



**Office of Special Education Services
Research to Practice: 2017 Program**

Monday, July 24, 2017

7/24/2017, 8:30 a.m. - 4:00 p.m.

Room: 110

Multisensory Structured Language Instruction 4-Day Training: Working with Students with Language-Based LD/Dyslexia (Part 1)

Heidi Bishop

Intended Audience: *Teachers, interventionists, reading & instructional support specialists*

Strand: *Instructional Practices*

Reading is key to success in learning. This 4-day cumulative training will give you the tools you need to understand research of the brain in relation to reading; recognize the difference between an Approach and a scripted program; understand the principles of instruction and the ability to explain why the principles of multisensory teaching are effective; grasp the structure of the English language (alphabetic principle, concepts, phonology, syllables and syllable division, rules and generalizations, sight words); teach morphemes (prefixes, roots, suffixes); and the ability to develop a multisensory lesson plan for groups or classrooms.

7/24/2017

8:30 a.m. - 4:00 p.m.

Room: 112

Recent Legal and Policy Developments in Special Education (Part 1)

Antonis Katsiyannis, Clemson University

Intended Audience: *School Administrators/Related service personnel (Psychologists)*

Strand: *Technical Guidance*

Get a brief overview of legislative requirements and litigation developments in the special education field. You will learn about the major provisions of IDEA 2004, Section 504/ADA, ESSA; critically discuss and evaluate legal trends in special education across the areas of assessment, IEPs, residential placements, discipline, and FAPE; and review the need for adherence to procedural safeguards (and substantive benefits in light of Endrew) as a means of minimizing litigation in special education. You will be encouraged to share current issues they are facing.

7/24/2017

8:30 a.m. - 4:00 p.m.

Room: 113

Advanced Emergency Management Training for School Districts (Part 1)

Chris Dorn, Safe Havens International

Intended Audience: *Administrators, Resource Officers Safety & Health personnel, Teachers*

Strand: *Awareness*

School safety is more critical than ever before. This two-day session will provide information related to school safety and how to prevent many crisis situations. Day One will teach school personnel to perform life saving actions and communications, the ability to respond effectively during a crisis and how to empower staff to act fast and survive deadly encounters through improved school drill processes. Day Two will address putting your mental health recovery plan to the test, how to test the effectiveness of a continuity of operations plans and off-site family reunification for school crisis events. Both sessions will include scenarios and audience participation.

7/24/2017

8:30 a.m. - 4:00 p.m.

Room: 115

Initial Implementation of Positive Behavior Interventions and Supports for School Teams (Part 1)

Susan Shope Thomas, TDT Educational

Consulting, LLC and SC Association for Positive Behavior Supports Network

Intended Audience: *Beginner PBIS Implementation teams*

Strand: *Behavioral Supports*

Schoolwide Positive Behavior Interventions and Supports (PBIS) is a framework used to promote behavioral practices that improve academic and behavioral outcomes for all students. During this two-day workshop, teams will develop a draft plan of action to establish a commitment to a common purpose and approach to discipline; develop a clear set of positive behavioral expectations and behaviors that fit within the context of the school climate; determine procedures for teaching the expected behavior; design a continuum of procedures for acknowledging expected behaviors; determine the continuum of consequences to reduce problem behavior; and establish a plan for on-going evaluation and action planning for implementation. You will leave the training with tools and resources and a draft of the plan and guidelines for implementation for the year.

7/24/2017

8:30 a.m. - 4:00 p.m.

Room: 122

Universal Design for Learning: Designing Lessons to Reach All Students

Christine Ann Christle, University of South Carolina

Strand: *Inclusion/Co-teaching*

Intended Audience: *Classroom teachers, teaching assistants, administrators*

Do you understand the principles of UDL? In this session you'll learn to identify places in your practice where you have used UDL or seen it used and identify places where you can extend the use of UDL. Working in pairs, you'll create a class profile and create a UDL lesson plan that reaches all students and leave with resources you can use.

7/24/2017

8:30 a.m. - 4:00 p.m.

