

	<p><b>Exceptional Children General Conference</b></p> <p>The Exceptional Children Division of the North Carolina Department of Public Instruction, through its strategic plan, is committed to increasing the performance of students with disabilities, thereby enhancing their ability to graduate and achieve productive post-secondary outcomes. It is critical that all who have a stake in impacting the lives of our students – parents/families, special education teachers, related service personnel, psychologists, regular education teachers, administrators – collaborate to help them thrive each day and into the future.</p> <p><b>Description:</b> <i>Self-Assessment: A Journey of Change</i> is the theme of the 66<sup>th</sup> Conference on Exceptional Children, North Carolina’s largest gathering of educational professionals and parents of children with disabilities. The Exceptional Children Division is pleased to invite colleagues from across the state to join us for this annual synergistic event to share and learn about innovations and exciting practices to help exceptional children achieve. Please join us for numerous enriching activities: an uplifting Plenary Session with inspiring keynote presentation, more than 90 informative Instructional Sessions covering the broad spectrum of exceptional children education, the Teachers of Excellence reception honoring outstanding North Carolina special educators, a Poster Display of innovative programs and practices, the School-Based Enterprise Bazaar showcasing products being created and marketed by North Carolina Public School students with disabilities, and an Exhibitor/Vendor area that offers interactions with organizations and companies specializing in serving exceptional children. Come be an integral part of this annual gathering in Greensboro of more than 3,000 professionals and parents, all working together to improve educational outcomes for all students!</p> <p><b>Target Audience:</b> Parents/Families, Special Education and General Education Teachers, Related Service Personnel, Psychologists, Special Education and General Education Administrators.</p> <p><b>Time:</b> Wednesday, November 9, 8:00 am – 4:30 pm; Thursday, November 10, 8:30 am – 12:30 pm</p> <p><b>Contact Hours:</b> 10 contact hours / 1.0 CEU</p>

	<b>Pre-Conference Institutes</b>
<b>Administrators</b>	<p><b>Title:</b> Exceptional Children Program Administrators and Coordinators Institute  <b>Speakers:</b> George Batsche, EdD; Cindy Corcoran, MA, EdD; Stacy Gahagan, JD.  <b>Description:</b> The Exceptional Children Program Administrators and Coordinators Institute and strand will begin on Tuesday evening with a special Town Hall Meeting lead by the State Director of the Exceptional Children Division, Bill Hussey. Updates will be shared regarding the EC Divisions’ efforts toward ensuring the provision of customized support to LEAs for improving outcomes for students with disabilities. Comments and questions from participants will be welcomed. The Town Hall meeting will be followed by a special Administrators’ Reception for all EC Directors and Coordinators registered for the Administrators’ Institute. Heavy hors d’oeuvres will be served and participants will have the opportunity to network with other EC Directors and Coordinators, as well as the EC Division staff.</p> <p>On Wednesday, November 9, from 1:00 pm to 4:30 pm, Dr. George Batsche will kick off the Administrators’ strand with a session entitled, The Role of District and School Administrators in the Implementation of SLD Eligibility, Part I and Part II. Dr. Batsche is a Professor and Director of the Institute for School Reform and Coordinator of Graduate Programs in School Psychology at the University of South Florida in Tampa. He is also the Director of Florida Statewide Problem Solving/RtI Technology/UDL, and Student Support Services for the Florida Department of Education. He currently holds the position of Vice-Chair of the Professional Advisory Board for the National Center for Learning Disabilities (NCLD). Dr. Batsche co-directs the Florida Multi-tiered System of Supports statewide. This session will benefit Special Education and General Education Administrators as they prepare for the implementation of SLD eligibility within an MTSS framework.</p> <p>On Thursday from 8:30 am to 10:00 am, Dr. Cindy Corcoran, Assistant Superintendent of Student Services; and Charles Perkins, Assistant Superintendent of Curriculum and Instruction in Rockingham County Schools, will present a session entitled Do Away with the Silos: Build a Framework for Collaborative District Level Teams. As LEAs focus on implementation of plans for improving outcomes for students with disabilities, collaborative district teams are essential. This presentation will focus on ways to successfully tear down silos and build collaborative teams of trust and cooperation.</p> <p>The final session on Thursday, from 10:45a.m. to 12:15 p.m., will be presented by Stacey Gahagan of The Gahagan Law Firm. In this presentation, Why Parents Call Us, Stacey will review types of issues that cause parents to seek out an attorney. The presentation will cover the most common compliance issues in school districts, how schools can maintain good working relationships with parents, and how to rebuild broken trust.</p> <p><b>Target Audience:</b> General Education and Special Education Administrators  <b>Time:</b> Tuesday, November 8, 4:00 pm – 7:00 pm; Wednesday, November 9, 1:00 pm – 4:30 pm; Thursday, November 10, 8:30 am – 12:15 pm  <b>Contact Hours:</b> 12 contact hours / 1.2 CEUs</p>
<b>Autism &amp; Occupational Therapy</b>	<p><b>Title:</b> Sensory Processing &amp; Repetitive Behaviors: What’s the Impact on Educational Performance?  <b>Speaker:</b> Brian A. Boyd, Ph.D.  <b>Description:</b> This day long institute is designed to build capacity for teachers and therapists in addressing sensory processing differences that adversely affect academic and functional performance in students with autism. Repetitive behaviors will serve as the primary focus in exploring: evaluation and identification of sensory processing differences in students with autism; evidence-based interventions for addressing</p>

