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2011 Special Education Conference

Circulate to:

- Special Education Teachers
- Vision Specialists
- Nurses
- Classroom Teachers
- Occupational Therapists/Physical Therapists
- Speech-Language Pathologists
- Autism Specialists
- Resource Room Teachers
- School Psychologists
- Paraprofessionals and related professionals working with students with special needs and on the autism spectrum

Seats are limited —Register Early!

2011 Special Education Conference
March 9–11, 2011





2011 Special Education Conference

Improving Services and Results for Students with Disabilities

March 9–11, 2011

(Wednesday, Thursday & Friday)

Shoreline Conference Center
Seattle, Washington Area

18 Contact Hours

WWU College Credits
18 OSPI Clock Hours

Various Professional Accreditations

Five concurrent courses will
take place, each day, to best
meet your professional needs.

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CONCURRENT COURSES AND COURSE FACULTY:

WEDNESDAY MARCH 9

Current Research and Treatment Strategies for Learning Disabilities: Dysgraphia, Dyslexia, Oral and Written Language Learning Disability and Dyscalculia

By Virginia Berninger, PhD, University of WA

Providing Meaningful Curricular Experiences through Assistive Technologies for Students with Significant Disabilities

By Kelly Fonner, MS, National AT Consultant, Lake Geneva, WI

Sensory Integration & the Child with Autism Spectrum Disorders (ASD)

By Janet S. Gunter, OTD, OTR/L-EIPEP, Los Angeles, CA

Funding Assistive Devices for School-Age Individuals with Disabilities: An AT Funding Update

By Lewis Golinker, Attorney at Law (New York), and Michael J. Smith, Attorney at Law (Seattle)

Behavioral Interventions for Challenging Students: Prevention, Strategic Intervention, & Intensive or Crisis Management Approaches

By Howard Knoff, PhD, Director of Project ACHIEVE, Little Rock, AR

THURSDAY MARCH 10

Visuals, Games and Activities to Promote Reciprocal Communication for Young People with High Functioning Autism

By Joel Shaul, LCSW, Autism Teaching Strategies, Pittsburgh, PA

The Stop & Think Social Skills Program: Using Social Skills to Improve Student Engagement, Behavior, and Achievement

By Howard Knoff, PhD, Director of Project ACHIEVE, Little Rock, AR

Writing for All Students: Assistive Technology Writing Supports for Students with Significant Disabilities

By Kelly Fonner, MS, National AT Consultant, Lake Geneva, WI

Guidelines for Effective Treatment of Childhood Apraxia of Speech and Severe Speech Sound Disorders

By Christina Gildersleeve-Neumann, PhD, CCC-SLP, Portland State University

Seeing Things Differently: Visual Challenges of those with Learning Difficulties

By Nancy G. Torgerson, OD, FCOVD, Lynnwood, WA

FRIDAY MARCH 11 *Vendor Exhibits and Training Open All Day*

Research Update: Sensory Processing, Pediatric Motor Disorders, Childhood Autism and Psychiatric Disorders in Children and Adolescents

By Stephen T. Glass, MD, with guest speakers: Mark S. Cooper, PhD, and Alan S. Unis, MD, and Brien W. Vlcek, MD

We Dance, We Sing, We Do All Kinds of Things: Using Assistive Technology with Young Children with Multiple Disabilities

By Karen Casey, MA CCC-SLP, AT Consultant, Durham, NC

Visuals, Games and Activities to Promote Theory of Mind, Pro-social Behavior and Emotional Awareness for Young People with High Functioning Autism

By Joel Shaul, LCSW, Autism Teaching Strategies, Pittsburgh, PA

The Visual Piece of Sensory Integration: Visual Challenges of those With Special Needs and on the Autism Spectrum

By Nancy G. Torgerson, OD, FCOVD, Lynnwood, WA



2011 Special Education Conference March 9-11th, 2011

Shoreline Conference Center, Seattle, Washington

General Conference Schedule

Five concurrent courses will take place in separate rooms, both days. Courses are limited in size. Indicate your selections on the registration form. See detailed course information below.

- | | |
|---------------|--|
| 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 – Café open at the Conference Center (Lunches around \$10 at the café). Round Table Discussion Groups — required for attendees registering for Western Washington University credits |
| 1:00 - 3:30 | Concurrent courses continued |
| 3:30 | Courses end; complete and turn in your evaluation form and pick-up your certificate of course completion |

March 9 – 11th, 2011 Special Education Conference

General Conference Information

Conference Target Audience:

Professionals working with special needs 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:

- Special Education Teachers
- Speech-Language Pathologists
- Assistive Technology Specialists
- Classroom Teachers
- Occupational Therapists
- Physical Therapists
- School Psychologists
- Social Workers, Family Therapists and Mental Health Counselors
- Behavior Specialists & Assistants
- School & Pediatric Nurses
- Administrators, Special Education Directors, Principals, & Legal Consultants
- Paraprofessionals, Assistants, and Parents

Program Description:

The purpose of this conference is to provide up-to-date research and treatment strategies on a wide variety of special education issues. This conference provides numerous opportunities for professionals to acquire new information and ideas to work collaboratively to meet the needs of students with special needs. Therapists and educators will enhance their knowledge of best practice in instructional strategies. Participants will have the opportunity to hear nationally and internationally recognized speakers on a variety of topics. Educators can attend selected concurrent courses to best meet their professional needs.


Accreditation

Continuing Education – Contact Hours:

ALL PARTICIPANTS: Certificates of Course Completion will be provided to participants upon completion of course requirements, enabling you to register your credit with the appropriate licensing boards or associations. You may apply for other accreditation using the procedure established by the specific organization. This program can be applied toward license 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.

| | |
|--|---|
|  <p>APPROVED PROVIDER ASHA CONTINUING EDUCATION AMERICAN SPEECH-LANGUAGE HEARING ASSOCIATION</p> | <p>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.</p> |
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Speech-Language Pathologists: This three day conference is offered for 18 contact hours or 1.8 ASHA CEUs (Advanced Level; Professional Area), or 6 contact hours per day/course or .6 ASHA CEUs.

 **Western Washington University College Credit: (Course CSD 445, 2 credits)** This three-day conference has been reviewed and approved by Western Washington University's Communication Sciences & Disorders department for 2 college credits. To register for credit, immediately following the conference, mail the WWU registration forms to the college. WWU registration forms will be available at registration. You may also download these forms on-line at WWU's link: <https://west.wvu.edu/eesp/35/ProfessionalStudies/registration.aspx?e=2012>. The cost of the credit is \$100 for 2 college credits (\$50 per credit) with payment being made directly to WWU. You must attend the **entire three-day conference** to register for college credit and participate in the round table discussion at lunchtime on Wednesday and Thursday.

OSPI CLOCK HOURS (CECHs) – Speech-Language Pathologists, Occupational Therapists, School Psychologists, Behavior Specialists, Counselors, Special Education Teachers, Classroom Teachers, Physical Therapists, Principals, Administrators, and other professionals working in the Washington State School Districts: Washington State Clock Hours have been approved through the Washington Speech & 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 registration desk when signing-in at this course. (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 18 contact hours (6 hours per day). Pick up the "Continuing Education Clock Hour Credit In-service Registration Form" and keep to verify course attendance. Lost forms will not be re-issued after the conference.



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.



Washington State Association of School Psychologists: This three-day program has been approved by WSASP for 18 Clock Hours. WSASP is a NASP Approved Provider. There is no fee for WSASP Clock Hours.



Psychologists: This conference has been submitted to the Washington State Psychological Association (WSPA) for continuing education review and approval. WSPA is approved by the American Psychological Association to sponsor continuing education for psychologists. The Washington State Psychological Association maintains responsibility for this program and its content. This course is offered for 18 CE Credit Hours. For more information on the sponsoring of this program, please contact the WSPA at 206-547-4220.

A certificate of course completion will be provided by the Washington State Psychological Association upon completion of course requirements. To receive your certificate of course completion from the Washington State Psychology Association, you must sign-in at the "WSPA CE booth" at the conference, complete the criteria for course completion, and pay the \$15 WSPA certificate fee.



Social Workers, Marriage and Family Therapists and Mental Health Counselors: This program has been approved for 18 CEUs by the NASW Washington State Chapter. Licensed Social Workers, Marriage and Family Therapists and Mental Health Counselors are eligible. Provider number is #1975-286.



Commission For Case Manager Certification
Awarding the CCM – the nationally accredited case manager credential **ACCREDITED BY THE NATIONAL COMMISSION FOR CERTIFYING AGENCIES:** This conference is an approved CE activity by the Commission for Case Manager Certification. This conference was approved for 18 CEUs. Sponsor code: CM7912; Approval Number: CM7912-A200. To claim these CEUs after the conference, log into your CE Center account at www.ccmcertification.org.

Criteria of Course Completion: All attendees must sign in at the general registration booth at the conference each morning and after lunch each day. Attendees must attend and participate in the conference and submit a completed course evaluation form. For participants seeking College Credit, ASHA CEUs, OSPI Clock Hours, WSPA or NASW CEUs, you must complete the appropriate participant forms. Staff will be available at general registration to assist you in locating the appropriate CE registration booth at the conference.

