



67th Conference on Exceptional Children – “Prescriptive Instruction: The Key to Proficiency”
Exceptional Children Division, North Carolina Department of Public Instruction
Koury Convention Center, Greensboro, NC

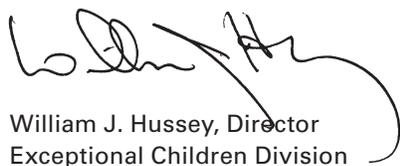
A Message from William J. Hussey, Director
Exceptional Children Division

Welcome to the 67th 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, ***Prescriptive Instruction: The Key to Proficiency***, guides us to reflect on what we do at all levels of instruction with our students to prepare them to be proficient in academic, behavior and transitional skills. The Division has focused at the District level to support strengths and needs of each LEA and Charter School to improve outcomes for students in special education across our state. This focus has guided the professional development and technical assistance that is offered by the Division and collaborative work among LEAs and Charter Schools within each of our regions. But to truly begin to show this needed proficiency, the changes have to happen at the school level, in individual classrooms and for each student. There must be a shift in thinking that students with disabilities are a part of all students. Instruction must be purposeful and intentional; standards must be addressed to aid students with disabilities to become proficient and successful. Students deserve to have the opportunity to become competent and confident in their knowledge and demonstration of skills.

This week you have the opportunity to experience some amazing sessions on how to continue to increase student growth and proficiency. There are strong, informative sessions and many opportunities to discuss, problem-solve and learn from each other. There are opportunities to network with other educators and share techniques or learn new approaches. There is also a wonderful plenary session and keynote address that will validate and inspire you as a professional in what you do each day for your students. Please also take time to visit the poster sessions on innovative practices in serving students with disabilities and then don’t miss the School-Based Enterprise Bazaar, to see students actively pursuing entrepreneurship and business. We hope you will also make time to visit our Exhibitor Connections to meet with vendors and organizations that believe in the education of exceptional children. And, please come to the *Educators of Excellence* reception to witness and honor these amazing educators from across North Carolina who are being recognized for making a difference in the lives of children in their individual LEAs/Charter Schools.

We hope you will find something that peaks your interest, or provides you with something that strengthens your instruction at this year’s Conference. 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

Prescriptive Instruction:

THE KEY TO PROFICIENCY

67TH CONFERENCE ON EXCEPTIONAL CHILDREN • NOVEMBER 15-17, 2017

CONFERENCE AT-A-GLANCE

TUESDAY, NOVEMBER 14, 2017

3:00 p.m. – 6:00 p.m. “Early Bird” Registration for Institutes (1st Floor near Food Court)

WEDNESDAY, NOVEMBER 15, 2017

7:30 a.m. – 1:00 p.m. Registration for Institutes (1st Floor near Food Court)

8:00 a.m. – 9:00 a.m. Breakfast with protein (provided for Institute attendees) 10

9:00 a.m. – 4:00 p.m. Institutes

11:45 a.m. – 12:45 p.m. Lunch (provided for Institute attendees) 10

4:15 p.m. – 5:30 p.m. Town Hall Meeting (Guilford B)

3:00 p.m. – 6:00 p.m. “Early Bird” Registration for EC Conference (1st Floor near Food Court)

5:30 p.m. – 7:00 p.m. EC Director/Coordinator Reception (Guilford B) 10

THURSDAY, NOVEMBER 16, 2017

7:00 a.m. – 4:00 p.m. Registration (1st Floor near Food Court)

7:30 a.m. – 8:30 a.m. Breakfast with protein (3rd Floor and 1st Floor near escalators) 10

7:30 a.m. – 5:30 p.m. Exhibitor Connections (3rd Floor)

7:30 a.m. – 5:00 p.m. Poster Displays (3rd Floor, Victoria Wing Hallway)

7:30 a.m. – 5:00 p.m. School-Based Enterprise Bazaar (Colony ABC)

8:15 a.m. – 9:30 a.m. Instructional Sessions 1 – 19

MY 1ST CHOICE: _____

MY 2ND CHOICE: _____

10:00 a.m. – 11:30 a.m. Plenary Session (Guilford ABC)

11:30 a.m. – 12:30 p.m. Lunch (Box lunch provided for conference attendees) 10

11:30 a.m. – 12:45 p.m. CEC Lunch Meeting (Location: Cedar - bring your box lunch) 10

1:00 p.m. – 2:30 p.m. Instructional Sessions 20 – 40

MY 1ST CHOICE: _____

MY 2ND CHOICE: _____

3:00 p.m. – 4:30 p.m. Instructional Sessions 41 – 62

MY 1ST CHOICE: _____

MY 2ND CHOICE: _____

6:30 p.m. – 8:00 p.m. Educators of Excellence Recognition (Guilford Ballroom – Enter through Guilford F) 10

FRIDAY, NOVEMBER 17, 2017

7:30 a.m. – 10:30 a.m. Registration (1st Floor near Food Court)

7:30 a.m. – 8:30 a.m. Breakfast with protein (3rd floor and 1st floor near escalators) 10

7:30 a.m. – 1:00 p.m. Exhibitor Connections (3rd Floor)

8:30 a.m. – 10:00 a.m. Instructional Sessions 63 – 84

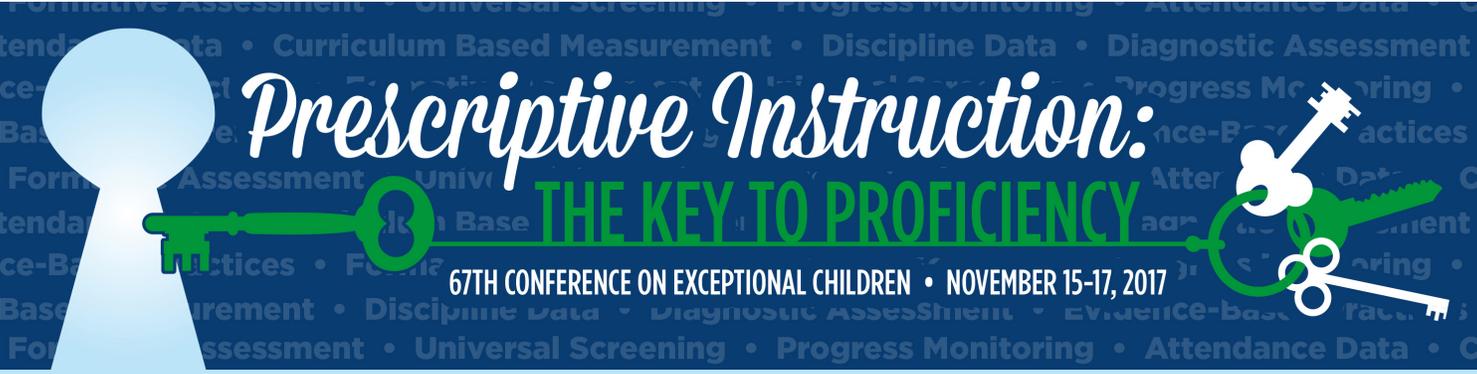
MY 1ST CHOICE: _____

MY 2ND CHOICE: _____

10:45 a.m. – 12:15 p.m. Instructional Sessions 85 – 106

MY 1ST CHOICE: _____

MY 2ND CHOICE: _____



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67TH CONFERENCE ON EXCEPTIONAL CHILDREN • NOVEMBER 15-17, 2017

GENERAL CONFERENCE INFORMATION

CONFERENCE REGISTRATION

Registration is open from 3:00 p.m. until 6:00 p.m. on Wednesday, and from 7:00 a.m. until 4:00 p.m. on Thursday (closed during Plenary Session) and 7:30 a.m. to 10:30 a.m. on Friday. No onsite registration will be available. The registration desk is located on the first floor of the Koury Convention Center near the Food Court.

INSTITUTES REGISTRATION

Participants attending both an Institute and the General Conference will receive both packets when they pick up their Institute Registration. For those participants only attending an Institute, registration will be open from 3:00 p.m. until 6:00 p.m. on Tuesday and from 7:30 a.m. to 1:00 p.m. on Wednesday. No onsite registration will be available. The registration desk is located on the first floor of the Koury Convention Center near the Food Court.

APP SUPPORT DESK

The App Support Desk is located on the first floor of the Koury Convention Center near the Food Court behind Registration. Staff will be there to assist with the use of the app, as well as have devices available for completion of the surveys if a participant decides not to download the app.

APP SUPPORT DESK HOURS

Tuesday, November 14, 2017	3:00 p.m. – 6:00 p.m.
Wednesday, November 15, 2017	7:30 a.m. – 6:00 p.m.
Thursday, November 16, 2017	7:00 a.m. – 6:00 p.m.
Friday, November 17, 2017	7:00 a.m. – 1:00 p.m.

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 hotel guests. Those attendees not staying at the hotel can purchase internet access on a daily basis from the hotel front desk. 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.

SEATING CAPACITY

The seating capacity of each session will vary depending on the room arrangement and size. We ask 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 outside each room that has reached maximum seating capacity. If the room fills to seating capacity, please attend an alternate session.**

GENERAL CONFERENCE INFORMATION

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 and Four Regular Instructional Sessions**. At the end of each session, participants will be given a **Check-In Code** that will be needed to complete a survey which will be open until 8:00 am of the following day. Each participant must complete and submit an online survey within the app for each session that they attended. **It is imperative that participants write down the Check-In Code for each attended session on your At-A-Glance conference planning insert.** This will serve as a record of your session attendance that will assist you in completing the session surveys.

At the completion of the Conference, a CEU certificate will be emailed to qualifying participants from NCDPI EC Division staff by December 1, 2017. Separate Certificates will be sent for Institute participation and General Conference participation. If a participant has not received their Certificate by December 1, 2017, they will need to contact the EC Division at 919-807-3969. **Certificates will not be provided after January 1, 2018.**

PUNCH CARD

Want the chance to win a free general conference registration for the 2018 conference? It's as easy as visiting the poster session displays in the hallway of the Victoria wing 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 eight punches, fill out the card with your contact information, and place the card in the designated receptacle at the App Support Desk. All cards must be in the receptacle by 11:00 am on Friday, November 17th, to be eligible for a free general conference registration for the 2018 conference.

