

Conference at a glance 2010

Wednesday 1:00 – 5:00	Limelight Salon A	DLD Pre-Conference	<p><b>Workshop #1: Social Thinking 1:00 p.m. - 3:00 p.m.</b> This workshop introduces new approaches that provide systematic, explicit instruction for children with social learning challenges. Social Thinking was developed by Michelle Garcia Winner who has received national and international recognition for her contributions to the field of autism. Emerging research validates the effectiveness of this instruction. Social cognition deficits are experienced by many people with ADD/ADHD, Asperger's Syndrome, high-functioning autism, learning disabilities, non-verbal deficits, bipolar disorder, and other diagnostic labels. However, a number of individuals have social thinking challenges without having been assigned any diagnostic label.</p> <p>Those attending this workshop will learn the basics of social thinking, who social thinking helps, social and academic implications, and a few key strategies to use with students. Presenter: Jaime Rivetts.</p> <p><b>Workshop #2: A Model for Memory 3:00 p.m. - 5:00 p.m.</b> Memory is so complex! Lee Pesky Learning Center has developed a model for memory to help educators, parents, and students better understand how memory works, the issues and challenges related to memory, and strategies that can help. All participants will receive a copy of the model and strategies to help students experience more success. Presenters: Anne Clohessy, Nick Goodman, Cristianne Lane, Strand: DLD</p>
Wednesday 1-5	Continental Rounds	DCDT Pre-conference	<p><b>Using Technology for Transition:</b> Shawn Wright Shawn will provide information on how to use audio and video technology for senior projects, portfolio, student- led IEPs and other transition activities. He will demonstrate web based programs, as well as tools like flip cameras. Strand: DCDT</p>
Wednesday 1-5	Lodge Dining Room	CCBD Pre-conference	<p><b>2E:GT/ED ID, E.g. &amp; IEP</b> Idaho CCBD will host Dr. Larry Rogien at this year's Idaho CEC Fall Conference in Sun Valley. Dr. Rogien will present information about identifying and working with gifted students with emotional disturbance. This workshop offers a heads on/hands on approach to the world of Twice Exceptional (2E): gifted plus disabled in some way. Using real and fictional characters, we will illustrate the identifying characteristics of 2E children through the lives of Michelangelo, Mozart, Beethoven, Will Hunting, John Forbes Nash, Harry Potter, David Helfgott, and Ted Bundy. Come prepared for movie clips, stories, table discussions, group discussions, role-plays, and, of course, a bit of lecture. Strand: CCBD</p>
Wednesday 5:30	Salon C Promenade	Mini Grant Poster Sessions Setup	<p>Cyndi Cook Mini Grant presenters : Lisa Esson, Darlene Delbridge, Sue Perotti and Cecelia Michele Lewis</p>
Wednesday 5-9	Salon C Promenade	CEC Registration	<p>Kristina and Alyssa , NNU credit</p>
<b>Thursday</b>			
7:30-8:30	Limelight C	Break	<p>Conference Registrants</p>
8:00-10:00	Limelight A & B	CEC Keynote	<p><b><u>Managing the Emotional Rollercoaster through Social Pragmatic Language : Tim Kowalski</u></b> Emotions are perhaps one of the most difficult features of Asperger syndrome. Few therapists know how to handle the chaos created by the emotional roller coaster in Asperger syndrome. This session will offer practical strategies to help in recognizing, reacting, and restraining impulsivity associated with the inability to "read" emotions. Strand: CEC Keynote</p>
10:00-10:15	Limelight C	Break	
10:15-11:30	Breakout Sessions		
	Limelight B	CCBD	<p><b><u>Your Developing Brain on Music:</u></b> Mary A. Glen presenting music curriculum/activities for special needs students. No talent or experience required for teachers or students. Hand-outs will include iPod playlists, suggestions for instruments and how to get them at little or no cost. Audience participation required! Strand: CCBD</p>
	Limelight A	ITAG	<p><b><u>Growth of a Field: The Story of Twice Exceptional Education:</u></b> Susan Baum More and more students are being identified as twice exceptional. When did this idea begin? How far have we come? What's next?</p>
	Ram Room	DEC	<p><b><u>Idaho Infant Mental Health Endorsement:</u></b> Frank Sesek and Carrie Mori Join us to hear about the progress made toward making an Infant Mental Health Endorsement a reality in Idaho. This session will provide early intervention professionals and clinicians an opportunity to review the</p>

			competencies and learn about the process to earn an endorsement. Strand: DEC
