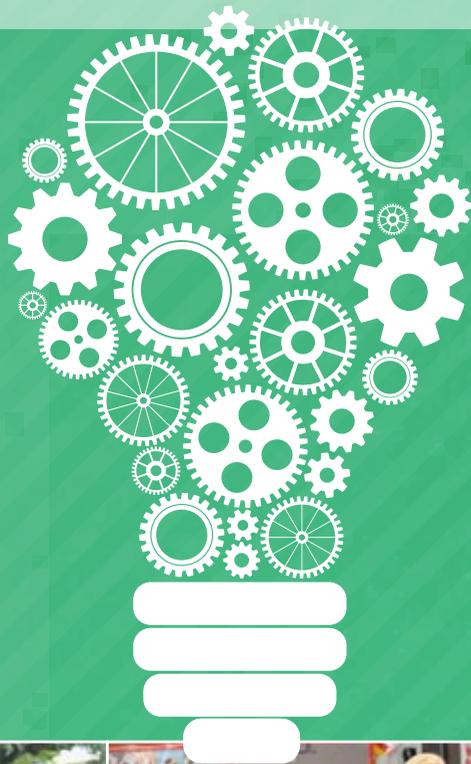


64<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

# WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS



**November 3-5, 2014**

SHERATON GREENSBORO HOTEL | KOURY CONVENTION CENTER | GREENSBORO, NC



**PUBLIC SCHOOLS OF NORTH CAROLINA** State Board of Education | Department of Public Instruction

## **STATE BOARD OF EDUCATION**

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

### **WILLIAM COBEY**

Chair :: Chapel Hill

### **BECKY TAYLOR**

Greenville

### **JOHN A. TATE III**

Charlotte

### **A.L. COLLINS**

Vice Chair :: Kernersville

### **REGINALD KENAN**

Rose Hill

### **WAYNE MCDEVITT**

Asheville

### **DAN FOREST**

Lieutenant Governor :: Raleigh

### **KEVIN D. HOWELL**

Raleigh

### **MARCE SAVAGE**

Waxhaw

### **JANET COWELL**

State Treasurer :: Raleigh

### **GREG ALCORN**

Salisbury

### **PATRICIA N. WILLOUGHBY**

Raleigh

### **JUNE ST. CLAIR ATKINSON**

Secretary to the Board :: Raleigh

### **OLIVIA OXENDINE**

Lumberton

## **NC DEPARTMENT OF PUBLIC INSTRUCTION**

**June St. Clair Atkinson, Ed.D., State Superintendent**

**301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825**

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

**Inquiries or complaints regarding discrimination issues should be directed to:** Dr. Rebecca Garland, Deputy State Superintendent  
6368 Mail Service Center, Raleigh, NC 27699-6368 :: Telephone: (919) 807-3200 :: Fax: (919) 807-3388

**Visit us on the Web ::** [www.ncpublicschools.org](http://www.ncpublicschools.org)

M0414



## A MESSAGE FROM WILLIAM J. HUSSEY | Director, Exceptional Children Division

Welcome to the 64th Conference on Exceptional Children. Once again, the North Carolina Exceptional Children Division is sponsoring the largest state run conference in the country, focusing on every facet of special education. This annual event is home grown, bringing together hundreds of professionals from across North Carolina, working with a common purpose of producing a three-day opportunity for inspiration, training, and collegiality for more than 3,000 professional colleagues and parents.

This year's conference theme, *Working Together to Improve Student Success*, requires that we think of any and all ways to collaborate. That collaboration needs to involve everyone in our exceptional children's lives: parents, regular education teachers, peers, counselors, and advocates. For student success, we all must collaborate. Together we have to search out the answers to provide our students the success they deserve. With that knowledge, we can focus on the outcomes that will make their individual accomplishments a reality. Believing that each and every child can highly achieve, learn, communicate, read, problem-solve, create, self-support, manage, and more implies an attitude from us far beyond a kind thought and passing interest; it requires and compels us to action. This action needs to be focused, data driven, and integrated into a common and strategic vision. This action requires all educators to see all children as regular education students first; then develop plans together that truly provide special education students real access to content and learning.

This week you have the opportunity to renew and rekindle this togetherness and collaboration-through institutes that will deeply inform, instructional sessions that will introduce, and a plenary session and keynote address that will inspire. Take moments to visit the poster sessions on innovative practices in serving students with disabilities and then peruse the School-Based Enterprise Bazaar to see students actively pursuing entrepreneurship and business. Spend time with our Exhibitor Connections to meet with vendors and organizations that believe in the education of exceptional children. Come to the *Teachers of Excellence* reception to witness and honor those believers from across North Carolina who are being recognized this year for making a difference in the lives of children. Most of all, connect – with former, current and new colleagues and friends.

We hope and trust there is something for everyone at this year's Conference, including you. If you have any questions or need help this week, do not hesitate to contact me or anyone else wearing a red "Staff" ribbon. We are here for you and hope you have a fulfilling experience in learning, growing and, most of all, believing.

**William J. Hussey, Director**

Exceptional Children Division  
North Carolina Department of Public Instruction

# CONFERENCE-AT-A-GLANCE

## SUNDAY, NOVEMBER 2, 2014

5:30 p.m. – 7:00 p.m. **“Early Bird” Registration for Conference** (1st Floor near Food Court)

## MONDAY, NOVEMBER 3, 2014

7:00 a.m. – 4:00 p.m. **Registration** (1st Floor near Food Court)  
7:30 a.m. – 8:30 a.m. **Continental Breakfast** (3rd Floor and 1st floor near escalators) 🍳  
7:30 a.m. – 5:30 p.m. **Exhibitor Connections** (3rd Floor)  
7:30 a.m. – 5:30 p.m. **Poster Displays** (Room: Arrowhead)  
8:30 a.m. – 4:30 p.m. **School-Based Enterprise Bazaar** (Room: Colony ABC)  
8:15 a.m. – 9:30 a.m. **Instructional Sessions 1-16**  
10:00 a.m. – 11:30 a.m. **Plenary Session** (Room: Guilford ABC)  
11:30 a.m. – 12:30 p.m. **Lunch** (Box lunch provided for conference attendees) 🍱  
11:30 a.m. – 12:50 p.m. **CEC Lunch Meeting** (Room: Augusta, bring your box lunch)  
1:00 p.m. – 2:30 p.m. **Instructional Sessions 17-37\***  
3:00 p.m. – 4:30 p.m. **Instructional Sessions 38-58\***  
6:30 p.m. – 8:00 p.m. **Teachers of Excellence Recognition** (Room: Guilford ABC) 🍷

## TUESDAY, NOVEMBER 4, 2014

7:30 a.m. – 3:00 p.m. **Registration** (1st Floor near Food Court)  
7:30 a.m. – 8:30 a.m. **Grand Continental Breakfast – protein** (3rd Floor and 1st floor near escalators) 🍳  
7:30 a.m. – 5:00 p.m. **Exhibitor Connections** (3rd Floor)  
7:30 a.m. – 11:00 a.m. **Poster Displays** (Room: Arrowhead)  
8:30 a.m. – 10:00 a.m. **Instructional Sessions 59-78\***  
10:45 a.m. – 12:15 p.m. **Instructional Sessions 79-97\***  
12:30 p.m. – 4:00 p.m. **Administrators’ Meeting\*** (Room: Guilford B)  
1:30 p.m. – 4:30 p.m. **Selected Institutes: Deaf-Blind Institute** (Room: Meadowbrook)  
**EC Preschool Coordinators’ Institute** (Room: Grandover)

## WEDNESDAY, NOVEMBER 5, 2014

7:30 a.m. – 12:00 p.m. **Registration for Institutes** (Desks V and VI)  
7:30 a.m. – 8:30 a.m. **Continental Breakfast** (in Institute rooms) 🍳  
9:00 a.m. – 4:00 p.m. **Institutes: Autism Institute** (Room: Guilford D)  
**Behavioral Support Specialist/Liaison Institute** (Room: Guilford F)  
**CECAS Institute** (Room: Guilford G)  
**Deaf-Blind Institute** (Room: Meadowbrook)  
**EC Preschool Coordinators’ Institute** (Room: Grandover)  
**Occupational Therapy Institute** (Room: Guilford E)  
**Physical Therapy Institute** (Room: Guilford C)  
**Secondary Transition Institute** (Room: Oak)  
**School Psychology Institute** (Room: Cedar)  
**Speech-Language Pathology Institute** (Room: Guilford A)

*\*Must be registered for Administrators’ Strand to attend Administrators Sessions*

## GENERAL CONFERENCE INFORMATION

### CONFERENCE REGISTRATION

---

Registration is open from 5:30 p.m. until 7:00 p.m. on Sunday, and from 7:00 a.m. until 4:00 p.m. on Monday (closed during Plenary Session) and 7:30 a.m. to 10:00 a.m. on Tuesday. The registration desk is located on the first floor of the Koury Convention Center near the Food Court.

### INSTITUTES REGISTRATION

---

Participants attending both the general conference and an institute will receive their institute registration information when they register for the general conference. For those participants only attending an institute, registration will be open from 7:30 a.m. until 3:00 p.m. on Tuesday and from 7:30 a.m. to 12:00 a.m. on Wednesday. The registration desk is located on the first floor of the Koury Convention Center near the Food Court.

### SEATING CAPACITY

---

The seating capacity of each session will vary depending on the room arrangement and size. We ask for your cooperation and courtesy in abiding by the room capacity to ensure participant safety and compliance with fire codes. **A "Session Full" sign will be displayed in each room that has reached maximum seating capacity. If the room fills to seating capacity, please attend an alternate session.**

### LICENSURE RENEWAL CREDIT

---

One unit of licensure renewal credit is offered to conference participants who attend ten hours of conference activities. To qualify, participants must attend the plenary session, four regular instructional sessions, and the Exhibitor Connections. After participants have completed and submitted an online evaluation form, they will be able to print a licensure renewal credit certificate. Please retain your Conference At-A-Glance as a record of your session attendance to assist you in completing the session evaluations. A separate licensure renewal credit certificate can be printed by those who

attend a post-conference institute and complete an online evaluation for the institute.

### ELECTRONIC DEVICES

---

As a courtesy to your fellow conference attendees and to the presenters, **please silence electronic devices** while you are attending institutes, the plenary session, and conference sessions.

### INTERNET ACCESS:

---

Free wireless internet is available throughout the hotel for registered conference attendees. Please limit Wi-Fi use to one device per participant: log on, download needed information, then log off. Cell phone "Hot Spots" SHOULD NOT be used, as these will interrupt the internet connection for everyone. Participants staying at the hotel should use the login provided at check-in; ONLY non-hotel participants should enter the group user ID: ECJ2A and password: 14ECJ2A (both are case sensitive). Once authenticated on a device, any code is good for 24 hours, then the code will have to be re-entered.

### PUNCH CARD

---

Want the chance to win a free general conference registration for the 2015 conference? It's as easy as visiting the poster session displays in Arrowhead on the 3rd floor. After visiting a poster session, ask the presenter to punch the special card located in your registration packet. Collect a minimum of six punches, fill out the back of the card with your contact information, and place the card in the designated receptacle in Arrowhead. All cards must be in the receptacle by 11:00 a.m. on Tuesday, November 4th, to be eligible.

### CEC MEETING

---

The North Carolina Council for Exceptional Children will have a general meeting from 11:30 a.m. – 12:50 p.m. on Monday, November 3rd, in Augusta meeting room. Please bring your box lunch and join us.

## GENERAL CONFERENCE INFORMATION *continued*

### **NURSING MOTHERS**

---

The Riverdale room (third floor near escalators) will be available during the General Conference and Institutes as a room for nursing mothers. If you need access to this room, please speak with someone at the registration desk or with an "Ask Me" tag.

### **SPECIAL THANKS TO:**

---

- All our presenters;
- Dr. Michael Yudin, Acting Assistant Secretary, Office of Special Education and Rehabilitation Services, United States Department of Education;
- High School NJROTC students and Lieutenant Commander Elliott Jordan, Senior Naval Science Instructor, and Gunnery Sergeant Russel Sweeney, Page High School, Guilford County Schools;
- High School students from Wake County Public School System who are enrolled in the Occupational Course of Study (OCS); Winston Dennis, Transition Coordinator; and OCS job coaches for their assistance with our pre-conference work;
- North Carolina Council for Exceptional Children and North Carolina Council of Administrators of Special Education for providing the floral arrangement(s) for the conference Plenary Session and the Teachers of Excellence Recognition;
- Skylar Jarvis, student, Alexander County Schools, for providing music during the Plenary;
- Guilford County Schools Special Education Students for providing music during the Teachers of Excellence Recognition; and
- Christian Ramsey, Madison County Schools, and Glenda Starr, McDowell County Schools, for providing musical accompaniment during the Teachers of Excellence Reception.

# PLENARY SESSION AGENDA

GUILFORD ABC | MONDAY, NOVEMBER 3, 2014 | 10:00 - 11:30 A.M.

**Welcome and Introductions** . . . . . William J. Hussey  
*Director, Exceptional Children Division, NC Department of Public Instruction*

**Presentation of the Colors and the Pledge of Allegiance** . . . . . Naval JROTC Color Guard  
*Page High School, Guilford County Schools*

**Singing of the National Anthem** . . . . . Skylar Jarvis  
*Student, Alexander County Schools*

**Recognition** . . . . . William J. Hussey

**Greetings** . . . . . Rebecca Garland  
*Deputy State Superintendent, NC Department of Public Instruction*

**Keynote Speaker** . . . . . Michael K. Yudin  
*Acting Assistant Secretary, Office of Special Education & Rehabilitative Services, US Dept. of Education*

***Inclusion, Equity, and Opportunity: High Expectations for Children with Disabilities***

*Michael K. Yudin is the Acting Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education. He serves as the principal adviser to the Secretary on matters related to the education of children and youth with disabilities, as well as employment and community living for youth and adults with disabilities. The mission of his office is to provide leadership to achieve full integration and participation in society of people with disabilities by promoting inclusion, ensuring equity, and creating opportunities for people with disabilities. Prior to joining the Department, Yudin spent nine years in the United States Senate, serving as legislative director for Senator Jeanne Shaheen of New Hampshire, senior counsel to Senator Jeff Bingaman of New Mexico, and HELP Committee counsel to Senator Jim Jeffords of Vermont. In these roles, he assisted in developing, promoting, and advancing a comprehensive legislative agenda related to education, children and families, disabilities, and poverty. Before joining the Senate, Yudin served as an attorney at the Social Security Administration and at the U.S. Department of Labor for nearly ten years. In these positions, he provided legal advice on various policy initiatives including social security, disability, employment, and welfare reform. He also served as director of employment policy for two leading national disability organizations: the ARC of the United States and United Cerebral Palsy (UCP). This morning, Mr. Yudin will discuss the state of special education, from early learning to ensuring students are ready for college and careers.*

**Announcements and Closing** . . . . . William J. Hussey

**Lunch** . . . . . *To facilitate efficient box lunch distribution, please exit through door C (stage left).*

## POSTER SESSIONS FOR THE 64<sup>TH</sup> CONFERENCE ARROWHEAD | 3RD FLOOR, KOURY CONVENTION CENTER

You are invited to visit the poster sessions during the Conference. These displays highlight innovative techniques and best practices related to the teaching and learning of children with disabilities. Please visit with our poster presenters and give them an opportunity to share the great things that are happening across our state.

