



Rehab
Seminars

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2012 Special Education Conference

Circulate to:

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

Seats are limited —Register Early!



2012 Special Education Conference
March 7, 8, 9, 2012



2012 Special Education Conference

Improving Special Education & Related Services to Students of All Ages

A Professional Continuing Education Event

March 7, 8, 9, 2012

(Wednesday, Thursday & Friday)

Shoreline Conference Center
Greater Seattle, Washington Area

Four concurrent courses will take place, all three days, to best meet your professional needs.

Western Washington University College Credits
Various Professional Accreditations

18 OSPI Clock Hours (CECHs)

For more information, go to:

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Rehab Seminars

CONCURRENT COURSES AND COURSE FACULTY:

DAY 1: WEDNESDAY MARCH 7, 2012

Evidence-based Interventions for Students Struggling with Reading, Writing, and/or Mathematics: Basic Reading & Spelling Skills
By Nancy Mather, PhD, University of Arizona (3 Day Course)

The Big Four: Central Auditory Processing Disorders, Attention Deficit Hyperactivity Disorders, Dyslexia, and Autism Spectrum Disorders: What's New? What Can We Do?

By Martha Burns, PhD, CCC-SLP, Northwestern University

Developing Communication and Access Skills for Children Who Face Severe Physical and Multiple Challenges

By Linda J. Burkhart, BS, Special Education, Technology Integration Specialist (3 Day Course)

Pre-Requisites Required for Developing Handwriting Skills: Multi-Sensory Techniques for all Children

By Kimberly M. Wiggins, OTR/L

DAY 2: THURSDAY MARCH 8, 2012

Evidence-based Interventions for Students Struggling with Reading, Writing, and/or Mathematics: Fluency, Mathematics, and Vocabulary

By Nancy Mather, PhD, University of Arizona (3 Day Course)

Childhood Apraxia of Speech: New Research on Effective Clinical Interventions

By Martha Burns, PhD, CCC-SLP, Northwestern University

Developing Communication and Access Skills for Children Who Face Severe Physical and Multiple Challenges

By Linda J. Burkhart, BS, Special Education, Technology Integration Specialist (3 Day Course)

Effective Strategies for Teaching Handwriting in the Classroom: Strategies for Teachers and Classroom Staff

By Kimberly M. Wiggins, OTR/L

DAY 3: FRIDAY MARCH 9, 2012

Evidence-based Interventions for Students Struggling with Reading, Writing, and/or Mathematics: Reading Comprehension and Written Expression

By Nancy Mather, PhD, University of Arizona (3 Day Course)

Executive Function and Theory Of Mind: Moving on up to Higher Level Functions

By Martha Burns, PhD, CCC-SLP, Northwestern University

Developing Communication and Access Skills for Children Who Face Severe Physical and Multiple Challenges

By Linda J. Burkhart, BS, Special Education, Technology Integration Specialist (3 Day Course)

Enhancing Classroom Learning Through Sensory Integration Techniques for Teachers and Therapists

By Bek Wiltbank, MOTR/L

2012 General Conference Schedule

Four concurrent courses will take place in separate rooms, each day. 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). Attendees registering for Western Washington University college credits- go to the auditorium for the lunch-time activity/presentation.
1:00 - 2:30	Concurrent courses continued
2:30 - 2:45	Afternoon Break
2:45 - 3:45	Concurrent courses continue
3:45	Complete and turn in your evaluation form and pick-up your certificate of course completion (Certificates available on the last day you attend the conference).

2012 Conference Course Faculty



Nancy Mather, PhD is a Professor at the University of Arizona in the Department of Disability and Psycho-educational Studies. She specializes in the areas of assessment, reading, writing, and learning disabilities. She has published numerous articles and books and conducts workshops on assessment and instruction both nationally and internationally. She is a co-author of the *Woodcock-Johnson III* and has co-authored two books on interpretation and application of this test. In addition, she has written several books that focus on the implementation of evidence-based interventions for students with learning disabilities. Dr. Mather has presented at numerous national and international conferences, is an experienced teacher, and has served with distinction on various state and national boards. Dr. Mather has been an expert witness concerning individual differences in learning.



Martha Burns, PhD, CCC-SLP, has been a practicing clinician in the USA for 35 years. She serves on the Faculty of Northwestern University, Department of Communication Sciences and Disorders and served on the medical staff of Evanston-Northwestern Hospital for over thirty years. Dr. Burns has received honors from Northwestern University, Evanston Hospital Corporation, the American Speech Language Hearing Foundation and St. Xavier University. Dooby's Rating Service selected her book on Right Hemisphere Dysfunction as one of the best health sciences books of the year. In addition to that book, Dr. Burns is the author of a book on aphasia and the test, *Burns Brief Inventory of Communication and Cognition* published by Pearson. Dr. Burns is currently serving as senior clinical specialist and Director of Professional Relations at Scientific Learning Corporation. Dr. Burns is an engaging, dynamic and well-organized presenter who offers cutting-edge information that is essential to everyone who seeks to improve the lives of students by improving

their ability to learn, and to learn to read. Her special talent is her ability to take complex information and present it in a meaningful and practical way, easily understandable by educators, clinicians and parents.