SCHOOL-BASED ENTERPRISE BAZAAR

The School-Based Enterprise Bazaar will once again be a part of our EC Conference. Please stop by Colony ABC to support this year's featured school-based enterprises. Students and teachers have worked hard to create hand-crafted items that you won't want to miss. Plus, it's a great way to learn about school-based enterprise if your school is interested in starting one. Cash only. Available only on Thursday.

CEC MEETING

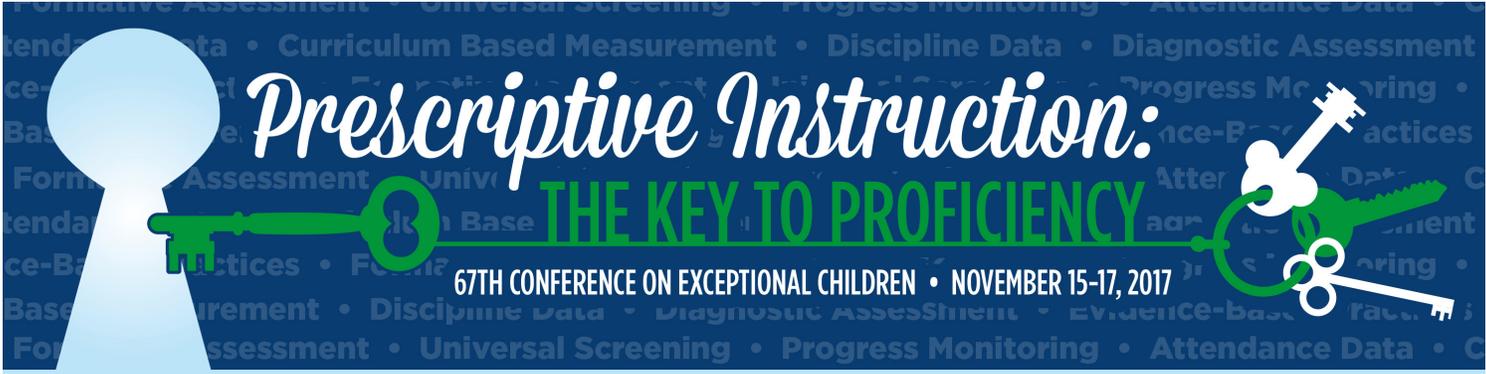
The North Carolina Council for Exceptional Children will have a general meeting from 11:30 a.m. – 12:45 p.m. on Thursday, November 16th, in the Cedar meeting room. Please bring your box lunch and join us.

NURSING MOTHERS

The Eastmoreland, Oyster Bay, and Riverdale rooms will be available during the Institutes and General Conference as a private space for nursing mothers. If you need access to these rooms, please speak with someone at the registration desk or with an "Ask Me" tag.

SPECIAL THANKS TO:

- All our presenters
- Rick Guidotti, founder and director of *Positive Exposure*, for providing our keynote address;
- High School Naval JROTC students, Page High School, Guilford County Schools;
- North Carolina Council for Exceptional Children (NCCEC) and North Carolina Council of Administrators of Special Education Conference (NCCASE) for providing the floral arrangement for the conference Plenary Session and the Educators of Excellence Recognition; and
- North Carolina Council of Administrators of Special Education Conference (NCCASE) for providing the lapel pins for the Educators of Excellence Nominees.



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67TH CONFERENCE ON EXCEPTIONAL CHILDREN • NOVEMBER 15-17, 2017

PLENARY SESSION

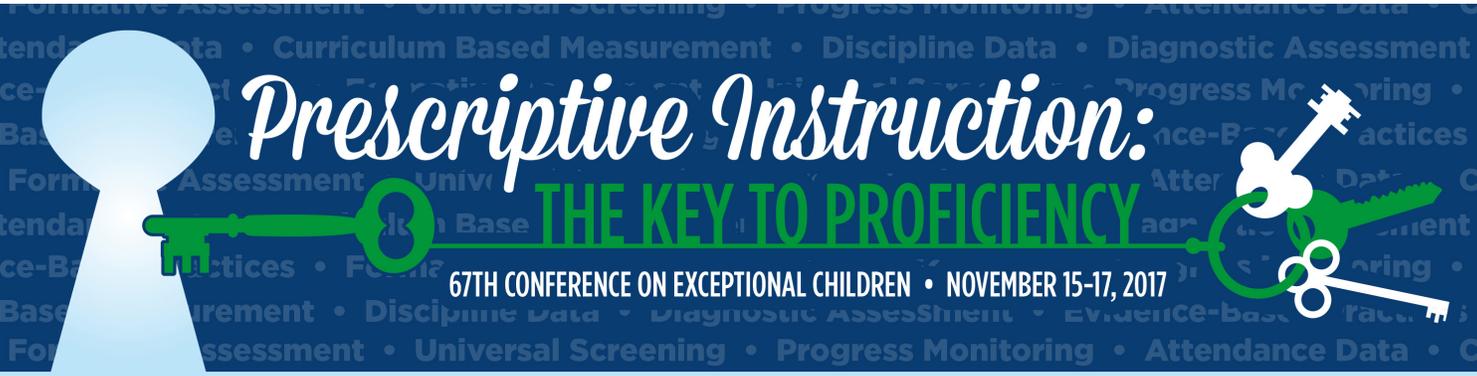
Wednesday, November 15: 10:00 – 11:30 a.m.
Guilford Ballroom A, B & C

Welcome and Introductions	William J. Hussey, Director Exceptional Children Division North Carolina Department of Public Instruction
Presentation of the Colors/Pledge of Allegiance.	Naval JROTC Color Guard, Page High School, Guilford County Schools
National Anthem	
Announcements, Recognitions and Introductions.	William J. Hussey
Greetings	Maria Pitre-Martin, Deputy Superintendent North Carolina Department of Public Instruction
Introduction of Keynote Speaker	William J. Hussey
Keynote Address	<i>Positive Exposure: The Spirit of Difference</i> Rick Guidotti
Closing Remarks	William J. Hussey

Rick Guidotti, an award-winning photographer, has spent the past twenty years collaborating internationally with advocacy organizations/NGOs, hospitals, medical schools, universities and other educational institutions to affect a sea-change in societal attitudes towards individuals living with genetic, physical, behavioral or intellectual difference. His work has been published in newspapers, magazines and journals as diverse as *Elle*, *GQ*, *People*, the *American Journal of Medical Genetics*, *The Lancet*, *Spirituality and Health*, the *Washington Post*, *Atlantic Monthly* and *LIFE Magazine*.

Rick is the founder and director of *Positive Exposure*, an innovative arts, education and advocacy organization. *Positive Exposure* utilizes the visual arts to significantly impact the fields of genetics, medical education, medicine, mental health and human rights, by providing new opportunities to see an individual living with a difference, first and foremost as a human being, rather than as a specific diagnosis or disease entity.

The *Positive Exposure* photographic exhibition premiered at the People's Genome Celebration at the Smithsonian's National Museum of Natural History in June 2001 and remains committed to exhibiting in galleries, museums and public arenas internationally. *Positive Exposure* continues to create and display ever-evolving community-based exhibitions around the world. These collections of images, film and narratives celebrate the richness and beauty of human diversity.



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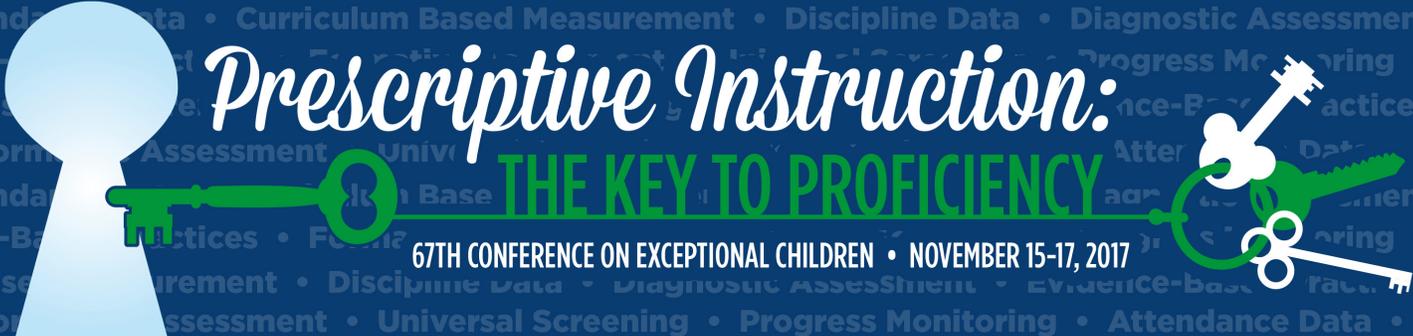
67TH CONFERENCE ON EXCEPTIONAL CHILDREN • NOVEMBER 15-17, 2017

POSTER SESSION

Thursday, November 16: 7:30 a.m.– 5:00 p.m.
3rd Floor, Victoria Wing Hallway

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
Watauga County Schools	Articulation as a Social Skill: Encouraging Thoughtfulness for Our Listener
Appalachian State University	Literacy Innovations in Special Education
Cleveland County Schools	College Adapted? What's the Plan? Students with Disabilities After High School
Charlotte-Mecklenburg Schools	Music Therapy Services in Public Schools: Who, What, When & How
North Carolina Virtual Public School	NCVPS Occupational Course of Study Co-Teaching Program
University of North Carolina at Charlotte	Promoting Social Behavior through Culturally Responsive Social Skill Instruction
Roanoke Rapids Graded School District	Take a Deep Breath: Daily Mindfulness Supporting the MTSS Framework
Union Academy-Charter School	Groups for Practicing Calming Strategies
University of Mount Olive	Language Interventions for Nonverbal Children with Autism
Union County Public Schools	Self-Regulation—A Teachable Skill
University of North Carolina at Pembroke	Sports Empowerment Program
Alamance-Burlington School System	The Buddy Club
Roanoke Rapids Graded School District	2nd to None: Exceptional Children Serving Exceptional Food
Chapel Hill-Carrboro City Schools	School-Based Enterprise
Alamance Burlington School System	Evidence-Based Practices for Students with Autism: A Blended Professional Development Series
Lee County Schools	EC Teacher's Perspective on the Functional Behavior Assessment in one North Carolina School District
Alamance-Burlington School System	Data Boxes Made Easy
Early Learning Sensory Support Program for Children with Hearing Impairments	Deafblindness: What Teachers and Service Providers Should Know

A graphic featuring a light blue keyhole on the left and several keys of different colors (green, white, and silver) on the right. The keys are arranged as if they are being inserted into the keyhole. The background is dark blue with white text related to educational assessment and data.