### SPONSOR – POSTER SESSION TITLE

<b>Chapel Hill – Carrboro City Schools</b>	Blog for Better Communication & School Based Enterprise: Carrboro High School Car Detailing
<b>Elizabeth City – Pasquotank County Schools</b>	Guiding Our Way to Successful Post-Secondary
<b>East Carolina University</b>	ECU Deaf blind Teacher Support Project
<b>Buncombe County Schools</b>	Creating an Aided Language Learning Community
<b>UNC Chapel Hill</b>	Efficacy of Progress Monitoring in an RtI Framework with Students with Disabilities
<b>Durham County Schools / Governor Morehead School for the Blind</b>	Envisioning Empowerment (EYE) Retreat
<b>Chapel Hill-Carrboro City Schools</b>	Best Practices to Lessen the Achievement Gap for Students with Disabilities
<b>NCDPI, Exceptional Children Division, Behavior Support Section</b>	North Carolina Council for Children with Behavior Disorders
<b>Rutherford County Schools</b>	News 2You & The Literacy Experience
<b>North Carolina Virtual Public Schools</b>	NCVPS OCS Blended Learning – The Best of Both Worlds
<b>Wilson County Schools</b>	Wilson ASD Academy: A Collaborative Teacher Training

# **SCHOOL-BASED ENTERPRISES BAZAAR FOR THE 64<sup>TH</sup> CONFERENCE**

## **COLONY ABC**

Please plan to visit and support the School-Based Enterprises Bazaar. All of the products being displayed and sold were designed, created, and marketed by students with disabilities in local schools across North Carolina. School-based enterprises are designed to provide students an opportunity to apply and generalize academic skills they have learned in the classroom to the real world. All purchases made support the continuation and enhancement of the individual school programs. The bazaar provides a great opportunity to stock up on those special handmade holiday gifts for family, friends, and co-workers.

### **SCHOOL-BASED ENTERPRISE SPONSOR**

- |   |   |
|---|---|
| <b>1. Yadkin County Schools</b>                 | <b>10. Cleveland County Schools</b>                   |
| <b>2. Roanoke Rapids Graded School District</b> | <b>11. Elizabeth City – Pasquotank County Schools</b> |
| <b>3. Guilford County Schools</b>               | <b>12. Alamance-Burlington Schools</b>                |
| <b>4. Columbus County Schools</b>               | <b>13. Asheboro City Schools</b>                      |
| <b>5. Clinton City Schools</b>                  | <b>14. Alleghany County Schools</b>                   |
| <b>6. Sampson County Schools</b>                | <b>15. Surry County Schools</b>                       |
| <b>7. Scotland County Schools</b>               | <b>16. Voyager Academy Charter</b>                    |
| <b>8. Harnett County Schools</b>                | <b>17. Henderson County Schools</b>                   |
| <b>9. Whiteville City Schools</b>               | <b>18. Lenoir County Schools</b>                      |

## IN HONOR OF OUR RETIREES

The Exceptional Children (EC) Division is pleased to recognize the following local educational agency (LEA) EC Directors and DPI Employees for their dedication and leadership in providing services for children with disabilities in North Carolina. We extend best wishes to them in their retirement and thank them for their years of service to NC Public Schools.

<b>EMPLOYER</b>	<b>RETIREE</b>
<b>Bladen</b>	Jane Lomax
<b>Catawba</b>	Julie White
<b>Clay</b>	Carol Arnold
<b>Davie</b>	Elizabeth Phillips
<b>Duplin</b>	Lynn Heath
<b>Henderson</b>	Connie Brown
<b>Onslow</b>	Clara Talton
<b>Rutherford</b>	Tom Griffin
<b>NCDPI Consultant</b>	Norman Allard
<b>NCDPI Consultant</b>	Bobbie Grammer
<b>NCDPI Consultant</b>	Richard Tedescucci
<b>NCDPI Section Chief</b>	Ira Wolfe

## RECOGNITION OF TEACHERS OF EXCELLENCE

GUILFORD ABC | MONDAY, NOVEMBER 3, 2014 | 6:30 - 8:00 P.M.

The Exceptional Children Division annually honors teachers, related services providers, and school psychologists who have made significant contributions to the education of children with disabilities with the Teachers of Excellence Awards. All persons being honored Thursday night were nominated by their LEAs, including charter schools and state-operated programs, because of their innovative instructional techniques and commitment to meeting the needs of all children.

The keynote speaker will be Wendy Tickel, an exceptional children's teacher at Belmont Elementary in Roanoke Rapids Schools. Mrs. Tickel appeared on *LIVE with Mike and Kelly* after being announced as one of five top teachers across the nation for their "Top Teacher Search 2014." She teaches kindergarten through fifth grade students who present with a variety of educational, physical, and special needs. Mrs. Tickel is known for her dedication and inspiration in teaching her students life skills that enable them to earn money for trips and educational experiences beyond the classroom. Lessons learned in and out of the classroom assist these students in preparing to become life-long learners and members of their community. In her nomination letter, Mrs. Cindy Gentry, mother of one of Mrs. Tickel's students, stated: "Not only does she teach her students the individual academic skills they need daily, but she goes far above and beyond what a normal teacher would ever be called upon to do."

Entertainment will be provided by Guilford County Schools Special Education Students, Christian Ramsey of Madison County Schools, and Glenda Starr of McDowell County Schools. Plan to attend the Exceptional Children Division's *Teachers of Excellence* Awards Ceremony to celebrate the accomplishments of these special educators.

**ALL conference participants are invited to attend at no additional cost. Casual attire – come as you are!**

# EXCEPTIONAL CHILDREN COMMITTEES

Conference Chair: William J. Hussey

Co-Chairs: Sherry Thomas, Joe Simmons, Paula Crawford, Dreama McCoy,  
Sherri Vernelson, Carol Ann Hudgens, and Tracy Riddle

## ADMINISTRATORS' INSTITUTE & PRINCIPALS' STRAND

**Barbara Scriven, Chair**  
**Glendora Hagins, Co-Chair**  
Nancy Johnson  
Paula Kitzke  
Valencia Davis  
Jennifer Cash  
Lynn Bailey  
Rick Powers  
Karen Broome  
Leigh Mobley  
Mary Jarrett

## CONFERENCE PROGRAM

**Tracy Riddle, Chair**  
**Valerie Herndon, Co-Chair**  
Vivian James  
Perry Flynn  
Lynn Makor  
Rachael Ragin  
Laurie Ray  
Lauren Holahan  
Dottie Snyder  
Laura Britt  
Terri Terrell  
Wendy Stevens  
Renee Bynum Banks  
Krista Heavner  
Amy Campbell  
Claire Hakin  
Lynne Loeser  
Barbara Scriven  
Beverly Colwell  
Jennifer Phelps  
Matt Hoskins  
Ronda Layman  
Jenny Eignerrauch  
Paula Kitzke  
Cayce McCamish  
Angel Batts  
Keashia Walker  
Rhonda Harrell  
William Tubilleja  
Melissa Towery

## EQUIPMENT

**Joe Simmons, Chair**  
**Correy Watkins, Co-Chair**  
**William Tubilleja, Co-Chair**  
Muhammad Mannan  
Minnie Kidd  
Lisa Taylor  
Tom Holahan  
Dywanda Pettaway  
Angelia Herring  
Rick Powers  
Felicia Goodjohn

## EXHIBITS/VENDORS

**Terri Hayes, Co-Chair**  
**Renee Bynum Banks, Co-Chair**  
Deanna Steed  
Mary Jarrett

## INSTITUTES

**Laurie Ray, Co-Chair**  
**Lauren Holahan, Co-Chair**  
Vivian James  
Rachael Ragin  
William Tubilleja  
Perry Flynn  
Dana Rusher  
Cayce McCamish  
Quentin Parker  
Melinda Tomlinson  
Beverly Colwell  
Barbara Scriven  
Lynn Makor

## LOCAL ARRANGEMENTS/ BUDGET/FINANCE

**Sherry Thomas, Chair**  
**Dreama McCoy, Co-Chair**  
Kelly Breest  
Lynne Loeser

## POSTER SESSIONS & SCHOOL-BASED ENTERPRISES

**Beverly Colwell, Chair**  
Elizabeth Gibbs  
Heather Brooks  
Deanna Steed  
Denise Sample

## PUBLICITY & PUBLICATIONS

**Heather Reynolds, Chair**  
**Laura Winter, Co-Chair**  
Ashley Herring  
Valencia Davis  
Tom Holahan  
Michelle Leykum  
Leigh Mobley  
Kelly Breest  
Melinda Tomlinson

## REGISTRATION COMMITTEE

**Bill Elvey, Co-Chair**  
**Ronda Layman, Co-Chair**  
**Tish Bynum, Chair, Pre-Registration**  
Carol Ann Hudgens  
Rebecca Marks  
Angel Batts  
Susan Laney  
Rebecca Skaar  
Camilla Roberson  
Kelly Breest  
Melinda Tomlinson  
Angelia Herring  
Mary Jarrett  
Greta Harris  
Terri Terrell  
Dywanda Pettaway  
Wendy Stevens  
Deanna Steed

## TEACHERS OF EXCELLENCE

**Marie Massengill, Co-Chair**  
**Michele Neal, Co-Chair**  
Barbara Scriven  
Rachael Ragin  
Vicki Norris  
Sharon Moore  
Cindy Cooke  
Greta Harris  
Wendy Stevens  
Terri Hayes  
Julie Weatherman  
Glendora Hagins  
Michelle Leykum



# WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

**November 3, 2014 • Monday**

**7:00 a.m. – 4:00 p.m.**

**Registration** (1st Floor near Food Court)

**7:30 a.m. – 8:30 a.m.**

**Continental Breakfast** (3rd Floor and 1st floor near escalators) ●

**7:30 a.m. – 5:30 p.m.**

**Exhibitor Connections** (3rd Floor)

**7:30 a.m. – 5:30 p.m.**

**Poster Displays** (Room: Arrowhead)

**8:30 a.m. – 4:30 p.m.**

**School-Based Enterprise Bazaar** (Room: Colony ABC)

**8:15 a.m. – 9:30 a.m.**

**Instructional Sessions 1-16**

**10:00 a.m. – 11:30 a.m.**

**Plenary Session – Registration Closed** (Room: Guilford ABC)

**11:30 a.m. – 12:30 p.m.**

**Lunch** (Box lunch provided for conference attendees) ●

**11:30 a.m. – 12:50 p.m.**

**CEC Lunch Meeting** (Room: Augusta, bring your box lunch)

**1:00 p.m. – 2:30 p.m.**

**Instructional Sessions 17-37\***

**3:00 p.m. – 4:30 p.m.**

**Instructional Sessions 38-58\***

**6:30 p.m. – 8:00 p.m.**

**Teachers of Excellence Recognition** (Room: Guilford ABC) ●

*\*Must be registered for Administrators' Strand to attend Administrators Sessions*

**1. So, This is Your First EC Conference?**

---

**ROOM:** Imperial D

**PRESENTER(S):** Tracy Riddle, Exceptional Children Division, NCDPI

This session is for participants who are attending the Conference on Exceptional Children for the first time. The presenter will offer an overview of the conference, reviews of the Plenary Session and instructional sessions, tips on navigating the Koury Convention Center, and more. This is a great way to start the day!

**PRESENTATION LEVEL:** Basic

**2. Implementing Video Modeling Interventions in School Settings**

---

**ROOM:** Auditorium III

**PRESENTER(S):** Michelle Turner, Davie County Schools

The purpose of this presentation is to provide educators with a better understanding of how video modeling interventions can be used in school settings to teach a variety of skills to children with autism spectrum disorders (ASD). An overview of video modeling as an evidence based intervention will be provided and benefits of using this intervention with children with ASD will be discussed. Data will be presented on various skills that have been effectively taught to students using this intervention. Additionally, the audience will learn how to easily create and implement video modeling in school settings. This presentation would be beneficial for anyone working with individuals with ASD in the school setting, including but not limited to teachers, teacher assistants, behavior support staff, speech and language pathologists and occupational therapists.

**PRESENTATION LEVEL:** All

**3. Using the NC Library for the Blind and Physically Handicapped to Enhance Education**

---

**ROOM:** Meadowbrook

**PRESENTER(S):** Gina Powell and Craig Hayward, North Carolina Library for the Blind and Physically Handicapped

NC Library for the Blind and Physically Handicapped (NCLBPH) is open to any NC resident with a visual or reading/print disability. This session will provide participants with information about eligibility and the library's many resources, including classic literature, foreign language materials, magazines and music. Presenters will demonstrate downloading services of digital content including: a new app for iOS devices, how to operate the library's digital players and books, and how to use the BARD and NOBLE downloading services. In addition, participants will learn how both students and teachers themselves may become patrons.

**PRESENTATION LEVEL:** All

**4. Medicaid Updates**

---

**ROOM:** Oak

**PRESENTER(S):** Laurie Ray and Lauren Holahan, Exceptional Children Division, NCDPI

The focus of this session will be to answer participants' questions and provide the most current information on Medicaid policy, procedures, and best practice.

**PRESENTATION LEVEL:** All

**5. Assistive Technology? It's in Their Pockets!**

**ROOM:** Guilford F

**PRESENTER(S):** Kimberly Fitchett-Bazemore, Elizabeth City State University and Karen McPherson, Camden County High School

In a world of students who are digital consumers, more than half of them own some type of electronic device. In this session, participants will learn how to use some of their methods of electronic communication to inspire learning through assistive technology. Rather than becoming an add-on to the classroom experience, different forms of electronic communication can provide an alternative method of presenting work already being studied. This session will present you to the mobile learning environment our exceptional students walk around with every day. *Participants are encouraged to bring their own devices.*

**PRESENTATION LEVEL:** Basic

**6. Problem-Solving Disciplinary Disproportionality in Rockingham County Schools**

**ROOM:** Guilford E

**PRESENTER(S):** Cindy Corcoran and Stephanie Austin, Rockingham County Schools

Presenters will share a model for school districts to problem solve disciplinary disproportionality. This session will highlight one school district's team-based approach, use of TIPS problem solving model, establishment of coaching capacity, use of data for problem-solving, and use of a complex approach to respond to the complexities of addressing disciplinary disproportionality.

