



**Thursday, November 2, 2017** **TENTATIVE AGENDA EXTREMELY DRAFT, DO NOT SHARE**

TIME	ACTIVITY/PRESENTATION	ROOM
12:00-12:15 pm	Welcome-Gary Myrah, CASE President	
12:15-2:00 pm	<p><b>LUNCH &amp; KEYNOTE-Dr. Eric Hartwig</b>  <b>Surviving and Thriving: How to Function Well and Feel Well</b>            A climate of performance requires a seismic shift in beliefs, attitudes and practice which creates a number of significant challenges. Our work can easily be compromised by distress, making us preoccupied and reactive. We need a different understanding, a shift from experiencing challenges as threats to becoming interested in what we need to learn to understand behaviors, not on purpose but for a purpose. Differentiate between reflective capacity and reactivity, making sense of stress and shifting it from toxic to tolerable so that we can function and feel well, survive and thrive.</p>	
2:00-2:30 pm	<p><b>Grand Opening of the Exhibit Area!</b>  <b>Begin Collecting Stamps for Door Prizes</b></p>	
2:30-3:30 pm	<b>BREAKOUT SESSIONS</b>	
	<p><b>Betting on Engagement over Mandate: How effective Leaders Communicate and Build Positive Productive Relationships: Dr. Eric Hartwig:</b> Most of us never get training in human relationships. However, it is in the situations that matter most to us that we are likely to have trouble. Sometimes we just don't know the best way to approach dilemmas created in our lives by all the challenges that can strain relationships – new laws and regulations, dwindling resources, staff and leadership changes and more. It is during these very complex moments that we need to realize that hidden in the hard times are opportunities that give meaning to what we do. In this session, Dr. Hartwig emphasizes positive and principled personal skills that focus on interests, not positions. As an Educational Leader, His presentation will help you think differently about how to establish and maintain harmonious relationships with a sense of self-reflection, introspection and humor.</p>	
	<p><b>Dualism or Democracy? Roles of IEP Team Members in Determining LRE and Educational Placement: Julie I. Bost &amp; Dr. Carl Lashley:</b> This session shares findings from a study that investigated IEP team members' understandings of the team process. Themes evolved including deficit thinking, hierarchy, burdensome legal requirements, resources, and predetermination of placement. Implications for policy and practice will also be shared along with recommendations for IEP Teams. Participants will leave the session with more clarity about how to foster a spirit of democracy, not dualism, in the IEP process while yielding more beneficial and procedurally compliant decisions.</p>	
	<p><b>A Meta-Analysis of Special Education Program Evaluations: How This Data Can Inform Your Special Education Program Practices: Paula Burdette, Donna Meinders &amp; Silvia DeRuvo:</b> Program evaluation is a valuable way to ensure compliance and best practice. Many districts have partnered with us to conduct evaluations to assess staffing capacity, communications, incorporation of UDL principles, MTSS, and more. We will discuss findings from a variety of districts and the most common recommendations to support districts to improve outcomes for students with disabilities. Time will be provided to discuss participants' pressing issues with methodologies to gather data to build improvement plans.</p>	
	<p><b>Achieving Results: High Leverage Leadership Practices: Dr. Emily Collins &amp; Dr. Mary Kealy:</b> Effective leadership practices are essential for producing inclusionary results-driven programs for students with disabilities. Education leaders must initiate and facilitate the changes needed to increase student results academically and socially/emotionally/behaviorally. This session will describe high leverage practices leaders must exhibit for success: Collaboration, Assessment, Instruction and Social/Emotional/Behavioral Practices. Examples of strategies and action plans for the implementation of effective initiatives and practices, assessment of effectiveness and professional development will be shared. The leadership</p>	

	<p>components for communication, collaboration and teamwork, and capacity building are illustrated through a model for collaborative, creative and courageous leadership.</p>	
	<p><b>"What's Hot in DC: Where CASE Stands on the Issues": Erin Maguire &amp; Myna Mandlawitz:</b> CASE Policy and Legislative Committee Chair, will give provide the latest information on key legislation in Congress and updates on recent and potential policy changes from the U.S. Department of Education. Myrna and Erin will familiarize you with the CASE Legislative Platform, position statements on 'hot topics,' and IDEA recommendations (on hold until the reauthorization is on the horizon!). Get up to speed on what you need to know to be a CASE advocate, for students with disabilities!</p>	