Providing Meaningful Curricular Experiences through Assistive Technologies for Students with Significant Disabilities

by Kelly S. Fonner, MS,

Educational Technology, Educational & Assistive Technology Consultant, Lake Geneva, WI



Course Faculty:

Kelly Fonner, MS, is a self-employed consultant and trainer in the areas of assistive and educational technology. She has been working with individuals with disabilities since the mid 1970s and with assistive technology since 1983. Her work experiences have been as a teacher assistant, teacher, instructional media specialist and assistive technology consultant in early childhood, preschool and K-12 school age programs. She has consulted to university and adult programs concerning access to technology by persons with disabilities.

Kelly speaks internationally on a wide range of topics including technology integration, AAC, computer access, literacy, library access, and assistive technology assessment and implementation strategies. She has taught at the Johns Hopkins University in Baltimore, the University of Wisconsin-Milwaukee and for California State University-Northridge in the Assistive Technology Applications Certificate Program and Symposium Series. Kelly has a BS in special education, an MS in educational technology, and holds an ATACP certificate of learning from CSUN.

Target Audience: Speech-Language Pathologists, Special Education Teachers, Classroom Teachers, Occupational & Physical Therapists and Assistants, School Psychologists, and other related professionals who work with students with significant disabilities.

Course Description: Students with significant disabilities are frequently included in general education for social participation reasons. But that is not enough; their participation must be academically oriented as well. During this course, participants are presented with a systematic way to address integrating assistive technology into the classroom. Teachers and related services staff often find themselves struggling as to how to make this placement academically appropriate for their students so that time is spent meaningfully during these opportunities. Providing assistive technologies is often explored without connection to a curriculum and often is an isolated, passive activity. It doesn't have to be this way.

Adaptations and accommodations to reading and writing will be a focus since these tasks cross the curricular areas along with Communication & Behavior Supports provided by a variety of assistive technologies. Examples and demonstrations will be plentiful across the range of assistive technology areas and student ability levels. Participants will receive an extensive resource list and an "Assistive Technology Across the Curriculum" planning matrix.

Come with a particular classroom or student in mind and gain a structure for making participation prioritization decisions and a framework as to how to apply assistive technology strategies and tools. Participants are encouraged to bring their own "show and tell". Really! Bring two examples of things that you've done that are light- or high-tech. We will have sharing times throughout the day.

Course Objectives:

Participants will be able to:

- Describe how to generate realistic behavior supports that are manageable by typical classroom staff
- Create a participation plan for students with significant disabilities based upon active participation in academics, inclusive classrooms, socially, and independently.
- Describe how to include teachers and support staff in the process of determining tools and strategies for providing meaningful curricular activities for all students.
- Identify assistive technology application and strategies across the area of the curriculum.
- Demonstrate how to utilize all aspects of communication, both receptive and expressive, when creating a classroom implementation plan.
- Demonstrate how to include data collection within assistive technology assessment and implementation planning.

| Course #1 | Schedule |
|---------------|--|
| 8:00 - 8:15 | Participation Model |
| 8:00 - 10:00 | Assistive Technologies for Academic Participation |
| 10:00 - 10:15 | Break |
| 10:15 - 11:00 | Assistive Technologies for Academic Participation (<i>continued</i>) |
| 11:00 - 12:00 | Assistive Technologies for Inclusive Participation |
| 12:00 - 1:00 | Lunch |
| 1:00 - 1:45 | Assistive Technologies for Social Participation |
| 1:45 - 2:15 | Assistive Technologies for Independent Participation |
| 2:15 - 3:00 | Making Decision about Assistive Technology |
| 3:00 - 3:20 | Implementation Issues for AT in the Classroom |
| 3:20 - 3:30 | Wrap Up and Q & A |

Behavioral Interventions for Challenging Students: Prevention, Strategic Intervention, & Intensive or Crisis Management Approaches

by Howard M. Knoff, PhD,

Director, Project ACHIEVE

Arkansas Department of Education

State Improvement Grant, Little Rock, AR



Course Faculty:

Howard Knoff, PhD, is the Director of Project ACHIEVE, a comprehensive, evidence-based national school improvement program, and Director of

the Arkansas Department of Education's State Improvement/Personnel Development Grant that is funding the statewide implementation of Project ACHIEVE. Dr. Knoff has authored or co-authored 16 books, published over 75 articles and book chapters, and delivered over 500 papers and workshops nationally. He is the author of a new book, *Implementing Response-to- Intervention at the School, District, and State Levels: Functional Assessment, Data-based Problem Solving, and Evidence-based Academic and Behavioral Interventions*, as well as the author of the *Stop and Think Social Skills Programs* for school and home/parents.

Dr. Knoff was a full professor at the University of South Florida for 20 years, and the Director of its School Psychology Program for 12 years. He is widely respected for his research and writing on school reform and organizational change, consultation and intervention processes, social skills and behavior management training, Response-to- Intervention, and professional issues. A recipient of the Lightner Witmer Award from the American Psychological Association's School Psychology Division in 1989 for early career contributions, and over \$15 million in external grants during his career, he was the 21st President of the National Association of School Psychologists.

Target Audience: School Psychologists, Behavior Specialists, Counselors, Social Workers, Principals, Therapists, Special Education Teachers, Classroom Teachers and Assistants.

Course Description: This presentation focuses on social, emotional, and/or behavioral interventions that schools need to assist challenging students who are unsuccessful in these areas at school. In focusing on these interventions, ways to translate the research that typically underlies these interventions into practical and realistic classroom-based strategies is particularly emphasized. Thus, the interventions discussed are evidence-based, teacher-friendly, and field-tested.

Initially, the scientific foundation to changing student behavior is presented with a focus on social competency or self-management. Then, in the context of a positive behavioral support system, the seven "high-hit" reasons why students are not able to manage social, emotional, and/or behavioral situations is discussed.

Much of the presentation then will focus on the strategic (Tier 2) interventions needed by students that match up to these seven areas. Up to 15 behavioral interventions are overviewed, with a number specifically discussed (e.g., overcorrection, group contingencies, time-out, response cost). In total, these interventions are organized into those that: (a) Increase or Establish New Student Behaviors; (b) Decrease or Eliminate Inappropriate Behaviors;

- (c) Teach Attention and Engagement Skills; (d) Teach Social, Self-Management, and Self-Control Skills; (e) Increase Student Motivation; or (f) Enhance Peer Engagement/Initiation and/or Peer Response Skills.

The presentation will conclude by addressing the services, supports, and interventions needed at the intensive need or crisis management (Tier 3) level. In addition, a Behavioral Intervention Questionnaire to determine the intervention skill level of different school staff will be used to summarize the day's discussions.

Course Objectives: Participants will be able to adequately describe:

- A definition of self-competency/self-management, and why it is important to look at the social, emotional, and behavioral skills that operationalize self-competency/self-management as intervention targets for challenging students.
- The evidence-based Positive Behavioral Support System that provides the preventative "anchor" to behavioral intervention.
- The seven "High Hit" reasons/hypotheses that potentially explain why students do not respond to Self-Competency/Management instruction, and how they must be validated through a data-based functional assessment, problem solving process.
- The interdependence of student, teacher, instructional, curriculum, and other "environmental factors" that must be considered when implementing social, emotional, and behavioral interventions.
- What Tier 2 interventions are most useful to increase students' appropriate or prosocial behavior.
- What Tier 2 interventions are most useful to decrease students' inappropriate or antisocial behavior.
- The interventions or supports that are needed for students with intensive or crisis management social, emotional, or behavioral needs.

Course #2 Schedule

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| 8:00 - 10:00 | Introductions/Presentation Overview Understanding Challenging Students in the Context of Self-Competency and Self-Management Seven "High Hit" Reasons Why Students do not Respond to Self-Competency/Management Instruction |
| 10:00 - 10:15 | Break |
| 10:15 - 12:00 | Tier 2 Interventions for Challenging Students: Behavioral Interventions to Increase Appropriate Behavior |
| 11:00 - 12:00 | Assistive Technologies for Inclusive Participation |
| 12:00 - 1:00 | Lunch |
| 1:00 - 3:30 | Tier 2 Interventions for Challenging Students: Behavioral |

Interventions to Decrease Inappropriate Behavior
Behavioral Intervention Skills of Staff: A Survey of Interventions for Challenging Students
Tier 3 Systems and Interventions

DAY 1 COURSE 3 Wed. March 9

Current Research and Treatment Strategies for Learning Disabilities: Dysgraphia, Dyslexia, Oral and Written Language Learning Disability (OWL LD) and Dyscalculia

by Virginia Wise Berninger, PhD
Director of University Brain Education Technology Center (UBET), University of Washington



Course Faculty:
Virginia Wise Berninger, PhD, is a Professor of Educational Psychology and the Coordinator of the Research Area on Learning Disabilities (2000-present), *Eunice Kennedy Shriver* Intellectual and Developmental Disabilities Research Center (IDDRC), University of Washington.

