2016 General & Special Education Conference-Seattle

Brain-based Science, Learning & Achievement

Pre-K through 12th Grade

A Professional Continuing Education Event

March 2, 3, & 4, 2016

Wednesday, Thursday & Friday

Grand Hyatt Conference Center and Hotel
Downtown Seattle, Washington

Western Washington University
College Credits

19.5 OSPI Clock Hours (CECHs)
Professional CE Hours Offered

Seventeen, full-day courses designed for General Education Teachers, Special Education Teachers, Administrators, School Psychologists, Speech-Language Pathologists, Occupational Therapists, School Counselors, ELL Teachers, and Support Professionals

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

Learning Disabilities
Augmentative & Alternative Communication
School-Based Mental Health
Autism Spectrum Disorder
Classroom Sensory Strategies
Behavioral Challenges in the Classroom
Neuropsychology of Mathematics
Student and Educator Resilience
Using Manipulatives in Math
Neuropsychology of Reading Disorders
Increasing Academic Achievement
Models for English Learners
Supports for At-Risk Students
Movement & Vision
Neuropsychology of Written Language Disorders
Transition Aged Youth & ASD
…And More

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Revised January 2016

Concurrent Full-Day Courses and Distinguished Faculty- SEATTLE

Multiple course choices are available, each day. When registering for the conference, indicate your course choices. A seat will be reserved for you. You may change courses during the day if seating is available. All courses begin at 8:00am and end at 4:00pm.

DAY ONE: WEDNESDAY MARCH 2, 2016

Concurrent Courses:

Learning Disabilities Series
Course #1- The Neuropsychology of Mathematics: Diagnosis and Intervention Strategies for Students Struggling in Math by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center

Autism Series
Course #2- Transition to Adulthood for Youth and Young Adults with Autism Spectrum Disorder (ASD) by Carol M. Schall, PhD, Virginia Commonwealth University Autism Center for Excellence

Course #3- Practical Evidence-based Strategies for Increasing Student and Educator Resilience by Brian H. Smith, PhD, Research Scientist at Committee for Children

AAC Series
Course #4- Collaborative Strategies for Supporting Students Using High Tech AAC Systems in General Education Classrooms by Gail M. Van Tatenhove, PA, MS, CCC-SLP, AAC Consultant

Course #5- Classroom Sensory Strategies for Learning by Yvonne Swinth, PhD, OTR/L, FAOTA, University of Puget Sound

DAY TWO: THURSDAY MARCH 3, 2016

Concurrent Courses:

Learning Disabilities Series
Course #6- The Neuropsychology of Written Language Disorders: A Framework for Effective Interventions by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center

Autism Series
Course #7- Evidence Based Practices for Instruction of Transition Aged Youth with Autism Spectrum Disorder (ASD) by Carol M. Schall, PhD, Virginia Commonwealth University Autism Center for Excellence

Course #8- Intensive Supports for At-Risk Students: Matching Students to the Appropriate Intervention by Stephen P. Kilgus, PhD, University of Missouri

AAC Series
Course #9- Building Spoken and Written Language Skills with Students with Specific Language Impairments Who Use Robust Augmentative and Alternative Communication (AAC) Systems by Gail M. Van Tatenhove, PA, MS, CCC-SLP, AAC Consultant

Math Series
Course #10- Using Manipulatives for Students Struggling with Math (4th Grade through 8th Grade) by Sarah R. Powell, PhD, University of Texas at Austin

Course #11- The Overlooked Power of Movement and Vision by Katie Johnson, MA, K-12 Teacher, Educational Consultant and Author

DAY THREE: FRIDAY MARCH 4, 2016

Concurrent Courses:

Learning Disabilities Series
Course #12- The Neuropsychology of Reading Disorders: Diagnosis and Intervention by Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center

Math Series
Course #13- Using Manipulatives for Students Struggling with Math (Kindergarten through 3rd Grade) by Sarah R. Powell, PhD, University of Texas at Austin

Autism Series
Course #14- Addressing Behavioral Challenges in School and Community Settings by Carol M. Schall, PhD, Virginia Commonwealth University Autism Center for Excellence

Course # 15- Helping Adolescents Succeed: Effective Research-based Strategies for Increasing Academic Achievement and Social and Behavioral Success by Brian H. Smith, PhD, Research Scientist at Committee for Children

Course # 16- Multi-tiered Support Systems and Special Education: Models for English Learners by Julie Esparza Brown, EdD, Portland State University

Course # 17- Cross-battery Assessment for Specific Learning Disability Identification and Intervention for School Psychologists and Speech-Language Pathologists by Vincent C. Alfonso, PhD, Gonzaga University

Demand is High and Space is Limited. Please Register Early.
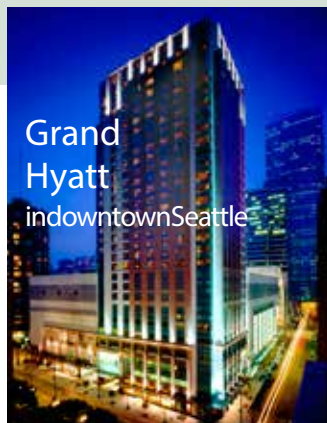
Grand Hyatt in downtown Seattle

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: http://www.grandseattle.hyatt.com/en/hotel/our-hotel.html for more information about this exciting location.

FROM THE AIRPORT: Sea Tac 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 5:00 am to 1:00 am Monday through Saturday, and from 6:00 am 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 $169/night+tax; Two Beds $169/night+tax (limited availability); Grand Club $244/night+tax. Rooms are reserved for March 1-4, 2016. To book your hotel room online, go to: https://resweb.passkey.com/go/RehabSeminars2016. Discounted rooms are limited, so book early. Make your reservation by February 11, 2016 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 2016 to receive the group discounted rate).

REGISTRATION CONFIRMATION: A registration confirmation will be emailed to you upon receipt of your registration form. If you do not receive your confirmation email within one business day 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 change 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.

TAX DEDUCTIBILITY: Expenses for 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.

REGISTER ONLINE: Go to the conference website to register online at www.rehabseminars.org.

PURCHASE ORDERS: are accepted. Please register online and fax completed purchase orders to Rehab Seminars at (360) 379-5271.

CANCELLATION POLICY: Registration less a 20% processing fee is refundable if cancellation occurs before February 25, 2016. After February 25 2016, fees are NON-REFUNDABLE. If a 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 completed online, mailed, faxed or called in together to receive the discounted rate. There is a $30 per person discount for groups of 5 or more. Group discounts are only given to groups attending 2 or 3 days of the conference and 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.

Steven G. Feifer, DEd, ABSNP is an internationally renowned speaker and author in the field of learning disabilities, and has authored six books on learning and emotional disorders in children. He has 19 years of experience as a school psychologist, and was voted the Maryland School Psychologist of the Year in 2008, and awarded the 2009 National School Psychologist of the Year. He was also honored as the Distinguished Alumni Scholar by Indiana University of Pennsylvania in 2011. Dr. Feifer is a diplomate in school neuropsychology, and currently works as a faculty instructor in the ABSNP school neuropsychology training. He continues to evaluate children in private practice at the Monocacy Neurodevelopmental Center in Frederick, MD, and regularly consults with numerous school districts throughout the country. Dr. Feifer has authored two tests on diagnosing learning disabilities in children. Disclosure: Financial-Steven is in private practice and receives royalties from his publisher, PAR. Nonfinancial- There are no nonfinancial relationships to disclose.

Carol Schall, PhD is the Co-Director of the Virginia Commonwealth University Autism Center for Excellence, the Director of the Virginia Autism Resource Center, and the Principal Investigator in the development of the Community Based Functional Skills Assessment for Transition Aged Youth with Autism Spectrum Disorders, a grant funded by Autism Speaks. She has over 30 years of experience supporting adolescents and adults with ASD as a teacher, group home supervisor, administrator, researcher, and consultant. Dr. Schall has provided positive behavior support consultation and instructional technical assistance for the Project SEARCH Plus ASD Supports program for the past 5 years at Virginia Commonwealth University. Dr. Schall has also been the research coordinator for this project. She consults nationally and internationally on issues related to adolescents and young adults with ASD. She is co-author of the book, *Autism and the Transition to Adulthood: Success Beyond the Classroom*. Disclosure: Financial- Dr. Schall is employed by Virginia Commonwealth University and also provides private consultation and receives compensation for her consulting services, trainings and presentations from various organizations and school districts. She receives royalties from Paul H. Brookes Publishing Co. Nonfinancial- There are no nonfinancial relationships to disclose.

Brian Smith, PhD has provided mental health, counseling, social work and substance abuse services to adolescents in school and community settings. He received his PhD from the University of Washington in 2005. His doctoral studies focused on the science of preventing youth problem behaviors and evidence-based approaches to positive youth development. For the last decade he has worked translating research in education, psychology and child development into practical and effective school-based interventions. He has collaborated on developing and evaluating interventions and curricula to support social-emotional development and increase student well-being and success that are used in schools throughout the United States. Since 2005 he has been a Research Scientist at Committee for Children, where he works at developing and evaluating school-based social-emotional learning programs, including *Second STEP: Early Learning Through Grade 8*. His research has been published in multiple professional journals including *Advances in School Mental Health Promotion, School Psychology Review* and *Childhood Education*, to name a few. Disclosure: Financial- Dr. Smith receives compensation as a research scientist at Committee for Children. He also receives compensation for his trainings and presentations from various organizations and school districts. Nonfinancial- There are no nonfinancial relationships to disclose.

