

CONCURRENT SESSION DESCRIPTIONS

A NEW APPROACH TO AUTISM EDUCATION AND EMPLOYMENT

Zachary Murphy, EdD | *Executive Director, Innova Preparatory School*

Is your child struggling in a traditional classroom setting? Does he or she display special talents and curiosities alongside learning disabilities or difficulties? This session will provide insight on how to recognize the signs of exceptional students and the need for an individualized approach to education. In addition, the session will highlight unique methods for identifying and nurturing exceptional students and will outline teaching strategies to achieve positive student outcomes.

ADHD IN GIRLS AND WOMEN: WHAT DOES IT LOOK LIKE? HOW IS IT AFFECTED BY HORMONES?

Melanie Hamm, BSN | *Certified Pediatric Nurse Practitioner, Hattiesburg Clinic Connections*

This session will explain symptoms of ADHD in females and why ADHD is commonly overlooked or misdiagnosed. Attendees will also learn how ADHD is affected by hormonal changes throughout a female's life from puberty, pregnancy, postpartum, and through menopause.

ADHD MEDICATION FOR CLINICIANS – PART I AND PART II

Jonathan Shook, MD | *Pediatrician, Hattiesburg Clinic Connections*

ADHD is one of the most common chronic conditions encountered by clinicians, yet ADHD medication management can seem overwhelming for numerous complex reasons. In this 2-part series, we will discuss principles and best practices informed from available research and practice guidelines on ADHD treatment. We will also examine some tools and resources available to help clinicians as we consider medication options with our patients.

ADHD 101 – PART I: WHAT IS ADHD?

Brooklee Tynes, PhD | *Clinical Psychologist, Hattiesburg Clinic Connections and Department of Psychology and Counseling*

Carrie Morgan, PhD | *Clinical Psychologist, Hattiesburg Clinic Connections and Department of Psychology and Counseling*

ADHD is the most common neurodevelopmental condition among children and teens. Kids with ADHD often struggle with healthy functioning at home, at school, as well as in relationships and organized activities. In part 1 of this series, we will discuss signs and symptoms of ADHD, as well the importance of an appropriate evaluation to assess for ADHD and related conditions.

ADHD 101 – PART II – INTERVENTIONS AND EARLY TREATMENT

Lauren English, PA-C | *Physician Assistant, Connections Hattiesburg Clinic*

Despite the misconception that ADHD is only a childhood disorder, ADHD is actually a lifetime disorder that exists in all seasons of one's life. This discussion about ADHD will equip the audience about the similarities and differences that exist in childhood, adolescence, and adulthood!

ADHD THROUGH THE SEASONS OF LIFE: CHILDHOOD, ADOLESCENCE, AND ADULTHOOD

Lauren English, PA-C | *Physician Assistant, Hattiesburg Connections Clinic*

Despite the misconception that ADHD is only a childhood disorder, ADHD is a lifetime disorder that exists in all seasons of one's life. This discussion about ADHD will equip the audience about the similarities and differences that exist in childhood, adolescence, and adulthood!

BEHAVIORAL INTERVENTIONS FOR CHILDREN / ADULTS: BUILDING A FUNCTIONAL FOUNDATION

Ember Dufrene, BS | *Founder / Behaviorist, Ember Entities: Behaven, Inc. – In-Home and Community Services*

This session will address several kinds of behavioral interventions that can help children with ADHD manage their symptoms of hyperactivity, impulsivity, and inattention. The lecture will address behavioral modifications that teach care providers and children the skills they can use to add needed control and success. Along with strategies to stay organized and focused, provide explanation toward decreasing disruptive behaviors, increasing social skills, and congruous implementation of behavioral strategies in the home. In addition, a discussion of broader strategies of behavioral modification to include skill-based interventions for on-task behaviors and self-monitoring training to encourage independence. This session will include tools that teach children the skills necessary to maximize their strengths and compensate for their weaknesses.

BEYOND REBELLION: WAYS TO IDENTIFY AND TREAT OPPOSITIONAL DEFIANT DISORDER

Christina I. Williams, PhD | *Director, Pine Grove Outpatient Services*

Jessica Bass, PMHNP-BC | *Psychiatric Mental Health Nurse Practitioner, Pine Grove Outpatient Services*

The session will be a review of strategies to identify and treat the challenging behaviors and symptoms of children and adolescents with Oppositional Defiant Disorder. Presenters will review general guidelines for identifying symptoms of this diagnosis and therapeutic and medication strategies when working with this population.

