students with an emphasis on sexual health and stress management; mindfulness classes in schools for students and staff; yoga and mindfulness classes for families with young children and for people with chronic illness or pain; and training patients and providers in mind-body approaches to pregnancy and birthing. She maintains a private physical therapy practice on Vashon Island where she integrates a biopsychosocial approach to the care of adults and children with a wide range of conditions that affect how they function in daily life. Andra has co-authored a book chapter on the social determinants of health in an Integrative Rehabilitation Practice textbook and journal articles on teaching the social determinants of health in schools and on a population health perspective on managing chronic pain and opiate use disorder. *Financial disclosure: Andra maintains a private PT practice and receives speaking fees. Non-financial disclosure: Andra participates on the advisory board of Vashon Island Midwifery. Full course description is on page 15.*

2022 Distinguished Faculty

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Brigette Erwin, PhD is a psychologist, speaker, and author, founded and directs one of the leading Philadelphia-area providers of evidence-based programs for personal and professional development. The organization's programs include The Anxiety and OCD Center, Dr. Erwin Consulting, and Coaching for Calm and Confidence™. Distinguished by its use of evidence-based practices and onsite training of all providers, The Anxiety and OCD Center is one of the Philadelphia region's largest practices specializing in the treatment of the anxiety and related disorders. Dr. Erwin Consulting provides evidence-based strategies and training to meet and exceed client's professional and corporate objectives. Coaching for Calm and Confidence™ delivers in digital format evidence-based strategies for creating calm, confidence, and successful relationships. Dr. Erwin has nearly twenty years of experience as a psychologist, business developer, and business owner. Dr. Erwin received her PhD from Temple University, completed a National Institute of Health postdoctoral fellowship at the University of Pennsylvania School of Medicine, and complete a pre-doctoral internship at the Medical University of South Carolina. Dr. Erwin is Clinical Associate Professor of Psychology at Philadelphia College of Osteopathic Medicine, Public Relations Chair of the Executive Board of the Philadelphia Behavior Therapy Association, and Admissions Board Member and Consultant to Saint Charles Borromeo Seminary. She is honored as 2017 Woman of Influence (Main Line Today). *Financial disclosures: Dr. Erwin receives consulting and speaking fees. Non financial disclosures: Dr. Erwin is Clinical Associate Professor of Psychology at Philadelphia College of Osteopathic Medicine and Public Relations Chair of the Executive Board of the Philadelphia Behavior Therapy Association and Admissions Board Member and Consultant to Saint Charles Borromeo Seminary. Full course description is on page 12.*



Steven G. Feifer, DEd, ABSNP is an internationally renowned speaker and author in the field of learning disabilities and has authored eight books on learning and emotional disorders in children. He has nearly 20 years of experience as a school psychologist and is dually certified in school neuropsychology. Dr. Feifer was voted the Maryland School Psychologist of the Year in 2008 and awarded the 2009 National School Psychologist of the Year. He was the recipi-

ent of the 2018 Outstanding Contribution to the Education and Training of Psychologists award by the Maryland Psychological Association. Dr. Feifer serves as a consultant to a variety of school districts and is a popular presenter at state and national conferences. He has authored two tests on diagnosing learning disabilities in children; the FAR and FAM, both published by PAR. *Financial disclosure: Dr. Feifer is in private practice and receives royalties from his publisher, PAR. He receives speaking and consulting fees. There are no non-financial disclosures. Full course description is on page 7.*



Valerie Harrington, PhD is a clinical psychologist with over twenty years of experience working with children and families. Her areas of expertise include child and adolescent mental health and development, complex family trauma, parenting with mental illness, postpartum mood disorders, and intergenerational transmission of anxiety. Valerie began her career in community mental health settings, working in high poverty communities of Philadelphia, PA, Portland, OR, and Minneapolis, MN. From 2005-2013 she served as a Professor of Practice at Argosy University, Chicago, teaching courses in community mental health, family therapy, and psychopathology. She additionally specialized in remediation of ethical violations of students in clinical training. Valerie settled in the Seattle area in 2013 and completed advanced training in Infant Mental Health through the Barnard Center of the University of Washington. She worked with the Washington Association of Infant Mental Health to conduct a statewide needs assessment and bring IMH endorsement to the state. She is currently in private practice on Vashon Island, providing mental health assessment and treatment, parenting education, and consultation to local schools, non-profit agencies, and clinicians. *Financial disclosure: Dr. Harrington maintains a private clinical practice and receives speaking and consulting fees. There are no non-financial disclosures. Full course description is on page 15.*

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George McCloskey, PhD is a professor and Director of School Psychology Research in the School of Professional and Applied Psychology of the Philadelphia College of Osteopathic Medicine and holds Diplomate status with the American Academy

of Pediatric Neuropsychology. Dr. McCloskey has amassed 40 years of experience in test development, teaching, research, and assessment and intervention work with a wide range of clients and has developed a comprehensive model of executive functions that can be used to guide assessment and intervention. He frequently presents at international, national, and state conferences and consults with a number of school districts and private schools nationwide and internationally on issues related to improving students' executive functions.

Dr. McCloskey is the lead author of the books *Assessment and Intervention for Executive Function Difficulties* and *Essentials of Executive Functions Assessment* and his most recent writing on interventions for executive functions and executive skills difficulties appears in Chapter 10 of the book *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners* (2014). He also is the author of the *McCloskey Executive Functions Scales (MEFS) Teacher* (2016) and *Parent* (2019) *Forms* that have been standardized and published with Schoolhouse Educational Services. Dr. McCloskey is co-author with his wife, Laurie McCloskey of the children's book titled *The Day Frankie Left His Frontal Lobes at Home* (2021).

Financial disclosure: Dr. McCloskey is employed by the Philadelphia College of Osteopathic Medicine, receives speaking and consulting fees, and royalties for his books from TWiley, Routledge, and Schoolhouse Educational Services. Non-financial disclosure: Dr. McCloskey maintains professional relationships with LDA, AET, NASP, APA, and the US State Department. Full course description is on pages 11 and 17.