Gail Van Tatenhove, PA, MS, CCC-SLP, graduated from the University of Wisconsin-Eau Claire and has worked as a speech-language pathologist specializing in augmentative and alternative communication (AAC) since 1977. Her professional experiences include clinical work in a special education school for children, birth to 21, as an AAC specialist on a statewide evaluation team, and as a consultant with an AAC development company. Currently, Gail is in private practice specializing in AAC with children in a variety of educational programs and with severely challenged adults in residential, vocational, and community settings. Gail serves on the Board of BeCOME: AAC, an organization dedicated to mentoring and education in AAC. She is a member of the American Speech-Language-Hearing Association (ASHA), International Society for Augmentative and Alternative Communication, and United States Society for Augmentative and Alternative Communication. She currently serves on the Coordinating Committee for ASHA Special Interest Group 12 (AAC) as the Professional Development Manager. Disclosure: Financial-Gail Van Tatenhove owns a speech pathology private practice and is a paid clinical consultant for Semantic Compaction Systems. She also receives compensation for her trainings and presentations from various organizations and school districts. Nonfinancial- Gail is currently the Professional Development Manager for ASHA Special Interest Group 12 and a member of the Board of Directors of BeCOME: AAC.

Yvonne Swinth, PhD, OTR/L, FAOTA is a professor and Director of Occupational Therapy at the University of Puget Sound and has more than 25 years experience working in pediatrics, primarily school-based settings. Within the schools, she has provided therapy services for children from birth to 21 years of age, and has been involved in the development of several different programs and grants that address service delivery issues to students with disabilities. She also has completed research projects, worked on different local and national committees, and is a past chair of the School Systems Special Interest Section. Dr. Swinth has mentored student research studies for more than 12 years and has extensive experience with qualitative research, single subject studies and survey research. Currently she and some of her students have been researching the effectiveness and outcomes of dynamic seating in general education classrooms to support student participation. Other research interests include effective and efficient occupational therapy services in the schools, assistive technology, and service delivery options for children with disabilities. Dr. Swinth is currently completing the data analysis of a national research project that looks at issues of efficacy and efficiency of school-based practice. Dr. Swinth has presented locally and nationally regarding issues of school-based practice for occupational therapists and has authored several chapters in books regarding OT service delivery in the schools as well as pediatric service delivery. Most recently, she authored a chapter on school-based services for *Willard and Spackman's Occupational Therapy* and a chapter on services for children with severe disabilities in the new AOTA textbook for school-based therapists. Dr. Swinth is the founding editor of the *Journal of Occupational Therapy In Schools and Early Intervention*. Disclosure: Financial- Dr. Swinth is employed by

the University of Puget Sound and she receives consulting fees for teaching and speaking. Nonfinancial-There are no nonfinancial relationships to disclose.

Vincent C. Alfonso, PhD, is former Professor in the Graduate School of Education at Fordham University, New York City. He is now the Dean of the School of Education at Gonzaga University in Spokane, Washington. He is also past president of Division 16 of the American Psychological Association, and fellow of Divisions 16, 5, and 43 of the American Psychological Association. Dr. Alfonso was a certified school psychologist and licensed psychologist in New York State, where he provided psycho-educational services to children, adolescents, and young adults for more than 20 years. He is co-author of *Essentials of Cross-Battery Assessment, Third Edition*, co-editor of *Essentials of Specific Learning Disability Identification*, and co-editor of *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*, all published by Wiley. Disclosure: Financial- Dr. Alfonso is employed by Gonzaga University and he receives royalties from his book publisher, John Wiley and Son, Inc. Nonfinancial - There are no nonfinancial relationships to disclose.

Sarah R. Powell, PhD, an Assistant Professor in the Department of Special Education at the University of Texas at Austin. Dr. Powell is currently Principal Investigator of an Institute of Education Sciences-funded Goal 3 efficacy study of word-problem intervention for third-grade students. She is a National Academy of Education/Spencer Postdoctoral Fellow. Her 2-year project is investigating the math symbol and vocabulary knowledge of students in elementary and middle school. She is also a Faculty Fellow of the Greater Texas Foundation. Her research interests include developing and testing interventions for students with mathematics difficulties. She is especially interested in peer tutoring, word-problem solving, and the role of symbols for understanding mathematics. She has authored and co-authored books and book chapters and has articles published in the *Journal of Learning Disabilities, Journal of Educational Psychology*, and *Exceptional Children* to name a few. Disclosure: Financial- Dr. Powell is employed by the University of Texas-Austin. She receives consulting fees for teaching and speaking. Nonfinancial-There are no nonfinancial relationships to disclose.

Katie (Katherine W.) Johnson, MA, began her teaching career after graduating from Vassar College. After teaching two years in high schools, Katie moved into the elementary grades. Katie has taught first grade, in both Maine and Washington, for 37 of the 46 years she has been a teacher. For the past fifteen years she has focused on learning about developmental movement and vision and how they affect the lives of her primary-age public school students. Katie Johnson published several books about teaching writing and reading to young children including: *Doing Words: Using the Creative Power of Children's Personal Images to Teach Reading and Writing; Red Flags for Elementary Teachers: Vision and Neurodevelopmental Issues that Interfere with Reading and What to Do About Them; Red Flags for Primary Teachers: 27 Neurodevelopmental and Vision Issues that Affect Learning with Activities to Help;* and, *More Than Words, Child-Centered Lessons for Connecting Life and Literacy.* She worked as an adjunct professor of literacy in the teacher-training programs of Pacific Oaks College (California) and University of Washington (Bothell campus), as well as in the graduate school of Lesley University (Cambridge, Massachusetts), and has provided professional development presentations all over the United States. She is a Fellow of the Southern Maine Writing Project and the Puget Sound Writing Project. Disclosure: Financial-Katie receives speaker fees from school districts and organizations for her presentations and workshops. She has received royalties for her books from Houghton Mifflin Co, Zephyr Press, and Tendril Press. Nonfinancial- Katherine is a board member of The Attic Learning Community, Woodinville, WA.

Julie Esparza Brown, EdD, is an Associate Professor in Special Education in the Graduate School of Education at Portland State University, Portland, Oregon. Prior to joining the faculty at PSU, Dr. Brown worked in public schools as a bilingual special educator, bilingual teacher and school psychologist in Southern California and Washington. She has authored several articles on multi-tiered support systems and English Learners, bilingual assessment, and special education practices for English Learners. Dr. Brown was on the advisory board of the National Center for RTI, a five-year federally funded technical assistance center. She presents and consults nationally, sharing her vast and unique experiences in planning and implementing equitable practices for all learners. Dr. Brown was recently elected to serve on the school board of a large, urban school district. Disclosure: Financial- Dr. Esparza Brown is employed by Portland State University and she is a national trainer for the *Woodcock-Johnson IV Tests of Cognitive Abilities, Achievement and Oral Language* by Riverside Publishing Co. She receives speaker fees from school districts and other organizations for her presentations and trainings. Nonfinancial- Dr. Brown is a member of the ELL Advisory Panel for the Portland Public Schools and she is an elected School Board Member of the Portland Public Schools, Zone 1.

Stephen Kilgus, PhD, is currently an Assistant Professor in the School Psychology Program within the College of Education at the University of Missouri. Dr. Kilgus received his Ph.D. in School Psychology from the University of Connecticut in 2011. He completed his pre-doctoral internship within the Home and School Consultation division of the May Institute, Inc., located in Randolph, MA. Dr. Kilgus's primary research interests include the development and validation of emotional and behavior assessment tools and procedures. He is particularly interested in assessment treatment utility, or the effect of assessment on intervention outcomes. An additional research interest includes the evaluation of Tier 2 targeted emotional and behavior interventions. Dr. Kilgus currently serves as an associate editor for two journals, including the *Journal of School Psychology* and *Assessment for Effective Intervention.* Disclosure: Financial- Dr. Kilgus is employed by the University of Missouri. He receives royalties and consulting fees for test development and distribution from FastBridge Learning. Nonfinancial- He is on the Editorial Board for *School Psychology Review, School Psychology Quarterly,* and is the Associate Editor for *Journal of School Psychology*, and *Assessment for Effective Intervention.*

For additional information about the speakers, go to www.rehabseminars.org

SEATTLE CONFERENCE COURSE OPTIONS

DAY 1

COURSE #1   WEDNESDAY - MARCH 2, 2016 8:00am-4:00pm
The Neuropsychology of Mathematics: Diagnosis and Intervention Strategies for Students Struggling in Math By Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center, Frederick, Maryland

Target Audience: General Education Teachers, Principals/Administrators, Special Education Teachers, Resource Room Teachers, School Psychologists, Math Teachers & Coaches, Private Tutors, and Paraprofessionals

Target Age Range: Pre-Kindergarten through Age 21 years

Course Description: This full-day course will explore how young children learn and acquire basic mathematical skills in the elementary years from a brain-based educational perspective. There will be an extended discussion on three primary ways in which numbers are formatted in the brain, as well as discussion on the central role of language to expand upon these conceptually ordered number sets. Critical features of the presentation will include specific brain pathways that assist in recalling basic math facts, ordering numbers into sets, calculating multiple-step equations, and tackling those dreaded word problems. In addition, cultural stereotypes regarding gender differences in mathematics will be explored, as will the relationship between anxiety and mathematical performance during classroom learning situations. Particular emphasis will be placed in looking at the pedagogical styles of mathematics in the United States compared to other countries, and developing a classroom climate conducive to number exploration. Lastly, two critical constructs often overlooked when evaluating students with math difficulty, working memory and executive functioning, will be featured.