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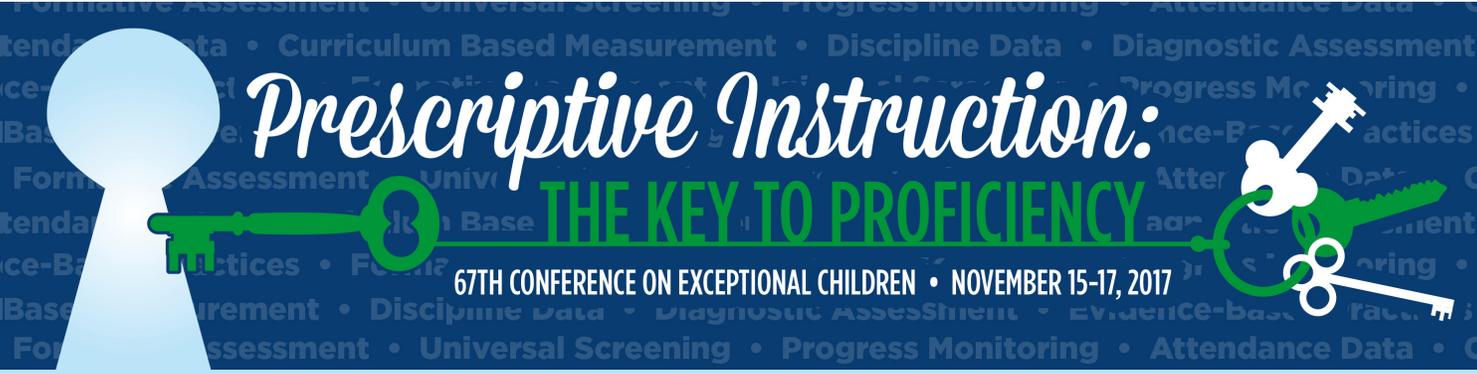
67TH CONFERENCE ON EXCEPTIONAL CHILDREN • NOVEMBER 15-17, 2017

SCHOOL-BASED ENTERPRISES BAZAAR

Thursday, November 16: 7:30 a.m.– 5:00 p.m.
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.

LEA	SCHOOLS
Forsyth County	RJ Reynolds High School & East Forsyth High School
Guilford County	Ragsdale High School
Clinton City	Clinton High School
Lexington City	South Lexington Developmental Center
Northampton County	Northampton High School
Kannapolis City	Kannapolis Middle School & AL Brown High School
Surry County	East Surry High
Alleghany County	Alleghany High School
Harnett County	Overhills High School
Ashe County	Westwood Elementary School
Nash-Rocky Mount	Northern Nash High School
Chapel Hill-Carrboro	East Chapel Hill High School
Newton-Conover	Conover School
Montgomery County	West Montgomery High
Thomasville City	Thomasville High School
Wake County	Athens Drive HS, Broughton HS, Middle Creek HS, Holly Springs HS & Heritage HS
Caldwell County	Hibriten High School
Watauga County	Hardin Park Elementary
Blue Collie Coffee Louisburg, NC	Blue Collie Coffee Louisburg, NC



Prescriptive Instruction:

THE KEY TO PROFICIENCY

67TH CONFERENCE ON EXCEPTIONAL CHILDREN • NOVEMBER 15-17, 2017

EDUCATORS OF EXCELLENCE RECOGNITION

Thursday, November 16

6:30 – 8:00 p.m.

Guilford Ballroom

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

**Plan to attend the Exceptional Children Division's Educators of Excellence Recognition.
Celebrate with the recipients and acknowledge their accomplishment!**

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

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.

Alamance-Burlington	Allen Murray
Asheville City	Laurie McDanel
Camden	Jean Gray (White)
Charlotte-Mecklenburg	Gina Smith
Person	Melanie Hester
NCDPI Section Chief	Tracy Riddle
NCDPI Consultant	Ilona Ketting
NCDPI Consultant	Ronda Layman
NCDPI Consultant	Michele Neal

Prescriptive Instruction:

THE KEY TO PROFICIENCY

67TH CONFERENCE ON EXCEPTIONAL CHILDREN • NOVEMBER 15-17, 2017

CONFERENCE COMMITTEES

Conference Chair: Bill Hussey

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

PROGRAM

Tracy Riddle & Dreama
McCoy, *Section Chiefs*
Lori Peterson, *Co-Chair*
Keashia Walker, *Co-Chair*

Vivian James
Perry Flynn
Lynn Makor
Laurie Ray
Lauren Holahan
Dottie Snyder
Wendy Stevens
Lynne Loeser
Barbara Scriven
Beverly Colwell
Jennifer Phelps
Matt Hoskins
Jenny Eignerauch
Rhonda Harrell
Patti Cox
Regi Bolen
Kelley Blas
Tom Winton
Kelly Pleasant
Leslie Lowery
Nancy Kueffer
Amy Campbell
Melinda Tomlinson
Carol Moffitt
Laura Dendy
Ronda Sortino
Ronda Layman
Nancy Woytowich
Heather Ouzts

EDUCATORS OF EXCELLENCE

Carol Ann Hudgens,
Section Chief
Melissa Towery, *Co-Chair*
Julie Whetzel, *Co-Chair*

Rob McOuat
Glendora Hagins
Karen Little
Kristi Harris
Antwan Campbell
Tish Bynum
Kelly Breest
Mary Jarrett

EQUIPMENT

Joe Simmons, *Section Chief*
Lisa Taylor, *Co-Chair*

Muhammad Mannan
Rick Powers
Felicia Goodgion
Osmond Lister
Amanda Byrd
Shelby Snead

PUBLICATIONS & APP DESIGN

Paula Crawford, *Section Chief*
Ginger Cash, *Co-Chair*
Leigh Mobley, *Co-Chair*
Ashley Herring
Valencia Davis
Kelly Breest
Beth Gilchrist
Kevin Allen

POSTER SESSIONS & SCH-BASED ENTERPRISES

Sherri Vernelson,
Section Chief
Beverly Colwell, *Chair*
Heather Ouzts, *Co-Chair*

Jenny Stroupe
Crystal Patrick
Terri Terrell

LOCAL ARRANGEMENTS, BUDGET & FINANCE

Sherry Thomas, *Section Chief*
Dreama McCoy, *Co-Chair*
Kelly Breest
Lynne Loeser
Rhonda Harrell

INSTITUTE

Dreama McCoy, *Section Chief*
Laurie Ray, *Co-Chair*
Barbara Scriven, *Co-Chair*
Perry Flynn
Felicia Goodgion
Lauren Holahan
Beverly Colwell
Dottie Snyder
Laura Dendy
Lynne Loeser
Melissa Towery
Laura Marsden
Barbara Scriven
Melinda Tomlinson

PLENARY

Tom Winton

EXHIBITS & VENDORS

Paula Crawford, *Section Chief*
Melanie Sharpe, *Co-Chair*

Heidi Carico
Deanna Steed

GENERAL CONFERENCE REGISTRATION

Paula Crawford, *Section Chief*
Kevin Allen *Chair*
Tish Bynum, *Chair, Pre-Reg*

Anne Monterosso
Nance Bellizi
Laura Marsden
Anikko Gorham
Antwan Campbell
Teresa King
Camilla Roberson
Kelly Breest
Melinda Tomlinson
Mary Jarrett
Terri Terrell
Wendy Stevens
Deanna Steed
Teri Putnam
Nancy Johnson
Matt Hoskins
Shelby Snead
Bridget Bilbro



Prescriptive Instruction:

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67TH CONFERENCE ON EXCEPTIONAL CHILDREN • NOVEMBER 15-17, 2017

INSTITUTES

WEDNESDAY, NOVEMBER 15: 9:00 a.m.– 4:00 p.m.

CONTACT HOURS: 6 contact hours or .6 CEU

Administrators' Institute

Room: Guilford B

Speaker: Carolyn Waller, Maura O'Keefe, Bill Hussey, Matt Hoskins, and David Thompson

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 sessions 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 session will be followed by the annual *Town Hall Meeting* lead 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 will be held for all EC Directors and Coordinators registered for the Administrators' Institute.

Replacing Severe Behavior with Functional Communication

Room: Imperial DEFGH

Speaker: Jason C. Travers, PhD., BCBA-D

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 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.

Growing Behavior Support: From Vision to Practice

Room: Guilford D

Speaker: Sarah Barton, MS

"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

INSTITUTES

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.

Addressing Word-level Written Expression Difficulties within an MTSS Framework

Room: Guilford E

Speaker: Lynne Loeser, DPI Consultant for Learning Disabilities, Med; Laura Marsden, DPI Literacy Consultant, Med; Lauren Holahan, DPI Consultant for Occupational Therapy, MSOT

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.

Planning and Intervening for Long-term Function and Motor Outcomes

Room: Blue Ashe

Speaker: Carlo Vialu, PT, MBA

Morning session - The annual nature of the IEP, while addressing students' immediate 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 session - 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.

Using Transition Assessment Data to Guide Planning and Decision Making

Room: Grandover East & West

Speaker: Selected speakers from LEAs throughout the state

Over the course of the day, attendees will participate in a variety of topic sessions that are specific to using transition assessment data to develop post-secondary goals, select transition services, and support IEP annual goals. Each topic session 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 topic sessions. The result will be a reference guide to assist teachers in the development of more thoughtful and individualized Secondary Transition Plans.

INSTITUTES

Functional Assessments – A Key to IEP and Instructional Decision-making

Room: Victoria A

Speaker: Tanni Anthony, PhD

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 deafblindness. 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.