As well as speaking and presenting at many conferences and professional events in the USA, Dr Burns regularly speaks in many other countries around the world. She has been a keynote speaker at LearnFast Australia's annual seminars and conferences since 2006.



Linda Burkhart, BS, Special Education, is an internationally known pioneer in the field of simplified technology for children with severe challenges. She has developed numerous adapted switches and innovative strategies for using these devices with children. She is the author of a number of books and software titles on topics of assistive technology and augmentative communication.

Linda was a classroom teacher for fifteen years. Then for eight years, she worked as an Augmentative Communication and Assistive Technology Specialist for the Center for Technology in Education - a joint project between the Johns Hopkins University and the Maryland State Department of Education. Currently, Linda works as a private consultant and technology integration specialist.



Kimberly M. Wiggins, OTR/L., is a licensed Occupational Therapist specializing in pediatrics who has worked extensively in public school settings, outpatient, and home-based services to children of all ages with a variety of diagnoses and special needs. She is the owner of listenWRITE shineBRIGHT™, which predominantly focuses on increasing the handwriting and listening skills of children. Ms. Wiggins is certified as a Handwriting Specialist through the unique, multi-sensory approach of the Handwriting Without Tears® program and as an authorized provider of the clinically proven approach of The Listening Program®. Her clinical background also includes

training in DIR/Floortime®, Zaner-Bloser® Handwriting Curriculum, Mary Benbow's Kinesthetic Approach to Handwriting, Sensory Integration, and Autism Spectrum Disorders. Ms. Wiggins can provide clients with both a clinical and parental perspective as she is an adoptive parent to an 11 year old boy with special needs. She is an experienced National program developer who has produced and presented training courses and seminars on such topics as handwriting and sensory integration to teachers, school support staff, counselors, speech-language pathologists, occupational therapists, physical therapists, administrators, and parent support groups. Ms. Wiggins received her Bachelor of Science degree in occupational therapy from Utica College of Syracuse University. She is a member of the American Occupational Therapy Association and the New York State Occupational Therapy Association.



Bek Wiltbank, MOTR/L., is a licensed Occupational Therapist specializing in pediatrics. She graduated with a Bachelor of Science degree in Psychology from Oregon State University, and a Master of Occupational Therapy from the University of Washington. Bek has worked in early intervention, school districts, and private practice. Her passion is helping children find their strengths and joy through therapeutic play, sensory integration techniques, craniosacral therapy, and parent and teacher coaching. Her work in the school district has been focused on providing techniques and information for teachers to help all kids in their classrooms feel ready to learn and be successful. Bek has specific skills in teaming with teachers so they feel supported in teaching both kids with special needs and typically developing kids. Bek runs a private practice in Kenmore, WA called *the magical ones, Therapy for Kids*, where she provides holistic therapy to families of kids with special gifts. She believes that all parts of an individual and family need to be supported and addressed in health care, including the body, heart, mind and spirit.

March 7, 8, 9th, 2012 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
- Social Workers, Case Managers, and Counselors
- School Psychologists
- Administrators, Special Education Directors, and Principals
- 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.



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

Speech-Language Pathologists: This three-day conference is offered for 18 contact hours or 1.8 ASHA CEUs (Various Levels; Professional Area), or 6 contact hours per day/course or .6 ASHA CEUs.



Western Washington University College Credit:

This three-day conference has been reviewed and approved by Western Washington University's Communication Sciences & Disorders department for 2 quarter college credits (Course #597), for 20 hours of direct instruction. To register for credit, immediately following the conference, mail the WWU registration forms to the college. WWU registration forms will be available at registration. 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 two of the lunch-time activities in the auditorium scheduled on Wednesday, Thursday, and Friday. For additional details, visit the **WWU College Credit** page at the conference website at: www.rehabseminars.org



OSPI CLOCK HOURS (CECHs) – Speech-Language Pathologists, Occupational Therapists, School Psychologists, Social Workers, Counselors, Special Education Teachers, Classroom Teachers, Physical Therapists, Principals, Administrators, and other professionals working in the Washington State School Districts:

Washington State Clock Hours have been approved through the Washington Speech-Language-Hearing Association for sponsorship. Individuals wishing to receive OSPI continuing education clock hours must sign an OSPI Clock Hour registration form available at the OSPI 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 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 program has been approved by the Washington State Association of School Psychologists for 18 Clock Hours for this three-day event (6 clock hours per day). The Washington State Association of School Psychologists is an approved provider of Continuing Professional Development by the National Association of School Psychologists.



Social Workers, Marriage and Family

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



Case Managers:

This program has been pre-approved by the Commission for Case Manager Certification to provide continuing education credit to Certified Case Managers (CCMs). This conference was approved for 18 Clock Hours. Approval Number: 790002671. 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, WSASP, 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.

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.

