

CONCURRENT SESSION DESCRIPTIONS

ADHD 2023 CONCURRENT SESSIONS

10/17/23

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

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

This session will explain symptoms of ADHD in females that differ from those in males and why ADHD is commonly overlooked or misdiagnosed. Attendees will also learn how ADHD is affected by hormonal changes throughout a female's life.

ADHD IN PLAIN LANGUAGE

Ryan Wexelblatt, LCSW | *Director, ADHD Dude*

Despite its prevalence, ADHD is poorly understood by most educators and mental health professionals. As a result, families are often (unintentionally) misled as soon as their child receives an ADHD Diagnosis. This session will help participants understand ADHD as an *executive function developmental delay*. Strategies to address behavior, executive functioning, and social skills will be addressed in this presentation, as well as the evidence-based approaches to ADHD treatment.

ADHD MEDICATION MANAGEMENT FOR CLINICIANS

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

Several new medications have been made available for the treatment of ADHD in children and teenagers. In addition, there has been a national shortage of some formulations of ADHD medications. In this session we will discuss navigating these situations as well as other important concepts for providers regarding the management of ADHD medication.

BEHAVIORAL INTERVENTIONS FOR CHILDREN/ADULTS: BUILDING A FUNCTIONAL FOUNDATION

Ember Dufrene | *Founder, Behaven, Inc. In-Home and Community Services*

This session will address behavioral interventions to help children with ADHD manage their symptoms of hyperactivity, impulsivity, and inattention. Topics will include organization and focus, decreasing disruptive behaviors, implementing behavioral strategies in the home, self-monitoring for independence, and more. The session will also incorporate tools to help children maximize strengths and compensate for weaknesses. This is a great session for caregivers also!

CONCURRENT SESSION DESCRIPTIONS

DEEP DIVING INTO THE INTENT OF THE MISSISSIPPI DYSLEXIA LAW: HB 1031 (2012)

Cena Holifield, PhD, CALT-QI | *Dyslexia Therapy Program Coordinator, William Carey University and Executive Director, The 3-D School*

Representative Larry Byrd, *Mississippi House of Representatives, District 104, Author of HB 1031 MS Dyslexia Law (2012)*

This session will provide information that explains in detail the intent of the present dyslexia law as written in 2012 and brings clarity to the legislature's responsibility to protect tax dollars, state Dyslexia Therapy Licensure, parents, and children through oversight of intervention programs.

DYSCALCULIA: STRATEGIES AND SUPPORTS FOR PARENTS AND TEACHERS

Rachel Wooten, MEd, LDT | *MTSS and Dyslexia Support Team Leader, Kids First Education, LLC*

Katy Perkins Boyd, EdS | *Early Learning Math, Social Emotional Learning Team Leader, Kids First Education, LLC*

This session will provide strategies and support for educators and parents working with students who have dyscalculia. Participants will learn how to structure classroom lessons for success using the C-P-A model and expand their toolbox with hands-on activities. Learn the importance of building number sense using manipulatives, models, and retrieval time.

DO YOU SEE WHAT I SEE? PROMOTING POSITIVE BEHAVIOR AT HOME AND AT SCHOOL

Alicia Westbrook, PhD | *Director, Mississippi Early Childhood Inclusion Center, The University of Southern Mississippi, College of Education and Human Sciences*

Nicole Briceno, MS | *Associate Director, Mississippi Early Childhood Inclusion Center, The University of Southern Mississippi, College of Education and Human Sciences*

Challenging behaviors happen in the classroom and at home. This session uses the lens of educators and families to address challenging behaviors while supporting children's social-emotional learning for children in preschool through 3rd grade. Through shared experiences, shared information, and shared support – families, teachers, and children can thrive.

DYSLEXIA SIMULATION

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

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

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.

CONCURRENT SESSION DESCRIPTIONS

GIFTEDNESS AND ADHD – PERSPECTIVE AND APPROACH

Stephanie Schepens, EdS | *District Gifted Coordinator and Federal Programs Specialist, Harrison County School District*

Rachel Burt, MS | *Assistant Principal, Harrison Central High School, Harrison County School District*

In this session, participants will learn about the similarities and differences of a gifted ruling and an ADHD diagnosis, as well as be provided with information and strategies to help understand and work with students in the classroom setting.

