2014 Special & General Education Conference

Inclusion, Collaboration and Differentiated Learning

Strategies for Teaching All Children Including Students with Multiple Challenges and Gifted Learners Pre-K through 12th Grade

A Professional Continuing Education Event

March 5, 6, & 7, 2014

(Wednesday, Thursday & Friday)

Grand Hyatt
Conference Center and Hotel
Downtown Seattle, Washington

Twenty-one, full-day courses designed to best meet your professional needs

Western Washington University College Credits

19.5 OSPI Clock Hours (CECHs)
Professional CE Hours Offered

www.rehabseminars.org
(360) 379-6994 – phone
(360) 379-5271 – fax

Sponsored by

Rehab Seminars

Concurrent Full-Day Courses and Distinguished Faculty:

DAY 1: WEDNESDAY MARCH 5, 2014 (8:00AM-4:00PM)

1. The Highly Engaged Classroom: Practical Strategies for Improving Student Motivation and Achievement By Richard Cash, EdD, nRich Educational Consulting, Inc.
2. Strategic Instruction that Supports Comprehension for Struggling Readers By Dixie D. Massey, PhD, University of Washington
3. MOVE: A Gross Motor Curriculum for Working with Children with Motor Delays/Disabilities By Julie Sues-Delaney, LPT, Mobility Opportunities Via Education (MOVE)
4. Laying a Foundation for Academic, Social and Emotional Competence: Social, Family & Classroom Predictors of Executive Functioning By Liliana J. Lengua, PhD, University of Washington
5. WRITE ON RIGHT NOW: Emergent Writing – Apps Included! By Caroline Musselwhite, EdD, CCC-SLP, Assistive Technology/Literacy Consultant
6. Bullying, Revenge, & Belonging: Practical Approaches and Challenges By Karin S. Frey, PhD, University of Washington
7. Providing High Quality Education to Diverse Learners: Building a Discourse Around Diversity By Cassandra A. Martin, PhD, University of Washington

DAY 2: THURSDAY MARCH 6, 2014 (8:00AM-4:00PM)

8. English Language Learners: Seven Steps for Separating Differences and Disability By Catherine Collier, PhD, Crosscultural Developmental Education Services
9. Standards-Based Strategies for Elementary and Middle School Students Struggling with Math By John P. Woodward, PhD, University of Puget Sound
10. Self-Regulation: The Foundation for Learning Autonomy By Richard Cash, EdD, nRich Educational Consulting, Inc.
11. Practical Classroom Strategies for Students with Behavioral Disorders By Gregory J. Benner, PhD, University of Washington
12. Communication All Day Long: Communication Circles, Topic Setting and MORE! By Caroline Musselwhite, EdD, CCC-SLP, Assistive Technology/Literacy Consultant
13. Reading and Writing is a Language Learning Process By Bonnie Robb, MEd, Portland Public Schools, Portland, OR
14. Recent Progress in Understanding and Treating Stuttering: New Research Insights and Contemporary Treatment Strategies By Ludo Max, PhD, CCC-SLP and Marty Nevdahl, MS, CCC-SLP, University of Washington

DAY 3: FRIDAY MARCH 7, 2014 (8:00AM-4:00PM)

15. Differentiated Instruction and Brain-Compatible Learning in the Era of Common Core State Standards By Richard Cash, EdD, nRich Educational Consulting, Inc.
16. Learning with APPtitude: iPads as Part of a Universal Design for Learning Toolkit By Alexandra Dunn, MS, SLP, Upper Canada District School Board
17. Solutions for Teaching the Struggling Learner: How Teachers Can Utilize Brain Based Strategies To Improve Attention, Processing, Memory and Executive Function By Cindy Lehman, MEd, Lehman Learning Solutions
18. Central Auditory Processing Disorder and ADHD: Evidence-based Treatment and Management Strategies for Therapists and Classroom Teachers By Gail D. Chermak, PhD, CCC-A, Department Chair, Washington State University
19. Challenging ALL Students: Strategies to Meet the Diverse Needs of All Learners Including Gifted Students By Nancy Hertzog, PhD, University of Washington
20. Evidence-based Practices for Students with Social, Emotional and Behavioral Problems By Clayton R. Cook, PhD, University of Washington
21. School-to-Work Program for Transition Students: Developing Regional Partnerships Between Adult Service Agencies and School Districts to Improve Job Placement Outcomes By Richard Wilson, MPA, Jennifer Given-Helms, MEd, Karen Shu Minutoli, EdD, and Richard Haines, MEd

Richard M. Cash, EdD, is an internationally renowned speaker and educator. He has worked in the field of education for over 25 years. Dr. Cash received his doctorate in Educational Leadership and a Master's Degree in Curriculum and Instruction from the University of St. Thomas in Minneapolis, MN. He works as a private consultant to many school districts around the U.S. and internationally. His areas of expertise are educational programming, rigorous and challenging curriculum development, differentiated instruction, 21st century skills, and brain compatible classrooms. Dr. Cash authored the book *Advancing Differentiation: Thinking and Learning for the 21st Century*, (2011). His newest book, *Differentiation for Gifted Learners: Going Beyond the Basics*, is a co-authored publication with Dr. Diane Heacox, a widely respected expert in differentiation and gifted education. *Disclosure: Financial-Dr. Cash is the owner of nRich Educational Consulting, Inc., an educational consulting company. He receives financial compensation from his consulting firm and he receives royalties from Free Spirit Publishing, the publisher of his books. He is employed by Bloomington Public Schools as an Education Innovation Specialist and he serves on various gifted education boards. Nonfinancial-Mr. Cash has no relevant nonfinancial relationships to disclose.*

Dixie D. Massey, PhD, is a senior lecturer at the University of Washington where she directs the Reading Endorsement program, and teaches literacy and action research courses within the Curriculum & Instruction and Master's in Leadership programs. Dr. Massey's research interests include comprehension instruction, struggling readers, and reading within the disciplines. She is the author of several articles published in such journals as *The Reading Teacher, Literacy Research and Instruction, The Journal of Adolescent and Adult Literacy, The Journal of School Connections* and *The Journal of Literacy Research*. She is author and co-author of numerous chapters, and the curriculum series *Comprehension Strategies for World History, U.S. History in the Social Studies, and Strategic Vocabulary Instruction in Social Studies*. *Disclosure: Financial-Dr. Massey is employed by the University of Washington and the University of North Carolina at Greensboro. She receives royalties from her publisher, The Social Studies School Service. Nonfinancial-There are no non-financial relationships to disclose.*

Julie Sues-Delaney, Licensed Physical Therapist, is one of the Program Managers for MOVE International. She is responsible for conducting MOVE sponsored trainings across the country and supporting MOVE model sites and MOVE International Trainers. Julie has consulted with teachers/therapists on infusing the MOVE Program into their classrooms and advancing learners in their gross motor skills. Julie graduated from Northwestern University in Chicago, with a degree in Physical Therapy. Julie has been the director of physical therapy in both inpatient and outpatient therapy settings, and has worked in the school setting for fifteen years in early intervention, center-based and full inclusion opportunities. She has also consulted at group homes for the developmentally delayed adults, and has extensive experience with a variety of diagnoses and syndromes. *Disclosure: Financial-Julie is employed by MOVE International, an educational consulting firm. Nonfinancial-There are no non-financial relationships to disclose.*

Liliana Lengua, PhD, is a child psychologist, professor in the Psychology Department at the University of Washington, and director of the UW Center for Child and Family Well-Being. She is internationally recognized for her research on children's vulnerable and resilient responses to adversity, demonstrating how parenting and children's temperament contribute to children's unique responses to stress. She is also recognized for her research on the effects of stress and disadvantage on children's developing self-regulation and social-emotional competence. Her current research focuses on the development of effortful control, or executive functioning, and its role in children's academic, social and emotional competence. Dr. Lengua received her Ph.D. in Child Clinical Psychology and Prevention Science at Arizona State University. She has been the principal investigator of several federally funded research projects and is the author of over 50 published papers. *Disclosure: Financial-Dr. Lengua is employed by the University of Washington, Department of Psychology. Nonfinancial-There are no non-financial relationships to disclose.*

Caroline Musselwhite, EdD, CCC-SLP, is an assistive technology specialist with more than 30 years of experience working with children and adolescents with severe disabilities, in a variety of settings, including Head Start, developmental day programs, and the public schools. She has taught courses at several universities and has authored a number of textbooks and "how-to" books on a range of topics, including Emergent Literacy Success, Communication Programming for Persons with Severe Handicaps, and Reading Activities Project for Older Students (R.A.P.S.). She has authored a number of software programs (Write to Talk, Social Scripts) and books (Learning to Work) for youth with disabilities. She has presented thousands of workshops throughout the world. *Disclosure: Financial-Dr. Musselwhite is a consultant for several school districts, the Teacher's College Inclusive Classrooms Project, Prentke Romich Co., DynaVox, Ablenet and Don Johnson, Inc. She receives royalties for her books, therapy materials and software programs from Spectronics Inclusive Learning Technologies, College-Hill Press, Pro Ed, Singular Publishing Group, Creative Communicating Resources, Attainment Company, Southwest Human Development, Inc., and AAC Intervention (self publishing). Nonfinancial-There are no relevant non-financial relationships to disclose.*

Karin S. Frey, PhD, is an internationally known expert on youth bullying, retaliation, and bystander behavior. As the lead developer and evaluator of one of the most rigorously tested anti-bullying programs, she is well aware of the barriers to, and rewards of effective intervention. Her research utilizing second-by-second observations of nearly 1000 young people has documented a 34% drop in bullying / victimization, a 72% drop in destructive bystander behavior, a 36% drop in retaliatory aggression, and a 61% drop in the need for adult intervention in conflicts in program schools. Karin is a Research Associate Professor of Educational Psychology at the University of Washington, where she teaches about belonging and bullying, and conducts research on the contributions of friends and cultural norms to bullying, retaliation, and positive coping strategies. She has led workshops on bullying for educators, and therapeutic groups on social relationships for children with physical disabilities. *Disclosure: Financial-Dr. Frey is employed by the University of Washington. Nonfinancial-There are no non-financial relationships to disclose.*

Cassandra A. Martin, PhD, SpEd, is a specialist in the areas of accessing the general curriculum for students with moderate to severe disabilities, functional approaches to challenging behavior, and education law and policy to support the human rights of different kinds of learners in school, the community, and in the workforce. Currently, Cassie works at the University of Washington at the Haring Center. She also has a private practice where she contracts with over 15 school districts in the state of Washington and works with dozens of families to support children and adults in schools and their communities. Cassie serves on the Board of Trustees at the Academy for Precision Learning and is a member of several professional organizations. The foundation of Cassie's work is the certainty that a high quality education is a basic human right for all students and that this right must extend to individuals with disabilities. *Disclosure: Financial-Dr. Martin is employed by the University of Washington, she consults with school districts through her private practice, and she serves on the board of trustees at the Academy for Precision Learning. Nonfinancial-There are no additional financial or non-financial relationships to disclose.*

Catherine Collier, PhD, has over 45 years experience in equity, crosscultural, bilingual, and special education. Dr. Collier is a nationally recognized expert on diverse learners with learning and behavior needs. She works extensively with school districts on professional and program development for at-risk diverse learners. Dr. Collier provides technical assistance to university, local, and state departments of education regarding programs serving at-risk cognitively, culturally and linguistically diverse learners. She works with national organizations to provide professional development in the intersection of crosscultural, multilingual, diverse special needs issues in education. *Disclosure: Financial-Dr. Collier is employed by Crosscultural Developmental Education Services, an educational consulting company, and Portland State University. Dr. Collier receives royalties for her published educational materials from Corwin Publishers. Nonfinancial-There are no non-financial relationships to disclose.*