	Columbine A/B	DCDT	<u>Successful Transition from High School to College</u> : Members of Idaho Partnership on Higher Education and Disability; Irene Jones and Rhonda Wallen Are your students heading to college after graduation? Successful college students are prepared well before the first day of college. This discussion will help provide an overview of how student access accommodations in college. We will address the differences between the secondary and postsecondary accommodation process, and discuss helpful transition strategies that will help empower students to transition successfully into college. Strand: DCDT
Thursday 10:15-11:30 continued	Sawtooth	DADD	<u>Curriculum and Assessment for Students with Severe Disabilities</u> : Mary Bostick Best practices in educating students with severe disabilities have changed in the era of educational reform and standards-based curriculum and assessment. This presentation will provide a model for assessment and developing curriculum content in both general education and functional settings from soup(person and family centered planning) to nuts (developing and implementing instruction, assessment and alternate assessment). Strand: DADD
	Aspen	CEC	<u>Structuring School and Classroom Space to Increase Inclusion and Belonging</u> : Matthew Wappett This presentation looks at how we structure social and geographic space in the school and the classroom to communicate belonging and status. This session will look at simple ways that space can be restructured to help further the goal of inclusion and belonging for students with disabilities. Strand: CEC
	Lupine	CEC/AT	<u>Success Stories: Using Video Stories to Connect, Communicate &amp; Create True Success – Part 1</u> : Jessica Roberts Video stories provide a research-validated, dynamic teaching tool in which actual video clips of the students performing a skill are combined with all the essential information needed to understand that skill. A demonstration of how to use this motivating and powerful strategy to teach a variety of concepts, including language development, social skills, and academic concepts. Strand: CEC/AT
11:30-12:00	Vendor Hall Limelight C	BREAK	BREAK – Vendor Hall and Silent Auction
12:00- 1:15	CEC Luncheons		
	Ram Restaurant	ITAG	
	Limelight A	DCDT	
	Limelight B	DEC	
	Sawtooth	DADD	
	Bald Mtn Pizza	CASE	
1:30 – 2:45	Breakout Sessions		
Thursday 1:30-2:45	Camas	DCDT	<u>Show Case of Serving on a Budget</u> : Mentor Network participants share how to use available or low-cost items to assist in teaching students. Strand: DCDT
	Ram Room	ITAG	<u>Experiencing Twice Exceptional</u> : Susan Baum How can you be smart and not smart at the same time? How is behavior affected when you are operating from a position of strength vs. a position of weakness? What are the implications for 2e education? Strand: ITAG
	Sawtooth	DADD	<u>Solving the Alternate Assessment Puzzle: Linking Standards and Curricula</u> : Mary Bostick This presentation will focus on a process for linking the Extended Content Standards to instruction in both general education classes and lessons, and in extended resource programs. Strand: DADD
	Columbine A/B	DCDT	<u>Mamas Don't Let Your Babies Grow Up to Be Clueless About Their Healthcare Future!</u> : Carol Christiansen A practical and easy plan for helping parents transition healthcare management to their child from birth to young adulthood at home and school. Transition-to-Adulthood brochures and kits available for middle and high school age teens and parents. Strand: DCDT
	Lupine	CEC/AT	<u>Success Stories: Using Video Stories to Connect, Communicate and Create True Success – PART 2</u> : Jessica Roberts Video stories provide a research-validated, dynamic teaching tool in which

			actual video clips of the students performing a skill are combined with all the essential information needed to understand that skill. A demonstration of how to use this motivating and powerful strategy to teach a variety of concepts, including language development, social skills, and academic concepts. Strand: CEC/AT
	Aspen	CEC/Public Policy	<u>CEC Policy Insider:</u> Misty Knuchell Do you want to know what CEC does "on the hill"? How you can be an active part of the decision making by your congressmen and senators? Do you want a voice in what is happening in education today? Come learn how in 5 easy steps. Strand: CEC
	Continental	CEC/Keynote Speaker	<u>Assessing Social Communication:</u> Tim Kowalski Individuals have significant difficulty in the domain of social-pragmatic language. This is hampered by deficits that standardized tools fail to target. This session will offer 11 tools to evaluate the social-communicative features that neuro-typical individuals find odd, unusual and downright offensive. This session will also instruct participants on developing operant based goals. Strand: CEC
