

## Registration Rates

- Individual: \$50.00 (\$60.00 late registration)
- Group: \$150.00 per connection (\$175.00 late registration) limit 6

## How Can I Register?

- Individual and group registration accepted (one registration needed per group)
- Completely fill out the registration form. Please fax, mail or email registration form **or** fill out contact us form online. Fees are due & payable at time of registration.

### Additional Information

All teleconferences can be purchased for non-contact credit hours for \$50.00

### Contact



Angela Searcy at  
**Simple Solutions Educational Services**  
22646 Lilly Pad Lane  
Frankfort, Illinois 60423  
Phone: 708-845-2343/866-660-3899  
Fax: 866-431-3855  
Email: [asearcy@aol.com](mailto:asearcy@aol.com)

## Registration Form

Workshop Code: \_\_\_\_\_ Date \_\_\_\_\_

Please select from the following:

\_\_\_\_\_ Individual registration \$50.00

\_\_\_\_\_ Individual late registration \$60.00

\_\_\_\_\_ Group registration \$150.00

\_\_\_\_\_ Group late registration \$175.00

\*Name: \_\_\_\_\_

\*Email: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

\*Phone: \_\_\_\_\_

\*Required

## Payment Options

**Option A:** Mail -in check or money order (no cash) to Simple Solutions Ed Services 22646 Lilly Pad Lane Frankfort, IL 60423

**Option B:** pay online

[www.overttherainbowsimplesolutions.com](http://www.overttherainbowsimplesolutions.com)

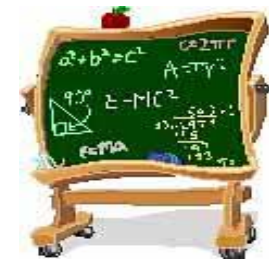
Simple Solutions Educational Services

Presents

**LIVE**

# Teleconferences

Summer 2011



**All you need is a phone!\***

\*(computer optional)

Teleconferences allow you to receive continuing education on-site!

**All Events Central Standard Time**

**Earn CEU's CPDU's CDA and EI Credit.**

*Angela Searcy is an approved Professional Development Provider for the Illinois State Board of Education, Illinois(EI), and Texas(ECI) Early Intervention*

## **On the Move: Why Movement is Critical for Cognition**

July 5<sup>th</sup> 12 pm -2:30pm and August 11<sup>th</sup> 9am-11:30am

Learn what happens to the brain when infants, toddlers and two's do not get the involvement necessary for the brain to retain information. Participants will learn to differentiate between age appropriate and problematic activity levels, as well as, understand and identify ADD/ADHD in young children. Participants will learn how to recognize atypical motor patterns and how these physical impairments can inhibit cognition. This workshop will explore how movement can be utilized to maximize brain connections and whole brain functioning in young children from birth to age three. **1.25 Atypical AND 1.25 Intervention in EI Credits workshop code EEE registration deadline 7/4/2011 or 8/10 Late registration after 7/1/ 201 or 8/1/2011**

### **Attention! Attention! Attention! Dealing with Attention Difficulties in Young Children**

July 28<sup>th</sup>/19th 9am -11:30 am, August 9<sup>th</sup> 12-2:30pm

In this workshop participants will learn how to maximize attention span and comply with adult directed activities. Participants will learn the correlation between attention difficulties and lower brain development in children ages 0-3 and how to differentiate between age appropriate and problematic activity levels, as well as, understand and identify the early signs of ADD/ADHD. Participants will learn strategies that will help both professionals and parents deal with short attentions spans in young children. Participants will also learn how to access resources in their area that can be helpful to both parents and professionals **1.25 atypical development 1.25 Intervention GGG registration deadline 7/27/2011 or 7/18/ or 8/8 Late registration after 7/1 or 8/1/011**

## **Dealing with Difficult Behaviors: Effective Assessment of the learning Environment**

July 12<sup>th</sup> 9-11:30am and July 19th 12-2:30pm

Dealing with difficult behaviors in young children can be a challenge. However, this teleconference forces professionals to look beyond the nature of the behavior and into the learning environment. In this workshop participants will learn how to assess the learning environment using simple tools for professionals working with children from birth to age three. Neuroscience research shows the brain learns best in a state of "relaxed alertness" Participants will also learn how to adapt the environment and create an atmosphere that maximizes learning **1.25 Intervention and 1.25 Assessment Workshop Code BBB and deadlines 7/11/2011 or 7/18 late registration after 7/1 or 7/1/2011**