John Woodward, PhD, is Dean of the School of Education at the University of Puget Sound. He has co-authored four technology-based programs for students with learning disabilities and a series of math programs for struggling middle school students, including TransMath®, a skills-based intervention program. He was principal investigator on 12 federal grants and has published more than 70 articles in professional journals. Dr. Woodward is currently working on numerous projects that examine mathematics education, technology-based instruction, and professional development. *Disclosure: Financial-Dr. Woodward is employed by the University of Puget Sound. Additionally, he provides professional consulting services to school districts and organizations. He receives royalties for his curriculum programs from Voyager/Cambium Learning. He is a panel member of the NIES and consults with OSPI and the USDE. Nonfinancial-There are no non-financial relationships to disclose.*

Gregory J. Benner, PhD, is a Professor and Executive Director of the Center for Strong Schools at the University of Washington - Tacoma. Dr. Benner specializes in preventive approaches for meeting the academic and social/emotional needs of students, particularly those with emotional and behavioral disorders (EBD). Dr. Benner has expertise in building the capacity of educators, mental health professionals and parents to better understand and meet the needs of youth who are least understood and struggling most. He has consulted in hundreds of schools and facilities to build sustainable multi-tiered systems of support. His book entitled, "Instructional Practices for Students with Behavioral Disorders: Strategies for Reading, Writing, and Math" is part of the *What Works for Special Needs Learners* Series published by Guilford Press. Dr. Benner currently serves as Associate Editor for *Behavioral Disorders and Remedial and Special Education,* and on the editorial review board for the *Journal of Emotional and Behavioral Disorders,* and the *Journal of Behavioral Education. Disclosure: Financial-Dr. Benner is employed by the University of Washington and he receives royalties for his books/book chapter from Gilford Press and Cambridge University Press. Nonfinancial-There are no relevant nonfinancial relationships to disclose.*

Bonnie Robb, MEd, has been a first and second grade teacher, a reading specialist, and a district-wide elementary math teacher leader and trainer. After seeing a growing achievement gap between children diagnosed with special learning needs and general education students in the classroom, Ms. Robb began collaborating with Dr. Ellyn Arwood to more effectively reach all learners by understanding Neuro-Semantic Language Learning Theory (NLLT) and implementing Viconic Language Methods™ (VLM). Educators from throughout the country visit her classroom to observe these innovative and inclusive strategies. This collaboration produced a teaching manual titled Make It Visual in the Classroom, and an article published in ESL Magazine as well as numerous trainings and presentations. In 2008, Ms. Robb's classroom success garnered the notice of the Oregon Department of Education and the Milken Family Foundation who named her Oregon Teacher of the Year. *Disclosure: Financial-Bonnie is employed by the Portland Public School District and contracts with Apricot, Inc., a professional consulting company. She receives royalties from Apricot, Inc., publisher of her teaching manual. Nonfinancial-There are no non-financial relationships to disclose.*

Ludo Max, PhD, CCC-SLP, is an Associate Professor in Speech and Hearing Sciences and an Adjunct Associate Professor in Bioengineering at the University of Washington. He serves as the Director of the Laboratory for Speech Physiology and Motor Control. He is also a Research Affiliate at Haskins Laboratories in New Haven, CT. Dr. Max's research, funded in part by the National Institutes of Health, focuses on sensorimotor control and organization of typical speech production, and neuromotor and neurophysiological mechanisms underlying stuttering. Dr. Max has published more than 40 papers/book chapters and delivered more than 100 oral presentations/posters at national and international scientific meetings. *Disclosure: Financial-Dr. Max is employed by the University of Washington, Haskins Laboratories, and he receives speaker fees for his professional presentations. Nonfinancial-He is the Associate Editor of the Journal of Fluency Disorders, is an editorial consultant for numerous professional journals, and has received grant funding from multiple agencies for his research related to stuttering. There are no additional financial or non-financial relationships to disclose.*

Marty Nevdahl, MS, CCC-SLP, joined the faculty in the Department of Speech and Hearing Sciences at the University of Washington in 2005. Marty's clinical focus is in the areas of fluency and voice disorders in children and adults. Areas of special interest include early intervention with children who stutter using evidence-based therapies, and the integration of prolonged speech with cognitive behavioral therapy methods in the treatment of stuttering in adults and adolescents. Marty has lectured extensively on stuttering treatment at state and national professional meetings, and he has been a member of the Lidcombe Program Trainers Consortium since 2010. *Disclosure: Financial-Mr. Nevdahl is employed by the University of Washington and he receives speaker fees for professional presentations; non-financial relationships include membership of the Lidcombe Program Trainers Consortium; Australian Stuttering Research Centre; WSLHA Convention Co-Chair, and founding member of The Voice Foundation-WA Chapter. There are no additional relevant nonfinancial relationships to disclose.*

Alexandra Dunn, MS, is a Speech-Language Pathologist at the Upper Canada District School Board and president of Inclusioneers. Alex has presented across the USA, Canada, Germany, England, Spain and Puerto Rico, exploring technology (SMART Technology, iDevices, Assistive Technology) and theory as part of Universal Design for Learning Toolkit to ensure ALL students, achieve the goal of meaningful educational and social participation. Alex was named SMART Technologies Exemplary Educator of the Year for Canada for 2012, and was awarded the prestigious C21 Shifting Minds National Award for distinctive achievement in the field of 21st Century learning and innovation in March 2013 by former Prime Minister Paul Martin. In 2013, Alex was named the Canadian Association for Community Living Inclusive Educator of the Year, in recognition of her work in advancing the mandate of inclusive education across Canada. *Disclosure: Financial-Alexandra is employed by the Upper Canada District School Board and Inclusioneers, a professional consulting firm. She receives speaker fees for her professional presentations. Nonfinancial-She is an appointed officer for SETSIG. There are no additional relevant nonfinancial relationships to disclose.*

Cindy Lehman, MEd, is the Director of Lehman Learning Solutions, a learning clinic in Seattle that specializes in treating learning and attention challenges. Her approach is unique in that intervention is based on addressing the "underlying causes"

of academic challenges including memory, attention, processing, and executive function. Her clinic serves students aged 5 – adult including those who are gifted, on the spectrum, dyslexic, AD(H)D, or struggle with any form of learning challenge. Having worked for many years as both a self-contained special education and resource room teacher, Cindy understands that there is a great need for improving teaching methodology in order to help struggling students. Cindy's work with students has been transformational by applying current brain research on neuroplasticity and approaching learning challenges from a "continuum based approach". *Disclosure: Financial-Cindy is the owner and director of the Learning Clinic at Lehman Learning Solutions. Nonfinancial- There are no relevant nonfinancial relationships to disclose.*

Gail D. Chermak, PhD, is an internationally recognized authority on central auditory processing disorder (CAPD). She has published extensively and lectured around the world on differential diagnosis and treatment of CAPD. Her two-volume *Handbook of (Central) Auditory Processing Disorder*, edited with Frank Musiek and published in 2007, is considered the definitive text on CAPD. Dr. Chermak is professor of audiology and chair of the Department of Speech and Hearing Sciences at Washington State University. She is the recipient of numerous honors and awards, including the American Academy of Audiology's (AAA) Distinguished Achievement Award and the "Book of the Year Award" for *Handbook of Central Processing Disorder Vol. I and II* (with Frank Musiek co-editor). She has authored over 100 articles and book chapters, and authored or edited 4 books. She is an assistant editor for the *Journal of the American Academy of Audiology* and she serves as editorial consultant for several other professional and scientific journals. Chermak's and Musiek's second edition of the Handbook of Central Auditory Processing Disorder and their web-based exercises for auditory training (co-developed with Jeffrey Weihing) will be released later this year. *Disclosure: Financial-Dr. Chermak is employed by Washington State University. She receives royalties for her book publications from Plural Publishing and Singular Publishing Group. She is a consultant for ASHA's upcoming 2013 online conference: The Science and Clinical Practice of CAPD. There are no additional financial or non-financial relationships.*

Nancy B. Hertzog, PhD, is Professor in the area of Educational Psychology at the University of Washington, and the Director of the Halbert and Nancy Robinson Center for Young Scholars. She has an extensive background in gifted education and expertise on curriculum development. From 1995-2010 she held a faculty position in the Department of Special Education and directed University Primary School, an inclusive early childhood setting that serves children from preschool through first grade at the University of Illinois. Her primary area of interest relates to ways that teachers engage and challenge all students. Currently, Dr. Hertzog's research focuses on how teachers differentiate their instruction to address the diverse needs of their students. She is the author of two books, and has published in the *Journal of Curriculum Studies, Gifted Child Quarterly, Journal for the Education of the Gifted, Roeper Review, Teaching Exceptional Children, Early Childhood Research and Practice,* and *Young Exceptional Children*. *Disclosure: Financial-Dr. Hertzog is employed by the University of Washington. She receives royalties for her books from Prufrock Press. Nonfinancial-There are no relevant nonfiancial relationships to disclose.*

Clayton Cook, PhD, is an assistant professor at the University of Washington, School of Psychology Program and a licensed psychologist. His research interests primarily include response to intervention service delivery models and how these models can be used to prevent mental health problems and promote social, emotional, and academic wellbeing. Specifically, he is interested in school-based universal screening methods, interventions to prevent and address emotional and behavioral problems, and the translation of research to practice. He is the co-principal investigator for several grants and authored and co-authored multiple articles, book chapters and books including *Transforming School Psychology in the RTI Era: A Guide for Administrators and School Psychologists,* and the *Handbook of Behavioral Interventions in Schools*. *Disclosure: Financial-Dr. Cook is employed by the University of Washington and receives consulting fees from numerous school districts and the Psychological Software Solutions. He receives royalties for his books from LRP Publications. He is on the advisory board at Psychological Software Solutions (non-financial). There are no additional financial or non-financial relationships to disclose.*

Richard Wilson, MPA, is the School-to-Work Program Manager for King County's Developmental Disabilities Division. He brings over 25 years of experience in the disabilities field having held state-level and not-for-profit positions in the areas of early intervention, advocacy, residential, family, and employment services for people with a wide range of developmental, physical, brain trauma, and other disabilities. Richard obtained a Bachelor's Degree in Psychology at the University of Utah and holds a Master's Degree in Public Administration from Seattle University. Richard is a strong proponent for access to quality employment services for people with disabilities—with a focus on the adult transition years—and often sees that the real outcome isn't employment itself, but the inclusion, participation, personal growth, and contribution individuals gain as part of realizing a successful and sustainable job match within the community. *Disclosure: Financial-Mr. Wilson is employed by King County's Developmental Disabilities Division. There are no additional financial or non-financial affiliations.*

Jennifer Given-Helms, MEd, has been teaching high school and transition students with developmental disabilities for the past 11 years. With the belief that transition students would benefit from experiencing life on a college campus, Jennifer developed the Shoreline Community Based Transition Program (SCBTP) where she currently teaches. She is passionate about empowering students to be their own self-advocates, to identify and develop their strengths, and to envision a meaningful life after school. *Disclosure: Financial-Jennifer is employed by the Shoreline School District. There are no additional financial or non-financial affiliations to disclose.*

Karen Shu Minutoli, EdD, has a doctorate and two master's degrees in special education with a specialization in autism and special education administration. For 35 years, Dr. Shu has worked in the field of special education as a regular and special education teacher, college instructor, international consultant, program evaluator, staff and family trainer, and administrator. Karen is currently employed as a transition specialist at Auburn School District in Washington State working with students 14-21 years old in resource, developmentally disabled, and transition programs. She supervises the district-wide Community Lab Program which provides community work opportunities at 40 different worksites utilizing natural supports and job coaches. *Disclosure: Financial-Dr. Minutoli is employed by the Auburn School District. There are no additional financial or non-financial affiliations to disclose.*

Richard Haines, MEd, has been teaching for more than thirty years and is currently a special education teacher in the Lake Washington School District's Transition Academy in Redmond, Washington. The Transition Academy is a model transition program and utilizes functional assessments, work-based learning, community employment and other community based learning for students age 18-21. He has worked closely and created partnerships with DDD, DVR, and supported employment vendors in the county. Mr. Haines was on the Board of Eastside Employment Services for twenty five+ years and has been a donor and member of the Arc of King County. *Disclosure: Financial-Richard Haines is employed by the Lake Washington School District. There are no additional financial or non-financial affiliations to disclose.*

CONFERENCE FULL-DAY COURSE OPTIONS

COURSE #1 WEDNESDAY - MARCH 5, 2014

DAY 1

The Highly Engaged Classroom: Practical Strategies for Improving Student Motivation and Achievement

By Richard Cash, EdD, nRich Educational Consulting, Inc.