Adolescent Literacy: Planning, Implementation and Follow-through

Room: Imperial A

Speaker: Pam Leitzell, MA, SIM Professional Development Leader and Elizabeth Gibbs, PhD

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.

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.

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.

Revisiting All Means All: Specially Designed Instruction within an MTSS

Room: Guilford F

Speaker: Dawn Miller, Ph.D.

This pre-conference 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). We 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.

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 we 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.

INSTITUTES

Co-Teaching: Calling All Administrators

Room: Augusta

Speaker: Melissa Towery, M.Ed.

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.

Coaching Basics: How to Avoid the 'Implement and Abandon' Cycle through Quality Coaching

Room: Imperial BC

Speaker: Carol Moffitt, M.Ed. and Laura Marsden, M.Ed.

Coaching is a vital element of the Implementation Drivers within Implementation Science. In this course, we will examine the coaching basics for instructional coaches and teachers. Topics will include the research around the benefits of coaching as a means of building capacity. We 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 course 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 be basics of 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.

ESSA = Every Student Supported and Active in Physical Education

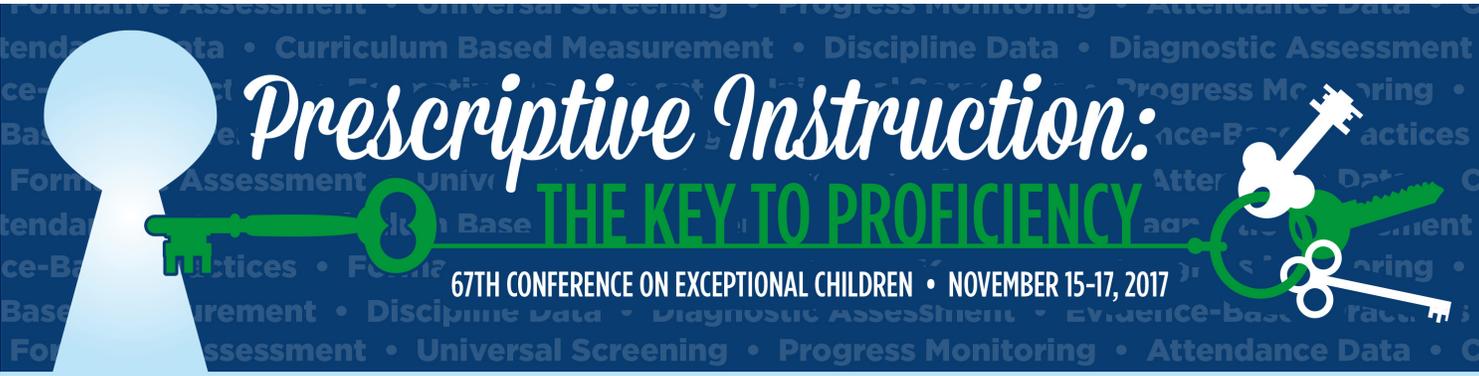
Room: Victoria BC

Speaker: Barbara Meleney, BS, CAPE, NBCT; Jolanda Hengstman, MAEd, CAPE, NBCT

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 session 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.



Prescriptive Instruction: THE KEY TO PROFICIENCY

67TH CONFERENCE ON EXCEPTIONAL CHILDREN • NOVEMBER 15-17, 2017

CONFERENCE SESSIONS

•••• THURSDAY, NOVEMBER 16 ••••
8:15 – 9:30 a.m.

1. So, This Is Your First EC Conference

Room: Guilford G

Presenter: Sherri Vernelson

This session will familiarize first time EC conference participants with the conference application, the venue, the various rooms that are used, directions to the mysterious 2nd floor, and when to get to sessions. This session will review the conference highlights and suggestions on how participants can make the most out of their time at the EC conference. There will be time during the session for participants to ask questions.

2. Medicaid Updates

Room: Blue Ashe

Presenter: Lauren Holahan & Laurie Ray

This session is intended for EC administrators, school business officers, related service providers, contracting agencies, and school-based Medicaid vendors. Updates will be provided on federal and state Medicaid policy changes in the past year, NCDPI school-based Medicaid claiming resources/supports/advocacy efforts, lessons learned from National Alliance on Medicaid and Education (NAME) 2017 annual conference, and anticipated/future developments in school-based Medicaid claiming. Much of the session will be allotted to a Q&A forum.

3. APH Quota Funds: More Bang for the Buck

Room: Auditorium II

Presenter: Amy Campbell

Each year the legally blind census occurs, which helps determine how much money is allocated to each state for the provision of educational materials. Proper identification and documentation of legally blind students is essential if an LEA desires to receive this valuable federal funding. This session will explain the Federal Quota Program, identify ways for LEAs to ensure accurate student identification, and explain how orders can be submitted and products received, followed by a time for the state's APH Ex-Officio Trustee to answer frequently asked questions.

4. Strategies for Teaching Students with Disabilities to Create Informational Text

Room: Victoria BC

Presenter: Angel Lee & Alicia Sanders

This session will highlight the use of task analytic instruction, least intrusive prompting and graphic organizers to teach students with moderate to severe disabilities to: identify important information in a text, utilize a graphic organizer, and create informational text. While the focus of this presentation will be to share materials and strategies for teaching informational writing, findings of a single case study will be shared briefly.

5. Special Education Administration: What Does It Take?

Room: Auditorium III

Presenter: Emily Summey

Skills and qualities special education administrators possess and practice include a knowledge base of laws and policies; fiscal and budgetary knowledge; recruiting, hiring, and retaining personnel; advocacy skills; organization; program development and evaluation; research skills; providing and securing professional development; and collaboration with a variety of stakeholders. The multifaceted and complex roles of special education administrators will be discussed. Describing, examining, and explaining the practices of veteran special education administrators provide rich information on the required skills and qualities to be successful as a special education administrator.

6. Thinking Differently: My LD/ADHD Journey to Empowerment

Room: Guilford D

Presenter: Matthew Brown & Katie Watson

From being unsure to igniting hope, Diplomats are living proof that for a young person with LD/ADHD, 1st finding your voice and then giving it bold expression creates a chain of confidence that changes the world. When you can believe in yourself as a Different Thinker, as these Diplomats encourage others to do, you can see yourself as an equal...to anyone.

CONFERENCE SESSIONS

7. Understanding Career and Technical Education Indicator Assessments (CTE-IAs)

Room: Auditorium I

Presenter: Shannon Baker & Stephen Kelley

This interactive session will highlight the publication Guidelines for Indicator Assessment(s) for Students with an Individualized Education Plan and/or English Learner Plan. The Guidelines were created due to many questions and concerns that were being addressed by state agency from LEAs regarding how to assess students that required a teacher made test. NCDPI CTE state staff will walk participants through the Guidelines and address FAQs during this session.

8. The Formative Assessment Process + Attending to the Whole Child = Proficiency

Room: Guilford E

Presenter: Nicki Galloway

This presentation is targeted for educators who currently support students in grades K-3. The participants will review the Kindergarten Entry Assessment Portion of the NC K-3 Formative Assessment Process (NC K-3 FAP) that is currently being implemented across the state of North Carolina. The NC K-3 FAP considers the individual needs of all students through attention to the 5 Domains of Learning and Development as well as specific, focused construct progressions, that help teachers identify the current learning status of students as well as a future direction for subsequent learning to take place.

The presenters, with their unique experiential background related to the FAP as well as exceptional students, will clearly delineate the unique nature of the FAP. Additional opportunities for participants to develop and/or extend their understanding of the FAP will be provided. This extension will be completed by using specific activities that will provide participants with hands-on examples of the how the FAP can be used to identify the specific learning level of their students as well as ideas from the field that will help direct future learning for students.

Materials to be provided for the participants will include handouts describing the FAP as it is being implemented in NC, virtual resources germane to the FAP, and various implementation ideas currently in place throughout the state.

9. Cultivating Real World Skills Through Innovative School-Based Enterprise

Room: Auditorium IV

Presenter: Ryan Rotundo

Ryan Rotundo, a high school EC instructor and social-entrepreneur, shares a unique perspective on post-secondary employment, entrepreneurship, and

independence for individuals with disabilities. The goal of this session is to inspire participants and to describe several key elements for a positive school-based enterprise.

10. Differentiating Instruction through Word Study During Guided Reading

Room: Guilford F

Presenter: Jennifer Diliberto

Do your students struggle with decoding? Many students with specific learning disabilities, as well as those at risk for reading failure, struggle with decoding unknown words. These students need direct, explicit, and systematic instruction that scaffolds basic skills during guided reading. The purpose of this session is to demonstrate how to include targeted Word Study into guided reading lessons.

12. How to Avoid a 19.5 Hour IEP Meeting: It's in the Data!

Room: Grandover West

Presenter: Jessica Padgett & Haven Harrelson

How are you collecting and keeping data on your SWD and their IEP goals? How are you making sure that you address every area of the IEP in a data driven way? This session will provide you with practical tips and reminders about data collection on SWD and their IEP goals and accommodations.

13. Assistive Technology: It's in Their Pockets!

Room: Victoria A

Presenter: Kimberly Fitchett-Bazemore & Karen McPherson

Ensuring all students are engaged in classrooms today is a must! In this session, you will learn how to use electronic communication to inspire learning through assistive technology. This session will present you to the mobile learning environment that will ensure success for exceptional students in the inclusive classroom.

14. Purposeful Partnering with the NCVPS OCS Learning Program

Room: Augusta

Presenter: Drew Heid & Shannon Winchester

Do you ever wonder how the co-teacher partnerships in the NCVPS OCS Program can help exceptional children achieve success? This session will focus on how the partnership between online and classroom teachers can best meet the needs of OCS students. From OCS teachers considering our program to our program veterans, all will benefit from this interactive session! Veteran classroom teachers working with our OCS program will participate in workshop delivery. Participants will walk away with hands-on tools to enrich the partnership to best meet the needs of OCS students.

CONFERENCE SESSIONS

15. Getting It Write

Room: Grandover East

Presenter: Sherry Stancliff & Joanie Mitchell

Handwriting has a strong link to academic success in all areas. In this session, you will learn evidenced-based strategies to help students with common handwriting skills.

