

21st Annual ADHD and Related Concerns Conference

Session Objectives

A New Approach to Autism, Education, and Employment

Zachary Murphy

Participants will be able to...

1. highlight unique methods for identifying and nurturing exceptional students.
2. discuss tailored teaching strategies, specialized support programs, and the positive outcomes in autism education.
3. recognize signs of exceptional students who may not fit into traditional educational molds, effective strategies for supporting students with diverse learning needs and talents, and the importance of a compassionate and individualized approach in education.

ADHD Part 1

Brooklee Tynes, Carrie Morgan

Participants will be able to...

1. identify the symptoms of ADHD.
2. understand the importance of evaluation for assessing ADHD and related conditions.
3. accurately identify evaluation methods to develop for children and teens.

ADHD Part 2

Brooklee Tynes, Carrie Morgan

Participants will be able to...

1. identify the importance of diagnosing and treating ADHD as early as possible to improve outcomes for students with ADHD.
2. understand the importance of addressing behavior management, nutrition, exercise, sleep, and academic needs of students with ADHD.
3. be familiar with the benefits of successful medication management of ADHD in students, and also be aware of common myths surrounding ADHD medications.

ADHD in Girls and Women and How Hormonal Changes Affect Symptoms **Melanie Hamm**

Participants will be able to...

1. participants will be able to recognize signs and symptoms of ADHD that are specifically characteristic for females.
2. participants will understand how hormonal changes in females affect ADHD, specifically throughout puberty, pregnancy, and menopause.
3. participants will learn helpful tips for dealing with common ADHD symptoms that affect females in school, the work environment, and relationships.

ADHD Medication Management for Clinicians Part 1**Jonathan Shook**

Participants will be able to...

1. understand the importance of ADHD medication treatment and how medication may fit into a comprehensive ADHD treatment plan.
2. make selections among medications to treat ADHD more confidently.
3. navigate the logistics of starting ADHD medication more efficiently.

ADHD through the Seasons of Life: Childhood, Adolescence, and Adulthood **Lauren English**

Participants will be able to...

1. review Attention Deficit Hyperactivity Disorder definition and DSM criteria.
2. Recognize patient presentations in different seasons of life: childhood, adolescence, and adulthood.
3. create a plan of action for patients in all seasons of life.
4. discussion on how to empower others with ADHD.

Behavioral Interventions for Children/Adults: Building a Functional Foundation **Ember Dufrene**

Participants will be able to...

1. identify valuable strategies used to implement behavioral skill acquisition and maintenance.
2. identify the important reasons the target child should play an integral role in their own behavioral programming.
3. identify and problem solve the long-term implications of behavioral modification.

Behavior Management**Maggie Shorter**

Participants will be able to...

1. lay foundation for insight related to trauma and its effects on the brain, biology, beliefs, body, and behavior of a child
2. gain practical tools for intervention and application of TBRI approach using applicable strategies
3. gain understanding regarding interpreting behavior and responding appropriately using TBRI® alongside ABA strategies

Beyond Rebellion: Ways to Identify and Treat Oppositional Defiant Disorder**Christina I. Williams**

Participants will be able to...

1. identify the symptoms of Oppositional Defiant Disorder.
2. understand the therapeutic strategies to treat symptoms of Oppositional Defiant Disorder.

3. understand medication management strategies to treat of Oppositional Defiant Disorder.

Confident and Curious: How to Help Children and Teens with ADHD Reduce Worrying and Develop the Competence They Need. Sharon Saline

Participants will be able to...

1. describe how anxiety works in the brain and body, including its relationship to executive functioning skills.
2. identify and reduce patterns of negative thinking, perfectionism, overwhelm and procrastination.
3. develop effective tools for addressing social anxiety, conversational skills and friendship issues.
4. identify and develop areas of resilience in social and educational contexts.

Difficult Conversations and Interventions for Solutions Billie Fick Catherine Weiss

Participants will be able to...

1. identify interventions to diffuse difficult situations with people who are emotional and/or angry.
2. use steps to define, change and improve the emotional state of a confrontation.
3. apply techniques used to collaborate and diffuse situations with parents, co-workers, and students.

Don't Hulk Out! Behavior Goals and SEL: Improving Behavior in the Classroom Sarieta Pollard

Participants will be able to...

1. explore characteristics of ADHD as evidenced in the classroom.
2. identify social-emotional learning strategies to address behaviors.
3. Analyze classroom management practices and discipline practices for students.

Dyslexia 101 Holli Hinton

Participants will be able to...