	<p><b>Leveraging the Skills of Your School Psychologist to Improve MTSS Implementation: Stacy Kalamaros Skalski, PhD, Shawna Rader Kelly, Ed.S., NCSP &amp; Michelle Malvey, Ed.S.:</b> School psychologists have extensive training in the areas of assessment; program evaluation; data collection, management, and analysis; and the implementation of direct interventions to improve academic, behavioral, and social emotional student skills. However, many school psychologists are being underutilized in their district's implementation of multi-tiered systems of support. This session will explore how school psychologists can be best utilized in an MTSS framework and how moving to this model improves student and school outcomes.</p>	
<p><b>3:30-3:45 pm</b></p>	<p><b>Visit the Exhibitors/Network with Colleagues</b></p>	
<p><b>3:45-4:45 pm</b></p>	<p><b>BREAKOUT SESSIONS</b></p>	
	<p><b>MTSS for Students Receiving Special Education?! YES!!: Trish Shaffer &amp; Tami Sakelaris:</b> Multi-Tiered System of Supports (MTSS) is framework for integrating instruction, evidence-based interventions, and assessments to meet the academic and behavior needs for ALL students. The essential components of MTSS are screening, progress monitoring, a multilevel prevention system, and data-based decision making (National Center on Response to Intervention, 2010). When MTSS is implemented with fidelity, success and improvement in performance occur among students with disabilities, as well as students who are at risk for academic failure (Gersten et al., 2012; Vaughn et al., 2015). This session will provide hands-on strategies on how when implemented with fidelity, MTSS can improve outcomes for students and ease work load of staff.</p>	
	<p><b>How to Conduct Friendly and Productive IEPs: Nissan Bar-Lev &amp; Nelsinia Ramos:</b> Based on feedback from parents &amp; districts that the WI Special Education Mediation System surveyed about what worked &amp; what could have been improved in IEP meetings, this workshop provides practical tips &amp; techniques that can increase the productivity of an IEP meeting. The co-presenters are a parent advocate and a special education director discussing how to implement these ideas and set the stage for a constructive relationship that can continue throughout the student's education.</p>	
	<p><b>Legal and Ethical Issues Involving Paraeducator Employment, Supervision and Training: Kent Gerlach Ed.D:</b> This workshop session will provide an overview of the current ethical and legal issues involved in employment, training, supervision, and evaluation of paraeducators. The session will also provide an update on ESSA and IDEA reauthorization concerning paraeducators, their training, and their supervision. Specific emphasis will be on the role of administrators in designing and improving job descriptions, clarifying the roles of the teacher and paraeducator. It will also include a discussion of various ways to build effective teacher, paraeducator teams. Quality indicators of effective professional development will be shared, including the importance of training teachers in directing and managing the work of paraeducators.</p>	
	<p><b>Supporting English Learners and Students with Disabilities: A Scaffolded Approach: Silvia L DeRuvo &amp; Cerelle Morrow:</b> This session will provide an overview of the unique needs of students with disabilities and English Learners and how teachers can incorporate effective instructional strategies into their lessons. During the session participants will examine scaffolding techniques that teachers can use in their instruction that addresses a diverse range of learning needs and gain practical knowledge on how to support teachers in the use of a collaborative tuning protocol to address specific language and learning needs.</p>	
	<p><b>Practical Strategies to Facilitate Access to School Mental Health Services: Stacy Kalamaros Skalski, Ph.D., Shawna Rader Kelly, Ed.S., NCSP &amp; Michelle Malvey, Ed.S.:</b> Students with mental health needs struggle to benefit from educational opportunities when their emotional and behavioral health needs are not addressed. Access to mental health services is often limited by external factors including shortages of school mental health professionals and inefficient or reactive service delivery models. This</p>	