CONNECTING WITH CONNECTIONS

Jonathan Shook, MD | *Pediatrician, Hattiesburg Clinic Connections*

During this forum, Dr. Shook will lead a panel of professionals from Hattiesburg Clinic Connections and Psychology & Counseling as they share their vast knowledge from years of working with individuals with ADHD and related disorders and provide key information for professionals, parents, and caregivers. Participants will gain a greater knowledge of ADHD as well as information on treatment and support. Finally, the panel will allow time to answer questions from the audience.

DIFFICULT CONVERSATIONS AND INTERVENTIONS FOR SOLUTIONS

Billie Fick, PhD | *Graduate Recruiter and Assistant Professor, William Carey University*

Cassandra Weiss, PhD | *Assistant Professor / Coordinator, MAT - Alternate Route Program and Licensure Specialist / Associate Director, Doctor of Arts in Music Program; William Carey University*

Never Split the Difference by Chris Voss and Coauthor Tahl Raz provides interventions to diffuse difficult situations with people who are emotional and angry. The presentation will give steps to define, change, and

improve the emotional state of the confrontation. The interventions presented will provide techniques to collaborate and diffuse situations and conversations with parents, co-workers, and students.

DON'T HULK OUT! BEHAVIOR GOALS AND SEL: IMPROVING BEHAVIOR IN THE CLASSROOM

Sarieta Pollard, PhD | *Professional Development Coordinator – Special Education, Mississippi Department of Education / University of Mississippi*

Denise Harrison, MEd | *Professional Development Coordinator, Mississippi Department of Education / University of Mississippi*

In this session, participants will explore characteristics of ADHD and identify strategies to address behaviors associated with ADHD in the classroom. Participants will also analyze classroom management practices and discipline practices for students.

DYSLEXIA PART I: UNDERSTANDING DYSLEXIA AS A POSITIVE LIFE JOURNEY

Cena Holifield, PhD, CALT-QI | *Executive Director, Dynamic Dyslexia Design – The 3D School*

The session will provide information on the characteristics of dyslexia and the positive effects of early identification of dyslexia. Awareness of the importance for parents and educators to understand and help children embrace the gifts associated with a diagnosis of dyslexia, as well as encouraging perseverance is essential to success. The session will benefit all who know, love, and teach children with dyslexia.

DYSLEXIA PART II: DYSLEXIA INTERVENTION FOR A POSITIVE LIFE JOURNEY

Donna George, EdS, CALT-QI, LDT, C-SLDS | *Associate Professor, William Carey University and Principal of Dynamic Dyslexia Design: The 3D School*

This session will provide information on differences between tutoring and dyslexia therapy, as well as provide insight on the reasons intervention is needed for students with dyslexia. Finally, the presenter will outline the skill areas taught in dyslexia therapy.

DYSLEXIA SIMULATION (PART I OF 2)

Holli Hinton, EdS, CALT-QI, C-SLDS | *Vice President of Certification Programs, Neuhaus Education Center*

Lisa Hand, MEd, CALT | *Instructional Staff, Neuhaus Education*

Students with dyslexia frequently experience feelings of anxiety, frustration, and failure. This simulation guides you through reading and handwriting activities in a way that allows you to experience a sense of the struggles and frustration that students with learning differences often face. Understanding the difficulties that students face can help us provide more effective support.

DYSLEXIA 101 (PART 2 OF 2)

Holli Hinton, EdS, CALT-QI, C-SLDS | *Vice President of Certification Programs, Neuhaus Education Center*

Lisa Hand, MEd, CALT | *Instructional Staff, Neuhaus Education*

Participants will gain insight into the challenges individuals face when learning to read, including identifying those who may have dyslexia, and explore the necessary components of reading instruction crucial to their learning process.