Course Objectives – participants will be able to:

Adequately discuss international trends in mathematics and why the United States lags behind many industrialized nations in both math and science at the secondary grade level

Identify specific psychological constructs including language skills, visual-spatial skills, working memory skills, and executive functioning skills with respect to mathematical problem solving

Develop a brain-based educational model of mathematics by identifying three basic neural codes in which numbers are formatted in the brain

Describe three basic subtypes of math disabilities, and identify appropriate remediation and educational strategies for each subtype

Adequately explain basic gender differences in mathematical performance of students, in addition to the role of anxiety in hindering math aptitude

Describe four neurodevelopmental factors involved in dyscalculia, and specific neural pathways supporting the development of number sense

Adequately explain how the *Feifer Assessment of Mathematics* (FAM) battery is used to both assess and remediate math disabilities in children from a brain-based educational perspective

Course #1   Schedule   Wednesday, March 2, 2016

Time	Topic
8:00 - 9:00	International trends in mathematics
9:00-10:00	Dyscalculia and review of four major cognitive constructs involved with numeric processing
10:00-10:15	Break
10:15-11:00	Math fluency for children based upon efficiency, accuracy, and flexibility in problem solving
11:00-12:00	Three basic neural codes in which numbers are formatted in the brain
12:00-1:00	Lunch- On your own
1:00-2:00	Three basic subtypes of math disabilities in children, and appropriate remediation strategies
2:00-2:45	Demonstrate math games and activities to build number sense in children
2:45-3:00	Break
3:00-4:00	FAM assessment tool using case study examples
4:00	Complete Program Evaluations

8:00am - 4:00pm All Day Course-Autism Series   SEATTLE   **WEDNESDAY**

DAY 1

COURSE #2   WEDNESDAY - MARCH 2, 2016 - 8:00am-4:00pm
Transition to Adulthood for Youth and Young Adults with Autism Spectrum Disorder (ASD)
By Carol M. Schall, PhD, Virginia Commonwealth University Autism Center for Excellence, Richmond, Virginia

Target Audience: Special Education Teachers, Resource Room Teachers, School Psychologists, School Counselors, Physical Therapists, Vocational Counselors, Occupational Therapists, Speech-Language Pathologists, Case Managers, Social Workers, Assistive Technology Specialists, Behavior Specialists and Autism Specialists

Target Age Range: 8th Grade through Age 21 years

Course Description: Individuals with Autism Spectrum Disorder (ASD) are reported to experience poor outcomes in the transition from school to adulthood. According to the National Longitudinal Transition Survey, (NLTS-2), individuals with ASD struggle with all aspects of adult life including independent living, post-secondary education, employment, community participation, and social networking. It is likely that these poor outcomes are related to high school experiences of youth with ASD that prepare or hinder them as they transition to adulthood. These poor outcomes are juxtaposed against literature demonstrating more improved outcomes with better transition planning and intensive instruction in employment, daily living, community and social skills.

More than ever, individuals with autism spectrum disorders are transitioning to live and work in their communities and there are reasons to be optimistic that this will continue. To continue the trend, it is important to expand the knowledge base of teachers regarding strategies to improve transition outcomes for youth with ASD. This three-day ASD course series will provide information on how to assist high school aged youth with ASD in the transition from school to adulthood. The topics covered in this series include understanding ASD in adolescence and young adulthood, identifying the correct skills sets and curriculum adjustments for individuals with ASD, including the use of community-based instruction, writing behaviorally based goals and transition plans, using evidence based practices to teach essential skills to adolescents with ASD, and using positive behavior support for youth with ASD at school and in the community. Day one will focus on the person centered planning process, curriculum planning and instruction, functional academics and life skills, independent living, relationship development and behavioral goal writing.

Course Objectives – participants will be able to:

Adequately describe the essential features of ASD observed in adolescents and adults and the effect of those features on the transition to adulthood

Discuss the importance of person centered planning and transdisciplinary teaming to support youth with ASD in transition to adulthood

Adequately describe the critical elements necessary for curriculum and instruction including self-determination, career development, functional academics and life skills

Demonstrate the use of "Top-Down" functional curriculum planning to identify required skills sets needed by students with ASD in academic and vocational domains

Demonstrate the use of "Top-Down" functional curriculum planning to identify required skills sets needed by students with ASD in self determination, independent living, life long learning, accessing and participating in community, and developing and maintaining friendships and relationships

Demonstrate the ability to write behavioral goals and develop a schedule of community and school based instruction for transition aged youth with ASD

Course #2   Schedule   Wednesday, March 2, 2016

8:00-10:00	Brief overview of ASD and transition to adulthood • What we know about ASD in adolescence and adulthood • Transition team • Person centered planning	1:00-2:45	Curriculum identification and goal writing • Transition domains • Top/down curriculum planning • Behavioral goal writing • Scheduling instruction for transition aged students with ASD
10:00-10:15	Break		
10:15-12:00	Brief overview of ASD and transition to adulthood • Self determination • Career development • Functional curriculum versus standards and academics	2:45-3:00	Break
		3:00-4:00	Practice* - Top down curriculum planning and behavioral goal writing
		4:00	Complete Course Evaluations
12:00-1:00	Lunch- On your own		* Note that these will be application sessions where participants will apply learning to a case study or individual situation.

COURSE #3   WEDNESDAY - MARCH 2, 2016 - 8:00am-4:00pm
Practical Evidence-based Strategies for Increasing Student and Educator Resilience
By Brian H. Smith, PhD, Research Scientist at Committee for Children, Seattle, Washington

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, School Counselors, Principals/Administrators, Case Managers, Social Workers, Behavior Specialists, and Instructional Assistants and Paraprofessionals

Target Age Range: 2nd Grade through Age 21 Years

Course Description: Resilience is the ability to thrive despite adversity. Far too many of our students arrive at school burdened by multiple stressors that make academic and social thriving extra challenging. At the same time, working in schools can be highly stressful and many educators struggle to be their best in the face of adversity both in and out of school. This course will explore research-based skills and strategies shown to increase resilience for both students and educators.

There is no magic formula for resilience, but this course will focus on specific strategies shown to make a difference. Some of the resilience strategies covered are most appropriate for students, others for staff, but most can be helpful for both. Participants will learn how to increase their own resilience while supporting the resilience of their students. This course will use narrated PowerPoint, videos, discussion and practice exercises to ensure participants meet course objectives.

Course Objectives – participants will be able to:

Adequately describe the science of how stress and adversity impair child and adult performance and the value and limits of resilience

Explain how to identify their own key values and utilize them to support their resilience practices and effectiveness as educators

Describe how to utilize mindfulness techniques shown to reduce stress and increase resilience for both students and educators

Explain how to increase emotion management for both students and educators through applying values and mindfulness

Demonstrate how to apply two research-based techniques for coping with emotional challenges

Adequately describe how to use a brief evidence-based technique to enhance well-being through increasing self-control for both students and educators

Demonstrate positive psychology-based gratitude techniques to increase well-being for students and educators

Course #3   Schedule   Wednesday, March 2, 2016

Time	Topic
8:00-9:00	Research on stress, adversity and resilience
9:00-10:00	Importance of values in supporting educator resilience
10:00-10:15	Break
10:15-11:00	Mindfulness techniques for reducing stress and increasing student and educator effectiveness
11:00-12:00	Research-based strategies for coping with difficult emotions- utilizing mindfulness and values
12:00-1:00	Lunch- On your own
1:00-2:00	Effective strategies for coping with difficult emotions, self-distancing and expressive writing
2:00-2:45	How to increase self-control to enhance well-being
2:45-3:00	Break
3:00-4:00	Positive psychology-based gratitude techniques for students and educators; Complete Program Evaluations

COURSE #4   WEDNESDAY, MARCH 2, 2016   8:00am-4:00pm
Collaborative Strategies for Supporting Students Using High Tech AAC Systems in General Education Classrooms   By Gail M. Van Tatenhove, PA, MS, CCC-SLP, AAC Consultant, Orlando, Florida

DAY 1

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Speech-Language Pathologists, Assistive Technology Specialists, Instructional Assistants and Paraprofessionals

Target Age Range: Kindergarten through 6th Grade

Course Description: This course addresses the challenges of using AAC devices/apps in classrooms with pre-literate students who are generative-independent communicators. The presenter will demonstrate how the Descriptive Teaching Model, paired with Aided Language Stimulation, is being used with individuals using robust AAC devices in general and special education classes. Teacher/educator teams who support students using AAC devices in general (and special education) programs should attend as a team to get maximum benefit from the information within this presentation. By using these strategies, they can learn ways to address both state curriculum standards and improve the classroom performance of their students using AAC devices.