<p>session will explore policies and practices that can increase service delivery options, improve collaboration between school and community service providers, and ensure access to coordinated mental health services.</p>		
<p><b>Practical Strategies for Sustaining Implementation: Reflections and Resources: Jennifer D. Pierce, Ph.D., Julie Bowers &amp; Will Jensen:</b> This session provides an overview of common barriers that arise during the implementation of evidence-based practices (EBPs) and offers at least two specific strategies, communication protocols and implementation teams, that can be used to offset these barriers. Presenters, including state and district leaders, will share how the application of the strategies increased stakeholder buy-in for implementation efforts, thereby supporting the sustained use of EBPs across the state.</p>		
<p>4:45-5:15 pm</p>	<p><b>Visit the Exhibitors/Network with Colleagues</b></p>	
<p><b>Friday, November 3, 2017</b></p>		
<p><b>TIME</b></p>	<p><b>ACTIVITY/PRESENTATION</b></p>	<p><b>ROOM</b></p>
<p>7:30-8:15 am</p>	<p><b>BREAKFAST JUDY FROM CEC FOR 5 MINUTES HERE</b></p>	
<p>8:15-9:45 am</p>	<p><b>KEYNOTE: DR. RICHARD VAN ACKER</b>  <b>Behavior Change is a Process; Not an Event</b>  One of the most common and persistent concerns expressed by teachers is how to effectively deal with challenging behavior. Non-compliance, talk-outs, failure to engage in assigned tasks, and disrespect often top the lists of behaviors that result in the disruption of effective instruction. With larger class sizes, an increase in the number of students displaying emotional, behavioral, and mental health disorders, and greater demands for academic excellence, the need to effectively address undesired behavior is an even greater challenge in today's classroom. This presentation will explore challenging student behavior and identify a number of effective low demand strategies that take advantage of existing teacher knowledge to more effectively prevent and deal with challenging student behavior. Armed with this information, educators can better meet the needs of students who are failing or who are at-risk for school failure.</p>	
<p>9:45-10:15 am</p>	<p><b>Visit the Exhibitors/Network with Colleagues</b></p>	
<p>10:15-11:15 am</p>	<p><b>BREAKOUT SESSIONS</b></p>	
<p><b>School-Based Interventions to Address the Mental Health Needs of Children and Youth: Dr. Richard Van Acker:</b> It is estimated that one in five children in the typical general education classroom has a diagnosable mental health disorder. Over half of the people who will develop mental health disorders will show symptoms prior to age 14. Yet most educators and related services personnel have been provided little or no information related to children's mental health. This presentation will discuss some of the common mental health disorders found in the school-age population and discuss effective approaches to engaging these students within the educational setting. Information will also be provided to assist in the effective management of their challenging behavior – including crisis behavior. Participants will become familiar with the concept of trauma informed care.</p>		
<p><b>Recipe for LEA Leadership in IEP Meetings: Training + Accountability = Results: Dr. Byron Green &amp; Julie Weatherly, Esq., Jenny Ricci &amp; Sally Earnest, Ed.D:</b> The Washoe County School District, Reno, Nevada, recognizes the importance of school administrators to serve as LEAs of school IEP teams. However, they must first increase their knowledge and leadership skills related to the IEP Team process. Using the "LEArn &amp; LEAd" training program, the District has trained multiple administrators from all 100 schools to effectively serve as LEA Representatives. The presenters will share the impact, District implementation, and accountability for results from this initiative.</p>		
<p><b>Invisible Disabilities and Effective Accommodations: Nichole Kristensen:</b> This session will help participants understand learning differences that are more subtle in nature but still have an adverse impact on the student's ability to benefit from general education. Participants will increase their knowledge of these invisible disabilities and how to communicate the learning differences to other educators through a hands-on experience. This session will provide participants with information regarding accommodations and strategies that are beneficial to students with learning differences in the school setting. Participants will</p>		

	receive guidance in how to communicate with their colleagues the importance of effective accommodations for students with learning differences.	
