



47th Annual Conference

November 7-9, 2025

Pre-Conference Ethics Panel • October 24th



MA Educational Therapy

100% Online Program



Do you want to help students with learning differences/disabilities discover a love of learning?

Are you an educator or looking for a career change to better serve struggling students? NDNU is proud to be one of only three schools in the U.S. to offer a Master of Arts in Educational Therapy degree. This important area of in-depth study will help you learn how to offer remediation, and intervention strategies, to students in their areas of academic difficulty.

If you already have experience as a tutor or learning specialist, we can further develop your skills in assessment, diagnosis, and intervention techniques to help children and adults who have various types of learning challenges.

DISTINCTIONS OF THE NDNU MA Educational Therapy Program

Built for working professionals, the program offers evening classes via synchronous Zoom. Students gain clinical practice experience through an internship class, where they work with a student, often at a local school or clinic.

We also offer an Accelerated MA Educational Therapy program for teachers who have a SPED credential and have been working in the classroom/schools setting for 3 years.

PROGRAM LEARNING OUTCOMES

Learn how to help young and adult students with:

- Dyslexia and other difficulties in reading
- ADHD and other attention issues
- Dyscalculia or difficulties in mathematics
- Difficulties in written language and spelling
- Challenges in study and organizational skills, including time management and executive function disorders

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University Commission

TABLE OF CONTENTS

Welcome	5
Virtual Study Groups	5
Upcoming Workshops	7
Networking Opportunities	8
Schedule At A Glance	9
Session Details	12
Eat & Greet Sessions	19
Leadership	21
Honoring Our BCET Members	22
Conference Committee	24
AET Honorees	26
Upcoming Webinars	29
Outgoing Volunteer Recognition and Student Scholarship Recipients	30
Committee Information	33
Sponsors	37
Code of Ethics	38
Future Conferences	43

What is Educational Therapy?

Educational therapy is the practice of providing personalized remedial instruction to children and adults with learning challenges, including, but not limited to, dyslexia, ADHD, executive function deficits, and language, visual and auditory processing issues. The ultimate goal of educational therapy is to foster development of self-confident, independent individuals who feel positively about themselves and their potential as lifelong learners.

Educational therapists understand the social, behavioral, and emotional factors that can impact learning. They have extensive training and experience in administering academic assessments, developing intervention plans, and implementing strategies to address challenges with reading, writing, spelling, math, organization, and study skills. A vital role of the educational therapist is to serve as case manager, working in collaboration with family, teachers, and other professionals involved in the client's life.

What is AET?

The Association of Educational Therapists (AET) is the national professional organization for educational therapists. Founded in 1979,

AET is dedicated to:

- Setting standards for the ethical practice of educational therapists.
- Promoting the field of educational therapy.
- Providing information to the public about educational therapy.
- Facilitating access to educational therapy services.
- Developing graduate-level academic programs in educational therapy.
- Coordinating collaboration between all professionals involved in a student's treatment plan.
- Furthering the professional development of members.
- Advancing racial and social equity, and justice.

Why Should You Join AET?

AET members receive the following benefits:

- Obtain referrals by posting a personalized description of your practice on AET's online "Find an ET" search.
- List your practice in a membership directory that reaches over 1,000 professionals nationally.
- Receive a free subscription to The Educational Therapist, a professional journal containing articles about current research, best business practices, book reviews, interventions, materials, and products.
- Access valuable resources and information from the Members Only section of the AET website.
- Participate in free regional and virtual study groups that provide professional support, opportunities for exchange of ideas, and exposure to new research and methodologies.
- Earn continuing education hours through a variety of professional development opportunities.
- Get discounted rates for the annual AET conference, and regional workshops.
- Acquire low-cost professional liability insurance for Associate, ET/Professional, and Board Certified members.
- Network with other professionals in the field at an annual conference and regional workshops.
- Receive current policy and research updates through AET's collaboration with the National Joint Committee on Learning Disabilities (NJCLD).
- Promote an organization that supports individuals of all ages with learning differences and disabilities.
- Support the efforts to expand accessibility to educational therapy services.

Educational Therapist swag is now available!

Six Syllable Types of Christmas

closed  elf	open  cōcoa	silent-e  candy cāne
vowel team  reindeer	consonant-le  mistletoe	r-controlled  gingerbread

EDUCATIONAL
THERAPY
Squad

fab
BOO
lous
EDUCATIONAL
THERAPIST

Celebrate minds

of all kinds

ETYMOLOGY



EVERY WORD HAS A STORY.

One hundred years from now...

IT WON'T MATTER WHAT KIND OF CAR I DROVE,
WHAT KIND OF HOUSE I LIVED IN, HOW MUCH
MONEY I HAD IN THE BANK, NOR WHAT MY
CLOTHES LOOKED LIKE.

BUT THE WORLD MIGHT BE A LITTLE BIT BETTER
BECAUSE I WAS IMPORTANT IN THE LIFE OF A CHILD.

changing the
w o r l d
one phoneme at a time

I WANT TO BE A
schwa



IT'S NEVER STRESSED

ET
Educational
Therapist



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These designs are not affiliated or endorsed by AET.

WELCOME FROM THE PRESIDENT

Welcome to the Association of Educational Therapists' 47th Annual Conference!

We are delighted to have Dr. Ellen Braaten as our keynote speaker on Friday, presenting "Bright Kids Who Couldn't Care Less: Rekindling Your Students' Motivation." Her expertise and insight promise to inspire us all.

Our program began early with the Susan Fogelson Memorial Ethics Panel, offered as a Pre-Conference Workshop on October 24th, and continues this weekend with 19 breakout sessions designed to deepen your knowledge, enhance your skills, and strengthen your professional network.

On Friday, we will gather for the Awards Ceremony, celebrating the recipients of the Visionary Volunteer Award, the Nan Freund Distinguished Service Award, and the Dorothy Ungerleider Award, as well as volunteers completing their leadership service.

Be sure to join our morning Coffee & Tea Time 30 minutes prior to the first conference event, the "Eat and Greet" sessions, and Friday and Saturday evening Happy Hour for casual conversation, collaboration, and community.

Looking ahead, three hybrid workshops are planned for 2026—in Southern California (January), Northern California (March), and Chicago (June). Attendees can also access session recordings for 10 months, ensuring you can revisit sessions or catch any you missed. And mark your calendars for AET's 50th Anniversary Conference in 2028!

Our student members are vital to AET's future. Special thanks to our AET-approved programs—CSU Northridge, Notre Dame de Namur University, and UC Santa Cruz Extension—for fostering student engagement. We're proud to have awarded ten student scholarships for this year's conference.

My heartfelt thanks go to Conference Chair Marci Peterson and all our committee and subcommittee members for their dedication and creativity, as well as to Peggy Moede and the AEG/AH management team for their steadfast support.

I hope you leave this weekend renewed and inspired, with new tools, ideas, and connections that enrich your work and strengthen our community.

Welcome to the 47th Annual Conference—let's make it a great one!

Warmly,



Pamm Scribner, MEd, BCET®®
AET President



Giving Tuesday

Tuesday, December 2, 2025, is Giving Tuesday, a Global Day of Generosity and we invite each member of AET to make a difference in our professional community. Let's come together to support AET's mission to benefit society by providing certification and training to members who serve individuals with learning challenges, advancing the profession of educational therapy worldwide, and establishing ethical standards for the practice of educational therapy.

Your support has the power to support AET's vision, provide scholarship opportunities and much more.

AET'S VIRTUAL STUDY GROUPS

Connect with other ETs virtually on Zoom monthly!



- E-practice focused VSG: 1st Fridays at 8:00am - 9:00am (PT) / 9:00-10:00am (MT) / 10:00-11:00am (CT) / 11:00am-12:00pm (ET)
- Open Forum VSG: 2nd Fridays at 8:00am - 9:00am (PT) / 9:00-10:00am (MT) / 10:00-11:00am (CT) / 11:00am-12:00pm (ET)
- Professional Book Discussion VSG: 3rd Fridays at 9:30 - 11:00am (PT) / 10:30am - noon (MT) / 11:30am - 1:00pm (CT) / 12:30-2:00pm (ET)
- Research Article Discussion VSG: 2nd Fridays at 9:30 - 11:00am (PT) / 10:30am-noon (MT) / 11:30am-1:00pm (CT) / 12:30-2:00pm (ET)
- ASD-focused VSG: 4th Fridays at 8:00-9:00am (PT) / 11:00am - noon (ET)
- 2e focused VSG: meetings will resume in January 2026

Check the event calendars on the AET website for the most up-to-date schedule.

WELCOME FROM THE CO-CHAIR

Dear Conference Attendees,

Welcome to the Association of Educational Therapists' 47th Annual Conference. I'm glad you're here, and I'm excited for the next few days of learning, networking, and fun. We, as an association, truly appreciate your participation and look forward to the valuable contributions you will make to this conference.

AET's Annual Conference has been a key part of our Association since the start. Many of you may not realize that AET relies on your participation in the conference, programs, and fundraising efforts to further our mission. Your involvement is vital to our success as an organization, and we truly appreciate your dedication. In 2028, AET will celebrate two major achievements: 50 years as a nonprofit association and the presentation of its 50th annual conference.

A significant amount of effort goes into planning and organizing our Annual Conferences. The Conference Committee begins meeting just weeks after the current one ends to prepare for the next, but we don't see this as a burden. On the contrary, most of us actually look forward to our Tuesday morning meetings. It's a well-kept secret that we enjoy planning the conference as much as the event itself!

Our team includes AET members, our executive director, and other support staff from our management company. Many moving parts come together to create what you see here. I am incredibly proud of this committee and want to express my deepest gratitude to each of our committee members, volunteers, and office support staff. Your contributions to planning and executing the conference are sincerely appreciated.

It has been my pleasure to co-chair and then chair AET's Conference Committee over these past four years. While I transition into a new role after this conference, taking on additional responsibilities as President-Elect, I find myself reflecting on the journey we've shared. I have thoroughly enjoyed every moment working with this team of volunteers and staff, and it has been a pleasure to see each of you at our annual conferences.

It warms my heart to know that our work as a team brings happiness and fulfillment to conference attendees worldwide. I hope and pray you have a great time at this year's conference, and I look forward to seeing each of you at future AET events.

Genuinely grateful,

Marci Peterson

Marci Peterson
2025 Conference Chair

THE ASSOCIATION OF EDUCATIONAL THERAPISTS

Visit our website to learn more about Educational Therapy, membership benefits, and more!



www.aetonline.org

LET'S GET SOCIAL!

Connect with AET on social media



Shout Out to our current Study Group Leaders!

Julieann Ash
Rebecca Bollar
Maria Cecilia Buckley
Mary Beth Burns
Debra Cohen
Deborah Crim
Jess Durrett
Teri Goldman
Dana Gordon
Cindy Hansen
Viola Jordan
Jen Kalan
Eric Kaufman
Diana Black Kennedy
Pat Kimathi
Nannette Kwiatek

Carrie Lindermuth
Bonnie Massimino
Li Moon
Carolyn Patterson
Lisa Pippin
Diane Pullano
Betsy Rosebrugh
Stacy Rotter
Lauren Rubey
Kara Scanlon
Donna Smith
Kathy Sonnad
Judyth Suttle
Shanna Trombetta

and Wendy Lamoreaux, our fearless leader!

Thank you

MARK YOUR CALENDARS FOR THESE HYBRID WORKSHOPS IN 2026!



