**19th Annual ADHD and Related Concerns Conference Learning Outcomes**

1. Participants will be able to provide an overview of adapted physical education and identify evidence-based practices to support children with ADHD and ASD in physical education, sports and activity. (Innovative Ideas and Instructional Strategies – Judge)
2. Participants will be able to discuss ways to provide support for children and adolescents with autism. (Autism: How Do I Recognize It, and What Can I Do? – LaBrot)
3. Participants will be able to define parental accommodation and discuss how shifting the way one uses language is critical to improving behavior. (Scaffolding Better Behavior – Wexelblatt)
4. Participants will be able to define social executive function and discuss ways in which internal dialogue helps to improve social executive function skills. (Strategies to Improve Social Executive Function Skills – Wexelblatt)
5. Participants will be able to describe common disruptive behaviors across age levels and describe effective interventions. (Understanding and Supporting Children with Disruptive Behavior Disorders – LaBrot)
6. Participants will identify the process of assessing suicide risk, identify Plan of Care and provide ways to respond to suicide risk. (Helping Patients in Crisis – Prince)
7. Participants will be able to discuss key principles of Code of Ethics and discuss the need for equity in social services. (ADHD Through the Seasons of Life – Creagh)
8. Participants will identify the symptoms of stress and discuss how feelings affect behaviors, as well as identify coping skills to assist in dealing with ADHD. (Surviving ADHD – Terrell)
9. Participants will be able to describe the difference between an emotional support animal, therapy animal, and service animal. (Is a Service Dog the Answer – Patrolia)
10. Participants will be able to identify symptoms of anxiety that may also be present in an individual with ADHD. (ADHD and Anxiety – Morgan)
11. Participants will be able to describe how executive functioning deficits affect children with ADHD. (Executive Functioning – Felder)
12. Participants will be able to describe why it is important to thread social-emotional skills throughout the learning environment to increase social-emotional literacy. (Fostering Emotional Literacy – Westbrook / Briceno 2022)
13. Participants will be able to discuss the long-term implications of behavior modification, including the amount of time required for success. (Behavioral Interventions – Dufrene)
14. Participants will be able to discuss wats to help build positive life skills with children who have mental illness. (Preparing Children and Teens with Metnal Illness – Hamm/Draughn)
15. Participants will be able to identify ways public schools in Mississippi are required to support students with dyslexia (Dyslexia Supports and Legislation – Brantley)
16. Participants will be able to identify types of auditory processing disorders and describe benefits of hearing assistive technology and remote microphone systems for individuals with APD, ADHD, dyslexia and ASD. (Auditory Processing / ADD – Swann)
17. Participants will be able to identify ways parents and teachers can address the gaps that exist between parents and early childhood teachers. (ADHD and Little People – Clark)
18. Participants will be able to discuss research, new non-pharmacological treatment and medication treatments available regarding ADHD. (ADHD Update – Shook)
19. Participants will be able to name steps that can be take to increase the use of ethics and equitable resources in caring for those with ADHD and related disorders. (Ethics & the Evolution of Equity – Creagh)
20. Participants will be able to list red flags of dyslexia for kindergartners and identify the areas that need to be assessed during a dyslexia evaluation. (One in Five – Gay)
21. Participants will be able to describe how teachers can support students through executive functioning and social emotional learning to address poor reading and dyslexia. (School Administrators and Dyslexia Therapists…Third Grade – Holifield)
22. Participants will be able to identify the Simple View of Reading and the Pillars of the National Reading Panel, as well as discuss the role of the SLP in the Science of Reading. (SoR and the SLP – Webster)
23. Participants will be able to give examples of which Universal Design for Learning Principles can be integrated with instruction for executive functioning skills to improve individual student outcomes. (Supporting Students…Executive Functioning Deficits – Wooten)
24. Participants will be able to describe how a child with a dyslexic brain differs from his/her peers. (What Does a Dyslexic Child Look Like in Preschool – Jordan)
25. Participants will be able to discuss early warning signs of an eating disorder and the most successful form of OCD treatment (OCD and Eating Disorder Treatment – Hamm)