

# 2018 General & Special Education Conference

## Brain-Based Science, Learning & Achievement

Pre-K through 12th Grade

A Professional Continuing Education Event

May 2, 3, & 4, 2018  
Wednesday, Thursday & Friday



Western Washington University  
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Professional CE Hours

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**COURSE #9 THURSDAY, MAY 3, 2018**

**The Behavior Code: Understanding and Teaching the Most Challenging Students- Part 1** by Nancy Rappaport, MD, Department of Psychiatry, Harvard Medical School (day 1 of this 2-day course)

**DAY 2**

**Target Audience:** General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, School Psychologists, School Counselors, Principals/Administrators, Social Workers, Behavior Specialists and Professional Assistants



**Target Age Range:** Kindergarten through 12th Grade

**Course Description:** This interactive course will teach participants about classroom interventions for students who have anxiety or oppositional behavior and may be explosive. The morning's presentation will introduce participants to the FAIR Plan method of understanding and improving behavior in challenging students, which looks at the function of the behavior, accommodations, interventions, and response to the behavior. The impact of trauma will also be addressed, and many tools and concrete strategies will be introduced. In the afternoon, an overview of key psychopharmacology information for educators will be presented, as well as a discussion of resilience and how to care for ourselves when working with challenging students. In addition to these detailed presentations, Dr. Rappaport will use case studies to allow participants to work in groups throughout

the day to gain hands-on experience examining a case study including an existing behavior plan and creating an improved plan focusing on preventive strategies, such as antecedent management, self-monitoring, and alternative responses. Handouts will cover behavior data collection, alternative strategies, self-monitoring sheets, and recommendations for important components of IEPs for these students. Participants will also be able to discuss their own students who may be struggling in school and possible interventions. This course will provide the information, skills, and concrete strategies that educators need to truly make a difference for these students.

**Day 1 of this 2-day course.  
See page 18 for information on day 2.**

**Course Objectives – participants will be able to:**

Describe why traditional behavior plans of reward and consequences often do not work for students with challenging behavior such as anxiety and oppositional behavior

Emphasize approaches that enhance relationships with students with challenging behavior as a life-saving connection and address underlying skill deficits

List the elements of a FAIR behavior plan

Collaborate with parents and educators to offer concrete suggestions to help these students

Summarize basic information on psychopharmacology that educators can use to better understand their students

Name key factors to maintaining one's resilience when working with challenging students

**Course #9 Schedule Thursday, May 3, 2018**

8:00-9:00	Introductions, overview, and group work with case studies	12:00-1:00	Lunch - On Your Own
9:00-10:00	Understanding and teaching the most challenging students	1:00-2:00	The meaning of medication: psychopharmacology for educators
10:00-10:15	Break	2:00-2:45	Final session of group work with case studies
10:15-11:00	Understanding and teaching the most challenging students-continued	2:45-3:00	Break
11:00-12:00	Patient video, continued group work with case studies	3:00-4:00	Resilience
		4:00	Complete program evaluations



**COURSE #14 FRIDAY, MAY 4, 2018**

**The Behavior Code: Focus on Case Studies, Communication, and Resilience-Part 2** by Nancy Rappaport, MD, Department of Psychiatry, Harvard Medical School (day 2 of this 2-day course)

DAY 3



**Target Audience:** General Education Teachers, Special Education Teachers, Resource Room Teachers, Title 1 Teachers, School Psychologists, School Counselors, Principals/Administrators, Social Workers, Behavior Specialists and Professional Assistants

**Target Age Range:** Kindergarten through 12th Grade

**Course Description:** This course is a follow-up to “The Behavior Code: Understanding and Teaching the Most Challenging Students,” intended for participants who have already completed that course. This course will delve deeply into case studies using the *Behavior Code* approach to understanding and addressing challenging behavior. Dr. Rappaport will present some archetypal (representative) case scenarios of students that schools often struggle with, drawing from her 25 years of consulting to schools and working in a school-based health center. These may include: a kindergartner who is out of control, anxious, and aggressive; a student on the autism spectrum who requires accommodations and possibly an alternative placement; and a disengaged, apathetic 9th grader who refuses to generate any work. Participants will work in small groups to

discuss the cases, allowing them to learn from each other’s rich experience, as well as from Dr. Rappaport. Later in the day, participants will work together to apply the Behavior Code approach to some of their own challenging students. In addition to working on case studies, Dr. Rappaport will present some strategies for working and communicating mindfully and effectively with families, how to remain resilient when working with challenging students, and the power of narrative. She will use role-play to model ways to engage reluctant students and difficult families, provide tips for nurturing resiliency in ourselves and our students, and share some examples of powerful student narratives.

**This is day 2 of this 2-day course. See page 13 for information on day 1.**

**Course Objectives – participants will be able to:**

- Understand how schools’ communication with families around behavior challenges can be difficult and explain how to approach these situations in a mindful and effective way that can defuse potential conflict
- Expand their repertoire of approaches and questions that can effectively engage challenging students
- Use the Behavior Code approach to analyze a case and consider appropriate interventions

- Generate concrete strategies and accommodations for students with challenging behavior
- Name key factors to foster resilience to fuel a sustained commitment to working with challenging students
- Describe how creating a narrative can be healing and how to use this exercise with students

**Course #14 Schedule Friday, May 4, 2018**

8:00-9:00	Introduction and a mindful approach to communication around conflict	2:00-2:45	Case studies part 2 (small groups)
9:00-10:00	Case studies part 1 (small groups)	2:45-3:00	Break
10:00-10:15	Break	3:00-4:00	Case studies part 2 and the power of a story (return to large group for open discussion)
10:15-12:00	Case studies part 1 (return to large group)	4:00	Complete program evaluations
12:00-1:00	Lunch - On Your Own		
1:00-2:00	Resilience		