



Association of EDUCATIONAL THERAPISTS

31ST ANNUAL CONFERENCE

October 22-24, 2009 | Warner Center Marriott | Los Angeles, CA

Self-Regulation & Learning: New Approaches to Therapeutic Intervention

*Early Registration
& Housing Deadline
Sept. 25, 2009*

OPENING SPEAKER

Sheryl K. Pruitt, MEd, ET/P

Clinical Director of Parkaire Consultants

**“CLUELESS: Executive Dysfunction and Its Impact on
Memory and Learning – Ramifications and Remediations”**

KEYNOTE SPEAKER

Russell A. Barkley, PhD

*Clinical Professor of Psychiatry at the Medical University of South Carolina
and Research Professor of Psychiatry at the State University
of New York Upstate Medical School*

**“The Link Between ADHD, Self-Regulation, and Executive
Functioning – What It Means for the Treatment of ADHD”**

APPROVED PROVIDER



The Association of Educational Therapists is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This program is offered for 1.4 ASHA CEUs (Intermediate level, Professional area).

Conference program meets the qualifications for 14 hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences. (AET Provider No. 4371)



What is AET?

- AET is the nationally recognized professional association for educational therapists.
- AET sets the standards and defines the practice of Educational Therapy.
- AET encourages the highest level of professional excellence.
- AET provides access to the most current expertise in our profession through conferences, workshops, and contact with our most experienced members.
- AET promotes contact with allied professionals in related professions, including medicine, psychology, speech and language, occupational and physical therapy, optometry, etc.

Why Should YOU Join AET?

As an AET member, you are extended the following benefits:

- Recognition as an educational therapist who has met rigorous educational and training requirements
- Referrals through online Member Directory
- Opportunities for continuing education through annual conferences, regional workshops, and local study groups
- Subscription to *The Educational Therapist* professional journal
- Discounts for AET events and products

What is Educational Therapy?

Educational Therapy offers a wide range of intensive, individualized interventions designed to remediate learning challenges for children and adults.

Educational Therapy demystifies learning problems and stimulates clients' awareness of their strengths so they can use those strengths to overcome or compensate for areas of weakness.

Educational Therapy creates and implements a treatment plan that utilizes information from a variety of sources including the client's social, emotional, psychoeducational, and neuro-psychological context.

STUDENT & ALUMNI SOCIAL

Thursday, October 22

5:15 pm - 6:45 pm

Students and alumni of educational therapy training programs are invited to join AET leaders for an informal, no-host gathering at the lobby bar following the Opening Session. It will be a great opportunity for students and alumni to network and learn about AET and educational therapy opportunities.

We look forward to seeing you there!

Learn More About AET Membership!

Attend Pathways to AET Membership

Presented by: *Jeanette Rivera, MA, BCET and the Membership Committee*

Saturday, October 24 • 7:30 am - 8:15 am

Join us in a discussion of AET's membership procedures and benefits. Learn how to become a new member or upgrade your current membership level.

All Attendees are Invited to Participate!

For more information, visit www.aetonline.org/membership

AET is proud to announce the following confirmed SPONSORS FOR THE 2009 ANNUAL CONFERENCE

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Opportunities are still available to support the premier conference for professionals who work with individuals with learning disabilities. Please contact the AET office to discuss sponsorship, exhibiting, and advertising.

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2009 Schedule-at-a-Glance

THURSDAY, OCTOBER 22, 2009

CEUs

9:00 am Conference Registration Opens

9:00 am - 12:00 pm **PRE-CONFERENCE WORKSHOPS** (*Separate Registration Required*) ————— **Workshop A:**

9:00 am - 12:00 pm **A: Ethics and Etiquette 2009: Recurrent Ethical Issues in Educational Therapy**

Moderator: *Susan Fogelson, MA, BCET, FAET*

Panelists: *Maxine Ficksman, MA, BCET, FAET, Caren Gitlin, MEd, BCET, Alice Pulliam, MA, BCET and Susan Taber, MEd, BCET*

3 AET CEUs

Workshop B:

2 AET CEUs

or

10:00 am - 12:00 pm **B: Certification Workshop**

Marion Marshall, MA, BCET

2:00 pm - 5:15 pm **OPENING SESSION** ————— **CLUELESS: Executive Dysfunction and Its Impact on Memory and Learning – Ramifications and Remediations**
Sheryl K. Pruitt, MEd, ET/P

Opening Session:

3 AET CEUs

3 CE units for

LCSWs (CA and IL)

and MFTs (CA),

3 ISBE CPDUs

.3 ASHA CEUs

3:30 pm - 3:45 pm **Break**

5:15 pm - 6:45 pm **Student & Alumni Social**

6:00 pm - 8:30 pm **AET Board of Directors Meeting**

FRIDAY, OCTOBER 23, 2009

7:30 am **Continental Breakfast/Conference Registration Opens**

8:00 am - 9:00 am **Meet & Greet Breakfast for Allied Professionals**

9:15 am - 9:45 am **President's Remarks – Risa Graff, MA, BCET**

9:30 am **Exhibit Hall/Bookstore Opens**

9:45 am - 10:00 am **Morning Break in Exhibit Hall**

10:00 am - 12:00 pm **KEYNOTE ADDRESS** ————— **The Link between ADHD, Self-Regulation, and Executive Functioning: What It Means for the Treatment of ADHD**
Russell A. Barkley, PhD

Keynote Address Part 1:

2 AET CEUs

2 CE units for LCSWs

(CA and IL) and MFTs (CA)

2 ISBE CPDUs

.2 ASHA CEUs

12:00 pm - 1:30 pm **Lunch Break in Exhibit Hall**

1:30 pm - 5:00 pm **KEYNOTE ADDRESS Continued**

Keynote Address Part 2:

3 AET CEUs

3 CE units for LCSWs

(CA and IL) and MFTs (CA)

3 ISBE CPDUs

.3 ASHA CEUs

5:00 pm - 6:30 pm **Welcome Reception in Exhibit Hall**

Allied Professional Meet & Greet

Friday, October 23 • 8:00 am - 9:00 am

The Association of Educational Therapists extends a warm welcome to all allied professionals attending the 31st Annual Conference!

Please join us for an informal breakfast session to network with AET Board members, Allied Professional members, and others in the many disciplines that serve the needs of children, adolescents, and adults with learning differences. Psychologists, speech-language pathologists, marriage and family therapists, social workers, learning disability specialists, counselors, occupational therapists, and pediatricians are encouraged to attend.

We hope to see you there!

SATURDAY, OCTOBER 24, 2009

CEUs

7:30 am Conference Registration Opens
Continental Breakfast
Exhibit Hall/Bookstore Opens

7:30 am - 8:15 am Pathways to AET Membership
Jeanette Rivera, MA, BCET and the Membership Committee

8:30 am - 12:00 pm SESSIONS ————— Sessions 1A-1E:

8:30 am - 12:00 pm **1A: A Look at Mediated Learning through the Lens of Professor Feuerstein**
Kathleen R. Hopkins, EdD and Kristin H. Barbour, MEd, CCC-SLP

1B: Reading Comprehension, Asperger's and Autism
Emily Iland, MA

1C: What a Difference a Morpheme Can Make
Nancy Cushen White, EdD, BCET

or

3 AET CEUs
3 CE units for LCSWs
(CA and IL) and
MFTs (CA)
3 ISBE CPDUs
.3 ASHA CEUs

8:30 am - 10:00 am **1D: The Impact of Attention on Reading Comprehension**
Mary Beth Burns, PhD

and

10:00 am - 12:00 pm **1E: The Oral Language Model and Executive Functioning: Implications for Teaching Writing**
Farryl Dickter, MA, CCC, ET/P

10:00 am - 10:30 am Morning Break in Exhibit Hall

12:00 pm - 1:30 pm Lunch Break in Exhibit Hall

12:15 pm - 1:15 pm Lunch Meetings (*by invitation*)
Graduate Programs in Educational Therapy
Study Group Leaders
Public Policy Committee

1:30 pm - 5:00 pm SESSIONS ————— Sessions 2A-2F:

1:30 - 5:00 pm **2A: Procedural Deficits in Learning Disorders: A View Beneath the Verbal-Nonverbal Dichotomy**
Dana Chidekel, PhD and Deborah Ely Budding, PhD

2B: Can Your Clients RAP? Teach Them the Paraphrasing Strategy
Beth Lasky, PhD

or

3 AET CEUs
3 CE units for LCSWs
(CA and IL) and
MFTs (CA)
3 ISBE CPDUs
.3 ASHA CEUs

1:30 pm - 3:00 pm **2C: Self-Regulation and the Importance of Emotions in Learning**
Loren Deutsch, LCSW, MEd, ET/P