16. Improving Academic Performance, Communication Skills and Behavior Through Written Dialogue

Room: Imperial H

Presenter: Susan Hutaff & Bonnie Henry

Written dialogue is a student centered, literacy-based tool that can be used with students of all ages to teach and practice skills in a variety of areas. This session is a functional presentation that will highlight how to write and use written dialogue to teach and remediate academic goals, communication skills, and behavior.

17. One School's Journey through the Data Collection Challenges

Room: Imperial F

Presenter: Lori Tryon

Follow one school's journey and challenges with data collection and the management of high volumes of data. Learn what has worked and experience our challenges.

18. Mindful Mornings: Create Routines that Improve Student Learning and Behavior

Room: Imperial G

Presenter: Amy Harris & Beth Lindsey

This session will focus on evidence-based practices that a school counselor and resource teacher have used to teach mindful practices to students. Participating students have shown improved connection, engagement, and self-regulation, as well as improved academic outcomes and attendance. We will share tips and curriculum resources to help you create effective routines to help students get centered and focused in the mornings, during transition times, or before small group instruction.

19. From NC to The Great Beyond: Helping to Build Special Education Worldwide

Room: Imperial E

Presenter: Mike Marcela & Tanya Priest

Watauga County Schools has been involved in collaborative activities with Pakistan, China and Armenia, teaching educators across the globe about special education. Learn about these efforts and how special education in NC compares with other countries. Learn options on how to spread your good work worldwide.

•••• THURSDAY, NOVEMBER 16 ••••
1:00 – 2:30 p.m.

20. What Every Administrator Needs to Know About EC

Room: Guilford E

Presenter: Meghan LeFevers & Carrie Minnich

Join us for a scenario-based session on best practice regarding Exceptional Children. We will also cover hot topic issues, so come ready with questions about how to work effectively with your students.

21. A Student-Centered Approach to Collect, Interpret, and Communicate Data

Room: Blue Ashe

Presenter: Emily Stutts & Bettie Davis

Throughout this session, participants will be involved in passive and active instruction with the outcome of learning to put students at the center of data collection. This is relevant for administrators, with regards to making choices about which data pieces "matter" most within their schools, teachers who want to learn more about gathering relevant information about students and deciding how to present and communicate data to students and stakeholders, and parents or community members to learn about the different information pieces about students and how to understand these data. The presenter will model each aspect – data collection, interpretation, and communication. Participants will engage in active dialogue and then have opportunities to practice collaboratively and plan for use in their own settings.

CONFERENCE SESSIONS

22. Exploring LRE: How IEP Teams Determine LRE and Educational Placement

Room: Guilford D

Presenter: Julie Bost & Carly Lashley

This session shares the results of a study on LRE, where implications for policy and practice were developed, along with recommendations for IEP Teams. Participants will leave the session with more clarity regarding LRE, along with practical strategies about how to foster a spirit of democracy in the IEP process while yielding more beneficial and procedurally compliant decisions.

23. Gaston Links: A Post-Secondary Program for Young Adults with Intellectual Disabilities

Room: Grandover West

Presenter: Jennifer Hamrick & Terri Dobbins Springer

Gaston Links, a post-secondary program for young adults with intellectual disabilities, is a three-year transition program held on the campus of Gaston College. Program Goals include obtaining employment in a full or part-time paid position, participating in college classes, increasing mobility in the community, improving social and communication skills, and improving self-determination skills. Presenters will share how community agencies collaborated, the growth and development of the program, and instructional strategies to improve self-determination skills.

24. Vocabulary Instruction and the Effects on Reading Comprehension

Room: Augusta

Presenter: Anna Quarles

What words are most beneficial to teach to help students increase their reading comprehension and become successful with Common Core Standards? In this session, participants will learn the critical vocabulary that is needed for students to be successful with learning the common core standards and more importantly, increasing a student's ability to comprehend text that is read. Activities and strategies will be presented to use in the classroom as well as the vocabulary words that should be taught to aid students with the Common Core Standards.

25. DATA: Document Accurate Trends and Analyze

Room: Victoria BC

Presenter: Keri Sullivan & Tiffany Harris

This session will teach EC teachers how to take data and input it into a graph in order to have a visual representation. EC teachers will learn how to create the graph and interpret the results in order to use the graphs for progress reports, IEP meeting, report cards, etc., to plan for future learning. In addition, EC teachers will gain

the skills needed to be able to discuss academic progress and achievement by using data and leaving out the subjective information such as the student's work habits, character traits, and behaviors such as attendance and class participation. Teachers will need to bring a laptop and have access to Microsoft Excel to be able to achieve the learning goals from this session.

26. Strengths-Based Coaching and 21st Century Technology to Improve Outcomes

Room: Grandover East

Presenter: Erin Thompson

With the use of web-based, flipped classrooms (McLaughlin, et.al), video conferencing, and digital recordings, UNC has increased capacity to coach and instruct professionals serving patients in North Carolina and throughout the United States. In this session, the presenter will discuss how web-based coaching has increased numbers of professionals being coached and how strengths-based coaching can improve patient care and outcomes for children who are deaf or hard of hearing and their families.

27. Dos and Don'ts of Peer Mentoring

Room: Cedar

Presenter: Alan Chase

This presentation will discuss various forms of peer mentoring. An emphasis will be placed on how peer mentoring activities build community among students with and without disabilities. Attendees will learn how peer mentoring can help them to be a better advocate and communicate effectively.

28. Getting It Right: Treatment Fidelity is a Game Changer

Room: Imperial EF

Presenter: Jim Deni & Heather Lynch Boling

This session will address the issues of Treatment Fidelity as it relates to the new SLD Policy passed February 4, 2016. It will also address the issues lack of intervention fidelity and high stakes eligibility decisions. And finally will offer suggested methods to document intervention fidelity.

29. An Ounce of Prevention: Practical Guidance to Avoid EC Litigation

Room: Victoria A

Presenter: Stephen Rawson & Eva DuBuisson

Educators have enough on their plates without having to go to court to defend the educational services they provide and decisions they make. This session will draw on EC litigation experiences to identify common missteps that can lead to due process petitions, and will outline steps that can be taken to anticipate and avoid those issues.

CONFERENCE SESSIONS

30. Perfecting the Puzzle: Setting Your ASD Student Up for Success

Room: Guilford F

Presenter: Jenny Gray & Lisa Ewell

Members of the Forsyth County Schools Autism Team will share best practice strategies for working with your student diagnosed with Autism. Participants will leave with ready to use strategies to help students succeed in the total school environment.

31. The Sun Setting of CECAS

Room: Meadowbrook

Presenter: Ashley Herring

This is a prep session on steps to review to the process and prepare data for migration to ECATS.

32. Effective Teaching Practices in Early Childhood Using Formative Assessment

Room: Arrowhead

Presenter: Kristine Earl

This session is intended for Early Childhood teachers and administrators. The session will focus on professional development practices used to create a system of formative assessment to guide instruction, focusing on developmentally appropriate practices that align with K-12 instruction and NC Teaching Standards. Teachers need to continuously gather and analyze student data to inform instruction, utilizing NC Foundations of Early Learning and Development and NC Early Learning and Developmental Progressions to guide instruction in the early years to help children take the next step in learning.

33. Math for Life: For Teachers Who Teach the Adapted Curriculum

Room: Auditorium I

Presenter: Jenny Ainslie & Stephanie Shaw

This session is for K-12 adapted curriculum teachers who are seeking ways to meet the needs of their students in math. We will look at how children learn number concepts which is the foundation a child must have to achieve in mathematics.

34. Bridge the Gap: Literacy Instruction and Assessment for Students with Significant Cognitive Disabilities

Room: Auditorium IV

Presenter: Katherine Townson

Come learn how to assess literacy skills for student with significant cognitive disabilities! We'll learn how to provide literacy instruction to a group with varying skill levels using evidence-based practices.

35. Functional Behavioral Assessment and More: Getting to the Bottom of Things and Helping Teachers Decode Outrageous Behavior

Room: Oak

Presenter: Doug Herman & Vanessa Smith

This session will introduce a new generation of educators to the work of Fritz Redl from 60 years ago through the current lens of trauma informed, brain-based approaches in order to better serve our most relationship resistant and reluctant learners. Using functional behavioral assessment as a starting point, the life space interview will be introduced as an additional tool to address the cause and function of outrageous pain-based behavior, build and restore supportive relationships, and provide new tools for student success.

36. Responding to Trauma: Classroom-Based Strategies

Room: Auditorium II

Presenter: Josh Barton & Adam Parent

This session will look at simple and evidence-based classroom strategies that can be used to target student difficulties as a result of exposure to trauma. Additionally, we will review the statistics regarding the prevalence of trauma-based on the Adverse Childhood Experiences Survey.

37. Support in Meeting the Unique Mealtime Needs of Students

Room: Biltmore

Presenter: April Suddarth & Kristi Phillips

Students with special dietary needs require a collaborative multidisciplinary team approach to address their unique mealtime needs. Participants will learn more about how to establish a collaborative team approach as well as processes to consider for district-wide support of students.

38. Social Skills Safari...On the Hunt for Social Skills

Room: Guilford G

Presenter: Michelle Blevins & Lindsey Hagel

The session will provide instruction and hands-on activities for teaching social skills. Participants will create, participate in, and share lesson ideas.

CONFERENCE SESSIONS

39. Let Them Drive! Student Empowerment Through Transition Planning & Presentation

Room: Auditorium III

Presenter: Lorraine Hall

Motivation and sustained engagement in the learning process are critical for positive post-secondary outcomes for students with disabilities. In this session, participants will consider how case managers, counselors, and transition coordinators, conferencing with students for next step goals, empower students to take ownership of learning and outcomes, as well as their own IEP meetings. Participants will inventory current transition planning and student involvement in his/her own LEA and then, after contemplating possible next steps, make an informed plan for increasing student participation and input.

40. Creating Competent, Connected, and Independent Blind and Low-Vision Digital Learners

Room: Imperial GH

Presenter: Sarah McManus & Pam Snyder

Participants will gain knowledge about using refreshable braille displays, screen readers, and magnification software to access Accessible Word Documents, Bookshare, Read2Go, Learning Ally, Accelerated Reader, Canvas, Accessible MAP Assessments, Office365, and much more. Participants will need to have a device that connects to the internet to fully participate in this session.