### **Taking the Bite Out of Difficult Behavior in Young Children**

July 26<sup>th</sup> 12-2:30pm and August 23<sup>rd</sup> 9-11:30am

Behaviors, such as hitting, biting, hair pulling, short attention spans, high activity levels and tantrums are common among young children. Functional assessment is critical in helping adults to understand what these challenging behaviors might mean and an important step in helping eliminate them. Research shows most behavioral interventions fail because the intervention does not take into consideration the reason for the behavior. Functional assessment helps caregivers and therapists to look at the cause of the behavior develop an intervention. Functional assessment helps caregivers and therapists become more objective regarding how behavior is described to parents which then helps parents to see objective assessment tools used to measure This step by step guide makes discussing behavior and working with families more effective. **2.5 hours in Assessment Intervention code CCC reg deadline 7/25/ or 8/22 Late registration after 7/1 or 8/1**

## **Working with Families: The Effects of Prenatal Drug Exposure and Fetal Alcohol Syndrome**

July 7<sup>th</sup>/26th 9-11:30am and August 16<sup>th</sup> 12-2:30pm

Because drug abuse is a disease that is prevalent among all populations of all racial and ethnic origins, levels of education and economic status; it is important for those working with families to gain a basic understanding of the risk factors that lead to addiction. It is equally important for participants to comprehend the consequences for both the mother and the fetus. Participants will learn not only how to recognize symptoms, but also understand which are temporary and which appear at particular stages of development. This workshop will help participants better support families and provide appropriate intervention strategies and home programming. **2.5 hours in Working with Families Workshop Code FFF and deadlines 7/6/2011 or 8/15 late registration after 7/1 or 8/1/2011**

### **Awareness and Acceptance: Working with Families of Children with Autism**

Part 1 July 14<sup>th</sup> / Part 2 July 21st 9-11:30am

Working with families can be a challenge. This teleconference will explore the environmental and genetic causes for autism and help professionals in the early intervention system support families who may be dealing with or trying to understand a diagnosis of autism. Part 1 will help professionals explain the diagnosis to families and what research says about possible treatments. Part 2 will explore the stages of acceptance that a family may go through and the effect the diagnosis may have on siblings. **Part 1 2.5 Atypical / Part 2 2.5 Working w/ Families of EI credits workshop code WWW Registration deadline 7/13/011 or 7/20/011 Late registration after 7/1 /11**

## Adapting Toys 101

July 12<sup>th</sup> 12-2:30pm and August 4<sup>th</sup> 9-11:30am

What toys and learning materials are most effective for children for special needs? Learn how to adapt toys and play materials and the how the same toy can be used by various disciplines to reach different IFSP goals. Participants will also learn how to effectively collaborate with child care providers and parents to help them choose or adapt toys and embed IFSP goals into the routines of the natural environment. **2.5 hours in intervention workshop code AAA registration deadline 7/11/011 or 8/3 Late registration after 7/1 or 8/1/011**

## Distinguished Faculty

**Angela Searcy M.S., D.T.** holds a B.A. degree in English and secondary education with teacher certification through the state of Illinois and a M.S. degree in early childhood development from Erikson Institute, with a specialization in Infant Studies and a credential in developmental therapy. Angela is the owner and founder of **Simple Solutions Educational Services**, a professional development provider for all levels of education including early intervention, elementary, middle and high school. She is also a national literacy trainer for the **Multi-Sensory Training Institute** in Massachusetts, a college professor at **Rasmussen College** and has been a feature on Chicago Public Radio's **Chicago Matters, Chicago Parent and Chicago Baby Magazines** and is a regular speaker for the **Learning and the Brain Conference** Sponsored by Harvard, Yale and Stanford Universities. A former associate at the Neuropsychology Diagnostic Center in Orland Park, Illinois, Angela has specialized training in the neurosciences and is a nationally recognized speaker with extensive experience working with professionals, young children, and their families as an early childhood teacher, child development specialist, staff developer, mental health consultant, parent educator, language arts teacher, college professor and tutor.

**Emily Hamlin, M.A.** holds a B.S. degree from Michigan State University with a type 04 teacher certification through the state of Illinois and a M.A. degree in Child Development from Michigan State University. Emily has experience working as a teacher, education coordinator, consultant, and site director for early childhood programs She has an expertise in working with English language learners, children from underprivileged urban populations and children with special needs.

## Sensory Integration Skills Assessment

June 27<sup>th</sup> 12-2:30pm and August 18<sup>th</sup> 12-2:30pm

Sensory integration is the foundation for good neurological organization. Sensory Integration Dysfunction is when a child has difficulty modulating and processing sensory information. SID can be embedded within many diagnoses, including ADHD/ADD or attention difficulties, Autism Spectrum Disorders, learning disabilities, and mental health issues. In this workshop participants will learn the benefits of, and how to, complete a sensory integration skills assessment that involves looking at the whole child and the quality of skills across developmental domains and dissecting patterns of behavior. **1.25 atypical 1.25 Assessment workshop code DDD Registration Deadlines 6/26/011 or 8/17/011 Late registration after 6/25 /11 or 8/1/2011**