HOW RETAINED PRIMITIVE REFLEXES CAN NEGATIVELY IMPACT DAILY LIFE

Kenley Smith, MOTR/L, BCP | *Clinical Director, Pediatric Occupational Therapist, Beyond Therapy for Kids, Brandon, MS*

Retention of certain primitive reflexes can have a negative impact on foundational skills and development. This session will discuss retained primitive reflexes and how these relate to difficulties some may face in everyday life. Additionally, this session is an additional tool to educate parents and professionals on the benefits of appropriate therapy interventions and share a realistic vantage point of outcomes.

HOW TO BE A SUCCESSFUL DYSLEXIA THERAPIST WITHIN A SCHOOL SETTING

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

Dyslexia therapists can face many challenges within a school setting. The administration plays a vital role in seeing both therapists and students succeed. To see a marginal increase in test scores, many factors must be present. Therapists need adequate time, number of days, ideal teaching situations all while adhering to the efficacy and fidelity of the curriculum.

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

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

Auditory Processing Disorders (APD) cause a disruption in the auditory nervous system's complex network that affects the way sound is processed by the brain. APD is common in children struggling in school, but it often gets overlooked. APD may co-occur with or be mistaken for other learning or developmental disabilities such as ADHD, dyslexia, and ASD. 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.

CONCURRENT SESSION DESCRIPTIONS

INCREASING COMPLIANCE AND POSITIVE INTERACTIONS WITH CHILDREN

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

Parents can create an environment within the home which promotes positive interactions and behavioral compliance. This session will promote specific strategies to engage with children while teaching prosocial behaviors and fueling the child's need for attention and praise. The presenter will review methods for effective instruction delivery, as well as strategies for handling inappropriate or unwanted behaviors.

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.

INTERACTIVE LITERACY CENTERS FOR SECONDARY STUDENTS WITH ADHD, LEARNING DISABILITIES, AND AUTISM SPECTRUM DISORDER

Carva King, EdS | *Reading Interventionist, Hancock County School District; Owner, The Literacy Lady, LLC*

This workshop will provide secondary educators with best practices for adolescent reading intervention through the implementation of interactive literacy centers, providing a structured approach effective for students with learning challenges. We will explore the impact of literacy centers on reading proficiency, behavior management, and engagement in the learning process.

IS A SERVICE DOG THE ANSWER

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

This session will help participants navigate the differences between service dogs, emotional support dogs, and therapy dogs. The session will also help to explain some of the challenges and benefits of having service dogs.

LET'S TALK SUPPORT: SUICIDE PREVENTION

Danyella Terrell, LCSW | *Therapist, Self-Employed*

Youth with ADHD are at an increased risk of developing depression and anxiety symptoms during adolescent years which may increase the likelihood of having suicidal thoughts, suicidal behaviors and self-harm. This session will assist in identifying safety supports for both the individual with ADHD as well as the caregiver.

CONCURRENT SESSION DESCRIPTIONS

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

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

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.

LITTLE PEOPLE BIG FEELINGS: PROMOTING POSITIVE SOCIAL-EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN

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

In this session participants will engage in activities/discussion centered around the overall importance of social-emotional development for young children. We will take time to self-examine, identify connections between social-emotional development and early learning settings and identify real life strategies for positively promoting social-emotional development in young children.

ORAL LANGUAGE SUPPORTS WRITING IMPROVEMENT IN THE CLASSROOM

Alison Peck, PhD, CALT-QI, LDT, SL | *Chief Academic Officer, Neuhaus Education Center*

We know that oral language is a foundation skill in literacy, but how do we know what it looks like in the classroom? How can we provide structured oral language practice that is intentional and meaningful in every classroom? We also want to think about the idea that if a student cannot say it, they cannot be expected to write it. This presentation will take you through a sample structured oral language lesson and describe the impact on third grade writing through a quasi-experimental research study.