Sandra Yancy McGuire, PhD has been helping students become independent, self-directed learners for over 50 years, and she has been presenting faculty development workshops on effective learning strategies for over 20 years. Dr. McGuire is

Professor Emerita of Chemistry and Director Emerita of the Center for Academic Success at Louisiana State University. Prior to joining LSU, she spent eleven years on the faculty at Cornell University, where she received the coveted Clark Distinguished Teaching Award. Her best-selling book, *Teach Students How to Learn*, was published by Stylus in 2015. The student version, *Teach Yourself How to Learn*, was released in January 2018. *The Parents' Guide to Studying and Learning* was released in January 2022. Dr. McGuire's most recent accolades include being named a 2022 Louisiana Legend by Louisiana Public Broadcasting, being listed in the 2020 edition of Marquis Who's Who in America, receiving the 2019 Commitment to Excellence in Academic Support Award from the Commission for Academic Support in Higher Education, and induction in 2017 into the LSU College of Science Hall of Distinction. She is an elected Fellow of the American Chemical Society, the American Association for the Advancement of Science, and the Council of Learning Assistance and Developmental Education Associations. She received the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring in a White House Oval Office Ceremony. She received her B.S. degree, magna cum laude, from Southern University in Baton Rouge, LA, where she received her Master's degree from Cornell University, and her Ph.D. from the University of Tennessee at Knoxville, where she received the Chancellor's Citation for Extraordinary Professional Promise and the 2022 Accomplished Alumni Award. She has been married for over 50 years to Dr. Stephen C. McGuire, the James and Ruth Smith Endowed Professor of Physics Emeritus at Southern University. They were the first husband and wife to be named Louisiana Legends for their individual contributions to their disciplines. They are the parents of Dr. Carla McGuire Davis and Dr. Stephanie McGuire, and the doting grandparents of Joshua, Ruth, Daniel, and Joseph Davis. *Financial disclosure: Dr. McGuire receives speaking fees and royalties from Stylus Publishing, LLC and Wise Action Company. There are no non-financial disclosures. Full course description is on page 10.*

2022 Distinguished Faculty

Rehab Seminars has assembled educational and scientific experts from across North America to teach intensive, full-day courses on a variety of important topics for professionals working with students/clients. Distinguished faculty members include:



Patrick Mulick, MS, BCBA is a National Board-Certified Teacher, a Board-Certified Behavior Analyst, and a certified speaker, trainer, and coach with the John Maxwell Team. Patrick earned his Master's degree in special education and behavior

analysis from Gonzaga University. While spending seven years educating students with disabilities, from pre-school to high school, Patrick developed a particular love for working with students with autism and behavioral challenges. Today, he works as an educational consultant and as the Autism Coordinator of the Auburn School District in Washington State. Patrick believes that for students to have access to a meaningful education all whom they encounter must be provided access themselves to ongoing supports that are effective and easy to implement. Patrick has committed his work to special needs learners through a hybrid of instruction and inspiration. His resources and strategies have helped simplify the complex, equipping teachers, administrators, therapists, para-educators, and bus drivers alike. *Financial disclosure: Patrick is employed by the Auburn School District, receives speaking fees, and fees (self-published) for The Ultimate Access Card, a visual support aid for students with disabilities. Nonfinancial: Patrick has a blog on best classroom practices and teacher supports. Full course description is on page 18.*



Brenda Smith Myles, PhD is a former professor in the Department of Special Education at the University of Kansas, the recipient of the Autism Society of America's Outstanding Professional Award, the Princeton Fellowship Award,

The Global and Regional Asperger Syndrome (GRASP) Divine Neurotypical Award, American Academy of Pediatrics Autism Champion, and two-time recipient of the Council for Exceptional Children Burton Blatt Humanitarian Award. She served as the editor of the journal *Intervention in School and Clinic* and has been a member of the editorial board of several journals. Brenda has made over 3000 presentations all over the world and written more than 300 articles and books on ASD. In addition, she collaborated with the three organization who identified evidence-based practices in autism. Further, in the latest survey conducted by the University of Texas, she was acknowledged as the second most productive applied researcher in ASD in the world. *Financial disclosure: Dr. Myles receives speaking fees and royalties from Pro-Ed and AAPC Publishing. There are no non-financial disclosures. Full course description is on page 14.*



COURSE #1

Reading, Writing and the Brain: Developing Effective Interventions

Steven Feifer, DEd, ABSNP

Target Audience: General Education Teachers, Special Education Teachers, Principals and Administrators, Speech-Language, Pathologists, Clinical Psychologists, School Psychologists, Social Workers, Assistive Technology Specialists, Private Tutors, Case Managers, Instructional Assistants, Paraprofessionals, Instructional Coaches, Reading Specialists

Target Age Range: K-Grade 12

Course Description

This course will examine reading and written language disorders from a brain-based educational perspective and classify both dyslexia and dysgraphia into distinct subtypes. There will be a detailed discussion linking each learning disorder’s subtype with scores of evidence-based interventions. Four universal truths when teaching reading will be shared, in addition to five essential steps for effective written language instruction. The role of phonological processing, orthographic processing, working memory, language and motor skill development, and executive

functioning will be discussed as being crucial for effective literacy skills to emerge. Lastly, the Feifer Assessment of Reading and Writing battery will be introduced as a more effective means to both identify and remediate language-based learning disabilities in children. crucial for effective literacy skills to emerge. Lastly, the Feifer Assessment of Reading and Writing battery will be introduced as a more effective means to both identify and remediate language-based learning disabilities in children.

