

	<p>Exceptional Children General Conference</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>Description: <i>Prescriptive Instruction: The Key to Proficiency</i> is the theme of the 67th 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 Educators 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>Target Audience: Parents/Families, Special Education and General Education Teachers, Related Service Personnel, Psychologists, Special Education and General Education Administrators.</p> <p>Time: Thursday, November 16, 8:00 am – 4:30 pm; Friday, November 17, 8:30 am – 12:30 pm</p> <p>Contact Hours: 10 contact hours / 1.0 CEU</p>
	<p>Pre-Conference Institutes Wednesday, November 15, 2017, from 9:00 am – 4:00 pm .06 CEUs / 6 Contact Hours</p>
<p>#1 Administrators</p>	<p>Time: Wednesday, November 15, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEUs Speaker(s): Carolyn Waller, Attorney, Tharrington & Smith; Bill Hussey, State Director of Exceptional Children Division; Maura O’Keefe, Attorney, Tharrington & Smith; Matt Hoskins, NC DPI Data Analyst and Implementation Specialist; and David Thompson, Director of Student Services,</p>

Buncombe County Schools.

Description:

The Exceptional Children Program Administrators' and Coordinators' Institute is designed to address various topics that are critical to ensuring appropriate service delivery for students with disabilities in North Carolina schools. The morning session will focus on legal issues related to serving students with disabilities. NC Attorney, Carolyn Waller and State Director, Bill Hussey will share a presentation on *Conflict and Resolution in North Carolina, A Year in Review*. This presentation will provide an overview of the nature of formal conflict resolution over the past twelve months. In addition, Ms. Waller and Maura O'Keefe, of Tharrington Smith law firm will present *Private School Pop Quiz: Do you know when your district's obligations start and stop when it comes to private school students?* This session will explore a host of issues that crop up for districts in relationship to private school students.

The afternoon session will focus on *hot topics* related to addressing the unique needs of students in our schools. NC DPI consultants will provide an overview of the work of the School Mental Health Initiative (SMHI). The SMHI is a multi-disciplinary partnership whose work centers on the adoption and implementation of policy and legislation to positively impact mental health practices and outcomes in the school setting. After conducting a state-wide environmental scan the SMHI developed a report and recommendations leading to adoption of State Board of Education Policy SHLT-003. This session will summarize the policy implications, the current work of the SMHI to support the policy, and available implementation resources.

Instructional sessions will be followed by the annual *Town Hall Meeting* (4:15 – 5:30) led by the State Director of Exceptional Children Programs, Bill Hussey. Updates will be shared regarding EC Divisions initiatives and the continued work toward providing customized support to LEAs for improving outcomes for students with disabilities. Comments and questions from the field will be welcomed. After the Town Hall Meeting, a special reception (5:30 – 7:00) will be held for all EC Directors and Coordinators registered for the Administrators' Institute.

The Administrators' Institute is limited to Exceptional Children Directors and Exceptional Children Coordinators.

#2 Replacing Severe Behavior with Functional Communication

Time: Wednesday, November 15, 9:00 am – 4:00 pm

Contact Hours: 6 contact hours / .6 CEUs

Speaker (s): Jason C. Traveres, PhD, BCBA-D

Description:

Students with autism and other developmental disorders often use behavior to convey their wants and needs, and often inappropriate behavior is the most effective means of achieving a desired outcome. If special education and related professionals are able to recognize the purpose, or function, of problem behavior, they may more effectively intervene. This institute will introduce underlying concepts related to a functional communication training, an evidence-based practice, in ways that directly relate to classroom experience. Methods for meeting the learner's needs to prevent severe behavior, teach

	<p>skills to replace problem behavior, and reinforce appropriate behavior. Individuals or groups/teams will begin designing an intervention for one of their students during the institute using procedures presented.</p>
<p>#3 Growing Behavior Support: From Vision to Practice</p>	<p>Time: Wednesday, November 15, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEUs Speaker(s): Sarah Barton, MS; Adam Parent; Emily Harris</p> <p>Description: “Growing Behavior Support: From Vision to Practice” will highlight the overhaul of the Henderson County Public School’s Behavior Support Division. Presenters will review strategic planning sessions with stakeholders to gain buy-in for program changes, in addition to concretely defining the behavior referral process for schools. Presenters will explore universal supports for schools including professional development on trauma and autism spectrum disorders, as well as a district wide behavior intervention Google folder. Presenters will provide a wide array of various behavior intervention plans to target specific student needs. Presenters will use technology to demonstrate data tracking tools. Additionally, presenters will connect the use of research-based social/emotional curriculums within this framework. Finally, presenters will engage participants in group recreation activities at scheduled intervals throughout the presentation. This interactive day will provide participants with activities, interventions and ideas that can easily be applied to their classrooms and programs.</p>
<p>#4 Addressing Word-level Written Expression Difficulties with an MTSS Framework</p>	<p>Time: Wednesday, November 15, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEUs Speaker(s): Beth Gilchrist, DPI Literacy Consultant; Lauren Holahan, DPI Consultant for Occupational Therapy, MSDT</p> <p>Description: Producing written work is one of the most complex tasks—or occupations—students do at school. Dysgraphia is often considered synonymous with a Specific Learning Disability in written expression, which is a sophisticated set of synchronized motor and information processing skills. Dysgraphia can manifest in difficulties with spelling, writing conventions (e.g., grammar, punctuation), handwriting legibility and speed, and/or putting thoughts on paper. Because of this multifaceted and varied presentation, dysgraphia is not an adequate/one-size fits all description of unique student need. A student who has not responded to general education interventions for writing may require specially designed assessment, instruction, and accommodations to learn to be a proficient writer. This session will investigate the characteristics of dysgraphia, diagnostic assessment practices, and evidence-based instructional approaches for students struggling with written expression.</p>
<p>#5 Planning and Intervening for Long-term Function and Motor Outcomes</p>	<p>Time: Wednesday, November 15, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEUs Speaker(s): Carlo Vialu, PT, MBA</p> <p>Description: Morning - The annual nature of the IEP, while addressing student's immediate</p>