•••• THURSDAY, NOVEMBER 16 ••••
3:00 – 4:30 p.m.

41. IEP Goals & Progress Monitoring: Demystifying Progress Monitoring & Evidence-Based Decisions

Room: Guilford E

Presenter: Carolyn Waller & Alicia Tate

In this session we will discuss the relationship between well-written, measurable goals and progress monitoring; the distinctions between effective and ineffective progress monitoring; the scope of team members' responsibility in monitoring both access to services as well as responsiveness to instruction; and the proper role of data and progress monitoring in helping to shape both IEP team decisions as well as decisions made by the administrators and educators in the classroom. The intended audience is administrators, special education and regular education teachers, and related services support staff who have a desire (1) to improve their ability to write clear, concise, and measurable goals, and (2) to improve their ability to design progress monitoring that is both effective and meaningful to the IEP team. Ms. Waller will focus her attention on case law update and overview of what various courts around the country see as acceptable and unacceptable data, and Dr. Tate will demonstrate strategies she uses to design simple, effective progress monitoring for students.

42. Progress Monitoring – The Good, The Bad, The Ugly

Room: Guilford G

Presenter: Cristi Bostic & Mandy Mitchell

As we have begun the process of implementing progress monitoring of IEPs in our district, we have learned many lessons along the way. We will share our training plan, resources we have used for training and many other valuable tips and tricks we have learned along the way!

43. AT and LRE

Room: Auditorium IV

Presenter: Cindy Szulewski-Booth

It is true that AT professionals say, "Don't look at the tool first." However, when you are looking at LRE and not just AT, you must consider the assigned tool to see if it can be "modified or customized" as described in the definition of AT. It is important for transition to teach our students to use features to access the same programs as their peers in school and the community. We will learn about those features and ways for teacher students to advocate for themselves!

44. Let Go and Get Real About College!

Room: Augusta

Presenter: Fran Sandridge & Ryan Milligan

How can educators, families and students realistically prepare for college as an option? This session will share recommendations by Beyond Academics, which supports students with IDD through a four-year program of study at UNCG, to support students in becoming more self-determined towards furthering their education, planning their life, and choosing a career path.

CONFERENCE SESSIONS

45. The Struggle is Real: Implementation of Stations-Based Instruction

Room: Imperial GH

Presenter: LeaAnna Fernandez & Lynn Blackshear-Ray

Implementing and managing a station-based program brings its own challenges and struggles, but can improve teacher instruction and student success. This session is aimed at guiding teacher through initial implementation, and providing ideas to sustain a station-based program.

46. Using Student Data Tracking to Increase Student Investment and Growth

Room: Victoria BC

Presenter: Mary Sheedy-Davis & Paige Ruland

Effectively tracking student response to specifically designed instruction is a must when working with all children, and especially children with disabilities. Data tracking can also feel overwhelming and doubting! Come and learn how we have made data tracking more feasible in our classroom without the stress!

47. Orton-Gillingham in the Public Classroom

Room: Blue Ashe

Presenter: Kristie Autrey

Orton-Gillingham's step-by-step approach is based on how children learn language. Of all reading approaches, Orton-Gillingham has the most research to support its method in a systematic, logical way.

48. Progress Monitoring for D/HH Students Birth through School-Age

Room: Biltmore

Presenter: Christina Armfield & Sharon Moore

This presentation will provide information based on data collection through evaluations and progress monitoring to support language and literacy development in the academic setting for Deaf/Hard of Hearing students birth through school-age. The presentation will incorporate how NC House Bill-317 and the Communication Plan Worksheet are directly related to progress monitoring and service delivery. Participants will examine a collaborative team approach in determining appropriate evaluations for progress monitoring.

49. Problem-Solving Disciplinary Disproportionality

Room: Guilford D

Presenter: Cayce McCamish

This session will provide background information to help foster greater understanding of the complex factors

associated with disciplinary disproportionality and share a framework for engaging in strategic problem-solving to improve outcomes. The suggested audience would include administrators, behavioral support, PBIS and MTSS district leaders and other team members engaged in district and school-wide problem-solving efforts related to discipline.

50. Disability Rights NC: Understanding Our Role, Vision, and Advocacy

Room: Cedar

Presenter: Virginia Fogg & Matthew Herr

Learn about Disability Rights NC's role as the protection and advocacy system for people with disabilities living in our state, our vision for helping to improve the lives of people with disabilities, and our advocacy, including practices and policies affecting students with disabilities that we have identified as priorities for improvement.

51. Collaborative Partners

Room: Grandover West

Presenter: April Brantley & LaKisha Tharrington

This session will focus on collaboration between our Exceptional Children's Department and Vocational Rehabilitation. The purpose is to share our collaborative partnership and how we plan and implement specific events and activities within the schools and community. We have recently started implementing PETS activities that will also be discussed.

53. The Dawn of ECATS

Room: Meadowbrook

Presenter: Quentin Parker & Vicki Humphreys

This session will provide an overview of the implementation of ECATS including overall scope, timeline, and training.

54. Creating a Word Rainbow – An Introduction to Colorful Semantics

Room: Arrowhead

Presenter: Laura Trogdon & Andrea O'Neal

Feeling frustrated with syntax goals? Colourful Semantics is a multi-sensory research-based intervention approach designed to teach children how to understand and construct meaningful sentences using a color-coded system. It was developed in the United Kingdom by Alison Bryan. It has recently gained attention of Speech-Language Pathologists throughout the United States. Participants will be able to 1) understand the foundation of Colourful Semantics, 2) explain the color code system, and 3) plan an intervention activity that includes explicit teaching and application based on a case study.

CONFERENCE SESSIONS

55. Teaching the ELA Extended Content Standards

Room: Auditorium II

Presenter: Judy Mott & Macy Dedmon

The session will address teaching spelling, vocabulary, and reading skills to non-readers, non-verbal students, and low level readers for all grade levels. Various ways to differentiate materials to reach all learners will be presented. Attendees will also learn ways to adapt a variety of materials for their classrooms.

56. What's New in Providing Access to Students Following the NC Extended Content Standards?

Room: Auditorium I

Presenter: Alicia Saunders & Angel Lee

This session will focus on teaching English language arts and mathematics to students who currently follow the NC Extended Content Standards. We will provide resources and strategies on how to build foundational early literacy and numeracy skills while concurrently teaching ELA and mathematics lessons aligned to the grade-level standards. Evidence-based and newer research-based practices for promoting access to this population will be modeled.

57. It's Just Behavior

Room: Guilford F

Presenter: Tara Stratton & Laura Ezell

In an effort to bring a different perspective to dealing with difficult children, "It's Just Behavior" will offer participants a new way to view challenging behavior. We will offer strategies that can be used as everyday classroom management strategies as well as ideas to use with individual students.

58. Get Social! Social Emotional Learning for Students with Disabilities

Room: Grandover East

Presenter: Jessica Harrison

This session is designed for K-12 teachers who are interested in effectively incorporating direct social-emotional skills instruction in their daily instruction. We will discuss the purpose of direct social-emotional skills instruction, structuring groups, selecting a curriculum, determining skills to address, and collecting data to monitor progress.

59. Concrete Learner Classroom: Journey from Idea to Implementation & Success!

Room: Imperial EF

Presenter: Beth Mills & Melissa Ray

An in-depth look at the process of developing a Pilot Classroom designed for students on the autism spectrum with average/above average Intellectual ability and extremely low Adaptive scores. During the session we will show where this idea came from, what data we used to make this decision, rubrics developed to select students, and how the class was set up. Attendees will see how the pilot classroom was implemented, resources used, and most importantly, data showing student success from multiple perspectives (administration, parents, teachers, and more!)

60. Integrating PBIS, Restorative Practices, and Cultural Proficiency to Address Inequalities in Schools

Room: Auditorium III

Presenter: Jacqueline Peterson & Edwin Wilson

Restorative Practices, cultural proficiency and Positive Behavior Interventions and Supports (PBIS) approaches combined can have a larger impact at aiming to address both institutional inequities and the need for safe learning environments. The key is to align practices that are customized to the specific demographics of an individual school. Hear how to efficiently integrate these three practices which are all part of the road to student success.

61. District-Wide Transition Planning Team and Collaborative Activities

Room: Victoria A

Presenter: Betsy Stanwood & Scott Crouch

Presentation will provide participants with an overview of how one district established a district-wide Transition Advisory Team and how they utilize the team to plan transition activities for the school district. Information will include collaborative activities with Vocational Rehabilitation that align with Workforce Innovations/PETS requirements. A PowerPoint presentation will provide links to various resources and time will be allowed for discussion and questions.

62. UDL: Choosing Effective Technology to Engage Students

Room: Oak

Presenter: Jennifer Kerr

Let's explore UDL and how to use this framework as a guide in your classroom to help determine the most effective technology for all students.

CONFERENCE SESSIONS

•••• FRIDAY, NOVEMBER 17 ••••
8:30 – 10:00 a.m.

63. Prior Written Notice Bootcamp

Room: Guilford C

Presenter: Eva DuBuisson

The Prior Written Notice (PWN) is perhaps the most important legal document an IEP team generates, but too often it is thrown together slapdash at the end of a long meeting. This session will provide samples, case studies and training tips to help your staff craft strong PWNs that will keep you out of court!

64. Accommodations for Testing Students with Special Needs

Room: Imperial BC

Time: 8:30-10:00

Presenter: Amanda Danks

This session will review and answer questions related to the Testing Students with Disabilities policies publication.

65. I See You: Successful School-wide Inclusion Model

Room: Auditorium II

Presenter: Meghan LeFevers & Aubrey Bridges

In this session participants will hear from Aubrey Bridges, a NC graduate and current Winthrop Think College Student. Hear about her journey through public school as a student with autism and verbal apraxia. Aubrey flourished in the 8th grade under Math Teacher Meghan Lefevers. Both will discuss behavioral and instructional strategies that led to success in Gaston County Schools.