Course Objectives – participants will be able to:

Describe the vocabulary needed in an AAC system to support descriptive teaching/talking that builds linguistic competence

Describe the differences between the Referential and Descriptive Teaching/Talking Models in ways that are understood by general education teachers unfamiliar with AAC

Demonstrate the ability to adjust curriculum activities to promote use of core vocabulary and generative language based on Bloom's Continuum of Learning

List strategies for providing AAC access to subject-specific words

Demonstrate the ability to develop strategies to teach and support modeling/Aided Language Stimulation by classroom teachers and instructional support personnel

Identify resources for collecting and analyzing language data from AAC users in the classroom

Develop an action plan for implementing a peer mentor program to promote use of AAC in the classroom

Course #4   Schedule   Wednesday, March 2, 2016

Time	Topic
8:00-9:00	Communication competence and the generative-independent communicator - assets and challenges
9:00-10:00	Changing the classroom culture for AAC users
10:00-10:15	Break
10:15-11:00	Relating core vocabulary and generative language to the curriculum
11:00-12:00	General education teacher training and team collaboration
12:00-1:00	Lunch - On Your Own
1:00-2:00	General education teacher training and team collaboration (continued)
2:00-2:45	Documenting outcomes
2:45-3:00	Break
3:00-4:00	Using peer mentoring for attitude adjustment and skill building
4:00	Complete Program Evaluations

COURSE #5   WEDNESDAY, MARCH 2, 2016   8:00am-4:00pm
Classroom Sensory Strategies for Learning
By Yvonne Swinth, PhD, OTR/L, FAOTA, University of Puget Sound, Tacoma, Washington

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

Target Age Range: Pre-Kindergarten through 6th Grade

Course Description: As many as 15% of children in a general education classroom experience sensory challenges which may negatively affect their performance learning and completing classroom tasks. Additionally, many children who have experienced trauma, who have been exposed to drugs/alcohol in utero or who have a diagnosis such as ADD/ADHD or Autism Spectrum Disorder have unique behaviors that do not respond to typical teaching or behavior management strategies. Often these children also have sensory issues that may be impacting the ability to learn, play and follow directions.

Recent literature has indicated sensory processing challenges lead to poor performance in the areas of self-care, play, social participation, and academic success and involvement. A systematic review revealed that children with sensory processing difficulties engaged in fewer academic activities, demonstrated lower academic performance and decreased attention, and had a greater chance of learning deficits. All children, with or without disabilities or diagnoses, can experience sensory processing issues, which may affect their capacity to attend to educational activities, complete class-work, and perform to the best of their abilities.

This session will provide an overview of sensory issues teachers may encounter in the classroom and some practical strategies to address these issues. Participants will discuss how to engineer classrooms as well as how to adapt teaching activities to meet unique sensory needs of different students. Additionally the match between the sensory needs of the teacher and the student will be discussed. Collaborative strategies will be explored and through the use of illustrations and case studies, participants will see specific application examples. Opportunities will be provided to brainstorm potential solutions to "real life" challenges.

Course Objectives – participants will be able to:

Define common terms used to describe sensory challenges including sensory integration, sensory processing, sensory seeking and sensory avoiding

Describe behaviors that may actually be due to sensory overload

Describe how sensory challenges can impact a child's participation throughout the school day

List strategies that can be used in the classroom to support a student's sensory needs to increase participation and learning

Discuss strategies for determining if a student's challenges are actually sensory-based vs. challenges due to behavior

Demonstrate the ability to problem-solve, given a case study, by providing 3 or more sensory strategies that may support participation in the classroom

Course #5   Schedule   Wednesday, March 2, 2016

8:00-9:00	Introduction, background and determining individual sensory preferences	1:00-2:00	Sensory strategies to support participation
9:00-10:00	Overview of sensory theory and definition of terms	2:00-2:45	Sensory strategies to support participation-continued
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	How sensory challenges impact the classroom	3:00-4:00	Case study application; question and answer
11:00-12:00	Is it sensory or is it behavior	4:00	Complete program evaluations
12:00-1:00	Lunch - On Your Own		

COURSE #6   THURSDAY, MARCH 3, 2016   8:00am-4:00pm
The Neuropsychology of Written Language Disorders: A Framework for Effective Interventions
By Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center, Frederick, Maryland

DAY 2

Target Audience: Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, Speech-Language Pathologists, Occupational Therapists, Principals/Administrators, Private Tutors, and Paraprofessionals

Target Age Range: Pre-Kindergarten through 21 years

Course Description: This course will explore the neuropsychological underpinnings of the writing process to assist educators and psychologists in both diagnosing and remediating written language disorders in children. The ability to generate and produce written language requires multiple linguistic skills involving both phonological and orthographical functioning (the elementary components of language), word retrieval skills, executive functioning skills to organize inner thoughts and ideas, and working memory to hold our thoughts in mind long enough for effective motor skills output. A breakdown in these fundamental psychological processes can result in various subtypes of written language disorders.

Course Objectives – participants will be able to:

Discuss national trends in written language, and explore gender differences in writing performances between boys and girls

Explain the neural architecture responsible for written language development in children and identify key brain regions responsible for the organization and production of writing skills

Identify three specific subtypes of writing disorders, and differentiate between language and non-language based dysgraphias

Describe how "frontal lobe" processes such as working memory

and executive functioning impact each subtype of dysgraphia

Identify five essential steps for effective written language instruction, and learn key intervention strategies for each written language disorder subtype

Describe the 90-minute dysgraphia evaluation as a means to both identify and remediate written language disorders in children

Describe how to differentiate spelling disorders from other types of dysgraphias through case study presentations

Course #6   Schedule   Thursday, March 3, 2016

8:00-9:00	Discuss national trends in both written language and gender differences
9:00-10:00	Discuss eight core cognitive constructs with respect to written language development
10:00-10:15	Break
10:15-11:00	Discuss specific neural constructs involved with non-language based dysgraphias
11:00-12:00	Discuss specific neural constructs involved with language based dysgraphias
12:00	Lunch - On Your Own

1:00-2:00	Review the five primary steps for effective written language instruction
2:00-2:45	Introduce the 90 minute dysgraphia evaluation
2:45-3:00	Break
3:00-4:00	Case Studies/Questions
4:00	Complete program evaluations

COURSE #7   THURSDAY, MARCH 3, 2016   8:00am-4:00pm
Evidence Based Practices for Instruction of Transition Aged Youth with Autism Spectrum Disorder (ASD)
By Carol M. Schall, PhD, Virginia Commonwealth University Autism Center for Excellence. Richmond, Virginia

DAY 2

Target Audience: Special Education Teachers, Resource Room Teachers, School Psychologists, School Counselors, Vocational Counselors, Physical Therapists, Occupational Therapists, Speech-Language Pathologists, Case Managers, Social Workers, Assistive Technology Specialists, Behavior Specialists and Autism Specialists

Target Age Range: 8th Grade through Age 21 years

Course Description: Day two of this three-day instructional series will focus on proactive intervention strategies in the school and community. Participants will learn behavior analytic instructional strategies to use with adolescents with autism spectrum disorder such as task analysis, behavioral rehearsal, general case instruction, data collection, and data based decision-making skills. Participants will have the opportunity to apply what they learn during this course by developing individualized plans and proactive strategies to case studies or individual situations. Strategies to teach communication, social skills, community and school based academic, work, and independent living skills will be demonstrated.

Course Objectives – participants will be able to:

Describe proactive strategies to increase independence in school and community settings for youth with ASD including: visual supports, work station set-up, and antecedent modifications

Develop proactive strategies implementation plan using a case study approach to increase independence in school and community settings for youth with ASD including: visual supports, work station set-up, and antecedent modifications

Describe behavior analytic strategies for adolescents with ASD including: task analysis, behavioral rehearsal, general case instruction, data collection and data-based decision making

Develop behavior analytic strategies instruction plan using a case study approach for adolescents with ASD including: task analysis, behavioral rehearsal, general case instruction, data collection and data-based decision making

Demonstrate the ability to design general proactive supports that increase the success of persons with ASD in the school or work environment

Demonstrate the use of behavior analytic teaching strategies for transition aged youth with ASD including strategies to teach communication, social skills, community and school based academic, work, and independent living skills

Course #7   Schedule   Thursday, March 3, 2016

8:00-10:00   Proactive strategies for instruction in school and the community
• Visual supports
• Work set-up
• Antecedent modifications and visual supports in
• community environments
• Portability of supports

10:00-10:15   Break

10:15-12:00   Practice* - Developing individualized planning and development of proactive strategies

12:00 -1:00   Lunch-On Your Own

1:00-2:45   Behavior analytic instructional strategies for adolescents with ASD
• Task analysis
• Behavioral rehearsal
• General case instruction
• Data collection and data-based decision making

2:45-3:00   Break

3:00 -4:00   Practice* - Developing instructional plans using behavior analytic instructional strategies

4:00   Complete Program Evaluations

* Note that these will be application sessions where participants will apply learning to a case study or individual situation.