Target Audience: : Teachers K-12, administration K-12, and curriculum developers

Target Age Range: K-12

Course Description: As we venture forward with the framework of the Common Core State Standards (CCSS), it is evident that advanced levels of thinking are central to our students' readiness for post-secondary and careers of the 21st century. Our students' future is full of new and complex problems that will require more refined multifaceted solutions. Therefore, this session will show participants how to set up an engaging classroom that stimulates and encourages students to think and persist toward decision- making. During this full-day session, strategies and ideas for how to address the CCSS levels of thinking, and motivate students to higher levels of achievement will be presented.

Course Objectives – participants will be able to:

- Describe the nature and nurture of the 21st century learner
- Explain the critical aspects of motivation and engagement
- Describe how to apply components of an engaging classroom environment
- Describe how to apply thinking and learning techniques essential to the 21st century
- Demonstrate how to assist learners in focusing attention
- Demonstrate questioning typologies that can extend and enrich learning

Course #1 Schedule Wednesday, March 5, 2014

8:00 - 9:30	Grounding in the 21st century learner
9:30-10:30	Understanding the nature of motivation and engagement
10:30-10:45	Break
10:45- 12:00	Critical components of an engaging classroom environment
12:00-1:00	Lunch – on your own
1:00-2:00	Questioning typology that engages and enriches learning
2:00-2:15	Break
2:15-3:45	Strategies for thinking
3:45-4:00	Wrap-up; complete program evaluation

COURSE #2 WEDNESDAY - MARCH 5, 2014

DAY 1

Strategic Instruction That Supports Comprehension For Struggling Readers

By Dixie D. Massey, PhD, University of Washington

Target Audience: General and special education teachers, resource room teachers, tutors, reading specialists, and other educators that include reading comprehension instruction in their classrooms or sessions

Target Age Range: 3rd-9th grade when comprehension is paramount

Course Description: The presentation begins with an overview of reading comprehension. The RAND Reading Study Group (2002) suggested that comprehension is an interaction of the reader, the text, and the activity. Using this framework as the foundation, the rest of the presentation will describe how we can adapt and position each of those areas in order to support struggling readers. This presentation uses the outline of moving through a text sequentially—from beginning to end—as an organizing framework for integrating comprehension strategy instruction, metacognitive awareness, and motivational components to help students become independent readers. It presents considerations for **preparing students to understand**, and includes comprehension strategy and metacognitive awareness supports. Then it examines how to **launch students into the text** so that they get beyond the front cover and the first pages of the text. Motivation and engagement play an increasingly important role at this stage of reading. **Sticking with a text** includes ways to address student stamina for texts, as well as deepening comprehension at the completion of a text before moving to assessment. Finally, it considers the impact of discipline-specific texts on students' comprehension. This includes helping students transfer what they know from familiar text types into less familiar text types. Additionally, it involves the consideration of what new knowledge and awareness is required for specific disciplines. The issues of CCSS such as text complexity, short texts, discipline-specific knowledge, and close reading will be referenced within the outline.

Course Objectives – participants will be able to:

- Explain the strategies that students use when reading two texts
- Describe what students do when presented with challenging text
- Describe the strategies teachers see their own students using
- Demonstrate thinking aloud to a small group of peers in order to model strategies
- Describe how they can release responsibility following modeling to their peers
- Demonstrate the ability to plan for vocabulary instruction with a sample text
- Describe two ways of building comprehension and distinguish those from means of assessing comprehension
- Demonstrate the ability to create charts that summarize what they know and learn about discipline-specific knowledge

Course #2 Schedule Wednesday, March 5, 2014

8:00 - 9:00	Overview of comprehension: The reader, the task, and the text
9:00 – 10:15	Preparing readers to understand the text
10:15 – 10:30	Break
10:30 – 12:00	Launching students into a text: Building motivation and stamina for reading beyond the first pages
12:00 – 1:00	Lunch – on your own
1:00 – 2:00	Finishing Strong: Helping students sustain stamina and comprehension for a text
2:00 – 2:15	Break
2:15 – 3:30	Disciplinary knowledge and transfer: Supporting readers in different disciplines
3:30 – 4:00	Questions and answers; complete course evaluation

COURSE #3 WEDNESDAY - MARCH 5, 2014

DAY 1

Move: A Gross Motor Curriculum for Working with Children with Motor Delays/Disabilities

By Julie Sues-Delaney, LPT, Mobility Opportunities Via Education (MOVE)

Target Audience: Special education teachers, general education teachers, physical therapists, occupational therapists, nurses, and paraprofessionals who work with students with developmental delays, especially in the area of gross motor skills.

Target Age Range: Birth through 12th grade

Course Description: The MOVE Program is a gross motor curriculum that provides a framework for working with children with motor delays/disabilities. It uses a six-step process from baseline evaluation to actually teaching the skills through functional, meaningful activities that are already present within a typical school day. Within the program is an objective data collection system that measures the learner's gains in gross motor skills, for reporting to parents/caregivers and for the efficacy of the program within the school setting

Course Objectives – participants will be able to:

- Explain the MOVE philosophy and principles
- Describe the six steps of the MOVE program
- Describe the use of MOVE in a birth-3 yr. old population
- Explain how to use MOVE in center-based or inclusive school settings
- Demonstrate the use of equipment within the MOVE Program
- Describe the concept of "upright toileting" in relationship to practicing gross motor skills in a functional activity

Course #3 Schedule Wednesday, March 5, 2014

8:00–9:00	Overview of MOVE
9:00–10:00	Six steps to MOVE
10:00–10:15	Break
10:15–11:00	Using MOVE with birth to three populations
11:00–12:00	Parent participation and school administration support
12:00–1:00	Lunch – on your own
1:00–2:00	Using MOVE in a center-based school program
2:00–2:30	Using MOVE in an inclusive school setting
2:30–2:45	Break
2:45–3:00	Inclusive school settings-continued
3:00–4:00	Equipment use with the MOVE program; upright toileting; complete course evaluation

COURSE #4 WEDNESDAY - MARCH 5, 2014

DAY 1

Laying a Foundation for Academic, Social and Emotional Competence: Social, Family & Classroom Predictors of Executive Functioning By Liliana J. Lengua, PhD, University of Washington

Target Audience: Preschool and grade school teachers (general and special education) and administrators, school psychologists, counselors, social workers, case managers, speech-language pathologists, occupational therapists, instructional assistants and paraprofessionals

Target Age Range: Preschool-6th Grade

Course Description: Executive functioning is a core aspect of children's self-regulation and has been shown to predict children's academic, social, emotional and behavioral competencies in typically and non-typically developing children. Executive functioning is also implicated in a number of behavioral problems and learning disorders. Early- and middle-childhood are key developmental periods during which parents, families, educators, and school settings can play central roles in promoting the development of executive functioning and can have lasting impact on children's academic and personal success. Research on the development of executive functioning and the contributions of parents, families, teachers and classroom programs to promoting executive functioning will be presented and implications for intervention and policy will be discussed.

Course Objectives – participants will be able to:

- Describe individual differences in executive functioning
- List the competencies affected by executive functioning
- List the behavioral, developmental and learning problems associated with executive functioning
- Explain the influences of parents, families and stress on executive functioning
- Identify critical components of programs that promote executive functioning
- Identify ways to promote executive functioning in the classroom

Course #4 Schedule Wednesday, March 5, 2014

8:00–8:30	Introduction and Overview
8:30–9:30	Defining, recognizing, and measuring executive functioning
9:30–10:30	Competencies associated with executive functioning
10:30–10:45	Break
10:45–12:00	Executive function deficits in behavioral, developmental and learning problems
12:00–1:00	Lunch – on your own
1:00–2:00	Influences of parents, families, and stress on executive functioning
2:00–2:45	Components of programs that promote executive functioning
2:45–3:00	Break
3:00–4:00	Practices that promote executive functioning

COURSE #5 WEDNESDAY - MARCH 5, 2014

WRITE ON RIGHT NOW: Emergent Writing – Apps Included!

By Caroline Musselwhite, EdD, CCC-SLP, Assistive Technology/Literacy Consultant

DAY 1

Target Audience: Educators, speech-language pathologists, occupational therapists, and paraprofessionals working with students who are not yet writing, including students who are not able to use typical pencils and students who use Augmentative and Alternative Communication (AAC)

Target Age Range: K-21years, "very beginning" writers of all ages

Course Description: "Oh, they're 'not ready' for writing"…WRONG! This workshop will cover emergent writing for students who use symbols, words, or developmental spelling approaches. This includes students who use Augmentative and Alternative Communication (AAC) and students who need to use alternative pencils. Participants will learn to use templates to help students with structured writing activities (e.g., story retelling, notes to friends) and generative writing activities (e.g., scribbling, journaling, making lists, creating books, poetry, and captioning photos). The emphasis will be on adapting big idea goals from the general education curriculum, adding ease of access and fun to the events. Throughout the workshop, participants will learn how to integrate apps to scaffold writing instruction and celebrate completed projects. This workshop supports very beginning writers of all ages.