66. Person-Centered Vocational Practices in Secondary and Postsecondary Settings

Room: Colony BC

Presenter: Kelly Kelley & Susan Buchanan

This presentation will demonstrate how secondary and postsecondary opportunities for individuals with intellectual disabilities can establish internships and collaborative relations with various employers, family members, peer supports, coworkers, and community members to achieve successful employment outcomes. Various audiences are welcome to attend. Presenters will more specifically share practical resources such as a) career interests/assessments, b) transportation logistics, c) sample memorandums of agreement, d) setting up internships, e) course planning, f) evaluation and observation instruments for collecting work performance, g) person-centered planning, and h) video resumes.

67. The Struggle is Real: Curriculum Support for the OCS Teacher

Room: Auditorium III

Presenter: Melanie Bowser & John Bowser

The Occupational Course of Study is a great concept and program, but does present its own unique challenges for both novice and seasoned educators. We will work together to explore academic support and curriculum planning, all with a balanced approach.

68. Using MTSS to Implement MTSS: Creating Viability and Sustainability

Room: Guilford G

Presenter: Heather Lynch Boling & Alicia Miller

Are you experiencing initiative fatigue? We know that implementation of any improvement effort is a process and not an event in our states, districts, and schools. This session will provide district and school leaders with infrastructures and systems that will build sustainable beliefs and practices to ensure fidelity, viability, and sustainability of MTSS.

69. Transition to Adulthood

Room: Grandover East

Presenter: Debra Pickens & William Pickens III

From HERE to THERE: The story of a young man that is totally blind with progressive hearing loss. What teachers and parents need to know about transition to middle and high school and beyond. What are some meaningful and measurable transition goals?

70. Emotional Counseling Strategies with Families

Room: Pebble Beach

Presenter: Andrea Hillock Dunn

Undeniably, life's journey is full of challenges. Along with such hurdles, different emotions are experienced. A child who is deaf or hard of hearing (or has any special need) needs to rely on a strong support system within the family, at school, and in the community, including the professionals with whom they work. CARE provides a unique opportunity to visit with families through documentary film segments and to observe the different emotional stages of grief associated with challenges. Strategies for working with children and families are suggested in the workshop to help everyone involved better cope with and manage the emotional feelings that play such a critical part in the child's journey.

CONFERENCE SESSIONS

71. What's the Big Deal About Problem-Solving and Research-Based Interventions?

Room: Auditorium IV

Presenter: Jim Deni & Alexandra Lattier

This session will be an interactive session discussing and demonstrating how to use problem-solving within the MTSS framework. This session will also discuss the importance of targeted research-based interventions in light of the new SLD policy to become effective July 1, 2020.

72. Endrew F. v. Douglas Co. School Dist.: How It Changes FAPE

Room: Guilford D

Presenter: Jane Wettach

In this workshop, the audience will become acquainted with the 2017 U.S. Supreme Court decision in the case of Endrew F. v. Douglas County School District and how it impacts the development of IEPs and the provision of FAPE to students with disabilities. The workshop presenter will provide copies of the case to the audience and highlight the important language in the case, which calls for an "appropriately ambitious" educational program for all children and "challenging objectives." The presenter will help participants understand how Endrew F. changes the previous standard set out in the 1982 case of Board of Education v. Rowley.

73. Team Teaching: Two Teachers are Better Than One!

Room: Auditorium I

Presenter: Lauren Rashley & Katherine Shannon

Do you want to increase the academic performance of your students by using inclusive practices? In this session we will discuss how to successfully create an elementary co-taught classroom in literacy and math. We will discuss teaching strategies and roles, ideas for grouping and scheduling, student work and assessment, data collection and resources necessary for a successful co-taught program.

74. Mathematics for All: Moving Toward Cultural Proficiency

Room: Guilford F

Presenter: Denise Schulz & Lisa Ashe

Mathematics continues to serve as a gateway to various opportunities and experiences for many students. The impact of teachers on the mathematical identity and agency of students can catapult opportunities for many students. In this session, participants reflect on their own mathematical identities, culture, and beliefs. As they move toward cultural proficiency, they will examine how drawing from their own experiences can benefit students in developing positive mathematical identities. This session is designed for K-12 educators in various roles.

75. The Sun Setting of CECAS

Room: Meadowbrook

Presenter: Ashley Herring

This is a prep session on steps to review to the process and prepare data for migration to ECATS.

76. Preschool Content: TS Gold, NC Foundations, or Learning Progressions?

Room: Imperial E

Presenter: Paula Grubbs

Participants will discuss NC Foundations for Early Learning and Development, Teaching Strategies Gold, and the Preschool Learning Progressions as they consider how to facilitate teachers' use of these resources. Strategies for providing support for use of these tools in the assessment, instruction, goal development, and progress monitoring cycle will be explored.

77. CTE & EC: Partnering to Effectively Include SWD in CTE Classes

Room: Imperial F

Presenter: Julie Bost & Lindsey Criss

This session shares successes from a year-long collaborative project between EC and CTE that provided professional development, meaningful and deliberate opportunities for collaboration, a book study, and the creation of differentiated lesson plans for Career and Technical Education (CTE) Teachers. Participants will gain a better understanding about OCS blue prints along with how to provide similar professional development projects in their own school/district.

78. Project Core LOOK WHO'S Talking: Emergent Literacy Learners

Room: Oak

Presenter: Vicki Misenheimer & Brian Surface

This interactive, energetic session features the remarkable work of "Project Core, A Stepping-Up Technology Implementation Grant Directed by the Center for Literacy and Disability Studies at UNC Chapel Hill", in partnership over the last two years at Haynes Inman Education Center, a National School of Character and public separate school located in Guilford County. Participants (educators, specialists, those who care deeply about achieving positive academic outcomes and communication breakthroughs for students with significant disabilities) will develop an understanding of and be able to use the Project Core 36-universal core vocabulary words in emergent literacy practices and write lesson plans that include evidence-based literacy instructional routines.

CONFERENCE SESSIONS

79. Stop, Question, & Respond: Examining Our Biases

Room: Grandover West

Presenter: Javier Martinez

The majority of discipline disproportionality comes from implicit bias. Disproportionality varies based on situation. Participants will experience how implicit bias works and identify neutralizing practices to lower discipline disproportionality in the classroom.

80. The Power of Relationships: Cultivate and Maintain Emotional Stability

Room: Augusta

Presenter: Tracey Carney & Jesse Horn

Relationships are a critical component of emotional stability. In the realm of education, relationships play an integral role in fostering and maintaining positive outcomes for students. This presentation will provide an overview of the importance of relationships, the social and emotional impact of relationships, and strategies to increase relationships in the school setting. Participants who work with students will benefit from this interactive session, as the information presented can be adapted to meet the needs of students being served in a variety of capacities. The target audience is educators, psychologists, school administrators, and other school personnel. The presenters will facilitate discussions about the power of relationships through the use of guided discussions, media, and collaborative planning. At the end of the session, participants will leave with a new perspective on the power of relationships and ways to increase positive relationships between students and staff.

81. Determining a Functional Visual Acuity for Learners with Significant Disabilities

Room: Biltmore

Presenter: Sara Singletary

Determining a functional vision acuity is necessary when conducting a quality Essential Assessment. Students who are visually impaired and have significant additional disabilities pose a challenge when assessing the functional acuity. This session will discuss finding the functional vision acuity for students with severe multiple disabilities.

82. ROCKing Daily Routines: Strategies for Preschoolers with Autism Spectrum Disorder

Room: Guilford E

Presenter: Tricia Carter

This session will focus on use of the ROCK strategy adapted from the More Than Words program to assist parents, teachers, and other caregivers with supporting preschoolers with Autism throughout their daily routines and activities. Participants will be provided with take-away ideas which may be applied immediately. This session is open to parents, teachers, related service providers, administrators, and all who are interested in working with preschoolers with Autism Spectrum Disorder.

83. Take 5: Five Instructional Strategies for Students with the Most Complex Learning Needs

Room: Blue Ashe

Presenter: Emma Hatfield Sidden & Jill Aldin

Let's explore simple, easy to use instructional strategies for students with the most complex communication and learning needs.

84. Traumatic Brain Injury: What Educators Need to Know

Room: Colony A

Presenter: Harriet Ford & Leah Wade

Participants will gain a working knowledge of traumatic brain injury (TBI) by learning about the revised definition, signs, and symptoms or "clues" that a TBI may have occurred, the sequelae of mild, moderate, and severe brain injuries, patterns of dysfunction as a result of the affected location in the brain, school-based interventions, the referral processes for special education (to consider TBI) and Section 504, and the school-based psychological evaluation process. In addition, participants will learn about the Return-to-Learn Concussion protocol adopted by the North Carolina State Board of Education in 2015, and they will be given the opportunity to discuss two cases with the presenters.

CONFERENCE SESSIONS

•••• FRIDAY, NOVEMBER 17 ••••

8:30 – 10:00 a.m.

85. Proportionate Share: A Tale of Two Districts

Room: Guilford C

Presenter: Stefanie Nance & Emily Summey

There are many questions surrounding Proportionate Share of Funding for non-public school students. Come learn how two districts allocate their funds and staff to develop their own diverse programming to serve this population.

86. Linking Behavior Instruction to Core Content Standard at the Secondary Level

Room: Guilford F

Presenter: Mendy DeViney

Participants will develop an understanding of Specially Designed Instruction to address behavior goals. Facilitator will assist participants with identifying core content standards that correlate with identified behavioral needs.

87. What is the Meaning of FAPE?

Room: Guilford D

Presenter: Rachel Hitch & Rachel Nicholas

The purpose of this session is to provide attendees with an overview of the Supreme Court's decision in Endrew F., as well as practical guidance on whether Endrew F. should change anything with regard to IEP development, and if so, practical advice for implementing any changes. The presentation will include a brief historical overview of the FAPE standard, a summary of the factual background of the Endrew F. case, an analysis of the United States Supreme Court's decision in Endrew F., and practical pointers for complying with the obligation to provide students with a substantively appropriate education.

88. Rethinking Guardianship and Less Restrictive Alternatives: Transition to Adulthood

Room: Colony A

Presenter: Barbara Leach & Tamara Norris

Until a child turns 18, parents/caregivers have the legal authority and responsibility to make all major decisions for their child. Once the child reaches the age of 18, he or she is legally an adult and has the legal authority to make their own decisions about medical care, finances, housing, and other major aspects of daily living. This workshop will explore the different types of guardianship and less restrictive alternatives that support self-determination and independence for adolescents with special needs/ disabilities transitioning to adulthood.