Encino, CA &
Virtually on Zoom

Saturday, January 31, 2026

A DAY WITH KATIE HURLEY: FOUR MINI-WORKSHOPS IN ONE

Presenter: Katie Hurley

San Francisco,
CA & Virtually on
Zoom

Saturday, February 7, 2026

AM session: Inspiring Student Learners to Love Writing: Unpacking Academic Trauma in Writing

Presenter: Amy Henderson

PM session: From Disability to Math Rockstar: A Psychoeducational Approach to Developing Strong, Successful, Independent Math Learners

Presenter: Adena Young

Chicago, IL &
Virtually on
Zoom

Saturday, June 20, 2026

TOPIC & PRESENTER TBD



NETWORKING OPPORTUNITIES

NOV
7-9

2020

Even though we're meeting virtually, there are countless ways to connect! Throughout the 3-day conference, take advantage of engaging networking opportunities designed to spark real conversations and meaningful connections with fellow attendees.

FRIDAY - SUNDAY



Join the Zoom Chat, AET Instagram, or AET Facebook Group



Visit the Vendor Hall



Take a Mindfulness & Movement break with one of our prerecorded videos

Friday - Sunday

FRIDAY, NOVEMBER 7



Virtual Coffee & Tea Time in the lobby from 6:30 - 7:00am PT.



Lunchtime Eat & Greets from 11:25am - 12:15pm PT. Choose from three breakout topics: What's Cookin' In the Kitchen, What We CAN Do - Collaborating with Others, or Open-forum.



Virtual Happy Hour Networking Mixer begins at 3:30 pm PT (with a Student & Associate ET breakout room).

Friday

SATURDAY, NOVEMBER 8



Virtual Coffee & Tea Time in the lobby from 7:00 - 7:30am PT (with a Student / Associate ET breakout room).



Lunchtime Eat & Greets from 11:25am - 12:15pm PT. Choose from three breakout topics: ETs Off Duty - What do you Like to do?, What We CAN Do - Acceptance of Gender Diversity, or Open-forum.



Virtual Happy Hour Networking Mixer begins at 3:30pm PT

Saturday

SUNDAY, NOVEMBER 9



Virtual Coffee & Tea Time in the lobby from 7:00 - 7:30am PT (with a Student / Associate ET breakout room)



Conference Wrap-Up begins at 11:45am PT

Sunday

VISION, MISSION, & CORE VALUES

The Association of Educational Therapists is an international professional organization for educational therapists providing leadership, certification, professional development, and resources to members, clients, allied professionals, and the public.

Vision:

AET envisions a socially just world where all learners reach their potential, appreciate their unique abilities, and thrive.

Mission:

The Association of Educational Therapists' mission is to benefit society by providing certification and training to members who serve individuals with learning challenges, advancing the profession of educational therapy worldwide, and establishing ethical standards for the practice of educational therapy.

Core Values:

AET values:

- **ethics, integrity, education, and training** at the highest level throughout a member's professional career.
- **communication and collaboration** between members, clients, families, educators, and allied professionals, and fostering partnerships with universities, related organizations, and government agencies.
- **inclusivity** by embracing the uniqueness of all people and situations and welcoming each with care, trust, and consideration.
- **diversity** and is committed to racial and social equity and justice.

AT-A-GLANCE SCHEDULE

Schedule subject to change. Times displayed in Pacific Time (PT).

Pre-Conference Workshop Friday, October 24, 2025

9:00am – 12:15pm **Susan Fogelson Memorial Ethics Panel:**
Moderated by:
Marion Marshall, MEd, BCET®, FAET

Panelists:
Jose Chavez, EdD, BCET®
Kara Scanlon, MEd, BCET®
Sharmila Roy, PhD, BCET®

Main Conference Friday, November 7, 2025

6:30am – 7:00am **Coffee & Tea Time**

7:00am – 7:30am **Welcome / President's Address**
Pamm Scribner, MEd, BCET®

7:30am – 9:00am **KEYNOTE:**
**Bright Kids Who Couldn't Care Less:
Rekindling Your Students' Motivation: Part 1**
Dr. Ellen Braaten

9:00am – 9:15am **AM Break**

9:15am – 10:45am **Bright Kids Who Couldn't Care Less:
Rekindling Your Students' Motivation: Part 2**
Dr. Ellen Braaten

10:45am – 11:25am **AET Awards Presentation**

11:25am – 12:15pm **EAT & GREET CHAT ROOMS**

12:15pm – 1:45pm **Break the Procrastination Cycle:
A Framework for Task Initiation**
Eric Kaufmann, MSED, ET/P

**Motivating Neurodivergent Learners Using
the C.U.R.I.O.U.S. Career Framework**
Emmaly Perks, MEd

**Neurodiversity and Its Implications for
Educational Therapists**
Thomas Armstrong, PhD

1:45pm – 2:00pm **PM Break**

2:00pm – 3:30pm **Engaging Students' EF with Visual Models of
Task Initiation & Sustaining Attention**
Scott Rowles, MAT, ET/P, CBC

**Structured Numeracy Needs to Catch Up to
Structured Literacy**
Michael Curry, ET

AT-A-GLANCE SCHEDULE *CONTINUED*

Schedule subject to change. Times displayed in Pacific Time (PT).

	Reframing Diagnostic Language: Using Client Assets to Nurture Positive Self-Concepts and Strength- forward Strategies <i>Moderated by:</i> <i>Dr. Cynthia Z. Hansen, EdD, BCET®</i> <i>Panelists:</i> <i>Jared J May</i> <i>Véra Radunsky, MS, CCC-SLP/TSSLD</i> <i>Danielle Mizuta, EdD</i>	
3:30pm – 4:30pm	Sponsor & Committee Hall Happy Hour! <i>Pour your own adult beverage and catch up with long time friends or make new ones.</i>	

Saturday, November 8, 2025

7:00am – 7:30am	Coffee & Tea Time
7:30am – 9:00am	Work-Life Balance & Self-Care Panel <i>Risa Graff, MA, BCET®, FAET</i> <i>Kaye Ragland, EdD, LMFT, BCET®,</i> <i>FAET</i> <i>Pamm Scribner, MEd, BCET®</i>
9:00am – 9:15am	AM Break
9:15am – 10:45am	The Role of Executive Functioning in Literacy Development: Understanding and Supporting Learners <i>Cynthia Allen-Fuss, MEd</i> The Changing Landscape of Instruction, Motivation, and Academics in High School <i>Laura Doto, MA, ET/P</i> The Strands of Math Proficiency: How to Assess & Target the Needs of Struggling Math Students <i>Heather Brand</i>
10:45am – 11:25am	Certification Board Q&A
11:25am – 12:15pm	EAT & GREET CHAT ROOMS
12:15pm – 1:45pm	Motivating to Enhance Executive Function in 2e and Gifted Learners <i>Dr Carol Whitney, PhD, ET/P</i> <i>Julieann Ash, MS, BCET®</i> Can I work with this kid?: Taking on the challenge of students with profound needs, part 1 <i>Diana Black Kennedy, MA, BCET®</i> Turning Research Into Resilience: Practical Strategies for Teaching Students About Working Memory, Study Skills, and Self-Advocacy <i>Gretchen Wegner, MEd</i> <i>Jasleen Kaur Monga, M.Com, Alumna</i>

1:45pm – 2:00pm	PM Break
2:00pm – 3:30pm	Stress, Schwa, and Degrees Of Schwaness <i>Nancy Cushen White, EdD, BCET®</i> Can I work with this kid?: Taking on the challenge of students with profound needs, part 2 <i>Diana Black Kennedy, MA, BCET®</i> Have You Ever Tried? Brought to You Live! Self-Care Edition <i>Caroline Towery, ET/P, MEd</i> <i>Kerstin Goldsmith, ET/P</i> <i>Bonnie Massimino, BCET®, MEd, ADHD-CE,</i> <i>ASDI</i>
3:30pm – 4:30pm	Sponsor & Committee Hall Happy Hour! <i>Pour your own adult beverage and catch up with long time friends or make new ones.</i>

Sunday, November 9, 2025

7:00am – 7:30am	Coffee & Tea Time
7:30am – 9:00am	Business Practices Panel: Have You Ever Thought About...? <i>Moderated by:</i> <i>Lori Dver, MA, BCET®, FAET</i> <i>Panelists:</i> <i>Toni Blackett-Felix, BSc, Pg Dip,</i> <i>BPS RQTU, ET/P</i> <i>Caitlin Welsh, MEd, BCET®</i> <i>Mary Hallahan, MBA</i> Navigating Change: Building Resilience, Purpose, and Clarity in Professional Transitions <i>Genevieve Boykin, LMHC,</i> <i>LPC-MPSP, CCTP</i>
9:00am – 9:15am	AM Break
9:15am – 10:45am	Creativity + Dyslexia: The Case of Octavia E. Butler <i>Callie Turk, MBA</i> Supporting Biliteracy in Educational Therapy: Developing Cross-Language Connections in English and Spanish <i>Jen Doyle, MA, BCET®</i> <i>Anna Marquez, MEd</i>



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and are motivated to help you
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SESSION DETAILS

Pre-Conference Workshop Friday, October 24, 2025

The Susan Fogelson Memorial Ethics Panel

Moderated by:
Marion Marshall, MEd, BCET®, FAET

Panelists:

Jose Chavez, EdD, BCET®
Kara Scanlon, MEd, BCET®
Sharmila Roy, PhD, BCET®

Part 1:

Recognizing and dealing with ethical issues is an essential part of our work. An ET's scope of practice can become blurred when clients have complex needs and ecological contexts. Encountering ethical dilemmas requires making challenging decisions about what course of action to take. A panel of Board Certified Educational Therapists will present real-life scenarios and use an Ethical Decision-Making Model (EDM) of their choice to explain the thought process they used to arrive at an ethical solution to each dilemma.

Part 2:

After the break, panelists will focus on answering this question: How have you addressed the technology challenges in your practice in the 21st century? Use of apps, AI, safeguarding records, privacy, etc., will be discussed within the context of each panelist's practice.

Learning Outcomes:

As a result of this activity, participants will be able to:

- State the ethical issue(s) in at least one of the ET practice dilemmas presented.
- Connect the ethical issue(s) to the AET Code of Ethics.
- Explain the use of an EDM and thinking process used to evaluate and determine a course of action.
- List at least three approaches to the types of technology challenges faced in a current ET practice.

Main Conference November 7-9, 2025

KEYNOTE: Bright Kids Who Couldn't Care Less: Rekindling Your Students' Motivation

Ellen Braaten, PhD

Many students these days are having difficulty finding a reason to be interested in much of anything, and these kids who "couldn't care less" don't fit into a single category. They're not simply kids who take longer to process information, are anxious, depressed, apathetic, or have learning challenges, and "not caring" isn't something that can be fixed with the right curriculum or by trying harder. Through recent research and clinical examples, Dr. Ellen Braaten will explore the issue of kids who are unmotivated from different vantage points, starting with identifying the problem – why is it that so many kids don't seem to care about anything these days? Dr. Braaten will discuss the factors that apply to children's motivation – their abilities, the things that give them pleasure, and the things they spend time doing – using the Motivational APP, which stands for aptitude, pleasure, and practice. Aptitude, pleasure, and practice will be explored in the larger context of societal expectations, as well as connecting these constructs to a child's personality and neurocognitive profiles. Participants will learn how expectations can get in the way of motivation and how to set goals that are appropriate for kids who might have difficulty making and accomplishing meaningful goals themselves.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Define and describe at least three reasons why students are becoming increasingly unmotivated.
- Identify and describe the influence of pleasure, practice, and aptitude on motivation.
- Identify how the parenting APP can be used to help students find their motivation.