2D: Technology Tools: the Future of Education Today
Marcy Dann, MA, BCET and Carmen Sevilla, MA

and

3:30 pm - 5:00 pm **2E: Ways to Turn On the Turned-Off Child**
Myrna Gordon, MA

2F: Web-Based Tools to Support Learning
Laura Doto, MA

3:00 pm - 3:30 pm Afternoon Break in Exhibit Hall

Thursday, October 22, 2009

PRE-CONFERENCE WORKSHOP A (9:00 am - 12:00 pm)

Ethics and Etiquette 2009: Recurrent Ethical Issues in Educational Therapy

Susan Fogelson, MA, BCET, FAET, Moderator

Veteran educational therapists will present a panel discussion about the ethical issues involved in the practice of educational therapy, both in private practice and in settings such as schools, clinics, and learning centers. Participants will be able to: resolve problems when professionals disagree; respect confidentiality when sensitive information is shared; set boundaries with clients; manage school placement disagreements; and employ strategies to avoid taking sides when conflicts arise between parents.

Susan Fogelson, MA, BCET, FAET, has been in private practice for over 30 years. A Past President of AET, she has served on advisory boards and given numerous presentations on educational therapy.

Panelists:

Maxine Ficksman, MA, BCET, FAET, has coordinated and taught in educational therapy certificate programs in addition to practicing in Tarzana, CA. A Past President of AET, she is co-editing the text, *The Clinical Practice of Educational Therapy: A Teaching Model*.

Caren Gitlin, MEd, BCET, has a private educational therapy practice and works as a resource specialist at a private day school. She is currently AET's Case Study Chair.

Alice Pulliam, MA, BCET, is the resource specialist at West School in Hillsborough, CA and a Schools Attuned facilitator. She formerly served on the AET Board as Program Chair and currently co-chairs the Supervision Committee.

Susan Taber, MEd, BCET, is the founder of Learning Strategies Unlimited in Carlisle, MA. She specializes in direct strategy instruction and organizational coaching for children, adolescents, and adults with learning, attentional, and/or executive functioning issues.

PRE-CONFERENCE WORKSHOP B (10:00 am - 12:00 pm)

Certification Workshop

Marion Marshall, MA, BCET

AET members interested in certification should consider attending this step-by-step "how to" workshop designed to facilitate the certification process. Participants will be able to: identify the required elements of a case study to be submitted for AET Board Certification; utilize a current and comprehensive format guide with commentary; discuss issues and questions regarding case study analysis; and recognize common pitfalls and how to avoid them.

Marion Marshall is an Assistant Professor of Education at Holy Names University in Oakland, CA and a frequent speaker at regional, state, and national conferences.

OPENING SESSION (2:00 pm - 5:15 pm)

CLUELESS: Executive Dysfunction and Its Impact on Memory and Learning – Ramifications and Remediations

Sheryl K. Pruitt, MEd, ET/P

Executive dysfunction's impact on memory and learning is often overlooked as a contributor to the problems experienced by children, adolescents, and adults. In this session, attendees will get an explanation of which memories are affected by executive dysfunction and some of the disorders that are likely to be impacted by these memory problems. In addition, the impact of executive dysfunction and accompanying memory problems on learning and communication will be delineated, as well as the ramifications of executive dysfunction on success in school and beyond. Strategies will be presented for the remediation of the impact of executive dysfunction on these deficit areas.

Participants in this workshop will be able to: connect executive dysfunction to many of the regulatory disorders; explain how executive dysfunction impacts memory, learning, and communication; describe the ramifications of executive dysfunction on success in school and beyond; and apply specific strategies to remediate the impact of executive dysfunction on performance.

Sheryl Pruitt is the Clinical Director of Parkaire Consultants in Georgia, a clinic she founded to serve neurologically impaired individuals. Prior to its founding, Ms. Pruitt conducted a State of Georgia exemplary Model Learning Disability Program and taught behavior-disordered students in a psychoeducational setting. She has served on the Boards of numerous Tourette Syndrome associations and is a member of the Professional Advisory Board for North Atlanta and Central Georgia CHADD.

Ms. Pruitt is a co-author of the book *Teaching the Tiger* and a contributing author to the Tourette Foundation of Canada's *Education Guide on Tourette Syndrome*. She teaches a State of Georgia Professional Learning Unit Course on students with neurological impairments and the impact of their disorders on education, behavior, family, and socialization. Ms. Pruitt has presented both nationally and internationally. Her presentations incorporate not only a professional perspective, but also personal experiences with these conditions within her family. She and Dr. Leslie E. Packer are currently collaborating on a book for educators to be published by Woodbine House.