sensory differences that adversely impact academic and functional performance; monitoring the effectiveness of specially designed instruction and interventions for repetitive behaviors; and, designing/implementing appropriate sensory-processing focused accommodations and modifications to support students with autism in the general education setting. Participants will learn how to assess the origin/purpose/function of the repetitive behaviors, when/if are there acceptable ways for the behavior to occur, and what might be viable alternatives to the repetitive behavior.

**Objectives -** Participants will:

1. Understand and analyze the educational impact of repetitive behaviors and sensory processing in ASD.
2. Understand and apply EBP for sensory processing/repetitive behaviors for students with ASD.
3. Understand how to collect assessment data for the purpose of designing individualized interventions.
4. Understand how to use student performance data to make instructional decisions.

**Target Audience:** General Education and Special Education Teachers, Related Service Providers and Administrators

**Time:** Tuesday, November 8, 9:00 am – 4:00 pm

**Contact Hours:** 6 contact hours / .6 CEUs

**Behavior**

**Title:** Mindset, Resilience and Grit = 3 Pieces to the Academic Puzzle

**Speaker:** Tara M. Brown, M.Ed.

**Description:** The mindset of youth plays a huge role in their motivation, effort and ultimately, achievement. Stanford professor Carolyn Dweck's powerful research on the Growth vs. Fixed Mindset is a key to helping adults help students redefine how they view success and how to reach it. Many kids believe intelligence is set in stone (Fixed) and if they have to study or struggle with a concept, it means they aren't smart. They think that intelligence = success as opposed to sustained effort = success. This session will help teachers and support staff understanding how to help students reframe their thinking, increase their efficacy, and embrace a growth mindset that will increase their resiliency, self-confidence and belief in their ability to control outcomes/achievement.

**Objectives -** Participants will:

1. Describe characteristics of both Growth and Fixed Mindsets.
2. Explain internal dialogue and how it shapes ones reality.
3. Understand the importance of teaching basic brain science to kids.
4. Understand neuroplasticity-what it is and implications for students.
5. List steps to begin changing a student from a fixed to growth mindset.
6. Reframing student's view of challenges, failure, obstacles, learning and success.

**Target Audience:** Administrators, Teachers, Paraprofessionals, Counselors

**Time:** Tuesday, November 8, 9:00 am – 4:00 pm

**Contact Hours:** 6 contact hours / 06 CEUs

**Mathematics**

**Title:** Mathematics: Explicit Instruction

**Speaker:** Bradley Witzel, Ph.D. Professor, Winthrop University

**Description:** This institute is aimed at upper elementary and middle school teachers who are providing specialized instruction to students experiencing difficulty in mathematics. The session will focus on the elements of explicit instruction, following a concrete-representational-abstract sequence. Intervention activities for multiplication (grades 4-6 intervention) and fractions (grades 5-8) will be modeled. In addition, participants will practice task analysis and developing formative assessments to inform the delivery of the intervention.