Course Objectives – participants will be able to:

- Distinguish between traditional and alternative pencils
- Identify at least two light tech and two high tech alternative pencils for students who can't write in typical ways
- Summarize the difference between closed writing sets, core + content sets, and the alphabet, and the benefits of each
- Describe at least three apps for scaffolding emergent writing skills
- Summarize at least two activities for supporting students in using closed sets to create writing that looks age-appropriate
- Explain at least two activities for supporting students in using the alphabet to scribble
- Describe at least three apps for celebrating beginning writing skills

Course #5 Schedule Wednesday, March 5, 2014

8:00 – 8:30	Intro & icebreaker; What is emergent writing?
8:30– 10:00	Vocabulary sets for writing: closed sets, core + content sets, the alphabet – power of 26, alternative pencils
10:00 – 10:15	Break
10:15 – 11:15	Scribbling with the alphabet: before / during / after approach; feedback for scribbling
11:15 – 12:00	Assessing emergent writing: developmental spelling, emergent writing scales, partner writing scales
12:00 – 1:00	Lunch- on your own
1:00 – 2:30	Supporting content writing: story retelling, captioning content photos, creating books
2:30 – 2:45	Break
2:45 – 3:30	Letters and poems: notes to friends, list poems, poetry starters, wordsmithing (3 x 3, add-a- word)
3:30 – 3:45	Celebrating writing
3:45 – 4:00	Questions & answers; complete course evaluation

COURSE #6 WEDNESDAY - MARCH 5, 2014

Bullying, Revenge, & Belonging: Practical Approaches and Challenges

By Karin S. Frey, PhD, University of Washington

DAY 1

Target Audience: Special education, resource room, and regular classroom teachers; principals, school psychologists, counselors, social workers, paraprofessionals, assistants, athletic coaches, parents and others working with groups of children

Target Age Range: Upper elementary through high school

Course Description: A sense of belonging is necessary for human functioning. Bullying makes use of power and coercion to deny belonging to others. The result is lower achievement and maladaptive coping responses. Bystander support of bullying and retaliation complicate intervention efforts. This workshop aims to increase the ability of educators to strategically harness bystander concern for friends to (1) reduce aggression, (2) promote higher quality friendships, and (3) foster mature coping responses. The course will also examine effective and ineffective strategies for intervening with youths involved as bullies or victims.

Course Objectives – participants will be able to:

- Identify the importance of belonging and developmental aspects of bullying
- Describe how bystander support of bullying and revenge prolongs bullying
- Provide examples of the positive contributions of bystanders
- Describe two methods for harnessing bystander power in positive ways
- Describe two methods that increase sense of belonging and resilience to threats
- Demonstrate strategies for intervening with youth who bully and support bullying
- Demonstrate strategies for intervening with youth who are targeted for bullying

Course #6 Schedule Wednesday- March 5, 2014

8:00 – 9:00	Overview: belonging & the denial of belonging through bullying
9:00 – 10:00	Identifying roles of bullying participants and the risks of revenge
10:00 – 10:15	Break
10:15 – 11:00	Peers as a positive force in reducing bullying
11:00 – 12:00	Universal methods to encourage positive peer norms and resilience
12:00 – 1:00	Lunch-on your own
1:00 – 2:15	Policies and procedures to reduce bullying and bystander support
2:15 – 2:30	Break
2:30 – 3:30	Working with targets of bullying
3:30 – 4:00	Questions and Answer; complete program evaluation

COURSE #7 WEDNESDAY - MARCH 5, 2014

DAY 1

Providing High Quality Education to Diverse Learners: Building a Discourse around Diversity

By Cassandra A. Martin, PhD, University of Washington

Target Audience: Elementary and secondary general and special education teachers, school principals and supervisors, and related service providers

Target Age Range: K-12

Course Description: Inclusion is more than a collection of special education services; it is a paradigmatic shift that ensures that students with diverse needs and their families are active and participating members of their school communities. Professionals continue to struggle to conceptualize and define high quality inclusion. A major obstacle to implementing high quality inclusion is the fact that inclusion reform has been identified as a special education issue, when in fact, it is an issue that involves all students, all teachers, and all citizens. This course will focus on the basic tenets that apply to the learning of all students. The diversity of students in our schools enables students to explore different perspectives, develop an understanding of different cultures, and form meaningful relationships. These practices contribute to a connected society, individual feelings of self worth, and justice for all human beings. In order to provide our students with these skills, we need to have deliberate conversations about diverse learners in our schools and communities. In order to have inclusive learning environments, we need to establish a discourse around how different people learn and experience schooling. This course will provide a framework for discourse between school staff and adult communities and will provide a framework for talking to students about diverse learners, creating a culture of membership and social responsibility in our classrooms.

Course Objectives – participants will be able to:

- Describe how sociocultural influences, historical influences, cultural constructs, and school values impact feelings of membership and community for diverse learners
- Define the meaning of inclusion, and how it is defined in a school community
- Identify several concrete structures that need to be in place to support diverse learners, their families, and teachers
- Explain how to structure a critical conversation about diversity within a faculty, teaching core, and school community
- Describe how to support one and other in an authentic way in the classroom to create a culture that celebrates diverse learners
- Explain how to create a plan that ensures that resources are allocated for staff and student support, and identifies materials, roles and responsibilities for adults in the school community

Course #7 Schedule Wednesday, March 5, 2014

8:00-9:00	Build a mindset for social responsibility: sociocultural influences, historical influences, cultural constructs, and school values
9:00-10:00	Define inclusive learning environments: meaning of inclusion, school community; concrete structures to support diverse learners, families, and teachers
10:00-10:15	Break
10:15-11:00	Create a culture that celebrates diverse learners: critical conversations as a faculty, teaching core, and school community
11:00-12:00	Conversations with students about diverse learners
12:00-1:00	Lunch-on your own
1:00-2:00	Evidenced based instructional practices
2:00-2:30	Curriculum use to support diverse learners
2:30-2:45	Break
2:45-3:45	Create a plan to support diverse learners
3:45-4:00	Question and Answers; complete course evaluation

COURSE #8 THURSDAY - MARCH 6, 2014

DAY 2

English Language Learners: Seven Steps for Separating Differences and Disability

By Catherine Collier, PhD, Crosscultural Developmental Education Services

Target Audience: Principals, directors, ELL teachers, classroom teachers, resource room teachers, school psychologists, speech-language pathologists, counselors and support staff working with culturally and linguistically diverse learners with learning or behavior problems

Target Age Range: Preschool-12th grade

Course Description: Disproportionality in identifying and placing culturally and linguistically diverse students in special education is still an issue in our schools. An increasing number of students from diverse racial, cultural and linguistic backgrounds have unique learning needs as they acquire school English and adapt to the culture of the American educational system. Among this diverse population of students are at-risk learners and learners with a variety of disabilities. This situation presents school districts and even the most experienced education professional with unique challenges and remains a serious test of service proportionality in American schools. Current law requires that before a student is identified as having a disability, language acquisition must be ruled out as a primary factor for the learning problems. In this course specific intervention and identification strategies that are most effective in separating difference from disability within ESOL/ELL/BE programs will be discussed. The challenge of identifying when a learning or behavior problem is due to language learning difference or language disorder will be discussed. Some CLD students are disproportionately placed in special education and some are disproportionately being denied needed special education services. The needs of these diverse learners are not being appropriately addressed when "difference" is used to disproportionately place or deny diverse learners special education services. Both classroom and clinical personnel are challenged as they adapt procedures and instruction to meet the educational needs of these diverse learners. This course will address specific issues in disproportionality facing education professionals working with diverse learners with learning and behavior problems, particularly language minority students. This course provides guidelines to the assessment, intervention and identification strategies that are most effective in separating difference from disability. Intervention for culturally & linguistically diverse learners with learning and behavior problems will be addressed. Screening tools and procedures that are most effective in separating difference from disability will be provided. Seven clear steps for separating difference and disability issues will be presented and specific issues and screening strategies that are most effective in separating difference from disability will be highlighted. Participants will receive copies of the tools and information on best practice.

continued on page 9

continued from page 8

Course Objectives – participants will be able to:

- Describe cultural and cognitive issues relevant to emerging learning and behavior problems in students learning English as an additional language
- Explain the key legal constraints on identifying and assessing culturally and linguistically diverse students for special education placement
- Describe appropriate intervention, referral and placement decision procedures regarding culturally and linguistically diverse students with learning and behavior problems
- Explain ways to distinguish students with learning and behavior problems due to difference from those due to specific learning disability or language disorder
- Describe how to distinguish students with language differences from those with language disabilities or disorders
- Demonstrate how to develop cross-cultural Intervention Plans and/or IEPs for an at-risk diverse learner

Course #8 Schedule Thursday - March 6, 2014

8:00–9:00	Current state of research in disproportionality in services for ELL/SEL/EAL: learning and behavior differences versus disabilities; confusion between difference and disability; Supreme Court statements about disability; proportionality issues
9:00–10:00	Background information on culture, cognition, and language development: culture and cognition; language, transition and communication; acculturation and language acquisition
10:00–10:15	Break
10:15–11:00	Instructional Intervention Models: problem solving with progress monitoring; response to intervention and instruction; examples of multi-tiered learning support and diagnostic instruction models
11:00–12:00	Seven Steps for separating difference and disability: building & sustaining a foundation for learning; establishing and supporting resiliency; instructional intervention and differentiated instruction
12:00–1:00	Lunch – on your own
1:00–2:45	Seven Steps for separating difference and disability (continued): intensive intervention with progress monitoring; resolution or referral; integrated services and cross-cultural IEPs; maintaining staff and programs serving CLDE
2:45–3:00	Break
3:00–4:00	Conclusions on separating difference from disability: When a referral and placement in special education are appropriate; What to do about disproportionality; complete program evaluation

COURSE #9 THURSDAY - MARCH 6, 2014

DAY 2

Standards-Based Strategies for Elementary and Middle School Students Struggling with Math

By John P. Woodward, PhD, University of Puget Sound

Target Audience: Elementary and middle school teachers (regular classroom, special dducation, Title 1), elementary and middle school administrators, math specialists and coaches

Target Age Range: K-6th grade (adaptable up to 8th grade)

Course Description: The primary focus of this course will be on instruction that meets the Common Core Standards (CCSS) in Mathematics and how instruction can be adapted to meeting the needs of students in grades K to 8 who struggle in math. The course begins with an overview of the Standards and the challenges they present for struggling students, particularly in the middle grades where they are likely to be substantially below grade level expectations for the new Standards. The subsequent portion of the course will emphasize the role of visual representations play in helping students obtain conceptual understanding in the area of whole numbers, fractions, and decimals. This section of the course will also discuss appropriate kinds of procedural practice, particularly distributed practice as a way to solidify important math skills. Finally, strategies for enhancing problem solving will be discussed. Examples from different domains in the Common Core will be used as the basis for communicating these ideas.

Course Objectives – participants will be able to:

- Articulate how the Common Core Standards significantly shift in math for grades K to 8
- Describe the impact of the SmarterBalanced and PARCC assessments
- Describe how visual representations can enhance students understanding in topical areas such as numbers and operations in base ten, fractions, and decimals
- Describe key procedures for helping students achieve math fact fluency
- Describe steps for developing appropriate procedural and distributed practice
- Describe the evidence-based elements of problem solving instruction
- Describe how standards-based instruction for struggling students is enacted in the classroom

Course #9 Schedule Thursday, March 6, 2014

8:00–9:00	Overview of the Common Core Standards with implications for struggling students
9:00–9:45	The new assessments: SmarterBalanced and PARCC
9:45–10:15	The role of visual representations in numbers and operations
10:15–10:30	Break
11:00–12:00	The role of visual representations in fractions and decimals
12:00–1:00	Lunch – on your own
1:00–2:00	The role of visual representations in fractions and decimals *(continued)*
2:00–2:30	Fact fluency
2:30–2:45	Break
2:45–3:00	Appropriate procedural and distributed practice
3:00–3:45	Problem solving instruction
3:45–4:00	Question and answer; complete program evaluation

COURSE #10 THURSDAY - MARCH 6, 2014

DAY 2

Self-Regulation: The Foundation for Learning Autonomy

By Richard Cash, EdD, nRich Educational Consulting, Inc.