DAY 1 COURSE 1 Wed. March 7

Evidence-based Interventions for Students Struggling with Reading, Writing, and/or Mathematics: Basic Reading & Spelling Skills



by Nancy Mather, PhD,
University of Arizona

(Day One of a Three-Day Course)

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

Student Age Range: Grades K-8th or ages 6-12 years as well as remedial instruction for secondary students.

Course Description: Many children struggle to acquire basic reading and spelling skills and require specially designed instruction. This course emphasizes the development of competencies that are needed to teach students with learning difficulties in the core academic areas of basic reading skills and spelling. The participants will increase their knowledge of evidence-based instruction for problems in: phonological awareness, reading decoding, and spelling. Emphasis will be placed on increasing understanding of the reasons why students struggle to learn to read and spell, how learning develops, and how to select and implement specific evidenced-based instructional methods that are most appropriate for use at different phases of sight word and spelling development.

Course Objectives:

Participants will be able to:

- Define and differentiate Ehri's four phases of sight word development
- Identify the most important phonological awareness ability for word reading and the most important phonological awareness ability for spelling
- Define the alphabetic principle
- Explain the difference between a voiced consonant and an unvoiced consonant and why these sounds are often confused
- List the six syllable types
- Explain why the use of a spelling flow list may be more effective for struggling students than the use of a weekly fixed spelling list

Course #1 Schedule

8:00 - 8:15	Introduction and course overview
8:15 - 8:30	Methods for reading instruction
8:30 - 10:00	Development of basic reading and spelling skills
10:00 - 10:15	Break
10:15 - 10:45	Phonological awareness and beginning reading

10:45 - 12:00	Speech sounds and phonics instruction
12:00 - 1:00	Lunch
1:00 - 2:30	Multisyllabic instruction: six syllable types
2:30 - 2:45	Break
2:45 - 3:45	Spelling instruction

DAY 1 COURSE 2 Wed. March 7

The Big Four: Central Auditory Processing Disorders, Attention Deficit Hyperactivity Disorders, Dyslexia, and Autism Spectrum Disorders:



What's New? What Can We Do?
by Martha Burns, PhD, CCC-SLP,
Northwestern University

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 disabilities.

Student Age Range: All school-age grade levels with an emphasis on how behavioral aspects change from early elementary school through adolescence.

Course Description: This one day course will briefly review new research on the neurological auditory, attentional and reading networks and the long fiber tracts associated with these functions followed by a brief summary of new research on Autism Spectrum Disorders as a long tract connection disorder. The remaining time will be devoted to evidence-based interventions for Auditory Processing Disorders, Attention Deficit Hyperactivity Disorders, Dyslexia and Autism Spectrum Disorders.

Course Objectives:

Participants will be able to:

- Clinically apply neuroscience research to the assessment of perceptual disorders
- Clinically apply neuroscience research to the assessment of attention disorders
- Clinically apply neuroscience research to the assessment of reading disorders
- Differentially diagnose auditory processing disorders versus attention deficit hyperactivity disorders
- Apply new research on the neuropathology of autism spectrum disorders to early intervention
- Develop research-based interventions for the treatment of dyslexia and autism spectrum disorders

Course #2 Schedule

8:00 - 10:00	Neuroscience update: Auditory processing cortical networks and major cerebral fiber tracts Attentional cortical networks, major fiber tracts, and neurochemicals
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Language and reading-cortical networks and fiber tracts

10:00 - 10:15	Break
10:15 - 12:00	Autism spectrum disorders - new research on causes and clinical implications Evidence for developmental neuropathology of long connection pathways Early identification Innovative clinical research - U.C Davis M.I.N.D. Institute - Other early intervention approaches Evidence-based interventions for Preschool age children vs school-aged children with ASD Perceptual interventions

12:00 - 1:00	Lunch
1:00 - 2:30	Auditory Processing Disorders and ADHD Differential Diagnosis between ADHD, ADD, and APD Medications and research on their value with ADHD and ADD: - <i>Journal of Am Ped and Adolescent Psych</i> - <i>Dr. Adele Diamond</i> Other effective interventions
2:30 - 2:45	Break
2:45 - 3:45	Dyslexia The underlying cognition of reading Research on language and visual processing components of reading The language to literacy connection: - <i>Working memory demands in reading and writing</i> - <i>Visual requirements - the letter box</i> Evidence-based interventions: - <i>Phonics based approaches</i> - <i>Assisted reading approaches for fluency</i> - <i>Technological interventions</i>

DAY 1 COURSE 3 Wed. March 7

Developing Communication and Access Skills for Children Who Face Severe Physical and Multiple Challenges



by Linda J. Burkhart, BS, Special Ed,
Technology Integration Specialist

(Day One of a Three-Day Course)

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

Student Age Range: The information in this course will cover strategies for children of all ages who are functioning at the beginning levels of communication and access.