	<p><b>Objectives</b> - Participants will:</p> <ul style="list-style-type: none"> <li>• Understand the role / purpose of explicit instruction in mathematics (e.g., when and why it should be used).</li> <li>• Understand and Apply the critical elements of explicit instruction.</li> <li>• Understand the content that should be covered in supplemental / intensive instruction (the common content areas that students in grades 4-8 struggle with).</li> <li>• Observe models of explicit instruction and apply the CRA sequence of instruction for whole and rational numbers.</li> </ul> <p><b>Target Audience:</b> EC Teachers, EC Administrators  <b>Time:</b> Tuesday, November 8, 9:00 am – 4:00 pm  <b>Contact Hours:</b> 6 contact hours / 06 CEUs</p>
<p><b>Parent Engagement</b></p>	<p><b>Title:</b> Parent Liaisons and Parent Advisory Councils as Family Engagement Tools  <b>Speakers:</b> Heather Ouzts and Mary LaCorte  <b>Description:</b> <i>This session aligns with the LEA Self-Assessment Practice Profile- Core Element 1: Policy, Compliance and Monitoring and Core Element 6: Communication and Collaboration.</i> Participants will identify effective strategies for establishing, coordinating and maintaining the Parent Liaison role and/or Parent Advisory Councils in the LEA. Examples of how to utilize parent liaisons/parent advisory councils to engage both families and LEAs in meaningful ways to support positive outcomes for students, increase family engagement, and improve compliance will be provided. Participants will receive information and tools to support the development of a parent liaison role and/or parent advisory councils in their LEA and the establishment of a statewide network of parent liaisons, advisory councils, and family engagement resources.</p> <p><b>Objectives</b> - Participants will:</p> <ol style="list-style-type: none"> <li>1. Identify the key elements and tools of incorporating parent liaisons and/or parent advisory councils in LEAs.</li> <li>2. Establish a statewide network of LEAs using parent liaisons, advisory councils, and other family engagement resources.</li> </ol> <p><b>Target Audience:</b> EC Directors, Program Specialists, EC Coordinators, Parent Liaisons  <b>Time:</b> Tuesday, November 8, 9:00 am – 4:00 pm  <b>Contact Hours:</b> 6 contact hours / .6 CEUs</p>
<p><b>Physical Education</b></p>	<p><b>Title:</b> Including Every Student in Physical Education  <b>Speaker:</b> Barbara Meleney, NBCT, CAPE and Lara Brickhouse, MAED, CAPE  <b>Description:</b> This Adapted Physical Education (APE) Institute will provide physical educators and their collaborators (EC teachers, related service providers, administrators, parents) with the approach and resources to instruct students with a variety of disabilities in physical education. All participants should be dressed for active participation. No one has the complete knowledge and materials to address every unique need. But we start by understanding the student, the disability and the task to determine modifications, adaptations and supports as needed until safe and successful participation in the least restrictive environment is achieved. The majority of the session will be active participation, case-based learning with small group discussion, punctuated with brief lecture to provide participants with expertise and resources. Participants will experience the collaborative process, through a wide variety of teaching modules, to learn how to best include students with disabilities in his/her least restrictive environment in physical education.</p> <p><b>Objectives</b> - Participants will:</p> <ol style="list-style-type: none"> <li>1. Establish capacity at the LEA and/or school level for a compliant APE program.</li> <li>2. Understand expectations for an APE program and how to implement services given available</li> </ol>

resources.

3. Demonstrate inclusive teaching strategies for PE.

4. Understand how to problem-solve specific situations to include all students in PE.

**Target Audience:** Physical Educators; APE Specialists; Special Education Teachers, Related Service Providers-PT, OT, SLP; Administrators/EC Directors

**Time:** Tuesday, November 8, 9:00 am – 4:00 pm

**Contact Hours:** 6 contact hours / .6 CEUs

**Related Service Providers & Transition**

**Title:** The Role of Related Service Providers Supporting Student Transition to Adulthood

**Speaker:** Toni Doty PT, PhD, PCS

**Description:** This comprehensive transition course is designed to give therapists the tools to become active members of high school transition teams. Utilizing case studies and small group work, this course will begin with an overview of best and promising practices in transition for students with intensive support needs. Evaluation methods for high school students will be explored in order for therapists to provide meaningful evaluations which promote successful transition to postsecondary education, adult living, and employment. A detailed look at critical components of an evaluation, published tools available, and practical methods to structure data gathering will be discussed.