Break the Procrastination Cycle: A Framework for Task Initiation

Eric Kaufmann, MEd, ET/P

Procrastination has significant consequences for students, impacting their mental health, physical well-being, and academic performance. These effects are often even more pronounced in neurodivergent students. Traditional approaches, such as urging students to "try harder" or "push through," are rarely effective and can often exacerbate the problem. Students need a structured, accessible framework that empowers them to recognize procrastination patterns and take actionable steps to regain momentum.

This presentation introduces a research-informed, step-by-step framework designed to help students break the cycle

SESSION DETAILS *CONTINUED*

of procrastination. Attendees will also learn evidence-based strategies and practical tools that they can immediately implement to support their students in developing healthier work habits and improving outcomes across both academic and personal domains.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Explain the cognitive, emotional, and executive functioning factors that contribute to procrastination, particularly in neurodivergent students, supported by current research.
- Apply a structured, step-by-step framework to help students recognize and interrupt the procrastination cycle.
- Integrate evidence-based tools and strategies into educational therapy practices to support students in developing sustainable, proactive work habits that foster long-term success.

Neurodiversity and Its Implications for Educational Therapists

Thomas Armstrong, PhD

This presentation will argue for a major paradigm shift in special education by proposing that we look at students with special needs (including ADHD, learning disabilities, autism spectrum disorders, intellectual disabilities, and emotional and behavioral disorders) in terms of their “diversities” rather than their “disabilities.”

Dr. Armstrong will introduce the concept of neurodiversity (initially developed in the autism community) as a strength-based approach that can positively transform the lives of students with special needs. After illustrating the key differences between a neurodiversity approach and one held by traditional special education practitioners, Dr. Armstrong will devote the greater part of the presentation to eight practical components of “positive niche construction” that can be used by educational therapists to help students with special needs flourish, including: developing strength awareness, highlighting positive role models, employing assistive technologies/Universal Design for Learning tools, engaging students with strength-based learning strategies, building enhanced social networks, recommending positive environmental modifications, and holding affirmative career aspirations for each child or teen. Dr. Armstrong will conclude with a description of what an IEP meeting might look like if the student were a young Leonardo da Vinci.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Describe neurodiversity as an emerging paradigm in education that has clear relevance to educational therapists.
- Detail the key differences between a neurodiversity approach and one used in conventional education therapies.
- Explain the concept of “positive niche construction” as an innovative model for learning that maximizes strengths and minimizes weaknesses for each student.

- List specific strengths associated with each of the five diversities covered, including ADHD, dyslexia, autism, intellectual disabilities, and social and emotional disorders.
- Use eight strength-based tools to help students with special needs succeed.

Motivating Gifted and Neurodivergent Learners Using the C.U.R.I.O.U.S. Career Framework™

Emmaly Perks, MEd

Gifted and twice exceptional (2e) adolescents require specialized college and career planning. Educational therapists (ETs) are vital to helping students build skills for success in K-12, but they remain a significant underutilized resource for assisting families in planning their children’s post-secondary goals. For 2e learners in particular, ETs can be a vital bridge to post-secondary transitions, including helping learners plan for executive function needs in college and the workplace.

This interactive session introduces the C.U.R.I.O.U.S. Career Framework™, a research-informed model designed to support multi-passionate, gifted, and neurodivergent teens and adults with college and career planning. ETs, allied professionals, parents, and learners will discover how to use this five-phase framework to clarify strengths, navigate nontraditional paths, and build sustainable, purpose-driven futures.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Identify at least three factors that contribute to post-secondary transition challenges for gifted and twice-exceptional youth.
- Apply the five phases of the C.U.R.I.O.U.S. Career Framework™ to support neurodivergent and multi-passionate learners in planning for college and career.
- Select practical tools, exercises, and prompts to support identity clarification, curiosity mapping, and strengths-based goal setting for gifted and 2e learners.
- Design or adapt career exploration strategies that align with the needs of gifted and neurodivergent learners for use in professional practice.

Engaging Students’ Executive Function with Visual Models of Task Initiation and Sustaining Attention

Scott Rowles, MAT, ET/P, CBC

While many are familiar with the concept of executive functions and their theoretical foundations, translating these insights into actionable strategies for students remains a challenge at all levels of clinical and classroom practice. Task initiation and sustaining attention are two of the most critical skills for effective self-management, yet they are often the most difficult to master. This

SESSION DETAILS *CONTINUED*

presentation will reframe and explore these skills through visual models, making them more accessible and easier to integrate for struggling students of all ages. We will shift from a didactic presentation of executive functions in clinical practice to an approach that empowers students by harnessing self-awareness and personalized interventions.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Explain and utilize an approachable visual model for task initiation and use it to help students develop a personalized, actionable framework to improve their ability to start tasks effectively.
- Describe the relationship between attentional capacity and external stimulation, and learn a useful visual model to teach students how to adjust their environment to sustain attention and reduce distractions.
- Summarize how building self-awareness in students can lead to improved executive functioning and confidence in other arenas of their lives.

Structured Numeracy Needs to Catch Up to Structured Literacy

Michael Curry, ET

Structured literacy practices have been around since Orton and Gillingham developed their direct, explicit, cumulative, multisensory approach to teaching reading in the 1930s, almost 100 years ago. Today, more than ever, structured literacy is considered best practice for reading and writing instruction with wide implementation. This is not true for numeracy. Classroom programs for teaching numeracy skills have swung between two paradigms. One is procedure-driven, often referred to as “drill and kill,” that focuses on teaching the algorithms in math without explaining why they work. And the other paradigm is the constructivist approach, which is big-picture, concept-focused, and expects students to discover procedural skills. Both approaches miss the goal of building numeracy skills through multisensory, incremental, structured, direct, and explicit instruction. A multisensory structured approach supports the cognitive development necessary to meet the demands of both the procedures and the conceptual understanding of math.

This presentation will clearly define what a structured numeracy program is, present the research validating this approach, and discuss a vision of the future where educators embrace the vital research proving the “superiority of full and explicit instructional guidance” (Clark, Kirschner, and Sweller, 2012) so that both structured literacy and structured numeracy are the norm.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Describe the components of a structured numeracy program.
- Explain the research that supports structured numeracy.
- List and describe the components of a structured numeracy lesson.

Reframing Diagnostic Language: Using Client Assets to Nurture Positive Self-Concepts and Strength-forward Strategies

Moderated by:

Dr. Cynthia Z. Hansen, EdD, BCET®

Panelists:

Jared J May

Véra Radunsky, MS, CCC-SLP/TSSLD

Danielle Mizuta, EdD

This interactive session will examine ways to assist practitioners, using vignettes and practical reframing, to consider the bombardment of pejorative language that often describes our neurodivergent clients and those with “spikey profiles.” Through a strength-forward lens, the panelists will examine the labels and language that influence negative self-perceptions, sharing their research, strategies, and experiences. As educational therapists, our goal is to support our clients beyond academic subjects. This requires student self-understanding that grows into positive identity formation, building agency, and developing the skills of advocacy throughout the learning lifespan. The panel of experts represents diverse educational perspectives, including a BCET®, a district professional development designer, a college transition counselor specializing in neurodivergent youth, and learning support specialists with classroom experience working with twice-exceptional learners.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Describe the impact of implicit biases and the theoretical background of positive identity development and apply this knowledge when building an inclusive and accepting community culture for their clients.
- Build on their experiential knowledge to adapt presented activities appropriately within their practice settings.
- Demonstrate their synthesis of this session to nurture a culture of awareness, inclusivity, and respect within their clients’ families, schools, classes, or support groups.

Self-Care: An Essential Component of an Educational Therapy Practice

Risa Graff, MA, BCET®, FAET

Kaye Ragland, EdD, LMFT, BCET®, FAET

Pamm Scribner, MEd, BCET®

“Self-care is not selfish. You cannot serve from an empty vessel.”
– Eleanor Brown

As educational therapists, we love the autonomy we have to shape our professional practices. However, our work can be stressful, and stress impacts our well-being and decision-making. Designed to provide attendees with information and

SESSION DETAILS *CONTINUED*

self-care tools, this session explores the impact of stress on our bodies, minds, and practices, and explains why self-care is essential. The interactive panel will provide research-based information, practical strategies, case studies, and opportunities for participants to reflect on their personal needs. Attendees will learn how to define self-care as it relates to educational therapy and contemplate how they can regularly integrate it into their practices and their lives.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Define self-care.
- Communicate about why self-care is essential physically, mentally, and professionally.
- Describe how self-care can improve work-life balance.
- Reflect on their own life and self-care practices.

The Role of Executive Functioning in Literacy Development: Understanding and Supporting Learners

Cynthia Allen-Fuss, MEd

This engaging and interactive workshop will explore the critical link between executive functioning and literacy development. The session will highlight the importance of executive skills in learning and motivation, with a focus on the latest research and its connection to literacy outcomes. An overview of key executive functions (such as working memory, cognitive flexibility, and inhibitory control) leads to an understanding of how they manifest as strengths or challenges in learners, and how they influence reading and writing performance. Executive functions impact literacy, as defined by UNESCO (2004), as skills to “identify, understand, interpret, create, communicate, and compute using printed and written materials.” Participants will take away practical strategies to enhance executive functioning abilities and provide effective support to help children thrive on their literacy journeys.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Summarize how executive function strengths and challenges manifest in diverse learners.
- Demonstrate their understanding of executive functions and how they impact literacy when collaborating with peers.
- Integrate knowledge of executive functions and reading and writing skills to develop resources to support learners with executive function and/or literacy difficulties.

The Changing Landscape of Instruction, Motivation, and Academics in High School

Laura Doto, MA, ET/P

Using four cases, explored in retrospect and informed by leading voices in secondary education in combination with the perspectives of students, this presentation will detail what matters

now and in the future for our college-bound diverse learners. Autonomy, mastery, and purpose prove critical elements for motivation, while 21st-century skill expectations are shifting and changing at the speed of technology. As mature learners, how do we keep up with the pace of what appears to be an ever-changing landscape of exciting developments? Our adolescents navigate a world of technology (AI, social media, assistive tech) while their frontal lobes are still evolving. Throw in the neurodiversity of learners with uneven cognitive profiles and inconsistent attention patterns, and we will explore how ETs equip our adolescents for the world they must navigate today and tomorrow.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Explain how establishing rapport with a client can support motivation and skill-building.
- Identify components for effective instruction in the changing landscape of high school curricula.
- Compare and contrast context, setting, and effective practice across generations of learners through the lens of consilient conclusions drawn from scientists researching learning, motivation, neuroscience, and relationships.

The Strands of Math Proficiency: How to Assess & Target the Needs of Struggling Math Students

Heather Brand

Participants will learn the three strands of math proficiency and how each strand contributes to a student’s overall mathematical ability. Then, we will explore different types of assessments, such as neuropsychological tests, classroom-based tools, and assessments that can be given as an interventionist. You will learn to identify the strands of math proficiency within these assessments to determine struggling students’ needs and strengths and identify gaps in mathematical knowledge. Finally, we will use this understanding to select targeted, actionable supports and choose starting points for intervention to help students overcome their struggles and succeed in mathematics.

Learning Outcomes:

As a result of this activity, participants will be able to:

- List and describe the three strands of math proficiency.
- Compare and contrast assessment types.
- Identify student strengths and weaknesses within assessment data and determine customized student supports.