Course Description: Are you working with children who face severe physical and multiple challenges in addition to complex communication needs, such as Cerebral Palsy, Rett Syndrome or Traumatic Brain Injury? Do you find them struggling to juggle the challenges of motor coordination, sensory processing, communication, language, vision and cognition needed to effectively communicate what they are thinking? For many of these children, direct access using their hands to operate a communication device or access a computer is not an effective strategy. In addition, for some of these children, cortical visual impairment complicates this process even farther. Where do you start? How do you motivate children to engage their brains in an active learning process? How do you tap into the child's communicative intent? How will the child make choices and experience the flow of conversation? How do you develop language skills so that children can begin to communicate what they are thinking? How do you teach motor skills for accessing communication devices and computers? How do you provide a comprehensive adapted communication-learning environment for children who face such significant challenges? This three-day course will cover a range of strategies to answer these questions.

Characteristics of Cortical Visual Impairment (delineated by Dr. Christine Roman-Lantzy) will be presented in terms of strategies to develop vision, communication and access skills. The use of "Light Tech" partner-assisted communication books and strategies will be demonstrated. Organization of vocabulary by pragmatic intent (PODD), based upon the work of Gayle Porter (Melbourne, Australia), will be introduced. (Please note that this is not an official PODD course.) Strategies for moving beyond cause and effect to two-switch step scanning will be detailed within a systematic framework of stepping stones (Burkhart). Come and explore creative and practical strategies to overcome these complex barriers to language and learning.

This course is designed as a three-day course; it is recommended that participants register for all three days of this course. Information presented is progressive and will not be repeated.

Course Objectives DAY 1:
Participants will be able to:

- Describe the challenges faced by teachers, therapists and parents working with children who present significant multiple challenges and who are often not "testable" by traditional means of assessment
- Explain the concept of Dynamic Assessment and give examples of how to integrate dynamic assessment into the teaching/learning process

- Discuss how the brain develops and describe implications for teaching and learning for those students who are developing differently
- Give practical examples and strategies to increase motivation, active engagement, and participation, based upon how the brain develops and processes information
- Enumerate a variety of means for children to indicate choices, and explain how to create co-planned sequenced social scripts
- Discuss the characteristics of children who have cortical vision impairment and describe effective strategies for helping these children develop vision and communication skills.

Course #3	Schedule
8:00 - 10:00	Barriers to learning Dynamic Assessment Process How the brain learns – How can technology help?
10:00 - 10:15	Break
10:15 - 12:00	Basic human drives & motivation - Cognitive intrigue - Sense of self / feeling of control - Active participation
12:00 - 1:00	Lunch
1:00 - 2:30	Drive for social connection Co-planned sequenced social scripts Characteristics and strategies for Rett Syndrome and severe apraxia
2:30 - 2:45	Break
2:45 - 3:45	Characteristics and strategies for CVI (cortical visual impairment) Presentation of materials and dealing with complexity

DAY 1 COURSE 4 Wed. March 7

Pre-Requisites Required for Developing Handwriting Skills: Multi-Sensory Techniques for All Children



by Kimberly M. Wiggins, OTR/L

Target Audience: Special Education Teachers, Early Intervention Specialists, Occupational Therapists & Assistants, Physical Therapists & Assistants, Regular Classroom Teachers, Speech-Language Pathologists and Assistants, School Psychologists, Paraprofessionals, and other professionals working with children with disabilities.

Student Age Range: This course is beneficial for providers that have an understanding of the functions of the body including primitive reflexes, visual perception, and body positioning. The material presented is appropriate for children of all ages, primarily Pre-K to 5th grade.

Course Description: Even in the age of technology, handwriting remains to be one of the main forms of communication in the school setting. Studies have proven that a student hand-

writes for a significant portion of his/her school day. Unfortunately handwriting is not a communication skill that comes naturally and it must be taught. It is a complex task that requires a variety of body mechanisms to be used simultaneously, including the inhibition of primitive reflexes and the development of adequate visual perception, fine motor, and sensory processing skills. Handwriting often suffers if a child is lacking one or more of these basic skills. It is quite common that if a student is struggling with handwriting his/her motivation and ability to complete academic skills may also deteriorate.

The overall goal of this course is to provide you with fun and effective strategies and techniques that will help handwriting come naturally to children. An abundance of resources will be provided (many are free), including over 50 websites that can be used immediately. Sensory activity breaks will be provided throughout the session to provide you with approaches that can be used in the classroom or in treatment sessions. Please dress comfortably as you will be asked to try techniques throughout the session.

Course Objectives:
Participants will be able to:

- State at least one handwriting expectation per grade level from Kindergarten to 5th grade
- Compare and contrast several handwriting evaluations in order to determine which handwriting assessment is most useful for your setting.
- List at least 3 exercises or treatments that can be used to inhibit primitive reflexes
- Explain at least 3 new treatment techniques that will facilitate visual perception
- Demonstrate 3 inexpensive techniques to facilitate appropriate pencil grips
- Utilize at least 3 new handwriting compensation techniques for children with disabilities

Course #4	Schedule
8:00 - 10:00	Resources of why handwriting is important to teach and effects on learning Strategies to be a pro-active advocate for handwriting Handwriting expectations by grade level
10:00 - 10:15	Break
10:15 - 12:00	Comparison of Handwriting Evaluations Influence of Primitive Reflexes on Handwriting and exercises to inhibit them
12:00 - 1:00	Lunch
1:00 - 2:30	New Treatment Techniques and Strategies to develop and facilitate appropriate: - seating posture - visual perception - pencil pressure - right vs. left hand dominance - pencil grips

