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| 1. Autism | <p>Time: Wednesday, November 18, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEU Title: A Systematic Approach to Enhancing Social Skill Development and Understanding Speaker: Louise Buchholz Southern, M.Ed., BCBA, Associate Director of the NC Autism Society</p> <p>Description: The purpose of this institute is to demonstrate how to teach social understanding & perspective taking to individuals on the autism spectrum. Participants will learn to address the underlying meaning of the social concept and help the individual understand it. We will watch and discuss video clip examples as well as practice interactive exercises, which will promote creative thinking and facilitate fun!</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Increase understanding of the social deficit in autism • Understand the difference between social skills and social understanding • Create a foundation from which to teach individuals the concept of social thinking/understanding • Practice ways to enhance social understanding • Give additional resources for more information |
| 2. Behavior | <p>Time: Wednesday, November 18, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEU Title: Tiered Classroom Behavior Interventions for ALL Students Speakers: NC DPI Behavior Support Staff and Invited Speakers Description: After this hands-on, interactive session, participants will leave with an understanding of evidence-based behavior practices and strategies and the application of those supports. Participants will understand tiered, function-based interventions to respond to problem behavior.</p> |
| 3. CECAS | <p>Time: Wednesday, November 18, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEU Title: Using CECAS Effectively for Managing EC Data Speaker: NC DPI EC Delivery Team Description: CECAS users designated as the CECAS Contact/Trainer for their LEA, Charter School or State Operated Program will receive the latest updates on CECAS. They will learn how to create customized reports and effectively use standard reports in CECAS. Participants will have opportunities to network and exchange ideas with DPI staff and users from other LEAs/Charters/SOPs. The exact contents of the institute are subject to change based on the most recent updates to the systems.</p> |
| 4. Deaf-Blind | <p>Time: Wednesday, November 18, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEU Title: Using AT/AAC with students with sensory and multiple disabilities Speakers: Dr. Debbie Reinhartsen, Speech Language Pathology, Section Head at the Carolina Institute for Developmental Disabilities. Associate Professor Division of Speech and Hearing Sciences, UNC, Assistive Technology Augmentative Communication Evaluation team leader. Dr. Becky Edmondson-Pretzel, CIDD Associate Director and Director of Services Description: Want to learn easy, practical and effective assistive technology strategies to support your learners with significant intellectual disabilities</p> |

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| | <p>(and/or deaf blindness) in school, home, and community? Join colleagues for a day rich with demonstrations, discussions, and sharing to support your work in communication, English/Language Arts, and Mathematics.</p> |
| <p>5. EC Preschool</p> | <p>Time: Wednesday, November 18, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEU Title: <i>Promoting Social-Emotional Development in Young Children: A Foundational Stepping Stone to Graduation for Children with Disabilities.</i></p> <p>Speaker: <i>Mary Louise Hemmeter, Ph.D., is an associate professor in the Department of Special Education at Vanderbilt University. She serves as the co-faculty director of the Susan Gray School for Children. Professor Hemmeter’s research focuses on effective instruction, social emotional development and challenging behavior, and translating research to practice. Currently, she is the principal investigator an IES-funded research project focused on the Pyramid Model Intervention, a Co-Investigator on the National Center for Quality Teaching and Learning and a faculty member on the OSEP funded Technical Assistance Center on Social Emotional Interventions. Professor Hemmeter is a Co-Editor of the Journal of Early Intervention and serves on the editorial boards of major journals in early childhood and early childhood special education.</i></p> <p>Description: Dr. Hemmeter, will discuss the new <i>Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings</i> issued by the US Departments of Education and Health and Human Services and the importance of supporting teachers in providing evidence based practices to prevent challenging behaviors in the classroom. In addition, she will address the need for additional support from the early childhood mental health and LEA behavior specialists when addressing children with challenging behaviors that do not respond to high quality preventive measures. Then a SAMSHA funded early childhood “systems of care” model will be presented which demonstrates how an integrated and coordinated system can be implemented in the local community. Finally, we will discuss the legal implications of suspensions and/or expulsions of children with IEP from their early childhood settings.</p> |
| <p>6. Occupational Therapy</p> | <p>Time: Wednesday, November 18, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEU Title: Explicit Instruction in Student Occupations Speaker: Lauren Holahan, MS, OTR/L Occupational Therapy and Medicaid Consultant for NCDPI Lauren provides technical assistance, guidance, professional development, policy analysis/development, and workforce development services to occupational therapy practitioners and administrators in NC public schools. She has served on the North Carolina Board of Occupational Therapy, including service as chair. She is a PhD candidate in Occupational Science in the UNC School of Medicine, Division of Occupational Science and Occupational Therapy. Her teaching and practice interests include: school-based occupational therapy; related services under IDEA legislation; specially designed instruction; administration/ management of related service personnel; ethics in occupational therapy practice; and school-based Medicaid cost recovery.</p> <p>Description: This OT Institute will explore how school-based</p> |