This context provides a powerful base for understanding the complex, contextual nature of disproportionality. It serves as an effective framework for applying evidence-based interventions to strategically respond to disproportionality. District action steps and timeline will be shared.

**PRESENTATION LEVEL:** Intermediate

**7. NCVPS Blended Learning and Co-Teaching: A Model for ALL Learners!**

**ROOM:** Auditorium IV

**PRESENTER(S):** Sherry Bell and Jennifer Currin, North Carolina Virtual Public School (NCVPS)

This session will highlight the benefits of the NCVPS Blended Learning and Co-Teaching Model for all learners. The focus will be on strategies for differentiating instruction and helping students with special needs complete the same curriculum as their general education peers by building relationships and creating a community.

**PRESENTATION LEVEL:** All

**8. APE and PT: Collaborative Interventions and the Benefits for Students**

**ROOM:** Guilford G

**PRESENTER(S):** Karen Tartick and Barbara Meleney, Durham Public Schools

In the schools, a student's mobility is a primary concern of the school physical therapist, and consultation often leads to collaboration with the adapted physical education instructor. This session will include ideas for collaboration and communication to ensure that students with special needs benefit from an inclusive approach that promotes optimal participation in school and lifelong fitness. The presenters will discuss how adapted physical education addresses students' abilities to safely and successfully participate in a general physical education program.

**PRESENTATION LEVEL:** All

**9. Organizing Google Drive for your Department, School or Classroom**

---

ROOM: Imperial BC

PRESENTER(S): Cindy Szulewski-Booth, New Hanover County Schools

This session will teach participants how to organize Google Drive folders for departments, schools, and/or classrooms. When we each use Google Drive to create shared documents, finding the desired file can be difficult. This session will provide strategies for managing content. Participants will leave with a wiki that includes examples and directions that will be kept up to date!

PRESENTATION LEVEL: All

**10. Autism: Our Journey Together and Message of Hope**

---

ROOM: Auditorium I

PRESENTER(S): DJ Svoboda and Cindi Svoboda, The Imagifriends

The purpose of this session is to give other family members that have children with autism hope. Participants will hear how DJ's mom felt when he was diagnosed and she will share her journey with DJ and how he has taught her so much about patience and acceptance of other people. The presenters will share their story and message of hope, and provide a question and answer session at the conclusion of the presentation.

PRESENTATION LEVEL: All

**11. Career Changers in Special Education: Supporting New Teachers**

---

ROOM: Cedar

PRESENTER(S): Natasha Veale, Greensboro College and Stephanie Kurts, UNC Greensboro

This session will engage participants in interactive dialogue concerning the need for highly qualified special education teachers and candidates who are entering the teaching field from other professions. The presenters will offer an engaging discussion

about career changers in special education, what types of support and mentoring they need from local schools and teacher education programs, and considerations of partnerships between schools and teacher preparation programs to better meet the personal and professional needs of these beginning special education teachers.

PRESENTATION LEVEL: All

**12. Dropout Prevention for Rural Counties**

---

ROOM: Imperial G

PRESENTER(S): Amy Peterson, American Institutes for Research

The session will introduce the Rural Dropout Prevention Project and the technical assistance focus areas and activities identified for the project. Specifically, presenters will make connections between dropout prevention efforts and other initiatives including multi-tiered systems of support and efforts to support students with disabilities. Participants will be asked to share how they see connections between dropout prevention and their work, how these connections can be best communicated, and how the project and DPI can best support them to reduce the number of students dropping out and to improve graduation rates.

PRESENTATION LEVEL: All

**13. Using Positive Behavior Support for Children with Autism**

---

ROOM: Guilford D

PRESENTER(S): Marquis Grant, Winston-Salem Forsyth County Schools and Sharita Williams-Crossen, NC A&T University

As more children are identified as having autism, it is important for educators to develop strategies to improve positive outcomes in the school environment. Addressing the holistic needs of children with autism will prove to be an essential component of academic and functional achievement. This session will present

the framework of Positive Behavior Intervention and Support (PBIS) as an effective practice in reducing and preventing challenging behaviors associated with Autism Spectrum Disorder and other disabilities. Participants will identify strategies and create positive behavioral systems including: visual cues and supports, systems of rewards and consequences, classroom management and identification of resources.

**PRESENTATION LEVEL:** All

#### **14. Read to Achieve Legislative Updates and Master Literacy Trainer Information**

---

**ROOM:** Auditorium II

**PRESENTER(S):** Carolyn Guthrie, K-3 Literacy Division, NCDPI

This session will focus on changes to the Read to Achieve legislation. The changes went into effect June 2014, and include more flexibility with reading camps, clarifications to the Good Cause Exemptions, and changes with the portfolio and alternative assessments. The development of a cadre of local Master Literacy Trainers will also be discussed.

**PRESENTATION LEVEL:** All

#### **15. Assessment and Beginning Communication for Children with Severe Disabilities**

---

**ROOM:** Grandover

**PRESENTER(S):** Patricia Dischinger and Wanda Pendergrass, Early Intervention Program for Children Who are Deaf or Hard of Hearing, NCDPI

This presentation will assist professionals who work with children who have severe disabilities to approach assessments and communication development from a functional skills approach. Various communication assessment tools for this population will be shared so that participants will come away with resources that they can use to properly assess, plan, and deliver a program for their students. Understanding the building blocks of communication, the selection of appropriate

communication systems and programming for individual success will be key points. Video clips showing how communication strategies are implemented will be shown. A list of assessment instruments will be provided.

**PRESENTATION LEVEL:** Basic

#### **16. Project STEPP Transition Curriculum: A Problem of Practice**

---

**ROOM:** Imperial EF

**PRESENTER(S):** Ronda Sortino, Buncombe County Schools

As more individuals with disabilities enter institutions of higher education, identifying specific methods to facilitate the successful transition of students with learning differences into postsecondary settings continues to be a relevant issue for high schools and colleges. This session will share the results of a problem of practice that revealed teacher and high school student perceived effectiveness of a series of non-cognitive transition curriculum modules developed to prepare high school students with learning differences for a postsecondary educational setting. The presenter, by way of a multimedia presentation, will provide disaggregated data from the problem of practice study, suggestions for enhancing the curriculum, student perspective, and teacher perspective in preparing postsecondary learners.

**PRESENTATION LEVEL:** All

**17. Nuts and Bolts for Avoiding Due Process**

**ROOM:** Guilford E

**PRESENTER(S):** Carolyn Waller, Tharrington Smith, L.L.P.

Back by popular demand, this session provides tips from the perspective of the board attorney on how best to protect your program from the risk of due process.

**PRESENTATION LEVEL:** Intermediate

**18. Thinking Outside the Box: Creative Problem Solving for IEP Teams**

**ROOM:** Guilford D

**PRESENTER(S):** Mike Marcela, Watauga County Schools

IEP teams are often faced with unique requests and/or challenging situations requiring difficult decisions. Some situations require teams to be creative when attempting to solve problems and plan for children’s individual needs. This session will include a short informational session about the parameters and legalities of IEP team decision making. The majority of the session will involve participants working together as mock IEP teams to develop possible solutions to real-life requests or situations. Teams will discuss and problem-solve situations involving IEP content, discipline, progress monitoring, and related services. The session will conclude with a question and answer session.

**PRESENTATION LEVEL:** Intermediate

**19. Surrogate Parents: Who, What, Where, When, and WHY?**

**ROOM:** Imperial H

**PRESENTER(S):** Heather Ouzts, Alamance-Burlington School System and Carol Ann Hudgens, Exceptional Children Division, NCDPI

This session will engage participants in a discussion about the role of surrogate parents and when surrogate parents are needed. The presenters will provide background information and scenarios in

which the use of a surrogate would be appropriate. An example of a LEA process for the management of surrogate parent services will be shared. Additional information will be provided in the form of a decision tree and suggested activities for the training and assignment of surrogates.

**PRESENTATION LEVEL:** All

**20. A Journey: The Long Range Plan Process**

**ROOM:** Auditorium I

**PRESENTER(S):** Christina Armfield and Debbie Kincaid, Alamance-Burlington School System

The presentation will address how our LEA started the process of implementing *Long Range Plans* (LRPs) and the support needed from administrators, teachers, parents, teachers, and outside resources. Presenters will discuss barriers and solutions we have used to make LRPs a success in our LEA. Participants will get a better understanding of how we started and what it took to get to where we are today.

**PRESENTATION LEVEL:** All

**21. Student Motivation and Engagement: Informing Classroom Practice (Part One)**

**ROOM:** Meadowbrook

**PRESENTER(S):** Adam Holland, Frank Porter Graham Child Development Institute

Current classroom approaches to student motivation rely largely on antiquated theory. This session will focus on problematic aspects of how this theory plays out in classrooms (e.g., sticker charts, card charts). Presenters will then discuss a more modern theory of motivation and explore some practical applications. The focus will be on classroom management and ways to improve student engagement and decrease teacher stress. Time for Q&A is included. *Part 1 – continued during session 42.*

**PRESENTATION LEVEL:** All

**22. EC Graduation Plan**

---

ROOM: Auditorium IV

PRESENTER(S): Leslie Ray and April Brantley,  
Alamance-Burlington School System

This session will overview the EC Graduation Plan. During the 8th grade transition meeting, the IEP team reviews data to guide the student's course selections for their high school career. The team uses student data to identify the best choices for courses and interventions to ensure success. Presenters will explain how and why the plan was created, as well as the benefits they have seen from the use of the plan. Participants will walk step by step through the plan and leave the session with strategies and ideas for transitioning middle school students to high school.

PRESENTATION LEVEL: Basic

**23. Our Responsiveness  
to Instruction (Rtl) Journey**

---

ROOM: Imperial EF

PRESENTER(S): Tammie Ash and Jennifer Brunson,  
Rutherford County Schools

The Ellenboro Elementary team will share their journey into Rtl and how it has led to a total school transformation. They will begin with explaining their revitalized master schedule and end with how they have tweaked their framework to the present three-tier model. They will offer practical solutions as they share not only how they operate but why. Join this session for a view of their journey to see how assessments, data analysis, behavior, reading, math, school improvement, attendance, and much more fit together to help all students achieve more. Participants will take away practical ways to provide more with less.

PRESENTATION LEVEL: All

**24. As Easy as 1-2-3: How DO I Introduce  
Operations on Fractions?**

---

ROOM: Auditorium II

PRESENTER(S): Valerie Faulkner, NC State University

This session will answer the question – “What are the key concepts and connections I need to make as I am introducing operations on fractions to students?” This includes making deep connections to counting, decomposing, different forms of numbers and the idea of the unit.

PRESENTATION LEVEL: All

**25. Responsiveness to Instruction: Meeting  
the Literacy Needs of Exceptional Children**

---

ROOM: Imperial BC

PRESENTER(S): Melissa Garner, Lindamood-Bell  
Learning Process and Paula Ledford,  
Macon County Schools

This session will provide participants with actionable information on Rtl and Common Core success in grades K-12, including information on students in Special Education, as well as English Language Learners. Macon County Schools leaders are implementing a new, scientific, research-validated literacy model that includes job-embedded professional development for teacher effectiveness and collaborative instructional leadership within a multi-tiered system of support. This model addresses the underlying sensory-cognitive functions necessary for students to read, comprehend, and increase academic achievement in all content areas. Macon County's Exceptional Children Director will reveal the implementation plan for different instructional tier levels.

PRESENTATION LEVEL: Intermediate

**26. Creating and Supporting Effective Co-Teaching Partnerships**

**ROOM:** Auditorium III

**PRESENTER(S):** Julie Bost, Alamance-Burlington School System

In order for co-teachers to experience success and maximize benefits for all learners, they must be provided with ongoing feedback and support. This session will provide participants with an overview of the six approaches to co-teaching, ways to incorporate the approaches in instruction, a scheduling guide, a checklist for collaboration, and a classroom feedback form. Participants will interact with the presenter and participants in order to learn and share ways to utilize the co-teaching models while analyzing current practices. Participants will apply what they know about co-teaching and instruction by practicing a classroom walk-through while viewing videos of co-taught classrooms.

**PRESENTATION LEVEL:** All

**27. Adapted PE Data Collection Without Tears**

**ROOM:** Biltmore

**PRESENTER(S):** Dr. Kaky McPeak, NCCU, Campbell University, and Wake County Public School System and Marie Slusser, Charlotte-Mecklenburg Schools

Monitoring IEP progress in Adapted PE can be more difficult as PE classes do not meet as often as a math or language arts class. Participants will understand relevant techniques for data collection, determine which methods are appropriate in which setting, and learn how to create their own data collection templates to use in a variety of settings.

**PRESENTATION LEVEL:** All

**28. Data-Based Individualization: When Standard Academic Approaches Don't Work**

**ROOM:** Grandover

**PRESENTER(S):** Laura Kuchle, National Center for Intensive Intervention/American Institute for Research and Amy Peterson, American Institute for Research

What can we do when standard-protocol academic interventions are not enough? This session will describe strategies for intensifying reading and mathematics interventions using Data-Based Individualization (DBI), a process that is both data-driven and responsive to individual needs. Attendees will have access to presentation slides, summary handouts, and tools for planning intensive academic instruction, as well as an overview of additional resources related to DBI, assessment, and intervention. *Content will be repeated in Session 65.*

**PRESENTATION LEVEL:** All

**29. Growing PBIS in the Classroom: Teachers Supporting Teachers**

**ROOM:** Cedar

**PRESENTER(S):** Beth Kolb, Cabarrus County Schools

This session will provide information on both the creation of a classroom management plan and understanding basics of behavior. Highly effective classroom teachers from schools that were implementing Positive Behavior Intervention and Support (PBIS) were trained. These teachers began implementing the training and co-presented the material through district professional development days. From this implementation and training, these teachers began developing a professional development and coaching system within their buildings to support fellow colleagues in classroom management.

**PRESENTATION LEVEL:** Intermediate

---

**30. Lights, Camera, Action! Using Digital Media to Reinforce Social Skills**

---

**ROOM:** Imperial D

**PRESENTER(S):** Barbara Linnville and Karla Lerner,  
Watauga County Schools

This session will familiarize participants with various forms of digital media to reinforce social and behavior skills acquisition. Presenters will use high-interest film and movie clips as teaching tools to reinforce social concepts, as taught through a social skills curriculum. Discussion will include the use of digital media to reinforce curriculum that teach: expected skills, emotion identification, strategies to overcome unexpected behaviors/feelings, and self-advocacy. Participants will explore the use of digital media to introduce students to self-regulation strategies, visualization techniques, and mindfulness practices. Participants will learn to integrate social stories into video self-modeling to reinforce expected behavior.