DAY 1 Course 4 Continued

- How Sensory Development affects handwriting
- Pros and Cons of various handwriting paper
- 2:30 - 2:45 Break
- 2:45 - 3:45 Handwriting compensation techniques:
 - typing
 - use of Cursive handwriting
 - techniques for children with disabilities including Dyslexia, Down Syndrome and Cerebral Palsy

END DAY 1

DAY 2 COURSE 1 Thurs. March 8

Evidence-based Interventions for Students Struggling with Reading, Writing, and/or Mathematics: Basic Reading & Spelling Skills



by **Nancy Mather, PhD**,
University of Arizona

(Day Two of a Three-Day Course)

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

Student Age Range: Grades K-8th or ages 6-12 years as well as remedial instruction for secondary students.

Course Description: The focus of the second day of this three-day course will be on increasing the development of fluency with academic materials, improving performance in mathematics, and increasing the depth and breadth of vocabulary knowledge. Emphasis will be placed on increasing understanding of the reasons why students are slow to develop automaticity, how to select and implement specific evidenced-based instructional methods for increasing speed of performance, mathematical competence, and vocabulary knowledge. The participants will increase their understanding of evidence-based instruction for students who struggle with reading and math fluency, numeration and computation, math problem solving, and vocabulary development.

Course Objectives DAY 2:
Participants will be able to:

- Explain the concept of automaticity and why it is important for fluent reading, as well as math facts
- Briefly explain the "Repeated Readings Procedure"
- Explain the graduated sequence/concrete-representational-abstract sequence for math instruction

- List three basic principles for providing effective instruction in basic math skills
- List three different addition and subtraction mathematical problem types for the graphic representational technique and provide an example of each type of problem
- List four principles of effective vocabulary instruction

Course #1 Schedule

- 8:00 - 10:00 Fluency instruction
- 10:00 - 10:15 Break
- 10:15 - 12:00 Instruction in basic math skills
- 12:00 - 1:00 Lunch
- 1:00 - 2:30 Instruction in math problem solving
- 2:30 - 2:45 Break
- 2:45 - 3:45 Instruction in vocabulary

DAY 2 COURSE 2 Thurs. March 8

Childhood Apraxia of Speech: New Research on Effective Clinical Interventions



by **Martha Burns, PhD, CCC-SLP**

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

Student Age Range: Pre-school through elementary grades.

Course Description: Childhood Apraxia of Speech has been a confusing area for research and clinical practice alike. This course will address the major clinical questions: How is Childhood Apraxia of Speech distinguished from other childhood speech-sound disorders? How important is the motor-speech component? Is phonological-based intervention adequate? Are oral-motor exercises necessary or useful? What is the role of prompting approaches? What really works?

Course Objectives:
Participants will be able to:

- Apply neuroscience research to understand development of speech sound perception
- Apply neuroscience research to understand development of speech sound production
- Differentiate motor-speech from perceptual/phonological speech sound production disorders in children
- Critically evaluate available intervention approaches for speech perceptual disorders
- Critically evaluate available intervention approaches for speech production disorders
- Develop evidence-based interventions for children with speech perception sound production disorders

- Develop evidence-based interventions for children with speech production disorders

Course #2 Schedule

- 8:00 - 10:00 The neuroscience of praxis
 - Broca's area:
 - Speech
 - Morpho-grammatical production
 - Fluency
 - Fine-motor sequences
 - Major left hemisphere fiber tract for articulation and fluency
 - Speech perception vs. production development
- 10:00-10:15 Break
- 10:15-12:00 Speech sound production disorders in children
 - Differential diagnosis:
 - perceptual/phonological disorders
 - language disorders
 - childhood apraxia of speech
 - five distinguishing clinical characteristics
 - video workshop
- 12:00-1:00 Lunch
- 1:00-2:30 Speech perception interventions:
 - Earobics
 - Fast ForWord
 - Others
- Oral motor interventions:
 - Theoretical background of NDT
 - When is it helpful?
 - Available approaches - Pam Marshalla, Talk Tools, et Alia
 - Tactile-kinesthetic interventions (PROMPT and others)
- 2:30 - 2:45 Break
- 2:45 - 3:45 Articulatory and language-based intervention:
 - Sign to speech
 - Kaufman (K-SLP)
 - Evidence basis

DAY 2 COURSE 3 Thurs. March 8

Developing Communication and Access Skills for Children Who Face Severe Physical and Multiple Challenges



by **Linda J. Burkhart, BS, Special Ed.**
Technology Integration Specialist

(Day Two of a Three-Day Course)

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

Student Age Range: The information in this course will cover strategies for children of all ages who are functioning at the beginning levels of communication and access.

Course Description: This is a three-day course. See full course description on page 5.