Dr. Berninger studied the phenotypes of the functional reading and writing systems and related aural/oral language and non-language processes in children with dyslexia, dysgraphia, or language learning disability in a family genetics study and in typically developing readers and writers in a longitudinal study. With a team of brain imagers, Berninger also studied related brain processes and how they change as a result of specific instructional treatments. Her research team has explored several approaches to professional development of educators and psychologists to meet the needs of readers and writers at risk for or with a learning disability.

Dr. Berninger's team conducted randomized controlled instructional studies for reading and writing in schools and university summer or after-school workshops. Specialized teaching methods were validated for (a) automatic letter-sound correspondences, transfer of correspondences to decoding in word and passage context, and reading fluency and comprehension; (b) automatic letter writing, strategic spelling, and text composing; and (c) integrated reading-writing, writing-reading, and writing-math. Despite the biological basis of specific learning disabilities, they are educational problems that respond to instruction, especially if educators understand the patterns of English morphophonemic orthography for three word origins and the oral language problems beyond phonology of some learners. Instructional strategies for overcoming dyscalculia based on classroom, clinic, and research experience will be presented. Over the past 25 years, Dr. Berninger has been the principal investigator for numerous scientific studies on the topic of learning disabilities and her work has been published extensively. She co-authored the books, *Teaching Students with Dyslexia and Dysgraphia: Lessons from*

Teaching and Science; Brain Literacy for Educators and Psychologists; Helping Students with Dyslexia and Dysgraphia Make Connections: Differentiated Instruction Lesson Plans in Reading and Writing; and Reading And Writing Acquisition: A Developmental Neuropsychological Perspective. To view a list of her current and past awards, publications and research, go to her website at: <http://education.washington.edu/areas/ep/profiles/faculty/berninger.html>

Target Audience: Classroom Teachers, Special Education Teachers, Resource Room Teachers, Speech-Language Pathologists, Occupational Therapists, School Psychologists, Counselors, Social Workers, Assistants and other related professionals who work with students with learning disabilities.

Course Description: This course will cover how to define specific learning disabilities in children whose developmental profile is otherwise normal such as dysgraphia, dyslexia, oral and written language learning disability (OWL LD), and dyscalculia. Also covered will be treatment relevant, differential diagnosis among these four specific learning disabilities and how they are or are not related to specific or selective language impairment (SLI) or language learning disability (LLD) or motor problems not involving language problems. In addition, the general principles of evidence-based instructional strategies for dysgraphia, dyslexia, OWL LD, and dyscalculia will be covered. The overall goal is to understand how these diagnoses, defined using words of Greek origin, are educational problems with educational solutions rather than medical problems!

Course Objectives: Participants will be able to:

- Describe and discuss research-supported approaches to treating specific learning disabilities involving writing, reading, oral and written language, and math calculation.
- Explain that dyslexia and other specific learning disabilities affecting written language and math calculation are educational not medical problems
- Define, diagnosis, and treat dysgraphia.
- Define, diagnose, and treat dyslexia.
- Define, diagnose, and treat oral and written language learning disability (OWL LD).
- Define, diagnose, and treat dyscalculia.

Course #3 Schedule

| | |
|---------------|--|
| 8:00 - 10:00 | Research-supported approaches to defining and diagnosing dysgraphia, dyslexia, oral and written language learning disability (OWL LD), and dyscalculia |
| 10:00 - 10:15 | Break |
| 10:15 - 12:00 | continue |
| 12:00 - 1:00 | Lunch |
| 1:00 - 3:30 | Research-supported treatment of dysgraphia, dyslexia, OWL LD, and dyscalculia |

DAY 1 COURSE 4 Wed. March 9

Sensory Integration & the Child with Autism Spectrum Disorders (ASD)

by Janet S. Gunter, OTD, OTR/L,
Therapy West, Inc., Early Intervention
& Preschool Enrichment Program



Course Faculty:

Janet S. Gunter, OTD, OTR/L, is an administrator of clinical practice at Therapy West, Inc. and a program development consultant for the center-

based early intervention and preschool enrichment programs. Janet received her bachelors, masters, and doctoral degrees in occupational therapy from University of Southern California. She has taught courses and hands-on practicum throughout the Southern California area on the topics of Sensory Integration Theory and Intervention with Erna Imperatore Blanche, PhD, OTR/L FAOTA. She has also taught advanced clinical reasoning training courses for the Los Angeles Unified School District and Southwest SELPA. Her doctoral research analyzed parent perspectives on the family impact of having a child with ASD during the early years prior to diagnosis. Portions of the study results were included in a poster presentation "Sensory Profile and Autism" at the WFOT conference in Chile in May 2010 with co-authors, Juliana Gutierrez, MA, OTR/L and Erna Imperatore Blanche, PhD, OTR/L, FAOTA. Janet is SIPT certified and has completed the eight-week neurodevelopmental training in pediatrics with NDTA.

Target Audience: Occupational Therapists & Assistants, Physical Therapists & Assistants, Special Education Teachers, Early Intervention Specialists, Speech-Language Pathologists and Assistants, Autism Specialists and other professionals working with children with autism.

Course Description: Clinicians working with children with Autism Spectrum Disorders (ASD) need to be adept in assessing and treating sensory integration dysfunction in this population. This course provides a review of current research regarding children with ASD and sensory processing difficulties as well as case video discussions to refine evaluation and intervention strategies with pediatric clients with ASD. Emphasis will be placed on enhancing clinical reasoning and analysis during the assessment and intervention process. Updates in autism and sensory integration theory and practice will be presented. Previous training in sensory integration theory is strongly recommended. Required reading: *Sensory Integration and the Child* by Jean Ayres. This course includes lecture, group discussion, and case study analysis and is designed for occupational, physical, and speech therapists that work with the pediatric population in school, clinic or home settings.

Course Objectives:

Participants will be able to:

- Describe the relationship between sensory processing and the child with ASD as documented by current research.
- Identify three evaluation tools used to assess sensory processing disorders that are appropriate for children with ASD.
- Explain how evaluation tools can be utilized to establish goals and measure progress.
- Demonstrate how to create an assessment and intervention plan for a child with ASD.
- Demonstrate how to utilize observation skills to determine appropriate treatment planning strategies.
- Describe how to respond to the dynamic needs of clients and their families throughout the assessment and intervention process while combining a multitude of treatment approaches.

| Course #4 | Schedule |
|---------------|---|
| 8:00 - 10:00 | Overview of Sensory Integration, ASD and Sensory Processing Disorders; Current research regarding the child with ASD and Sensory Processing Disorders |
| 9:00 - 10:00 | Evaluation Tools for the child with ASD; Expectations and Measuring Progress |
| 10:15 - 12:00 | Case Studies and Problem Solving; Individual Therapy-Evaluation and Intervention Strategies |
| 12:00 - 1:00 | Lunch |
| 1:00 - 3:30 | Case Studies and Problem Solving; Classroom Settings-Observations and Strategies; interdisciplinary collaboration |

DAY 1 COURSE 5 Wed. March 9

Funding Assistive Devices for School-Age Individuals with Disabilities: An AT Funding Update

by Lewis Golinker, Attorney at Law,
Director of the Assistive Technology
Law Center, Ithaca, NY, and
Michael J. Smith, Attorney at Law,
Disability Rights Washington



Course Faculty:

Lewis Golinker, is an attorney in Ithaca, New York. For the past 31 years he has represented individuals with disabilities seeking health and other benefits from public and private funding programs. Since 1982 he has represented individuals with severe communication impairments who require speech generating devices (SGDs) to communicate effectively. Throughout the past 3 decades he has participated in efforts to expand coverage for SGDs and other medical equipment items and services by public schools, Medicaid programs nationwide, Medicare, Tricare, insurers and health plans, and telecommunications equipment distribution programs.

He also has aided expansion of SGD coverage in British Columbia and Alberta. In 2010, he was named advocacy representative to the Board of Directors of the United States Society for Augmentative and Alternative Communication (USSAAC). He is the author or co-author of several articles, book chapters, manuals and other written materials and is a frequent presenter on assistive device funding issues at local, national and international conferences, including the 2006 and 2008 NW Special Education Conferences. He is responsible for the funding related content posted at www.aac-nerc.com, and at www.aacfundinghelp.com.



Michael J. Smith, graduated from the University of Oregon School of Law in Eugene, Oregon in 1983. He is an attorney for Disability Rights Washington, a private, non-profit organization that protects the rights of people with disabilities. He has extensive experience regarding the law and funding of speech generating devices.

Target Audience: Educators, Speech Pathologists, Occupational & Physical Therapists, School Psychologists, Special Education Directors, School District Law Consultants, Principals, Special Education Advocacy Groups, Parents, and Education Administrators

Course Description: Participants will be introduced to 5 funding programs that will pay for assistive devices needed by school-age individuals with disabilities. Common among these programs is their inclusion of equipment within their scope of covered benefits. This course will review coverage standards for each program as well as access procedures and equipment access issues. It will begin with an overview of the IDEA, which requires provision of equipment necessary for a student to achieve a Free Appropriate Public Education. It will then address the ability of school-age children to use 4 other funding sources to access needed equipment items thus avoiding school expenses for these equipment items. The programs to be discussed include: public schools; Medicaid; Medicare; insurance and health plans; and vocational rehabilitation.