Friday, October 23, 2009

KEYNOTE ADDRESS (10:00 am - 12:00 pm & 1:30 pm - 5:00 pm)

The Link between ADHD, Self-Regulation, and Executive Functioning: What It Means for the Treatment of ADHD

Russell A. Barkley, PhD

There have been many recent advances in understanding the nature of ADHD and its primary symptoms including deficits in working memory and other executive functions. In this session, participants will learn about the broadening view that ADHD is more than just a disorder of attention or hyperactivity but includes wider cognitive problems with working memory and emotional self-regulation. Dr. Barkley will present his theory of ADHD as a disorder of executive functioning and the self-regulation that affords the individual the ability to organize his or her behavior across time and thus anticipate the future. The links among poor inhibition that characterize ADHD, poor self-regulation, and the five major executive functions now demonstrated to be impaired in ADHD will be reviewed. The audience will learn the significant implications of these research findings and this theory for a deeper understanding of ADHD. They will also understand how this theory leads to more effectively designed interventions for those with the disorder.

Participants in this workshop will be able to: identify the primary ADHD deficits of working memory and executive functions; summarize the wider cognitive problems now being associated with ADHD; describe the theory of ADHD as a disorder of executive function and self-regulation; explain the links between poor inhibition, poor self-regulation, and the five major executive functions; and design appropriate interventions based on Dr. Barkley's theory of ADHD.

Dr. Russell Barkley is a Clinical Professor of Psychiatry at the Medical University of South Carolina and Research Professor of Psychiatry at the State University of New York Upstate Medical University in Syracuse. He received his PhD in Clinical Psychology from Bowling Green State University and attended the Oregon Health Sciences University for internship training in developmental, learning and behavioral disorders of children. Thereafter, he joined the Department of Neurology at the Medical College of Wisconsin and Milwaukee Children's Hospital where he founded the Neuropsychology Service and served as its Chief until 1985. Dr. Barkley then moved to the University of Massachusetts Medical School, where he served as the Director of Psychology and established research clinics for both child and adult Attention Deficit Hyperactivity Disorders. In 2002, he relocated to the Charleston, SC region.

Dr. Barkley is a diplomate in Clinical Psychology, Clinical Child and Adolescent Psychology, and Clinical Neuropsychology. He is a clinical scientist, educator, and practitioner who has authored numerous books, manuals, and articles related to the nature, assessment, and treatment of ADHD and related disorders. He founded a bimonthly newsletter for clinical professionals, *The ADHD Report* (Guilford), and has created award-winning professional videotapes on ADHD and defiant children.

Dr. Barkley has presented more than 600 workshops, public addresses, and scientific presentations around the world and has appeared on a variety of nationally televised programs on behalf of those with ADHD. Dr. Barkley has received numerous distinguished awards for his research in child development and his efforts to educate the public and other professionals about the science of ADHD.

AET Would Like to Thank the Following Exhibitors

As of July 1, 2009

AttenGo Ltd	Independence Center	Perception Dynamics Institute
Bridges Academy	Irlen Institute International	The Prentice School
College Internship Program	National Institute for Learning Development	Read Naturally, Inc
Cogmed Working Memory Training	Newman Aaronson Vanaman	Special Reads for Special Needs
Discovery Toys	Pearson	Westview School
Frostig School		Zillio Games

***All attendees are invited to join us at the Welcome Reception
in the Exhibit Hall on Friday evening, October 23.***

***Enjoy refreshments while you learn about exciting products
and services that will benefit your practice!***

Saturday, October 24, 2009

SESSION 1A (8:30 am - 12:00 pm) A Look at Mediated Learning through the Lens of Professor Feuerstein

Kathleen R. Hopkins, EdD and Kristin H. Barbour, MEd, CCC-SLP

This session is an overview of Feuerstein's Instrumental Enrichment (IE) program with particular focus on the art and science of mediated learning. Those attending will have an opportunity to interact with the first four instruments of IE and will be challenged to consider their own cognitive competencies in the light of the theory of cognitive modifiability. **Participants will be able to:** explain the meaning of a cognitive function, demonstrate specific FIE tasks, and describe the concept of mediated learning.

Dr. Kathleen Hopkins is the Executive Director of the National Institute for Learning Development (NILD), a non-profit organization whose mission is to build competence and confidence in those who struggle to learn. **Kristin Barbour** is the Director of Discovery Programs, NILD's community-based model. Both Kathy and Kristin are trainers in Feuerstein's Instrumental Enrichment Program and lead workshops for teachers worldwide.