**PRESENTATION LEVEL:** All

---

**31. Using Curriculum Based Measurement (CBM) to Guide Writing Instruction**

---

**ROOM:** Imperial G

**PRESENTER(S):** Heidi Summey, High Point University

This session will familiarize educators with curriculum-based measurement (CBM) in the area of written expression. By administering a three-minute writing probe, teachers can gather a wealth of information about student writing. Participants will engage in the process of CBM to practice assessing correct word sequences. Examples of how the assessment results transfer into measurable IEP goals will be explored. Research-based instructional practices will be reviewed with an opportunity for participants to complete a brief practice activity. Finally, iPad apps to support instruction in writing will be shared.

**PRESENTATION LEVEL:** All

---

**32. Tactile Communication Strategies – Opening Doors for Self-Determination**

---

**ROOM:** Oak

**PRESENTER(S):** Andrea Blackwood and Sandra Warren, East Carolina University

Communication is a critical foundation for learning and self-determination by all learners, including those with deaf-blindness. Learners with deaf-blindness must be able to effectively communicate within their environment in order to develop self-determination skills. This session will discuss tactile communication strategies used for students with deaf-blindness and their use in facilitating self-determination and futures planning. Participants attending this session will become familiar with a variety of communication strategies and how to select the most appropriate communication options for facilitating self-determination opportunities for learners with deaf-blindness.

**PRESENTATION LEVEL:** All

---

**33. What Are They Hearing? The Educational Impact of Hearing Loss**

---

**ROOM:** Pebble Beach

**PRESENTER(S):** Rebekah Squires and Kristin Moore,  
Charlotte Mecklenburg Schools

This session will provide general information about hearing loss and its impact in the classroom, geared towards LEA EC directors and special educators. The role of the presenters will be to educate session attendees about different types of hearing loss, hearing aids, cochlear implant, FM technology, and the role of the technology in a classroom setting.

**PRESENTATION LEVEL:** Intermediate

---

**34. Promoting Social Interaction and Communication Skills in Children with Autism Spectrum Disorder (ASD)**

---

**ROOM:** Guilford G**PRESENTER(S):** Tricia Carter, Pitt County Schools

Recent research suggests that children learn to communicate best through natural interactions that take place in their everyday environments. While direct therapy services are beneficial to the child, successful communication interactions may be hindered if there are no opportunities to generalize learned skills to their natural environment. This session will provide parents, caregivers, and educators with strategies to promote successful communication with students across the autism spectrum. This session will include identification of differential characteristics between stages of communication and application of specific strategies in everyday, natural routines.

**PRESENTATION LEVEL:** All

---

**35. Evidence-Based Practices for Learners with Significant Disability**

---

**ROOM:** Augusta**PRESENTER(S):** Sharon Richter, Cate Smith, and Michelle Flippin, Appalachian State University

This session will disseminate information about evidence-based practices for students with significant disabilities, including autism. The intended audience is practitioners who deliver instruction and program administrators who guide instructional decisions for low incidence populations at the school and district level. The presenters will share detailed information about three evidence-based practices for students with significant disabilities, including autism, which will include Picture Exchange Communication System (PECS) for young children; technology and visual supports for middle school students; and narrative interventions for young adults transitioning to adult life. The information will be presented in a universally-designed format.

**PRESENTATION LEVEL:** All

---

**36. Using a Multi-Tiered System of Support (MTSS) for Specific Learning Disability (SLD) Eligibility Determination**

---

**ROOM:** Guilford F**PRESENTER(S):** Tom Jenkins, Educational Consultation Service

This session will present current thinking regarding identifying students with a Specific Learning Disability (SLD) within a Multi-Tiered System of Support (MTSS). Presenter will discuss lessons learned, mistakes made, and ideas for the future based on eleven years of research and implementation experience. Fidelity within MTSS implementation will be discussed as a prerequisite for an eligibility determination process. Eligibility criteria will be proposed and attendees will be presented with case studies to consider. Attendees will be asked to identify strengths and weaknesses of cases and next steps. Talking points about eligibility for IDMI and Other Health Impaired (OHI) will be proposed for discussion.

**PRESENTATION LEVEL:** All

---

**37. CECAS for Beginners: Intro to Comprehensive EC Accountability System**

---

**ROOM:** Tidewater**PRESENTER(S):** Patricia Smith and Jennifer Sims, Exceptional Children Division, NCDPI

This session is designed to provide new users a basic knowledge of the CECAS application. The target participant is the new user who has not had an opportunity to attend CECAS training and may be isolated from experienced users who might assist them. The covered topics will include: gaining access to CECAS, finding your students' records in CECAS, updating basic information on the Special Ed screen, entering a manual plan to document the student for child count, producing basic reports, and getting help with CECAS. Participants will be provided online resources designed to prompt them through the procedures modeled in the session.

**PRESENTATION LEVEL:** Basic

**38. Manifestation Determinations:  
How Solid are Yours?**

---

ROOM: Guilford E

PRESENTER(S): Rachel Hitch, Schwartz & Shaw, PLLC

Manifestation determinations are very difficult for educators to master. This session will provide participants with an understanding of the purpose, requirements, and process for conducting manifestation determinations. Participants will be required to apply that understanding to fact scenarios posed by the presenters. Finally, participants will have an opportunity to assess their decision-making in light of case law and best practices through scenarios derived from litigated disputes regarding manifestation determinations.

PRESENTATION LEVEL: Intermediate

**39. Making Your PLAAFPs P-O-P!**

---

ROOM: Imperial H

PRESENTER(S): Jeremy Lopuch and Lindsay Flynn,  
UNC Charlotte

This session will present special education teachers and related service providers the knowledge and skills to develop meaningful and defensible present level statements and academic goals. Through an interactive lecture format, session participants will learn the importance of using brief, valid, and reliable indicators of academic skills to generate meaningful PLAAFP (Present Level of Academic Achievement and Functional Performance) statements and ambitious goals. Audience members will learn how to conduct a Survey Level Assessment (SLA) of individual student academic skills. Audience members will also learn how to apply SLA results to accurately describe student academic strengths and inform goal development.

PRESENTATION LEVEL: All

**40. Strategies for Including Families  
in the IEP Process**

---

ROOM: Auditorium I

PRESENTER(S): Jennifer Diliberto, UNC Chapel Hill  
and Denise Brewer, Appalachian  
State University

Families are an essential element of the IEP process. Yet, based on conversations with families, many feel their voice is not heard and they often become fearful of the process. Many perceive their input is less valuable, and as a result feel left out of the decision-making process. If the student is the focus of the IEP, then families need to be involved to guarantee that the plan is in line with present and future goals. This session will discuss five tips for positively involving families during the IEP process. Audience examples and real-life case studies will be used in facilitating discussion regarding how to implement the five tips.

PRESENTATION LEVEL: All

**41. Exceptional Children Teachers Conducting  
Action Research to Inform Practice**

---

ROOM: Guilford D

PRESENTER(S): Kimberly Bostick and Barbara Putnam,  
Charlotte Mecklenburg Schools

This session will provide participants with information about how Exceptional Children (EC) teacher leaders throughout Charlotte-Mecklenburg Schools worked in Professional Learning Communities (PLCs) to address critical issues in the field. EC teachers developed SMART goals, conducted action research, and developed products and recommendations to move the district forward in instructional programming for students with disabilities. Using goal-setting, problem-solving, data collection, and analysis these teams of EC teachers developed tools to be shared with other teachers across the district.

PRESENTATION LEVEL: Intermediate

---

**42. Student Motivation and Engagement:  
Informing Classroom Practice (Part 2)**

---

ROOM: Meadowbrook

PRESENTER(S): Adam Holland, Frank Porter Graham  
Child Development Institute

Current classroom approaches to student motivation rely largely on antiquated theory. This session will focus on problematic aspects of how this theory plays out in classrooms (e.g., sticker charts, card charts). Presenters will then discuss a more modern theory of motivation and explore some practical applications. The focus will be on classroom management and ways to improve student engagement and decrease teacher stress.  
*Part 2 – continued from Session 21.*

PRESENTATION LEVEL: All

---

**43. Real Students, Real Voices:  
Tips for Successful Transition**

---

ROOM: Biltmore

PRESENTER(S): Alan Chase, Durham Public Schools

The purpose of this session is to give parents and educators an opportunity to hear real students with disabilities speak about what practices helped them to successfully transition. Session attendees will be asked to submit questions at the beginning of the session that will be answered later during the session. A panel of students with disabilities will share their stories of success and answer questions from the participants. The lead presenter will moderate the panel and provide a brief summary of transition resources available in North Carolina.

PRESENTATION LEVEL: Basic

---

**44. Processing and Short Term Memory  
Difficulties: Strategies for Teachers**

---

ROOM: Imperial EF

PRESENTER(S): Heather Martin and Holly Klein,  
Watauga County Schools

This session provides participants with the opportunity to walk a mile in the shoes of a school-aged child with processing and short-term memory difficulties while learning from current research and best practices. Through the collaboration of an exceptional children's teacher, speech language pathologist, and university professor, this session will provide a brief background on short term memory deficits and processing difficulties, while providing strategies to best serve students who exhibit these difficulties in general education environments.

PRESENTATION LEVEL: Basic

---

**45. Using Technology to Support Special  
Education Teachers and Students in Math**

---

ROOM: Auditorium II

PRESENTER(S): Justin Bock and Lisa Vedock, Wake  
County Public School System

Special education teachers face many challenges in delivering effective, data-driven, targeted math instruction, particularly in classrooms with diverse needs where teachers lack proper resources and support. This session will provide participants a toolbox of digital resources along with some in-class options for enhancing math instruction and assessment using technology. Presenters will also review options for blended learning environments combining digital instruction with face-to-face instruction allowing for robust data collection and more flexible grouping for diverse math needs.

PRESENTATION LEVEL: All

---

**46. Complex Skills and the Struggling Learner**

---

ROOM: Imperial BC

PRESENTER(S): Julie Ross, EPS Literacy  
and Intervention

This interactive session will illustrate how to introduce struggling readers to more complex reading skills such as decoding and understanding multisyllabic words, higher level comprehension skills, and dictation. A hands-on, interactive demonstration of instructional tools and multisensory teaching strategies will illustrate how students can achieve their reading goals. The instructional tools will determine how students can utilize their stronger modality areas and strengthen weaker areas. This information will help participants implement the research-based instruction necessary to help struggling readers become thriving readers.

PRESENTATION LEVEL: All

---

**47. Learning for All: Universal Design for Learning (UDL) in the Classroom**

---

ROOM: Auditorium III

PRESENTER(S): Jordan McNeill, Alamance-  
Burlington School System

This session will focus on the importance of Universal Design for Learning (UDL) – namely its application to students in separate, resource, and inclusive settings in all grade levels and a wide variety of resources available for immediate classroom application. By the direct use and modeling of UDL tactics throughout, the session will ensure that participants leave with a deep understanding of and meaningful experience with UDL strategies and tools.

PRESENTATION LEVEL: All

---

**48. Transition to Active Life!**

---

ROOM: Cedar

PRESENTER(S): Lara Brickhouse and Ann Hughes,  
NC Adapted PE Advisory Council

Are your students active in their communities? Do they know about local opportunities for physical activity and leisure? Learn how to implement programs and activities at your school that will prepare your students for life-long physical activity. This session provides guidance for transition teams to explore and pursue local recreation and leisure activities. Participants will share expertise and practical ideas to facilitate successful transition through community experiences for all students with special needs.

PRESENTATION LEVEL: All

---

**49. Data-Based Individualization: Aligning Behavioral Interventions to Function**

---

ROOM: Grandover

PRESENTER(S): Laura Kuchle, National Center for  
Intensive Intervention/American  
Institute for Research

To address intensive behavior needs, school staff need to know why behaviors occur. This session will describe how to use the Data-Based Individualization (DBI) process to understand the function of behavior and design appropriate, function-aligned interventions. The presentation will also include an overview of additional resources related to DBI, assessment, and intervention.  
*Content will be repeated in Session 84.*

PRESENTATION LEVEL: All

**50. Making School Wide Improvements Through the Use of Positive Behavior Intervention and Support (PBIS)**

**ROOM:** Auditorium IV

**PRESENTER(S):** Brian Hill and Zach Morrow,  
Caldwell County Schools

Presenters from Gamewell Middle School in Caldwell County will share strategies and information about what can be done to change the climate of schools, lower suspension totals, and increase EOG test scores. Gamewell Middle School has been recognized by the NC PBIS Initiative as an Exemplar school for four consecutive years.

**PRESENTATION LEVEL:** All

**51. Managing Your Classroom for SUCCESS!**

**ROOM:** Imperial D

**PRESENTER(S):** Shannon Dobson and Jenny Gray,  
Winston-Salem/Forsyth County Schools

This interactive session will provide essential classroom management strategies relevant in all classroom settings (from inclusion to self-contained). Presenters will provide authentic examples of classroom management in action to include: schedules, routines, and reinforcement for diverse learners. Presenters will model the use of reinforcements to maintain participant involvement.

**PRESENTATION LEVEL:** All

**52. The Impact of Instructional Coaching on Program Implementation**

**ROOM:** Imperial G

**PRESENTER(S):** Laura Marsden, Mars Hill University

This session will present a quantitative multi-year positivist research study design involving one cohort of teachers implementing the Wilson Reading System and three years of data. The findings suggest no correlation between instructional coaching and implementation fidelity

and that further research is needed. Also included are suggestions for future study designs.

**PRESENTATION LEVEL:** All

**53. Synergy in the Classroom: Together is Better**

**ROOM:** Oak

**PRESENTER(S):** Vanessa Bishop and Mirella Timms,  
New Hanover County Schools

Collaboration is critical and educators need to work together to share our resources in order to effectively impact student academic growth. Presenters will share experiences, strategies, and techniques for collaboration within the special education classroom in order to best serve students with multiple sensory disabilities. The participants will have the opportunity to share successes and frustrations in order to understand how to work within a trans-disciplinary model.

**PRESENTATION LEVEL:** All

**54. Cued Language Case Study**

**ROOM:** Pebble Beach

**PRESENTER(S):** Christina Armfield, Alamance-Burlington School System and Lauren Tribby Pruett, Language Matters, Inc.

The session will address a journey for one student and her story with Cued Speech, a visual mode of communication that promotes language, vocabulary, and academic success. The presenters will discuss the *Long Range Plan* process as the driving force for this change, and how the process supported the student, staff, and family.