Target Audience: Teachers K-12, administration K-12, and counselors

Target Age Range: K-12th grade

Course Description: Many people believe that students who are successful in school possess greater degrees of intelligence and ability, while those who are not successful possess less intelligence and ability. However, significant research on school and life performance suggests that what matters more than intelligence and ability is a set of qualities such as persistence, self-control, curiosity, self-confidence and true grit (determination). These qualities, generally referred to as self-regulation, have a substantial effect on how motivated, engaged and focused the learner is toward achieving meaningful goals. Students from disenfranchised backgrounds, those who struggle, or students who "lack the desire to learn" may not be aware of or use effective self-regulating strategies. This session will explain the foundations of self-regulation and how it is developed. A menu of useful and practical strategies that should be taught, reinforced and applied daily will be shared. Being proficient at self-regulation can have a substantial effect on closing the achievement gap, and can assist our students in being post-secondary and career ready.

Course Objectives – participants will be able to:

- Understand the theory of self-regulation and mindset
- Understand how mindset can affect self-regulation
- Demonstrate strategies that increase student self-regulation
- Demonstrate strategies that can change student mindset
- Describe how to assist learners in developing greater self-regulation toward autonomy
- Explain specific steps in developing autonomous learners

Course #10 Schedule Thursday, March 6, 2014

8:00–10:30	Grounding in the theory of self-regulation and mindset
10:30–10:45	Break
10:45–12:00	Critical components of teaching and learning toward self-regulation
12:00–1:00	Lunch – on your own
1:00–2:00	Steps to self-regulation
2:00–2:15	Break
2:15–3:45	Strategies for classroom application
3:45–4:00	Wrap-up; complete course evaluation

COURSE #11 THURSDAY - MARCH 6, 2014

DAY 2

Practical Classroom Strategies for Students with Behavioral Disorders

By Gregory J. Benner, PhD, Center for Strong Schools, University of Washington -Tacoma

Target Audience: General classroom teachers K-12, special education teachers K-12, speech-language pathologists, occupational therapists, school psychologists, counselors, administrators and support staff

Target Age Range: K-12th grade

Course Description: It is well documented that students with or at-risk for behavioral disorders (BD) have severe deficits in their academic functioning that worsen over time. Compared to their counterparts with and without disabilities, youth with BD experience the bleakest school and post-school outcomes. About 60% of these youth drop out; three out of four of these youth are arrested within two years of dropping out. Researchers have found that about 58% of devoted classroom instructional time is lost due to problem behavior (e.g., off-task, disruptive). Of course, even when youth are engaged, they may not be successful with the academic task. Researchers have found that youth are engaged and successful only 17%, or about one hour, of the 6 hours of available instructional time per day in general education settings. The window of opportunity for academic learning time, where youth are engaged and successful, is smaller for youth with BD given that, on average, only 30% (less than 2 hours) of their school day is focused on academic instruction. Closing the academic achievement gap for students with BD starts with closing the opportunity to learn gap. Closing the opportunity gap means providing access to core and intensive instruction. It also means boosting student engagement using positive behavioral interventions and supports (PBIS) and effective instruction. In this educator-friendly course, attendees will be equipped to do what works to create positive and engaging learning environments for students with BD. Attendees will come away with doable strategies to establish the engaging and positive classroom culture they envision and to keep it going all year. Attendees who apply the content of this workshop will experience reduced stress, improved job satisfaction, and more time to teach. Students with BD will have significantly more engagement in classroom learning, academic success, self-efficacy, and respectful classroom behaviors.

Course Objectives – participants will be able to:

- Demonstrate how to self-assess strengths and areas for improvement to fostering and managing a safe, positive learning environment (component 5 of New Washington Teacher Evaluation System) using Teacher/Principal Evaluation tools (e.g., 5D)
- Generate an action plan for establishing and maintaining a positive and therapeutic classroom culture
- Describe how to embed the strategies discussed within core (Tier I), secondary (Tier II), and tertiary (Tier III) positive behavioral intervention and support (PBIS) systems
- Explain how to respond to disruptive or off-task behavior in a therapeutic and positive manner
- Describe techniques proven to motivate students with behavioral disorders to engage with instructional content
- Explain how to use self-management and goal setting during classroom instruction
- Demonstrate how to apply function-based behavioral supports for students with BD during classroom instruction

continued on page 11

continued from page 10

Course #11 Schedule Thursday, March 6, 2014

8:00–10:00	Engaging and positive classrooms: Expectations and routines, assessing classroom culture
10:00–10:15	Break
10:15–11:00	Feedback, reinforcing desired behaviors, and boosting motivation
11:00–12:00	Increasing engagement—whole class instruction
12:00–1:00	Lunch – on your own
1:00–1:45	Increasing engagement—small group, one on one instruction, and learning centers
1:45–2:45	Function-based behavioral supports: Self-management, goal setting, breaks
2:45–3:00	Break
3:00–4:00	Understanding and meeting academic needs: Multi-tiered system of supports (MTSS), opportunities to respond, high-quality instruction

COURSE #12 THURSDAY - MARCH 6, 2014

DAY 2

Communication All Day Long: Communication Circles, Topic Setting and MORE!

By Caroline Musselwhite, EdD, CCC-SLP, Assistive Technology/Literacy Consultant

Target Audience: Educators, speech-language pathologists, and paraprofessionals working with people who use Augmentative and Alternative Communication (AAC)

Target Age Range: K-21 years

Course Description: The literature on interactive use of AAC systems is quite clear. . . and discouraging! As a group, AAC partners continue to dominate communication, and AAC users continue to be passive and "speak only when spoken to." This workshop will address how to use a combination of discourse-based strategies, peer-based Communication Circles, and a communicative agenda (instead of a testing agenda!) to support students who use AAC systems. Two focus areas will be how to help AAC users set topics, and how to support AAC users in inclusive settings. This will be done through lecture, demonstration, brainstorming, case studies, and "Try It" activities. Come prepared to have some fun while learning some new skills – and revisiting some old ones!

Course Objectives – participants will be able to:

- Identify at least one student who would be an appropriate candidate for a communication circle, and describe why
- Describe at least three strategies for creating a teaching agenda, rather than a testing agenda
- Describe at least three authentic tasks for teaching linguistic skills
- Describe at least three apps for scaffolding linguistic skills
- Distinguish between generic and specific topic setting
- Explain at least two light and high tech strategies for supporting topic setting

Course #12 Schedule Thursday, March 6, 2014

8:00 – 9:00	Intro & icebreaker; communication circles
9:00– 10:00	teaching / not testing!!; teaching agenda; modeling – aided language stimulation
10:00 – 10:15	Break
10:15 – 12:00	Linguistic skills: using books to support language; scaffolding question asking
12:00 – 1:00	Lunch-on your own
1:00 – 2:30	Social skills; active listening: being a good conversational partner; interviews; scaffolding conversation
2:30 – 2:45	Break
2:45 – 3:45	Topic setting: generic vs. specific topic setting; light and high tech strategies to scaffold topic setting
3:45 – 4:00	Summarize this! wishes, lies, and dreams; complete course evaluation

COURSE #13 THURSDAY - MARCH 6, 2014

DAY 2

Reading and Writing is a Language Learning Process

By Bonnie Robb, MEd, Portland Public Schools, Portland, OR

Target Audience: Special education directors, principals and supervisors, special education teachers, classroom teachers, speech-language pathologists, assistive technology specialists, occupational therapists, autism specialists, school psychologists, counselors, social workers, case managers, paraprofessionals and assistants, and other related professionals who work with students with learning differences in a classroom or therapy setting

Target Age Range: Pre-K to 5th Grade

Course Description: Literacy is the construction of meaning represented by reading, writing, thinking, viewing, listening, speaking and calculating. This workshop will provide the rationale for using the Neuro-Semantic Language Learning Theory (NLLT) as the basis for establishing lessons and programs for teaching children to become literate. Participants will learn how the brain is able to process literacy tasks in other ways than with the sound of letters or of the voice. Examples of various forms of literacy and how to teach to visual thinkers will be provided.

continued on page 12

continued from page 11

Course Objectives – participants will be able to:

- Explain the Neuro-Semantic Language Learning Theory (NLLT) as the basis for establishing lessons and programs for teaching children to become literate
- Demonstrate methods of drawing and cartooning to develop and expand writing
- Demonstrate methods of using visual writing in the small group setting as an inclusive strategy to teach students to become readers
- Explain the rationale of using picture dictionaries to reinforce concept development through writing
- Demonstrate writing a picture dictionary
- Describe how to use a whole class literacy instruction that increases language and concept development through listening, reading, and writing

Course #13 Schedule Thursday, March 6, 2014

8:00–9:00	Neuro-Semantic Language Learning Theory (NLLT) for establishing lessons
9:00–10:00	Drawing and cartooning to develop and expand writing (video example)
10:00–10:15	Break
10:15–12:00	Visual writing practice for teaching reading (video example)
12:00–1:00	Lunch -on your own
1:00–2:00	Using picture dictionaries to reinforce concept development through writing; picture dictionary practice
2:00–2:15	Break
2:15–3:45	Whole class literacy instruction-increasing language and concept development through listening, reading, and writing
3:45–4:00	Final questions/answers and program evaluations

COURSE #14 THURSDAY - MARCH 6, 2014

Recent Progress in Understanding and Treating Stuttering: New Research Insights and Contemporary Treatment Strategies By Ludo Max, PhD, CCC-SLP, Univ. of WA and Marty T. Nevdahl, MS, CCC-SLP, Univ. of WA

DAY 2

Target Audience: Speech-language pathologists and other professionals working with children who stutter and/or their families

Target Age Range: Preschool-Age 21

Course Description: Although many essential questions about stuttering still remain unanswered to date, remarkable progress has been made in understanding the underlying mechanisms and contributing factors. Similarly, insights into the most effective clinical approach for pre-school and school-age children have changed considerably over the last two decades. Integrating such new information against a background of classic views on the nature and treatment of stuttering, this course presents a state-of-the-art in terms of the most recent research data regarding the neurobiological mechanisms involved in stuttering and the most effective treatments for this disorder of speech fluency. The first part of the course will provide a general overview of various types of behavioral, physiological, and neuroimaging research that have been conducted, the most important facts that have been discovered, and the theoretical implications of the combined findings. The second part of the course will describe currently available treatment options for stuttering in children, with a focus on the school-age population. In particular, this part will focus on the necessary criteria that need to be met for a clinical approach to be accepted as evidence-based, and the currently available treatment options will be evaluated and compared with regard to their supporting empirical evidence.