Interventions, team processes, and student self-determination which promote movement to postsecondary education, adult living, and employment will be discussed. Using the ICF model and professional resources (e.g. Guide to Physical Therapy Practice, OT Practice Framework and ASHA Transition Resources for the SLP); this presentation reviews the evidence supporting therapist involvement on the transition team.

This interactive presentation will combine lecture and small group discussion/brainstorming. An actual “case study” will be integrated through each topic of the day to illustrate the evidence presented, from the perspective of a student and family as they move through the transition process. Two cases will be provided:

1. A student with significant or complex disability completing a life skills curriculum along with supported employment, and
2. A student with physical disabilities who is transitioning to college.

Participants will work in dyads or small groups to plan assessment, Individual Transition Plan (ITP) and service delivery to support student goals. Multidisciplinary groups are encouraged and may choose to bring their own case to work on from home. Whole group discussion will follow case work to emphasize key elements, factors and resources utilized, share brilliant approaches and problem solve specific issues.

**Objectives** - Participants will be able to:

1. Describe the essential elements and promising practices of IDEA (2004) and how they apply to related service providers.
2. Describe current evidence promoting successful transition and roles for related service providers.
3. Identify practical ideas for evaluation, IEP process and intervention during the transition process, using the ICF and professional practice guides as frameworks.
4. Illustrate transition team planning, family support, interagency collaboration, and role of therapists in the transition process.
5. Integrate lecture information into a group case study to determine appropriate evaluations and interventions.
6. Participants will also make a personal action plan for the remainder of the school year following the conference, signed by a colleague who agrees to check back about meeting the action plan.

**Target Audience:** Related Service Providers-PT, OT, SLP, School Nurse, Audiologist, Interpreters, etc.; Special Educators; Special Education Teachers, APE Specialist; Compliance

	<p>or Transition Specialist; Parents/Students/Families.  <b>Time:</b> Tuesday, November 8, 9:00 am – 4:00 pm  <b>Contact Hours:</b> 6 contact hours / .6 CEUs</p>
<p><b>School Leaders and Special Education</b></p>	<p><b>Title:</b> What Every School Leader Needs to Know about Special Education  <b>Speakers:</b> Melvin Diggs, M.Ed., PMC; Bill Elvey, MS; Leigh Mobley, M.Ed., MSA and Charlotte Holmes, MSA  <b>Description:</b> The school administrator is critical to students with disabilities, whether in the role as the LEA representative at the IEP meeting, administering discipline, or being the instructional leader of the school, charter, or district. This institute will discuss special education requirements, including referrals, evaluations, IEP implementation and discipline and school administrator involvement, both at an individual student level and for all students with disabilities. The institute will share effective procedures, preventative practices and problem solving difficult special education situations. This presentation will describe how to create a culture of respect towards parents and compliance in your school or district which is essential to establishing and maintaining successful outcomes. The participants will be encouraged to share their ideas and experiences through hands-on activities.  <b>Objectives -</b> Participants will:  1. Analyze current policies and procedures regarding students with disabilities, including referrals, implementation of IEPs, and discipline.  2. Discuss effective practices for administrative oversight of EC programs at the building level, including the role of the LEA representative.  3. Identify effective strategies for planning and organizing master calendar to meet the needs of students with disabilities.  4. Review various protocols, procedures and practices used at the building level to ensure compliance, successful outcomes and a positive culture for teachers, parents and students with disabilities.   <b>Target Audience:</b> School Administrators, including Principals and Assistant Principals  <b>Time:</b> Tuesday, November 8, 9:00 am – 4:00 pm  <b>Contact Hours:</b> 6 contact hours / .6 CEUs</p>
<p><b>School Psychology</b></p>	<p><b>Title:</b> Ensuring Quality and Consistency in Evaluation and Identification Practices  <b>Speaker:</b> Lynn Makor, M.A., CAGS  <b>Description:</b> The evaluation is the initial step in a process that leads to design and delivery of special education services for students who are identified as requiring them. The information collected through a quality evaluation should serve as a guide for IEP Teams in determining present levels of academic and functional performance, appropriate IEP goal development and schedules of progress monitoring.   Despite the differences that exist across districts and charter schools, the practitioner skills involved in gathering, synthesizing and conveying evaluation information to IEP Team members (including parents) must meet a threshold of quality. It is also necessary to ensure that from one area of the state to the next, that the evaluation practices that exist meet a threshold of consistency.   Through this interactive institute, the successive process of special education evaluation will be reviewed, beginning with the initial referral. Analysis of the information brought forward that leads to the referral will be discussed as the basis for sound evaluation decision-making practices. Within the evaluation process, participants will review professional guidelines and recommended practices that need to be adhered to with every evaluation. Through hands-on examples, participants will then utilize a structured framework in synthesizing the multiple sources of data collected within the evaluation. Drawing from professional and ethical guidelines, participants will then</p>