**PRESENTATION LEVEL:** All

**55. Time To Talk Social Skills for the 21st Century**

**ROOM:** Guilford G

**PRESENTER(S):** Michelle Belvins and Lindsey Hagel,  
Ashe County Schools

The goal of *Time to Talk* Social Skills for the 21st Century is to provide participants with ways to develop school-based social skills. This session

will include ways to create diverse, meaningful, and systematic lessons, as well as the use of data to provide rationale for such programs. Students will share their accomplishments through work samples, videos, and recordings.

**PRESENTATION LEVEL:** Intermediate

### **56. Developing Social Studies Curriculum Tools for Extended Content Standards**

---

**ROOM:** Augusta

**PRESENTER(S):** Brenda Scott and Colleen Larkin, Onslow County Schools

Join some Exceptional Children teachers from Onslow County to see how they put together a set of curriculum tools and resources to meet a need for social studies extended content for the low incidence student population. This session will examine the process for matching content standards to books as well as the process to create activities. The presenters will share some favorites, give participants time with book kits and activities, and demonstrate technology connections by showing created computer activities for the units using Clicker and The PACT software. This session will be lively, interactive, and provide opportunities for hands on experiences.

**PRESENTATION LEVEL:** Basic

### **57. Seizing the Moment: Capitalizing on Multi-Tiered System of Support (MTSS) Implementation**

---

**ROOM:** Guilford F

**PRESENTER(S):** Jim Deni, Appalachian State University & Heather Lynch, Wake County Public School System

This session will review the history of the ability/discrepancy method of Specific Learning Disability (SLD) determination and make a case for moving onward with school reform, including improving core instruction for all children. The presenters will review the history and explore current research

on assessing cognitive processing strengths and weaknesses as it relates to SLD determination. The session will discuss what school psychologists and other school personnel can do to provide leadership in building the infrastructure to support an MTSS framework and special education in a multi-tiered system. Finally, the session will also address how to make SLD eligibility decisions within an MTSS framework.

**PRESENTATION LEVEL:** Intermediate

### **58. Using the Comprehensive Exceptional Children Accountability System (CECAS) Online IEP Form**

---

**ROOM:** Tidewater

**PRESENTER(S):** Ilona Ketting and Khalilah O’Farrow-Boulware, Exceptional Children Division, NCDPI

This session is designed to provide new users with basic knowledge of the CECAS IEP/DEC4. The target participant is the new user who has had limited exposure to CECAS. The covered topics will include: adding and saving data in an IEP/DEC4 form in CECAS, understanding form status, using the validations feature, and getting help with CECAS forms. The presentation will focus on an example of documenting an Annual Review IEP with time for questions and answers. This session will not address compliance issues.

**PRESENTATION LEVEL:** Basic



# 64<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN



## WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

**November 4, 2014 • Tuesday**

**7:30 a.m. – 3:00 p.m.**

**Registration** (1st Floor near Food Court)

**7:30 a.m. – 8:30 a.m.**

**Grand Continental Breakfast – protein** (3rd Floor and 1st floor near escalators) ☉

**7:30 a.m. – 5:00 p.m.**

**Exhibitor Connections** (3rd Floor)

**7:30 a.m. – 11:00 a.m.**

**Poster Displays** (Room: Arrowhead)

**8:30 a.m. – 10:00 a.m.**

**Instructional Sessions 59-78\***

**10:45 a.m. – 12:15 p.m.**

**Instructional Sessions 79-97\***

**12:30 p.m. – 4:00 p.m.**

**Administrators' Meeting\*** (Room: Guilford B)

**1:30 p.m. – 4:30 p.m.**

**Selected Institutes: Deaf-Blind Institute** (Room: Meadowbrook)

**EC Preschool Coordinators' Institute** (Room: Grandover)

*\*Must be registered for Administrators' Strand to attend Administrators Sessions*

**59. Results Driven Accountability: Improved Student Outcomes**

---

ROOM: Guilford E

PRESENTER(S): Barbara Scriven and Heather Reynolds, Exceptional Children Division, NCDPI

This session will focus on Results Driven Accountability (RDA) and how it relates to improving outcomes for students with disabilities at state and local levels. Presenters will connect the dots between the Exceptional Children Division Strategic Vision, State Board of Education goals, the new LEA Self-Assessment, and LEA Improvement Plans.

PRESENTATION LEVEL: Intermediate

**60. The Administrator's Role in Supporting MTSS as System-Wide Improvement**

---

ROOM: Colony BC

PRESENTER(S): Kathleen Whitmore, SDG Enterprises, LLC

States and districts across the country have adopted Multi-Tiered System of Support (MTSS) as a means of preventing school failure, supporting struggling students, and identifying students with learning disabilities. However, many districts have fallen short of realizing the full potential due to implementation challenges. This session provides administrators with key elements and strategies they can use to maximize the impact of MTSS and improve student outcomes. Session format includes presentation, discussions, reflections, and an action plan.

PRESENTATION LEVEL: Intermediate

**61. College and Intellectual Disabilities: YES! Strategies and Tips for Applying to College**

---

ROOM: Auditorium I

PRESENTER(S): Kelly Kelley, Western Carolina University

This session will overview the University Participant (UP) components and the specific admission process to apply. The UP program is a model program for the state of North Carolina designed to provide a two-year, on-campus living and learning experience for individuals with intellectual disabilities between 18 and 25 years of age. The program concludes with a transition into community living and employment. Participants will gain knowledge relating to the specific artifacts that can help highlight student strengths to apply for college. Examples of video resumes and admission artifacts submitted by previous college applicants will be shared throughout the presentation.

PRESENTATION LEVEL: All

**62. Special Education Law for New Directors**

---

ROOM: Guilford D

PRESENTER(S): Carolyn Waller, Tharrington Smith, LLP

This session will provide an overview of the nuts and bolts of special education law including Child Find obligations; referral, eligibility, and implementation of the IEP; progress monitoring; and final exit from special education upon graduation.

PRESENTATION LEVEL: Intermediate

### 63. Using Practice-Based Coaching to Support Early Childhood Practitioners

---

ROOM: Oak

PRESENTER(S): Lindsay Giroux and Kim Jackson,  
Wake County Public School System

Practice-based coaching is one model for coaching teachers to implement practices in the classroom. This session will include an overview of practice-based coaching using examples from a current coaching project, a discussion regarding the use of data to guide coaching decisions, and small group work to identify ways participants could apply practice-based coaching in their work.

PRESENTATION LEVEL: All

### 64. Coaching vs. Teaching While Implementing Routines Based Intervention

---

ROOM: Meadowbrook

PRESENTER(S): Preston Collins and Kristen Steele, Early Intervention Program for Children Who are Deaf or Hard of Hearing, NCDPI

The Early Intervention (EI) service delivery model has shifted from a traditional clinical model where providers bring in their toys/materials and provide direct instruction to a routines-based intervention model. In this family-centered routines-based intervention approach, the EI provider becomes a coach that supports and trains the parents to become their child's best teacher. This session will include practical strategies to help providers effectively coach parents/caregivers. Participants will learn about adult learning styles and how to convey their knowledge and expertise of speech, language, and listening development so that the parents may apply this to their daily routines.

PRESENTATION LEVEL: All

### 65. Data-Based Individualization: When Standard Academic Approaches Don't Work

---

ROOM: Guilford C

PRESENTER(S): Laura Kuchle, National Center for Intervention/American Institute for Research and Amy Peterson, American Institute for Research

What can we do when standard-protocol academic interventions are not enough? This session will describe strategies for intensifying reading and mathematics interventions using Data-Based Individualization (DBI), a process that is both data-driven and responsive to individual needs. Attendees will have access to presentation slides, summary handouts, and tools for planning intensive academic instruction, as well as an overview of additional resources related to DBI, assessment, and intervention. *Content is a repeat of Session 28.*

PRESENTATION LEVEL: All

### 66. Math Intervention at the Secondary Level

---

ROOM: Auditorium II

PRESENTER(S): April Brantley and Jodi Hofberg,  
Alamance-Burlington School System

Appropriate placement is critical for success in advanced levels of mathematics in middle and high school. This session will provide information on how a district utilizes data to support students who are struggling in math through the use of a research-based intervention program. Presenters will share local documents that support schools with placement efforts by identifying criteria from multiple data points that allow students to maximize future mathematical opportunities. Through collaborative efforts within the District Level Curriculum and Exceptional Children departments, the district is able to support math needs within an inclusive environment.

PRESENTATION LEVEL: Intermediate

### 67. Text Structures and Scaffolds for Instructional and Argument Writing, Grades 4-12

---

ROOM: Guilford A

PRESENTER(S): Joan Sedita, Keys to Literacy

Struggling writers have difficulty meeting Common Core standards that require informational and argument writing from sources. This session will present suggestions for explicit instruction about the text structure components of these two types of writing, as well as scaffolds for struggling writers that support gathering information from sources into notes and organizing before writing. Participants will receive teaching suggestions and handouts of these writing scaffolds: two-column notes, top-down topic webs, writing templates, and sets of steps.

PRESENTATION LEVEL: All

### 68. Co-Teaching: Couples Therapy Approach

---

ROOM: Auditorium III

PRESENTER(S): Rob McQuat, Davidson County Schools

Marriage requires time and attention to nurture and sustain the partnership. Like marriage, co-teaching is dependent on the extent that two partners share responsibility. In this session, the presenter will discuss how Davidson County Schools surveyed co-teaching partners on performance perceptions of 20 essential co-teaching responsibilities. An analysis of the survey data will show a proposed improvement plan for the team, based on level of agreement and perception of strength in each of the 20 responsibilities. The presenter will show how a strong co-teaching team, like a strong marriage, is able to identify and overcome daily obstacles.

PRESENTATION LEVEL: Intermediate

### 69. Using the Evidence to Guide Practice in the Educational Setting

---

ROOM: Augusta

PRESENTER(S): Patricia Laverdure, Fairfax County Public Schools

As the educational context shifts from compliance to accountability, IEP team members are required to integrate interventions with scientifically tested practices. Evidence Based Practice (EBP) considers available research, professional practice, and students' goals in the design of interventions that support access, participation, and learning. In this session, participants will explore the history of EBP, build strategies to access and analyze evidence, and discuss strategies to translate learning to guide practice. Participants will explore models for developing collaborative, accessible, and dynamic evidence based practices, knowledge translation capacities, and research-practice partnerships that sustain changes in practice and improve student outcomes.

PRESENTATION LEVEL: Intermediate

### 70. Strategies for Transporting Students with Disabilities on the School Bus

---

ROOM: Imperial A

PRESENTER(S): Kristine Lofton and Sherri Gordon, Charlotte-Mecklenburg Schools

This session is intended for administrators, teachers, and related service providers who have students with disabilities that have difficulty remaining on the bus seat. This session will offer strategies and interventions for a more successful bus ride. The presentation will outline the safety features of school buses, interventions to try prior to using a Child Safety Restraint System (CSRS), procedures for installing CSRSs, and appropriate procedures for restraining students. A variety of interventions and CSRSs will be available for participants to examine.

PRESENTATION LEVEL: Basic

**71. Integrating Positive Behavior Intervention and Support (PBIS) and Connected Schools to Problem-Solve and Decrease Disproportionality**

---

ROOM: Grandover

PRESENTER(S): Rachel Marinucci and Charlie Lyons, Asheboro City Schools

Discipline disproportionality is a national epidemic. The Federal Department of Justice and Federal Department of Education, with the support of the President, have released notice to all school systems that we must start to address this national issue. This session will show how the Transformative Connected Schools system combined with the Positive Behavior Intervention and Support system has created a multifaceted approach to solving this complicated issue. The presenters will share how implementation in one middle school has shown remarkable success and change.

PRESENTATION LEVEL: All

**72. Maximizing Instructional Planning: Connecting Academic and Behavioral Planning**

---

ROOM: Auditorium IV

PRESENTER(S): Loretta Massey, Charlotte Mecklenburg Schools

Student misbehavior can detour a well-developed lesson plan and interrupt student engagement. In this session, participants will learn how to use the Integrated Double T Lesson Plan to connect academic and behavioral planning. This interactive session will also give participants an opportunity to examine the role of planning to increase student instructional time and student engagement. Participants will leave motivated and ready to implement this integrated lesson plan approach to reduce teacher stress and increase student engagement.

PRESENTATION LEVEL: All

**73. Back Packing Behavior: School Supplies for Success**

---

ROOM: Cedar

PRESENTER(S): Melissa Dunn and Charmion Frizsell, Caldwell County Schools

Students pack varied experiences regarding behavior expectations when they come to school. This session will provide participants with opportunities to increase student appetites by teaching appropriate behavior using the PBIS model. The presenters will share Gamewell Elementary's menu of strategies and interventions that align our PBIS program with our Multi-Tiered System of Support (MTSS) to facilitate an effective learning environment using data-driven decisions to increase student success.

PRESENTATION LEVEL: All

**74. AAC/AT and Academics: Strategies, Stories, and Success**

---

ROOM: Pebble Beach

PRESENTER(S): Sue Porr and Debbie Reinhartsen, UNC Chapel Hill

This session will focus on practical Augmentative and Alternative Communication/Assistive Technology (AAC/AT) strategies that are easily implemented in the general or special education classroom. Participants will learn basic features and application of aided language stimulation and other low-tech AAC strategies. These interactive communication activities are tied to core literacy goals and promote participation and success across curricular areas. This session will consist of case examples, classroom activities, and materials to add to participants' understanding of using AAC/AT strategies in daily activities.

PRESENTATION LEVEL: Basic

**75. Lost to Follow Up in North Carolina's EHDI Program**

---

**ROOM:** Colony A**PRESENTER(S):** Morgan Moore and Sandy Markland,  
North Carolina Early Hearing  
Detection and Intervention Program

In this session, the presenter will provide information about North Carolina's Early Hearing Detection and Intervention Program (EHDI), including the tracking measures used to follow a child when they have failed a hearing screening or diagnostic evaluation. The presenter will also provide information and statistics about the lost-to-follow-up numbers for NC and what this means for stakeholders.

**PRESENTATION LEVEL:** All**76. Classroom Reloaded: An Educational Makeover Experience**

---

**ROOM:** Guilford G**PRESENTER(S):** Caroline Stewart and Alana Iannello,  
Charlotte Mecklenburg Schools

This session will introduce participants to the Classroom Reloaded process and how to provide specialized and systematic support to teachers in self-contained programs for students with autism. Classroom Reloaded trains teachers how to restructure their environment to maximize student learning. The CMS Autism Support Team will provide information on how to individualize support within the classroom in order to implement modifications to the following as needed: classroom layout, behavior management techniques, data collection tools, visual supports, classroom/student schedules, instructional integrity, targeted student support, communication systems, social skills training, and professional collaboration.