Course Objectives: Participants will:

- Explain why the public schools are obligated to provide and pay for assistive devices for students with disabilities.
- Describe steps to assist students with disabilities to acquire needed equipment items from programs other than the public schools including: a.) Medicaid, b.) Medicare, c.) Insurance and Health Plans, d.) Vocational Rehabilitation
- Describe strategies to maximize utilization of current programs to pay for needed equipment and services.

| Course #5 | Schedule |
|-------------|----------------------------------|
| 8:00 - 8:30 | Introduction |
| 8:30 - 9:30 | Special Education obligations to |

provide assistive devices to students with disabilities [where it all begins]

9:30 - 10:00 Part 1: Medicaid obligations to provide assistive devices to students with disabilities [what Medicaid covers; Medicaid's structural relationship to the public schools; accessing Medicaid services]

10:00 - 10:15 Break

10:15 - 11:30 Part 2: Medicaid obligations to provide assistive devices to students with disabilities [what Medicaid covers; Medicaid's structural relationship to the public schools; accessing Medicaid services]

11:30-12:00 Medicare coverage of assistive devices [what Medicare covers]

12:00-1:00 Lunch

1:00-2:30 Insurance and health plan coverage of assistive devices [what insurance policies and health benefits plans cover; accessing insurance and health plan services]

2:30-3:00 Vocational Rehabilitation obligations to provide assistive devices to students with disabilities [What VF covers; VR duties related to "transition"]

3:00-3:30 Questions and Answers

END DAY 1

DAY 2 COURSE 1 Thurs. March 10

The Stop & Think Social Skills Program: Using Social Skills to Improve Student Engagement, Behavior, and Achievement

by **Howard M. Knoff, PhD,**

Director, Project ACHIEVE

Director, Arkansas Department of Education, State Improvement Grant, Little Rock, AR



Course Faculty:

Howie Knoff, PhD, is the Director of Project ACHIEVE, a comprehensive, evidence-based national school improvement program, and Director of the Arkansas Department of Education's State Improvement/Personnel Development Grant that is funding the statewide implementation of Project ACHIEVE. Dr. Knoff has authored or co-authored 16 books, published over 75 articles and book chapters, and delivered over 500 papers and workshops nationally. He is the author of a new book, *Implementing Response-to- Intervention at the School, District, and State Levels: Functional Assessment, Data-based Problem Solving, and Evidence-based Academic and Behavioral Interventions*, as well as the author of the *Stop and Think Social Skills Programs* for school and home/parents. Dr. Knoff was a full professor at the University of South Florida for 20 years, and the

Director of its School Psychology Program for 12 years. He is widely respected for his research and writing on school reform and organizational change, consultation and intervention processes, social skills and behavior management training, Response-to- Intervention, and professional issues. A recipient of the Lightner Witmer Award from the American Psychological Association's School Psychology Division in 1989 for early career contributions, and over \$15 million in external grants during his career, he was the 21st President of the National Association of School Psychologists.

Target Audience: School Psychologists, Behavior Specialists, Counselors, Social Workers, Principals, Therapists, Special Education Teachers, Classroom Teachers and Assistants and related support staff.

Course Description: There have been many changes in our society in recent years. The results of these changes include those that affect the children in our schools. The impact of television, significantly less adult supervision and feedback, increases in poverty, and changes in the family "unit" have all contributed to children coming to school less prepared to actively engage the schooling process. As a result, teachers are experiencing more discipline problems in classrooms, they are trying to teach children who do not have some of the basic skills necessary to learn (listening, following directions, etc.), and they are becoming frustrated in the process.

This workshop will overview the Stop & Think approach to teaching social skills to children and youth from preschool through high school. The Stop & Think process identifies over 50 prosocial skills that can be taught to students, and teaches it through a behavioral approach emphasizing: modeling, role-playing, performance feedback, and generalization. Among the skills taught are: listening, following directions, resolving a fight, understanding feelings, ignoring distractions, dealing with your anger, dealing with other's anger.

This workshop will demonstrate how to teach these social skills to both teachers (for their use in the classroom) and students. The workshop uses presentation, videotaped examples of social skill training, and interactive learning by the participants. Participants will complete the workshop understanding what is necessary to lead social skills groups in a variety of settings.

Schools that have used the Stop & Think process have significantly decreased referrals for and placements into special education (particularly SED) classrooms, and increased students' mainstreaming success. They have also decreased teacher referrals to the office, reduced building-based suspensions and expulsions, increased academic engaged time and student learning in the classroom, increased staff consistency in how behavior problems are dealt with building-wide, and linked the process to existing parent training programs. The Stop & Think social skills process can go a long way in changing the atmosphere of any

school, turning the focus from behavioral control to academic success.

Course Objectives:

Participants will be able to:

- Define self-competency/self-management, and how self-competency/self-management represents the primary goal of a social skills training program.
- Describe the evidence-based Positive Behavioral Support System that provides the context to social skills instruction; and the evidence-based characteristics of an effective social skills program.
- Explain the underlying behavioral science of social skills instruction, and how that science is evident in the Stop & Think Social Skills process.
- Describe the primary components of the Stop & Think Social Skills process: Skills and scripts, and social learning theory approach to instruction.
- Explain how to teach a social skills lesson—from conditioned prerequisite behaviors to complex social problem-solving behaviors.
- Identify the needed school-wide positive behavioral support components that help to sustain social skills instruction and implementation.
- Explain the importance of working with parents in the home use of the Stop & Think Social Skills process.

Course #1

Schedule

| | |
|---------------|---|
| 8:00 - 10:00 | Introductions/Presentation Overview The Goal of a Social Skills Program: Self-Competency and Self-Management The Underlying Science of Social Skills Instruction, and its Context within a Positive Behavioral Support System |
| 10:00 - 10:15 | Break |
| 10:15 - 12:00 | The Components of the Stop & Think Social Skills Process: Skills and Scripts, and Social Learning Instruction |
| 12:00 - 1:00 | Lunch |
| 1:00 - 3:30 | How to Teach a Social Skills Lesson How Social Skills Instruction is Supported throughout the School Social Skills Instruction at Home |

DAY 2 COURSE 2 Thurs. March 10

Writing for All Students: Assistive Technology Writing Supports for Students with Significant Disabilities

by **Kelly S. Fonner, MS, Educational Technology,** Educational & Assistive

Technology Consultant, Lake Geneva, WI



Course Faculty:

Kelly Fonner, MS, is a self-employed consultant and trainer in the areas of assistive and

educational technology. She has been working with individuals with disabilities since the mid 1970s and with assistive technology since 1983. Her work experiences have been as a teacher assistant, teacher, instructional media specialist and assistive technology consultant in early childhood, preschool and K-12 school age programs. She has consulted to university and adult programs concerning access to technology by persons with disabilities.

Kelly speaks internationally on a wide range of topics including technology integration, AAC, computer access, literacy, library access, and assistive technology assessment and implementation strategies. She has taught at the Johns Hopkins University in Baltimore, the University of Wisconsin-Milwaukee and for California State University-Northridge in the Assistive Technology Applications Certificate Program and Symposium Series. Kelly has a B.S. in special education, an M.S. in educational technology, and holds an ATACP certificate of learning from CSUN.

Target Audience: Speech-Language Pathologists, Special Education Teachers, Classroom Teachers, Occupational & Physical Therapists and Assistants, School Psychologists, and other related professionals who work with students with significant disabilities.

Course Description: As students with significant disabilities progress over time, sometimes their development in written communication is stifled by their reading ability. There is often a tendency to hold off on written expression until a "certain reading level" is established. Educators may lack the awareness of the advantage that developing writing skills in tandem with reading skills have the potential of increasing their students' retention and motivation in literacy. The more research that is recognized on reading development, the more the field recognizes that the "more reading a student does, the better reader they become" AND "the more writing a student does, the better reader they become". This holds true for ALL students.

During this course we will address writing concerns in the areas of grapho-motor, memory, attention, language & higher-order thinking, and what interventions should be considered for students with physical and/or cognitive needs to access writing through assistive technologies. We often focus so much on the physical act, grapho-motor, that we forget the importance of supporting the cognitive acts of writing. Throughout the day, we will show a variety, including switch access to writing products from various vendors.

The lecture and demonstration will cover strategies and technologies for scaffolding the written requirements for all students in curricular areas. We will give examples of written work supports in language arts, literature, science, social studies and history topics, as well as writing for leisure, email, and blogging.