	<p>review and discuss important considerations when conveying evaluation information to IEP Team members. Application of skills in eligibility documentation will serve as the final step of this successive process.</p> <p>Practitioners will be encouraged to bring their own, challenging examples to work from during this interactive institute. Additionally, case reviews will also be provided and facilitated by the presenter.</p> <p><b>Objectives -</b></p> <ol style="list-style-type: none"> <li>1. Through a review of federal and state requirements, as well as professional practice guidelines, participants will learn IDEA evaluation and eligibility requirements, as applied to the 14 disability classifications.</li> <li>2. Through facilitated discussion and practice, participants will apply effective strategies in data collection and organization in order to structure the reporting of evaluation results.</li> <li>3. Through the use of a structured framework, participants will apply federal and state and regulations within this framework to synthesize all relevant data in a meaningful manner in order to guide effective and appropriate eligibility decision-making.</li> </ol> <p><b>Target Audience:</b> School Psychologists  <b>Time:</b> Tuesday, November 8, 9:00 am – 4:00 pm  <b>Contact Hours:</b> 6 contact hours / .6 CEUs</p>
<p><b>Secondary Transition</b></p>	<p><b>Title:</b> Secondary Transition Institute  <b>Speaker:</b> Multiple speakers from LEAs, NC DPI, other State Agencies, and IHEs.  <b>Description:</b> Over the course of the day, attendees will participate in a variety of topics that are designed to provide strategies and tools for improving transition planning through the use of transition assessment data. Topics will include rich content, thought-provoking ideas, and discussion about current trends and issues. Participants 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. Participants will generate ideas and update their school-based strategic plan to improve transition compliance and program quality.  <b>Objectives-</b> Participants will be able to:</p> <ol style="list-style-type: none"> <li>1. List available resources and strategies for selecting appropriate transition assessments.</li> <li>2. List two (2) methods for conducting and analyzing transition assessment data.</li> <li>3. Utilize transition assessment data for development of appropriate and individualized transition plans.</li> </ol> <p><b>Target Audience:</b> Secondary Transition Coordinators and High School EC Teachers  <b>Time:</b> Tuesday, November 8, 9:00 am – 4:00 pm  <b>Contact Hours:</b> 6 contact hours / .6 CEUs</p>
<p><b>SLD &amp; MTSS</b></p>	<p><b>Title:</b> Building District Capacity: Implementation of SLD Eligibility in a MTSS Model  <b>Speaker:</b> George Batsche, Ed.D.  <b>Description:</b> This institute is designed for 3-5 member district level implementation <u>teams</u> composed of cross-departmental members, including the LEA Exceptional Children Director responsible for the implementation of MTSS. This institute will focus on the district and school level structures and resources necessary to implement SLD eligibility within an MTSS model. Team planning will be incorporated throughout the institute addressing the following three questions:</p> <ol style="list-style-type: none"> <li>1) What do we have in place already?</li> <li>2) What must we modify or “give up” to implement with fidelity?</li> <li>3) What must we add and support?</li> </ol> <p><b>Objectives -</b> Participants will</p>