**PRESENTATION LEVEL:** Intermediate**77. Teaching Functional Skills to Exceptional Learners in the Occupational Course of Study (OCS) Pathway**

---

**ROOM:** Biltmore**PRESENTER(S):** Stephanie Gillingham, Durham  
Public Schools

This session will focus on the importance of teaching functional skills to Occupational Course of Study (OCS) students. Presenters will share simple procedures in the classroom environment that can foster self-confidence that is needed for students to obtain independence after transition. There will be time to share strategies used in the classroom as well as to brainstorm new ideas to increase students' independent living skills.

**PRESENTATION LEVEL:** Advanced**78. Utilizing Rtl Data for Specific Learning Disability (SLD) Eligibility**

---

**ROOM:** Guilford F**PRESENTER(S):** Sara Kessler and Alma Scoby,  
Alamance-Burlington School System

This session will provide participants with an understanding of how the Alamance-Burlington School System uses progress-monitoring data within the Responsiveness to Instruction (Rtl) framework to determine eligibility for students with SLD. Presenters will walk participants through the decision-making process using Rtl data when determining eligibility for SLD. Participants will be able to interact with student data as well as gain tips and strategies to use in their districts, schools, and classrooms.

**PRESENTATION LEVEL:** Advanced

### **79. IEPs and Related Services: Where is the School Nurse?**

---

ROOM: Guilford E

PRESENTER(S): Ann Nichols, North Carolina  
Division of Public Health

Although over 78% of North Carolina school districts have a Medicaid billing system in place, only 12% include school nursing. This session will provide an overview of school nursing as a related service and explore the current North Carolina barriers to inclusion of school nursing activities on IEPs for students with health care needs.

PRESENTATION LEVEL: Intermediate

### **80. Key Elements for Successful Collaboration in a Multi-Tiered System of Support (MTSS)**

---

ROOM: Colony BC

PRESENTER(S): Kathleen Whitmire,  
SDG Enterprises, LLC

This session offers proven guidelines for putting successful collaboration across disciplines in place within an MTSS framework. Special education teachers, classroom teachers, related service providers, and administrators will all find helpful strategies in this session.

PRESENTATION LEVEL: Intermediate

### **81. Raising Expectations for Post-School Outcomes with Web-Based Resources**

---

ROOM: Auditorium I

PRESENTER(S): Kelly Kelley and Karen Diegelmann,  
Western Carolina University

This session will overview the NC Council on Developmental Disabilities (NCCDD) grant initiative "Learning & Earning After High School: The Role of Transition Services in Raising Expectations and Attitudes for Students with Intellectual Disabilities." Presenters will highlight a web-based matrix resource, which is geared towards middle and high school EC teachers, parents, and students

with intellectual disabilities. Participants will learn about the survey and focus group data, use of videos, the web-based matrix resource, and how they can get involved by sending videos of past and present students with intellectual disabilities who are successful in postsecondary education, employment, and living independently.

PRESENTATION LEVEL: All

### **82. Special Education Litigation in North Carolina by the Numbers**

---

ROOM: Guilford D

PRESENTER(S): Lisa Lukasik, Campbell School of Law

In this session, the presenter will share an empirical analysis of North Carolina's special education Due Process procedures under the IDEA. The presentation will offer an overview (intended for a general audience) of data drawn from a twelve-year study of North Carolina's published Administrative Law Judge (ALJ) and state Hearing Review Officer (HRO) decisions in special education cases. It will introduce empirical insight into, for example, the nature of Due Process, when and why parents initiate this proceeding, factors correlating most highly with due-process success, the effect of changes in the law, and the frequency and effect of appeals.

PRESENTATION LEVEL: All

### **83. Easing the Transition to Kindergarten**

---

ROOM: Oak

PRESENTER(S): Suzanne Cotterman, Durham Public Schools and Wren Davisson, Durham Partnership for Children

Kindergarten transition is a series of events and interactions that foster relationships between rising kindergarteners, families, and school personnel. This session will discuss how Durham Public Schools is piloting a transition to kindergarten initiative to target all families of rising kindergarteners.

PRESENTATION LEVEL: All

#### 84. Data-Based Individualization: Aligning Behavioral Intervention to Function

---

ROOM: Guilford C

PRESENTER(S): Laura Kuchle, National Center for Intensive Intervention/American Institutes for Research

What can we do when standard-protocol academic interventions are not enough? This session will describe strategies for intensifying reading and mathematics interventions using data-based individualization (DBI), a process that is both data-driven and responsive to individual needs. The presentation will also include an overview of additional resources related to DBI, assessment, and intervention. *Content is a repeat of Session 49.*

PRESENTATION LEVEL: All

#### 85. Beyond the Basics: Teaching Math Word Problem Solving

---

ROOM: Auditorium II

PRESENTER(S): Alicia Saunders and Jenny Root, UNC Charlotte

In the Common Core State Standards (CCSS), mathematical problem solving is emphasized, yet there is a paucity of research on how to teach students with moderate/severe disabilities. This session will describe training materials and initial findings of a multi-year project on teaching mathematical problem solving with generalization to real-world problems for students with moderate/severe disabilities. The intervention includes schema-based instruction combined with evidence-based practices for teaching academics, as well as technology supports and components of self-monitoring. Video examples will be shown of students on the extended content standards solving word problems using schema-based instruction. Implementation data and teacher satisfaction will also be shared.

PRESENTATION LEVEL: All

#### 86. A Multi-Tiered Model of Literacy Instruction for Inclusive Classrooms, Grades 4-12

---

ROOM: Guilford A

PRESENTER(S): Alicia Saunders and Jenny Root, UNC Charlotte

Students with disabilities spend most of their day in inclusive, subject area classrooms. This session will present a model for multi-tiered instruction of content literacy skills. Participants will learn how instruction for comprehension and writing required in Common Core standards can be differentiated using scaffolds for struggling students. Hands-on instructional material will be provided, as well professional development material that can be used to support school-wide adoption of tiered comprehension and writing instruction. The target audience is school administrators, EC Directors, and instruction specialists who want to learn how content literacy instruction can be part of a tiered literacy plan at the building or district level.

PRESENTATION LEVEL: All

#### 87. Wiggle Time – Interdisciplinary Inclusion Services for PreK and Beyond

---

ROOM: Auditorium III

PRESENTER(S): Melissa Scales and Brooke Andrews, Durham Public Schools

This session will be an interactive lecture to introduce the most current evidence-based literature on inclusion practices for related service providers in the school setting, as well as demonstrating an effective model for interdisciplinary team collaboration in the classroom. The participants that would benefit most from this presentation would include related service providers (OT, PT, SLP), and preschool and exceptional children teachers.

PRESENTATION LEVEL: All

### 88. Purposeful Partnering for Responsiveness to Instruction (Rtl) with the Occupational Course of Study (OCS) Learning Program

---

ROOM: Augusta

PRESENTER(S): Karla Tucker and Christy Marshall,  
North Carolina Virtual Public School

The Occupational Course of Study (OCS) Blended Learning Program's success is based upon the partnership between the classroom and online teachers, working together to meet the Responsiveness to Instruction (Rtl) needs for each student. This session will share best practices of the Blended Learning Program for the classroom teacher. This session is designed for OCS teachers who are considering the program, new to the program, or teachers currently using the program who want to delve deeper into the use of the program for Rtl. Generic logins for Blackboard will allow participants to navigate the courses, in both student and instructor modes.

PRESENTATION LEVEL: All

### 89. Evidence-Based Practices for Improving Student Achievement

---

ROOM: Grandover

PRESENTER(S): Jim Deni, Appalachian State University and Stephanie Austin, Rockingham County Schools

The purpose of this session is for attendees to gain knowledge about organizational change and to evaluate their own level of readiness with hands on exercises for scaling-up evidence-based practices. The session will begin with a review of implementation literature and the stages of implementation leading to organizational change. Barriers to organizational change will be discussed, including MTSS and the use of implementation drivers to evaluate implementation activities. Attendees will have an opportunity to share how they have used

organizational change to implement school-wide Positive-Behavior Intervention Supports (PBIS) and other school improvement initiatives.

PRESENTATION LEVEL: Intermediate

### 90. Who Am I? Working with the Challenging Student

---

ROOM: Auditorium IV

PRESENTER(S): Cherri Stinson, Orange County Department of Social Services

This session will identify challenges and acute behaviors that accompany at risk youth in our education system. This session will consider both environmental (e.g. homelessness, abuse, and violence) and biological (such as ADHD, mood disorders, etc.) factors that can influence student success. The presenter will address how to build support systems within the educational setting while working with multiple systems.

PRESENTATION LEVEL: All

### 91. Practical Uses of Non-Standard Assessments in School Settings

---

ROOM: Cedar

PRESENTER(S): Lisa McDonald and Emily Hamuka, UNC Greensboro

Many school based SLPs are tied to standardized tests to determine eligibility and use this form of assessment for little else. In their role as "assessment investigator" rather than diagnostic technician, some school based SLPs use a variety of assessment tools to determine eligibility for special education services as well as to inform educational teams on student strengths and needs. This session will help participants know what kinds of non-standard assessment tools provide information in the area of language and literacy and how those tools can be used by SLPs and educational teams to provide educationally relevant intervention for students.

PRESENTATION LEVEL: Intermediate

**92. Implementing Assistive Technology with Accountability**

---

ROOM: Biltmore

PRESENTER(S): Patricia Byers, Alamance-Burlington School System

This session will provide participants with a template for Assistive Technology (AT) implementation in the separate continuum classroom. Interactive discussion with AT equipment samples will be used to provide a working model of a classroom-based Assistive Technology implementation program. Participants will be able to (1) evaluate individual/classroom need for AT, (2) determine the AT strategy/equipment appropriate for a variety of situations, (3) implement these strategies/equipment into the classroom, and (4) measure accountability of AT use among classroom staff.

PRESENTATION LEVEL: Intermediate

**93. It's Not Nothing: For Some, a Unilateral Hearing Loss is Huge**

---

ROOM: Colony A

PRESENTER(S): Johanna Lynch, BEGINNINGS

To professionals who regularly work with children with deafness, some parents' reactions to a unilateral loss can seem disproportionate. But from a parent's point of view, the amount of grief doesn't correspond to the extent of hearing loss. In this session the presenter will share anecdotal evidence and stories from families she has worked with in both North Carolina and New Hampshire.

PRESENTATION LEVEL: All

**94. Social Stories™: How, What, Why, and What For?**

---

ROOM: Guilford G

PRESENTER(S): Joani Richardson, Private Practitioner

Looking for a research-based method to teach routines, address negative behaviors, and teach social skills to students with Autism on all grade levels? Look no further. This session will discuss Carol Gray's Social Stories™, the most well-known story-based intervention. This fast paced, informative session will cover how to identify a story topic, develop a title, gather information, and write a Social Story™ following Gray's guidelines for story development as well as how to implement the story. In addition, comic strip conversations and power card strategies will be introduced.

PRESENTATION LEVEL: Intermediate

**95. Reading and Writing Assessments and Adaptation for Students with Multiple Handicaps**

---

ROOM: Pebble Beach

PRESENTER(S): Cindy Szulewski-Booth, New Hanover County Schools

Inclusion continues to grow in our schools. The Least Restrictive Environment is always our goal. How do we include students with physical and/or cognitive disabilities? This session will look at ways to not only adapt materials, but will include ideas for formative assessment and students working collaboratively in the classroom.

PRESENTATION LEVEL: All

**96. Evaluating School Psychologists Using the NC Educator Evaluation System**

---

**ROOM:** Guilford F

**PRESENTER(S):** Sara Greene, Wake County Public School System and Alexander Tabori, Guilford County Schools

This session will introduce EC Directors and others who evaluate school psychologists to the responsibilities and process they must follow when evaluating school psychologists using the NC Educator Evaluation System (NCEES). Time will be spent understanding the standards, understanding the evaluation process, and using the evaluation rubric with fidelity.

**PRESENTATION LEVEL:** Intermediate

**97. Do-It-Yourself (DIY) Medicaid Cost Recovery**

---

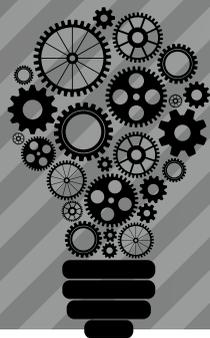
**ROOM:** Meadowbrook

**PRESENTER(S):** Joyce Parish and Leslie Woolard, Carteret County Schools

Most LEAs work with third-party vendors to recover eligible costs from Medicaid. LEAs can file Medicaid claims directly for Medicaid eligible students that receive OT, PT, SLP, audiological, nursing, and/or counseling services without a vendor. This session will guide you through procedures and resources to directly file Medicaid fee-for-service claims, rather than using a vendor. The content is intended for LEAs who already have an established Medicaid claiming program; it will not address program start-up requirements or basic Medicaid LEA rules and policies.

**PRESENTATION LEVEL:** Intermediate





# WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

**November 5, 2014 • Wednesday**

7:30 a.m. – 12:00 p.m.

**Registration for Institutes** (1st Floor near Food Court)

7:30 a.m. – 8:30 a.m.

**Continental Breakfast** (in Institute rooms) ●

9:00 a.m. – 4:00 p.m.

**Institutes: Autism Institute** (Room: Guilford D)

**Behavioral Support Specialist/Liaison Institute** (Room: Guilford F)

**CECAS Institute** (Room: Guilford G)

**Deaf-Blind Institute** (Room: Meadowbrook)

**EC Preschool Coordinators' Institute** (Room: Grandover)

**Occupational Therapy Institute** (Room: Guilford E)

**Physical Therapy Institute** (Room: Guilford C)

**Secondary Transition Institute** (Room: Oak)

**School Psychology Institute** (Room: Cedar)

**Speech-Language Pathology Institute** (Room: Guilford A)

Lunch will be provided for registered institute attendees on Wednesday. Attendance will be limited to room capacity unless otherwise noted in the institute description. Pre-registration is required; walk-ins are not permitted.

## Autism Institute

### **Providing Structure through All Stages of Life**

ROOM: Guilford D

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

CONTACT HOURS: 6 contact hours or .6 CEU

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

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

ROOM: Guilford F

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

CONTACT HOURS: 6 contact hours or .6 CEU

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 919-807-3993).*

## CECAS Institute

### **Using CECAS Effectively for Managing EC Data**

ROOM: Guilford G

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

CONTACT HOURS: 6 contact hours or .6 CEU

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/Charters/SOPs.