Motivating to Enhance Executive Function in 2e and Gifted Learners

Dr Carol Whitney, PhD, ET/P

Julieann Ash, MS, BCET®

This presentation will highlight specific differences between gifted, 2e, and neurotypical learners. Many districts are no longer serving gifted students through pull-out or cluster groups, so where does this leave our gifted and 2e students?

SESSION DETAILS *CONTINUED*

Motivation is a key factor when working with both gifted and 2e learners. Whether or not the schools provide direct service to our gifted students, there are ways to address the educational gaps. This knowledge must be disseminated to classroom teachers and educational therapists to help their mission in motivating the gifted as well as neurotypical students.

Research shows that 2.3 to 35 percent of gifted students are 2e (with 17 percent being the most common finding). However, the number of students recognized as 2e can be much lower due to issues like disabilities masking giftedness (just as giftedness can mask disabilities), inequity in gifted assessment and identification, and more. Securing equity for 2e students is often difficult.

Acceleration options can motivate the student without direct service from an intervention specialist. Higher-level cluster groups, subject acceleration, and grade-level acceleration are a few of the options for meeting the needs of our gifted and 2e students. These options can become a part of the IEP/WEP discussions for placing a student in the appropriate classes, and a program can be designed to fit the unique needs of each learner.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Explain how to identify a 2e learner and list the differences between a smart learner and a 2e learner.
- Describe how the 2e learner is uniquely different from the neurotypical gifted learner.
- Explain what strategies are effective for improving motivation, initiation, and planning with gifted, 2e, and neurotypical learners.

Can I Work with This Kid? Taking on the Challenge of Students with Profound Needs

Diana Black Kennedy, MA, BCET®

Although all our students present unique challenges that keep us on our toes, some of them seem more complicated, with more profound needs than we are comfortable with. Sometimes we ask ourselves: Can I work with this kid? Should I? If I do, how do I make sure I am doing the best work possible? How do I meet the student's complex needs? Through a look at two case studies—one student with autism and one with Down syndrome, Board Certified Educational Therapist Diana Black Kennedy will explore a framework to help practitioners think through these questions, to find the support needed to work outside their comfort zone ethically, and to prioritize and address more multifaceted, extensive student needs.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Summarize key considerations and questions used to assess whether they can ethically take on a challenging client.
- Develop a plan to gain the necessary support, tools, and knowledge to work outside their comfort zone.

- Adapt the teaching tools and techniques they already have to working with students with more profound autism or intellectual disabilities.
- Identify best practices in working with students on the autism spectrum and with Down syndrome.

Turning Research into Resilience: Practical Strategies for Teaching Students About Working Memory, Study Skills, and Self-Advocacy

Gretchen Wegner, MEd

Jasleen Kaur Monga, M.Com, Alumna

As educational therapists, we often hold deep knowledge about how learning happens in the brain but rarely share this understanding directly with students. What if students knew more about cognitive overload, working memory, and how their brains actually learn? Would it empower them to plan, study, and advocate more effectively? This session offers a practical, brain-friendly approach to bridge that gap. Participants will explore how to teach study skills and executive function strategies through the lens of cognitive load theory, drawing from recent research and real-world case studies. Attendees will leave with a modeled mini-lecture, ready-to-use strategy checklists, and a plan for helping students build the insight and resilience they need for academic success.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Summarize recent research on cognitive load theory and describe how it can be applied to teaching study skills and executive function strategies.
- Demonstrate how to explain working memory and cognitive overload to students using student-friendly language.
- Identify specific techniques that help students manage cognitive overload, study more effectively, and advocate for their academic needs.
- Develop a plan for selecting students who would benefit from learning about cognitive load and metacognitive strategies.

STRESS, SCHWA, and DEGREES OF SCHWANESS

Nancy Cushen White, EdD, BCET®

What are the effects of stress—in English—within words and in connected text? When a word has more than one syllable, one of those syllables is pronounced more strongly than the others. The syllable we emphasize more is the stressed syllable. Stress is also a feature of words within connected text.

Morphophonemics is the interaction between morphological and phonological processes (Venezky, 1999; Tunmer & Chapman, 2012). As a morphophonemic language, the pronunciation of polysyllabic words in English is primarily determined by the placement of stress on syllables within words. English conventions also determine which words within spoken sentences

SESSION DETAILS *CONTINUED*

are stressed. Participants in this session will learn ways to perceive the stressed syllable within a polysyllabic word and how to use morphophonemics to make informed choices (not random guesses) for spelling vowel phonemes in unstressed syllables. Video clips of group instruction will demonstrate the use of instructional strategies with elementary and middle school students.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Use one of the four strategies demonstrated to perceive the stressed syllable in the spoken word “morphophonemics.”
- Apply knowledge of morphophonemics to determine the spelling of the unstressed vowel phonemes in “inspiration.”
- Demonstrate use of the decoding strategy for identifying and pronouncing the word “sequential”: vowel at the end of an unstressed syllable—half-long /ē/.

Have You Ever Tried? Brought to You Live! Self-Care Edition

Caroline Towery, ET/P, M.Ed

Kerstin Goldsmith, ET/P

Bonnie Massimino, BCET®, M.Ed, ADHD-CE, ASDI

Not for ASHA CEUs.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Begin to develop a personalized self-care plan that includes daily and weekly practices tailored to their professional demands.
- Evaluate current personal and organizational self-care practices for effectiveness and sustainability.
- Assess their current work-life balance and identify one meaningful shift they can implement to improve their own self-care practices.

Business Practices Panel: Have You Ever Thought About...?

Moderated by:

Lori Dver, MA, BCET®, FAET

Panelists:

Toni Blackett-Felix, BSc, Pg Dip, BPS RQTU, ET/P

Caitlin Welsh, MEd, BCET®

Mary Hallahan, MBA

Flying through the basics (just to be sure we’re all on the same playing field), this newly envisioned business practices panel will encourage all practitioners, new and established, to consider how to grow an ethical, socially just, and successful practice. Participants will hear from other practitioners about specific business protocols that will help their educational therapy practice thrive.

Caitlin will highlight business set-up considerations – just what

is an S-Corporation? Toni will help you re-envision onboarding procedures that increase the quality of parent interactions while monetizing time that would otherwise be uncompensated. Mary will help you discover how to get found, with messaging that speaks directly to what clients need, so the right people start reaching out to you. Lori will fill in some blanks and keep us running on time. Join us for an innovative and informative panel presentation!

Learning Outcomes:

As a result of this activity, participants will be able to:

- Hone the definition of your practice and identify your ideal clientele.
- Identify what questions you should answer in relation to taxes, insurance, fees, scheduling, and payments.
- Summarize S Corporation and LLC options.
- Compare and contrast your intake material with other examples to be sure you include everything you need and everything you want clients to know.
- Describe an effective, efficient onboarding process for new families.
- Identify new ways to build your client base.

Navigating Change: Building Resilience, Purpose, and Clarity in Professional Transitions

Genevieve Boykin, LMHC, LPC-MPSP, CCTP

This presentation introduces the P.A.C.T. Framework—Principles, Aspiration, Connection, and Transformation—combined with William Bridges’ Transition Model to guide educational therapists and allied professionals through personal and career transitions. This approach supports self-renewal and growth by aligning values, vision, community, and identity. Grounded in adult development theory, transformational learning, and psychological safety research, the framework helps reduce burnout, build resilience, and deepen professional purpose. Participants will gain practical tools for navigating change, both in their own careers and in their work with clients. Whether starting a private practice, redefining a current role, or exploring new possibilities, this session guides sustainable, value-driven practices.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Apply the P.A.C.T. Framework to help clients navigate life transitions, identity shifts, or purpose clarification by utilizing specific strategies within each phase of the framework.
- Assess their own professional well-being and alignment with their core values, aspirations, and areas for growth, using the P.A.C.T. Framework to facilitate reflective practice.
- Identify the signs of burnout and compassion fatigue in their practice and use the P.A.C.T. Framework to create actionable strategies for restoring clarity, energy, and purpose.
- Create a personalized action plan that incorporates the P.A.C.T. Framework, ensuring the development of a purpose-aligned and sustainable practice.

SESSION DETAILS *CONTINUED*

Creativity + Dyslexia: The Case of Octavia E. Butler

Callie Turk, MBA

Being Black and dyslexic presented obstacles for sci-fi phenom Octavia Butler, a MacArthur “Genius” Fellow. How did dyslexia influence Butler’s immense creativity? How did her lived experiences contribute to her prophetic works of fiction? Using case study findings, we will explore Butler’s childhood, career, and life through the lens of intersectionality – using the latest research on the potential connections between creativity and dyslexia. We will delve into the model of positive niche construction for neurodivergent learners, which leans heavily on Universal Design for Learning (UDL), to better understand ways to develop neurodivergent talent. Attendees will walk away with a deeper understanding of what the research says about the interaction between creative abilities and dyslexia, and a model to help neurodivergent individuals grow their strengths and persist in their dreams.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Identify and explain the elements of Dr. Thomas Armstrong’s Positive Construction Model.
- Explain how dyslexia influenced Butler’s immense creativity.
- Create a plan for one student applying elements of the positive construction model.
- Describe how intersectional experiences can influence novel ideas in creative projects.

Supporting Biliteracy in Educational Therapy: Developing Cross-Language Connections in English and Spanish

Jen Doyle, MA, BCET®

Anna Marquez, MEd

Multilingual learners make up almost 11% of the student population in the US, 80% of whom are Spanish-speaking (2024). How can educational therapists best meet the needs of an increasingly multilingual population of learners? During this session, participants will develop an understanding of Dual Language Immersion program models, examine cultural competency to support multilingual learners, and explore the bilingual brain. We will discuss the evidence-based approach of utilizing Spanish/English cross-linguistic connections and cognate instruction to enhance literacy skills, and outline strategies to identify and support struggling multilingual students. In short, the goals of this presentation align with AET’s mission to ensure diverse learners thrive academically and socially within affirming and equitable educational spaces. Participants will leave with a toolbox of practical strategies aligned with research to enhance their support of bilingual learners.

Learning Outcomes:

As a result of this activity, participants will be able to:

- Explain the different models of dual language and biliteracy programs in K-8 education, including their goals, structures,

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There are over 20 active Study groups!



For more information and meeting times, visit the events calendar on the AET website.

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LUNCHTIME EAT & GREET CHAT SESSIONS

Eat and Greet: An opportunity to talk shop, get fresh ideas, and connect with people with similar interests.

Many of us miss the casual face-to-face social contact of in-person conferences. We hope you will join one of the informal lunchtime networking opportunities, where you can meet new colleagues, discuss common interests, and discuss ways AET can support your needs as an educational therapist.

Friday, November 7, 2025

11:25am - 12:15pm PT

Choose from three breakout topics:

What's Cookin' in the Kitchen

Moderated by:

Bonnie Massimino, BCET®, M.Ed, ADHD-CE, ASDI

Collaborating with Others

Moderated by:

Pat Kamathi, EdD, ET/P

Open Forum

Moderated by:

Kaye Ragland, EdD, MFT, BCET®, FAET

Saturday, November 8, 2025

11:25am - 12:15pm PT

Choose from three breakout topics:

ETs Off Duty - What Do YOU Like to Do?

Moderated by:

Kaye Ragland, EdD, MFT, BCET®, FAET

What We CAN Do - Acceptance of Gender Diversity

Moderated by:

Sharon Barkan, ET/P

Open Forum

Moderated by:

Bonnie Massimino, BCET®, M.Ed, ADHD-CE, ASDI

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The Student/Associate special networking opportunities will include breakout sessions during happy hour on Friday and during coffee/tea times on Saturday and Sunday mornings.



