

Exceptional Children General Conference

Time: Monday, November 3, 8:30 am – 4:30 pm and Tuesday, November 4, 8:30 am – 12:15 pm

Contact Hours: 10 contact hours or 1.0 CEU

Description:

Working Together to Achieve Student Success – is more important than ever before! It is essential that everyone recognize exceptional children as regular education students first and that all educators; special education teachers, related services personnel, psychologists, regular education teachers, parents and administrators see all students as equal and with the same opportunity to succeed! *Working Together to Achieve Student Success* is the theme of the 64th Conference on Exceptional Children; North Carolina's largest gathering of educational professionals and parents of children with disabilities. The Exceptional Children Division of the North Carolina Department of Public Instruction is pleased to invite colleagues from across the state to join us for this annual collaborative event to share and learn about innovations and exciting practices to help exceptional children achieve. Please join us for numerous enriching activities: an uplifting Plenary Session with inspiring keynote presentation; more than 90 informative Instructional Sessions covering the broad spectrum of exceptional children education; the annual Teachers of Excellence reception honoring outstanding North Carolina special educators; a Poster Display of innovative programs and practices; the School-Based Enterprise Bazaar showcasing products being created and marketed by North Carolina Public Schools students with disabilities; and an Exhibitor/Vendor area that offers interactions with organizations and companies specializing in serving exceptional children. Come join us in Greensboro for this annual gathering of more than 3,000 professionals and parents, all working together to improve educational outcomes for all students!

POST-CONFERENCE INSTITUTES

Administrator's Strand and Institute Sessions

Time: Monday, November 3, 8:30 am – 4:30 pm

Tuesday, November 4, 8:30 am – 4:00 pm

Contact Hours: 12 Contact Hours or 1.2 CEUs

Description:

Administrators will start the 64th *Conference on Exceptional Children* with the instructional and plenary sessions of the General Conference. The Administrator's Strand and Institute will address *hot topics* for EC Directors, Coordinators and School Administrators as they work to achieve improved outcomes for students with disabilities, while meeting the legal requirements of the Individuals with Disabilities Education Act (IDEA).

Sessions by NC Attorneys will provide administrators with legal tips and best practices for ensuring compliance and avoiding legal pitfalls. Additional sessions will address Individualized Education Programs (IEPs) for students with healthcare needs, and North Carolina's efforts toward Results Driven Accountability.

The Administrators' Post Conference Institute is designed to provide updates and information related to current Exceptional Children Division and NC Department of Public Instruction initiatives impacting Exceptional Children Programs throughout North Carolina school districts.

Autism Institute

Time: Wednesday, November 5, 9:00 am – 4:00 pm

Contact Hours: 6 contact hours or .6 CEU

Title: *Providing Structure through All Stages of Life*

Description:

Autism is a lifelong condition requiring supports and structure as individuals with autism transition through various phases of life. This session will look at how autism impacts individuals from early diagnosis to life after high school. A panel of presenters will discuss guiding principles of early intervention, essential components of instruction from pre-school to high school, and life with autism post graduation.

For questions, contact Dana Rusher (derusher@uncc.edu or 704 687-8826)

Behavioral Support Specialist/Liaison Institute

Time: Wednesday, November 5, 9:00 am – 4:00 pm

Contact Hours: 6 contact hours or .6 CEU

Title: *Function and Malfunction Junction: Identifying, Evaluating and Improving Key Components of Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)*

Description:

This session will begin with a brief overview of FBA/BIP implementation and then explore the factors that shape the way we perceive and utilize FBAs and BIPs. Next, the presenter will share research findings from a sample of North Carolina FBAs, BIPs, and progress monitoring data for students supported by the PRC 29 grant. The findings will highlight strengths and challenges of implementation, key components missing from the FBAs/BIPs, and the potential impact on improving student behavior. Participants will explore the key components of FBAs and BIPs and practice evaluating FBAs/BIPs. They will also have the opportunity to think about different ways to support progress monitoring. Participants will leave with tools for evaluating FBAs/BIPs and a tool to help track student progress.

All participants are asked to bring a copy of a recent FBA, BIP, and most recent progress monitoring data for a select student they serve in order to practice with these new tools.

For questions, contact Joe Simmons (Joe.Simmons@dpi.nc.gov or 919 807-3298).