Course Objectives:

Participants will be able to:

- Describe AAC strategies currently used with children who have severe multiple challenges and explain what is typically missing in this approach
- Discuss the importance of receptive language input and describe the process for creating an aided language-learning environment
- Briefly discuss the concept of pragmatic organization of vocabulary for beginning communicators, and give examples of pragmatic intents used with multi-modal partner-assisted communication strategies
- Describe “Smart Partner” strategies in the teaching and learning process for partner-assisted scanning
- Discuss the difference between autonomous and independent communication and explain the importance of autonomous communication for the beginning communicator
- Describe strategies for teaching a yes/no response for the specific purpose of partner-assisted scanning

Course #3 Schedule

8:00 - 10:00:	Current AAC (augmentative and alternative communication) strategies and what are we missing? - Language development - Long term planning - Developing an aided language learning environment
10 - 10:15:	Break
10:15 - 12:00	Pragmatic Organization Dynamic Display (PODD) Compensating for limitations of AAC for beginning language users Smart partner strategies
12:00 - 1:00	Lunch
1:00 - 2:30	Autonomy vs. independence - “Light Tech” and “High Tech” - Partner-assisted scanning with PODD
2:30 - 2:45	Break
2:45 - 3:45	Developing a yes/no response Strategies for becoming fluent with AAC Receptive language Expressive language

DAY 2 COURSE 4 Thurs. March 8

Effective Strategies for Teaching Handwriting in the Classroom: Tips for Teachers and Classroom Staff

by Kimberly M. Wiggins, OTR/L



**Some information may be slightly similar from the Skills Required for Developing Handwriting Skills Workshop on March 7th.*

Target Audience: Special Education Teachers, Classroom Teachers, Paraprofessionals, Occupational Therapists and assistants, Speech-Language Pathologists and assistants, School Psychologists, School Administrators and other related professionals who work with students with various disabilities.

Student Age Range: This course is most beneficial for teachers and classroom staff who work with children from Pre-K to 5th Grade (printing to cursive).

Course Description: Handwriting is an essential skill for adults and children. The act of handwriting reinforces the basic skills of reading and spelling. When children avoid handwriting, their academic grades may often struggle as well. They can become frustrated and less motivated to learn. Unfortunately with the many requirements included in a school day, teaching handwriting is often more difficult to fit into the classroom schedule. This course will provide you with a comparison of various multi-sensory handwriting programs that can be used in the classroom to help you decide which program best fits your students’ needs. It will also provide you with specific tools and techniques that you can use in your classroom the very next day. At a certain age students may form handwriting habits that are often very difficult to correct. Therefore, new compensation techniques will also be explained and demonstrated. This interactive course will allow you to experience techniques by using a multi sensory approach. Wear comfortable clothes, as you will be moving around throughout the day. Please bring a handwriting sample and 2 rubber bands.

Course Objectives:

Participants will be able to:

- Explain why handwriting is important to administrators and parents using resources
- Efficiently and effectively administer a handwriting screening to at least one grade level
- Compare and contrast several multi-sensory handwriting programs
- Identify ineffective pencil grips and use at least 3 techniques or adaptive technology to encourage functional grips
- Define the components of printed handwriting and use at least one strategy to correct errors in each component
- Utilize at least 3 compensation techniques for children that are unable to correct poor handwriting practices

Course #4 Schedule

8:00-10:00	Importance of handwriting Handwriting and response to intervention Handwriting screenings
10:00-10:15	Break
10:15-12:00	Overview of multi sensory handwriting programs Readiness skills required for teaching handwriting <i>Group Activity:</i> Fine Motor Activities Lab
12:00-1:00	Lunch
1:00-2:30	Components of printed handwriting and strategies to encourage appropriate: - memory, orientation (reversals), size, formation - placement on the line - spacing between words and letters
2:30 - 2:45	Break
2:45 - 3:45	Compensation techniques (typing and assistive technology for children with disabilities) Cursive strategies <i>Group Activity:</i> Assess Handwriting Samples



DAY 3 COURSE 1 Fri. March 9

Evidence-based Interventions for Students Struggling with Reading, Writing, and/or Mathematics: Basic Reading & Spelling Skills



by Nancy Mather, PhD,
University of Arizona

(Day Three of a Three-Day Course)

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

Student Age Range: Grades K-8th or ages 6-12 years as well as remedial instruction for secondary students.

Course Description: The purpose of this course is to help increase teacher knowledge and abilities to recommend, plan, and implement differentiated instructional programs for students with problems in reading comprehension and written expression. Many of these students also have difficulties with several aspects of oral language development; the presenter will stress the link between oral language abilities and reading and writing performance. The participants will increase their knowledge of evidence-based instruction for helping students with problems in the development of reading comprehension and written expression. In addition, the presenter will discuss the need for specific modifications and accommodations, as well as summarize the central elements of both clinical teaching and evidence-based interventions.