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We know students learn math best when numbers are connected to meaning. **Math becomes accessible when learners connect concrete experiences, visual models, and symbols** with clarity and support. This approach honors how the brain builds understanding and protects students from overwhelm and frustration.

Just as the Science of Reading brought structure and clarity to literacy, math is experiencing its own movement toward explicit, visual, research-based instruction grounded in the **CRA approach**.

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Every learner deserves math that makes sense, and leads to confidence.

That's why we started the CRA Club.

It's a learning community where educators learn to connect concrete learning, visual representations, and symbolic math through **clear mini-trainings, ready-made resources, and supportive coaching**.

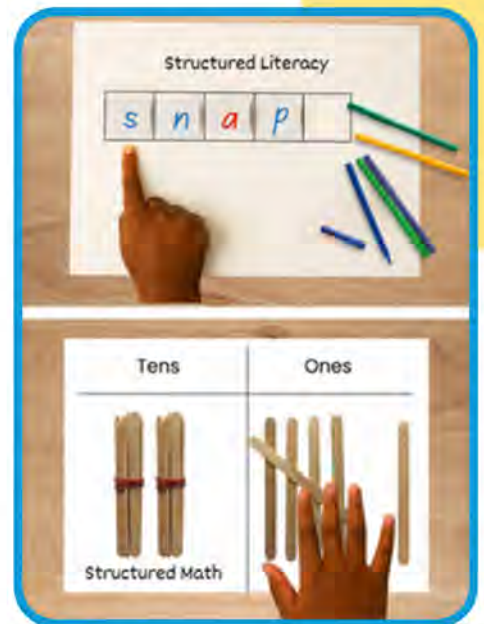
Educators are calling the CRA club, "structured literacy for math."

Come see why the excitement is growing!



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A Special Recognition

Please join AET in thanking those who have so generously assisted in the planning and preparation of our virtual conference. Your commitment and dedication to this program were essential to its success, and you are all sincerely appreciated.

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- Risa Graff, MA, BCET®, FAET
- Kara Scanlon, MEd, BCET®
- Kaye Ragland, EdD, LMFT, BCET®, FAET
- Bonnie Massimino, MEd, BCET®, ADHD-CE

Subcommittee Chairs

- Alice Pulliam, MA, BCET®, FAET
- Cindy Schulmeister
- Bonnie Massimino, MEd, BCET®, ADHD-CE
- Kara Scanlon, MEd, BCET®
- Marie Havens, MEd, PCET, C-SLDS
- Susan Grama, MA, CCC-SLP, ET/P, FAET

AEG Staff

- Peggy Moede
- Sri Obeysekara
- Adam Saari
- Roy Smith

Additional Volunteers

- Laura Doto, MA, ET/P
- Jessica Gentry, ET/P, BCHHP
- Maayan Glaser-Koren, MA, ET/P, ADHD-CE

Proposal Readers

- Laurie Fox, EdD, ET/P
- Betsy Rosebrughm MEd
- Angela Hoenshell, MA
- Mariam Hermann, MA, BCET®
- Toni Blackett-Felix, BSc. Pg Dip. CPT3A.
- Bonnie Massimino, MEd, BCET®, ADHD-CE
- Laura Doto, MA, ET/P
- Kaye Ragland, EdD, LMFT, BCET®, FAET



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Table of Contents

1. Setting the Stage for Success: Understanding the WHY and the HOW
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3. At-Home Writing Activities: Getting Started and Keeping Going
4. The Young Writer's Assets: Background Knowledge, Vocabulary, and Thinking Skills
5. The Writer's Toolbox: Words, Sentences, and Paragraphs
6. Connecting Writing to Book Reading
7. Getting Creative
8. The At-Home Model for New Readers: The Language Experience Approach (LEA)
9. Expanding Reading Development with the Language Experience Approach
10. Building Critical Thinking Skills At-Home
11. Parents in a Supporting Role

There's a Writer in Our House!

Strategies for Supporting and Encouraging Young Writers and Readers at Home

Ann Parkinson Kaganoff

There's a Writer in Our House! is an invitation to parents of children in first grade through fifth grade interested in actively participating in their children's early literacy learning from the very first steps.

Founded upon well-researched literacy instructional methods that have been informed by the author's clinical perspective as well as her years of experience with many kinds of learners, this book provides a valuable understanding of how both writing and reading contribute to child development in multiple areas. Chapters provide background concepts regarding grammar and specific critical thinking skills in both writing and reading as well as customizable, child-centered activities used to practice and build writing and reading comprehension skills.

Practical, accessible, and most importantly, fun, this book is a must read for all parents, regardless of background, seeking to support their children's ongoing literacy development confidently and effectively.



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CONGRATULATIONS TO OUR AET AWARD RECIPIENTS FOR 2025

Visionary Volunteer Award

The Visionary Volunteer of the Year Award recognizes an individual who has made a significant impact towards fulfilling the mission, vision, core values, and growth of AET.

Sherry Cramer, MEd, BCET®, FAET

We are proud to recognize Sherry Cramer, MEd, BCET®, FAET, for her outstanding leadership, vision, and dedication to the Association of Educational Therapists (AET). Sherry's contributions have shaped and elevated AET for more than a decade.

Beginning as editor of the AET eNews and then editor of *The Educational Therapist* journal, Sherry has worked tirelessly to strengthen our publications and expand their reach. Since 2017, she has transformed the journal into a dynamic platform that attracts established authors and also nurtures emerging voices by recruiting and mentoring new writers to produce high-quality, impactful articles. Under her leadership, the journal's visibility has grown significantly, culminating in its inclusion in EBSCO Information Services, the world leader in providing access to research through libraries worldwide.

In addition to her work on *The Educational Therapist*, Sherry has served for five years on the AET Board of Directors as Chair of the Member and Public Information Committee and has been an active member of the Social Justice Subcommittee of MPI. She spearheaded the initiative to expand access to educational therapy services for families and communities who might otherwise be underserved.

Through every role, Sherry has been a powerful advocate for the benefits of educational therapy and the importance of AET membership. Her unwavering dedication continues to strengthen our community and advance our mission.



Nan Freund Distinguished Service Award

The Nan Freund Distinguished Service Award was established in 2020 to recognize and honor members who have contributed exemplary service, exceptional time commitment, and dedication to educational therapy and AET. The award is named in honor of AET's eleventh president, Nan Freund, for her more than 30 years of service, unwavering commitment, and steadfast loyalty to the Association of Educational Therapists.

Li Moon, MA, BCET®

Li Moon, the recipient of the 2025 Nan Freund Distinguished Service Award, is a well-deserved honoree. When Li became a member of AET in 1985, she also served as one of the founders of the San Francisco Study Group. As a member of the AET Board of Directors from 1996 to 1998, Li held the position of editor of the AET journal, *The Educational Therapist*. During her time in that role, Li introduced a column titled "Have You Ever Tried...?" in which she solicited and shared helpful tips for teaching and student engagement. For ten years from 1998 to 2008, Li presented the content of that column "live" at the Annual Conference, renaming the popular session, "Have You Ever Tried...? Brought to You Live!"

Li has led the San Francisco Study Group since 2008 and is still at the helm. She served as Program Chair of the group from 2003 to 2008. For 25 years, under Li's leadership, the San Francisco Study Group has provided high-level speakers, research-based topics, and timely discussions, many of which were comparable to annual conference presentations. With her vast knowledge of program resources, Li is the first person volunteers should ask for suggestions when they are seeking outstanding presenters for a workshop, webinar, or conference! In addition, Li has presented on curriculum-based measurement for both her study group and the AET Annual Conference.

Li is kind, generous, and admired by all who work with her. She is a dedicated professional who always puts the needs of her clients first. AET is pleased and proud to present Li Moon with the 2025 Nan Freund Distinguished Service Award.



CONGRATULATIONS TO OUR AET AWARD RECIPIENTS FOR 2025

Dorothy Ungerleider Founder's Award

The Dorothy Ungerleider Award was established in 2003 in honor of AET's founder and first president, Dorothy Ungerleider, for her creative vision, initiative, and leadership. This award recognizes any individual who has made exceptional contributions to expand knowledge and visibility of the field of educational therapy.

Maxine Ficksman, MA, BCET®, FAET

AET is proud to announce that Maxine Ficksman has been selected to receive this year's Dorothy Ungerleider Founder's Award. This honor, approved by our Board of Directors, is one of the highest recognitions AET can bestow, and it celebrates Maxine's extraordinary dedication and her lasting contributions to our organization.

Over the years, Maxine has been a remarkable leader and a tireless advocate for educational therapy. She has served AET in numerous capacities, including Community Services Chair, Program Vice President, Public Relations Vice President, President, Past President, Chair of the Graduate Education Committee, and Chair of the Advisory Board.