SESSION 1B (8:30 am - 12:00 pm) Reading Comprehension, Asperger's and Autism

Emily Iland, MA

Improving reading comprehension in good decoders with autism or Asperger Syndrome is a field of study in its infancy. This session will identify the cognitive profile and specific needs of these students, review current research findings about interventions, and offer well-matched techniques and activities for therapy. **Participants will be able to:** identify how the unique cognitive profile of ASDs affects literacy and comprehension, use research to define the specialized needs of this population, and apply this knowledge to select therapeutic interventions best suited to clients on the spectrum.

Emily Iland is a leader, advocate, and internationally known author in the autism field, and the mother of a young man with autism. Her new book (pending publication) explores reading comprehension issues in ASD and is dedicated to educational therapists.

SESSION 1C (8:30 am - 12:00 pm) What a Difference a Morpheme Can Make

Nancy Cushen White, EdD, BCET

While basic knowledge of grapheme-phoneme relationships may be sufficient for reading and spelling one-syllable words, analysis of word structure is needed to learn multi-syllable words. Strategies for using knowledge of morphology for decoding and spelling will be presented. Morphemes (free and bound) and the Anglo-Saxon, Latin, and Greek layers of English will be discussed. **Participants will be able to:** distinguish roots, stems, and base elements, apply knowledge of English morphology to identify and spell unfamiliar words, and use morphophonemics to determine the spelling of the elusive schwa phoneme in many multi-syllable words.

Dr. White has extensive experience as a classroom teacher, special education teacher, and program specialist with San Francisco Unified School District. She works as a certified academic language therapist, educational therapist, and dyslexia consultant in private practice and is an Associate Clinical Professor in the Division of Adolescent Medicine at UCSF.

SESSION 1D (8:30 am - 10:00 am) The Impact of Attention on Reading Comprehension

Mary Beth Burns, EdD

Children with ADHD often experience reading comprehension problems. Difficulties with the retrieval and expression of what they have read can negatively impact their ability to provide a comprehensive retelling and to accurately answer post-reading questions. **Participants will be able to:** explain the impact of attention on reading comprehension in students with ADHD, identify the reading behaviors of these children, and apply effective strategies to meet the comprehension needs of ADHD students.

Dr. Mary Beth Burns is an experienced literacy specialist. She has directed school-based literacy programs and taught university reading courses. Dr. Burns currently works as an educational consultant.

SESSION 1E (10:30 am - 12:00 pm) The Oral Language Model and Executive Functioning: Implications for Teaching Writing

Farryl Dickter, MA, CCC, ET/P

The oral language model differs dramatically from the traditional approach to writing instruction. This presentation will show how the therapist can put a *new spin* on teaching writing through the oral language model while considering the executive functioning challenges that compound the ability to plan, initiate and express written ideas. **Participants will be able to:** list the ways oral morphology, syntax, semantics and pragmatics affect written language, describe techniques for improving each area of oral language for writing purposes, and develop tools for addressing the executive functioning challenges related to writing.

Farryl Dickter is a licensed speech-language pathologist and a professional educational therapist, working with children for 35 years. A former AET Board member, Ms. Dickter leads a private practice in Los Angeles.

SESSION 2A (1:30 pm - 5:00 pm) Procedural Deficits in Learning Disorders:

A View Beneath the Verbal-Nonverbal Dichotomy

Dana Chidekel, PhD, ABPdN, ABN and Deborah Ely Budding, PhD, ABPdN, ABN

This presentation will describe the nature of procedural deficits in a variety of learning disorders, with an emphasis on academic, language, and social tasks heavily dependent upon development of automaticity. Clinical case examples will be presented to illustrate how these issues can be discovered and clarified with current neuropsychological methodologies in order to help clinicians develop effective interventions. **Participants will be able to:** recognize the principles of procedural learning as they apply to the mastery of academic skills, describe the role of neuropsychological assessment in identifying procedural deficits, and develop interventions for children with procedural learning problems.

Dr. Dana Chidekel provides psychological and neuropsychological testing of children and young adults for academic, developmental and behavioral difficulties. She also serves as a consultant to parents and other professionals. **Dr. Deborah Budding** practices in the Los Angeles area and specializes in evaluating psychiatric, learning, and other developmentally based disorders. She has particular interest in subcortical contributions to function.