COURSE #8   THURSDAY, MARCH 3, 2016   8:00am-4:00pm
Intensive Supports for At-Risk Students: Matching Students to the Appropriate Intervention
By Stephen P. Kilgus, PhD, University of Missouri

DAY 2

Target Audience: Principals/Administrators, General Education Teachers, School Psychologists, School Counselors, Behavior Specialists, Special Education Teachers, Resource Room Teachers, Social Workers, Case Managers, Instructional Assistants, Paraprofessionals, 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: Pre-Kindergarten through 12th Grade

Course Description: Most school systems struggle to address the needs of socially, emotionally, and/or behaviorally at-risk students. Indeed, research has shown that a small proportion of students account for the vast majority of disruption in schools.

The purpose of this presentation will be to discuss a specific process for matching identified at-risk students to appropriate, evidence-based interventions and monitoring their progress in response to the interventions. Specific interventions, progress monitoring and 'how-to' scripts will be provided.

Course Objectives – participants will be able to:

Describe what puts particular students at-risk, and how to match at-risk students to particular interventions

Discuss the importance of matching students to particular interventions

Describe the AIM2 Method of Implementing

Describe how to implement Tier 2 interventions for students with motivational deficits (i.e., won't do problems)

Describe how to implement Tier 2 interventions for students with emotionally-driven problems

Describe how to implement function-based Tier 2 interventions to address the underlying reason why students engage in problem behavior

Course #8   Schedule   Thursday, March 3, 2016

8:00-9:00	Emotional and behavioral problems that place students at-risk for school failure	1:00-2:00	Tier 2 interventions for students with motivational deficits (i.e., won't do problems)
9:00-10:00	Proactively detecting at-risk students in order to intervene	2:00-2:45	Tier 2 interventions for students with emotionally-driven problems
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	The AIM2 Method: Assess, Implement, Monitor, & Meet	3:00-4:00	Function-based Tier 2 interventions
11:00-12:00	Progress monitoring student performance	4:00	Complete Program Evaluations
12:00-1:00	Lunch - On Your Own		

COURSE #9   THURSDAY, MARCH 3, 2016   8:00am-4:00pm
Building Spoken and Written Language Skills with Students with Specific Language Impairments Who Use Robust Augmentative and Alternative Communication (AAC) Systems By Gail M. Van Tatenhove, PA, MS, CCC-SLP

DAY 2

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, Speech-Language Pathologists, Assistive Technology Specialists, Instructional Assistants and Paraprofessionals

Target Age Range: Kindergarten through 8th Grade

Course Description: Many children and young adults using Augmentative and Alternative Communication (AAC) systems have specific receptive and expressive language challenges that influence their ability to be successful in the classroom.   This presentation applies evidence-based practices for improving the "spoken" and written language output of students who use AAC systems.

Embedded into the presentation will be important AAC issues, such as the use of core vocabulary in answering comprehension questions and learning synonyms, modeling for development of syntax and morphology, semantic networking instructional strategies for vocabulary development, applications of visual support materials to scaffold written language output, and communication partner skills for improving conversation and writing skills of students who use AAC.

Course Objectives – participants will be able to:

List evidence that a student using an AAC system is exhibiting specific listening/language comprehension challenges

Simplify instructions and content of a classroom lesson to match the language comprehension level of students who use AAC systems with specific language impairments

Develop a semantic web and personal narrative as a means to develop vocabulary comprehension and expression

Develop at least 2 semantic webbing expansions to promote de-contextualization of new vocabulary

Develop scaffolds and supports to enhance listening comprehension of students who use AAC systems with specific language impairments

Describe strategies for improving word choice with secondary level students during written language activities

Course #9   Schedule   Thursday, March 3, 2016

8:00-9:00	Challenges of a language impaired AAC student in a general education classroom, supporting receptive/ expressive vocabulary and language for classroom success
9:00-10:00	Teaching the vocabulary of the Common Core and modifying lessons for increased comprehension and expression (group activities included)
10:00-10:15	Break
10:15-11:00	Using visual and semantic networking with personal narratives for vocabulary development (group activities included)
11:00-12:00	Using story expansions in conversational exchanges for vocabulary development

12:00-1:00	Lunch- On Your Own
1:00-2:00	Scaffolds and supports for conversational development in the classroom
2:00-2:45	Improving listening comprehension, and strategies for improved content and grammatical production in F2F conversation
2:45-3:00	Break
3:00-4:00	Specific strategies for supporting written language output
4:00	Complete program evaluations

COURSE #10   THURSDAY, MARCH 3, 2016   8:00am-4:00pm
Using Manipulatives for Students Struggling with Math (4th Grade through 8th Grade)
By Sarah R. Powell, PhD, University of Texas at Austin

DAY 2

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, Principals/Administrators, Math Teachers and Coaches, Math Tutors, and Instructional Math Assistants and Paraprofessionals

Target Age Range: Students functioning at the 4th-8th grade math level

Course Description: In this course, participants review common difficulties that students encounter with mathematics. Participants learn about the two most researched evidence-based strategies for teaching mathematics to students with mathematics difficulty: explicit instruction and the concrete-representational-abstract (CRA) framework. Participants practice these two evidence-based strategies on mathematics problems related to whole-number computation, fraction concepts and computation, decimal concepts and computation, geometry, measurement, and pre-algebra. Participants also learn about teaching word-problem solving using schemas.

Course Objectives – participants will be able to:

Describe common mathematics difficulties

Describe the merits of explicit mathematics instruction

Describe the concrete-representational-abstract framework

Explain several strategies for whole-number computation

Use manipulatives to demonstrate fraction and decimals concepts and computation

Use manipulatives to reinforce geometry and measurement

Demonstrate solving algebra problems with several forms

Course #10   Schedule   Thursday, March 3, 2016

8:00-9:00	Mathematics difficulties; tenets of explicit instruction; tenets of concrete-representational-abstract framework
9:00-10:00	Whole-number computation
10:00-10:15	Break
10:15-11:00	Fraction concepts
11:00-12:00	Fraction computation

12:00-1:00	Lunch- On Your Own
1:00-2:00	Decimals concepts; decimal computation
2:00-2:45	Geometry; measurement
2:45-3:00	Break
3:00-4:00	Integers; pre-algebra
4:00	Complete program evaluations

COURSE #11   THURSDAY, MARCH 3, 2016   8:00am-4:00pm
The Overlooked Power of Movement and Vision
By Katie Johnson, MA, K-12 Teacher, Educational Consultant and Author

DAY 2

Target Audience: General Education Teachers, Special Education Teachers, ELL Teachers, Resource Room Teachers, Reading Specialists, Physical Therapists, Occupational Therapists, Speech-Language Pathologists, Principals/Administrators, Instructional Assistants and Paraprofessionals

Target Age Range: Birth through 4th Grade

Course Description: Two fundamental but often overlooked issues that affect children's success in reading and in school are their neurodevelopmental patterns (finished or unfinished) and their vision (distance and near). This course will review these patterns and the vision issues that go unnoticed too often in school. Participants will move through the developmental patterns and then practice remedial games and activities for children who ex- hibit missed or unfinished patterns. Twenty-five percent - one in four children - in any elementary classroom will have trouble read- ing and learning to read because of their vision. Participants will learn how to do rough assessments for near vision issues and prac- tice remedial games and activities for children who have problems (while waiting for professional help!).

Course Objectives – participants will be able to:

Name, define, and describe the eight developmental patterns from birth to two

Demonstrate 10-12 activities to help children finish their neurodevelopmental patterns

Identify and discuss the most common vision issues in children

Demonstrate 10-12 activities to help children improve eye- tracking and eye-teaming

Explain how to screen children for unfinished developmental patterns

Describe how to screen children for near vision as they read/learn to read

Demonstrate how to speak to administrators about neurodevelopmental patterns and vision issues that affect children in school

Course #11   Schedule   Thursday, March 3, 2016

8:00-9:00	Brain dance: learn and practice	1:00-2:00	Screening steps for vision
9:00-10:00	Movement patterns: identify and practice	2:00-2:45	Review literature on vision issues
10:00-10:15	Break	2:45-3:00	Break
10:15-11:00	Review literature on movement patterns	3:00-4:00	Small group discussion (by children's ages)
11:00-12:00	Design a movement program for two children	4:00	Complete program evaluations
12:00-1:00	Lunch- On Your Own		

COURSE #12   FRIDAY, MARCH 4, 2016   8:00am-4:00pm
The Neuropsychology of Reading Disorders: Diagnosis and Intervention
By Steven G. Feifer, DEd, ABSNP, Monocacy Neurodevelopmental Center, Frederick, Maryland

DAY 3

Target Audience: General Education Teachers, Principals/Administrators, Special Education Teachers, Resource Room Teachers, School Psychologists, Speech-Language Pathologists, Private Tutors, and Paraprofessionals

Target Age Range: Pre-Kindergarten through 21 Years of Age

Course Description: This course will examine reading from a brain-based educational perspective, and classify developmental reading disorders into four distinct subtypes. There will be a discussion matching each reading subtype with scores of evidence-based interventions.   The use of neuropsychological assessment addressing multiple cognitive constructs including phonological processing, working memory, executive functioning, and ortho- graphical processing will be discussed as the primary means to both assess and remediate learning disorders in children. Lastly, the Feifer Assessment of Reading (FAR) battery, a comprehensive new reading test designed to examine the underlying cognitive and linguistic processes that supports proficient reading skills, will be introduced.