ENHANCING EXECUTIVE FUNCTIONING SKILLS FOR STUDENT SUCCESS IN THE CLASSROOM

Erin C. Hendricks, EdS | *Professional Development Coordinator of Equity and Inclusion, Mississippi Department of Education / University of Mississippi*

If you are interested in understanding executive functioning and how it impacts your classroom, this session will help you to find strategies to enhance your learning environment. By understanding the way students learn you can take proactive approaches to behavior management and classroom organization while cultivating a level of independence for students. Through these efforts you will grow life-long learners that not only make progress but learn to love learning.

HELPING LITTLE PEOPLE MANAGE THEIR BEHAVIOR: IT REALLY DOES TAKE A VILLAGE

Susan Clark, PhD | *Assistant Teaching Professor, School of Child and Family Sciences, The University of Southern Mississippi*

This session will address/discuss why some little people struggle with challenging behaviors, what is meant by behavior management and its benefits, effective behavior management strategies for parents and early childhood professionals, and considerations when building a village of supporters.

HOW CAN EDUCATORS PARTNER WITH FAMILIES AND HEALTH PROVIDERS TO IDENTIFY AND OPTIMALLY CARE FOR STUDENTS WITH ADHD?

Jonathan Shook, MD | *Pediatrician, Hattiesburg Clinic Connections*

Rebekah Satcher, EdD | *Digital Learning Coach, Mississippi Department of Education / University of Mississippi*

ADHD is the most prevalent neurodevelopmental condition in our school classrooms, and educators are a valuable part of the team that surrounds and supports students with ADHD. However, many teachers often feel unprepared to look for signs of ADHD and uncomfortable talking to family members about symptoms and struggles associated with ADHD. In this session, we plan to empower educators to use their relationship and perspective to improve the lives of students with ADHD.

HURTING, TROUBLED, OR JUST BAD AND WILL PLAY REALLY HELP?

Mindy Hamilton, MSW, LCSW, RPT-S | *Therapist, Lighthouse Family Services, PLLC*

We all know those kids who are hard to like or connect with. All kids want to be known and loved and will do well if they know how (have the skills) and can self-regulate (or co-regulate with someone until they can self-regulate). You can help.

IDENTIFYING AND TREATING AUDITORY PROCESSING DEFICITS IN INDIVIDUALS WITH ADHD AND RELATED CONDITIONS

Alicia Swann, MCD, CCC-A, F/AAA | *Audiologist, Auditory Processing Center*

Auditory processing involves the analysis of sounds that we perceive. Many listeners who struggle in school may have unidentified Auditory Processing Disorders (APD) that affect the brain's ability to turn sound into

understandable information. APD is also common in children with ADHD and can co-occur with other conditions such as dyslexia and ASD, but it often gets overlooked. Adults with normal audiograms who struggle in background noise may also have hidden APD. Auditory processing skills needed for effective communication and learning will be discussed, along with treatments for various types of APD and guidelines for identifying individuals with APD versus other difficulties.

INCREASING THE BREADTH AND DEPTH OF WORD KNOWLEDGE IN STUDENTS WITH DYSLEXIA

Lisa Hand, MEd, CALT | Instructional Staff, Neuhaus Education Center

This session will address practical strategies to enhance word knowledge, develop vocabulary, and increase comprehension using text appropriate passages, word lists, and decodable text.

DIFFERENCES BETWEEN THERAPY ANIMALS, EMOTIONAL SUPPORT ANIMALS, AND SERVICE ANIMALS

Alison Patroliia, CVT, SDC | *Training Director, Hub City Service Dogs*

This session will explain the legal differences between therapy animals, emotional support animals, and service dogs. We will dive into questions surrounding service animals and learn about the ADA (American Disability Act) rules, requirements, exclusions for these working animals.

IS IT LANGUAGE PROFICIENCY OR A POTENTIAL DISABILITY? SUPPORTING ENGLISH LEARNERS IN THE SCIENCE OF READING

Monique Henderson, EdD | *Founder / Director, English Learners Engage*

Educators often struggle to determine when an English learner should be assessed for a potential disability. This session will provide educators with guiding questions to consider when deciding whether a multilingual learner might have a learning disability, particularly in reading.