Learning Objective

- Differentiate “developmental dyslexia” from other learning disorders and discuss how schools can best screen for early reading pitfalls in children
- Classify reading and written language into distinct subtypes, and to link specific intervention strategies to each subtype
- Operationally define the terms “dyslexia” and “dysgraphia” and learn five essential steps for effective written language instruction
- Describe how the Feifer Assessment of Reading and Writing tests can serve as a more viable means to both diagnose and remediate subtypes of language-based learning disorders

Course #1 Schedule Wednesday, October 19

8:00-9:30	Defining “dyslexia”; Four universal truths when teaching the reading brain	12:30-2:00	Defining “developmental dysgraphia”; Cognitive constructs involved with written language
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Subtypes of reading disorders and targeted interventions for each type; Introducing the Feifer Assessment of Reading	2:30-4:00	Subtypes of written language disorders and targeted interventions for each type; Introducing the Feifer Assessment of Writing
11:30-12:30	Lunch	4:00-4:30	Course evaluation



COURSE #2

Children and Teens with Autism: Practical Interventions to Address Challenging Behaviors

Meghan Barlow, PhD

Target Audience: General Education Teachers, Special Education Teachers, Principals and Administrators, School Counselors, Speech-Language Pathologists, Occupational Therapists, Clinical Psychologists, School Psychologists, Social Workers, Resource Room Teachers, Behavior Specialists, Autism Specialists, Paraprofessionals

Target Age Range: preK-Grade 12

Course Description

It has been said, “if you’ve met one person with autism, you’ve met one person with autism.” It is true that the clinical presentation of autism varies greatly across individuals and even within an individual, the presentation of symptoms and impairment from symptoms can fluctuate based on a number of factors. This, in part, is one reason why it can be so challenging for professionals to find effective and practical interventions to use with their autistic clients and students. This course is designed to enhance participants’ success in working with children and teens on the autism spectrum by improving their understanding of the core features of autism and introducing a useful framework for case conceptualization and treatment planning. The course

will begin with an overview of the diagnostic changes in autism over the years and an update in the prevalence of common comorbidities and related conditions. We will specifically review how social skills and executive functioning play a significant role in the daily functioning of people with ASD and how these skills can be targeted in treatment. Participants will be presented with a useful framework for developing a dynamic treatment plan and will practice developing treatment plans for specific cases. Throughout the workshop, practical tools and strategies for addressing challenging behaviors will be presented and demonstrated.

Learning Objectives

- Describe the diagnostic criteria and neurodevelopmental features of autism spectrum disorder
- Describe the role of common comorbidities and related conditions in the treatment of ASD
- Develop and prioritize treatment goals and interventions using a strengths-based framework
- Create a plan to implement new tools and strategies to working with children and teens with ASD

Course #2 Schedule Wednesday, October 19

8:00-9:30	Overview of DSM-V criteria for ASD and current research findings related to diagnosis, prevalence, and comorbidities/cooccurring conditions	12:30-2:00	Executive function skills and related interventions
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Framework for treatment plans; Social skills and related interventions	2:30-4:00	Putting it all together: prioritizing treatment goals, communicating treatment plans, and making modifications
11:30-12:30	Lunch	4:00-4:30	Course evaluation



COURSE #3

Thriving Schools: Trauma Responsive Practices as a Whole- School Approach

Lynne DeSousa, MS, School Psychologist

Target Audience: General Education Teachers, Special Education Teachers, Principals and Administrators, School Counselors, Speech-Language Pathologists, Occupational Therapists, Physical Therapists, Math Specialists, Title 1 Teachers, Clinical Psychologists, School Psychologists, Social Workers, Resource Room Teachers, Behavior Specialists, Autism Specialists, Instructional Assistants, Paraprofessionals, Instructional Coaches, Reading Specialists, ELL Teachers

Target Age Range: pre-K-Grade 12

Course Description

Schools across the country have been in a prolonged state of flux, shifting and pivoting to meet the changing demands of the pandemic. These efforts are not without cost to educators and can have a dramatic and lasting emotional, psychological, and physiological impact. If left unchecked, stress responses can start to erode personal wellbeing, influencing the ability to meet the

needs of students. The purpose of this training is to illuminate how to build resilience amid such stressors using a trauma responsive lens, first to ourselves and then to our students, by creating safe spaces, predictable and positive learning environments, and building belongingness, connectedness, and community.

Learning Objectives

- Define adversity and articulate the variables that influence our stress response
- Describe the emotional, psychological, and physiological impact of trauma responses
- Describe how self-awareness and self-care contribute to stress reduction
- Describe how to create predictable, safe, and positive learning environments
- Describe how to build community and connectedness in the classroom
- Describe how to increase students' sense of self, belonging, and contribution to the learning community
- Describe how to increase emotional intelligence, social competencies, and intrapersonal skills
- Examine ways to engage positively with families

Course #3 Schedule Wednesday, October 19

8:00-9:30	Understanding Adversity and the Emotional, Psychological, and Physiological Impacts of a Trauma Response	12:30-2:00	Creating Positive Learning Environments That Build Connectedness, Belonging and Contribution
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Mental Toughness and Self-Care	2:30-4:00	Emotional Intelligence, Social Competence, Intrapersonal Skills, & Family Engagement
11:30-12:30	Lunch	4:00-4:30	Course evaluation



COURSE #4

Teach Students How to Learn: Develop Effective Study Strategies, Transform Student Mindsets, and Increase Motivation With Metacognition

Sandra McGuire, PhD

Target Audience: General Education Teachers, Special Education Teachers, Principals and Administrators, School Counselors, Speech-Language Pathologists, Occupational Therapists, Math Specialists, Title 1 Teachers, School Psychologists, Social Workers, Resource Room Teachers, Private Tutors, Autism Specialists, Instructional Assistants, Paraprofessionals, Instructional Coaches, Reading Specialists, ELL Teachers

Target Age Range: Grade 6-Young Adults

Course Description

Students come to school with widely varying academic skills and motivation levels. Most students think that memorizing information just before examinations is tantamount to learning and spend considerably less time studying than is commensurate with their grade expectations. This interactive course will help attendees understand why many students lack confidence in their ability to learn and have difficulty achieving student learning outcomes. Cognitive science research-based methods that can be used to facilitate conceptual, transferable learning will be discussed. The course will begin with a discussion of

the causes of the problem – why students do not know how to learn. It will then introduce metacognition as the construct that will enable students to improve their learning. Examples of rapid and dramatic improvements in performance will be provided, as participants are led through reflection activities that demonstrate how knowledge of metacognition and mindset ignited student motivation and resulted in improved learning. The course will conclude with participants developing action plans to present metacognitive learning strategies to their students and motivate them to use the strategies.