CECAS Institute

Time: Wednesday, November 5, 9:00 am – 4:00 pm

Contact Hours: 6 contact hours or .6 CEU

Title: *Using CECAS Effectively for Managing EC Data*

Description:

Experienced CECAS users designated as the CECAS Contact/Trainer for their LEA, Charter School or State Operated Program will receive the latest updates on CECAS Integration with PowerSchool and Reporting User systems. They will also learn how to create customized reports and effectively use standard reports in CECAS. Participants will have opportunities to exchange ideas with DPI staff and users from other LEAs/Charter Schools/SOPs.

For questions, contact Jane Cottingham (jane.cottingham@dpi.nc.gov or 919 807-3226).

Deaf-Blind Institute

Time: Tuesday, November 4, 1:30 pm - 4:30 pm

Wednesday, November 5, 9:00 am – 4:00 pm

Contact Hours: 9 contact hours or .9 CEU

Description:

Join colleagues in a 1.5 day institute addressing critical issues facing educators and families working with learners with deaf-blindness. Tuesday afternoon (November 4) will address self-determination where participants will learn from and talk with individuals with deaf-blindness and family members and explore strategies for facilitating self-determination in lives of learners regardless of their age or nature of learning styles and support needs. Wednesday (November 5) will include a daylong focus on strategies for offering learners with deaf-blindness greater access to standards-based mathematics instruction, exploration of online resources to support instruction, and opportunities to “make and take” math resources.

For questions, contact Dottie Snyder (Dorothy.Snyder@dpi.nc.gov / 919 807-3888)

EC Preschool Coordinators’ Institute

Time: Tuesday, November 4, 1:30 pm - 4:30 pm

Wednesday, November 5, 9:00 am – 4:00 pm

Contact Hours: 9 contact hours or .9 CEU

Description:

This institute will contain three parts. **Part I** (Tuesday afternoon) is a train-the-trainer Child Outcome System session for preschool coordinators who conduct regular staff development on the child outcome summary process. Participants will receive new and updated training materials such as PowerPoint presentations, videos, and handouts to use with the staff in their local school systems. Information for training Speech-Language Pathologists will also be provided. **Part II** (Wednesday morning) is titled “Connecting Early Childhood Education to High School Graduation: Building Early Childhood Classroom Environments that Promote Child Engagement and Motivation.” Featured will be the work from FirstSchool (Frank Porter Graham) on classroom approaches that support child engagement. Dr. Adam Holland will present practical applications focused on classroom management, concentrating on ways to improve student engagement and decrease teacher stress. **Part III** (Wednesday afternoon) is titled “Continuous Program Improvement: Understanding Your Program Data.” State staff and staff from the NC Early Learning Network will provide coordinators with their program data for Child Find, Indicator 6 (LRE), Indicator 7 (Child Outcomes) and Indicator 12 (Transition). Data displays and resources will be shared so that Coordinators can communicate back to their local leadership about the meaning and use of these data.

For questions, contact Vivian James (Vivian.James@dpi.nc.gov / 919 218-8384)

Occupational Therapy Institute

Time: Wednesday, November 5, 9:00 am – 4:00 pm

Contact Hours: 6 contact hours or .6 CEU

Title: *Sensory-Friendly Systems of Support: A Continuum of Collaboration for Student Success*

Description:

A sensory integrative framework is one approach used by occupational therapists to facilitate student participation in school settings. This workshop will provide school-based occupational therapists with a model for addressing the impact of sensory processing challenges on student participation that encompasses a continuum of collaborative intervention. Participants will learn practical strategies for

supporting students with sensory processing needs in naturally occurring school contexts including individual student supports and services, creation of sensory-friendly classrooms, and systems level supports. Key features for addressing sensory processing needs that align with IDEA mandates and the OT Practice Framework: Domain and Process, 3rd edition (AOTA, 2014), will be explored including collaborative consultation, addressing the right thing at the right time within the naturally occurring contexts of the educational program, and measuring outcomes through data collection. Presenter, Jan Hollenbeck, OTD, OTR/L is the Coordinator of Related Services in a Massachusetts Public School System with a wide range of responsibilities including oversight of occupational and physical therapy, vision services, assistive technology, Section 504 and transition programming. Dr. Hollenbeck has lectured extensively on issues pertaining to school practice, is a standing member of the AOTA Early Intervention and Schools Special Interest Section Committee and has written for AOTA and other publications.

For questions, contact Lauren Holahan (lauren_holahan@med.unc.edu / 919 428-7201).