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| | <p>occupational therapy practitioners teach students toward mastery of educationally relevant occupations. Starting with an activity analysis of learning as a primary occupation itself, the research-based explicit instruction approach will be used to articulate how practitioners can design and deliver effective interventions for all students. The day will focus on the OTPF-3 (AOTA, 2014) process stages of intervention planning, implementation, and review through a combination of lecture and small group exercises.</p> |
| 7. Physical Therapy | <p>Time: Wednesday, November 18, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEU Title: Developing Guidelines for NC SBPT, PLUS Intervention Planning and Service Recommendations and More Speaker: Laurie Ray, MPT, PhD Laurie is NC DPI’s Consultant for Physical Therapy, Medicaid and Liaison for Adapted Physical Education and an Associate Professor at UNC-Chapel Hill. She serves as the APTA, Section on Pediatric, School Special Interest Group Chair; on the State Rehabilitation Council; on the National Alliance for Medicaid in Education Board of Directors and as a reviewer for <i>Pediatric Physical Therapy</i>. Description: Come and contribute to important work!! Our time will be divided between a work session finalizing our NC Guidelines for School-based Physical Therapy (SBPT) and content discussing intervention planning and various approaches to determining and supporting recommendations for SBPT service delivery. We will utilize a case study and small group activities to demonstrate each approach.</p> |
| 8. School Psychology | <p>Time: Wednesday, November 18, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEU Title: Making Sense of Specific Learning Disabilities: Just Follow the Science Speaker: Jack Fletcher, Ph.D., ABPP, the Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology and Chair of the Department of Psychology at the University of Houston Description: Through a review of existing research, this full-day institute for school psychologists will address the major psychometric issues that affect all methods of SLD identification, with particular attention devoted to reliability and validity issues for methods of identification based on patterns of strengths and weaknesses (PSW) and methods that emanate from Rtl. Evidence-based approaches for each of the six academically-based learning disabilities in IDEA 2004 (basic reading, reading fluency, reading comprehension, math calculations, math problem solving, and written expression) will also be presented and discussed.</p> |
| 9. Speech-Language Pathology | <p>Time: Wednesday, November 18, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEU Title: Mythbusters: English Language Learner Edition Speaker: Lisa Domby, Lisa is an Associate Professor at the University of North Carolina Chapel Hill and the Director of Clinical Services there. She is a frequent presenter on the topic of SLP services for ELL students. Description: This institute will focus on the differential diagnosis between students with disorder and students whose first language is not English. This presentation will examine myths, misconceptions and realities for SLPs working with ELLs. Participants will learn appropriate assessment and intervention procedures within the context of evidence-based practice and current state and federal policies.</p> |

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| <p>10. Visual Impairment Institute</p> | <p>Time: Wednesday, November 18, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEU Title: Build Your Low Vision Instructional Toolbox (Devices + Strategies = Success) Speaker: Cyndi Bachofer, Outreach Low Vision Specialist from the Texas School for the Blind Description: The institute will provide a basic and intermediate overview of current effective best practice theory, instructional tools, and strategies to empower Teachers of the Visually Impaired and Orientation & Mobility Specialists to passionately address the needs of low vision students. Participants will be given the opportunity to learn how low vision optical devices are used and how to apply that experience towards instructing their low vision students (hands on). Strategies to address Expanded Core Curriculum areas will be addressed. The presenter is also a low vision consumer who brings years of personal and professional experience on the subject and how to create enthusiasm with low vision students to use low vision optical devices.</p> |
| <p>11. Secondary Transition Institute</p> | <p>Time: Wednesday, November 18, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEU Title: Secondary Transition Institute Speaker: Multiple speakers from LEAs, NC DPI, other state agencies and IHEs Description: Over the course of the day, attendees will participate in a variety of topic sessions that are designed to provide strategies and tools for improving transition planning and student involvement in their IEP meetings. 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 and update their school-based strategic plan to improve transition compliance and program quality. For questions, contact Beverly Colwell (Beverly.Colwell@dpi.nc.gov or 919-807-3307)</p> |
| <p>12. Assistive Technology Institute</p> | <p>Time: Wednesday, November 18, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEU Title: Video Self-Modeling Speaker: Dr. Tom Buggie Dr. Buggie worked in the field of special education as a teacher and supervisor in the US and Canada prior to receiving his PhD. in Early Intervention from Penn State University. He was the primary investigator on numerous grants, provided technical assistance to schools and families in the areas of inclusion, assistive technology, positive behavior supports, early intervention, and school reform. He also was instrumental in establishing the Access Center for Technology, the first ATA accredited assistive technology center located on a university campus. In 2007 he was appointed Siskin Chair of Excellence in Early Intervention at the University of Tennessee at Chattanooga where he focused on his line of research in Video Self-Modeling (VSM), which he has been researching since 1993. In 2009 he published the first book on VSM "Seeing is Believing."</p> |

Description: Video Self-Modeling (VSM) is an effective, research-based, positive intervention to address deficits in academic, functional, and behavioral areas. Video Self-modeling is a technique in which you edit video footage of the child exhibiting an ability or skill slightly beyond his present functioning or in a more appropriate manner. Thus, the child becomes both the observer and the model. Tablets and smartphones can be used to make and edit videos for VSM where students increase their performance by watching videos that show positive images of themselves. VSM is effective with children with all types of disabilities/abilities and ages (except for children under 2). Besides improving acquisition of skills, generalizing skills across situations and behaviors with a lasting maintenance effect.

This presentation will be in mixed format. The first part of the day will be a presentation of research, theory, and examples will be provided in a multimedia format. The second part of the day will be hands on with participants creating and editing their own videos. Participants should come with their smartphone, tablet, or laptop. The device should have video recording capability and some type video editing application. Additionally, participants should come with short clips of videos of friends and family that can be used for video editing.