Course Objectives – participants will be able to:

- Describe classic studies and theories regarding the nature of stuttering
- Outline behavioral, physiological, and imaging techniques used with individuals who stutter
- Identify recent key findings obtained with each of these research techniques
- Summarize contemporary theoretical perspectives on the neurobiological basis of stuttering
- Describe historically relevant perspectives on the treatment of school-age children who stutter
- List new treatment approaches that have been developed and tested in the last two decades
- Identify the necessary criteria for a stuttering treatment approach to be evidence-based
- Identify the contemporary treatment options that are most supported by empirical evidence

Course #14 Schedule Thursday, March 6, 2014

8:00–9:00	Research and Theory
9:00–10:00	Are any classic theories of stuttering still supported by the available research data? Key aspects of the phenomenology that may suggest new theoretical directions; recent behavioral, physiological, and neuroimaging findings on stuttering
10:00–10:15	Break
10:15–12:00	A new integrated theoretical perspective on the neurobiological basis of stuttering; key aspects of the phenomenology that may suggest new theoretical directions; recent behavioral, physiological, and neuroimaging findings on stuttering; a new integrated theoretical perspective on the neurobiological basis of stuttering
12:00–1:00	Lunch - on your own
1:00–2:00	Classic perspectives on the treatment of pre-school and school-age children who stutter; the recent development of new treatment approaches for children who stutter
2:00–2:15	Break
2:15–3:45	Documented efficacy of some contemporary treatment approaches for stuttering children; additional clinical considerations, caveats, and best practice suggestions
3:45–4:00	Final questions/answers; complete program evaluation

COURSE #15 FRIDAY - MARCH 7, 2014

DAY 3

Differentiated Instruction and Brain-Compatible Learning in the Era of Common Core State Standards

By Richard Cash, EdD, nRich Educational Consulting, Inc.

Target Audience: Teachers K-12, administration K-12, counselors

Target Age Range: K-12th grade

Course Description: Recent research from neuroscience suggests that the children of the 21st century have significantly different learning needs from any other period in our human history. Additionally, the educational and career pathways of the 21st century will be the more diverse and unique than ever before. With this information in mind, teachers must secure the instructional tools to motivate, engage and teach this new breed of learner. We must also develop and deliver curriculum that has benefit to students who will be performing jobs and creating products that don't yet exist. This session will share the most current understandings from the world of neuroscience, brain research and development, and offer doable differentiation strategies that can affectively meet the needs of the 21st century learner in today's classroom.

Course Objectives – participants will be able to:

- Describe how the brain learns
- Explain how learning is affected by social, environmental and biological systems
- Describe the need for sophisticated levels of differentiation in the 21st century
- Demonstrate the able to apply brain-compatible learning strategies
- Demonstrate the able to apply strategies of differentiate for the 21st century learner
- Describe essential components of effective differentiation
- List the specific steps in creating brain-compatible learning experiences

Course #15 Schedule Friday, March 7, 2014

8:00–9:30	Grounding in differentiation for the 21st Century
9:30–10:30	Learning and the levels of the brain
10:30–10:45	Break
10:45–12:00	Learning and the levels of the brain *(continued)*
12:00–1:00	Lunch - on your own
1:00–2:00	Strategies for a brain compatible learning environment
2:00–2:15	Break
2:15–3:45	Strategies for a brain compatible learning environment, *(continued)*
3:45–4:00	Wrap-up; complete course evaluation

COURSE #16 FRIDAY - MARCH 7, 2014

DAY 3

Learning with APPtitude: iPads as Part of a Universal Design for Learning Toolkit

By Alexandra Dunn, MS, SLP, Founder of "Inclusioneers"- Upper Canada District School Board

Target Audience: Special educators (all levels), general educators (early childhood – middle school), administrators/supervisors, paraprofessionals, speech language pathologists, occupational therapists, school psychologists, and related service professionals

Target Age Range: K-12th grade

Course Description: BYOD (Bring Your Own Device) or share with neighbors as class profiling and goal selection act as a catalyst for exploring how apps, accessibility features, and the integration of the iPad with external devices (switches, interactive whiteboards, SMART Table) can provide multiple means of representation, expression and engagement for ALL in collaborative, inclusive learning environments. Apple's latest accessibility features along with new apps and class examples will be highlighted. An update on our action research, iPads for students with Autism Spectrum Disorder will be shared. Time will be allotted for audience "Inclusioneers" to share apps, accessibility tips/tricks used for "inclusioneering" of their classrooms for student success.

Course Objectives – participants will be able to:

- Explain how iPads can be used as part of a UDL Toolkit to support academic and social participation for ALL students in collaborative, inclusive learning environments
- Identify features of Apple's accessibility profile, which support areas including vision, hearing, physical and motor learning
- Describe how features built into iPad and apps can be harnessed for those students who need social, communication, physical, hearing, literacy and vision supports
- Describe how students play a valuable role in providing feedback to application developers to ensure that ALL students can participate
- Describe and provide examples of universal design for learning principles including multiple means of representation, expression and engagement
- Explain how the iPad can work together with external devices (switches, interactive whiteboards) to support ALL students

Course #16 Schedule Friday, March 7, 2014

8:00–9:00	Setting the UDL context
9:00–10:00	Class profiling/goal selection
10:00–10:15	Break
10:15–11:00	iPads in the smart inclusion classroom – taking a broader look at technology tools in general; side-by-side traditional teaching tools in a student-centered learning environment; classroom examples will be shared
11:00–12:00	IOS accessibility features – vision, hearing, learning, physical/motor applications as UDL supports
12:00–1:00	Lunch - on your own
1:00–2:45	Application frameworks; research on technology including iPads to support students with autism spectrum disorder (ASD) and smart inclusion research will be shared
2:45–3:00	Break
3:00–4:00	How iPads can work together with other technology tools (i.e., smart boards to support inclusion)

COURSE #17 FRIDAY - MARCH 7, 2014

DAY 3

Solutions for Teaching the Struggling Learner: How Teachers Can Utilize Brain Based Strategies To Improve Attention, Processing, Memory and Executive Function By Cindy Lehman, MEd, Lehman Learning Solutions

Target Audience: General and special education teachers, resource room teachers, school psychologists, speech-language pathologists, paraprofessionals, and private tutors

Target Age Range: K-12th grade

Course Description: Research suggests that nearly 30% of students in today's classrooms are struggling to be proficient learners. They may look lazy or unmotivated, but rarely is that the primary cause of their behavior. Most all of them are struggling due to weaknesses in attention, processing, memory and/or executive function. Many of them are "holding it together" in the classroom, only to meltdown at home or to spend countless, ineffective, hours doing homework. Others just do not seem to retain what you teach no matter how hard you try, or to attend consistently enough to effectively learn. Far too many can do the work, but cannot plan, organize and follow through sufficiently to gain credit for it. This course will open your understanding to such difficulties and send you away with practical, implementable strategies that can truly support struggling students. It will move you down below the level of academic skill instruction to understand the key components that enable our brains to learn. You will also gain insight into critical factors in learning that go beyond classroom instruction and strategies and will equip you to teach learning-challenged students more effectively.

Course Objectives – participants will be able to:

- Describe the neuro-anatomy of how learning occurs and how the brain's reward system dictates behavior and learning
- Describe the "Information-Processing Model" (Intake, Processing, Output)
- List the different types of attention, memory, and processing
- Explain why attention, memory and processing impact learning, how they are manifested in classroom learning, and strategies to strengthen or support them
- Define executive function skills and the critical role they play in student success
- Explain why executive function skills impact learning, how they are manifested in classroom learning, and strategies to strengthen or support them
- Define the role of nutrition, exercise, and sleep have on the brain and their impact on learning in the classroom

Course #17 Schedule Friday, March 7, 2014

8:00–8:30	Introduction and course overview
8:30–9:00	Neuroanatomy of learning
9:00–10:15	Information Processing Model: breaking-down learning into its component parts
10:15–10:30	Break
10:30–11:15	Attention: the gateway to learning
11:15–12:00	Processing: "digesting" information in the brain
12:00–1:00	Lunch - on your own
1:00–1:45	Memory: getting things to "stick"
1:45–2:30	Executive function: the missing "legs" of academic success
2:30–2:45	Break
2:45–3:45	Brain fuel: the role of nutrition, exercise and sleep
3:45–4:00	Questions and answers; complete program evaluation

COURSE #18 FRIDAY - MARCH 7, 2014

DAY 3

Central Auditory Processing Disorder and ADHD: Evidence-based Treatment and Management Strategies for Therapists and Classroom Teachers By by Gail D. Chermak, PhD, Department Chair, Washington State University

Target Audience: Speech-language pathologists, audiologists, classroom teachers, special education teachers, school psychologists, administrators, special education directors, and principals, counselors, social workers, case managers, assistive technology specialists, paraprofessionals and assistants and other related professionals who work with students with disabilities

Target Age Range: Preschool-12th grade

Course Description: Children diagnosed with attention deficit hyperactivity disorder (ADHD) frequently present difficulties with tasks that challenge the central auditory nervous system. Deficits in the perceptual processing of auditory stimuli in the central auditory nervous system are the hallmark of central auditory processing disorder (CAPD). Following an overview of each disorder (including neurobiology, behavioral characteristics, and diagnosis), the course will focus on the differential treatment and management of CAPD and ADHD, emphasizing approaches especially useful in the classroom, as well as intervention modifications for co-morbid CAPD and ADHD.

Course Objectives – participants will be able to:

- List the neurobiological foundations of CAPD and ADHD
- Differentiate the behavioral characteristics of CAPD and ADHD
- List typical tests used to diagnose CAPD
- List DSM-V requirements for diagnosis of ADHD
- Describe means to enhance acoustic signal accessibility
- Describe exercises to train auditory skills
- Describe exercises to build vocabulary
- Describe exercises to build working memory
- List psychosocial techniques to minimize behavioral problems associated with ADHD
- List intervention modifications to manage co-morbid CAPD and ADHD
- List instructional and classroom language modifications to ease classroom listening

continued on page 15

continued from page 14

Course #18 Schedule Friday, March 7, 2014

8:00–10:00	Foundations: neurobiology, definitions, causation, characteristics, comorbidity, differential diagnosis, and intervention principles
10:00–10:15	Break
10:15–12:00	Intervention components and goals; signal accessibility and environmental modifications; psychosocial treatments for ADHD
12:00–1:00	Lunch-on your own
1:00–2:30	Auditory training; compensatory vocabulary, memory, and metacognitive skills and strategies building
2:30–2:45	Break
2:45–4:00	Compensatory skills and strategies building *(continued)*; instructional modifications; case studies; complete program evaluation

COURSE #19 FRIDAY - MARCH 7, 2014

DAY 3

Challenging ALL Students: Strategies to Meet the Diverse Needs of All Learners Including Gifted Students

By Nancy Hertzog, PhD, University of Washington

Target Audience: Teachers, administrators, & coordinators of gifted programs

Target Age Range: K-8th grade

Course Description: It is essential that today's teachers acknowledge, recognize, and celebrate the diversity of their student body by differentiating their curriculum and instruction to meet the needs of their learners. In this course, participants will review recent research and literature that provides the underpinning rationale and philosophy of differentiating instruction for all learners, including those with academic gifts and talents and those with disabilities. Students will acquire basic knowledge about strategies for differentiating instruction and apply those new understandings to authentic learning tasks. They will also have an opportunity to develop an action plan to address the diversity of their students in their own classroom setting.