OVERVIEW OF ADHD TREATMENT UTILIZING MEDICATION

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

Medications used to treat ADHD have been shown to have a high level of safety and effectiveness. However, many misconceptions about these medications persist today. In this session, we will explore why ADHD medication treatment is important, how various medications work, and what concerns regarding ADHD medications should be considered.

CONCURRENT SESSION DESCRIPTIONS

REIMAGINING SCHOOL CLIMATE

Beth Mayeaux, MEd | *Former K-12 Educator, Regional Sales Director – Southeast, Move This World, PK-12 SEL Solutions*

What creates school culture and climate? This session will explore ways to facilitate real systemic change in school culture and climate through collaboration and community. By building a collaborative school community, students and staff build intrinsic motivation and by using tools for student and staff engagement and a common language around emotions and relationships, the school community can thrive.

SHINING A LIGHT ON ADHD: STRATEGIES TO UPLIFT SUCCESS IN STUDENTS WITH ADHD

Zachary C. LaBrot, PhD | *Assistant Professor of School Psychology, The University of Southern Mississippi; Licensed Psychologist*

Brittany Garza, MEd, BCBA | *Doctoral Graduate Student, The University of Southern Mississippi*

Abigail Lawson, BS | *Doctoral Graduate Student, The University of Southern Mississippi*

Kayla McVay | *Doctoral Graduate Student, The University of Southern Mississippi*

Cagla Cobek, BS | *Doctoral Graduate Student, The University of Southern Mississippi*

Often students with ADHD have difficulties in the classroom that create barriers to learning and behavior problems. An understanding of ADHD symptoms paired with coinciding strategies can increase teachers' awareness of how to support students with ADHD. This presentation will focus on details surrounding ADHD and teaching effective classroom strategies.

SOCIAL, EMOTIONAL, BEHAVIORAL: TOOLS FOR TEACHERS AND CAREGIVERS

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

Lisa Hasenkampf, LCSW | *District Behavior Specialist, Hancock County School District*

In this session, the presenters will empower parents, teachers, caregivers, and other professionals with the necessary research-based tools to effectively work with and teach children and adolescents who may experience challenging behaviors due to emotional or behavioral disorders or who have experienced trauma causing behavioral issues.

SUICIDE IN CHILDREN: THE ROLE OF EDUCATORS AND HEALTH PROVIDERS IN DECREASING OUR YOUTH SUICIDES

Morgan Buerke, MA | *Clinical Psychology Graduate Student, Louisiana State University; Director, AFSP Out of the Darkness Walk for Suicide Prevention 2022 and 2023*

This presentation will cover myths surrounding suicide, legal and ethical issues regarding screening for suicide risk, what questions to ask parents and children, and how to determine next steps when faced with a suicidal child or adolescent.

CONCURRENT SESSION DESCRIPTIONS

SUPPORTING ENGLISH LEARNERS IN THEIR TRANSITION TO YOUR SCHOOL: A COMPREHENSIVE APPROACH

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

In this practical session, participants will learn more about who our English learners are and what they need from their schools. There will be a focus on how to create classroom environments where students are empowered to take the language risks essential to beginning to speak and write in English. Dr. Henderson also will share content from her book, *31 Things Your English Learners Want You to Know: Lessons from the Classroom*.

TALK SAVES LIVES: AN INTRODUCTION TO SUICIDE PREVENTION

Michael Stempkowski, MA, LPC/MHSP, NCC | *Clinical Training, Therapeutic Foster Care and Crisis Services, Youth Villages/AFSP Mississippi*

Learn more about suicide, a leading cause of death, including the most up-to-date research on suicide prevention, and what you can do in your communities to save lives. Participants will learn common risk factors and warning signs associated with suicide, and how to keep themselves and others safe.

THE ATTENTION DEFICIT: CAN PROSPECTIVE AND CURRENT COLLEGE STUDENTS COMPREHEND ADHD DOCUMENTATION GUIDELINES

Zachary Taylor, PhD | *Assistant Professor, School of Education, The University of Southern Mississippi*

When students transition from high school to college, students are largely on their own to document their ADHD. This session explains why this process can be so complex and how parents, K-12 support staff, and communities can help students document their ADHD and receive services at the college level.