Thursday 3:00 – 4:15	Ram Room	ITAG	<u>Talent Centered Model: Teaching Executive Functioning through Talent Development and Creative Productivity</u> : Susan Baum The Talent Centered Model becomes the energizing force in a student's universe. The six essential features of this model form the basis for the development of comprehensive individual plans for twice exceptional learners. Strand: ITAG
	Lupine	DEC	<u>Creating Communication Environments for Young Children for Disabilities:</u> Ling-Ling Tsao Children with disabilities, such as complex communication needs have limited opportunities to interact in peer groups. Therefore, the purpose of this presentation is to introduce the Creating Communication Environments (CCE) model for teachers of how to facilitate and promote the interaction patterns of young children with disabilities. Strand: DEC
	Columbine A/B	CEC	<u>Understanding Twice Exceptional Learners:</u> Robin Sly and Sherry Dismuke Could you be serving a child with learning challenges who may also have unrecognized strengths? An overview of identification, social-emotional issues, instructional planning and optimal learning environments will be discussed. Strand: CEC/ITAG
Thursday 3:00-4:15 cont.	Sawtooth	DLD	<u>SLD Presentation:</u> Richard Henderson and Gina Hopper A presentation to provide participants with specific information relating to the newly revised SLD criteria. They will also cover why Idaho has changed the criteria and discuss the eligibility, evaluation criteria, and procedures to use. Presenters will also discuss future opportunities for training and professional development being made available through the SDE as part of the SLD rollout. Strand: DLD
	Aspen	CEC/Mini-grant	<u>CEC Mini Grant Age Appropriate Materials created for Curriculum for little or no cost:</u> Dan Pilotte – Mini grant recipient Strand: CEC
	Continental	CEC/Keynote breakout	<u>The EQ(Emotional Quotient):</u> Tim Kowalski Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions. This session will explain the various competencies of EQ and allow participants the ability to develop appropriate goals. Strand: CEC
4:30-5:15	Continental	CEC Board Meeting	CEC General Board Meeting ALL are welcome to attend
4:30-6:15	Vendor Hall Limelight C	Silent Auction Vendor Hall	Peruse the Vendor Hall, exhibits and Silent Auction
6:30-9:00	Limelight A&B	CEC	<b>CEC AWARDS DINNER</b>
8:00-11:00 p.m.	Continental	ISPA	<u>ISPA Social</u>
Friday			
	Salon C Promenade	Info Desk	

8:00-10:00	Limelight A&B	DEC Keynote	<p><u>Answering Special Education's Perpetual "WH" Questions Description:</u> Dr. Kristie Pretti-Frontzcak</p> <p>As policy makers and researchers continue to refine, revise, and renew ESEA/IDEA, practitioners face a widening gap between recommended practice and reality. The keynote will highlight what many have termed perpetual issues in special education by exploring answers to "WH" questions in terms of meeting the needs of children and students with diverse abilities. Specifically we'll explore WHO should receive services, WHAT services they should be given, WHERE services should be delivered, WHEN, and "by" WHOM. Emphasis will be placed on the enhancing the skills of practitioners to serve as strong collaborators, demonstrate competence in an ever changing educational environment, and who can communicate effectively with families, related service personnel, general educators, administrators, and members of the larger community.</p> <p>Strand: DEC Keynote</p>
10:00-10:15	Limelight C	BREAK	BREAK – Vendor Hall & Silent Auction
Friday	Breakout Sessions		
10:15-11:30	Limelight A	DEC	<p><u>Idaho's Early Learning eGuidelines: A New Tool to Support Best Practice:</u> Carolyn F. Keifer 1st Session:</p> <p>An overview and web-tour of the Early Learning eGuidelines features and uses for this new, flexible resource. As the foundational document to guide adult practice the ELG encompasses typical development in five Domains.</p> <p>Strand: DEC</p>
	Sawtooth	CCBD	<p><u>School-Wide Positive Behavior Support: Overview</u></p> <p>Deborah Carter, John Carter and Gina Hopper</p> <p>This session will address the practices, data and systems necessary to implement SWPBS. Critical features of systems for universal, targeted and intensive supports will be shared as well as examples from schools implementing PBS in Idaho.</p> <p>Strand: CCBD</p>
	Aspen	CEC/AT	<p><u>Bookshare and Other Accessible Instructional Materials:</u> Dan Dyer</p> <p>Bookshare, an online resource of 70,000 digital books, provides free membership to K-12 students with print disabilities. For those who do not have a print disability there are many other resources available. This presentation will explore these resources and show how they enhance the education experience, opening up a new world of literature and accessible textbooks for students.</p> <p>Strand: CEC/AT</p>