Course Objectives – participants will be able to:

- Adequately describe a rationale for the need for differentiation of instruction
- Explain how to think critically about current research in the area of differentiation of instruction
- Describe how to foster a positive attitude in each student toward efforts to improve the education for all children, including students with disabilities and those with gifts and talents
- Describe how to design appropriate challenging learning experiences for students in their classrooms
- Describe how to design environments that encourage student autonomy, initiative, and engagement in learning
- Develop an action plan for their classroom makeover – applying the differentiation

Course #19 Schedule Friday, March 7, 2014

8:00–9:00	Responding to diversity in the classroom; rationale for differentiation; philosophy of a differentiated classroom
9:00–10:15	Environments that foster challenge; choice time/ classroom management to encourage diversity
10:15–10:30	Break
10:30–12:00	Schemas of thinking – learning needs; the importance of making connections; knowledge construction; informing instruction - principles of assessment and growth; developing ways to learn what children are understanding
12:00–1:00	Lunch - on your own
1:00–2:00	Project-based; inquiry-based learning to differentiate instruction
2:00–2:15	Break
2:15–3:30	Action plan – extreme makeover of your classrooms
3:30–4:00	Questions and discussion; complete program evaluation

COURSE #20 FRIDAY - MARCH 7, 2014

DAY 3

Evidence-based Practices for Students with Social, Emotional and Behavioral Problems

By Clayton R. Cook, PhD, University of Washington

Target Audience: Administrators, teachers, school psychologists, counselors, and other service providers who are interested in learning about effective, evidence-based practices for students with social, emotional and behavioral problems

Target Age Range: School Age Students

Course Description: Students with social, emotional, and behavioral problems are the most at-risk sub-group of students in our schools. It is also the sub-group of students who educators find the most challenging. Evidence-based practices will be presented according to a multi-tiered service delivery framework and will cover a range of practices that prevent, remediate, and treat social, emotional and behavioral problems and promote students' overall academic success.

Course Objectives – participants will be able to:

- Describe the current limitations with regard to educational practice for students with social, emotional, and behavioral problems
- Explain how students' social, emotional, and behavioral needs impact academic performance
- Describe a tier 2 selective intervention
- Describe a tier 3, intensive intervention
- Describe 3 evidence-based practice strategies designed to improve academic success
- Explain how you will use evidence-based strategies in your classroom/ therapy sessions

continued on page 16

continued from page 15

Course #20 Schedule Friday, March 7, 2014

8:00-9:00	Beliefs supportive
9:00-10:00	Overview of evidence-based practices
10:00-10:15	Break
10:15-12:00	Social, emotional, and behavioral supports for all students
12:00-1:00	Lunch - on your own
1:00-2:00	Tier 2, selective interventions
2:00-2:30	Tier 3, intensive interventions
2:30-2:45	Break
2:45-3:45	Alternative educational programming
3:45-4:00	Question and answer; complete course evaluation

COURSE #21 FRIDAY - MARCH 7, 2014 School-to-Work Program for Transition Students: Developing Regional Partnerships to Improve Job Placement Outcomes

By Richard Wilson, MPA, Jennifer Given-Helms, MEd, Karen Shu Minutoli, EdD, and Richard Haines, MEd

DAY 3

Target Audience: Special education directors, principals, administrators, special education teachers, transition teachers, resource room teachers, social workers, school psychologists, vocational counselors, paraprofessionals, assistants, and other related professionals working with transition students

Target Age Range: Generally, 15-21 years of age

Course Description: The King County School-to-Work Program is a unique cross-system, countywide partnership. This program has served over 700 students with developmental disabilities since 2006, and has achieved annual job placement rates between 45-73%. This program has collaborated with long-term funding agencies, the Division of Vocational Rehabilitation, 18 school districts, 15 employment agencies, families and students. The overall goal of this course is to provide transferable information and materials that will be useful to other transition programs. The structure of King County School-to-Work Program will be described. Program representatives from three local school district transition programs that partner with King County will present details of their programs. King County's inter-local funding agreement and programmatic collaboration with the Division of Vocational Rehabilitation, cooperation between school districts, and the specifics of three school district transition programs will be discussed. Learn how these programs were developed, how they are structured, and their curriculum that produces results!

Course Objectives – participants will be able to:

- Describe the general structure of the School-to-Work program, inter-local agreements, and collaborative arrangements
- Describe how collaboration and/or leveraging blended funding can improve employment outcomes for transition-aged students
- Identify 3 key features of a successful school transition program based from a school setting
- Identify 3 key features of a successful school transition program based from a business setting
- Identify 3 key features of a successful school transition program based from a community college setting
- List two programmatic components that improve employment outcomes for students

Course #20 Schedule Friday, March 7, 2014

8:00–9:00	King County school-to-work program structure
9:00–10:00	Collaborative arrangements and blended funding
10:00–10:15	Break
10:15–11:30	Auburn School District's transition assistance program
11:30–12:00	Shoreline School District's community based transition program
12:00–1:00	Lunch-on your own
1:00–2:00	Shoreline School District's community based transition program *(continued)*
2:00–2:45	Lake Washington School District's Transition Academy program
2:45–3:00	Break
3:00–3:30	Lake Washington School District's Transition Academy program *(continued)*
3:30–4:00	Program summary, questions and answers; complete program evaluation

Also Register for the Upcoming Special Education Conference in San Francisco May 7, 8, 9, 2014

Challenges and Innovations Pre-K through 12th Grade Holiday Inn, Golden Gate Conference Center, San Francisco, CA

Three Day Course:, May 7, 8, 9

Developing Communication and Access Skills for Children Who Face Severe Physical and Multiple Challenges By Linda J. Burkhart, BS, Special Education, Technology Integration Specialist

Wednesday, May 7, 2014 Full-day, Concurrent Courses

School Discipline, Classroom Management, and Student Self-Management: Designing and Implementing Evidence-Based Positive Behavioral Support Systems By Howard M. Knoff, PhD, Director, Project ACHIEVE, Director, Arkansas Department of Education, State Improvement Grant, Little Rock, AR

The New Science of Learning: Brain Based Approaches to Literacy and Numeracy By Martha Burns, PhD, CCC-SLP, Northwestern University

A Year of Social Skills Activities and Games for Children with High Functioning Autism By Joel Shaul, LCSW, Autism Teaching Strategies, Pittsburgh, PA

Visual Learning in an Auditory World By Ellyn Lucas Arwood, EdD, CCC-SLP, University of Portland, Portland, OR

Thursday, May 8, 2014 Full-day, Concurrent Courses

Teasing, Taunting, Bullying, Harassment, Hazing, and Fighting: Prevention, Strategic Intervention, and Crisis Management By Howard M. Knoff, Ph.D.

Auditory Processing Disorders and Attention Deficit Disorders: Interventions to Increase Academic Success By Martha Burns, PhD, CCC-SLP

Harnessing Fantasy and Fascination to Promote Social Skills Learning in Children with High Functioning Autism By Joel Shaul, LCSW

Behavior and Language: "Behavior is Not Discipline" By Ellyn Lucas Arwood

Friday, May 9, 2014 Full-day, Concurrent Courses

Disobedient, Disruptive, Defiant, and Disturbed Students: Behavioral Interventions for Challenging Students By Howard M. Knoff, Ph.D

Moving on up to Executive Function By Martha Burns, PhD

Integrating Cognitive Behavioral Principles into Classroom, Counseling and Speech Therapy with Children on the Autism Spectrum By Joel Shaul, LCSW

Reading and Writing is a Language Learning Process By Ellyn Lucas Arwood

Conference Target Audience: Professionals working with general education students, special needs students, students with learning differences, English Language Learners and gifted students in public and private schools, private practices, hospitals, outpatient clinics, home health, and other educational settings. Concurrent courses are offered, allowing you to better meet your professional needs. Courses offered at the conference are specifically designed for: general classroom teachers (preK-12th grade), special education teachers, autism specialists, superintendents, principals and directors, resource room teachers, ELL teachers, speech-language pathologists, occupational therapists, physical therapists, school psychologists, counselors, social workers, school nurses, Title 1 teachers, vocational counselors, professional development staff, paraprofessionals and other educators.

Program Description:
This conference provides numerous opportunities for professionals to acquire new information and ideas to work collaboratively to meet the needs of all students. Participants will have the opportunity to hear nationally and internationally recognized speakers on a variety of general education and special education topics. Twenty-one, full-day courses are offered, allowing you to best meet their professional needs.

Accreditation – Continuing Education – Contact Hours:
ALL PARTICIPANTS: Certificates of Course Completion will be provided to 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 in most states. Check with your state's licensing board or association to determine how to receive credit for this conference, if approval is not listed below. APPLICATIONS FOR CONTINUING EDUCATION HOURS WILL NOT BE ACCEPTED AFTER THE CLOSE OF THE CONFERENCE. This conference qualifies for 6.5 continuing education contact hours per day (19.5 contact hours for this 3-day event). 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 (360) 379-6994.

APPROVED PROVIDER ASHA CONTINUING EDUCATION — AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

Rehab Seminars is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

Speech-Language Pathologists: This three-day conference is offered for 19.5 contact hours or 1.95 ASHA CEUs , or 6.5 contact hours per day/course or .65 ASHA CEUs (Various Levels; Professional Area).

California Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board has approved Rehab Seminars to provide continuing professional development (PDP #308).

Western Washington University College Credits CSD 503 - Professional Development in CSD:
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. Prerequisites & Notes: Entry level degree in professional area of specialization. Credits: 2 Grade Mode: S/U
To register for credit, immediately following the conference, mail the WWU registration forms to the college. WWU registration forms will be available at registration or you may download the forms online. The cost of the credit is $100 for 2 college credits ($50 per credit) with payment being made directly to WWU. You must attend and meet completion requirements for the entire three-day conference and complete and submit a written assignment. For additional details, visit the WWU College Credit page at the conference website at: www.rehabseminars.org.

OSPI CLOCK HOURS (CECHs) – Speech-Language Pathologists, Occupational Therapists, School Psychologists, Social Workers, Counselors, Special Education Teachers, Classroom Teachers, Physical Therapists, Principals, Administrators, and other professionals working in the Washington State School Districts: Washington State Clock Hours have been approved through the Washington Speech-Language-Hearing Association for sponsorship. Individuals wishing to receive OSPI continuing education clock hours must sign an OSPI Clock Hour registration form available at the OSPI clock hours registration desk when signing-in at this conference each day. (There is a $20.00 fee for OSPI Clock Hours, payable at the conference. No prepayment of OSPI Clock Hours will be accepted). This three-day conference is 19.5 contact hours (6.5 hours per day). Pick up the "Continuing Education Clock Hour Credit In-service Registration Form" and keep to verify course attendance.

Texas Education Agency: Rehab Seminars is an approved Continuing Education Provider for the State of Texas (CPE# 902136).

Occupational Therapists: Rehab Seminars is an American Occupational Therapy Association Approved Provider (#6274). 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 this three-day conference.

Social Workers, Marriage and Family Therapists and Mental Health Counselors: This program has been approved by NASW Washington State Chapter for 19.5 contact hours (6.5 contact hours per day) for licensed Social Workers, Marriage and Family Therapists and Mental Health Counselors. Provider number is #1975-286.

BBS California Board of Behavioral Sciences: Rehab Seminars is an approved CE Provider (PCE 5498) for LMFT, LCSW, LEP, and LPCC licensure requirements in California.

National Board for Certified Counselors: Rehab Seminars is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for courses that meet NBCC requirements. Courses for which NBCC-approved clock hours will be awarded are identified in the program and on the conference website. The ACEP is solely responsible for all aspects of the program.

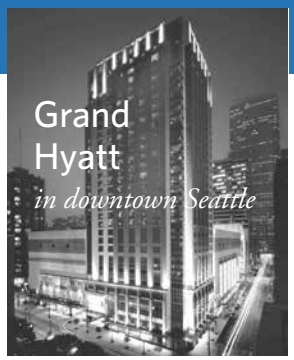
Physical Therapy Board of California: Rehab Seminars is recognized by the Physical Therapy Board of California (PTBC) as an approved agency to offer continuing competency courses for physical therapists.

For additional state and national CE approvals, visit the conference website.