	<b>Using MTSS to Support Indiana Students in the Least Restrictive Environment: Combining State and National Technical Assistance: Jolly Piersall, Angela McKinney, Dr. Gail Ringwalt, Michael McSheehan &amp; Marcee Wilburn:</b> The Indiana IEP Resource Center, in collaboration with the SWIFT Center, have combined state and national level technical assistance to support Indiana school districts in providing Multi-Tiered Systems of Support for all students. School districts will be supported through training, technical assistance, coaching, and other resources. This session will focus on the work of the centers, the outcomes seen in participating Indiana schools, and lessons learned during the early stages of this work.	
	<b>Endrew v. Douglas County School District: What special education leaders need to know: Dr. David Bateman &amp; Mitchell Yell:</b> The purpose of this presentation is to (a) describe the FAPE requirement of the IDEA, (b) review the Supreme Court's first FAPE ruling, in Board of Education v. Rowley, (c) explain the history of the Endrew case and the oral arguments before the Supreme Court, and (d) to discuss how this decision will change the practice of special education.	
	<b>MTSS for Behavior-Seamlessly Linking the Tiers: Dr. Randy Sprick &amp; Katie Povejsil:</b> Join us for this workshop to be simultaneously webcast nationwide to a live audience of special ed directors. Creating a continuum of behavior support that comprehensively addresses safety, climate and discipline requires school leaders to work through predictable obstacles: staff over-reliance on punitive strategies and defaulting to special education placement for students with challenging behaviors. Learn strategies to develop: a problem-solving culture, a common language of behavioral prevention and intervention, and district-level implementation protocols.	
<b>11:15 -11:30 pm</b>	<b>Visit the Exhibitors/Network with Colleagues</b>	
<b>11:30 am-1:30 pm</b>	<b>LUNCH &amp; KEYNOTE: Dr. Francis Stetson, Stetson and Associates, Inc The Science of Happiness – The Art of Leadership</b> The field of Positive Psychology has opened up new knowledge about the brain and the incredible possibilities for changing our outlook, efficiency and effectiveness! Our keynote speaker, Dr. Frances Stetson, will share strategies for increasing your happiness index, for influencing staff to approach challenges in a more positive and proactive way, and for capitalizing on the capacity of the brain to reconfigure our thought processes. Shifting to the applications of positive psychology to the field of special education and to the leadership roles we play, Frances will offer several ideas that just might shape your approach to leading and influencing people in the future!	
<b>1:30-1:45pm</b>	<b>Visit the Exhibitors/Network with Colleagues</b>	
<b>1:45-2:45 pm</b>	<b>BREAKOUT SESSIONS</b>	
	<b>Looking in the Rear View Mirror: Using Program Evaluation Results to Improve Results!: Dr. Francis Stetson:</b> Program evaluations and staffing studies are great ways to pinpoint the aspects of services for students with disabilities that require our focus, will result in significant cost savings and provide a strong rationale for the changes you know you need to make. What should we stop doing? What should we do more of and why? What should a good program evaluation look like and how can you use this process to enhance the position, reputation and trust of the special education department in the district? Dr. Frances Stetson will provide a practical overview of a quality program evaluation process so that you can 'do it yourself' or become a better consumer of this service. Participants will receive tools, surveys, and data analysis formats and will have the opportunity to practice identifying key evaluation questions. Frances will also share the top 10 recommendations that emerged from recently completed evaluations so you can benefit from someone else's rear view mirror experience! Looking at the results of our past efforts is necessary to achieve higher levels of success in the future!	