Friday 10:15-11:30 continued	Camas	DCDT	<p><u>Using Collaboration to Enhance Transition for High School Youth with Disabilities:</u> Irene Jones</p> <p>Looking for collaborative ways to enhance transition activities? Don't reinvent the wheel! Learn more about how local school districts and the Idaho Falls Community Transition Team work together on activities such as a transition class, mini-conferences on transition to college and the adult world, the Moving On Binder, and Disability Mentoring Day. Share with us examples of transition activities in your community.</p> <p>Strand: DCDT</p>
	Lupine	CCBD	<p><u>Commitment, Confusion, and Collaboration:</u> Malinda Glasgow and Deborah Schonstrom</p> <p>Introduction of General-Special Education Teacher Collaboration in an Residential Treatment Center (RTC). How we work together to help our students reach their highest potential.</p> <p>Strand: CCBD</p>
	Continental	ITAG	<p><u>RTI for Gifted and Twice-Exceptional Students: Promise or Pitfall:</u> Robin Sly and Sherry Dismuke</p> <p>While the nation's lowest performing youngsters made rapid gains from 2000-2007, the performance of top students was languid (Loveless, 2008). This session will introduce the components of the RTI problem solving model and discuss the implications this framework holds for meeting the needs of gifted and twice exceptional learners.</p> <p>Strand: ITAG</p>
11:30-12:00	Limelight C Vendors and Silent Auction	BREAK	Vendor Hall/Silent Auction Silent Auction Closes
12:00-1:15	Limelight A/B	CEC	<b>CEC Luncheon</b> Silent Auction Winners announced
1:30-2:45	Breakout Sessions		
	Continental	DEC	<p><u>Idaho's Early Learning eGuidelines: A New Tool to Support Best Practice:</u> Carolyn F. Keifer 1st</p> <p>Part B Explore how the ELeG look in inclusive classroom practice for 3-5 year olds.</p>

			Part C Explore how the ELeG can support Infant Toddler services within the Coaching Model. Strand: DEC
	Camas	ITAG	<u>The Writing Challenge:</u> Dr. Susan Baum The major issues for bright students with disabilities are the lack of production especially for writing assignments. Be prepared to be immersed in activities that stimulate writing: Graphic Organizers and developmentally appropriate scope and sequence will be provided. Strand: ITAG
	Lupine	CEC/AT	<u>Free and Low-Cost Assistive Technology Solutions for Schools:</u> Kathy Griffin Are you caught between the need for an expensive piece of software and a nonexistent budget? Do you want to provide more options for your students but don't know where to find good, worthwhile solutions? If the answer is YES to either of these questions, this session is for you. Strand: CEC/AT
	Aspen	DLD	<u>Research-based Interventions &amp; Assessment for English Language Learners: A Collaborative Guidance Protocol for Team Decision Making:</u> Richard Henderson, Anne Wilcox, Lori Johnston and Stephanie Dahlke A team including a SDE Regional Special Education representative, an ELL Director, an Intervention Specialist and a School Psychologist model how to assess ELL's learning rate and language acquisition to more clearly define the source of adverse educational performance using a collaborative, multi-systems process. Strand: DLD
2:45-3:00	Limelight C Vendor Hall	BREAK	BREAK
Friday 3:00-4:15	Continental	ITAG	<u>A Tender Loving Caring Approach to RTI</u> Dr. Susan Baum, Sherry Dismuke, and Robin Sly Part 1. We will introduce a planning template for use in planning meetings for a RTI teams. This approach is positive, proactive and collaborative. Part 2. Take Out Menu: A Plan in Hand Questions, Elaboration and Work Session. Leave the conference with a plan in hand. This session will personalize the information and make it relevant to your context. Strand: ITAG
	Limelight A	CCBD	<u>School-wide Positive Behavior Support (SWPBS): Readiness and Implementation Steps:</u> Deborah Carter, Gina Hopper and John Carter This session will address implementation steps and readiness requirements for schools and districts adopting SWPBS. This session is a follow-up to the SWPBS Overview session. Participants should have attended that session or be familiar with the core components of SWPBS. Strand: CCBD
	Limelight B	DEC	<u>Pyramids, Building Blocks, Frameworks, and Tiers - Are We Architects or Interventionists?:</u> Kristie Pretti-Front Czak The session will discuss how like architects who plan, design, and oversee the construction of buildings, we as interventionists plan, design, and oversee the development and learning of young children. In particular, the session will discuss how to incorporate common evidence-based strategies from across tiered instruction models (e.g., teaching pyramids, building blocks, curriculum framework) to meet the diverse learning needs of the young children we serve. Strand: DEC