Course Objectives – participants will be able to:

Discuss current literacy rates in the United States and describe the effectiveness of the "No Child Left Behind" legislation

Identify and describe the four universal truths of reading and explain why relying solely upon IQ scores, or a curriculum based measurement approach, can be misleading when identifying reading disorders in children

Describe a brain-behavior model of reading by examining specific neural circuits which underscore *phonological development*

Describe a brain-behavior model of reading by examining specific neural circuits which underscore *orthographic development*

Describe a brain-behavior model of reading by examining specific neural circuits which underscore *language and passage comprehension skills*

Discuss four subtypes of reading disabilities from a brain-behavioral perspective, and link 5 (five) evidenced based interventions and relevant classroom strategies to address each subtype

Describe how the *Feifer Assessment of Reading* (FAR) battery is used to both assess and remediate reading disabilities in children from a brain-based educational perspective

Course #12   Schedule   Friday, March 4, 2016

8:00-9:00	U.S. literacy rates and the effectiveness of the "No Child Left Behind " law
9:00-10:00	Main pitfalls of using a discrepancy model or RTI model to identify SLD
10:00-10:15	Break
10:15-11:00	Four key brain concepts with respect to reading
11:00-12:00	Subtypes of reading disorders and interventions

12:00-1:00	Lunch - On Your Own
1:00-2:00	Subtypes of reading disorders and interventions
2:00-2:45	Assessment of reading disorders
2:45-3:00	Break
3:00-4:00	Introduction to the FAR assessment using case study examples; complete program evaluations

COURSE #13   FRIDAY, MARCH 4, 2016   8:00am-4:00pm
Using Manipulatives for Students Struggling with Math (Kindergarten through 3rd Grade)
By Sarah R. Powell, PhD, University of Texas at Austin

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, Principals/ Administrators, Math Teachers and Coaches, Math Tutors, and Instructional Math Assistants and Paraprofessionals

Target Age Range: Kindergarten through 3rd grade math level

Course Description: In this course, participants review common difficulties that students encounter with mathematics. Participants learn about the two most researched evidence-based strategies for teaching mathematics to students with mathematics difficulty: explicit instruction and the concrete-representational-abstract (CRA) framework. Participants practice these two evidence-based strategies on mathematics problems related to early numeracy, whole-number computation, place value, geometry, measurement, and fraction concepts. Participants also learn about teaching word-problem solving using schemas.

Course Objectives – participants will be able to:

Describe common mathematics difficulties

Describe the merits of explicit mathematics instruction

Describe the concrete-representational-abstract framework

Demonstrate use of manipulatives to introduce students to early numeracy concepts

Demonstrate the ability to explain place value to students

Explain several strategies for whole-number computation

Demonstrate how to use manipulatives to teach fraction concepts

Demonstrate how to use manipulatives to reinforce geometry and measurement

Course #13   Schedule   Friday, March 4, 2016

8:00-9:00	Mathematics difficulties; tenets of explicit instruction; tenets of concrete-representational-abstract (CRA) framework
9:00-10:00	Early numeracy
10:00-10:15	Break
10:15-11:00	Place value
11:00-12:00	Whole-number computation

12:00-1:00	Lunch - On Your Own
1:00-2:00	Geometry; measurement
2:00-2:45	Fraction concepts
2:45-3:00	Break
3:00-4:00	Word problems
4:00	Complete Program Evaluations

COURSE #14   FRIDAY, MARCH 4, 2016   8:00am-4:00pm
Addressing Behavioral Challenges in School and Community Settings
By Carol M. Schall, PhD, Virginia Commonwealth University Autism Center for Excellence

DAY 3

Target Audience: Special Education Teachers, Resource Room Teachers, School Psychologists, School Counselors, Vocational Counselors, Physical Therapists, Occupational Therapists, Speech-Language Pathologists, Case Managers, Social Workers, Assistive Technology Specialists, Behavior Specialists and Autism Specialists

Target Age Range: 8th Grade through Age 21 years

Course Description: Day three of this 3-day course series will focus on analyzing problem behaviors and developing behavior intervention plans for adolescents and young adults with Autism Spectrum Disorder. Behavior prevention strategies, teaching replacement behaviors, strategies for teaching new behaviors, and how to respond to problem behaviors in the school and community settings will be discussed. Participants will learn to analyze problem behaviors using a variety of assessment strategies and how to develop a multicomponent behavior intervention plan.

Course Objectives – participants will be able to:

Describe how to analyze a problem behavior using indirect and direct assessment and hypothesis development

Demonstrate the ability to analyze a problem behavior using a case study approach by indirect and direct assessment and hypothesis development

Define and describe the essential elements of a behavior intervention plan including prevention strategies, and teaching new replacement behaviors

Define and describe the essential elements of a behavior intervention plan including reinforcing new behaviors, and responding to problem behaviors

Develop a multicomponent behavior intervention plan including prevention strategies, and teaching new replacement behaviors

Develop a multicomponent behavior intervention plan including reinforcing new behaviors, and responding to problem behaviors

Course #14   Schedule   Friday, March 4, 2016

8:00-10:00   Assessing challenging behavior in school or community settings
   • Completing indirect assessment
   • Completing direct assessment
   • Hypothesis development

10:00-10:15   Break

10:15-12:00   Practice* - Assessing challenging behavior using case study

12:00-1:00   Lunch - On Your Own

1:00-2:45   Addressing challenging behavior
   • Preventing problem behavior
   • Teaching new skills
   • Responding to new behaviors
   • Responding to problem behaviors

2:45-3:00   Break

3:00-4:00   Practice* - Developing a multicomponent behavior support plan using case study

4:00   Complete program evaluations

* Note that these will be application sessions where participants will apply learning to a case study or individual situation.

COURSE #15   FRIDAY, MARCH 4, 2016   8:00am-4:00pm
Helping Adolescents Succeed: Effective Research-based Strategies for Increasing Academic Achievement and Social and Behavioral Success By Brian H. Smith, PhD, Research Scientist at Committee for Children

DAY 3

Target Audience: General Education Teachers, Special Education Teachers, Resource Room Teachers, School Psychologists, School Counselors, Principals/Administrators, Case Managers, Social Workers, Behavior Specialists, and Instructional Assistants and Paraprofessionals

Target Age Range: 4th Grade through Age 21 Years

Course Description: Anyone who works with adolescents knows it is a time of dramatic developmental changes. Recent research in neuroscience and developmental psychology has greatly improved our understanding of what drives adolescent behavior. Why is adolescence so emotionally charged? Why do adolescents seem so prone to making poor decisions and engaging in risky behaviors? Why are adolescents so powerfully focused on and influenced by their peers? What are the developmental forces behind the challenges and changes of adolescence? This course will begin by exploring the latest scientific answers to these questions- many of which defy conventional wisdom.

A deeper and more accurate understanding of adolescent development can help educators improve their effectiveness. This course will provide this foundation then build on it with information on research-based strategies that fit with the latest science on adolescents, providing educators with specific ways to effectively support adolescents and improve student outcomes. The course will use narrated PowerPoint, videos, discussion and practice exercises to ensure participants meet course objectives.