Course Objectives:

Participants will be able to:

- Describe the 5 writing functions that can be augmented by assistive technologies.
- List 3 ways of using technologies to support the writing mechanics.
- List 3 ways of using technology to support the cognitive /expressive skills of written communication.
- Describe the skills needed to use word prediction systems.
- List 3 reasons for using 2 types of scanning for writing that switch users may need to use when the electronics are not available.
- Explain how to develop training and strategies that can potentially increase the productive use of alternative access methods for written communication for a student.

| Course #2 | Schedule |
|-------------|---|
| 8:00 - 8:15 | Introductions, Writing and Students with Significant Disabilities |
| 8:15-10:00 | Finding a "Pencil" for Every Student |
| 10:00-10:15 | Break |
| 10:15-12:00 | Assistive Technologies for Cognitive Aspects of Writing |
| 12:00-1:00 | Lunch |
| 1:00-1:45 | Linking Assessment with Academic & Therapeutic Goals |
| 1:45-3:00 | Implementing Writing Tools in the Classroom |
| 3:00-3:20 | Creating a Plan |
| 3:20-3:30 | Wrap Up and Q & A |

DAY 2 COURSE 3 Thurs. March 10

Visuals, Games and Activities to Promote Reciprocal Communication for Young People with High Functioning Autism
by Joel Shaul, LCSW

Autism Teaching Strategies, Pittsburgh, PA



Course Faculty:

Joel Shaul, LCSW, is a psychotherapist specializing in mental health services for children and teens on the autism spectrum at the Watson Institute in Sewickley, PA. He divides his time between providing individual and group therapy for children ages 6 to 19, and providing social skills training in middle and high school settings. During the summer, Joel leads a team at The Watson Institute that offers a social skills day camp for teenagers with high functioning autism and Asperger Syndrome. Prior to working at The Watson Institute, Joel maintained his own psychotherapy private practice while working in mental health clinics. He received a master's degree in social work from the University of Louisville in 1986 and a bachelor's degree in psychology from the University of Michigan in 1979. Joel is the founder of Autism Teaching Strategies, the company that produces the psycho-educational tools featured in this presentation. Joel Shaul and Rebecca Klaw started the company Ryou Endeavors, Inc. They co-created a collection of social skills card games, learning activities, and video games using a fantasy world of dragons to build social

skills. The Ryou games employ a Cognitive-Behavioral Therapy approach to teaching communication skills. (visit his website: www.autismteachingstrategies.com)

Target Audience: Special Education Teachers, Speech-Language Pathologists, Occupational Therapists, Resource Room Teachers, Counselors, Social Workers, School Psychologists, Autism Specialists, Paraprofessionals and other related professionals who work with children with Autism Spectrum Disorders.

Course Description: This workshop demonstrates unique visuals, learning activities and games for promoting theory of mind awareness and reciprocal communication in young people with high functioning autism. *The Green Zone* is a visual representation of common ground between one person (blue) and the other person (yellow) to create a "green zone" that represents the pair's shared zone of interests. *The Train Game* employs visuals and hands-on learning activities using the various cars of a train to represent core elements of conversation: beginning, middle, end, on-track and off-track. Other visual-based communication training strategies will be explored. The course will include training in the use of games, tokens, role plays, written exercises and video review.

Course Objectives:

Participants will be able to:

- Design training strategies using *The Green Zone*, a simple activity in which a "yellow" player and a "blue" player match interests in a "green zone" representing their shared interest.
- Apply several strategies based on colors and icons to help young people find and maintain common ground based on prior knowledge, visual and auditory clues.
- Design training strategies using *The Train Game*, a visual, hands-on activity using images of the various cars of a train to represent elements of conversation including beginning, middle, end, on-track and off-track.
- Employ role plays and simple video review using a Flip camera.
- Describe how to integrate featured visuals and learning activities into:
 - psychotherapy,
 - speech therapy
 - classroom settings.

| Course #3 | Schedule |
|----------------|--|
| 8:00 - 10:00: | Introduction of <i>Green Zone</i> -based visuals, games and activities to promote reciprocity in conversation. |
| 10 - 10:15: | Break |
| 10:15 - 12: 00 | Practice: Games, counseling strategies, classroom strategies, use of video review |
| 12:00 - 1:00 | Lunch |
| 1:00 - 3:30 | Visuals and hands-on activities making reference to trains, etc. to promote understanding of essential elements of conversation. Other visual strategies to promote communication. |

Guidelines for Effective Treatment of Childhood Apraxia of Speech and Severe Speech Sound Disorders

by **Christina Gildersleeve-Neumann, PhD, CCC-SLP**

Associate Professor at Portland State University, Portland, OR



Course Faculty:

Christina Gildersleeve-Neumann, PhD, CCC-SLP, is an Associate Professor in Speech and Hearing Sciences at Portland State University in Portland, Oregon.

Her research and clinical areas of interest are typical and disordered speech acquisition in children from birth to 6, with emphases on motor-based treatment approaches for Childhood Apraxia of Speech (CAS) and on multilingual populations. She has published articles and presented nationally and internationally on both topics. Christina was a member of the ad hoc committee which developed a position statement and technical report for ASHA members on apraxia in children. She was an invited speaker at the 2009 annual ASHA convention on treatment for CAS.

Target Audience: Speech-Language Pathologists and Assistants

Course Description: Children with severe speech impairment present substantial challenges in intervention. Research suggests criteria for diagnosing childhood apraxia of speech (CAS) are inconsistently applied by speech-language pathologists, which results in less effective treatment procedures. In addition, research on CAS has primarily focused on differential diagnosis from other speech sound disorders and very little research has explored treatment. The little CAS treatment research data suggests motor-based treatment programs are most efficacious.

In this course, the morning will be spent discussing diagnosis, goal selection and overviews of treatment procedures for CAS. This will include a discussion of diagnostic indicators for differentiating CAS and severe speech disorder. Appropriate segmental, phonotactic, and suprasegmental goals will be discussed. Motor learning principles will be discussed as they relate to intervention for CAS and for severe speech sound disorders. Integral stimulation therapy will be discussed in depth, developing from the principles of cognitive motor learning which provide its framework. Ideas for application of motor learning principles to a phonological and articulatory treatment program for children with severe speech sound disorders will be presented. Videotapes of children with severe CAS and severe speech disorder non-CAS will clarify discussion points throughout the course.

Course Objectives:

Participants will be able to:

- List core and associated symptomatology of CAS.
- Describe motor learning principles as related to speech production.
- Select appropriate goals for children with CAS.
- Select appropriate goals for children with severe speech disorders.
- Utilize cognitive motor learning principles to design treatment for children with CAS.
- Use motor-based treatment methodologies for children with severe speech impairments.

Course 4#

Schedule

| | |
|-------------|---|
| 8:00-10:00 | Introduction to and differentiation of CAS and Severe Speech Sound Disorders |
| 10:00-10:15 | Break |
| 10:15-12:00 | Selecting Goals Articulatory intervention, including: General treatment principles Cognitive Motor Learning |
| 12:00-1:00 | Lunch |
| 1:00-3:30 | Intervention continued: Integral Stimulation and Cognitive Motor Learning Suprasegmental goals Case Study Examples of Treatment Questions and Answers |

DAY 2 COURSE 5 Thurs. March 10

Seeing Things Differently: Visual Challenges of those with Learning Difficulties

by **Nancy G. Torgerson, OD, FCOVD**

Alderwood Vision Therapy Center,
Lynnwood, WA



Course Faculty:

Nancy Torgerson's, BS, OD, FCOVD, passion is to end the senseless struggle of those that have learning related vision problems. Her office team,

Alderwood Vision Therapy in Lynnwood, WA, loves the challenges that come with evaluating and treating children and adults with learning related vision problems and special needs. She has published and given numerous lectures and seminars internationally on topics ranging from vision and learning, to acquired brain injury, special needs and autism.

Dr. Torgerson is a graduate of Pacific University's College of Optometry and is a Fellow and past President of the International College of Optometrists in Vision Development (COVD). She has been the chairman of the Washington State Board of Optometry and the Optometric Extension Program's National Chairman of Regional Clinical Seminars. She has received numerous awards for her work, including COVD's President's Award and Outstanding

Young Woman in America Award. In 2009 she was awarded the COVD's Getman Award. This is awarded as the greatest clinical recognition by one's own peers by demonstrating a personal and professional concern for all patients, especially children, which exceeds all else, and contributing to the profession and interprofessional relations.

Target Audience: Special Education Teachers, Vision Specialists, Classroom Teachers, Occupational Therapists, Speech-Language Pathologists, Resource Room Teachers, School Psychologists, Nurses, Assistants and related professionals working with students with learning difficulties

Course Description: Is your student or child frustrated or struggling with learning? The visual piece of sensory integration goes beyond eyesight to brain processing of visual information. Vision is a complex process. Participants will learn about neurotypical development of the visual system to help build a framework for understanding individual differences with atypical development. Learn about current research, evaluation and treatment strategies for vision and learning. There will be some group activities. Acquire new information and ideas to work collaboratively to meet the needs of students with learning challenges.

Course Objectives:

Participants will be able to:

- List 5 characteristics of how visual skills and visual information processing work together in the neurotypical child.
- Adequately describe differences in visual skills and visual information processing in children with learning challenges, and how these differences impact understanding and learning.
- Identify 5 child behaviors that may indicate different types of visual deficits and individual differences.
- Identify 3 visual assessments and intervention systems for students with learning difficulties.
- Identify 5 specific techniques to help parents and professionals to understand each child's unique visual requirements.
- List 3 practical applications that make functional visual supports more effective.

