



Pre-Conference Institutes

Institute #1

Title: EC Program Administrators' and Coordinators' Institute

Speaker(s): NC DPI staff/PCG staff; Mitchell L. Yell, Ph.D.; Kris Scardamalia, Ph.D., LSSP; & Attorney Chris Campbell

Session Description: The Exceptional Children Program Administrators' and Coordinators' Institute will focus on pertinent topics related to providing appropriate services to students with disabilities. NC attorney, Chris Campbell will present "What EC Administrators Need to Know about Trends in EC Due Process; From Parent Records Requests to Complaints Filed in Federal Court." Mr. Campbell is a founding partner of the law firm of Campbell Shatley PLLC. He has been representing and training school boards and their employees for over 22 years. His practice covers in excess of 40 public school districts in North Carolina and he defends special education due process lawsuits on behalf of his clients.

We will also hear from Mitch Yell, Professor in Special Education at the University of South Carolina. Dr. Yell has published 120 journal articles, 31 book chapters and 6 textbooks, including *Special Education and the Law*, which is in its 5th edition. He also serves as a State-level due process review officer in South Carolina. Dr. Yell will present *Developing Educationally Meaningful and Legally Sound IEPs in the Endrew Era*.

To address the topic of developing and implementing comprehensive school mental health services, Kris Scardamalia will share the National School Mental Health Curriculum overview. Dr. Scardamalia is from the National Center for School Mental Health, Division of Child and Adolescent Psychiatry, University of Maryland School of Medicine.

In addition, there will be a joint presentation from the NC Department of Public Instruction, EC division and PCG on ECATS Reporting for Administrators.

Institute #2

Title: Dismantling the Pipeline to Prison

Speaker(s): Charlie Lyons

Session Description: The last few years have shed much light on the importance of school climate and culture. Research is showing that climate and culture impacts every aspect of a school and is critical for high student achievement. Presenters will demonstrate this with engaging activities and share national research that supports this. National data on disproportionate discipline practices will be discussed as well as local data where this specific action model was created. Unfortunately, there is a trend across the country that goes back several decades showing that minorities and children with disabilities are much more likely to suffer from a greater risk ratio when it comes to disciplinary procedures. This leads to more ISS, OSS and less time in the classroom for educational instruction. Session facilitators from both school administration and central office decided to address this issue from several points of attack in order to reduce the risk ratio. By compiling a team of educators dedicated to problem solving for this issue an action model was created that can be replicated in other schools and districts. Special attention will be made to discuss the steps taken to address four key components of disproportionate practices: Structural, Disciplinary, Interpersonal and Cultural.

Disclaimer: Presentation materials are for registered participants of the 69th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented does not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.



Institute #3

Title: Assistive Technology and Augmented Communication Across the K-12 Continuum

Speaker(s): Cindy Hall, M.Ed. SLP

Session Description: This interactive institute will focus on Assistive Technology and use of Augmented and Alternative Communication supporting the philosophy that a functional classroom should include adaptations that allow ALL students to participate in communication, reading, and writing tasks regardless of individual limitations. The focus will be on successful implementation of a variety of means of assistive technology and augmentative communication in regular and special education classrooms.

Participants will be able to: Implement assistive technology and augmented communication systems in both regular and special education classrooms; Identify and describe some low tech ways to facilitate communication across grade levels in both regular and special education; Describe and discuss strategies to insure use and efficacy of many types of technology in classrooms.

Institute #4

Title: Overcoming Challenges in Service Delivery: Using Knowledge and Resources to Advocate

Speaker(s): Mary Jane Rapport, PT, DPT, PhD, FAPTA

Session Description: As professionals who provide specially designed instruction and related services to students with disabilities in schools, we are challenged to meet expectations and deliver the best plan of care within the IEP. Invariably, we feel pulled in many directions and are not always certain of how to best meet the needs of each student within the constraints of school-based services that are defined by federal and state legislation, as well as district policies and procedures. In addition, we know that the most effective advocacy often occurs at the local level, so school personnel must stay informed of current education trends and legislative changes that can impact practice, including available services and supports, as well as workload. In this session, we will discuss how to access and employ resources available through professional associations, on publicly available government (state and federal) websites, and more broadly via the Internet. Examples and cases will be provided with suggestions for searching and finding appropriate resources to inform decision-making and advocacy for our students and our profession. Hands-on practice will be included, to encourage participants to use the Institute as a time to gain knowledge and capacity to identify, find, interpret and apply new and reliable sources of information to answer questions and solve dilemmas within the delivery of special education and related services.

Institute #5

Title: Overview of the Unified English Braille Code

Speaker(s): Amy Campbell & Crystal Patrick

Session Description: This workshop will present the various aspects of using, teaching, and producing the Unified English Braille Code (UEB). Participants will leave with a general understanding of how to use UEB for both literary and technical (math & science) purposes. Opportunities to discuss, read, and produce specific grade level content will be provided.

Institute #6

Title: APE=All Personnel Essential for Success

Speaker(s):

Session Description: This session includes a panel discussion to develop collaborative partners, analyze varied case scenarios and shared best practices to elicit successful participation from all personnel and students, especially those with disabilities, in physical education. This session will offer whole group discussion as well as hands-on, applied activities with plenty of time for whole group discussion, questions and answers.

Screen reader support enabled.

Institute #7

Title: 2020 Vision: Establishing Inadequate Achievement and Insufficient Progress within an Instructional Model for SLD Identification

Speaker(s): Giancarlo Anselmo, Ava Bradley, & Heather Poston

Session Description: Participants will engage collectively to plan local support of their system, while also gaining knowledge and skills that they may readily apply into everyday practice in implementing an instructional (Rtl based) model of evaluation.

The focus of this institute will be establishing inadequate achievement and insufficient progress within the context of an instructional model of evaluation.