89. Project CREED: Three Roles, One Me

Room: Colony BC

Presenter: Cathy Kea & Melissa Hosey

The purpose of Project CREED is to produce culturally competent preservice educators who can deliver data-based instruction in diverse communities. This session will highlight the one year intensive delivery model designed to license undergraduate candidates in a dual general and special education program in SPED Adapted Curriculum (K-12).

90. What's Your Status? Do You Need a Specialist or General Practitioner?

Room: Oak

Presenter: Angela Caudle & Cyndi Steele

Progress monitoring IEP goals for students that require Specially Designed Instruction is key in developing effective instructional practices. This session will focus on how to use FREE digital tools to support data-driven instructional strategies through systematic data collection.

91. How Does Chronic Attendance Problem's Impact Eligibility Determination and Graduation Rates

Room: Auditorium II

Presenter: Jim Deni & Heather Lynch Boling

The Purpose of this session will be to explore the issue of Chronic Attendance as it relates to the new SLD Policy passed by the State Board of Education on February 4, 2016. Across the country, an estimated 5 to 7.5 million students are missing nearly a month or more of school and suffering academically.

92. Supporting Families and Caregivers: Studying and Replicating Success Stories

Room: Imperial F

Presenter: Carol Kirby

Studies of caregivers of children with disabilities have historically assumed a deficit or disease model, while at the same time relying heavily on quantitative measures of stress and maladaptive behaviors. There is a dearth of qualitative and constructivist research into caregivers who are successfully thriving while caring for children with significant physical and cognitive disabilities. The purpose of this presentation is to use parent/caregiver narratives to provide a fuller picture of how the experience of raising a child with disabilities might in fact be positive and transformative.

CONFERENCE SESSIONS

93. Shattering the Myths of Co-Teaching: Establishing a 21st Century Classroom

Room: Auditorium III

Presenter: Sara Davis

This session will include a discussion on the importance of finding your locus of control within an inclusion classroom. There will be a focus on various tech tools can be used in a co-taught classroom in order to maximize your time and student achievement.

94. New Requirements for Transition-age Students

Room: Auditorium I

Presenter: Holly Stiles & Chris Hodgson

This session is a screening of Bottom Dollars, a perspective-altering documentary about the employment prospects for students in transition. Following the film, we will host a facilitated discussion about promising practices for preparing students for integrated employment.

95. Learning, Laughing and Growing with Autism Spectrum Disorder

Room: Guilford E

Presenter: Joani Richardson

This fast paced, practical and evidence based workshop will review the core deficits and associated features of Autism, with emphasis on sensory differences. You will be introduced to the Autism Intervention Hierarchy, a unique tool to guide your day-to-day interaction in the classroom, problem solving and treatment planning.

96. Concept Development vs Skill Development for Learners with deafblindness and/or Significant Cognitive Disabilities

Room: Biltmore

Presenter: Andrea Blackwood & Sandra Warren

During this session participants will learn about the impact of a combined vision and hearing loss on concept development. A teacher perspective for developing concepts for learners with combined vision and hearing loss will be shared by educators from elementary and secondary grade levels.

97. The Dawn of ECATS

Room: Meadowbrook

Presenter: Quentin Parker & Vicki Humphreys

This session will provide an overview of the implementation of ECATS including overall scope, timeline, and training.

98. Beyond the Standards

Room: Imperial E

Presenter: Jessica Kellermann & Erin Gist

This session is designed for teachers and related service providers who desire to collaborate to greater degree for improved outcomes in students across settings. The session will present ways in which a self-contained 3-5 teacher and occupational therapist worked together during the 2016-17 school year to connect curriculum standards from the NC Common Core and EXTEND content standards with field trips across North Carolina using grant funding from a variety of sources. Video footage of this process, samples of visual schedules and role-playing booklets, along with academic work samples that implemented a variety of occupational therapy goals and techniques will be shared and discussed; and the session will also walk participants through the eenorthcarolina.org website where a variety of the grant funding was obtained (YIP-EE, ActionforHealthyKids, etc.).

99. Keys to Teaching Comprehension Strategies, Grades 3-12

Room: Auditorium IV

Presenter: Cindy Cooke

This session is designed for general education and EC teachers of students in grades 3-12. A foundational set of comprehension skills and strategies will be shared that can be taught as Tier I or Tiers II and III using reading material that is already being used in the classroom or intervention setting. Participants will learn instructional practices and scaffolds for teaching topic webs (graphic organizer), two-column notes, summary, and question generation.

100. Everyone Communicates, Reads, and Writes, But Where Do I Start

Room: Blue Ashe

Presenter: Cindy Hall & Jill Aldin

Students with complex require the use of augmentative communication and adapted literacy. This session will present tools to establish baseline information related to how students communicate and participate in literacy.

CONFERENCE SESSIONS

101. A Sees B, B Sees C, Come Join Us on the Literacy Tree: Highly Engaging, Multi-Sensory Strategies, Tools and Modifications to Promote Pre-Literacy Skills in Young Children

Room: Grandover East

Presenter: Beth Hudson & Debbie Gebbie

Join our group to learn more about what keeps young children engaged in learning. We will explore multi-sensory tools and strategies that will engage young students in pre-literacy activities.

102. Strategic Financing for School Mental Health Services

Room: Grandover West

Presenter: Frank Rider

The purpose of the session will be to provide administrators a basic understanding and provide knowledge on how to develop a Strategic Financing Plan, focusing on tools to utilize to develop skills towards providing an array of effective, community-based services and supports for children and youth with or at risk for mental health that is organized into a coordinated network (Systems Of Care). The Strategic Financing Approach introduces the following 5 Basic Steps:

Step 1. Clarify and quantify/estimate, "Financing for What?"

Step 2. Map Current Spending.

Step 3. Assessing the Spending Gap.

Step 4. Identify Financing Strategies and Funding Sources; Select Preferred Financing Strategies.

Step 5. Develop, Generate Support for, and Execute Financing Action Plan

103. Using The Essential Assessment Rubrics for High Quality FVA/LMA Reports

Room: Augusta

Presenter: Julie Bardin & Kelly Myers

Functional Vision and Learning Media Assessments of students with visual impairments are required by IDEA and NCDPI EC Policies. These important assessments help justify reading medium decisions, provide strategies and tools to enhance sensory performance, and describe the educational impact and child's visual diagnosis can have on his/her educational progress. There are many formats and styles of completing these essential assessments and the reports can vary from provider to provider. The Essential Assessment Rubrics help define the key pieces of information and protocols to use during the Functional Vision and Learning Media Assessment process. Participants will become familiar with the rubrics, discuss rational for the criteria, and evaluate evaluation reports using the rubrics.

104. Collaborating for Success-Coaching, Daily Routines and Natural Learning Environments

Room: Pebble Beach

Presenter: Cindy Boyd & Lucia Sumner

Participants will learn the rationale behind teaching through the use of daily routines, how to implement coaching strategies with families, ways to embed goals into daily routines, and how to capitalize on the strengths and diversity of families from other cultures.

105. The Rules of Engagement

Room: Imperial BC

Presenter: Wesley Trump

The presenter will demonstrate a variety of instructional methods and tools of technology used in her classroom to make learning FUN and engaging for her K-5 IDMO students. Sharing ideas that encourage parent participation, teacher created data systems, video clips, pictures from the classroom, and a live demonstration of the ease of Green screen technology are planned.

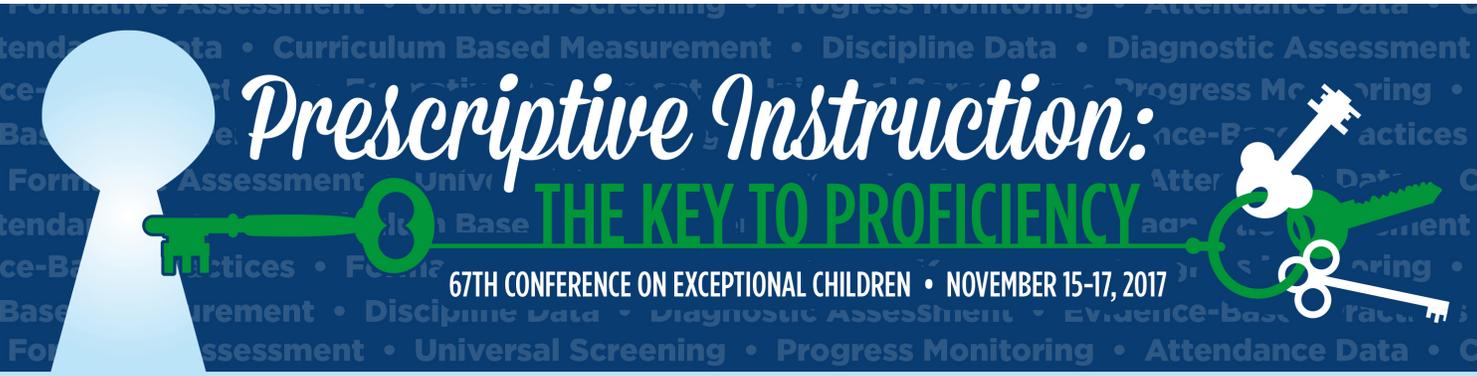
106. The 4 Cs of AAC: Can-do Approach, Context, Core Vocabulary, and Community

Room: Guilford G

Time: 1045-12:15

Presenter: Karen St. Clair & Wendi McMillan

Teaching CORE vocabulary to students who use alternative and augmentative communication (AAC) is a crucial step to building communication success. In this session, participants will experience the Can-do approach by observing AAC users using CORE vocabulary. Two veteran speech language therapists will share their strategies and research based techniques for providing a context to promote authentic communication interactions between AAC users and their communication partners. Parents will give their insight into collaborating with SLPs to find ways their child's voice can be heard. Participants will engage in hands on communication opportunities with low and high tech communication, learn through videos and slide presentations of evidence-based language development, and see how speech language therapists and families engage in communication using AAC in the community.



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