Physical Therapy Institute

Time: Wednesday, November 5, 9:00 am – 4:00 pm

Contact Hours: 6 contact hours or .6 CEU

Title: *Well Positioned to Learn: Focus on the Child who is Non-ambulatory*

Description:

Students with severe gross motor dysfunction can present with postural deformities, movement disorders and medical conditions that make seating and positioning quite challenging. Clinicians need to know the latest research, interventions, and available equipment to obtain the best possible activity and participation outcomes for students. This information will be conveyed by melding research, evidence-based best practices, real life clinical cases and more than just a bit of humor and sarcasm. This fast-paced and jam-packed session will provide applicable concepts to professionals involved in the assessment and prescription of positioning and mobility for the student with moderate to severe (GMFMCS III, IV and V) gross motor impairment. Novice and expert clinicians alike will glean new ideas from in-depth case studies from the presenter's professional experience, featuring success and disaster alike. This course will facilitate critical thinking and assist therapists in confident decision-making (at least in knowing that no one else really knows the right answer either), defending the need for funding, clear IEP documentation and positive, objective, measurable student outcomes. Attendees will be encouraged to seek mentorship and publish their unique case stories.

Evidence published in peer reviewed journals suggests that 24 hour postural management and activity can positively affect children who are non-ambulatory. This session will begin with new research studies linking mobility with improved cognition. Clinical ideas for improving mobility will be presented through case study. Various positioning devices will be presented as well as the rationale for their use in school. This program is very intense and requires attendees to be fully alert and ready to plunge down a double black diamond slope of clinical competency. Case studies from the presenter's professional experiences will be used to illustrate the good, bad and hard to forget stories of real life students, their families, teachers and caregivers.

For questions, contact Laurie Ray (laurie_ray@med.unc.edu / 919 636-1827).

Secondary Transition Institute

Time: Wednesday, November 5, 9:00 am – 4:00 pm

Contact Hours: 6 contact hours or .6 CEU

Description:

Over the course of the day, attendees will participate in a variety of topic sessions that will answer some of the most frequently asked questions about the transition process. Topics will include rich content, thought-provoking ideas and discussion about current trends and issues. Attendees will be given the opportunity to gather resources and to collaborate with individuals from across the state who share a common goal, to help improve post-school outcomes for students with disabilities. Attendees will generate ideas to update their school-based strategic plan and to improve secondary transition compliance and program quality.

For questions, contact Beverly Colwell (Beverly.Colwell@dpi.nc.gov or 919-807-3930)

School Psychology Institute

Time: Wednesday, November 5, 9:00 am – 4:00 pm

Contact Hours: 6 contact hours or .6 CEUs

Title: *Recommendations for Policy Change in the Identification of SLD and TBI*

Description:

This full day institute will consist of two main components:

- 1) Updates on recommendations for policy change regarding the evaluation of Specific Learning Disabilities will cover the following:
 - Review the recommended policy changes and evidence-based rationale in determining special education eligibility for students with SLD
 - Help participants understand how to move away from the ability/achievement discrepancy method by identifying and utilizing data gathered within problem solving teams to guide eligibility decisions
- 2) Updates on recommendations for policy change regarding the identification and monitoring of students with Traumatic Brain Injury will cover the following:
 - Review the recent changes in the definition of Traumatic Brain Injury and what all School Psychologists need to know regarding the identification of these students
 - Review recommended policy change with regard to appropriate identification and monitoring of students identified as having sustained a brain injury
 - A brief review of the process for becoming an Approved Provider on the NC TBI registry will also be provided

For questions, contact Lynn Makor (lynn.makor@cidd.unc.edu / 919 843-7049).

Speech Language Pathology Institute

Time: Wednesday, November 5, 9:00 am – 4:00 pm

Contact Hours: 6 contact hours or .6 CEU

Title: *SLPs' Roles in Effective RTI/MTSS Programs*

Description:

RtI/MTSS has swept through our nation's schools. However, many educators still struggle with the most effective and efficient way to implement RtI and to integrate the expertise of various professionals. This workshop, presented by Kathleen Whitmire, will draw upon lessons learned over the past several years to create successful RtI plans that utilize all staff. Topics will include a brief history of RtI, essential components, success stories, the link to Common Core State Standards, and roles of various specialists with emphasis on the contributions of speech-language pathologists. Formats will include presentation, full-group and small-group discussions, videos, and development of action plans. For questions, contact Perry Flynn (pfflynn@uncg.edu / 336 256-2005).