THE IMPORTANCE OF WORKING MEMORY IN BUILDING LANGUAGE AND LITERACY SKILLS

Mandy Gay, MS, MEd, CCC-SLP, CALT | *Speech-Language Pathologist, Dyslexia Therapist, Hattiesburg Clinic Connections*

Adrienne Whittington, MS, CCC-SLP | *Speech-Language Pathologist, Hattiesburg Clinic Connections*

In this session, we will discuss working memory and the role it plays in building strong language and literacy skills. We will define working memory and demonstrate examples of how you can incorporate these strategies into your treatment sessions or classrooms.

CONCURRENT SESSION DESCRIPTIONS

THE RE-SET PROCESS: AN INTEGRATIVE APPROACH IN SUPPORTING MENTAL HEALTH IN SCHOOLS

Chancey Fort, EdS, DPC, LPC, RPT, BC-TMH | *Founder and Therapist, Beyond Integrative Counseling and Consulting, LLC*

Christyl “Cricket” Erickson, MEd | *Curriculum and MTSS Director, Madison County School District*

Tracy Jones, BS | *Literacy Specialist, Madison County School District*

A comprehensive review of the 5 components of reading through direct instruction in EVERY classroom for EVERY student. Structured Literacy, which addresses the needs of students with Dyslexia, but is beneficial to all students, is key. The session will include a discussion of instructional best practices for all Pre-K- Grade 12 classrooms.

UNIQUE CHALLENGES & STRATEGIES OF PROVIDING AUTISM SPECTRUM DISORDER TREATMENT

Kristin McKee, MS, BCBA, LBA | *Board Certified Behavior Analyst, MS Center for Autism and Related Developmental Disabilities*

Donna Joachim, MS, RBT | *Director of Education Outreach, MS Center for Autism and Related Developmental Disabilities*

Several target areas exist when dealing with the challenges of providing services to those with ASD. For example, their styles of communication are unique but the need for treatment remains, often creating challenges for all involved. This session will focus on these challenges by presenting unique treatment strategies, as well as examining stressors and challenges for parents and siblings of individuals with ASD.

USING THE SCIENCE OF HOPE TO INCREASE YOUR WELL-BEING

Shea Hutchins, LCSW | *Chief Solutions Officer, Canopy Children’s Solutions*

There are over 2,000 published studies on the science of hope. The outcomes span across health, education, occupation, and overall well-being. Utilizing the science of hope, this session will guide participants in assessing their own level of hope. Participants will learn to use the framework of hope to increase or maintain high hope which can lead to being happier and healthier.

WHEN CHILDREN CONTROL THEIR HOMES: REDUCING FAMILY ACCOMMODATION IN FAMILIES OF CHILDREN DIAGNOSED WITH ADHD OR AUTISM SPECTRUM DISORDER.

Ryan Wexelblatt, LCSW | *Director, ADHD Dude*

Family accommodation is when families change their behaviors to alleviate or avoid their child’s temporary distress. Examples include allowing children excessive screen time to avoid “meltdowns,” giving in to a child’s demands when they make self-defeating comments or threats and avoiding anxiety-producing situations. While family accommodation is done out of love, it exacerbates problematic behaviors. In this session,

CONCURRENT SESSION DESCRIPTIONS

participants will learn how to identify family accommodation and a structured, evidence-based approach to helping families learn how to reduce it.

YOUTH SUICIDE PREVENTION AND POSTVENTION TOOLKITS

Meghan Goldbeck, BA | *Executive Director, American Foundation for Suicide Prevention, Louisiana and Mississippi Chapters*

Michael Stempkowski, MA, LPC/MHSP, NCC | *Clinical Training, Therapeutic Foster Care and Crisis Services, Youth Villages/AFSP Mississippi*

Suicide is the third leading cause of death for Mississippians ages 10-24. This session will review AFSP's Model School District Policy, a research-based policy and thorough plan for school districts to implement suicide prevention policies in their community, and the After a Suicide Toolkit.