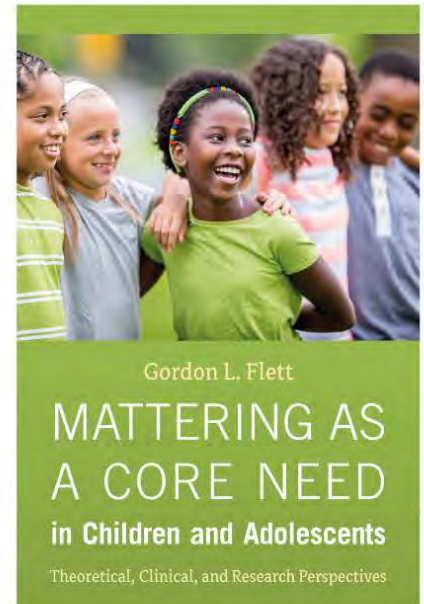
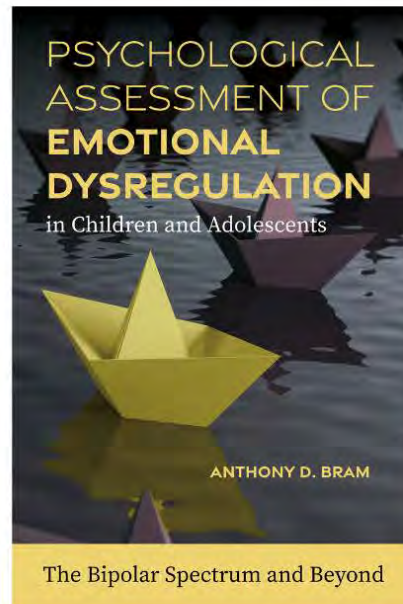
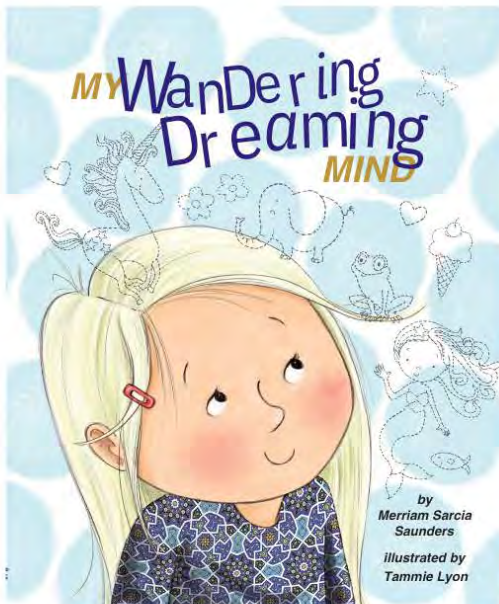
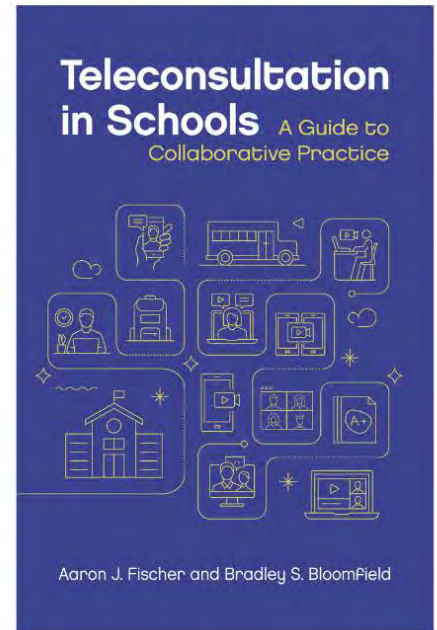
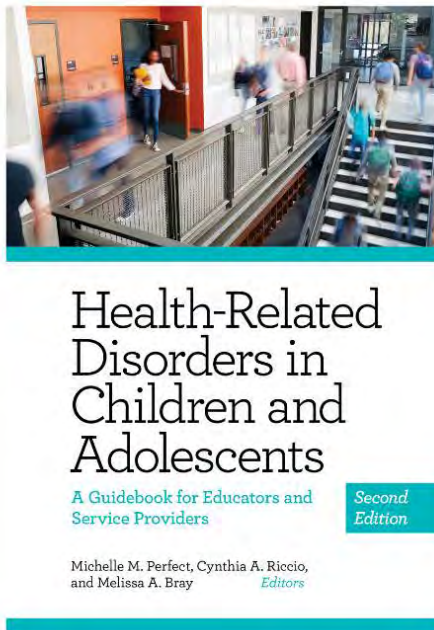
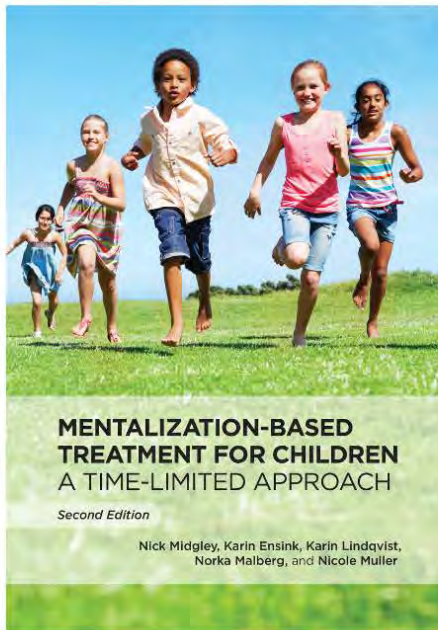
But Maxine's impact extends far beyond these responsibilities. She played a pivotal role in creating, coordinating, and teaching a Graduate Certificate training program through UCLA Extension, guiding its three-year transition to California State University, Northridge (CSUN), which culminated in the only standalone Educational Therapy Master's and Post-Master's Certificate program available in the field. Maxine later served as Chair of the CSUN Educational Therapy Leadership Committee.

Maxine co-edited the primary textbook, *The Clinical Practice of Educational Therapy*, still used in educational therapy training programs today, and has written numerous journal articles and protocols that continue to shape and strengthen our field.

This award is a well-deserved recognition of Maxine Ficksman's enduring impact and commitment. Please join us in celebrating her remarkable achievements and contributions which continues to expand our community.



The American Psychological Association (APA) publishes critically acclaimed and award-winning academic, scholarly, and children's books to help with educational therapy. Visit our virtual booth at the AET conference and at www.apa.org.



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**December 17 ,
2025**

HELPING STUDENTS ACCESS COLLEGE DISABILITY SERVICES: A GUIDE FOR EDUCATIONAL THERAPISTS.

PRESENTED BY SUSANA THENGVALL, M. ED

This webinar equips educational therapists with essential knowledge about college disability services and accommodation processes, helping them better prepare their students for successful transitions to higher education and advocate effectively for continued academic support.

**January 2026
(date TBD)**

THE JOURNEY OF AN EDUCATIONAL THERAPIST, A PANEL DISCUSSION

This webinar explores the professional journey of educational therapists, tracing their development from newly certified practitioners through career milestones, navigating medical leaves and work-life balance challenges, to planning for a fulfilling retirement

**April 2026
(date TBD)**

WEBINAR WATCH-PARTY “THE THERAPEUTIC DIMENSION OF EDUCATIONAL THERAPY” - JOSEPH PALOMBO, LCSW

This webinar focuses on addressing students' emotional needs to facilitate the remediation process, including specific interventions for the development of a therapeutic environment in the relations between the students and the educational therapist that will facilitate the goal of enhancing the students' capacity to deal with these barriers to learning.



OUTGOING VOLUNTEER RECOGNITION

(Certificates to be presented at the Awards Session)

Directors

Gillian Barreca, MS, ET/P

Outreach Committee Chair
2022 – 2025

Jess Durrett, ET/P

Member-at-Large
2024 – 2025

Maayan Glaser-Koren, MA, ET/P, ADHD-CE

Membership Committee Chair
2024 – 2025

Marci Peterson, MEd, BCET®

Annual Conference Committee Chair
2022 – 2025

Eva Sandler, MS Ed, ET/P, PCC

Development Committee Chair
2022 – 2025

Kara Scanlon, MEd, BCET®

Conference Committee Chair
2021 – 2024

Member-at-Large
2024 – 2025

Officers

Patricia Kimathi, MS, ET/P

Secretary
2023 – 2025

Study Group Leaders

Josie Sutton, MA, BCET®

Santa Barbara Study Group Leader
2005 – 2025

Volunteer Appreciation / Long-Term Service

Julieann Ash, MS, BCET®

Governance Committee
2022 - 2025

Judith Brennan, MEd, BCET®, FAET

Governance Committee
2017 - 2025

Josie Sutton, MA, BCET®

Santa Barbara Study Group Leader
2006 - 2025

2025 STUDENT SCHOLARSHIP RECIPIENTS:

Allison Brunell

CSUN

Nicholas Budding

UCSC Silicon Valley Extension

Megan Chow

UCSC Silicon Valley Extension

Pia Janantilla Garcia

UCSC Silicon Valley Extension

Jennifer Holcomb

UCSC Silicon Valley Extension

Stephanie Lundin

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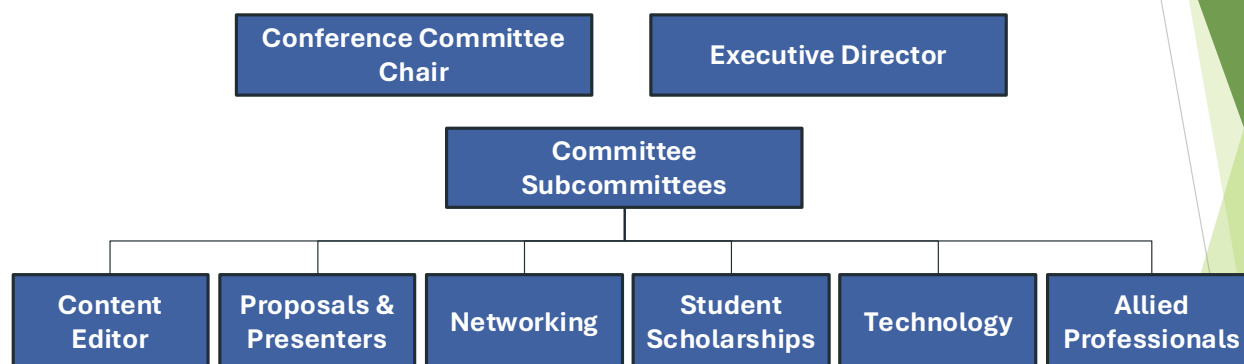
AET COMMITTEE INFORMATION

Get to know all of the active AET Committees. AET encourages members to get involved. We are all volunteers and rely on members to help maintain our excellence as an organization. If you are interested in learning more about a particular committee or subcommittee, please contact the committee chair anytime.

Committee	Description
Annual Conference	The Conference Committee is responsible for offering the highest level of professional content for educational therapists, allied professionals, and the community at AET's Annual Conference. This committee is tasked with securing featured and breakout session speakers and is responsible for all aspects of the planning and production of each year's conference. There are a variety of ways to get involved with this committee, and all membership levels are encouraged to participate.
Communications	The Communications Committee oversees publication of The Educational Therapist journal, the monthly eNews, and the AET Weekly Insights, and provides oversight of social media and the AET Website. Volunteers from all levels of membership are welcome.
Development	The Development Committee plans, implements, monitors, and evaluates AET's fundraising campaigns; solicits and tracks major donations; engages and recognizes donors; and develops and maintains strategic relationships with partner organizations and individuals in order to expand access to high-quality programming for AET members and the community. All membership levels are welcome to join this committee, and no prior experience in development is required.
Finance	The Finance Committee is responsible for oversight of AET's financial affairs and fiscal policy. Essential tasks include budget preparation reporting, supervision of tax filing, approval of payables, and long-range planning. The committee's goal is to ensure the financial health of the Association. All membership levels are welcome and invited to join this committee.
Governance	The Governance Committee fosters future leaders, proposes the board slate, and recognizes volunteers. The Committee oversees the review and updating of committee and Board Charters, works with committees and working groups to review and revise policies, and periodically reviews and updates Bylaws. BCETs and ET/Ps are eligible to be invited to join this committee.
Membership	The Membership Committee oversees our professional membership process that includes membership applications for associate membership and supervision for professional ET/Professional Membership along with Continuing Education which periodically reviews continuing education requirements and evaluates the appropriateness of non-AET events. The Mentor Program matches mentors and mentees and supports students in approved ET programs through a variety of activities.
Professional Affairs	The Professional Affairs Committee addresses areas of professional concern for AET members. This committee is responsible for reviewing and supporting AET-approved higher educational programs in educational therapy, promoting and reviewing research related to the field, and offering guidance to members regarding the ethical practice of educational therapy. Members at the BCET® and ET/P® levels, especially those with experience in higher education, are welcome to join this committee.
Professional and Community Connections (PCC)	The Professional and Community Connections Committee addresses community partnerships, public policy, and social justice issues related to AET's Vision, Mission, and Core Values, and represents AET on the National Joint Committee on Learning Disabilities (NJCLD). All membership levels are encouraged to join this committee.
Program Services	The Program Services Committee aims to provide valuable professional development opportunities to AET members and the broader community. The Committee develops a variety of cohesive events and programming choices, including virtual programming such as Webinars and Workshops, regional and virtual Study Groups, and professional discussion groups. All membership levels are invited to join this committee.

Annual Conference Committee

We plan your annual conferences. It takes a team!



For more information, contact:
nationalconference2@aetonline.org

Communications Committee

Chair: Sherry L. Cramer, MS, ET/P, FAET

The Communications Committee oversees The Educational Therapist Journal, The eNews, The Weekly Insights, social media, and the AET website.

Volunteers are welcome.

Please contact Sherry Cramer at communications@aetonline.org



Development Committee

Chair, Stacy Rotter



The Development Committee:

- plans, implements, monitors, and evaluates fundraising campaigns.
- solicits and tracks major donations.
- engages and recognizes donors.
- develops and maintains strategic relationships with partner organizations and individuals.

The primary goal of our fundraising efforts is to expand access to high-quality programming for AET members and the community.