LEVEL THE PLAYING FIELD: SUPPORTING STUDENTS IN POVERTY WITH HIGH-IMPACT INSTRUCTIONAL STRATEGIES

Kim Benton, EdD | *Assistant Professor Educational Leadership, William Carey University; Retired Interim Mississippi Superintendent of Education; Educational Consultant, National Comprehensive Center and Academic Development Institute*

Jennifer Ishee | *English Instructor, Jones County School District*

The Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit, published by the National Comprehensive Center provides teachers, principals, and district staff with evidence-based, high-impact strategies and supportive actions that have the potential to decrease the negative impacts of poverty on student achievement. These no-cost, program neutral strategies are actionable and easily integrated into classroom instruction and professional learning communities. During this session, teachers and principals will gain a greater understanding of how to effectively utilize this resource to support students.

NAVIGATING ADHD: A GUIDE FOR PARENTS

Jeffery Scott VeZain, APRN, PMHNP-BC | *Psychiatric Nurse Practitioner, Access Health Louisiana*

This session will explore the theories behind ADHD causes and its impact on relationships at home and school. It includes the latest treatment recommendations from the AAP, focusing on medication use and strategies to avoid side effects and medication failures.

POWERFUL READ ALOUDS

Holli Hinton, EdS, CALTI-QI, CSLDS | *Vice President of Certification Programs, Neuhaus Education Center*

Researchers have identified countless ways that reading aloud is beneficial for a child's neurological development, social-emotional well-being, and academic growth. In fact, listening to reading builds the foundation of a child's literacy development. Research also tells us that explicit, systematic, cumulative literacy instruction is beneficial for students as they learn and master foundational reading skills in decoding, language comprehension, and reading comprehension. However, many educators and caregivers are not aware of the myriads of language skills that can be developed through purposeful read alouds. While reading aloud to children is primarily an enjoyable activity for educators and caregivers alike, it is also an opportunity to be purposeful and intentional in developing foundational literacy skills.

SETTING YOUNG CHILDREN UP FOR SUCCESS: ADDRESSING EXECUTIVE FUNCTIONING AND SOCIAL DEVELOPMENT

Nicole Briceno, MS | *Associate Director, The University of Southern Mississippi Early Childhood Inclusion Center*

Alicia Westbrook, PhD | *Director, The University of Southern Mississippi Early Childhood Inclusion Center*

Executive function skills make it possible for children to maintain attention, resist distraction, consider the consequences, reflect on past behavior, and plan. All of these are important skills in making and sustaining friendships. During this session, participants will gather information on how to develop young children's executive function skills and support social development.

SOMEWHERE ON THE SPECTRUM: RECOGNIZING CHARACTERISTICS OF AUTISM BEYOND DIAGNOSTIC CRITERIA

Carrie Morgan, PhD | *Licensed Psychologist, Hattiesburg Clinic Department of Psychology and Counseling*

Elizabeth Felder, MD | *Physician, Hattiesburg Clinic Connections*

Autism spectrum disorder is defined by a specific set of social and behavioral characteristics. Features of autism typically vary in presentation, resulting in children who are misdiagnosed or misjudged by others. This presentation will teach attendees to better recognize diagnostic criteria as they vary in intensity and impairment.

STRUCTURED LITERACY IN THE SECONDARY CLASSROOM

Christyl Erickson, MEd | *Owner and Educator, Erickson Educational Consulting*

The focus of this session is on students in middle and high school who continue to struggle as readers. Due to past trends in elementary instruction, many of these students lack exposure to the fundamental elements of learning to read. Highlights of language comprehension of Scarborough's Reading Rope positively impacts the academic gap through direct instruction in syllabication, morphology, vocabulary, language acquisition, and

comprehension. If the subject taught includes words, then the instructor must be prepared to be a teacher of reading.

SUPPORTING STUDENTS WITH ADHD IN THE CLASSROOM

Sarieta Pollard, PhD | *Professional Development Coordinator – Special Education, Mississippi Department of Education / University of Mississippi*

In this session, participants will explore characteristics of ADHD and identify strategies to address behaviors associated with ADHD in the classroom. Participants will also analyze classroom management practices and discipline practices for students.