Learning Objectives

- Define metacognition and give examples of how metacognitive learning strategies can improve learning
- Explain the different levels of learning proposed by Benjamin Bloom by using examples and/or analogies
- Compare fixed vs growth mindsets about intelligence
- Describe strategies for changing students’ mindsets and motivating them to spend time studying
- Create a plan for teaching metacognitive strategies in their courses and/or interactions with students

Course #4 Schedule Wednesday, October 19

8:00-9:30	Definition of metacognition and examples of metacognitive learning strategies	12:30-2:00	Presentation of strategies for increasing student motivation
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Discussion of Dweck’s definitions of fixed vs growth mindsets and examples of how this affects students motivation	2:30-4:00	Participants’ creation of plans for teaching metacognitive strategies to students
11:30-12:30	Lunch	4:00-4:30	Course evaluation



COURSE #5

Master Class I: Executive Function Skills for Learners

George McCloskey, PhD

Target Audience: General Education Teachers, Special Education Teachers, Principals and Administrators, School Counselors, Speech-Language Pathologists, Occupational Therapists, Physical Therapists, Math Specialists, Title 1 Teachers, Clinical Psychologists, School Psychologists, Social Workers, Resource Room Teachers, Assistive Technology, Specialists, Behavior Specialists, Private Tutors, Autism Specialists, Transition Specialists, Case Managers, Instructional Assistants, Paraprofessionals, Instructional Coaches, Reading Specialists

Target Age Range: preK to Young Adult

Course Description

This two-day Master Class will help participants gain a deeper understanding of executive functions and how executive functions deficits impact the behavior and academic production of children and adolescents. Participants will gain state-of-the-art knowledge of the most effective ways to help children and adolescents improve their use of executive functions. Ways to discuss executive functions with children, parents and school staff will be offered as well as ways to help motivate children and adolescents to ensure their full participation in intervention efforts. Special emphasis will be placed on how to orient students

to intervention efforts and help them move from being externally controlled to internally self-regulated through the use of bridging strategies. Case study examples of assessment and intervention efforts and outcomes with children and adolescents will be discussed throughout. Participants will leave this course with a greater understanding of how to improve executive functions, and a greater realization of how their efforts can have a positive effect on the children, parents and professionals with whom they work.

Learning Objectives

- Describe a comprehensive model of executive control.
- Explain the difference between executive functions and executive skills.
- Explain how executive functions and skills operate differently at different levels of executive control.
- Explain the difference between intelligence and executive functions
- Explain the relationship between executive functions and motivation

Course #5 Schedule Thursday, October 20

8:00-9:30	EF Model and Automaticity	12:30-2:00	EF and IQ; Producing vs. Learning Difficulties
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Levels of Executive Control	2:30-4:00	Internal Command vs. External Demand; Motivation and EF
11:30-12:30	Lunch	4:00-4:30	Course evaluation



COURSE #6

Helping Kids Who Worry: Evidence-Based Treatment of At-Risk Youth With Anxiety Disorders

Brigette Erwin, PhD

Target Audience: General Education Teachers, Special Education Teachers, Principals and Administrators, School Counselors, Speech-Language Pathologists, Occupational Therapists, Clinical Psychologists, School Psychologists, Social Workers, Marriage & Family Therapists, Resource Room Teachers, Behavior Specialists

Target Age Range: All school aged children and young adults

Course Description

Treatment of anxiety disorders in youth is largely effective, with an average response rate of 60-74% or higher. However, a significant and growing percentage of children are treatment nonresponders, at high risk, or treatment-resistant. Characteristics such as a high need for control, treatment refusal, secondary gain, rigidity in thinking, and comorbidity frequently function as barriers to treatment for these children and adolescents. These characteristics impact the family and community, which can reinforce the anxiety disorder. First-line treatment of anxiety disorders is highly effective but not widely available to patients, resulting in multiple failed courses of treatment, recurrent hospitalizations, and increasing symptom severity. Delivery of effective evidence-based treatment is associated with clinically significant improvement, lower relapse rates, and lower

healthcare utilization for this population, resulting in significantly less suffering for youth and families and a significantly lower economic burden. This training will present the prevalence, characteristics, assessment, and evidence-based treatment of anxiety disorders in at-risk youth. Clinical case examples will be presented and audience participation encouraged. Evidence-based anxiety treatment interventions delivered across multiple settings will be presented. Treatment interventions delivered to parents and caregivers will be described to address factors that function to maintain treatment-resistant anxiety disorders. Treatment interventions delivered to school settings and at multiple levels of care will be described to assist practitioners in designing effective treatment at all levels of care.

Learning Objectives

- Describe the prevalence, characteristics, and assessment of anxiety disorders in children and adolescents
- Implement evidence-based treatment of children and adolescents with anxiety disorders
- Integrate the treatment of parents and caregivers into the treatment of the child or adolescent
- Deliver evidence-based treatment interventions in academic settings

Course #6 Schedule Thursday, October 20

8:00-9:30	Anxiety disorders in children and adolescents; Assessment of anxiety disorders and comorbid disorders	12:30-2:00	Parental accommodations of anxiety disorders; Integrating treatment of parents and caregivers; Equipping parents and caregivers with effective parenting and treatment strategies
9:30-10:00	Break		
10:00-11:30	Evidence-based treatment of children and adolescents with anxiety disorders	2:00-2:30	Break
11:30-12:30	Lunch	2:30-4:00	Anxiety disorders in academic settings; Interventions in academic settings and at multiple levels of care
		4:00-4:30	Course evaluation