Criteria of Course Completion for Documenting CE Hours:
All attendees must sign in at the general registration booth at the conference each morning and after lunch, each day. Attendees must participate in the conference and submit a completed course evaluation form. For participants seeking College Credit or contact hours, you must complete the appropriate participant forms. Staff will be available at general registration to assist you in locating the appropriate CE registration booth at the conference. Additional State CE Approval: Rehab Seminars has submitted applications to various state boards for recognition as an approved CE agency. Check the conference website for approvals.

Certificate of Course Completion will be provided to attendees that meet the above criteria of course completion. Mark your registration form to indicate that you want a certificate emailed or sent to you via US Mail. Attendees may call Rehab Seminars if a replacement certificate is required.

General Conference Information



LOCATION: This conference will be held at the world-class **Grand Hyatt Seattle** Conference Center located on the first floor of the hotel at 721 Pine Street, Seattle, WA 98101. Experience the exceptional downtown Seattle conference center hotel unlike any other in the Pacific Northwest featuring stylish meeting rooms and facilities in the heart of downtown Seattle, Washington. Discover all the extraordinary things to do in Seattle after the conference sessions: walk through the wondrous Pike Place Market and watch fish mongers toss their catch in the air, shop at Nordstrom's flagship store (across the street form the hotel), visit the Seattle Aquarium, Museum of Flight, Experience Music Project, Pioneer Square, or work out in the luxuriously appointed fitness center and spa at the hotel. Visit the hotel website at www.grandseattle.hyatt.com for more information about this exciting location.

CONFIRMATION PACKETS: A confirmation packet including your paid receipt, maps of the area, written directions, transportation, hotel fact sheet and a restaurant list will be ***emailed*** to all participants upon receipt of your registration form and tuition payment. If you do not receive your confirmation packet within 3 business days of registering, please call Rehab Seminars at 360-379-6994 to confirm that your registration was received and processed.

PROGRAM CHANGES: Rehab Seminars reserves the right to make necessary changes in speakers or schedules. Any speaker or scheduling changes will be posted on our website at www.rehabseminars.org and attendees registered for the course in which a change has occurred will be notified by email, phone or US mail.

FROM THE AIRPORT: **Seatac Airport** is the international airport serving the Seattle, Washington area. Getting to the Grand Hyatt is now easier and greener than ever with the new Seattle **Link Light rail train**. The train will take you directly from SEA TAC airport to the **Westlake Light Rail station**, a block from the Grand Hyatt Hotel. Link trains run every 7.5, 10 or 15 minutes depending on the time of day. Service is available from 5 a.m. to 1 a.m. Monday through Saturday and from 6 a.m. to midnight on Sunday and holidays. Best of all, the cost is only $2.75 each way. For other ground transportation options, go to the Ground Transportation Information Booth on the third floor of the Parking Garage. You can also dial 55 from any Traveler's Information Board at the base of the Baggage Claim escalators for ground transportation information. For more information on ground transportation options, go to the Grand Hyatt website and click on "our hotel" at the top of the page.

HOTEL ACCOMMODATIONS: A block of discounted rooms are reserved at the Grand Hyatt Seattle. Rates: King Bed $149/night+tax; Two Beds $149/night+tax; Triple Occupancy $164/night+tax; Quadruple Occupancy $199/night+tax; Grand Club $199/night+tax. Rooms are reserved for March 4th-7th, 2014. To book your hotel room online, go to: https://resweb.passkey.com/go/SpecialEDConference2014. Discounted rooms are limited, so book early. ***Make your reservation by 2/11/2014 to receive the discounted room rate***; reservations made after the cut-off date will be based on availability at the Hotel's prevailing rates. Grand Hyatt Seattle phone number: (206) 774-1234 (mention: Special Ed Conference 2014 to receive the group discounted rate).

TAX DEDUCTIBILITY: Expenses of training, tuition, travel, lodging and meals to maintain or improve your professional skills may be tax deductible. Consult your tax advisor.

TUITION FUNDING: Possible school funding sources include various government grants, Parent-Teacher Organizations, and school improvement funds, to name a few. Consult with your employer for state and federal funds available for tuition reimbursement. For tips to gain support to attend the conference from your employer, and to download a sample letter of support, visit our website at www.rehabseminars.org.

PURCHASE ORDERS: are accepted. Please fax completed purchase orders with registration forms to Rehab Seminars at (360) 379-5271.

CANCELLATION POLICY: Registration less a 20% processing fee is refundable if cancellation occurs before March 1, 2014. After March 1, 2014, fees are NON-REFUNDABLE. If this course is cancelled for any reason, including labor strikes or acts of God, liability is limited to a full refund of registration fees.

REGISTRATION SPECIFICS: Make checks payable to Rehab Seminars. If you require ***special arrangements*** at this conference, please call (360) 379-6994 at least 30 days prior to the conference.

GROUP DISCOUNTS: *Registrations must be mailed, faxed or called in together to receive the discounted rate.* There is a $25 per person discount for groups of 5 or more. Subtract the discount from the tuition fee. Groups may not be formed after individual registrations are received or called in. Group discounts are only given to groups attending 2 or 3 days of the conference. Group discounts are not given to single day registrations. Registrations cannot be shared.

CONFERENCE ATTIRE: Business casual dress is appropriate. Be sure to bring a sweater or jacket, since meeting rooms are usually cool.

2014 Special and General Education Conference Registration Form
March, 5, 6, 7th, 2014

PRE-REGISTRATION FEE: One Day $199 Two Days $375 Three Days $465

DEMAND IS HIGH AND SPACE IS LIMITED. PLEASE REGISTER EARLY.

Please provide a registration form for each person attending.

Visit our website at: **www.rehabseminars.org** to register on-line or Mail Registration Forms to:
Rehab Seminars 500 Goss Road, Port Townsend, WA 98368. PURCHASE ORDERS are accepted.
Tuition fees paid by purchase order will be billed after the conference. Or, please Fax Registration Forms To: (360) 379-5271

Name: _____
first *middle* *last*

Street Address: _____ City _____ State _____ Zip _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Position: _____ Licence# _____
(required for CA BBC only)

Email: _____ Fax: _____
(required for confirmation)

Payment Type: ☐ Check ☐ Visa ☐ MasterCard ☐ Purchase Order #_____

Credit Card Number: _____

Signature: _____ Expiration Date: _____ CVC Code: _____
(3-digit number on back of card)

Street Address: _____ City _____ State _____ Zip _____
(where credit card statement is mailed)

Please provide me with a Certificate of Course Completion: ☐ Please send by email (free) ☐ Please send certificate via USPS (add $5)

Check Concurrent Courses You Wish To Attend These courses take place concurrently. You must choose one course each day. Your course choice will be listed on your confirmation notification via email and on your nametag at the conference. Your course choices will be confirmed via email. Courses are NOT repeated. Check course availablility on the conference website at www.rehabseminars.org.

CHOOSE ONE COURSE EACH DAY

Day One March 5, 2014

☐ **Course #1 -**
Highly Engaged Classroom - Dr. Richard Cash

☐ **Course #2 -**
Struggling Readers - Dr. Dixie Massey

☐ **Course #3 -**
MOVE-Gross Motor Curriculum - Julie Sues-Delaney, LPT

☐ **Course #4 -**
Executive Functioning - Dr. Liliana Lengua

☐ **Course #5 -**
Emergent Writing - Dr. Caroline Musselwhite

☐ **Course #6 -**
Bullying, Revenge, and Belonging- Dr. Karin S. Frey

☐ **Course #7 -**
Diverse Learners: Building a Discourse - Dr. Cassie Martin

Day Two March 6, 2014

☐ **Course #8**
ELL - Separating Differences & Disability - Dr. Catherine Collier

☐ **Course #9**
Students Struggling with Math - Dr. John Woodward

☐ **Course #10**
Self-Regulation - Dr. Richard Cash

☐ **Course #11**
Behavioral Disorders - Dr. Gregory Benner

☐ **Course #12**
Communication All Day Long - Dr. Caroline Musselwhite

☐ **Course #13**
Reading and Writing - Bonnie Robb, MEd

☐ **Course #14**
Stuttering - Dr. Max and Mr. Nevdahl

Day Three March 7, 2014

☐ **Course #15**
Brain-Compatible Learning - Dr. Richard Cash

☐ **Course #16**
Learning with APPtitude - Alex Dunn

☐ **Course #17**
Attention, Processing, Memory - Cindy Lehman, MEd

☐ **Course #18**
Central Auditory Processing Disorder/ADHD - By Dr. Gail Chermak

☐ **Course #19**
Challenging ALL Students/Gifted Students - Dr. Nancy Hertzog

☐ **Course #20**
Social, Emotional and Behavioral Problems - Dr. Clayton Cook

☐ **Course #21**
School-to-Work- Richard Wilson and Guest Speakers

FEE SUMMARY: Check One:	**Registration Fee Before March 1, 2014**	**Registration Fee After March 1, 2014**
☐ One Day Registration Fee	☐ $199.00	☐ $225.00
☐ Two Day Registration Fee	☐ $375.00	☐ $395.00
☐ Three Day Registration Fee	☐ $465.00	☐ $485.00

Group Discount..... 5 or more in your group $25.00 off each registration

To receive your group discount, registration forms must be sent in together.
Group discount does not apply to one day registrations.

TOTAL FEE PAID_____

*Registration less a 20% processing fee is refundable if cancellation occurs before March 1, 2014. After March 1, 2014, fees are NON-REFUNDABLE. If this course is cancelled for any reason, including labor strikes, or acts of God, liability is limited to a full refund of registration fees. Registrations taken on a first come, first served basis. If you require **special arrangements** at this conference, please call (360) 379-6994 at least 30 days prior to the conference.*

Rehab Seminars

500 Goss Road
Port Townsend, WA 98368

Phone: (360) 379-6994
Fax: (360) 379-5271

Desk Reference Copy
SHARE WITH SPECIAL & GENERAL EDUCATION TEAM
Do Not Discard!

PRSRT STD
U.S. Postage
PAID
Printery.com

2014 SPECIAL AND GENERAL EDUCATION CONFERENCE

Circulate to:

___ Special Education Teachers
___ Speech-Language Pathologists
___ Assistive Technology Specialists
___ Classroom Teachers and Gifted Educators
___ Occupational Therapists/Physical Therapists
___ School Psychologists
___ Social Workers, Counselors, and Case Managers
___ Administrators, Special Education Directors, and Principals
___ Paraprofessionals, Assistants, and Parents

Seats are limited —Register Early!

2014 Special and General Education Conference
March 5, 6, 7th, 2014

register online at www.rehabseminars.org

General Conference Schedule
Seven concurrent courses will take place in separate classrooms, each day. Courses are limited in size. Indicate your selections on the registration form. See detailed course information inside.

7:00 to 8:00 ..... Sign-in at general registration desk – Coffee & tea served. CE and WWU credit registration booths open for registration
8:00..... Concurrent courses begin
10:00 - 10:15 ..... Break
10:15 - 12:00 ..... Concurrent courses continue
12:00 - 1:00 ..... Lunch – On Your Own
1:00 - 2:30 ..... Concurrent courses continue
2:30 - 2:45 ..... Afternoon Break
2:45 - 4:00 ..... Concurrent courses continue
4:00..... Complete and turn in your evaluation form

(Note: This is a general course schedule; 15 minute morning and afternoon break times may vary. See individual course schedules.)