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

## Deaf-Blind Institute

---

**ROOM:** Meadowbrook

**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

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 or 919-807-3888).*

## EC Preschool Coordinators’ Institute

---

**ROOM:** Grandover

**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

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 or 919 218-8384).*

## Occupational Therapy Institute

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

---

**ROOM:** Guilford E

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

**CONTACT HOURS:** 6 contact hours or .6 CEU

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 or 919 428-7201).*

## Physical Therapy Institute

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

**ROOM:** Guilford C

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

**CONTACT HOURS:** 6 contact hours or .6 CEU

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; defending 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 or 919 636-1827).*

## Secondary Transition Institute

**ROOM:** Oak

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

**CONTACT HOURS:** 6 contact hours or .6 CEU

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

### Recommendations for Policy Change in the Identification of SLD and TBI

---

**ROOM:** Cedar

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

**CONTACT HOURS:** 6 contact hours or .6 CEUs

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 having sustained a brain injury.
- A brief review of the process for becoming an Approved Provider on the NCTBI registry will also be provided.

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

## Speech Language Pathology Institute

### SLPs' Roles in Effective RtI/MTSS Programs

---

**ROOM:** Guilford A

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

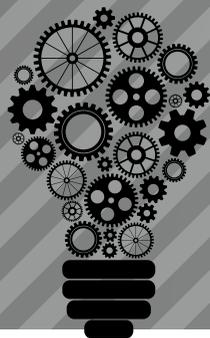
**CONTACT HOURS:** 6 contact hours or .6 CEU

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 or 336 256-2005).*



64<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN



# WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

## Exhibitor Connections

MONDAY, NOVEMBER 3, 2014

7:30 a.m. – 5:30 p.m.

**Exhibitor Connections** (3rd Floor)

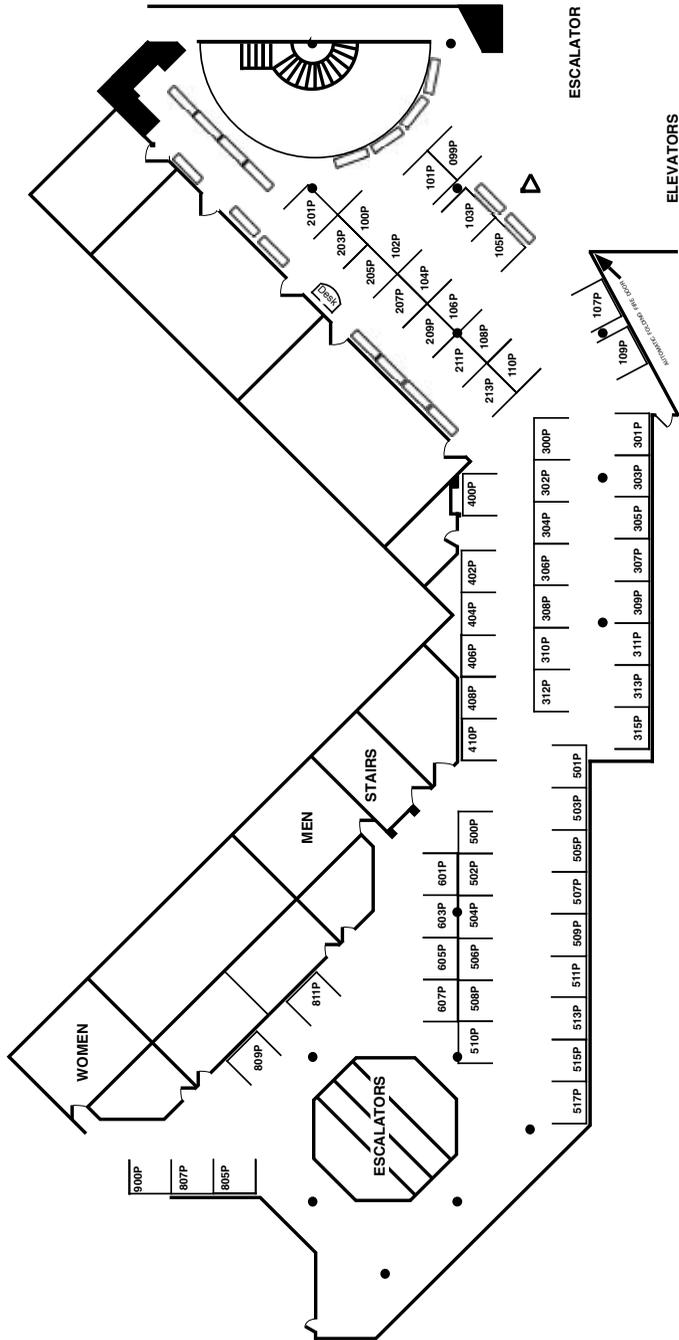
TUESDAY, NOVEMBER 4, 2014

7:30 a.m. – 5:00 p.m.

**Exhibitor Connections** (3rd Floor)



# EXHIBITOR MAP – 3RD FLOOR PRE-FUNCTION



## EXHIBITOR INFORMATION

*Exhibitors are presented in numerical order by booth number(s).*

### **North Carolina Council on Exceptional Children**

**BOOTH(S) : : 99**

**ADDRESS:** 4606 Siple Ave, Fayetteville, NC 28304

**PHONE:** 910-864-9535

**EMAIL:** chipper145@aol.com

**PRODUCT(S):** Association

### **The Professional Educators of North Carolina**

**BOOTH(S) : : 100**

**ADDRESS:** 309 West Millbrook Rd, Suite 111,

Raleigh, NC 27609

**PHONE:** 919-788-9299

**EMAIL:** bill@pencweb.org

**WEBSITE:** www.pencweb.org

**PRODUCT(S):** Association

### **McGraw-Hill Education**

**BOOTH(S) : : 101**

**ADDRESS:** 8787 Orion Pl, Columbus, OH 43240

**PHONE:** 919-830-1103

**EMAIL:** angela.rodriquez@mheducation.com

**WEBSITE:** mheducation.com

**PRODUCT(S):** Publishers, Technology

### **The Imagifriends**

**BOOTH(S) : : 102**

**ADDRESS:** 6650 Crescent Moon Ct, #208,

Raleigh, NC 27606

**PHONE:** 919-798-1821

**EMAIL:** djw9221@earthlink.net

**WEBSITE:** www.myimagiville.com

**PRODUCT(S):** Artwork

### **North Carolina Association of Educators (NCAE)**

**BOOTH(S) : : 103**

**ADDRESS:** 700 S Salisbury St, Raleigh, NC 27601

**PHONE:** 919-832-3000

**EMAIL:** elic.senter@ncae.org

**WEBSITE:** www.ncae.org

**PRODUCT(S):** Association

### **SureStep**

**BOOTH(S) : : 104**

**ADDRESS:** 17530 Dugdale Dr, South Bend, IN 46635

**PHONE:** 877-462-0711

**EMAIL:** apryl@surestep.net

**WEBSITE:** www.surestep.net

**PRODUCT(S):** Custom Orthotics

### **All That Glitters**

**BOOTH(S) : : 105**

**ADDRESS:** PO Box 3335; 523 Belin Dr,

Murrells Inlet, SC 29576

**PHONE:** 828-238-2398

**EMAIL:** rdharrillfam@yahoo.com

**PRODUCT(S):** Accessories

### **Louisburg College Learning Partners**

**BOOTH(S) : : 106**

**ADDRESS:** 501 N Main St, Louisburg, NC 27549

**PHONE:** 919-497-3403

**EMAIL:** kmartin@louisburg.edu

**PRODUCT(S):** Academic Program

### **Frog Publications, Inc.**

**BOOTH(S) : : 107**

**ADDRESS:** 11820 Uradco Pl, STE 105,

San Antonio, FL 33576

**PHONE:** 800-777-3764

**EMAIL:** conferences@frog.com

**WEBSITE:** www.frog.com

**PRODUCT(S):** Books, Publishers, Classroom Supplies, Instructional Aids

### **Nasco**

**BOOTH(S) : : 108, 110**

**ADDRESS:** 901 Janesville Ave, Fort Atkinson, WI 53538

**PHONE:** 920-563-2446

**EMAIL:** info@enasco.com

**WEBSITE:** www.enasco.com

**PRODUCT(S):** Classroom Supplies

## EXHIBITOR INFORMATION

### Correction Enterprises

BOOTH(S) : : 109

ADDRESS: 2020 Yonkers Rd, Raleigh, NC 27699

PHONE: 919-324-1315

EMAIL: penny.evans@ncdps.gov

WEBSITE: www.correctionenterprises.com

PRODUCT(S): Braille Transcription

### Hameray Publishing Group, Inc.

BOOTH(S) : : 201

ADDRESS: 1600 Sawtelle Blvd, Suite 200,

Los Angeles, CA 90025

PHONE: 386-918-6173

EMAIL: christine@hameraypublishing.com

WEBSITE: www.hameraypublishing.com

PRODUCT(S): Publishers

### NAMI North Carolina

BOOTH(S) : : 203

ADDRESS: 309 W Millbrook Rd, Suite 121,

Raleigh, NC 27609

PHONE: 919-788-0801

EMAIL: jrothman@naminc.org

WEBSITE: www.naminc.org

PRODUCT(S): Mental Health Programs & Resources

### The Hill Center

BOOTH(S) : : 205

ADDRESS: 3200 Pickett Rd, Durham, NC 27705

PHONE: 919-489-7464

EMAIL: eziberna@hillcenter.org

WEBSITE: www.hillcenter.org

PRODUCT(S): Instructional Aids, Professional Development

### Behavior Consultation & Psychological Services, PLLC

BOOTH(S) : : 207

ADDRESS: 104-BW Fire Tower Rd, Winterville, NC 28590

PHONE: 252-632-0222

EMAIL: bcpsoffice@gmail.com

WEBSITE: www.bcps-autism.com

PRODUCT(S): Behavior and Special Education Consultation Services

### OT-CARE

BOOTH(S) : : 209

ADDRESS: 3261 Gordon Dr, Blacksburg, VA 24060

PHONE: 540-320-8454

EMAIL: sue@ot-care.com

WEBSITE: http://ot-care.com

PRODUCT(S): Computer Software

### EPS Literacy and Intervention

BOOTH(S) : : 211

ADDRESS: PO Box 9031, Cambridge, MA 02139

PHONE: 800-225-5750

EMAIL: mike.jackson@schoolspecialty.com

PRODUCT(S): Books, Publishers, Classroom Supplies, Instructional Aids, Technology