Course Objectives:

Participants will be able to:

- Explain why it is important to link new information with known information
- Briefly explain the four components of Collaborative Strategic Reading
- List five effective instructional practices for improving reading comprehension
- List the four basic types of sentence structures
- Explain the difference between an accommodation and a modification
- List the three major elements of effective evidence-based instruction

Course #2 Schedule

8:00 -10:00	Instruction in reading comprehension
10:00-10:15	Break
10:15-12:00	Reading comprehension (<i>continued</i>) and written expression
12:00-1:00	Lunch
1:00-2:30	Written expression

- 2:30 - 2:45 Break
- 2:45 - 3:45 Accommodations and modifications
Summary of components of evidence-based interventions
Questions and answers: wrap up

DAY 3 COURSE 2 Fri. March 9

Executive Function and Theory Of Mind: Moving on up to Higher Level Functions



by Martha Burns, PhD,
CCC-SLP

Target Audience: Special Education Teachers, Classroom Teachers, Speech-Language Pathologists, Occupational Therapists, Special Education Teachers, School Psychologists, Counselors, Social Workers, Principals, Administrators, and other allied professionals.

Student Age Range: How cognitive control ability in elementary grades will affect executive functions as children mature into adolescence with an emphasis on specific issues with executive function disorders in middle-school through high school.

Course Description: Executive Dysfunction has been attributed to everything from Traumatic Brain Injury (TBI) to Attention Deficit Hyperactivity Disorders (ADHD). Theory of Mind (TOM) is considered an integral dysfunction in Autism Spectrum Disorders and other disorders of social skills. Both are salient components of prefrontal lobe function, showing late maturation and dependent on other aspects of cerebral processing. This course will review the research on the development and disorders of Executive Function and Theory of Mind with an emphasis on clinical interventions.

Course Objectives:

Participants will be able to:

- Apply neuroscience research to distinguish prefrontal lobe functions of Executive Functions
- Apply neuroscience research to distinguish prefrontal lobe functions of Theory of Mind
- Identify and differentiate executive dysfunction in children from other cognitive impairments
- Apply research on social-skill development to differentiate social-skill disorders from other cognitive-linguistic disorders
- Develop research-based clinical interventions for students with executive dysfunction
- Develop research-based clinical interventions for students with social/pragmatic disorders

Course #2 Schedule

8:00 -10:00	Neuroscience of Prefrontal Lobe function: <i>Dorsolateral Prefrontal Lobe</i> - Working memory
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- Executive Functions: attentional control and inhibition
- Cognitive control
- Medial Prefrontal Lobe*
- Motor monitoring
- Mentalizing
- Person-Perception
- Outcome monitoring
- 10:00-10:15 Break
- 10:15-12:00 Theory of Mind - right hemisphere and medial prefrontal lobe:
- *Social skill development*
- *Rebecca Saxe and Randy Buchner - the temporal-parietal junction and medial prefrontal cortex*
- *What is creativity?*
- 12:00-1:00 Lunch
- 1:00-2:30 Executive Function in TBI and ADHD:
- Executive Function as a concept derived from TBI research
- Why is it impaired in ADHD?
- Approaches to clinical intervention:
- *Role of working memory*
- *Importance of teaching cognitive control (Steinberg)*
- 2:30 - 2:45 Break
- 2:45 - 3:45 TOM in social-skill disorders and ASD:
- *Frith et al and the concept of TOM as a critical component of ASD*
- *False-belief tasks*
- *Is Asperger's different from other ASD's with respect to TOM?*
- *Role of the Mirror Neuron System*
- *Approaches to clinical intervention*

DAY 3 COURSE 3 Fri. March 9

Developing Communication and Access Skills for Children Who Face Severe Physical and Multiple Challenges



by Linda J. Burkhart, BS,
Special Ed.

Technology Integration Specialist

(Day Three of a Three-Day Course)

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

Student Age Range: The information in this course will cover strategies for children of all ages who are functioning at the beginning levels of communication and access.

Course Description: This is a three-day course. See page 5 for the full description of this course.

Course Objectives:

Participants will be able to:

- Describe the juggling act for children who have severe multiple challenges, and explain the importance of parallel programming
- Describe the motor-cognitive learning process for developing automaticity of motor skills
- List the factors that influence success or failure with automatic scanning versus two-switch step scanning
- Describe progression for learning to use a single switch for multiple purposes and locations to discrimination and problem solving for using two switches for two functions
- Share strategies for creating an engineered learning environment for learning to step scan
- Discuss creative strategies and software setups to motivate and teach skills in the areas of play, communication, emergent literacy, and communication utilizing two-switch step scanning

Course #3 Schedule

8:00 -10:00	Motor cognitive learning Automaticity The juggling act Parallel programming
10:00-10:15	Break
10:15-12:00	Moving beyond cause and effect Single switch with a purpose and in multiple locations Discrimination and problem solving: Two switches - Two functions
12:00-1:00	Lunch
1:00-2:30	Learning two switch step scanning

2:30 - 2:45

Two switch step scanning engineered learning environment

2:45 - 3:45

Break
Two switch step scanning for clear choices - Activities for increasing accuracy and cognitive engagement

Two switch step scanning - Reducing time for success

Additional multi-modal strategies to enhance attention, perception, and cognitive processing

DAY 3 COURSE 4 Fri. March 9

Enhancing Classroom Learning Through Sensory Integration Techniques for Teachers and Therapists



by Bek Wiltbank, MOTR/L

Target Audience: Special Education Teachers, Classroom Teachers, Occupational Therapists, Speech-Language Pathologists, Autism Specialists, Resource Room Teachers, School Psychologists, Principals and Administrators, Assistants, Paraprofessionals and related professionals working with students with special needs.