	<ol style="list-style-type: none"> <li>1. Describe the rationale and research underlying an instruction-focused model of determining eligibility for SLD.</li> <li>2. Describe general and specific requirements for SLD eligibility in IDEA and NC <i>Policies</i>.</li> <li>3. Align the general and specific requirements for SLD eligibility with a comprehensive balanced assessment system.</li> <li>4. Align the critical components of a multi-tiered system, problem-solving and RtI to eligibility requirements and effective instructional practices through a layered system of support.</li> <li>5. List necessary district and school level infrastructures to implement a SLD eligibility system in an MTSS instructional model.</li> </ol> <p><b>Target Audience:</b> LEA <u>teams</u> of EC Director, School Psychology Lead or equivalent, District MTSS Coordinator or other general education equivalent</p> <p><b>Time:</b> Tuesday, November 8, 9:00 am – 4:00 pm</p> <p><b>Contact Hours:</b> 6 contact hours / .6 CEUs</p>
<p><b>Speech-Language</b></p>	<p><b>Title:</b> Power of Narratives: Dynamic Assessment and Multi-Tiered Language Intervention</p> <p><b>Speaker:</b> Douglas B. Petersen, CCC-SLP, Ph.D.</p> <p><b>Description:</b> This seminar will make a strong case for the current, pressing need our public schools have for a greater focus on oral language progress monitoring and multi-tiered systems of language support, and will highlight the SLPs role in this process as a language expert. This hands-on seminar will provide an overview of and offer specific training on oral narrative progress monitoring tools and multi-tiered narrative-based language intervention procedures that can be used by a single SLP for his or her caseload, or for an entire school district.</p> <p><b>Objectives</b> - Participants will:</p> <ol style="list-style-type: none"> <li>1. Explain why narrative assessment is suitable for progress monitoring.</li> <li>2. Provide a rationale for using narratives in intervention.</li> <li>3. Deliver narrative intervention in large group, small group, and individual procedures.</li> <li>4. Explain the core instructional principles of narrative intervention.</li> <li>5. Explain and demonstrate how to differentiate reading comprehension and decoding difficulty.</li> </ol> <p><b>Target Audience:</b> Speech-Language Pathologists AND General and Special Education Teachers with whom they collaborate!</p> <p><b>Time:</b> Tuesday, November 8, 9:00 am – 4:00 pm</p> <p><b>Contact Hours:</b> 6 contact hours / .6 CEUs</p>
<p><b>VI</b></p>	<p><b>Title:</b> Unified English Braille for Math &amp; Technical Materials</p> <p><b>Speakers:</b> Julie Bardin, Ph.D.</p> <p><b>Description:</b> The 2015-16 school year was the first year students using and learning braille code for reading and writing (currently English Braille American Edition, EBAAE) will begin learning Unified English Braille (UEB) as mandated by the Braille Authority of North America. In accordance with North Carolina’s five-year transition timeline, continued training in UEB rules, symbols and teaching strategies will be offered to teachers of students who are Visually Impaired, Braillists, and Transcriptionists to support the transition to UEB. This institute will provide instruction, opportunities to read and produce math, science, and technical materials using UEB, and share instructional strategies teachers can use with their students.</p> <p><b>Specific Outcomes:</b> This workshop will briefly review information and materials presented in previous UEB trainings facilitated by the EC Division at NC DPI during the 2015-2016 school year. Attendees will participate in hands-on practice with reading and writing brailled math, science and technical materials using the Unified English Braille Code and developing instructional activities to use with their braille reading and writing students.</p> <p><b>Objectives</b> - Participants will:</p> <ol style="list-style-type: none"> <li>1. Review basic principles and rules for UEB.</li> </ol>

2. Read sample math, science, and technical materials transcribed using Unified English Braille Code.
3. Transcribe sample math, science, and technical educational materials using Unified English Braille Code.
4. Collaborate to develop activities to teach Unified English Braille Code to students on their caseload.
5. Discussion and resource information regarding transcription of math, science and technical materials in braille.
6. Access and discuss new resources for UEB instruction and materials.

**Target Audience:** Teachers for the Visually Impaired, Certified Orientation & Mobility Specialist, Brailleists

**Time:** Tuesday, November 8, 9:00 am – 4:00 pm

**Contact Hours:** 6 contact hours / .6 CEUs