needs, can inadvertently deemphasize long-term planning. Despite IDEA stating that 'special education...prepare [students] for further education, employment and independent living,' the IEP Team often finds itself designing goals and interventions only for the coming year. Consequently, the student's participation in meaningful community pursuits are left off until graduation is imminent. This session offers a concrete, practical approach to prognosis and long-term planning, viewing the student as an active community member. Participants will learn how the educator or therapist, with the IEP Team, can start early to make progress towards and achieve long-term goals.

Afternoon - Generalization of skills is required for students to participate successfully throughout the school day with peers. Adherence to motor learning principles (MLPs) has been demonstrated to facilitate generalization of motor skills, as well as permanent neurological changes, including: stimulation of growth, activity and interconnections within the brain. However, questions have been raised about the applicability of research, focused on adults and athletes, to our student population. The most current research findings will be discussed with emphasis on: verbal instruction, demonstration, feedback, motor imagery, variability, frequency, specificity, salience and self-controlled practice. Participants will learn how to incorporate these principles into interventions, physical education and daily routines to promote generalization of skills and improve participation at home, in school and in the community. Case studies will be employed to ensure knowledge gained can be translated into real-life practice.

The target audience for this professional learning includes: special educators, instructional staff, PE teachers, APE specialists and related service providers.

#6 Using Transition Assessment Data to Guide Planning and Decision Making

Time: Wednesday, November 15, 9:00 am – 4:00 pm

Contact Hours: 6 contact hours / .6 CEUs

Speaker(s): Selected Speakers from LEAs throughout the State

Description:

Over the course of the day, attendees will participate in a variety of topics that are specific to using transition assessment data to develop post-secondary goals, select transition services, and support IEP annual goals. Each topic is designed to provide strategies and tools for improving transition planning and 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 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. Selected speakers from LEAs throughout the state will share their tried and true strategies for using transition assessment data to identify the student's post-secondary goals, determine necessary transition services, and align supports with the IEP annual goals. Participants will utilize a template to record resources and strategies shared during each of the topics. The result will be a reference guide to assist teachers in the development of more thoughtful and individualized Secondary Transition Plans.

<p>#7 Functional Assessments – A Key to IEP and Instructional Decision Making</p>	<p>Time: Wednesday, November 15, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEUs Speaker(s): Tanni Anthony, PhD</p> <p>Description: Students with significant disabilities, like all learners, benefit from authentic assessment practices. The challenge is ensuring that the assessment tools and practices are meaningful to this highly diverse population. It is critical to find tools that provide insight into the interaction between a learner’s disabilities, his or her environment, and demands placed upon the learner. Functional assessments work to fill this void. The focus of this institute will be on functional sensory, communication, and general cognitive assessments for K-12 learners with significant intellectual disabilities including those with deaf/blindness. Specific examples and strategies will be presented on selecting and implementing functional assessments using a team approach. Information will be shared on using assessment data to create a meaningful profile of learner characteristics to build an IEP and design effective instructional interventions.</p>
<p>#8 Adolescent Literacy: Planning, Implementation and Follow Through</p>	<p>Time: Wednesday, November 15, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEUs Speaker(s): Pam Leitzell, MA, SIM Professional Development Leader; Elizabeth Gibbs, PhD</p> <p>Description: States and districts must confront the college- and career-readiness gap by improving literacy education for all students. In a recent 2016 report from the Alliance for Excellent Education, it was reported that many of the more than 700,000 students who leave U.S. high schools each year without a diploma have low literacy skills. However, a school-wide approach to building adolescent literacy levels is complex, and developing an effective plan for supporting the reading and writing needs of adolescent learners can be challenging. This session is designed to help school or district teams develop a step-by-step approach to supporting and increasing the literacy levels of all students.</p> <p>During the presentation, teams will learn about six critical components of a school-wide approach to adolescent literacy, starting with the development of a literacy profile. The profile assists schools in identifying the literacy strengths and challenges within a school. This is an important first step in making decisions about instructional changes that may be needed. In addition, participants will discuss the importance of building a continuum of literacy supports and monitoring progress along the way. Supports for all levels of adolescent literacy will be discussed, and ideas for interventions will be shared. Lastly, teams will discuss ways to provide appropriate professional development and supports in the building plan.</p> <p>Teams should include representatives from district, building and classroom levels who have decision-making authority to support adolescent literacy. The session has embedded work to allow team members to develop their individualized plans. At the end of the session, teams should have a detailed framework for moving forward with literacy plans for their schools.</p>