	Camas	CCBD	"Scattered" A New Perspective on ADHD: Mindy Baze This session will present the origination of ADHD and what you can do about the "disability". Strand: CCBD Strand: CCBD
	Lupine	CEC/AT	<u>Access to the Curriculum for Students with Low-Incidence Disabilities:</u> Nora Jehn and Andy Scheef Students with significant disabilities pose unique challenges to accessing the curriculum, but there are many low to high tech tools to help bridge this gap. How do students participate in the curriculum if they cannot grasp a pencil, access a standard keyboard, or are nonverbal? Come to this session to see how assistive technology provides the critical access to the curriculum these students need. Strand: CEC/AT
	Columbine A/B	CEC/AT	<u>Computers for Kids:</u> Tammy Gardner and Molli Wingert Computers for Kids is a non-profit organization that accepts donations of computers, refurbishes them, and distributes them to school resource rooms

			and students (K-14) who don't have computers at home. Learn about how to get computers for your students and school. Strand: CEC/AT
	Aspen	CEC	<u>Legal Advocacy and Planning for Life After 18</u> : Charlene K. Quade This session is most appropriate for parents, students, teachers, providers, and/or other professionals involved in transition planning. Transition is the necessary link between school and the student's future and their quality of life throughout adulthood. Transition involves a person's right to self direction and may include assessing the need for legal planning to include the use of guardianship, conservators and/or Durable Powers of Attorney to enable the student and their families to realize their dreams and desires for the future. Strand: DCDT
Saturday POST Conferences			
8:00-4:00	Sawtooth	CEC	<b>FLASH – The State Department of Education is offering a training on the Special Education F.L.A.S.H. (Family Life and Sexual Health) Curriculum.</b> F.L.A.S.H. is a comprehensive sexuality education curriculum that has been adopted and widely used in schools in Washington and throughout the United States. The curriculum aligns with current National Health Education Standards along with the Idaho Health Education Standards. This curriculum is based on years of practical teaching experience in this subject area and provides functional teacher tools for students with diverse learning needs. <i>Special Education F.L.A.S.H.: Secondary</i> is intended for middle school and high school students with the goals of assisting in the development of persons: <ul style="list-style-type: none"> <li>• who are knowledgeable about human development and reproduction</li> <li>* who respect and appreciate themselves, their families and all persons,</li> <li>* who will neither exploit others nor allow themselves to be exploited.</li> </ul>
8:30-12:00	Ram Room	ITAG	<b>Twice Exceptional:</b> Dr. Susan Baum, and educators from around the state With RTI becoming imbedded in Idaho districts, there is a need for professionals concerned about Gifted and Twice Exceptional children to come together to collaborate. Come lend you voice to the discussion on how RTI can serve these populations of students. We will be discussing policy, sharing ideas, and setting a vision with state leaders, Dr. Susan Baum, and educators from around the state.
10:00-4:30	Limelight C	DEC	<b>Who Needs to Learn What and How Would I know? Strategies for Planning and Revising High Quality Early Childhood Instruction.</b> Objectives: To explore a data driven decision making model for quality early childhood programs. To gain knowledge regarding evidence based practices related to planning and revising instruction for all young children. To gain competence in analyzing patterns and trends regarding children's abilities and interpreting level of need and instructional effort that is warranted. Description: Making data driven decisions can be difficult without the right information; however, many times data is seen as a distraction from more important activities such as providing instruction. The post conference session will focus on how to make data driven decisions for planning and revising instruction. In other words, as a part of quality instruction efforts. In particular the session will focus on how to identify patterns and trends with regards to children's performance toward important outcomes and how to interpret information in order to plan appropriate instruction.