SESSION 2B (1:30 pm - 5:00 pm) Can Your Clients RAP? Teach Them the Paraphrasing Strategy

Beth Lasky, PhD

The Read-Ask-Paraphrase Strategy is one of the Strategic Instructional Model (SIM) Learning Strategies from the University of Kansas Center for Research on Learning. This research-based, highly effective strategy is simple to learn and can be easily used in private practice or in a group setting. It is appropriate for 3rd - 12th grade readers and teaches them how to focus on the most important information. **Participants will be able to:** demonstrate the Paraphrasing Strategy to clients struggling with comprehension difficulties, identify what a good paraphrase is, and describe all of the steps of the Paraphrasing Strategy.

Dr. Lasky is a Professor in the College of Education at CSU Northridge. A former classroom teacher, she has been a SIM professional developer for about 25 years.

SESSION 2C (1:30 pm - 3:00 pm) Self-Regulation and the Importance of Emotions in Learning

Loren Deutsch, LCSW, MEd, ET/P

As educators and therapists, we must examine the concept of self-regulation and its connection to executive functioning and learning. This presentation will examine those factors as well as the use of a feedback loop in organizing academic support and setting goals with students. **Participants will be able to:** explain the significance of self-regulation, demonstrate the use of a feedback loop in the assessment of students, and describe the challenges and strategies necessary in working with students who become dysregulated.

Loren Deutsch maintains a private practice in educational therapy and psychotherapy in Winnetka, IL. Her clients include adolescents and adults, and she specializes in working with medical students. Loren also lectures and practices educational therapy at two medical schools in Chicago.

SESSION 2D (1:30 pm - 3:00 pm) Technology Tools: The Future of Education Today

Marcy Dann, MA, BCET and Carmen Sevilla, MA

This presentation will focus on the technology tools that are currently available for learning and familiarize private practitioners with the technology their clients are expected to use in their school setting. The workshop will enable attendees to explore Web 2.0 and emerging technologies and consider their use for clinical practice. **Participants will be able to:** identify the rationale for the use of technology in special and general education, assess their technological software and hardware needs for use with individual clients, and develop a technology tools checklist that supports computer based learning (CBL).

Marcy Dann is the Educational Therapist at Bridges Academy in Studio City, CA, the coordinator of CSUN programs in educational therapy, and an educational therapist in clinical practice. She serves on the AET Board as President-Elect. **Carmen Sevilla** is the Technology Curriculum Coordinator at the Bridges Academy. She has a Master's Degree in Educational Technology and has worked with special populations in K-12.

SESSION 2E (3:30 pm - 5:00 pm) Ways to Turn On The Turned-Off Child

Myrna Gordon, MA

What turns students off to learning? How can we change their thinking so that they are motivated and work to their ability? In this session you will learn how to work with the learned helpless, the anxious, the depressed, and the aggressive child to bring success to these failure-oriented students. **Participants will be able to:** describe a new rationale for what turns children off to learning, demonstrate techniques for changing negative into positive thinking, and apply strategies for working with failure-oriented students.

Myrna Gordon is a former teacher and resource specialist. She is currently an educational therapist and author whose publications include *The Turned-Off Child* (co-authored with Robert Gordon) and articles on learned helplessness and school failure.

SESSION 2F (3:30 pm - 5:00 pm) Web-Based Tools to Support Learning

Laura Doto, MA

How can we help students with ADHD, LD, and language disorders self-regulate and organize using the power of web-based technology? Web 2.0 can be harnessed to support students with these challenges. Three specific applications will be discussed and demonstrated. **Participants will be able to:** show how the web can be used to meet specific educational goals, describe the implications of new, free, and often required assistive technology for high school and college students, and demonstrate the use of such sites as Diigo, NoodleTools, and the digital learning environments used in schools and colleges.

Laura Doto works with high school students to cultivate effective learning habits as the learning lab director and academic support specialist at The Montclair Kimberly Academy in New Jersey.