COURSE #7

The What, Why, and How of Tier 2 Behavioral Systems: Improving Social, Emotional, and Behavioral Outcomes

Lynne DeSousa, MS, School Psychologist

Target Audience: General Education Teachers, Special Education Teachers, Principals and Administrators, School Counselors, Speech-Language Pathologists, Occupational Therapists, School Psychologists, Social Workers, Behavior Specialists, Case Managers, Instructional Coaches

Target Age Range: preK-Grade 12

Course Description

Tier 2 behavioral systems support students who are not successful with Tier 1 supports alone. This layering of supports provides targeted or supplemental strategies that, along with Tier 1, prevents further habituation of undesired behaviors and improves social, emotional, behavioral outcomes. This session will explore core features of Tier 2, examining outcome and data

systems necessary for successful identification and selection of interventions that match the students' needs. Evidence-based practices, strategies and interventions at Tier 2 will be shared along with critical features that contribute to their success. Finally, participants will dive deeper into Check In/Check Out systems, structures, and effective implementations.

Learning Objectives

- Recognize the core features of a Tier 2 Systems within a multi-tiered system of supports
- Examine how to select expected outcomes and how are goal statements formatted
- Describe how to identify data collection and progress monitoring procedures
- Identify which systems and structures are needed to support Tier 2
- Apply behavior theory and trauma-informed approaches when designing interventions
- Identify evidence-based interventions, practices, and supports at Tier 2
- Articulate the importance of contextual relevance and selection considerations
- Identify the systems and structures needed for seamless delivery of Check-In/Check-Out (CICO)

Course #7 Schedule Thursday, October 20

8:00-9:30	Components of a Tier 2 Systems within a multitiered system of supports	12:30-2:00	Considerations for contextual fit, effective implementation, and capacity as Tier 2 practices, interventions, and strategies are selected
9:30-10:00	Break		
10:00-11:30	The design of outcome and data systems to support efficient and effective Tier 2 social, emotional, and behavioral supports	2:00-2:30	Break
11:30-12:30	Lunch	2:30-4:00	How to implement an effective Check In/Check Out Program
		4:00-4:30	Course evaluation



COURSE #8

Teaching the Hidden Curriculum: Helping Students on the Autism Spectrum Understand the Unstated Rules of Social Interaction

Brenda Smith Myles, PhD

Target Audience: General Education Teachers, Special Education Teachers, Principals and Administrators, School Counselors, Speech-Language Pathologists, Occupational Therapists, Physical Therapists, Title 1 Teachers, School Psychologists, Social Workers, Assistive Technology Specialists, Behavior Specialists, Autism Specialists, Transition Specialists, Case Managers, Instructional Assistants, Paraprofessionals, Instructional Coaches, ELL Teachers

Target Age Range: Grade 1-Young Adult

Course Description

The Hidden Curriculum refers to the set of rules or guidelines that are often not directly taught but are assumed to be known. This curriculum contains items that impact social interactions, school performance, and sometimes health and well-being. The curriculum also includes unspoken rules, slang, metaphors, body language, etc. While this information may be intuitive for

neurotypical individuals, it is not for those with autism or other special needs. This session includes definition and examples of the hidden curriculum, practical tips for teaching these hidden social needs, and a discussion of why this instruction must be a part of everyday life.

Learning Objectives

- Define the hidden curriculum
- Identify the importance of the hidden curriculum in society
- Discuss how the autistic neurology supports direct instruction in the hidden curriculum
- Identify hidden curriculum areas and items across preschool, middle school, high school, and adulthood

Course #8 Schedule Thursday, October 20

8:00-9:30	The Autistic Neurology and Instruction	12:30-2:00	Examples of Hidden Curriculum Items Across the Lifespan
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Definition and Relevance of the Hidden Curriculum	2:30-4:00	Instructional Strategies to Teach the Hidden Curriculum
11:30-12:30	Lunch	4:00-4:30	Course evaluation

**COURSE #9****The Mind-Body Connection: an Interdisciplinary Approach to Developing Coping Strategies**

Andra DeVoght, PT, MPH and Valerie Harrington, PhD

Target Audience: General Education Teachers, Special Education Teachers, Principals and Administrators, School Counselors, Speech-Language Pathologists, Occupational Therapists, Physical Therapists, Math Specialists, Title 1 Teachers, Clinical Psychologists, School Psychologists, Social Workers, Marriage & Family Therapists, Resource Room Teachers, Assistive Technology Specialists, Behavior Specialists, Private Tutors, Autism Specialists, Transition Specialists, Case Managers, Instructional Assistants, Paraprofessionals, Instructional Coaches, Reading Specialists, ELL Teachers

Target Age Range: Applicable to all ages, but may be most useful with populations aged 5-12

Course Description

Child development is an inherently integrated experience involving all aspects of neural functioning. As children grow and learn, challenges in one area can spill over into other areas of functioning. Coping strategies emerge based on existing resources and challenges within the brain and the environment. This reality beckons an interdisciplinary approach to child evaluation and treatment that recognizes and responds to relationships between systems. Professional training programs separate providers into subspecialties that address parts of the whole. We risk missing the big picture, the whole child, when we only see through the lens of our own discipline. Valerie and Andra share their experience applying an integrated lens to child functioning in their respective professions, using a neuro-relational approach. The Neurorelational Framework, originally described by Connie Lillas and Janice Turnbull, presents four domains of the neural system – regulatory, sensory, relevance

and executive functioning. The framework also illuminates the parallel professional domains which tend to respond to specific challenges in functioning– medical providers, OT/PT/SLP providers, mental health providers, and educators. This presentation is an opportunity for participants to gain an appreciation of the connections between neural domains and the professional approaches to each of them and begin to build a common language for interdisciplinary collaboration. Providers can learn to recognize when children are coping with discomfort or distress, how their coping strategies are shaped by different domains of neural functioning, and whether their strategies are successful or unsuccessful at meeting their needs. Participants will explore how their own professional lens shapes their understanding of child coping strategies, and how to recognize the strengths and limitations of focusing on their own areas of specialty.