For more information contact: development@aetonline.org

Finance Committee

Susan Grama, Treasurer and Chair

Purpose: The Finance Committee is responsible for oversight of the Association's financial affairs and fiscal policy

Responsibilities:

- Prepares AET's annual budget for approval by the Board of Directors
- Presents quarterly financial reports to the Board
- Monitors timely submission of tax returns
- Approves payables
- Proposes long-range financial plans for AET
- Monitors the financial condition of the Association

Members:

- Eva Sandler
- Patricia Kimathi
- Amy Anderson
- Pamm Scribner

For more information, contact: finance@aetonline.org

Governance Committee

Responsibilities:

- ❖ Nominates board slate
- ❖ Fosters future leadership
- ❖ Reviews and updates policies, committee and board charters, and bylaws

Use the blue button “Ways to Volunteer” on your AET homepage to explore Volunteer Opportunities.

For more information contact governance@aetonline.org



Governance Committee Chair
Alice P. Pulliam, MA, BCET,
FAET

Membership Committee

The Membership Committee is responsible for recruitment and retention of members.

- Works with the Marketing and Outreach Committee to develop membership and recruitment strategies
- Proposes membership categories and criteria for approval by the Board
- Evaluates the eligibility of new applicants for AET membership
- Guides Associate ET members through the process of upgrading to ET/Professional status
- Monitors Allied Professional and Student membership applications
- Coordinates with the management office in assisting applicants and members with membership questions
- Collaborates with the Higher Education Committee in investigating and approving existing University programs that meet AET's academic requirements for Associate ET membership
- Proposes measures to prevent membership decline and stimulate membership renewals
- Addresses other member-related issues that cross barriers and require universal AET attention
- Monitors submission of continuing education logs and conduct annual audits of randomly chosen members
- Periodically reviews continuing education requirements and evaluates the appropriateness of non-AET events



Committee Chair
Toni Lobello

Subcommittee Chairs

Applications: Julie Cowan
Continuing Ed: Toni Lobello
Supervision: Mary Marthe
Mentoring: Kristen Hawkinson
Student Support: Carolyn Towerly

For more information contact
membership@aetonline.org

Professional and Community Connections

Chair: Kaye Ragland Ed.D, LMFT, BCET, FAET

The Professional and Community Connections Committee (PCC) addresses Community Partnerships, Public Policy, and Social Justice issues related to AET's Vision, Mission, and Core Values, and represents AET on the National Joint Committee on Learning Disabilities (NJCLD). All membership levels are invited to join this committee.

Contact: pcc@aetonline.org



Professional Affairs Committee Chair, Polly Mayer

- Meets to discuss and review issues around professional concerns for AET members, recommends policies as necessary
- **Subcommittees:**
- **Higher Education:** Develops & monitors curricula standards for graduate-level educational therapy training
- **Research:** Develops, publishes & promotes research related to the field of educational therapy,
- **Ethics:** Defines scope & ethical standards of educational therapy practice

For more information contact: highered@aetonline.org



Program Services Committee

Chair, Bonnie Massimino

2025 Subcommittee Chairs & Members:

Regional Study Groups - Wendy Lamoreaux

Virtual Programming - Bonnie Massimino

Webinars - Courtney Wittner, Sharon Barkan, Nancy Bley, Nan Freund, Kaini Gu, Risa Graff, Bonnie Massimino, Teresa Young

Continuing Ed for Allied Professionals - Susan Grama, Stacy Buck

Workshops - Kara Scanlon, Lori D'Ver, Laura Doto

The **Program Services Committee** aims to provide valuable professional development to AET members and community members. The Committee develops a variety of cohesive events and programming choices, including virtual programming such as Webinars and Workshops, regional and virtual Study Groups, and professional discussion groups.

For more information contact:
programservices2@aetonline.org

SOCIAL JUSTICE SURVEY

We extend our sincere thanks to everyone who took part in the Social Justice Survey. Your thoughtful responses have provided valuable insights into the experiences, perspectives, and priorities within our community. The information gathered not only helps us better understand where we are today but also serves as a guide to meaningful steps toward greater equity, inclusion, and understanding.

Please [CLICK HERE](#) to access the survey results.

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DE NAMUR UNIVERSITY**

Notre Dame de Namur University

Notre Dame de Namur University (NDNU) is a Catholic, not-for-profit, coeducational institution serving adult learners from diverse backgrounds. Established in 1851 by the Sisters of Notre Dame de Namur, NDNU is the third-oldest college in California and the first authorized to grant women a baccalaureate degree. The university is WSCUC accredited and offers master's and degree completion programs in business, education, and psychology, as well as teacher credential programs. NDNU maintains a strong commitment to academic excellence, social justice, and community engagement.

For more information, visit www.ndnu.edu.

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PROFESSIONAL EDUCATION**

UCSC Silicon Valley Extension

Students in the AET-approved UCSC Extension Educational Therapy certificate program acquire essential research-based skills. They learn to combine educational and therapeutic strategies for evaluation, remediation, advocacy, and case management on behalf of individuals with learning differences and complete the program with new approaches for setting up a clinical practice.

To learn more, [click here](#).

Bronze Sponsors



**Ann
Kaganoff**

Ann Kaganoff

Ann P. Kaganoff, PhD, BCET and FAET, is a long-time member and Past President of AET. She is the author of *Best Practices in Educational Therapy*, (Routledge 2019) and of her recent book for parents, *There's a Writer in Our House! Strategies for Supporting and Encouraging Young Writers and Readers At Home* (Prufrock Press, 2024). Her long career as an educator has spanned over six decades and has included classroom teaching, teacher training, and many years of practice as an Educational Therapist. Dr. Kaganoff has specialized in teaching students of all ages and abilities, with a focus on the literacy skills, helping students become proficient writers, readers, and critical thinkers. As an educational therapist and author, she drew upon an ideal background for guiding parents who want to help their children develop literacy skills and get maximum benefit from their personalized explorations of reading and writing. Her support of AET continues to include sponsorships, the supervision of aspiring ETs, and the promotion of the contributions of the educational therapy model to many varied areas of education.



KiwiWrite

KiwiWrite

KiwiWrite Math allows students to write math problems online easily and with proper alignment. Simply click, tap, or type using Kiwi's on-screen interface. Supports vertical arithmetic through calculus. Import classroom worksheets to work right on top! Web app designed for students with dysgraphia or handwriting challenges.

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McLean School

At McLean School, we understand students first for what they can do, not for what they can't do. This Abilities Model® approach enables K-12 bright students, including those with dyslexia, anxiety, and ADHD to be successful in school and life. Located in Potomac, Maryland, our college-preparatory curriculum is traditional without being rigid, challenging without being intimidating, and designed with the real world in mind.

See how we transform lives at mcleanschool.org.



Moore Auditory Integration Training

The Moore Auditory-Visual Questionnaires were developed by Cheri Moore to improve her ability to consistently and fully understand the client's concerns. With the support of a therapist, a Moore Auditory-Visual Questionnaire Report empowers the client to self advocate and communicate concerns with their doctors, therapists, and teachers.

To learn more, [click here](#).

Winston Preparatory School

Winston Preparatory School

Winston Preparatory School is a leading school network for students with learning differences, including dyslexia, executive functioning difficulties (ADHD), and nonverbal learning disorders (NVLD). Our nationally recognized model serves students through grade 12, along with offering Winston Transitions, a multi-faceted gap year program for students who are not yet ready for college or the workplace. Winston in College provides academic support services for college students.

Our campuses are located in New York, Connecticut, New Jersey, and California, in addition to Winston Online, our fully online school, accessible anywhere nationally.

CODE OF ETHICS

CODE OF ETHICS AND STANDARDS FOR THE PROFESSIONAL PRACTICE OF EDUCATIONAL THERAPY

The main goal and purpose of educational therapy is to optimize learning and school adjustment, with recognition that emotional, behavioral, and learning are intertwined. The Association of Educational Therapists has defined the role of the Educational Therapist as follows:

An Educational Therapist works in the educational domain with persons who exhibit learning concerns. An Educational Therapist is skilled in:

- formal and informal educational assessment;
- synthesis of information from other specialists, and from parents/guardians;
- development and implementation of appropriate intervention programs;
- strategies for addressing social and emotional aspects of learning;
- formation of supportive relationships with the individual and with those involved in their educational development;
- facilitation of communication between the individual, the family, the school, and involved professionals.

CODE OF ETHICS

AET's Code of Ethics provides professional guidance regarding the scope of practice and the boundaries of practice within educational therapy. Its primary goal is to ensure the welfare and protection of the individuals and groups with whom the professional works. Additionally, it educates members, students, and the public regarding the ethical standards in the field of educational therapy and supports the mission of AET. The AET Code of Ethics is a "living document" subject to regular review and revision when appropriate.

The Guiding Principles of AET emphasize the growth of the profession and assist in advancing ethics, professionalism, discussion, research, self-reflection and self-care. Developing an "ethical mindset" is an ongoing process that integrates professional values, ethical principles, and ethical standards which must be consciously cultivated, valued, and applied. When ethical dilemmas arise, AET's Code of Ethics reminds members to engage in a carefully reasoned ethical decision-making process. This involves consulting available resources and considering professional values, principles, and standards to resolve issues responsibly and ethically.

GUIDING PRINCIPLES

- I. Educational Therapists are dedicated to protecting and enhancing the fundamental dignity of every person seeking their services and are committed to developing the highest educational potential of their clients.
- II. AET envisions a socially just world where all learners reach their potential, appreciate their unique abilities, and thrive. Educational Therapists fulfill their responsibilities by exemplifying the highest standards of competence, excellence, and integrity.
- III. Educational Therapists practice in a manner that is inclusive, understands and respects all clients across complex aspects of identity, and does not discriminate on the basis of race, ethnicity, national origin, sexual orientation, gender identity or expression, age, marital status, family structure and/or social circumstance, political belief, or religion.
- IV. Educational Therapists are committed to the development of professional skills appropriate to the special needs of clients and devoid of false claims or guarantees.
- V. Educational Therapists serve the profession of educational therapy by validating ethical practice, discouraging misconduct, and working to expand the body of professional knowledge.
- VI. Educational Therapists acknowledge that technology is a rapidly evolving field and understand how to use technology ethically and responsibly to meet clients' goals and needs.
- VII. Educational Therapists accord due recognition to and collaboration with colleagues and allied professionals.

STANDARDS FOR PROFESSIONAL PRACTICE

SECTION ONE. PROFESSIONAL PRACTICES

1. REPRESENTATION

Educational Therapists:

- A. accurately represent in an ethical and legal manner their competence, education, training, and experience.
- B. provide professional services only within the boundaries of their competence based on their education, training, supervised and professional experience while operating within the scope of practice and ethics of the Association of Educational Therapy. Those engaged in e-practice operate within the scope of practice and ethics of the Association of Educational Therapists, as when providing services to clients in-person. AET Code of Ethics Revision #9, 2025
- C. claim as evidence of professional qualifications, in accord with the requirements described in the Bylaws of the Association of Educational Therapists, only those transcripts, documents, and training experiences which they have duly earned.
- D. adhere to the Association of Educational Therapist's ethical guidelines as well as all applicable laws of the state(s) in which they practice when deciding which services they are qualified to provide.
- E. follow specialized standards when engaged in e-practice.
 - E-practice is defined as services using

telecommunication technologies which include the preparation, transmission, communication, or related processing of information (writing, images, sounds, or other data) by electrical, electromagnetic, electromechanical, electro-optical, or electronic means.