Course #5

Schedule

| | |
|---------------|---|
| 8:00 - 10:00: | "20/20 Isn't Perfect": Development of a Neurotypical Child Overview |
| 10:00-10:15 | Break |
| 10:15-12:00 | "Seeing Their Way": Visual Challenges of those with Vision and Learning Challenges |
| 12:00-1:00 | Lunch |
| 1:00-3:30 | "How Can We Help?": Identification and Practical Applications for Visual Support Through Case Study and Illustrations of Students With Vision and Learning Challenges |

Research Update: Sensory Processing, Pediatric Movement Disorders, Childhood Autism, & Psychiatric Disorders in Children and Adolescents

Stephen T. Glass, MD, Pediatric Neurologist, Medical Director of Children's Therapy Center, and Clinical Associate Professor of Neurology, University of WA
With Guest Speakers:

Mark Cooper, PhD, Associate Professor of Biology, University of WA

Alan Unis, M.D., Psychiatrist and Medical Director, Kootenai Behavioral Health Center

Brien Wayne Vlcek, M.D., Pediatric Neurologist, Swedish Hospital and Neuroscience Institute



Course Faculty: Stephen T. Glass, MD completed his Pediatrics residency in 1977 and his Neurology/Child Neurology residency in 1980, both at the University of Washington and Children's Hospital and Medical Center. Dr. Glass has been in private practice of Child Neurology in the Seattle area since 1980, currently in Woodinville. Dr. Glass is board certified in Pediatrics and in Neurology with special qualification in Child Neurology. He is a past president of the medical staff at Children's Hospital and Medical Center, current medical director of Children's Therapy Center of Kent, professional advisory board member of the University of Washington Autism Center and at Little Bit Therapeutic Riding Center in Woodinville. He is currently a Clinical Associate Professor of Neurology at the University of Washington. Dr. Glass has been elected by his peers to Best Doctors in America since 1996 and to Seattle Magazine Top Doctors. His primary practice interest has been developmental child neurology.



Mark Cooper, PhD is an Associate Professor of Biology at the University of Washington. Dr. Cooper's research deals with how neuroinflammation in the central nervous system alters sensory-motor processing. He recently co-organized an international workshop on the relationship between activated glial cells and chronic pain: (http://www.rsds.org/3/research/glia_workshop/).

Dr. Cooper is interested in how glial-mediated neuroinflammation alters the functioning of neural networks to produce symptoms traditionally viewed as somatoform or conversion disorders. Dr. Cooper is a member of the Board of Directors of the Reflex Sympathetic Dystrophy Syndrome Association (RSDSA), as well as a member of the RSDSA Scientific Advisory Committee. He also serves on the Medical Advisory Board of the National Spasmodic Torticollis Association, an organization concerned with the diagnosis and treatment of cervical dystonia. Dr. Cooper received his PhD in Biophysics from the University of California at

Berkeley in 1985. He was a NASA postdoctoral fellow, and later a postdoctoral associate with the Howard Hughes Medical Institute at Yale. In 1991, Dr. Cooper was awarded a Presidential Young Investigator from the National Science Foundation, and a Fellowship in Neuroscience from the Alfred P. Sloan Foundation.



Brien W. Vlcek, MD, is a Pediatric Neurologist at Swedish hospital in Seattle, WA where he specializes in Neurologic Metabolic Disorders, Pediatric Movement Disorders, Tic Disorders, and Tourettes Child Neurology. Dr. Vlcek received his medical degree from the Medical College of Wisconsin in 1979 and completed his fellowship in Child Neurology at the University of Washington, Department of Neurology in 1984. Dr. Vlcek is certified by the American Board of Psychiatry and Neurology with special qualification in Child Neurology.



Alan Unis, MD, is a psychiatrist and the new medical director of child and adolescent psychiatry at Kootenai Behavioral Health Center. Dr. Unis has 32 years of experience in the field of general, child and adolescent psychiatry.

His extensive career includes serving as medical director of the Psychiatry Department at Sacred Heart Medical Center, medical director of the Children's Inpatient Psychiatric Unit at Children's Hospital and Regional Medical Center in Seattle, and attending physician at the Developmental Neuropsychiatry Clinic at the Center for Human Development and Disability at the University of Washington. Dr. Unis also spent two years as a project physician for Johnson & Johnson Pharmaceutical Research and Development, during which time he researched two medications specifically designed for the treatment of adolescents with bipolar disorder and schizophrenia.

Dr. Unis is an authority on a variety of mental health conditions and their impact on lives of children and adolescents.

Target Audience: Speech-Language Pathologists, Occupational Therapist, Special Education Teachers, Early Intervention Specialists, Autism Specialists, Nurses, School Psychologists, Counselors, Social Workers, Classroom Teachers and other professionals working with children with disabilities.

Course Description:

Update: Arousal, Attention and Sensory Processing by Stephen T. Glass, MD This presentation will provide a basic understanding of the physiologic substrates of arousal, attention and their relationship to sensory processing. The concept of sensory processing disorder will be discussed from a historical, physiologic and clinical basis, and examples of this phenomenon given. Newer research addressing sensory processing, sensory gating and associated behaviors will be discussed as it relates to numerous established disorders in the pedi-

atric and adult neurologic realm. The relationship between sensory processing disorder and attention deficit disorder will also be explored as will other established comorbid conditions. Despite its purported "speculative" nature, the merits of the descriptive terminology "sensory processing disorder" will be discussed along with commentary regarding our current diagnostic nosology and the associated confusion.

Complex Regional Pain Syndrome (CRPS): Current Neurophysiologic Understanding and Possible Insights into Sensory Processing and Functional Illness by Mark Cooper, PhD

Dr. Cooper will first review the neuroanatomy and neurophysiology of sensory, motor, and autonomic pathways. He will then discuss how glia in the central nervous system can become activated, in response to injuries or infections. Dr. Cooper will then discuss how activated glia can modulate sensory, motor, and autonomic neural circuits to create functional pain and motor disorders. Using this framework, Dr. Cooper will review new pharmacotherapies and physical therapies that can be used to restore sensory, motor, and autonomic functions, which have been altered by persistent neuroinflammation.

The Early Diagnosis of Childhood Autistic Disorder: A Clinical Approach by Stephen T. Glass, MD

A basic understanding of childhood autistic disorder, current understanding of its neurobiology, genetics, early presentation and appropriate diagnostic tools to utilize will be presented. From a medical perspective, the role of inventory versus history versus physical examination will be discussed as will other diagnostic technology utilized. The anatomic and neurophysiologic underpinnings of autism will be discussed as well as current knowledge regarding prevalence, etiology and associated comorbidities. Commentary will also be made regarding existing diagnostic confusion and confounding factors in rendering a diagnosis of autism.

Pediatric Movement Disorders, Tic Disorders and Tourette's Syndrome by Brien W. Vlcek, MD

Current research and treatment strategies for Transient Tic Disorders, Tourette's Syndrome, and Chronic Motor and Vocal Tic Disorders and their associated learning, emotional and social disabilities will be discussed.

Models of Psychopathology in the Eyes of a Developmentalist by Alan S. Unis, MD

It is widely accepted that disruptions of normal human brain development can result in abnormal psychological and motor symptoms as the child develops. This area of scientific study is complicated by uncertainties regarding the specific impact of the various insults and the subsequent mechanisms leading to the psychological outcomes. Nevertheless, maternal stress, disease state and nutrition have all been linked reliably to anomalous psychological or frank psychopathological outcomes. Similarly, gestational drug and alcohol exposures, intrauterine growth retardation, neonatal hypoxia, maternal toxemia and congenital infections may lead to

aberrant psychological development in the exposed fetus. Early extra-uterine insults may also result in disruption of typical brain development with subsequent psychopathology.

This presentation will review salient features of early-onset psychiatric disorders that posit developmental insults as being of etiologic significance. Such models include many major psychiatric disorders such as attention deficit hyperactivity disorder and its subsequent related emergent psychopathologies, depressive mood disorders, schizophrenia and anxiety disorders.

Although such formulations may also include many other "sub-Axis I" disorders such as learning and motor disabilities, sensory integration disorder, language disorders and other miscellaneous disorders of cognitive development, frequently summarily grouped as "static" or "congenital" encephalopathies, the presentation will focus upon accepted and common psychiatric conditions in which developmental insult, whether physical or psychological, is the precipitant for the psychiatric disorder.

Rehabilitation and Recovery from Psychiatric Disorders by Alan S. Unis, MD This presentation will review psychosocial and developmentally based rehabilitation strategies for ensuring recovery and remission of psychiatric disorder once it emerges. Since remission and recovery must be the goal for any mental illness treatment program, how does the clinician deploy evidence-based multimodal interventions to achieve these necessary goals?

Course Objectives:

Participants will be able to:

- Describe the relationship between arousal, attention and sensory processing.
- Explain current research regarding prevalence, etiology, and associated comorbidities of childhood autism.
- Describe and discuss research-supported approaches to treating Pediatric Movement Disorders, Tic Disorders and Tourette's Syndrome.
- Conceptually examine a range of sensory-motor dysfunctions, using neuroinflammation as an etiological framework.
- Discuss models of psychiatric disorder from a developmental perspective.
- Describe developmentally based therapies that leverage recovery and rehabilitation from acute psychiatric disorder.