	<b>Communication Tips for Preventing Litigation: Jenifer Cline &amp; Dr. David Bateman:</b> Preventing litigation should be the goal in working with students with disabilities. There are important ways we can talk about goals, progress, lack of progress, and team meetings so parents are a part of the process. This	

<p>session will highlight effective communication strategies and will also highlight strategies that may make things worse.</p>	
<p><b>Looking From the Mountain Top: Reducing Conflict Through Improving Stakeholder Relationships: A Data-Based Approach: Staci Prier &amp; Tana C. Hubbard, PhD:</b> Session participants will be provided national, state and regional data to identify areas of need for all stakeholders who support students with disabilities ages 0-21. In this session we will review 3 years of data generated by the Texas Special Education Information Center and correlate it to national data to identify meaningful parent and staff training, resulting in improved practices, processes and relationships.</p>	
<p><b>Significant Disproportionality and the new Rule on Equity in IDEA: What it is, how it impacts school districts, and how school districts can respond?: Cecelia Dodge &amp; Cesar D'Agord:</b> WestEd will discuss the revised rule and how and when this rule will impact school districts. For example, states may identify more districts as having significant disproportionality, requiring them to implement Comprehensive Coordinated Early Intervening Services (CCEIS) for discipline, early intervening or placement. WestEd will then offer suggested approaches for school districts to prevent or resolve significant disproportionality, and share resources that are available to school districts to work on equity issues.</p>	
<p><b>Maximizing Employment Outcomes for Students with Disabilities: Tessie Rose Bailey &amp; Katherine Bradley-Black:</b> Did you know that individuals with disabilities are three times less likely to be employed than individuals without disabilities, even when they participate in post-secondary education? Do your transition programs increase the likely of post-school employment for your students? This interactive session will demonstrate how administrators can use national resources to support the development of evidence-based district and school transition programs designed to increase post-employment outcomes for students with disabilities.</p>	
<p><b>Resilience Can Be Taught! 10 Tools to Motivate ANY Student: Christian Moore, MSW, LCSW:</b> What if you could give ALL of your students – even the most unmotivated – the skills to be resilient in the face of life's challenges? The breakthrough idea of this presentation is that resilience can be TAUGHT! In fact, there are 10 tools you can use TODAY to bring its life-changing power to students of any background or learning style. This fun and informative presentation will completely change the way you approach your job – don't miss it!</p>	
<p><b>Building Effective Systems of Informal Dispute Resolution: Larry Brunson:</b> The purpose of this presentation is to help leaders reduce the number of due process cases they have through the strategic use of Informal Dispute Resolution. Many leaders encounter great challenges when dealing with due process and this session will give them the tools necessary to build system that will undoubtedly strengthen relationships with parents so that the focus can remain on student achievement.</p>	
<p><b>2:45-3:15 pm</b></p>	<p><b>Visit the Exhibitors/ Network with Colleagues</b></p>
<p><b>3:15-4:15 pm</b></p>	<p><b>BREAKOUT SESSIONS</b></p>
<p><b>Third Times a Charm: Using the magic number "3" in behavior interventions that WORK!: Cassie Gates &amp; Jennifer Fox:</b> For many reasons, the number 3 creates simple but catchy patterns that help us be more successful in many ways, including how we behave. We will share 3-step behavior strategies and tips for adults to follow to best change student behavior--effectively, easily and consistently. Participants will be ready to go back to their classrooms the very next day and put the power of 3 to work!</p>	
<p><b>Are your Co-Teachers Delivering on the Promise of Co-Teaching?: Michelle E. La Monte:</b> Co-Teaching is becoming an increasingly more popular service delivery model. Unfortunately, the promise of specialized academic instruction sometimes "gets lost" in the general education setting, and districts are at a legal disadvantage when students with IEP's do not receive specialized academic instruction. Come to this interactive session to learn effective, inexpensive, easy to implement research-based strategies that allow co-teaching teams deliver specialized academic instruction, and help ALL students achieve success in the general education setting.</p>	