Learning Objectives

- Summarize and explain interdependence of the four domains of the neuro-relational framework
- Identify the strengths and challenges of interdisciplinary work
- Recognize coping behavior from the perspective of the four domains of neuro-relational functioning
- Plan a response to children's needs which reflects an understanding of the four domains of neuro-relational functioning
- Practice self reflection of their own functioning in the context of professional work

Course #9 Schedule Friday, October 21

8:00-9:30	Neuro-relational approach to child development and functioning	12:30-2:00	Understanding coping as a means to facilitate functioning
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Parallels between the domains of child development and the domains of professional work	2:30-4:00	Providers as partners: Co-regulation, shared interpretation, and reflection
11:30-12:30	Lunch	4:00-4:30	Course evaluation

**COURSE #10****Functional Behavioral Assessment: Connecting Needs to Tiered Supports**

Lynne DeSousa, MS, School Psychologist

Target Audience: General Education Teachers, Special Education Teachers, Principals and Administrators, School Counselors, Speech-Language Pathologists, Occupational Therapists, Physical Therapists, School Psychologists, Social Workers, Resource Room Teachers, Behavior Specialists, Autism Specialists, Case Managers, Instructional Assistants, Paraprofessionals, Instructional Coaches

Target Age Range: K-Grade 12

Course Description

Functional Behavior Assessment (FBA) has been widely used in education as a process uncover the root cause or purpose of behavior to successfully match supports to student needs. The conceptual frame of FBA is the belief that all behavior serves a purpose and if we identified the factors that underline that purpose then we can shift alterable variables to increase student success. Research supports the notion that if we approach challenging behaviors by considering function as we select ways to intervene and support students, interventions are more successful in achieving desired outcomes compared to interventions where function of behavior is not considered. This purpose of this training is twofold. The first part will dive deeply

into FBA, learn all the assessment components that make up FBA, and how to intensify those components moving from basic to complex as needed. The second part of this training will focus on creating behavior intervention plans across a layered continuum that connects to the identified function of behavior and ensures strategies and supports have a high likelihood of success.

Learning Objectives

- Define Functional Behavior Assessment (FBA) and identify its components
- Demonstrate how to identify antecedent, behavior, consequence pathway
- Demonstrate how to build a competing behavior pathway including identifying appropriate replacement behaviors
- Describe how to connect the behavior intervention plan to the Functional Behavior Assessment
- Describe general considerations when selecting evidence-based practices at tier 2 and tier 3
- Identify tools that can be used across a layered continuum

Course #10 Schedule Friday, October 21

8:00-9:30	Functional Behavior Assessment (FBA) and the Competing Behavior pathway	12:30-2:00	Connecting the FBA to Behavior Intervention Plans
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Considering impacts of setting events and selecting Replacement Behaviors	2:30-4:00	Evidence-based practices and interventions at Tier 2 and Tier 3
11:30-12:30	Lunch	4:00-4:30	Course evaluation

**COURSE #11****Master Class II: Executive Function Skills for Learners**

George McCloskey, PhD

Target Audience: General Education Teachers, Special Education Teachers, Principals and Administrators, School Counselors, Speech-Language Pathologists, Occupational Therapists, Physical Therapists, Math Specialists, Title 1 Teachers, Clinical Psychologists, School Psychologists, Social Workers, Resource Room Teachers, Assistive Technology, Specialists, Behavior Specialists, Private Tutors, Autism Specialists, Transition Specialists, Case Managers, Instructional Assistants, Paraprofessionals, Instructional Coaches, Reading Specialists

Target Age Range: preK to Young Adult

Course Description

This two-day Master Class will help participants gain a deeper understanding of executive functions and how executive functions deficits impact the behavior and academic production of children and adolescents. Participants will gain state-of-the-art knowledge of the most effective ways to help children and adolescents improve their use of executive functions. Ways to discuss executive functions with children, parents and school staff will be offered as well as ways to help motivate children and adolescents to ensure their full participation in intervention efforts. Special emphasis will be placed on how to orient students

to intervention efforts and help them move from being externally controlled to internally self-regulated through the use of bridging strategies. Case study examples of assessment and intervention efforts and outcomes with children and adolescents will be discussed throughout. Participants will leave this course with a greater understanding of how to improve executive functions, and a greater realization of how their efforts can have a positive effect on the children, parents and professionals with whom they work.

Learning Objectives

- Describe the executive control intervention continuum
- Identify evidence-based external control strategies for improving executive control
- Identify evidence-based bridging strategies for improving executive control
- Identify sources of information about interventions that address executive control difficulties

Course #11 Schedule Friday, October 21

8:00-9:30	Intervention Continuum; External Control Strategies	12:30-2:00	Bridging Strategies Part 2; Internal Control Strategies
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Bridging Strategies Part 1	2:30-4:00	EF Development; EF and Clinical Diagnoses; Case Studies
11:30-12:30	Lunch	4:00-4:30	Course evaluation

**COURSE #12****Using “Cheat Sheets” to Promote Independence for Students with Autism**

Patrick Mulick, MS, BCBA

Target Audience: Special Education Teachers, General Education Teachers, Resource Room Teachers, Autism Specialists, Social Workers, Speech-Language Pathologists, Physical and Occupational Therapists, Principals/Administrators, Private Tutors, Instructional Assistants and Paraprofessionals

Target Age Range: PreK-Young Adult

Course Description

Despite the best efforts of schools, there are limited opportunities for some students with autism as they grow into adulthood because of their inability to function independently. This deficit is often a result of staff unknowingly helping too much and not creating a path by which the individuals could better function on their own. This highly interactive workshop explores research-based strategies, school systems, and innovative tools to enhance independence and remove limits to student potential.

Having been a teacher himself, Patrick speaks directly to the practical in-classroom application of these strategies for school teams. For each strategy discussed, a user-friendly cheat sheet is provided. Participants will leave inspired and equipped to help their students do more with less.