- Telecommunication technologies include but are not limited to telephone, mobile devices, interactive videoconferencing, e-mail, chat, text, and Internet (e.g., selfhelp websites, blogs, and social media). Services may be synchronous or
- asynchronous (e.g., e-mail, online bulletin boards, storing and forwarding of information).
- Technologies may augment traditional in-person services or be used as a standalone service model.

2. RESPONSIBILITIES

Educational Therapists:

- A. provide only those professional services for which they have been adequately trained. Those engaged in e-practice strive to take reasonable steps to ensure their competence with both the technologies used and the potential impact of the technologies on clients, their families, supervisees, or other professionals.
- B. clearly state, describe, present, and adhere to the conditions of a contract or terms of an agreement prior to the initiation of services, and give notice of fee and policy revisions in advance of their implementation. As part of this informed consent contractual process, Educational Therapists shall explain to clients whether and how they intend to use electronic devices or communication technologies to gather, manage, and store client information.
- C. understand that educational therapy services are based on the unique needs of each
- D. recognize that technology is a rapidly evolving field.
 - strive to stay current in knowledge and practice related to technology.
 - use published materials ethically and only for the purposes intended. AET Code of Ethics Revision #9, 2025
 - adhere to and educate clients about copyright laws, attribution protocol, and citation style, and guidelines pertinent to the use of technology, including artificial intelligence (AI).
 - work to educate clients to understand that AI sources are not always credible, equitable, or inclusive. Neither are such platforms necessarily a safe and secure exchange of information.
 - empower clients to discern the appropriate use of technology, including credible sites for learning and research.
- E. seek assistance, including the services of other professionals, in instances where personal problems threaten to interfere with their job performance.
- F. recognize and resolve situations involving potential conflict of interest in their practice.

- G. do not discriminate in hiring based on race, color, creed, gender identity, gender expression, national origin, age, political practices, family or social background, sexual orientation, or exceptionality. recognize and resolve situations involving potential conflict of interest in their practice.
 - strive for objectivity in evaluating prospective employees.
 - are informed about and evaluate the policies and procedures established in their places of employment.
 - are alert to potential conflicts of interests when in the employment of others or when employing others.
 - advocate for the best outcomes of client needs.
- H. use their leadership positions, professional credentials or standing, volunteer capacities, or perceived authority, to forward the stated goals of the association in keeping with the AET Bylaws. When functioning in a professional capacity, educational therapists keep personal views and opinions, unrelated to the practice of educational therapy, private and separate in all professional communications in written statements and/or on electronic forums. Personal statements may create boundary confusion and be damaging to professional relationships and to the public perception of the profession.
- I. have an ethical obligation to protect the welfare of children and adolescents. An educational therapist who suspects abuse should report it to the appropriate state agency or department.
- B. select and use appropriate assessment instruments, recognizing their limitations with respect to reliability, validity, and bias.
- C. use only those assessment instruments for which they have been adequately trained.
- D. seek interpretation of assessment data from professionals in related fields (e.g. medical, psychological, speech/ language, neuropsychological).
- E. select and use appropriate instructional methods, curricula, materials, and other resources to meet the unique needs of each client.
- F. assess and continuously evaluate their technological competencies, training, consultation, experience, and risk management practices to assure competency when engaging in e-practice.
- G. create safe and effective learning environments which contribute to the fulfillment of needs, motivation to learn, and enhancement of self-concept.
- H. recognize that additional factors must be examined when considering providing services via e-practice, including consideration of:
 - the appropriateness, benefits, and limitations of e-practice and whether or not it is appropriate for the client before initiating e-services.
 - the client's culture, education level, age, and other relevant characteristics including the individual's familiarity, comfort with technology, and access to the internet.
 - the client's remote environment where e-services would take place, including regular monitoring of said environment as it might change.

3. PROFESSIONAL DEVELOPMENT

Educational Therapists:

- A. strive toward self-evaluation and continuous improvement of professional performance. AET Code of Ethics Revision #9, 2025
- B. systematically advance their knowledge and skills by pursuing a program of continuing education including but not limited to participation in such activities as professional conferences/workshops, professional meetings, continuing education courses, and the reading of professional literature.
- C. support and facilitate professional development and encourage research efforts among colleagues.
- I. maintain confidentiality of information except where information is released under specific conditions of written consent and/or statutory requirements.
- J. establish and maintain confidentiality policies and procedures consistent with relevant statutes, regulations, rules, and ethical standards.
- K. provide adequate security and security controls for client information and data within information systems when engaging in e-practice.
 - Adequate security, according to the Committee on National Security Systems, is commensurate with the risk and magnitude of harm resulting from the loss, misuse, or unauthorized access to or modification of information.
 - Security controls are defined by the Committee on National Security Systems as "the management, operational, and technical controls (i.e. safeguards or countermeasures) prescribed for an information system to protect the confidentiality, integrity, and availability of the system and its information."

SECTION TWO. PROFESSIONALS IN RELATION TO CLIENTS AND THEIR FAMILIES

1. INSTRUCTION AND ASSESSMENT RESPONSIBILITIES AND COMPETENCIES

Educational Therapists shall apply professional expertise to ensure the provision of quality education for all clients in keeping with clients' legal, civil, and educational rights.

Educational Therapists strive to:

- A. develop and interpret individual goals and objectives for educational therapy, based upon appropriate assessment procedures and/or local school mandates, in cooperation with clients, their parents/guardians, and allied professionals.
- L. recognize the possibility that any electronic communication can have a high risk of public discovery.
- M. educate themselves about the potential risks to privacy and confidentiality and consider utilizing all available privacy settings to reduce these risks.
 - periodically review the types of precautions they use

to ensure that they are appropriate and strive to be aware of malware, cookies, and so forth and to dispose of them routinely on an ongoing basis.

- adhere to privacy and security standards in compliance with HIPAA regulations and other relevant federal and state laws when using cloud storage.
 - notify clients and other appropriate individuals/organizations as soon as possible in the event of a breach of unencrypted electronically communicated or maintained data.
 - follow current environmental protection guidelines and relevant statutes and regulations related to record retention and disposal of records and electronics and take steps to prevent data leaks and unauthorized access to confidential information when disposing of electronic devices.
- N. establish baseline data about the skills and needs of new clients and maintain accurate data for the purpose of decision making and consultation.
- establish ways to measure and determine client progress towards those goals at regular intervals.
 - be especially cognizant about determining whether e-practice is achieving those goals. AET Code of Ethics Revision #9, 2025
 - terminate services upon consideration of the student's best interests, goodness of fit between the skill set of the educational therapist and the needs of the client, any contractual agreement, and/or the established educational therapy goals. It is recommended that the final termination session(s) be held in the manner in which sessions have typically been conducted throughout the educational therapy process to allow time for any final assessments and for closure between student/client and educational therapist.
 - participate with allied professionals and parents/guardians in an interdisciplinary effort in the management of behavior and take adequate measures to discourage, prevent, and intervene when a colleague's behavior is perceived as being detrimental to clients.

2. CLIENT AND FAMILY ENGAGEMENT

Educational Therapists acknowledge that the practice of educational therapy requires relationships of trust and mutual respect to support each client's learning and academic pursuits.

Educational Therapists:

- A. consider each client's environment and context to holistically support and empower clients with complex intersectional identities.
- B. develop our own knowledge and cultural competency to support each client and their family.
- C. recognize and address biases that may impact our work with clients and their families.
- D. seek and use parents'/guardians' perspective and expertise in planning, conducting, and evaluating services, as well as determining optimum time for termination of services to

clients.

- E. develop effective communication with parents/guardians, avoiding or interpreting technical terminology, using the primary language of the home and other modes of communication when appropriate.
- F. inform parents/guardians of the educational rights of their children, and of any proposed or actual practices which violate those rights.
- G. recognize and respect cultural diversities in the implementation of professional practices.
- H. recognize that the relationship of home and community environmental conditions affects the behavior and outlook of the client.
- I. facilitate the understanding among parents/guardians, school personnel, and other professionals regarding the realistic limitations of each one's function and role.
- J. facilitate referral to other appropriate professionals for services as needed. AET Code of Ethics Revision #9, 2025
- K. maintain communication between parents/guardians and professionals with appropriate respect for privacy and confidentiality.
- L. take extra care to avoid breaches in confidentiality when using electronic media.

3. ADVOCACY

Educational Therapists who serve as advocates for clients by speaking, writing, and acting in a variety of situations may, on their client's behalf:

- A. inform themselves, counsel, and (when called upon) represent client and family regarding current local, state/provincial, and federal laws and regulations.
- B. consult with the family in evaluating the appropriateness, initiation, continuation and/or termination of related services.
- C. work cooperatively with and encourage other professionals to improve the provision of educational and related services to clients.
- D. promote corrective action by school administrators and colleagues when educational resources and placements appear to be inadequate or inappropriate for clients.

SECTION THREE. PROFESSIONALS IN RELATION TO THE PROFESSION AND TO OTHER PROFESSIONALS

1. IN RELATION TO THE PROFESSION

Educational Therapists:

- A. take an active position in the regulation of the profession through the use of appropriate corrective action for misrepresentation and violations of ethics and standards of practice herein defined.
- B. provide varied and exemplary field experiences for persons in training programs when acting in supervisory roles.
- C. refrain from using professional relationships with clients and/or their families for personal advantage or exploitation.

- D. initiate, support, and/or participate in research related to the enhancement and quality of educational services.
- adopt procedures that protect the rights and welfare of subjects participating in research.
 - interpret and publish research results with accuracy and a high quality of scholarship.
 - support a cessation of the use of any research procedure which may result in undesirable consequences for the participant. AET Code of Ethics Revision #9, 2025
 - exercise all possible precautions to prevent misapplication or misuse of research efforts, by oneself or others.

2. IN RELATION TO OTHER PROFESSIONALS

Educational Therapists function as members of interdisciplinary teams and recognize that the reputation of the profession resides with them.

Educational Therapists:

- A. recognize and acknowledge the competencies and expertise of members representing other disciplines as well as those members of their own discipline.
- B. strive to develop positive attitudes among other professionals toward clients, representing them with an objective regard for the client's possibilities and limitations.
- C. communicate, with client/guardian consent, with other agencies involved in serving clients in information exchanges related to planning, coordination, evaluation, and training, to achieve and maintain effective services.
- D. provide consultation and assistance, where appropriate, to both regular and special education as well as other school personnel serving clients.
- E. provide consultation and assistance, where appropriate, to professionals in nonschool settings serving clients.
- F. maintain effective interpersonal relations with colleagues and other professionals, helping them to develop and maintain positive and accurate perceptions about the profession of educational therapy.
- G. abide by ethical standards and communicate respectfully with and about colleagues and allied professionals.
- H. develop policies for using online social media for educational purposes and share those policies with clients to provide them with guidance about ethical considerations.
- I. respect the standards and codes of ethics of other professional organizations.

The CODE OF ETHICS AND STANDARDS FOR THE PROFESSIONAL PRACTICE OF EDUCATIONAL THERAPY, adopted by the AET Executive Committee, February 1985, has been developed through an adaptation of the CODE OF ETHICS AND STANDARDS FOR PROFESSIONAL PRACTICE of the Council for Exceptional Children (CEC). Permission was granted by CEC for such adaptation.

Additions regarding e-practice have been developed through adaptations with permissions from:

"Telepractice: Key Issues" retrieved from: https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589934956§ion=Key_Issues, a publication of the American Speech-Language-Hearing Association, (ASHA).

"Guidelines for the Practice of Telepsychology" in the December 2013 edition of the American Psychologist.

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