Course Objectives – participants will be able to:

Describe the major unique developmental characteristics of adolescence and how they help explain adolescent behavior and can inform working with adolescents

Explain how to apply recent social psychology research on mind-set to help students increase academic achievement and cope with peer challenges

Demonstrate how to utilize research-based strategies to increase adolescents' sense of social belonging in school

Demonstrate how to use research on identity-based motivation to help students match their actions to their hopes and wishes for their future

Describe how to implement a brief technique with students focused on goal setting and goal pursuit shown to improve self-regulation

Explain why emotions are especially intense in adolescence and how to apply research-based strategies to increase adolescents' ability to manage emotional challenges

Course #15   Schedule   Friday, March 4, 2016

8:00-9:00	Adolescent development- current findings from neuroscience and developmental psychology
9:00-10:00	Mind-set: how implicit theories of intelligence and personality affect academic and social success and how they can be shaped
10:00-10:15	Break
10:15-11:00	Social belonging- Why it is critical for adolescents and one brief evidence-based intervention strategy
11:00-12:00	Identity-based motivation- Using adolescent possible selves to enhance motivation and shape behavior

12:00-1:00	Lunch - On Your Own
1:00-2:00	Increasing self-regulation- Improving goal setting and pursuit through mental contrasting with implementation intentions (MCII)
2:00-2:45	Adolescent emotions- Effective techniques for helping adolescents learn to manage challenging emotions, part I
2:45-3:00	Break
3:00-4:00	Adolescent emotions- Effective techniques for helping adolescents learn to manage challenging emotions, part II; making an educator action plan for applying strategies
4:00	Complete program evaluations

COURSE #16   FRIDAY, MARCH 4, 2016   8:00am-4:00pm
Multi-tiered Support Systems and Special Education: Models for English Learners
By Julie Esparza Brown, EdD, Portland State University

DAY 3

Target Audience: General Education Teachers, ELL Teachers, Special Education Teachers, Resource Room Teachers, Principals/Administrators, Reading Specialists, School Psychologists, Speech-Language Pathologists, Case Managers, Instructional Assistants and Paraprofessionals

Target Age Range: Kindergarten through 21 years of age

Course Description: English Learners (ELs) continue to be disproportionately represented in special education programs across the nation. Part of the problem rests with the difficulties involved in distinguishing cultural, linguistic and experiential differences from true disabilities. The purpose of this workshop is to provide a framework for a multi-tiered system of supports that considers English Learner students' unique backgrounds. Participants will learn to examine the critical factors in students' backgrounds that guide instruction, intervention and assessment and determine typical from atypical academic progress. Finally, referral to assessment for special education eligibility will be discussed.

Course Objectives – participants will be able to:

Identify five cultural and linguistic variables that impact English learner students' academic outcomes

Describe the three program models for English Learners and their link to achievement

Describe the essential components of a culturally and linguistically appropriate model of Multi-tiered Support Systems and a framework for Tier 1

Describe the essential components of a culturally and

linguistically appropriate model of Multi-tiered Support Systems and a framework for Tier 2

Describe the essential components of a culturally and linguistically appropriate model of Multi-tiered Support Systems and a framework for Tier 3

Examine a framework for interpreting cognitive assessment results for English Learners that will assist in identifying patterns of strengths and weaknesses leading to accurate special education identification

Course #16   Schedule   Friday, March 4, 2016

8:00-9:00	Reviewing students' backgrounds: culture and language
9:00-10:00	Continue culture and language discussion
10:00-10:15	Break
10:15-11:00	Programs model for English Learners and academic outcomes
11:00-12:00	Multi-tiered Support Systems for ELs: Tier 1

12:00-1:00	Lunch-On Your Own
1:00-2:00	Multi-tiered Support Systems for ELs: Tier 2
2:00-2:45	Multi-tiered Support Systems for ELs: Tier 3
2:45-3:00	Break
3:00-4:00	Special education considerations; complete program evaluations

COURSE #17   FRIDAY, MARCH 4, 2016   8:00am-4:00pm
Cross-battery Assessment for Specific Learning Disability Identification and Intervention for School Psychologists and Speech-Language Pathologists By Vincent C. Alfonso, PhD, Gonzaga University

DAY 3

Target Audience: School Psychologists, Speech-Language Pathologists and School Administrators

Target Age Range: Kindergarten through age 21 years

Course Description: The morning portion of this course will focus on the past and present contributions of cross-battery assessment, overview of the field of ability assessment, what is new to cross-battery assessment, relations between CHC abilities and academic skills, and a brief overview of cross-battery assessment via X-BASS (cross-battery assessment system software). The afternoon session will focus on the importance of individual differences and differential diagnosis, third method approaches to Specific Learning Disability identification, use of X-BASS in PSW (pattern of strengths and weaknesses analyses), differentiation between difference and disorder and use of X-BASS in the assessment of English Learners, and linking assessment findings to intervention.

Course Objectives – participants will be able to:

Describe the past and present contributions of cross-battery assessment as well as what is new to cross-battery assessment

Describe the similarities and differences among pattern of strengths and weaknesses models of specific learning disability identification

Identify the steps in using the pattern of strengths and weaknesses analyzer of the X-BASS

Discuss difference versus disorder and identify the steps in using the culture-language interpretive matrix of the X-BASS

Describe the "third method" provision of SLD identification

Identify methods of gaining knowledge about linking assessment findings to intervention

Course #17   Schedule   Friday, March 4, 2016

8:00-9:00	Past and present contributions of cross-battery assessment		1:00-2:00	Importance of individual differences and differential diagnosis
9:00-10:00	Overview of the field of ability assessment		2:00-2:45	Third method approaches to SLD identification
10:15-10:30	Break		2:45-3:00	Break
10:15-11:00	What is new to cross-battery assessment		3:00-4:00	Assessing difference versus disorder, and linking assessment findings to interventions; complete program evaluations
11:00-12:00	Relations between CHC abilities and academic skills and brief overview of cross-battery assessment			
12:00-1:00	Lunch-On Your Own			

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. Seventeen, full-day courses are offered, allowing you to best meet your professional needs.

Conference Target Audience: Professionals working with general education students, special needs students, students with learning differences, English Language Learners and at-risk 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 (Pre-Kindergarten through 12th grade), special education teachers, autism specialists, superintendents, principals, directors, resource room teachers, ELL teachers, speech- language pathologists, occupational therapists, physical therapists, school psychologists, counselors, social workers, Title 1 teachers, vocational counselors, professional development staff, paraprofessionals and other educators.

Download Your Handouts: Please download your handouts prior to arriving at the conference. All paid registrants will receive a password and link prior to the conference with instructions for accessing the course handouts. Please consider the environment before printing. Handouts will be available on the website for 10 days after the conference.

Cell Phones: Please turn off your cell phones during the course presentations to avoid disrupting the presenter and other attendees.

Name Badges: Attendees that are pre-registered may pick up their name badges from 7:00-8:00am each morning at general registration. Attendees must wear their badges to enter the conference area. Badges will be clearly marked indicating which days you are attending the conference and your course locations. Name badges will be generated using the name provided on your registration form.

Name Changes: Registration sign-in sheets, name badges and certificates of course completion will be generated based on the name entered on your registration form. Please make sure the information entered on the registration form is correct. If a name change is required, call Rehab Seminars at 360-379-6994 or email vickid@seanet.com to report an error in your name.

Email of Record: The email address entered on the registration form will be your email of record. All information regarding the conference will be sent to the email of record. If you change your email, please call 360-379-6994 and report the change.

Sign-in Sheets: All attendees are required to sign-in at registration each morning and after lunch, each day. Signature sheets are used by Rehab Seminars to verify attendance. Original signature of the registrant is required. Signing for another attendee is strictly prohibited. Registrants' names will be entered on the signature sheets as they appear on the registration form.

Privacy Policy: Rehab Seminars will never share your personal information with any vendor, exhibitor or company promoting their services at the conference. We will send you annual conference notices via email. If you do not want to receive conference notices and updates, reply to our email with the word "remove" in the title and we will place you on our "do not send" list.

Registration Payments: Rehab Seminars accepts Purchase Orders, Checks, Visa, MasterCard and American Express for tuition payments.

Childcare: Rehab Seminars does not provide childcare services. Please check with the hotel concierge about on-site childcare services or local childcare providers. This conference is a professional education event and children under 18 are not permitted in the classrooms due to space limitations.

Audio, Video and Recording Policy: Audio, video, and digital recordings of any kind are prohibited. No presentations may be rebroadcast.

Internet and Wi-Fi: Rehab Seminars is offering internet access in the conference area during conference hours. An internet access code will be posted by the hotel in the registration area and in the classrooms.

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 ®	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.
CE ASHA CONTINUING EDUCATION AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION	

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 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 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. WWU registration form, written assignment and instructions for registering for credits will be available at the WWU registration booth at the conference, and at the conference website: www.rehabseminars.org. The cost is $100 for 2 college credits ($50 per credit) with payment being made to WWU, at the conference. You must attend and meet completion requirements for the entire three-day conference, and submit the completed written assignment, registration form and make payment at the conference. For additional details, visit the conference website.

STARS HOURS- Washington State Department of Early Learning: Rehab Seminars has submitted a Conference/Special Event application for the 2016 General & Special Education Conference-Seattle on the MERIT website and all 17 courses have been APPROVED.
If you want STARS HOURS, go to the STARS HOURS TABLE at the conference (in the registration area) and sign the "STARS REGISTRATION FORM". Rehab Seminars will add participants requesting STARS Hours to the roster within 10 days of completion of the event so that credit will reflect on your MERIT record. Rehab Seminars' staff will be available to assist you at general registration if you have any difficulty locating the STARS registration table at the conference.

WSLHA Washington Speech-Language-Hearing Association **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 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# 902-136).

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.

NASW National Association of Social Workers **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

National Board for Certified Counselors: Rehab Seminars has been approved by NBCC as an Approved Continuing Education Provider, ACEP No.6631. Programs that do not qualify for NBCC credit are clearly identified below. Rehab Seminars is solely responsible for all aspects of the programs. Courses for which NBCC-approved clock hours will be awarded list "school counselors" in the target audience section of the course description.