Learning Objectives

- Describe the detrimental effects of adult proximity for students with disabilities
- Describe how autism impacts a student’s ability to be independent
- Identify how and when to use visual supports to enhance independence
- Identify the different levels of prompting and when to use them
- Articulate why school over-reliance on paraprofessionals is a concern
- Explain how to utilize an Independence Plan
- Identify at least three ways that teachers and paraprofessionals can work together more effectively
- Identify language to avoid when discussing student independence

Course #12 Schedule Friday, October 21

8:00-9:30	Setting the stage to create more independent learners	12:30-2:00	School systems to promote independence
9:30-10:00	Break	2:00-2:30	Break
10:00-11:30	Effectively utilizing the prompt hierarchy across the day	2:30-4:00	The collaboration and teaming needed for success
11:30-12:30	Lunch	4:00-4:30	Course evaluation

LOCATION: The conference will be held as a live virtual event. Conference courses will be held via the Zoom conferencing app, which runs on laptop and desktop computers, tablets, and smartphones. Details on accessing the Zoom conference will be sent to registered attendees one week before the conference.

CONFERENCE REGISTRATION: Visit rehabseminars.org to register online. You may also mail registration forms to Rehab Seminars, PO Box 2450, Vashon, WA, 98070 or fax to (206) 749-9995.

REGISTRATION PAYMENTS: Purchase Orders, Checks, Visa, MasterCard and American Express. Make checks payable to Rehab Seminars.

PURCHASE ORDERS: Please visit rehabseminars.org to register. Your purchase order does not need to be complete for you to register. Once your purchase order is complete please email to info@rehabseminars.org or fax to (206) 749-9995.

GROUP DISCOUNTS: Registrations must be submitted together to receive the discounted rate. There is a \$30 per person discount for groups of 5 or more. Group discounts are only available to groups attending 2 or more days of the conference, not to single-day registrations. Registrations cannot be shared.

TAX DEDUCTIBILITY: Expenses incurred to maintain or improve your professional skills may be tax-deductible. Consult your tax advisor for details.

REGISTRATION FUNDING: Possible funding sources for course registration include government grants, parent-teacher organizations, and school improvement funds. Consult with your employer for state and federal funds available for tuition reimbursement. For tips to gain support from your employer to attend the conference, visit our website at rehabseminars.org.

CANCELLATION POLICY: Registration will be refunded less a 20% processing fee only for cancellations received more than 30 days before the first conference day. There are no refunds for cancellations received 30 or fewer days before the first conference day. Substitutions are always welcome.

NAME CHANGES: Registration sign-in sheets and certificates of course completion will be generated based on the name entered on your registration. Please make sure the information entered is correct. If a name change is required after registration is submitted, please email info@rehabseminars.org.

SIGN-IN: All attendees are required to sign in during the conference to verify attendance.

PRIVACY POLICY: Rehab Seminars will never share your personal information with vendors, exhibitors or companies promoting their services. If you request continuing education credits, some of your information may be shared with accrediting agencies.

AUDIO, VIDEO AND RECORDING POLICY: Audio, video and digital recordings of any kind are prohibited. No presentations may be rebroadcast.

PROGRAM CHANGES: Rehab Seminars reserves the right to make necessary changes in speakers or schedules. Any speaker or scheduling change will be posted on our website at rehabseminars.org and attendees registered for that course will be notified by email.



SPECIAL ARRANGEMENTS:

If you require special arrangements, please call (206) 749-9995 at least 30 days prior to the conference.

CONTINUING EDUCATION CREDITS: Certificates of Course Completion will be provided to all participants upon completion of course requirements, enabling you to register your credit with the appropriate licensing boards or associations. You may apply for other accreditation using the procedure established by the specific organization. This program can be applied toward renewal for teachers in most states. Check with your state's licensing board or association to determine how to receive credit for this conference. This conference qualifies for 6.5 continuing education direct contact hours per day (up to 19.5 contact hours for the conference). Boards and associations do not allow credit for breaks or lunch. Save the conference program and certificate of course completion and contact your own board or organization for specific requirements. If your licensing board requires additional documentation from Rehab Seminars (provider), contact the CE Administrator at ceadmin@rehabseminars.org.

WESTERN WASHINGTON UNIVERSITY COLLEGE CREDITS CSD 503 - PROFESSIONAL DEVELOPMENT IN CSD:

WWU Course Description: This course provides conference-based opportunities for practicing professionals to engage in learning about current research and treatment strategies on a variety of special education issues, including communication disorders. The courses are intended for the professional development of the conference attendee. The WWU credits may not be used as elective credits in a graduate degree program. Prerequisite: Entry level degree in professional area of specialization. Credits: 2 (graduate level). Grade Mode: S/U. How to Register: Required materials are available online at rehabseminars.org. In order to earn WWU credits you must attend sessions and meet completion requirements for the entire three-day event and submit the completed written assignment, registration form, and course evaluations. Cost: \$105 for 2 college credits.



Please note that WWU operates under the quarter system. These are therefore quarter credits, equivalent to 1.34 semester credits. For additional details, visit rehabseminars.org.



Rehab Seminars

SPEECH-LANGUAGE PATHOLOGISTS:

This conference is offered for up to 1.95 ASHA CEUs (Various Levels, Professional Area).

CALIFORNIA SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY AND HEARING AID DISPENSERS BOARD:

Rehab Seminars is approved to provide continuing professional development (provider #308).

WASHINGTON STATE OSPI CLOCK HOURS (CECHs):

Educators and professionals working in Washington State School Districts: Washington State Clock Hours have been approved through the Washington Speech-Language-Hearing Association for sponsorship. There is a \$20.00 fee for OSPI Clock Hours. Attending the entire conference is 19.5 contact hours (6.5 hours per day).