Student Age Range: Ages 4-12 years or kindergarten through 6th grade.

Course Description: In the classroom all children face a great challenge. How do they integrate all the sensations and information that surrounds them? How will they learn what they need to learn? Our special education students often experience an even greater challenge, as they often have a difference in how they integrate sensory experience, and this can interfere with their learning. Differences in sensory integration often show up as behavioral challenges and cause frustration for the child and the teacher. In this class you'll learn how children integrate sensory experiences, how to support their learning, and how to support all learners in having a joyful and rich learning experience in your classroom.

Course Objectives:

Participants will be able to:

- Define sensory integration
- Describe the effects sensory integration have on child development
- Explain how sensory integration impacts classroom learning
- Describe the common "mis-steps" commonly made in classroom management, and identify and describe how to "tap into sensory integration" to enhance learning
- List 5 ways to apply sensory integration techniques to enhance learning in the classroom
- Describe how to make classrooms universally accessible and supportive for all types of learners

Course #4 Schedule

8:00-10:00	What is sensory integration? How does sensory integration affect child development?
10:00-10:15	Break
10:15-12:00	How does sensory integration effect classroom learning? Common "mis-steps" in classroom management Am I missing opportunities to tap into sensory integration to enhance learning?
12:00-1:00	Lunch
1:00-2:30	Creative solutions on applying sensory integration techniques in the classroom
2:30 - 2:45	Break
2:45 - 3:45	Universally accessible classrooms that support all types of learners



Special Education Conference March 7, 8, 9th, 2012



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.

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 <http://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 04, 2012 – March 13, 2012. To book your reservation call Amtrak at 1 (800) 872-7245 or contact your travel agent and mention the Fare Code number X95H-934 to receive 10% off the lowest available rail 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: <http://bestwesternwashington.com/hotels/best-western-edmonds-harbor-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 \$139/night + tax; Double Rooms \$149/night + tax (Double rooms can accommodate several people). Rooms are reserved for March 6th, 7th & 8th, 2012. 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 various government grants, Parent-Teacher Organizations, and school improvement funds, to name a few.

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

CANCELLATION POLICY: Registration less a 20% processing fee is refundable if cancellation occurs before March 1, 2012. After March 1, 2012, fees are NON-REFUNDABLE. If this course is cancelled for any reason, including labor strikes or acts of God, liability is limited to a full refund of registration fees.

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

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

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

Special Education Conference Registration Form

March 7, 8, 9th, 2012

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**

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

Name: _____
first middle last

Street Address: _____ City _____ State _____ Zip _____

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

Fax: _____ Email: (required for confirmation) _____

(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 Principal School Psychologist
 Special Education Teacher Resource Room Teacher Paraprofessional 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. Courses are NOT repeated; some courses are designed as three day courses. Check course availability on the conference website at www.rehabseminars.org.

CHOOSE ONE COURSE EACH DAY

Day One March 7, 2012

- Course #1**
Nancy Mather, PhD
Evidence-based Interventions for Struggling Students (3-day Course)
- Course #2**
Martha Burns, PhD
The Big Four Disorders
- Course #3**
Linda J. Burkhart, BS
Communication and Access Skills (3-day Course)
- Course #4**
Kimberly M. Wiggins, OTR/L
Pre-Requisites: Developing Handwriting Skills

Day Two March 8, 2012

- Course #1**
Nancy Mather, PhD
Evidence-based Interventions for Struggling Students (3-day course)
- Course #2**
Martha Burns, PhD
Childhood Apraxia of Speech
- Course #3**
Linda J. Burkhart, BS
Communication and Access Skills (3-day Course)
- Course #4**
Kimberly M. Wiggins, OTR/L
Strategies for Teaching Handwriting

Day Three March 9, 2012

- Course #1**
Nancy Mather, PhD
Evidence-based Interventions for Struggling Students (3-day course)
- Course #2**
Martha Burns, PhD
Executive Function and Theory Of Mind
- Course #3**
Linda J. Burkhart, BS
Communication and Access Skills (3-day Course)
- Course #4**
Bek Wiltbank, MOTR/L
Sensory Integration Techniques

FEE SUMMARY:

Check One:

- | | | |
|--|---|-----------------------------------|
| <input type="checkbox"/> One Day Registration Fee | <input type="checkbox"/> \$199.00 | <input type="checkbox"/> \$225.00 |
| <input type="checkbox"/> Two Day Registration Fee | <input type="checkbox"/> \$345.00 | <input type="checkbox"/> \$375.00 |
| <input type="checkbox"/> Three Day Registration Fee | <input type="checkbox"/> \$435.00 | <input type="checkbox"/> \$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 _____