<p><b>Inclusion: It is More Than Just Visiting!: Renee W. Miner, M. Ed, Exceptional Child:</b> Inclusion for students with disabilities is often a mixed experience for students with disabilities and supporting staff members. It is also delivered with varying degrees of quality and impact throughout educational settings. This presentation will discuss inclusionary theory and practices that can ensure meaningful participation and full membership in a child's least restrictive environment. Participants will explore strategies and activities that can provide opportunities for autonomy, acceptance, and engagement for complex learners in less restrictive settings throughout their day.</p>	

	<p><b>Supporting High Quality Programs for Students with Intellectual Disabilities and Autism: Kate Cahill, Denise Chappell &amp; Krystal Kerns:</b> How can district leadership best support and monitor progress for students with Intellectual Disabilities and Autism, leading to Educational Benefit that is “appropriately ambitious” per the Supreme Court? This session demonstrates how several school districts targeted SWID and Autism to implement a meaningful systematic model district-wide. This included a balance of both teacher support and accountability, which lead to accessing standards based instruction, consistent use of evidence based practices, and resulted in measurable student growth.</p>	
	<p><b>Using a Growth Mindset for IEP Progress Monitoring: Carol Kosnitsky:</b> Special education is built upon the idea of collecting and using data for instructional decision-making, as well as informing parents of their child’s progress. Yet many special educators find it difficult to embed this process in day to day practice. Building on the principles of “growth mindset”, this session will help administrators coach their staff to improve progress monitoring in order to inform instruction and communicate to families what they want and need to know.</p>	
	<p><b>The Competencies of Top-Performing Special Education Case Managers: William R. Bryan &amp; Scott Behrens:</b> This presentation provides participants with the results of an empirical study of what differentiates top-performing versus average special education case managers. It follows in the footsteps of a similar study conducted in 2014 that identified the competencies of top-performing district level special education administrators (DLSEAs). The case manager competency model was requested by DLSEAs to help them when hiring, training, and coaching case managers.</p>	
<p><b>4:15 pm-4:45 pm</b></p>	<p><b>Visit the Exhibitors/ Network with Colleagues</b></p>	
<p><b>Saturday, November 4, 2017</b></p>		
<p><b>TIME</b></p>	<p><b>ACTIVITY/PRESENTATION</b></p>	<p><b>ROOM</b></p>
<p><b>7:30-8:15 am</b></p>	<p><b>BREAKFAST</b></p>	
<p><b>8:15-9:45 am</b></p>	<p><b>KEYNOTE: DR. RANDY SPRICK</b>  <b>Changing the Mindset of Staff Regarding Student Misbehavior</b>  Everyone knows that schools, and all individual teachers, should implement the basics of behavior support. However, most schools still struggle with many staff members who rely too much on punitive techniques and fall into negative patterns with students. Explore the reasons why this continues to be a problem and identify how providing protocols and menus of strategies can <b>inspire staff to view misbehavior as a puzzle to be solved</b>, not a threat that needs to be removed.</p>	
<p><b>9:45-10:45 am</b></p>	<p><b>BREAKOUT SESSIONS</b></p>	
	<p><b>Data-Driven Early Interventions to Improve Behavior and Motivation: Dr. Randy Sprick:</b> In many districts there is a major gap between tier 1 and tier 2 regarding behavioral practices, specifically a tendency to view data collection as a hoop to jump through to involve special education. This session focuses on how to train staff in the importance of data-collection and debriefing as a powerful intervention that frequently changes behavior, but if ineffective, will be an essential tool in evaluating the efficacy of all subsequent intervention efforts.</p>	
	<p><b>Measuring Implementation and Impact of the Kansas MTSS Integrated Framework: Linda Wilkerson &amp; Amy Gaumer Erickson, Ph.D.:</b> The Kansas Multi-Tier System of Supports (MTSS) Integrated Framework is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic, behavioral, and social/emotional needs from early childhood through graduation. Evaluation results reveal that schools implementing the core constructs with fidelity are significantly increasing family engagement, students meeting benchmarks, and students exiting reading, math, social/emotional, and behavior interventions. The implementation process, comprehensive evaluation plan, and measures will be shared.</p>	
	<p><b>Growing Effective Special Education Leaders: Wendy Rogers, Gretchen Cagle &amp; Cindy Taylor:</b> The presenters will share information about a state's mentoring program for new special education directors.</p>	

	<p>Details to be shared include developing the overall structure of the program, conducting a New Directors' Boot Camp, compiling a New Directors' Survival Calendar and Tool Kit, and reflecting on the first year of the program's implementation. The goal of the program is to grow and retain effective special education directors to better serve students with disabilities.</p>	