Hotel & Travel Information

WARNER CENTER MARRIOTT

21850 Oxnard Street • Woodland Hills, CA 91367

www.warnercentermarriott.com

Reservations: Call 1-800-228-9290 or 818-887-4800

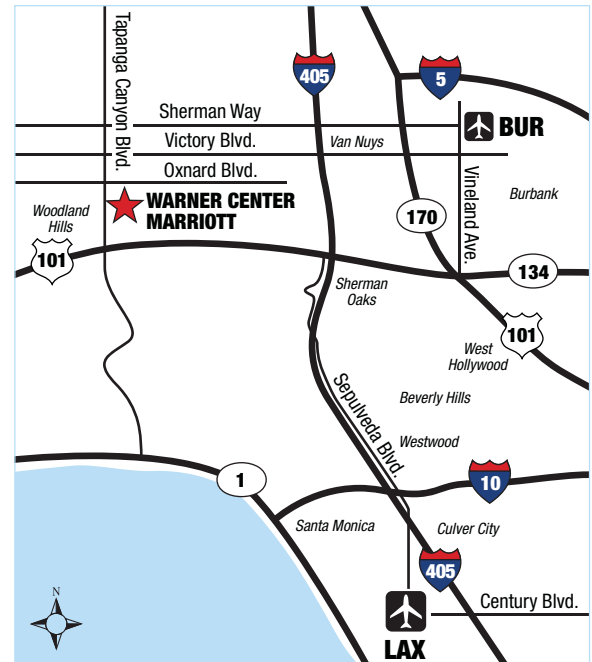
AET Conference Rate: \$119 for Single or Double

NOTE: Accommodations MUST be booked by September 25, 2009 to secure the conference rate. Please mention you are an attendee at the AET conference.

Airport Transportation: The Warner Center Marriott is located 28 miles from the Los Angeles International Airport (LAX) and 20 miles from the Bob Hope Airport in Burbank (BUR). The hotel does not offer shuttle service from either airport.

Taxi/Shuttle: One-way transportation cost from the Los Angeles airport to the Warner Center is approx \$90 for taxis and \$44 for shuttles. One-way transportation cost from the Burbank airport to the Warner Center is approx \$55 for taxis and \$27 for shuttles.

Parking: The Warner Center Marriott offers daily, overnight, and valet parking. Special conference parking rates range from \$6-\$19 per day.



Registration Procedures

1. Visit www.aetonline.org/registration for convenient online registration.
2. You may also mail or fax a completed registration form with payment.
3. Make checks payable to AET.
4. AET also accepts Visa, MasterCard, and AMEX.
5. **Registration must be postmarked by September 25, 2009 to avoid a \$50 late fee.**
6. Many of the sessions have limited seating, so register early!
7. **For additional information, please contact 1-800-286-4267, ext. 128, or registration@aetonline.org.**

Cancellation Policy: All cancellation requests must be in writing. Cancellations received by September 25, 2009 will be subject to a \$50 processing fee. No refunds will be given after September 25. If AET cancels the program due to unforeseen circumstances, it will be rescheduled at a later date and registrants will have the option of a full refund.

Special Needs: If you require any special accommodations, please contact the AET Office at 310-909-1490 or aet@aetonline.org prior to September 25.

Want to Register at the Member Rate?

Become an AET Member today and register at the member rate. Apply for membership online at www.aetonline.org/membership or call 1-800-286-4267, ext. 110.

Support AET Programs

Help AET continue to provide training and professional development for the field of educational therapy. Make a donation to support AET programs listed below that will benefit you and your profession.

- Seminars and Workshops
- Educational Therapy Institute
- Master's and Post-Master's Certificate Programs
- Commemorative Funds: Education, Scholarships, and Research

The Association of Educational Therapists is a 501(c)(3) nonprofit. Contributions are fully tax-deductible to the extent allowed by law.

Save 10% Instantly!

Groups of three or more people who register together will receive 10% off their registration fees*.

Convenient online registration is available at:

www.aetonline.org/registration

**Discount only applies to registration Option A or Option B.*

2009 Registration Form



AET 31ST ANNUAL CONFERENCE • OCTOBER 22-24, 2009

Register online at www.aetonline.org/registration or mail/fax a completed registration form to:
 AET • Attn: Registrar • 11300 W. Olympic Blvd, Suite 600 • Los Angeles, CA 90064
 Phone: 310-909-1490, ext. 128 • Fax: 310-437-0585 • Email: registration@aetonline.org

REGISTRANT INFORMATION

First Name: _____ Last Name: _____
 Organization: _____
 Address: _____
 City: _____ State: _____ Zip: _____
 Phone: _____ Email: _____

ACCEPTED FORMS OF PAYMENT

Checks (Make payable to AET) Credit Card (Circle one: Visa, MasterCard, AMEX)
 Card No.: _____ Exp. Date: _____ Verification Code: _____
 Cardholder's Name: _____ Cardholder's Signature: _____

REGISTRATION OPTIONS Please circle the fees in the appropriate column and total at the bottom.	AET Member*	AET Student Member**	Non-Member	Student Non-Member**	Amount
OPTION A Superpass: Includes registration for the entire conference, entrance to (1) pre-conference workshop, entrance to the Welcome Reception, all conference meals and breaks, and additional CEUs.	\$425	\$300	\$495	\$345	
OPTION B Conference Pass: Includes registration for the entire conference, entrance to Welcome Reception, and all conference meals and breaks EXCEPT Saturday lunch.	\$375	\$250	\$445	\$295	
OPTION C Friday Only: Includes registration for Friday only, entrance to Welcome Reception, and all conference meals and breaks on Friday.	\$245	\$195	\$295	\$240	
OPTION D One-Day Pass: Includes registration for either Thursday or Saturday (only one day) and conference breaks. Does NOT include lunch for either day.	\$150	\$150	\$150	\$150	

Please Note the Following: For registration Options B & D: Lunch For Thursday and Saturday is not included.
 For registration Options D: Pertains to registration for Thursday only or Saturday only. Cannot be used for Friday registration.