OCCUPATIONAL THERAPISTS & OCCUPATIONAL THERAPY ASSISTANTS:

Rehab Seminars is an American Occupational Therapy Association Approved Provider (#6274). Full-day course attendance qualifies for 6.5 contact hours per day or .65 CEUs (attending all 3 days is offered for up to 1.95 AOTA CEUs) in the category of Domain of OT and Occupational Therapy Process (Level: Intermediate). Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS:

Rehab Seminars is approved by the National Association of School Psychologists to offer professional development for school psychologists (approved provider #1099). Full day courses are 6.5 contact hours (6.5 CPD) or 19.5 contact hours (19.5 CPD) for all three days. Full attendance is required for each course; no partial credits will be offered for partial course attendance.

AMERICAN PSYCHOLOGICAL ASSOCIATION:

Rehab Seminars is approved by the American Psychological Association to sponsor continuing education for psychologists. Rehab Seminars maintains responsibility for this program and its content. Courses offered for APA credit : 1-12

SOCIAL WORKERS, MARRIAGE AND FAMILY THERAPISTS, AND MENTAL HEALTH COUNSELORS:

This program has been approved for 19.5 CEUs by the NASW Washington State Chapter. Licensed Social Workers, Marriage and Family Therapists, and Mental Health Counselors are eligible. Provider number is #1975-286.

COUNSELORS:

Rehab Seminars has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7104. Programs that do not qualify for NBCC credit are clearly identified. Rehab Seminars is solely responsible for all aspects of the programs. Courses offered for NBCC credit: 1-12.

PHYSICAL THERAPY BOARD OF CALIFORNIA:

Rehab Seminars is recognized by the Physical Therapy Board of California (PTBC) as an approved agency to offer continuing competency courses for physical therapists.

CRITERIA OF COURSE COMPLETION FOR DOCUMENTING CE HOURS:

All attendees must sign in in the morning and again in the afternoon, each day, in order to receive full credit. Attendees must participate in their courses and submit completed course evaluation forms at the end of each day. Participants seeking college credit or contact hours must complete the appropriate participant forms.

CERTIFICATE OF COURSE COMPLETION:

Certificates of course completion will be provided to attendees that meet the criteria of course completion. Your certificate will be emailed to your *email of record*. Attendees may contact Rehab Seminars if a replacement certificate is required. For those in partial attendance (arrive late or leave early), your certificate of course completion will reflect partial credit.

CREDIT FOR TEACHERS:

Rehab Seminars is recognized as an approved CE provider in several US states. Check the conference website for current details. Some states accept only college credits for re-licensure; in that case, you are advised to opt for the WWU Graduate Credit program (see previous page). If you have any questions regarding CE approval, contact the CE Administrator at CEAdmin@rehab-seminars.org.

OTHER PROFESSIONS:

Each conference day qualifies for 6.5 hours of instructional content as required by many national and state licensing boards and professional organizations (up to 19.5 hours for this event). Keep your course outline and certificate of course completion and contact your board or organization for specific requirements.

REGISTRATION FORM General & Special Education Conference – Virtual Live Event October 19, 20, and 21, 2022

Please provide a registration form for each person attending.

Visit our website at rehabseminars.org to register online, or mail registration forms to: Rehab Seminars PO Box 2450, Vashon, WA 98070. phone (206) 749-9995, fax: (206) 749-9995. PURCHASE ORDERS are accepted. Please print legibly.

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CHOOSE YOUR COURSES. Please choose **ONE** course for **each day** you attend.
 You may switch courses or attend multiple sessions if seats are available. ALL courses are held from 8:00 AM to 4:00 PM.

DAY 1: WEDNESDAY, OCTOBER 19, 2022

- Course #1** –Reading, Writing and the Brain: Developing Effective Interventions
- Course #2** -Children and Teens with Autism: Practical Interventions to Address Challenging Behaviors
- Course #3** - Thriving Schools: Trauma Responsive Practices as a Whole School Approach
- Course #4** - Teaching Students How to Learn: Strategies to Improve Student Metacognition, Study Skills, and Motivation

DAY 2: THURSDAY, OCTOBER 20, 2022

- Course #5** –Master Class I: Executive Function Skills for Learners
- Course #6** – Helping Kids Who Worry: Evidence-Based Treatment of At-Risk Youth With Anxiety Disorders
- Course #7** - The What, Why, and How of Tier 2 Behavioral Systems: Improving Social, Emotional, and Behavioral Outcomes
- Course #8** - Teaching the Hidden Curriculum: Helping Students on the Autism Spectrum Understand the Unstated Rules of Social Interaction

DAY 3: FRIDAY, OCTOBER 21, 2022

- Course #9** – The Mind-Body Connection: an Interdisciplinary Approach to Developing Coping Strategies
- Course #10** –Functional Behavioral Assessment: Connecting Needs to Tiered Supports
- Course #11** - Master Class II: Executive Function Skills for Learners
- Course #12** - Using “Cheat Sheets” to Promote Independence for Students with Autism

FEE SUMMARY:

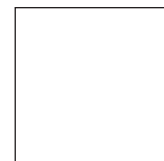
Check One

	Registration Fee Through October 12, 2022	Registration Fee After October 12, 2022
One Day Registration Fee.....	<input type="checkbox"/> \$219.....	<input type="checkbox"/> \$239
Two Day Registration Fee	<input type="checkbox"/> \$369	<input type="checkbox"/> \$399
Three Day Registration Fee.....	<input type="checkbox"/> \$489	<input type="checkbox"/> \$529

Group Discount- Take \$30.00 off each registration if you have 5 or more in your group.
 To receive your group discount, registration forms must be sent in together.
 Group discount does not apply to one day registrations.

TOTAL FEE: _____

Registration less a 20% processing fee is refundable if cancellation occurs more than 30 days before conference start date.
 No refunds for cancellations 30 days or fewer before conference start date. Substitutions are always welcome.



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- AAC and Assistive Technology Specialists
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- School Psychologists, Behavior Specialists,
Social Workers, Mental Health
Professionals, & School Counselors
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**2022 General & Special
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