1. act in the best interests of struggling readers and readers with dyslexia and other reading disorders
2. maintain public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
3. avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments and support just treatment of individuals with dyslexia and related learning difficulties.

Dyslexia-Intervention for a Positive Life Journey**Donna George**

Participants will be able to...

1. list at least three areas of skills taught in dyslexia therapy.
2. identify the difference between tutoring and dyslexia therapy.
3. explain why intervention is needed in the life of a student with dyslexia.

Dyslexia Simulation**Holli Hinton**

Participants will be able to...

1. understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
2. know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
3. strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.

Dyslexia: Understanding Dyslexia as a Positive Life Journey**Cena Holifield**

Participants will be able to...

1. identify the signs and symptoms demonstrated by children with dyslexia.
2. awareness that dyslexia is not a negative label, but a diagnosis that brings with it hope and success.
3. provide parents, teachers, and all with better knowledge of how to guide children with dyslexia on a positive life journey.

Enhancing Executive Functioning Skills for Student Success in the Classroom**Erin Hendricks**

Participants will be able to...

1. have a clear understanding of what Executive Functioning is and what it is not.
2. gain insight into strategies and accommodations that can be made to increase student independence in the classroom.
3. evaluate classroom practices and research resources for future information.

Helping Little People Manage Their Behavior: It Really Does Take a Village Susan Clark

Participants will be able to...

1. identify some reasons little people struggle with challenging behaviors.
2. define and describe what is meant by behavior management.
3. identify benefits of effective behavior management.
4. identify positive and effective behavior management strategies.
5. identify when/who to seek help from when handling behavior management for little people.

How can educators partner with families and health providers to identify and optimally care for students with ADHD? Jonathan Shook

By the end of the session, participants will be able to....

1. understand more about ADHD and ways students with ADHD may struggle with a goal of identifying at risk students as early as possible.
2. feel more confident in discussing signs and struggles of ADHD with parents or caregivers of students who are displaying symptoms and impairments suggestive of ADHD.
3. communicate with students' health care providers more effectively to optimize management of ADHD, thereby improving outcomes for students with ADHD.

Hurting, Troubled or Just BAD and Will Play Really Help? Mindy Hamilton

Participants will be able to...

1. define what Play Therapy is and when to refer my child.
2. name three playful regulation skills to teach my children.
3. define what Polyvagal Theory is and how it can help my children.

Identifying and Treating Auditory Processing Deficits in Individuals with ADHD and Related Conditions Alicia Swann

Participants will be able to...

1. explain how can poor auditory processing affect learning how to read?
2. describe different auditory processing deficits that can cause difficulty understanding speech and concentrating in background noise.
3. outline some benefits of hearing assistive technology and remote microphone systems for individuals with APD, ADHD, Dyslexia, and ASD?

Increasing the Breadth and Depth of Word Knowledge in Students with Dyslexia Lisa Hand

Participants will be able to...

1. know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
2. know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
3. know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.

Is a Service Dog the Answer? Alison Patroia

Participants will be able to...

1. identify the legal differences between therapy animals, emotional support animals, and service animals.
2. learn about the ADA legal rules such as what questions businesses can ask regarding a service dog.
3. determine which animal (therapy, emotional support, or service) would be best for a particular individual's needs.

Is It Language Proficiency or a Potential Disability? Supporting English Learners in the Science of Reading

Monique Henderson

Participants will be able to...

1. identify questions they should consider when deciding if a multilingual learner might also have a learning disability.
2. better understand the needs of English learners working on foundational literacy skills.
3. better support oral literacy for English learners.

Level the Playing Field: Supporting Students in Poverty with High-Impact Instructional Strategies Kim Benton

1. Participants will be able to...

1. identify 24 evidence-based instructional practices to support students in poverty in their classrooms.
2. explain the link between poverty and achievement gaps.
3. identify at least one approach to implement evidence-based instructional practices in their classrooms.

Move to Learn – Let's MOVE to LEARN!_

Larry Calhoun

Participants will be able to...

1. improve academic achievement through movement.
2. create positive learning environments using movement techniques.
3. promote effective classroom management through movement.

Navigating ADHD: A Guide for Parents

Jeffery VeZain

Participants will be able to...

1. identify neurotransmitter imbalances responsible for ADHD symptoms.
2. understand the differences between stimulant and non-stimulant treatment options and determine when each is appropriate.
3. recognize causes of side effects and medication failures and develop strategies to prevent them.

Powerful Read Alouds

Holli Hinton

Participants will be able to...