ADDITIONAL OPTIONS Please circle the fees in the appropriate column and total at the bottom.	AET Member*	AET Student Member**	Non-Member	Student Non-Member**	Amount
Continuing Education Credit***: CE Units for LCSW (California & Illinois), MFT (California), CPDUs for ISBE (Illinois), CEUs for ASHA	n/a	n/a	\$20	\$20	
Pre-Conference Workshop	\$75	\$75	\$75	\$75	
Saturday Lunch	\$30	\$30	\$30	\$30	

Make a tax-deductible contribution to AET. Your gift will go towards AET's programs regarding professional development, education, scholarships, and research.	<input type="checkbox"/> \$25	<input type="checkbox"/> \$50	<input type="checkbox"/> \$100	<input type="checkbox"/> Other	
LATE FEE: Registrations received AFTER September 25, 2009 will incur a \$50 fee.	\$50				
TOTAL:					\$

* Membership status will be verified at the time of registration.
 ** You must present a valid Student ID at the time of registration.
 ***Additional CEU fee is waived for AET Members ONLY.

Cancellation Policy: All cancellation requests must be received in writing. Cancellations received by September 25, 2009 will be subject to a \$50 processing fee. No refunds will be given after September 25.

I plan to attend the following sessions:

- | | | | |
|--|---|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Workshop A | <input type="checkbox"/> Allied Professional Meet & Greet | <input type="checkbox"/> Session 1A | <input type="checkbox"/> Session 2A |
| <input type="checkbox"/> Workshop B | <input type="checkbox"/> Keynote Address | <input type="checkbox"/> Session 1B | <input type="checkbox"/> Session 2B |
| <input type="checkbox"/> Opening Session | <input type="checkbox"/> Welcome Reception | <input type="checkbox"/> Session 1C | <input type="checkbox"/> Session 2C |
| <input type="checkbox"/> Student & Alumni Social | <input type="checkbox"/> Pathways to Membership | <input type="checkbox"/> Session 1D | <input type="checkbox"/> Session 2D |
| | | <input type="checkbox"/> Session 1E | <input type="checkbox"/> Session 2E |
| | | | <input type="checkbox"/> Session 2F |



Association of EDUCATIONAL THERAPISTS
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 Phone: 310-909-1490 • Fax: 310-437-0585
 aet@aetonline.org • www.aetonline.org

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Who Should Attend?

- Educational Therapists
- Speech/Language Pathologists
- Social Workers
- Learning Disability Specialists
- Psychologists
- Marriage & Family Therapists
- Professional Counselors
- Pediatricians
- **Anyone who works with individuals with learning challenges!**

Early Registration & Housing Deadline
September 25, 2009

Association of EDUCATIONAL THERAPISTS

31ST ANNUAL CONFERENCE

October 22-24, 2009 | Warner Center Marriott | Los Angeles, CA

Self-Regulation & Learning: New Approaches to Therapeutic Intervention

Update Your Professional Toolkit!

Learn more about...

- Cognitive problems with working memory and emotional self-regulation associated with ADHD
- Executive dysfunction's impact on memory and learning
- Feuerstein's Instrumental Enrichment (IE) program
- The unique cognitive profile of Autism Spectrum Disorders and its effect on literacy and comprehension
- Applying knowledge of English morphology to identify and spell unfamiliar words
- Reading behaviors and comprehension challenges of students with ADHD
- The SIM Paraphrasing Strategy
- Technology tools to support learning

This conference offers a variety of continuing education:

- Up to 17 CEUs for AET
- Up to 14 CE Hours for CA LCSWs/MFTs
- Up to 14 Clock Hours for IL LCSWs
- Up to 14 CPDUs for Illinois Teachers
- Up to 1.4 CEUs for ASHA

Disclaimer: It is not AET's policy to recommend or endorse any specific program, product, speaker, institution or instructional material.