Course #1

Schedule

| | |
|-------------|--|
| 8:00-9:00 | Update: Arousal, Attention and Sensory Processing by Stephen T. Glass, MD |
| 9:00-10:00 | Complex Regional Pain Syndrome (CRPS): Current Neurophysiologic Understanding and Possible Insights into Sensory Processing and Functional Illness by Mark Cooper, PhD |
| 10:00-10:15 | Break |

| | |
|-------------|---|
| 10:15-11:05 | Pediatric Movement Disorders, Tic Disorders and Tourette's Syndrome by Brien Vlcek, MD |
| 11:05-12:00 | The Early Diagnosis of Childhood Autistic Disorder: A Clinical Approach by Stephen T. Glass, MD |
| 12:00-1:00 | Lunch-café open |
| 1:00-2:00 | Models of Psychopathology in the Eyes of a Developmentalist by Alan S. Unis, M.D. |
| 2:00-3:15 | Rehabilitation and Recovery from Psychiatric Disorders by Alan S. Unis, M.D. |

DAY 3 COURSE 2 Fri. March 11

We Dance, We Sing, We Do All Kinds of Things: Using Assistive Technology with Young Children with Multiple Disabilities

by Karen Casey, MA CCC-SLP

Clinical Speech - Language Pathologist and Assistive Technology Consultant, Durham Children's Developmental Services Agency, Durham, NC



Course Faculty: Karen Casey

is a speech-language pathologist with over 25 years experience in the field of assistive technology. She has worked with children and adolescents with a wide range of abilities in residential, hospital, clinic and home settings. She currently works with children 0-3 years of age and provides comprehensive services in the home and daycare settings. She also manages a regional assistive technology resource center. She has presented nationally and internationally on topics related to augmentative communication and assistive technology. She has co-authored two CD's, one which is a collection of light tech flip communication systems in English and Spanish and the other which is a compilation of resources, Power Point books and templates and make and take samples for young children.

Target Audience: Speech-Language Pathologists, Occupational Therapists, Special Education Teachers, Early Intervention Specialists, Autism Specialists, Classroom Teachers and other professionals working with young children with multiple disabilities.

Course Description: Working with young children presents with its own unique rewards and challenges. Choosing activities and vocabulary to enhance social skills and to express a full range of communicative functions must begin early. In this presentation, we will look at how to enhance the social, conversational and literacy skills in young children with motor impairment and significant disabilities, autism spectrum disorders, and those who are ambulatory with a language delay. Focus will be on not holding back language or literacy development due to visual or physical impairment, or the challenges of autism. All children need opportunities to move beyond basic choices. Sample multi-page communication systems

for young children will be demonstrated and videos of young children using them shown. View specific strategies such as partner assisted communication, sequenced social scripts, and adapted literacy materials for those with motor and vision challenges. Using multiple approaches for children on the autism spectrum and using language rich light tech systems for ambulatory low verbal children will be discussed. Videos will spotlight children 0-5 but strategies and resources are also applicable to young school age children.

Course Objectives:

Participants will be able to:

- Describe the links between reading, writing, listening, and speaking for children who are developing typically.
- Describe the links between reading, writing, listening, and speaking for those children who are experiencing significant motor and communication impairments.
- Discuss how young children can benefit from use of core vocabulary available to them at all times for communicating their intent.
- Provide a rationale for understanding why there are no prerequisites for intervention using assistive technology for children with significant motor and communication impairments.
- Provide specific intervention strategies to enhance all four modes of communication (reading, writing, speaking and listening) for children with significant motor and communication impairments.
- Provide examples of how visual supports for language, literacy, and learning can be used in conjunction with at least two different treatment approaches for the children on the autism spectrum.

Course #2

Schedule

| | |
|-------------|--|
| 8:00-10:00 | Early language and literacy development, an overview. Case studies of children who are ambulatory with limited expressive language: Core vocabulary and light tech systems for home and school |
| 10:00-10:15 | Break |
| 10:15-12:00 | The motor, cognitive, language, and sensory "juggling act". Techniques that work such as partner assisted scanning and co-planned, sequenced social scripts. Cases of young children with multiple disabilities: language & literacy agenda now! |
| 12:00-1:00 | Lunch |
| 1:00-3:30 | Continuation of cases of children with multiple disabilities. Using multiple approaches for children on the autism spectrum |

Visuals, Games and Activities to Promote Theory of Mind, Prosocial Behavior and Emotional Awareness for Young People with High Functioning Autism

by Joel Shaul, LCSW

Autism Teaching Strategies, Pittsburgh, PA



Course Faculty:

Joel Shaul, LCSW, is a psychotherapist specializing in mental health services for children and teens on the autism spectrum at the Watson Institute in Sewickley, PA. He divides his time between providing individual and group therapy for children ages 6 to 19, and providing social skills training in middle and high school settings. During the summer, Joel leads a team at The Watson Institute that offers a social skills day camp for teenagers with high functioning autism and Asperger Syndrome. Prior to working at The Watson Institute, Joel maintained his own psychotherapy private practice while working in mental health clinics. He received a master's degree in social work from the University of Louisville in 1986 and a bachelor's degree in psychology from the University of Michigan in 1979. Joel is the founder of Autism Teaching Strategies, the company that produces the psycho-educational tools featured in this presentation. Joel Shaul and Rebecca Klaw started the company Ryuu Endeavors, Inc. They co-created a collection of social skills card games, learning activities, and video games using a fantasy world of dragons to build social skills. The Ryuu games employ a Cognitive-Behavioral Therapy approach to teaching communication skills. (visit his website: www.autismteachingstrategies.com)

Target Audience: Special Education Teachers, Speech-Language Pathologists, Occupational Therapists, Resource Room Teachers, Counselors, Social Workers, School Psychologists, Autism Specialists, Paraprofessionals and other related professionals who work with children with Autism Spectrum Disorders.

Course Description: This workshop demonstrates unique visuals and learning activities for promoting awareness of emotions and interpersonal cause-and-effect. The abstract and ephemeral nature of other people's mental reactions to one's behavior is simplified into a concrete visual system called *People Points*. The impressions one makes on others are described as *Positive People Points*, which one strives to earn, and *Negative People Points*, which one strives to avoid.

The *Spectrum Mind Traveler* features visual representations of other people's minds encountering problems and negative thoughts, and is used both to promote awareness of the problems of others and also as an adjunct to cognitive-behavioral interventions. Training is provided in integrating these and other simple, visual systems into psychotherapy and classroom settings.

Course Objectives:

Participants will be able to:

- Describe how individuals on the autism spectrum can grasp interpersonal cause-and-effect when the concepts are taught with visual references.
- Explain how to use People Points icons, thought bubbles, tokens and other visuals to promote learning of concern for others, complimenting others, attending to physical appearance and other prosocial skills.
- Describe a simplified and icon-based system of the cognitive distortions from Cognitive Behavioral Therapy.
- Employ a form of CBT emphasizing visuals to promote young people's awareness of problem thoughts and emotions in themselves and also in others.
- Describe how to integrate featured and other visuals and learning activities into psychotherapy or classroom settings.

Course #3

Schedule

| | |
|---------------|--|
| 8:00 - 10:00: | Introduction of <i>People Points</i> -based visuals and activities to promote learning of concern for others, attention to physical appearance and other prosocial skills. |
| 10 - 10:15: | Break |
| 10:15 - 12:00 | Practice of <i>People Points</i> psychoeducational activities. Overview of counseling and classroom strategies. |
| 12:00 - 1:00 | Lunch |
| 1:00 - 3:30 | Introduction of visuals, icons and psychoeducational activities to increase young people's awareness of other people's problems and their own problems. |

DAY 3 COURSE 4 Fri. March 11

The Visual Piece of Sensory Integration: Visual Challenges of those With Special Needs and on the Autism Spectrum

by Nancy G. Torgerson, OD, FCOVD

Alderwood Vision Therapy Center,
Lynnwood, WA



Course Faculty:

Nancy Torgerson's, BS, OD, FCOVD, passion is to end the senseless struggle of those that have learning related vision problems. Her office team, Alderwood Vision Therapy in Lynnwood, WA, loves the challenges that come with evaluating and treating children and adults with learning related vision problems and special needs. She has published and given numerous lectures and seminars internationally on topics ranging from vision and learning, to acquired brain injury, special needs and autism.

Dr. Torgerson is a graduate of Pacific University's College of Optometry and is a Fellow and past President of the International College of Optometrists in Vision Development (COVD). She has been the chairman of the Washington State Board of Optometry and the Optometric Extension Program's National Chairman of Regional Clinical Seminars. She has received numerous awards for her work, including COVD's President's Award and Outstanding Young Woman in America Award. In 2009 she was awarded the COVD's Getman Award. This is awarded as the greatest clinical recognition by one's own peers by demonstrating a personal and professional concern for all patients, especially children, which exceeds all else and contributing to the profession and interprofessional relations.