	<p><b>3 R's for a Section 504 Hearing Officer: The Regulations, The Role, The Responsibilities: Gerald J. Hime:</b> Section 104.36 of the regulations governing Section 504 of the Rehabilitation Act of 1973 states that a parent or guardian of a student with a disability has the right to "a system of procedural safeguards that includes ... an impartial hearing" when there is a dispute about the student's evaluation, identification, or placement. This session will focus on the how the regulations must be implemented, how the hearing may be conducted, and the role and responsibilities of the hearing officer.</p>	
	<p><b>Implementing a Sustainable and Effective Co-Teaching Program--A Few Do Nows and Many DO NOTs!: Debra Herburger:</b> Participants will explore the recommendations for establishing the foundations of a sustainable implementation of co-teaching at district and site levels including selecting teachers, master schedule challenges, providing PD and support for co-teachers, supporting co-planning time, addressing class size questions, and the role of co-teaching in the range of inclusive practices a district has in place.</p>	
<p><b>10:45-11:00 am</b></p>	<p><b>Break</b></p>	
<p><b>11:00-12:00 pm</b></p>	<p><b>BREAKOUT SESSIONS</b></p>	
	<p><b>Why Johnny Won't Listen: the Hidden Challenge of Auditory Processing Disorders: Dr. Martha Burns:</b> Auditory Processing Disorders (APD) are sometimes called "hidden challenges to learning" because they appear to be motivational or attentional problems. These students often have problems with auditory attention, memory, phonological awareness, as well as reading decoding - all of which can impact academic achievement. But Auditory Processing skills are trainable in a reasonably short period of time. This session will review the research on APD, how to identify students at risk, and practical classroom accommodation.</p>	
	<p><b>Trauma- What does it look like? Trauma, Trauma and the Brain, Sensory Processing and Integration: Dr. Mary M. Flood &amp; Todd Breinich:</b> Understanding trauma, being trauma sensitive, and trauma responsive is a journey. This training will inform attendees about trauma and how it impacts the students we are working with. Presentation includes research on stress and brain health, neuro-biological effects of trauma, investigates sensory processes and effective sensory strategies that can be used by educators in the classroom.</p>	
	<p><b>Significant Disproportionality? Now What?: Tom Munk:</b> New federal regulations are expected to result in more LEAs identified with significant disproportionality -- the overrepresentation of a racial or ethnic group with regard to identification, placement, or discipline. Identified LEAs are required to identify and address the factors contributing to the disproportionality. Attendees will learn about the Success Gaps Toolkit, which provides a full complement of materials designed to assist in this root cause analysis.</p>	
	<p><b>Implementing Data Based Practices for Behavior Health Programs Across all MTSS Tiers: Achilles N. Bardos, Ph.D.:</b> Mental health professionals are very well trained in the delivery of services at Tiers II and III. Yet, most public schools are facing challenges integrating the design, prevention and monitoring of their efforts and successes of their mental health programs across all MTSS Tiers. This presentation will address the barriers and offer solutions learned from large schools who have successfully changed the delivery of MTSS services within an integrated model of comprehensive mental health services.</p>	
	<p><b>Assess-Plan-Teach: Megan Patterson, Merrill Young &amp; Dr. Cathy Scott:</b> Participants will learn about the Assess-Plan-Teach (APT) framework currently being implemented in Clark County School District (CCSD) self-contained and resource classrooms. APT is designed to provide teachers of students with Individualized Educational Programs (IEPs) high-quality professional development in reading and writing strategies. Well-designed teaching occurs after the teacher gathers data to strategically plan what explicit instruction a student needs. The framework for professional development as well as specific strategies and interventions used will be discussed.</p>	
	<p><b>Quality Programs for Students with Intellectual/Severe Disabilities: What do Administrators Need to Know?: MaryAnn Demchak, C.J. Fields, Andrea Forsyth, Chevonne Sutter, Jodee Prudente &amp; Leslie Molina:</b> This session will focus on research and evidence-based practices of which administrators should be aware in order to encourage high quality educational programs for students with intellectual / severe disabilities in their schools. Practices to be addressed include communication, data-based decision making,</p>	

systematic instruction, appropriate curriculum, and appropriate transition practices. Specific practices that administrators should observe for will be highlighted.

**12:00 pm**

**Conference Ends  
Thank you for attending!**