TBRI®: ATTACHMENT-BASED TRAUMA-INFORMED INTERVENTION FOR VULNERABLE CHILDREN

Maggie Shorter, MEd, BCBA | *Behavior Specialist, Hancock County School District*

This session will introduce TBRI® principles as it applies to children, biological families, organizations, youth courts, supportive services, and interagency collaboration. TBRI® is an attachment-based, trauma-informed intervention that is designed to meet the complex needs of vulnerable children, including those with difficult behaviors and diverse needs. Hear more about how this intervention has improved outcomes for children diagnosed with Autism, ADHD, ODD, etc. While the intervention is based on years of attachment, sensory processing, and neuroscience research, the heartbeat of TBRI® is connection. The presentation will lay the foundation for insight related to trauma and its effects on the brain, biology, beliefs, body, and behavior of a child. Attendees will enhance their understanding of TBRI® and how it works alongside ABA strategies regarding interpreting behavior and responding appropriately.

TEACHING TO THE EDGES. EMPOWERING SCHOOL LEADERS TO HELP ALL STUDENTS REACH THEIR FULL POTENTIAL

Eddie Peasant, EdD | *Assistant Dean / Assistant Professor, William Carey University School of Education*

In this interactive session, participants will explore and discuss strategies to serve rural students, exceptional education, economically disadvantaged, and English Language learners.

THE ART OF CO-TEACHING

Carva King, EdS | *Adolescent Reading Specialist & Licensed Dyslexia Therapist, The Literacy Lady, LLC*

Caroline Turcotte, MS | *Special Education and Inclusion Teacher, Hancock High School*

Carva King and Caroline Turcotte spent years sharing a classroom. Through their experiences, they have fine-tuned what they believe is the “dream team” approach to co-teaching in an inclusion setting. This workshop will examine best practices for special education and general education co-teaching.

THE IMPACT OF POURING FROM AN EMPTY CUP: UNDERSTANDING THE CONSEQUENCES OF DEPLETED RESOURCES AND THE ETHICAL IMPLEMENTATION FOR PRACTICE

Danyella Terrell, LCSW | *Owner / Clinician, Beyond the Brokenness Mental Wellness Solutions*

Self-care involves purposeful activities aimed at nurturing mental, emotional, and physical well-being. While it is commonly associated with indulgent experiences like spa days or massages, self-care can also manifest

through simple acts like deep breathing, exercise, proper hydration, or unplugging from social media. The key is to engage in activities that replenish our energy, recharge our batteries and redirect our focus inward.

Prioritizing activities that bring joy and relaxation is crucial to interpersonal relationships and work/job performance. Although everyone's interpretation of self-care varies, the common goal is to alleviate stress, enhance mood, and promote overall well-being. By placing importance on self-care, we make an investment in our health and happiness.

UNDERSTANDING ADHD AND SUBSTANCE USE DISORDER

Keith Simnicht, MD | *Physician, Hattiesburg Clinic Connections*

Melissa Smith, CNP | *Nurse Practitioner, Hattiesburg Clinic Connections*

This session will define substance use disorder and discuss the relationship and treatment implications with co-existing ADHD.

VALUES LAND: MOVING TOWARDS THE SWEET STUFF TO BUILD RESILIENCE

Brooklee Tynes, PhD | *Licensed Clinical Psychologist, Hattiesburg Clinic Psychology and Counseling*

Caring for individuals with ADHD and other difficulties can contribute to our daily stress. As providers, teachers, and caregivers, it is important to learn skills that can help mitigate that stress. This presentation will focus on identifying personal values and utilizing those values to aid in evidence-based self-care practice to build resilience for us as well as those for which we care.

WARM WELCOMES AND STRONG FINISHES: EMBRACING EVERY CHILD THROUGH EFFECTIVE AND INCLUSIVE CLASSROOM PRACTICES

Zachary LaBrot, PhD | *Assistant Professor / Graduate Program Coordinator / Licensed Psychologist, The University of Southern Mississippi*

Brittany D. Garza, MEd, BCBA, LBA-TX | *PhD Candidate, The University of Southern Mississippi*

Lourdes Rodriguez, BS | *PhD Candidate, The University of Southern Mississippi*

This session will describe two inclusive class wide practices that promote young children's (ages 3-10) prosocial behaviors, engagement, and social-emotional wellbeing. These include positive door greetings and whole group interventions that impact the behavior of all children. Recommendations for tailoring these strategies to address educators' unique needs will be discussed.