Courses offered for NBCC-approved Clock Hours are courses #: 2, 3, 7, 8, 14 and 15.

Courses NOT offered for NBCC-approved Clock Hours are course #1, 4, 5, 6, 9, 10, 11, 12, 13 & 16.

Washington State Long Term Care Workers Continuing Education: Rehab Seminars has been approved by the State of Washington Department of Social and Health Services Aging and Long-Term Support Administration to offer Washington State long term care workers continuing education for the 2016 General & Special Education Conference-Seattle. Each full-day course is 6.5 contact hours or 19.5 contact hours for this three-day event. Your certificate of course completion will be issued via email within 7 days after the close of the conference and the certificate will contain the CE approval codes for each conference day attended. Attendees must sign-in at general registration each morning and after lunch, participate in the entire course, and complete the course evaluation at the end of each day. Attendees requesting DSHS continuing education hours must sign the DSHS roster located at the DSHS booth in the registration area at the conference.

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 information regarding state and national CE approvals, visit the conference website.

General Conference Schedule

Concurrent courses will take place in separate classrooms, each day. Courses are limited in size. Indicate your selections on the registration form to reserve a seat. See detailed course information on pages 6-22.

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	Sign-in: 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: Break times may vary. See individual course schedules.)

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. Participants seeking College Credit or contact hours must complete the appropriate participant forms. Staff will be available at general registration for assistance 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. Your certificate will be emailed to your *email of record*. Attendees may call Rehab Seminars if a replacement certificate is required.

Bookstore

Visit the conference bookstore at this event. Relevant educational books, therapy materials, t-shirts and related educational products will be displayed and available for purchase. Rehab Seminars does not receive royalties or commissions from companies or publishers exhibiting products or services. Products available at the bookstore are provided to enhance your educational experience.

Also Join Us in Houston, Texas in May

2016 General & Special Education Conference- Houston

21st Century Learning & Collaboration for Teaching ALL Students

Including Gifted Students   Pre-Kindergarten through 12th Grade

May 18, 19 & 20, 2016

CONCURRENT COURSES AND DISTINGUISHED COURSE FACULTY

WEDNESDAY MAY 18, 2016 (8:00AM-4:00PM)

Working with Gifted, Talented, and Advanced Learners in the General Classroom by Richard Cash, EdD, nRich Educational Consulting, Inc.

School Discipline, Classroom Management, and Student Self-Management: Designing Effective Multi-Tiered Positive Behavioral Support Systems (with an Eye to Disproportionality) by Howard M. Knoff, PhD, Director of Project ACHIEVE

It's All About Independent Functioning! Using Evidence-based Practices to Develop Critical Life Skills for Students with Autism Spectrum Disorder by Susan L. Stokes, M.A., CCC- SLP, Speech-Language Pathologist and Autism Consultant

Literacy for Students at Risk for Learning Disabilities: Building Word Recognition and Reading Comprehension by Devin Kearns, PhD, University of Connecticut

THURSDAY MAY 19, 2016 (8:00AM-4:00PM)

Social/Emotional Development of Gifted, Talented and Advanced Level Learners: A Balancing Act by Richard Cash, EdD, nRich Educational Consulting, Inc..

Teaching Social, Emotional, and Behavioral Skills to Improve Student Engagement, Behavior, and Achievement: The Stop & Think Social Skills Program by Howard M. Knoff, PhD, Director of Project ACHIEVE

Using iTechnology as Evidence-based Practice: Meeting the Learning and Behavioral Needs for Students with Autism Spectrum Disorder with iPads & iPods by Susan L. Stokes, M.A., CCC- SLP, Speech-Language Pathologist and Autism Consultant

Reducing Anxiety and Optimizing Function in Childhood: A Holistic Model of Function and Intervention by Bek Wiltbank, MOTR/L, Pediatric Occupational Therapy Consultant (day one of this two-day course: Anxiety and Function)

FRIDAY MAY 20, 2016 (8:00AM-4:00PM)

Differentiation for Gifted Learners: Going Beyond the Basics by Richard M. Cash, EdD, nRich Educational Consulting, Inc.

Disobedient, Disruptive, Defiant, and Disturbed Students: Behavioral Interventions for Challenging Students by Howard M. Knoff, PhD, Director of Project ACHIEVE

Unraveling the Mystery of Social Interaction Skills for Students with Autism Spectrum Disorder by Susan L. Stokes, M.A., CCC-SLP, Speech-Language Pathologist and Autism Consultant

Reducing Anxiety and Optimizing Function in Childhood: A Holistic Model of Function and Intervention by Bek Wiltbank, MOTR/L, Pediatric Occupational Therapy Consultant (day two of this two-day course: Assessment and Intervention)

 Go to www.rehabseminars.org to register or to download the HOUSTON conference program.

2016 General & Special Education Conference-SEATTLE Registration Form
March, 2, 3, & 4, 2016

PRE-REGISTRATION FEE: One Day $235   Two Days $399   Three Days $499

Please provide a registration form for each person attending. Visit our website at: www.rehabseminars.org to register online, or mail registration forms to: Rehab Seminars 500 Goss Road, Port Townsend, WA 98368, or fax form to (360) 379-5271. PURCHASE ORDERS are accepted. Tuition fees paid by purchase order will be billed after the conference.

Name: _____
First   middle   last

Street Address: _____ City _____ State _____ Zip _____

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

Position: _____ Employer/District: _____

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)   email address:_____

CHECK COURSES YOU WISH TO ATTEND. Please choose one All-Day course, for each day you attend. Your courses will be listed on your name-tag at the conference. Courses are NOT repeated and courses are concurrent (you may switch courses or attend multiple sessions if seats are available.) Check course availability updates at the conference website at www.rehabseminars.org.

DAY 1: WEDNESDAY MARCH 2, 2016

☐ Course #1 - Neuropsychology of Math by Dr. Feifer (8am-4pm)

☐ Course #2 - Transition to Adulthood-ASD by Dr. Schall (8am-4pm)

☐ Course #3 - Increasing Student Resilience by Dr. Smith (8am-4pm)

☐ Course #4 - High Tech AAC in the Classroom by Van Tatenhove, SLP (8am-4pm)

☐ Course #5 - Classroom Sensory Strategies by Dr. Swinth (8am-4pm)

DAY 2: THURSDAY MARCH 3, 2016

☐ Course #6 - Neuropsychology of Written Language Disorders by Dr. Feifer (8am-4pm)

☐ Course #7 - Instruction for Transition Youth-ASD by Dr. Schall (8am-4pm)

☐ Course #8 -Intervention for At-Risk Students by Dr. Kilgus (8am-4pm)

☐ Course #9 - Building Spoken & Written Language-AAC Users by Van Tatenhove, SLP (8am-4pm)

☐ Course #10 - Using Manipulatives for Math with 4th-8th Grade Students by Dr. Powell (8am-4pm)

☐ Course #11 - Movement and Vision by Katie Johnson (8am-4pm)

DAY 3: FRIDAY MARCH 4, 2016

☐ Course #12 - Neuropsychology of Reading Disorders by Dr. Feifer (8am-4pm)

☐ Course #13 - Using Manipulatives for Math with K-3rd Grade Students by Dr. Powell (8am-4pm)

☐ Course #14 - Behavioral Challenges-ASD by Dr. Schall (8am-4pm)

☐ Course #15 - Increasing Academic Achievement, Social & Behavioral Success by Dr. Smith (8am-4pm)

☐ Course #16 - Models for English Language Learners by Dr. Esparza Brown (8am-4pm)

☐ Course #17 - Cross-Battery Assessment for School Psychologists & SLPs by Dr. Alfonso (8am-4pm)

FEE SUMMARY:
Check One

	Registration Fee By February 25, 2016	Registration Fee After February 25, 2016
☐ **One Day Registration Fee**...............................	☐ $235.00	☐ $265.00
☐ **Two Day Registration Fee**	☐ $399.00	☐ $440.00
☐ **Three Day Registration Fee**..........................	☐ $499.00	☐ $525.00

Group Discount if you have 5 or more in your group $30.00 off each registration

To receive your group discount, registration forms must be sent in together.
Group discount does not apply to one day registrations. No group discounts after February 25th.   **TOTAL FEE PAID**_____

Registration less a 20% processing fee is refundable if cancellation occurs before February 25, 2016. After February 25, 2016, fees are NON-REFUNDABLE (substitutions permitted). 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!

2016 GENERAL & SPECIAL EDUCATION CONFERENCE-SEATTLE

Circulate to:

___ General Education Teachers K-12, Special Education Teachers, Resource Room Teachers and Autism Specialists

___ Math Teachers

___ Speech-Language Pathologists, Occupational Therapists and Physical Therapists

___ School Psychologists, Behavior Specialists, Social Workers, Mental Health Professionals, & School Counselors

___ Superintendents, Principals, Special Ed Directors, and Curriculum Specialists

___ Paraprofessionals, Assistants, and Parents

Seats are limited – Register Early!

2016 General & Special Education Conference -SEATTLE
March 2, 3, & 4, 2016

Register online at:
www.rehabseminars.org