Through the facilitation of district level implementers of this model, participants will:

1. Identify and describe the requirements for inadequate achievement and insufficient progress (Criterion 3 & 4) within an instructional model
 2. Analyze and consider relevant existing data sources used to provide evidence of Criterion 3 & 4
 3. Utilize existing tools and resources to organize and apply student data and other relevant information in alignment with Criterion 3 & 4 requirements
 4. Utilize existing tools and resources to plan for effective implementation
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Institute #8

Title: Functional Performance at School: Connecting Participation to the Standards for Students with Disabilities

Speaker(s): Crystal Gaddy & Lauren Holahan

Session Description: This institute will explore how functional skills are addressed in the NC Standard Course of Study and how IEP teams can ensure access to those standards by middle and high school students with disabilities. Using the concept of a reasonably-calculated IEP, participants will learn how to sequence functional skills/standards across grades 6-12 to build IEPs and lesson/intervention plans that lead to accelerated growth for SWD. In addition to interactive instruction, several small group activities will be used throughout the day to create standards-based learning progressions for a select number of functional skills. Learning objectives for this institute include:

Participants will:

1. Identify and organize NC standards addressing functional performance for grades 6-12
2. Identify common barriers and solutions to developing and implementing IEPs addressing functional skills in grades 6-12
3. Demonstrate ability write reasonably-calculated standards-based present levels of

performance and IEP goals in functional domains (e.g., daily living skills, social skills, vocational skills, play/leisure skills, etc.)

5. Create collaborative intervention plans with IEP team members for integrated/embedded service delivery.
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Institute #9

Title: Putting the 'Special' Back in Special Education: Introduction to Data-Based Individualization (DBI)

Speaker(s): Tessie Bailey & Amy Peterson

Session Description: Students with the most severe and persistent learning needs, typically those eligible for special education, need access to the most intensive, evidenced-based supports. Data-based individualization (DBI) gives schools the mechanism to provide these intensive supports and helps align special education with MTSS to create a robust schoolwide prevention model. DBI is a multi-step research-based process that relies on the systematic and frequent collection and analysis of student-level academic and behavior data, modification of intervention components when data indicate inadequate response, and use of teachers' clinical experience and judgment to individualize intervention (National Center on Intensive Intervention (2013). It is comprised of five steps:

- 1) validated intervention,
- 2) progress monitoring,
- 3) diagnostic data,
- 4) intervention adaptation, and
- 5) ongoing progress monitoring and intensification.

Further DBI, encourages teams to consider the complex needs of students with intensive needs including co-occurring academic and behavioral needs that are often inextricably linked (Kuchle, et al., 2015). This interactive session will introduce attendees to the five steps of DBI through explanations, case examples, and application activities. In addition, participants will learn how to use the Taxonomy of Intervention Intensity to design and intensify specially designed instruction using the DBI process. Participants will gain access to a variety user friendly of tools and resources to support them in designing, evaluating, and intensifying instruction for students with disabilities with severe and persistent learning and/or behavioral needs.

Institute #10

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

Speaker(s): Laura Marsden, Carol Moffitt, Melanie Sharpe, & Marty Erskine

Session Description: Coaching is a vital element of the Implementation Drivers within Implementation Science. In this institute, we will examine the coaching basics for administrators, coaches, and teachers. Topics will include the benefits of coaching, types of coaching, the coaching continuum, goal setting, and feedback including use of in-ear-technology.

Institute #11

Title: Building a Road Map for Successful Transition by Learners with Significant Disabilities Including Those with Deaf-blindness

Speaker(s): Dr. Sandra Warren

Session Description: This day-long institute will address transition for learners with significant disabilities including those with deaf-blindness. Participants will explore:

- Exciting opportunities offered through the Workforce Innovation and Opportunity Act (WIOA) and Every Student Succeeds Act (ESSA)
 - North Carolina partnerships to facilitate WIOA work
 - Pre-ETS overview and examples supporting learners with significant disabilities
 - Person Centered Planning (with family member discussant)
 - Linking PCP and IEP and transition planning
 - Building capacity of schools and districts to provide high quality transition opportunities addressing SPP/APR Indicators 13 and 14
 - Resources to support the journey
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Institute #12

Title: Promoting Community Engagement for Students with Autism Spectrum Disorders

Speaker(s): Cassie Fraser-Ball

Session Description: Equipping youth with autism spectrum disorders (ASD) to flourish during and after high school is central to the purpose and practice of special education, but many students with ASD are leaving high school without the preparation and connections needed to engage meaningfully in their communities (Carter, Harvey, Taylor, Gotham, 2013). This course will review research-based approaches for connecting adolescents with ASD to life beyond the classroom. Participants will collaborate to develop strategies for fostering skill-development related to community participation, and emphasis will be placed on incorporating community engagement as an essential aspect of school-based transition services. Learning objectives for this institute include:

1. Define ASD and community participation, and outline benefits of community participation for adolescents and adults on the autism spectrum.
 2. Develop community participation post-secondary goals, transition activities, related IEP goals, and instructional approaches/interventions.
 3. Describe barriers to addressing community participation in special education and collaborate with other school-based professionals to develop strategies for incorporating community participation in transition services for students with ASD.
 4. Identify benefits of and strategies for addressing community participation skills with younger students.
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Institute #13

Title: Managing EC Data

Speaker(s): NC DPI EC Systems Team and ECATS Vendor

Session Description: Data Managers designated as the Contact/Trainer for their Public School Unit (PSU) will receive training on the ECATS Special Education Module. Participants will receive informational updates about the ECATS system tailored to Data Managers; learn how to prepare for and execute the December Child Count; and network and exchange ideas with EC Systems Team and users from other PSUs. More detailed components of the training will be communicated at a later date.