1. consider research supporting the benefits of reading aloud to children from an early age and explore ways to integrate the principles of structured literacy into powerful read alouds that benefit children of all ages.
2. identify practical strategies that can be applied in their own read alouds with students, such as intentionally building phonological awareness, purposefully developing the breadth and depth of vocabulary, and explicitly modeling metacognitive strategies.
3. evaluate their current practice for opportunities to be diagnostic and prescriptive during read aloud activities.

Setting young children up for success: Addressing executive functioning and social development

Alicia Westbrook

Participants will be able to...

1. define executive functioning and its related skills.
2. apply strategies to increase inhibitory control in young children.
3. connect how developing executive function will promote social development and friendship.

Somewhere on the Spectrum: Recognizing Characteristics of Autism Beyond Diagnostic Criteria

Carrie Morgan

Participants will be able to...

1. identify diagnostic criteria of autism spectrum disorder.
2. understand factors impacting variation in presentation of symptoms.
3. recognize how features of autism may present differently amongst persons with ASD.

Structured Literacy in the Secondary Classroom Christyl Erickson

Participants will be able to...

1. identify deficits in foundational skills for readers.
2. understand that all skills must be explicitly taught and modeled.
3. recognize that reading comprehension is the outcome of mastery of specific skills, not a skill to be taught.

Supporting Students with ADHD in the Classroom Sarieta Pollard

Participants will be able to...

1. define ADHD.
2. identify strategies to address behaviors associated with ADHD.
3. analyze classroom management practices and discipline practices for students.

TBRI® Attachment-based, Trauma-informed Intervention for Vulnerable Children Maggie Shorter

Participants will be able to...

1. lay foundation for insight related to trauma and its effects on the brain, biology, beliefs, body, and behavior of a child.
2. gain practical tools for intervention and application of TBRI approach using applicable strategies.
3. gain understanding regarding interpreting behavior and responding appropriately using TBRI® alongside ABA strategies.

Teaching to the Edges. Empowering School Leaders to Help All Students Reach Their Full Potential

Eddie Peasant

Participants will be able to...

1. identify three E's which might cause learners to struggle or be unsuccessful in a traditional classroom.
2. understand how to design differentiated lessons to reach students who are identified as exceptional education, economically disadvantaged, and/or English language learners.
3. Use strategies to meet the needs of rural students, exceptional education, economically disadvantaged, and English language learner students so they don't fall further behind higher achieving students

2.

The Art of Co-Teaching

Carva King

Participants will be able to...

1. understand the impact of *school-wide* and *classroom* CULTURE on the success of a co-teaching model.
2. understand the importance of COLLABORATION in planning, assessing, and reflecting upon classroom instruction using a co-teaching model.
3. understand that to effectively meet the unique needs of diverse student populations, general education and special education teachers must have the ability to CO-EXIST in the classroom through mutual respect, a release of control, and effective response to each other's needs.

The Impact of Pouring from an Empty Cup: Understanding the Consequences of Depleted Resources and the Ethical Implementation for Practice

Danyella Terrell

Participants will be able to...

1. have a greater understanding of the detrimental effects of operating with depleted resources, emphasizing how neglecting self-care leads to burnout, decreased effectiveness, and compromised client care.
2. be aware of the ethical responsibility of professionals to prioritize self-care to maintain optimal mental, emotional, and physical well-being, ensuring sustainable and effective service provision.
3. have and be able to use practical tools and resources for practitioners to cultivate self-awareness, establish healthy boundaries, and integrate self-care practices into their professional routines, fostering resilience and longevity in the field.

Understanding ADHD and Substance Use Disorder

Keith Simnicht

Participants will be able to...

1. define substance use disorder.
2. understand the relationship between substance use disorder and ADHD.
3. identify treatment modalities and implications with co-existing ADHD.

Values Land: Moving Towards the Sweet Stuff to Build Resilience

Brooklyn Tynes

Participants will be able to...

1. establish personal values.
2. identify daily practices to promote appropriate self-care.
3. utilize emotion regulation strategies to assist in stress management.

Warm Welcomes and Strong Finishes: Embracing Every Child through Effective and Inclusive Classroom Practices

Zachary LaBrot

Participants will be able to...

1. effectively implement positive greetings at the door.
2. implement the KerPlunk and Social Sprouts games for improving behavior.
3. tailor interventions for maximum success.

What Kids with ADHD wish you knew and how you can help

Sharon Saline

Participants will be able to...

1. explain the biological, behavioral and emotional factors related to ADHD and executive functioning skills.
2. explore the impact of co-existing disorders including trauma, learning disabilities and mood conditions.
3. apply innovative strategies to improve executive functioning skills.
4. foster a growth mindset and resilience in children and adolescents.