<p>#9 Revisiting All Means All: Specially Designed Instruction within an MTSS</p>	<p>Time: Wednesday, November 15, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEUs Speaker(s): Dawn Miller, PhD</p> <p>Description: This institute will concentrate time on the notion of ALL students, specifically students with disabilities, and what specially designed instruction (SDI) means within a multi-tiered system of support (MTSS). Participants will explore opportunities to think about SDI and the implications on the evaluation process, and core, supplemental, and intensified supports. The day will be engaging, thought provoking, and action oriented. A multi-tiered system of support (MTSS) is an integrated and single system which supports the learning of all students. As district and school leadership teams mature in their implementation of an MTSS, it is critical that teams attend to the design and delivery of specially designed instruction across the system and examine outcomes for students with disabilities.</p> <p>An evaluation to determine eligibility and need for special education is a continuation of the problem-solving process. Within this, the foremost goal is to identify the SDI that will accelerate progress toward achievement of grade level standards. SDI is the vehicle by which to ensure that students with disabilities develop intellectually, physically, emotionally, socially, and vocationally through the provision of an appropriate individualized education program in the least restrictive environment. To accomplish this, general and special educators must share a culture of high expectations, collaboratively plan academic and behavioral strategies across levels of need and monitor student progress to ensure responsiveness to instruction and intervention.</p>
<p>#10 Co-Teaching: Calling All Administrators</p>	<p>Time: Wednesday, November 15, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEUs Speaker(s): Melissa Towery, M.Ed</p> <p>Description: School administrators are provided an overview of the service delivery model of co-teaching, practical tools used to give substantial support for both the general and special educators implementing co-teaching in their schools. Administrators will discuss considerations for the selection of staff and students for co-teaching, planning for implementation, scheduling, the importance of collaborative planning, the six approaches utilized in the classroom that enhance universal design for learning, and evaluation of effective co-teaching implementation.</p>
<p>#11 Coaching Basics: How to Avoid the “Implement and Abandon” Cycle through Quality Coaching</p>	<p>Time: Wednesday, November 15, 9:00 am – 4:00 pm Contact Hours: 6 contact hours / .6 CEUs Speaker(s): Carol Moffitt, M.Ed; Laura Marsden, M.Ed.</p> <p>Description: Coaching is a vital element of the Implementation Drivers within Implementation Science. This institute will examine the coaching basics for instructional coaches and teachers. Topics will include the</p>

research around the benefits of coaching as a means of building capacity. Participants will also explore the types of coaching as described by Joellen Killian's Five Models of Coaching. Additionally, participants will have an opportunity to learn the basics of the coaching continuum including coaching theory – individual coaching, group coaching, and peer coaching. The institute will identify the fundamentals and importance of goal setting including how to set goals with teachers and student development in mind. Another key element of this professional learning opportunity will include feedback including types of feedback, the feedback loop and use of in-ear-technology as a means for in-the-moment content and high impact strategy coaching. The target audience for this professional learning includes, Instructional Coaches, Administrator, Teachers, and Related Service Providers.

#12 ESSA = Every Student Supported and Active in Physical Education

Time: Wednesday, November 15, 9:00 am – 4:00 pm
Contact Hours: 6 contact hours / .6 CEUs
Speaker(s): Barbara Meleney, BS, CAPE, NBCT; Jolanda Hengstman, MAEd, CAPE, NBCT

Description:

This session provides physical educators and their collaborators with ideas and resources on how to make sure all students, including those with a variety of disabilities, are safe, successful, and enthusiastic about being physically active. When designing quality APE lessons we start by understanding the student, the disability and the task, then we adapt the curriculum, individualizing it for the student until we achieve a socially, emotionally and physically safe classroom environment that facilitates successful participation.

The majority of the institute will be case-based learning with a Make-It-Take-It component. Basic concepts such as universal design, integration of other content areas, connection to the Essential Standards for Physical Education, and lifetime physical activity choices will be an integral part of each case study. Participants will be guided through several projects to create equipment and teaching materials that will complement and enhance their physical education curriculum. The projects will include adapting existing equipment, using recycled materials, using equipment in a less conventional way, and visual supports. These projects will increase students' access to the activity, game and lesson. Resulting in ESSA: Every Student Supported and Active!

After each project has been completed, diverse and varied ways to use each will be demonstrated in an activity, game or lesson showing how it encourages student participation and increases skill development. Participants will experience the collaborative process and learn how to more successfully include students with disabilities in his/her least restrictive environment in physical education.