### Family Support Program at UNC School of Social Work

BOOTH(S) : : 213

ADDRESS: 325 Pittsboro St, CB# 3550,

Chapel Hill, NC 27599

PHONE: 919-966-0328

EMAIL: tamara\_norris@unc.edu

WEBSITE: www.fsn.unc.edu

PRODUCT(S): Family Support

### UNC Charlotte Doctoral Program in Special Ed

BOOTH(S) : : 300

ADDRESS: 9201 University City Blvd, Charlotte, NC

28223

PHONE: 704-687-8828

EMAIL: lpavlu@uncc.edu

WEBSITE: http://spcd.uncc.edu/special-education/sped-phd-program

PRODUCT(S): University

### Curriculum Associates

BOOTH(S) : : 301, 303

ADDRESS: 153 Rangeway Rd, North Billerica, MA 1862

PHONE: 800-225-0248

EMAIL: kwalsh@cainc.com

WEBSITE: www.curriculumassociates.com

PRODUCT(S): Publishers

## EXHIBITOR INFORMATION

### **Meredith College**

BOOTH(S) : : 302

ADDRESS: 3800 Hillsborough St, Raleigh, NC 27607

PHONE: 919-7608-316

EMAIL: elculpepper@meredith.edu

WEBSITE: www.meredith.edu

PRODUCT(S): College

### **PCG Education**

BOOTH(S) : : 304

ADDRESS: 440 S Church St, Suite 850, Charlotte, NC 28202

PHONE: 704-816-2821

WEBSITE: PublicConsultingGroup.com

PRODUCT(S): Publisher

### **Exceptional Children's Assistance Center**

BOOTH(S) : : 305

ADDRESS: 907 Barra Row, Stes 102/103,  
Davidson, NC 28036

PHONE: 704-892-1321

EMAIL: mcampbell@ecacmail.org

WEBSITE: www.ecac-parentcenter.org

PRODUCT(S): Other

### **East Educational Services**

BOOTH(S) : : 306

ADDRESS: PO Box 21024, Columbia, SC 29221

PHONE: 803-781-4416

EMAIL: rwood@east.bz

WEBSITE: www.east.bz

PRODUCT(S): Publishers, Instructional Aids

### **The Juice Plus+ Company – Children's Health Study**

BOOTH(S) : : 307

ADDRESS: 1716 Windsor Dr, High Point, NC 27262

PHONE: 336-803-1265

EMAIL: ncdespain@gmail.com

WEBSITE: www.debs4.juiceplus.com

PRODUCT(S): Nutrition

### **Advanced Prosthetics & Orthotics**

BOOTH(S) : : 308

ADDRESS: 2800 St Leos St, Greensboro, NC 27405

PHONE: 336-621-9500

EMAIL: lwilliams@advancedpros.com

WEBSITE: www.advancedpros.com

PRODUCT(S): Prosthetics & Orthotics

### **Learning A-Z**

BOOTH(S) : : 309

ADDRESS: 1840 E River Rd, Suite 320, Tucson, AZ 85718

PHONE: 866-889-3729

EMAIL: jorie.barnum@learninga-z.com

WEBSITE: www.learninga-z.com

PRODUCT(S): Books, Instructional Aids

### **Walden University**

BOOTH(S) : : 310

ADDRESS: 650 S Exeter St, Baltimore, MD 21202

PHONE: 803-348-5633

EMAIL: joseph.moxley@waldenu.edu

WEBSITE: www.waldenu.edu

PRODUCT(S): University

### **Heritage Treasures**

BOOTH(S) : : 311, 313, 315

ADDRESS: 44710 Cape Court, Suite 120, Ashburn, VI 20147

PHONE: 703 444 4800

EMAIL: heritreas@aol.com

PRODUCT(S): Classroom Supplies

### **Premier**

BOOTH(S) : : 312

ADDRESS: 109 Star Magnolia Dr, Morrisville, NC 27560

PHONE: 919-949-2719

EMAIL: allen.keitz@schoolspecialty.com

WEBSITE: www.premier.us

PRODUCT(S): Books, Classroom Supplies, Instructional Aids

### **Children & Youth with Special Health Care Needs – Children & Youth Section/Division of Public Health**

BOOTH(S) : : 400

ADDRESS: 5601 Six Fork Rd, Raleigh, NC 27609

PHONE: 919-707-5661

EMAIL: tamara.dempseytanner@dhhs.nc.gov

PRODUCT(S): Informational

### **IESS Inc./Heinemann**

BOOTH(S) : : 402, 404

ADDRESS: 1365 S Park Dr, Kernersville, NC 27284

PHONE: 336-996-3090

EMAIL: dkohfeldt@aol.com

WEBSITE: www.iesstore.com

PRODUCT(S): Books, Classroom Supplies, Instructional Aids

## EXHIBITOR INFORMATION

### **The Listening & Learning Center**

BOOTH(S) : : 406

ADDRESS: 1171 Market St, Suite 103, Fort Mill, SC 29708

PHONE: 803-323-8909

EMAIL: drkarp@hearlistenlearn.com

WEBSITE: www.hearlistenlearn.com

PRODUCT(S): Evaluation and treatment

### **Diane's Etc.**

BOOTH(S) : : 408, 410

ADDRESS: 1008 Royal Summit Dr, Seneca, SC 29678

PHONE: 864-654-4049

EMAIL: dhanderson@bellsouth.net

WEBSITE: www.dianeetc.com

PRODUCT(S): Accessories

### **Elon University Masters of Education**

BOOTH(S) : : 500

ADDRESS: 2750 CB, Elon, NC 27244

PHONE: 336-278-7683

EMAIL: kwilliamsen@elon.edu

WEBSITE: www.elon.edu/med

PRODUCT(S): University

### **Ability Prosthetics & Orthotics**

BOOTH(S) : : 501

ADDRESS: 309 S Sharon Amity Rd, Suite 104,  
Charlotte, NC 28211

PHONE: 704-372-7660

EMAIL: chris.gonzalez@abilitypo.com

WEBSITE: www.abilitypo.com

PRODUCT(S): Prosthetics & Orthotics

### **Governor Morehead School for the Blind**

BOOTH(S) : : 502

ADDRESS: 303 Ashe Ave, Raleigh, NC 27606

PHONE: 919-733-7769

EMAIL: shonika.williams@esdb.nc.gov

WEBSITE: www.governormorehead.net

PRODUCT(S): School for the Blind

### **Benchmark Education Company**

BOOTH(S) : : 503

ADDRESS: 250 West Nyack Rd, West Nyack, NY 10994

PHONE: 866-346-5002

EMAIL: rebecca@ncliteracy.com

WEBSITE: www.benchmarkeducation.com

PRODUCT(S): Publishers

### **Learning Ally**

BOOTH(S) : : 504

ADDRESS: 20 Roszel Rd, Princeton, NJ 08540

PHONE: 609-243-7618

EMAIL: ktjackson@learningally.org

WEBSITE: www.learningally.org

PRODUCT(S): Books, Instructional Aids, Technology

### **Project Discovery & Ready Rosie**

BOOTH(S) : : 505

ADDRESS: 250 West Nyack Rd, West Nyack, NY 10994

PHONE: 866-346-5002

EMAIL: rebecca@ncliteracy.com

WEBSITE: www.benchmarkeducation.com

PRODUCT(S): Publishers

### **Speechcenter, Inc.**

BOOTH(S) : : 506

ADDRESS: 185 Charlois Blvd, Winston-Salem, NC 27103

PHONE: 800-323-3123

EMAIL: melissareavis@speechcenter.net

WEBSITE: www.speechcenter.net

PRODUCT(S): Speech-Language Therapy Services

### **Cheshire Center**

BOOTH(S) : : 507

ADDRESS: 2500 N Church St, Greensboro, NC 27405

PHONE: 336-375-2240

EMAIL: ssschultz@cheshirecenter.net

WEBSITE: www.cheshirecenter.net

PRODUCT(S): Speech and Language Pathology

### **UNC Greensboro - Beyond Academics**

BOOTH(S) : : 508

ADDRESS: PO Box 26170, Greensboro, NC 27402

PHONE: 336-334-3905

EMAIL: info@beyondacademics.org

WEBSITE: http://beyondacademics.uncg.edu

PRODUCT(S): Education

### **The ARC of NC LG Restoration & Alternatives Project**

BOOTH(S) : : 509

ADDRESS: 5509 A West Friendly Ave, Ste 101,  
Greensboro, NC 27410

PHONE: 336-273-4404

EMAIL: bnelson@arcnc.org

WEBSITE: www.arcnc.org

PRODUCT(S): Association

## EXHIBITOR INFORMATION

### Norma Jewelry and Accessories

BOOTH(S) : : 510

ADDRESS: 5016 Hutchins St, Winston-Salem, NC 27106  
PHONE: 336-2877-922  
EMAIL: normareah@yahoo.com  
PRODUCT(S): Accessories

### Edmentum

BOOTH(S) : : 511

ADDRESS: 5600 W 83rd St, Ste 300/8200 Tower,  
Bloomington, MN 55437  
PHONE: 952-832-1570  
EMAIL: cari.lienhardt@edmentum.com  
WEBSITE: www.edmentum.com  
PRODUCT(S): Technology

### Grand Canyon University

BOOTH(S) : : 513

ADDRESS: 3300 W Camelback Rd, Phoenix, AZ 85017  
PHONE: 602-639-8216  
EMAIL: ashlee.henry@gcu.edu  
WEBSITE: www.gcu.edu

### Pearson Assessment / Review360

BOOTH(S) : : 515

ADDRESS: 1307 Sippihaw Dr, Fuquay Varina, NC 27526  
PHONE: 919-285-3652  
EMAIL: gail.rodin@pearson.com  
WEBSITE: www.psychcorp.com  
PRODUCT(S): Publishers, Technology

### Pearson

BOOTH(S) : : 517

ADDRESS: 8706 Compass Ln, Raleigh, NC 27615  
PHONE: 919-324-4805  
EMAIL: dan.gwaltney@pearson.com  
WEBSITE: www.pearsonschoolsystems.com  
PRODUCT(S): Computer Software,  
Professional Development

### Letterland

BOOTH(S) : : 601, 603

ADDRESS: 231 Grey Rd, Davidson, NC 28036  
PHONE: 704-996-9010  
EMAIL: catrut@bellsouth.net  
WEBSITE: www.letterland.com  
PRODUCT(S): Publishers

### Career Solutions Publishing

BOOTH(S) : : 605

ADDRESS: 1199 Lancaster Ave, Berwyn, PA 19312  
PHONE: 888 299-2784  
EMAIL: csp@careersolutionspublishing.com  
WEBSITE: www.careersolutionspublishing.com  
PRODUCT(S): Publishers, Instructional Aids, Computer  
Software, Technology

### Haley's Joy LLC

BOOTH(S) : : 607

ADDRESS: 3650 Rogers Rd, Suite 255,  
Wake Forest, NC 27587  
PHONE: 919-830-0597  
EMAIL: jasonhylton@haleysjoy.com  
PRODUCT(S): Therapy Equipment

### MGM Enterprise

BOOTH(S) : : 805

ADDRESS: 6 Loney Circle, Greensboro, NC 27406  
PHONE: 336-327-7104  
EMAIL: mgumbsmcfarlane@triad.rr.com  
PRODUCT(S): Accessories

### Read It Once Again

BOOTH(S) : : 807

ADDRESS: 161 Sunset Dr, Inman, SC 29349  
PHONE: 864-472-5156  
EMAIL: rae@readitonceagain.com  
WEBSITE: www.readitonceagain.com  
PRODUCT(S): Publishers, Classroom Supplies,  
Instructional Aids

### Fundanoodle

BOOTH(S) : : 809

ADDRESS: 1235 E-East Blvd, Suite 147,  
Charlotte, NC 28203  
PHONE: 888-349-0377  
EMAIL: info@fundanoodle.com  
WEBSITE: www.fundanoodle.com  
PRODUCT(S): Publishers, Instructional Aids

## EXHIBITOR INFORMATION

### Usborne Books & More

---

BOOTH(S) : : 811

---

ADDRESS: 100 Gingergate Dr, Cary, NC 27519

PHONE: 919-460-1292

EMAIL: shelley@usbornebooksnow.com

WEBSITE: [www.usbornebooksnow.com](http://www.usbornebooksnow.com)

PRODUCT(S): Books, Publishers, Instructional Aids

### Disability Determination Services

---

BOOTH(S) : : 900

---

ADDRESS: PO Box 243, Raleigh, NC 27602

PHONE: 919-212-3222

EMAIL: [tracy.Gray@ssa.gov](mailto:tracy.Gray@ssa.gov)

PRODUCT(S): Disability Information



# NOTES

A series of horizontal dotted lines for writing notes.



# NOTES

A series of horizontal dotted lines for writing notes.













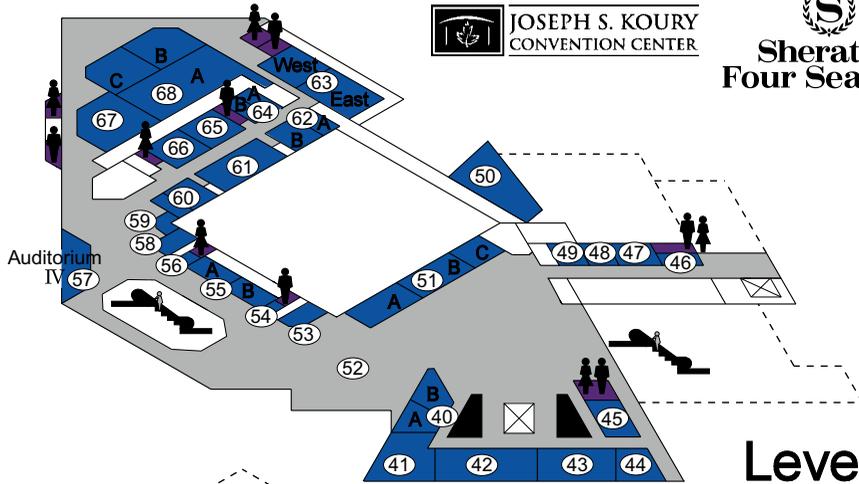


# NOTES

A series of horizontal dotted lines for writing notes.

## Level 3

- 40 Heritage
- 41 Olympia
- 42 Turnberry
- 43 Pinehurst
- 44 Bear Creek
- 45 Marsh Harbour
- 46 Edgewood
- 47 Meadowbrook
- 48 Links
- 49 McCormick
- 50 Sawgrass
- 51 Colony
- 52 Prefunction Area III
- 53 Riverdale
- 54 Oyster Bay
- 55 Arrowhead
- 56 Eastmoreland
- 57 Auditorium IV
- 58 St. Andrews
- 59 Torry Pines
- 60 Pebble Beach
- 61 Edinburgh
- 62 Augusta
- 63 Grandover
- 64 Tidewater
- 65 Sandpiper
- 66 Tanglewood
- 67 Blue Ashe
- 68 Victoria Ballroom



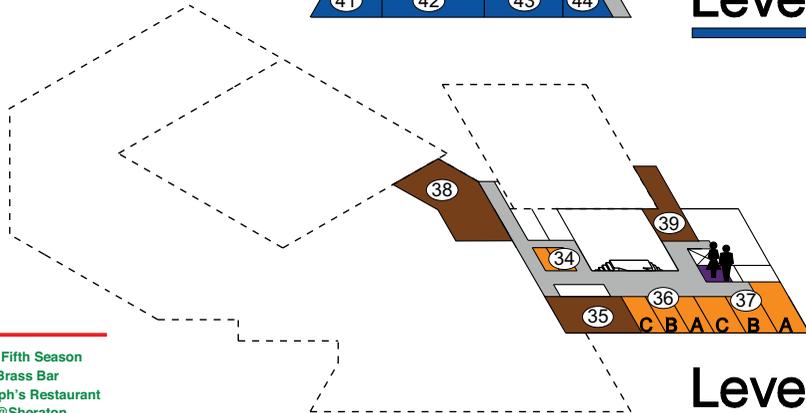
JOSEPH S. KOURY  
CONVENTION CENTER

**Sheraton**  
**Four Seasons**

## Level 3

## Level 2

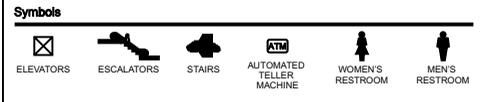
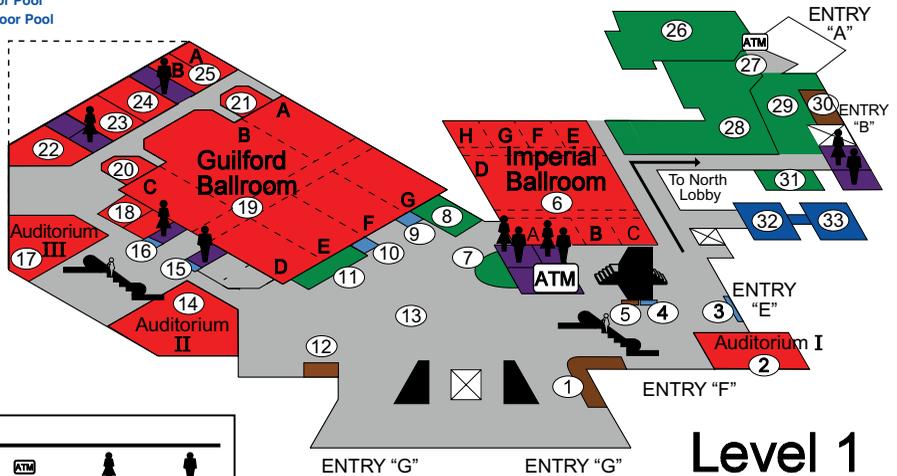
- 34 Birch
- 35 Reservations
- 36 Oak
- 37 Cedar
- 38 Sales and Catering
- 39 Fitness Center



## Level 2

## Level 1

- 1 Hotel Registration
- 2 Auditorium I
- 3 Convention Desk I
- 4 Convention Desk II
- 5 Concierge
- 6 Imperial Ballroom
- 7 The Bar Down Under
- 8 Skylite Café
- 9 Convention Desk III
- 10 Convention Desk IV
- 11 Café Espresso
- 12 Gift Shop
- 13 Prefunction Area I
- 14 Auditorium II
- 15 Convention Desk V
- 16 Convention Desk VI
- 17 Auditorium III
- 18 Cardinal
- 19 Guilford Ballroom
- 20 Carolina
- 21 Gate City
- 22 Old North
- 23 Blandwood
- 24 Morehead
- 25 Biltmore
- 26 Club Fifth Season
- 27 The Brass Bar
- 28 Joseph's Restaurant
- 29 Link@Sheraton
- 30 Administration
- 31 The Connection Bar
- 32 Indoor Pool
- 33 Outdoor Pool



## Level 1