Target Audience: Special Education Teachers, Vision Specialists, Nurses, Classroom Teachers, Occupational Therapists, Speech-Language Pathologists, Autism Specialists, Resource Room Teachers, School Psychologists, Assistants, Paraprofessionals and related professionals working with students with special needs and on the autism spectrum

Course Description: The visual piece of sensory integration often goes unseen and therefore undetected. It goes beyond eyesight to how the brain processes visual information. Vision occurs in numerous parts of the brain, illuminated by the eye and informed by other senses. It is a complex process. Learn how differences in ambient/focal visual processing in children on the autism spectrum can lead to dramatic differences learning. Learn about current research, evaluation and treatment strategies for vision and learning for special needs students including those with brain injuries and on the autism spectrum. Video and some group activities. Acquire new information and ideas to work collaboratively to meet the needs of students with special needs.

Course Objectives:

Participants will be able to:

- Adequately describe a model of how differences in ambient/focal visual processing in children on the autism spectrum can lead to differences learning.
- Adequately describe a model of how differences in visual skills and visual information processing in children with special needs and acquired brain injury lead to differences in understanding and learning.
- List 5 child behaviors that may indicate different types of visual deficits and individual differences.
- Adequately describe 5 visual assessments and intervention systems for children with special needs and/or on the autism spectrum.
- List 5 specific techniques to help parents and professionals understand each child's unique visual requirements.
- List 3 practical applications that make functional visual supports more effective.

Special Education Conference

March 9 – 11th, 2011

Course #4

Schedule

- 8:00 – 10:00 “The Ripple Effect” – How Ambient/Focal Vision Can Greatly Impact Learning for those on the Autism Spectrum
- 10:00-10:15 Break
- 10:15-12:00 “Visual Frustration”, Visual Challenges of those on the Autism Spectrum. Case Study Illustrations
- 12:00-1:00 Lunch
- 1:00-3:30 “Insight” Identification and Practical Applications for Visual Support Through Case Study and Illustrations of Students With Special Needs and Acquired Brain Injury

ALL DAY FRIDAY

VENDOR EXHIBITS AND TRAINING

Vendor Consultants will be available for short, one-on-one training courses with conference attendees from 8:00am - 3:30pm. Visit the consultants' exhibits to learn about products and services currently on the market and about new products being developed.

To participate in the vendor exhibit and training, call (360) 379-6994 or go to the website at: www.rehabseminars.org to register for a vendor space. If you have questions regarding the exhibits and training courses, email the planning committee chairperson at: vickid@seanet.com.

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.

LOCATION: This conference will be held at the Shoreline Conference Center located just 10 short freeway miles north of downtown Seattle at 18560 1st Ave NE in Shoreline, Washington 98155. Great shopping, dining and nightlife can be found in the Shoreline area. To view the conference center and to obtain driving directions from your location, go to www.shorelinecenter.com


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

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

continued on page 14...



FROM THE AIRPORT: **Seatac Airport** is the international airport serving the Seattle, WA area. Shoreline Conference Center is located approximately 20 miles north of the airport. The Ground Transportation Information Booth is 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. Visit the airport website at www.portseattle.org/seatac/ground/shuttlebus.shtml for current ground transportation information from the airport to your hotel.

TRAVEL DISCOUNTS:  **Amtrak Train** – Rehab Seminars has negotiated a special discount for Amtrak rates. Travel dates are good for March 6-March 14, 2011. To book your reservation call Amtrak at 1 (800) 872-7245 or contact your travel agent and mention the Fare Code number X14E-912 to receive 10% savings off the lowest available fare. Unfortunately, this discount is not applicable to online ticket purchases. The Amtrak stop nearest the Shoreline Conference Center is in Edmonds, WA, just a few miles from the conference center. The Amtrak train station in Edmonds is located less than two blocks from the Best Western Edmonds Harbor Inn. Guests can walk to local shopping and restaurants from the hotel and to the train station. The Edmonds Harbor Inn is the perfect location for guests arriving by train from Seattle, Portland, Vancouver, Chicago and other locations. A special discount rate of \$99 + tax for queen/king rooms is being offered to conference attendees; mention Rehab Seminars to receive the discounted room rate. For details, visit the Inn's website at: bestwesternwashington.com/hotels/best-western-edmondsharbor-inn/ or telephone the hotel at: (425) 771-5021.



HOTEL ACCOMMODATIONS: A block of discounted rooms are reserved at the Embassy Suites. Rates: King Bed \$129/night + tax; Double Rooms \$139/night + tax (Double rooms can accommodate several people). Rooms are reserved for March 8th, 9th & 10th, 2011. Refer to the group name "*Rehab Seminars*" to receive the discounted room rate. Discounted rooms are limited, so book early. To book your hotel room, call 1-800-EMBASSY or directly with the hotel at 425-775-2500. Visit their website for detailed hotel information at: www.seattlenorthlynnwood.embassysuites.com. Shuttle service to the conference center will be provided by the hotel; sign up for shuttle service at the front desk, upon your arrival. Shuttle service is on a first come, first serve basis.

TAX DEDUCTIBILITY: Expenses of training, tuition, travel, lodging and meals to maintain or improve your professional skills may be tax deductible. Consult your tax advisor, and your employer for state and federal funds available for tuition reimbursement.

TUITION FUNDING: Possible school funding sources include the American Recovery Reinvestment Act Funds, Title VII, No Child Left Behind Funds, IDEA, School Improvement Funds, Demonstration School Funds, & Parent-Teacher Organizations, to name a few.

EMPLOYER SUPPORT TO ATTEND: Knowledge obtained from courses offered at the conference can apply directly to your work. For tips to gain support to attend the conference from your employer, and to download a sample letter of support, visit our website at www.rehabseminars.org.

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

TUITION PAYMENT OPTION: For individuals unable to secure continuing education funds to attend the conference, no-interest tuition payment plans are being offered by Rehab Seminars. A 50% tuition payment is required upon registration and the balance may be paid in 3 monthly installments. Complete the "payment plan" form on our website to apply for the payment plan.

CANCELLATION POLICY: Registration fee less a 20% processing fee is refundable if cancellation occurs before March 1, 2011. After March 1, 2011, fees are NON-REFUNDABLE. If this course is cancelled for any reason, including labor strikes or acts of God, liability is limited to a full refund of registration fees.

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

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

Special Education Conference Registration Form

March 9th, 10th & 11th, 2011

PRE-REGISTRATION FEE:

One Day \$199 Two Days \$345 Three Days \$435

Please provide a registration form for each person attending.

Visit our website at: www.rehabseminars.org to register on-line

or Mail Registration Forms to: [Rehab Seminars 500 Goss Road, Port Townsend, WA 98368](http://www.rehabseminars.org)

Or Fax Registration Forms To: (360) 379-5271 Purchase Orders Accepted

Name: _____

Street Address: _____ City _____ State _____ Zip _____

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

Fax: _____ Email: _____

(for Rehab Seminars use only)

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)

Professional Profile: Speech-Language Pathologist Teacher Occupational Therapist Physical Therapist Principal
 School Psychologist Behavior Specialist Administrator Assistant Other: _____

Check Concurrent Courses You Wish To Attend These courses take place concurrently. You must choose one course each day. Your course choice will be listed on your confirmation notification via email and on your nametag at the conference. Your course choices will be confirmed via email. Check for course availability on website, www.rehabseminars.org.

CHOOSE ONE COURSE EACH DAY

Day One March 9, 2011

- Course #1**
Kelly Fonner, MS,
Providing Meaningful Curricular Experiences
- Course #2**
Dr. Howard Knoff,
Behavioral Interventions
- Course #3**
Virginia Berninger,
Learning Disabilities
- Course #4**
Janet S. Gunter, OTD, OTR/L-EIPEP,
Sensory Integration
- Course #5**
Lewis Golinker,
Funding Assistive Devices

Day Two March 10, 2011

- Course #1**
Howard M. Knoff,
Stop & Think Social Skills Program
- Course #2**
Kelly S. Fonner,
Assistive Technology Writing Supports
- Course #3**
Joel Shaul, LCSW,
Visuals, Games, Reciprocal Communication
- Course #4**
Christina Gildersleeve-Neumann, PhD,
Effective Treatment of Childhood Apraxia
- Course #5**
Nancy G. Torgerson, OD, FCOVD,
Seeing Things Differently

Day Three March 11, 2011

- Course #1**
Stephen T. Glass, MD, & guest speakers
Research Update: Sensory Processing, Pediatric Motor Disorders, Childhood Autism and Psychiatric Disorders
- Course #2**
Karen Casey, MA CCC-SLP,
We Dance, We Sing: Using Assistive Technology
- Course #3**
Joel Shaul, LCSW,
Visuals, Games, Theory of Mind
- Course #4**
Nancy G. Torgerson, OD, FCOVD,
Visual Piece of Sensory Integration

FEE SUMMARY:

Registration Fee
Before March 1, 2011

Registration Fee
After March 1, 2011

Check One:

- One Day Registration Fee** \$199.00 \$225.00
- Two Day Registration Fee** \$345.00 \$375.00
- Three Day Registration Fee** \$435.00 \$475.00

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

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

TOTAL FEE PAID _____