Room: 123

Andrew F. v. Douglas County School District (2017): The US Supreme Court addresses Special Education and Educational Benefit

Mitchell Louis Yell, University of South Carolina

Strand: *Awareness*

Intended Audience: *Special education administrators and teachers.*

On March 22, 2017, the U.S. Supreme Court announced its decision in Andrew F. v. Douglas County School District addressing the question of how much educational benefit public schools are required to provide to students with disabilities eligible for special education under the Individuals with Disabilities Education Act (IDEA). In the unanimous opinion, the Supreme Court ruled that in developing students' individualized education programs (IEPs), school districts must aim to enable students to make academic and functional progress in light of their circumstances. We will examine the IDEA's definition of FAPE; review the Supreme Court's first FAPE ruling in Board of Education v. Rowley (1982); consider the different post-Rowley FAPE standards developed in the U.S. Courts of Appeals; explain the Supreme Court's ruling in this case; and discuss implications of this decision for special education teachers and administrators. Particular emphasis will be placed on developing IEPs that comply with the Supreme Court's Endrew standard.

7/24/2017

8:30 a.m. - 4:00 p.m.

Room: 124

Research-Supported Mathematics Strategies for the Inclusion Classroom (Part 1)

Bradley Steven Witzel, Winthrop University

Strand: *Instructional Practices*

Intended Audience: *Elementary and middle level math teachers, Special Education teachers*

Recent research shows that mathematics performance is a strong predictor of high school graduation and community college degree completion. It is imperative that students with disabilities learn foundational skills early and can achieve at least as far as Algebra 2. During this two-day session, you'll learn research-supported mathematics instructional strategies as well as targeted intervention approaches proven effective with students with disabilities and at-risk concerns. You will practice research-based strategies for inclusion math settings; inventory empirically-validated math intervention strategies; practice interventions focused on the following math content: number sense, fact fluency and automaticity, rational number concepts and operations, and equation solving; and integrate mathematics literacy strategies within inclusion settings.

7/24/2017

8:30 a.m. - 4:00 p.m.

Room: 125

My Journey Toolkit: A Guide for Educators

Jena M. Martin, Family Connection of SC

Strand: *Family and Community Resources*

Intended Audience: *Educators*

Parents

Providers to children in at risk populations

My Journey Toolkit is an interactive workshop highlighting the effectiveness of school partnerships between families and educators. This organizational tool facilitates communication between parents and professionals to achieve the best possible outcomes for children with special needs. Family Connection has developed a general tool kit in English and Spanish for parents and providers supporting children in special education, as well as a tool kit focused on Part C and early intervention and a more focused tool kit for the identified at risk population of children in foster care with special health and education needs as identified by the Parent Training and Information Center grant.

7/24/2017 **8:30 a.m. - 4:00 p.m.** **Room: 126**
Conferring with Young Writers Shawanna Helf, Winthrop University
Intended Audience: *Early childhood & elementary teachers, instructional support* **Strand:** *Instructional Practices*

When you leave this session, you'll have the skills to explain how conferences can be used to focus on students' growth as writers; follow a predictable, comfortable, and inviting structure for writing conferences; describe the characteristics of effective conferences; teach students how to use the language of writers to develop their own writing process; and confer informally with students. During the session you'll be invited to reflect on current practice, share professional experiences, view classroom examples, analyze student writing samples, read/discuss current literature related to writing instruction/conferencing, and create personalized goals for improving their writing conferences.

7/24/2017 **8:30 a.m. - 4:00 p.m.** **Room: 127**
Including all Students using Peer-Assisted Learning Strategies in Reading for Grades 2-6 Pamela M. Stecker, Clemson University
Intended Audience: *Elementary-level Special Education Teachers and General Education Teachers* **Strand:** *Learning Strategies*
Administrators, RTI coordinators, and literacy coaches working with students in grades 2-6

The Reading Peer-Assisted Learning Strategies (PALS) for Grades 2-6 focuses on all students practicing important literacy skills of reading orally with fluency, accuracy, and expression; retelling events; determining the main idea of a paragraph and restating it; and summarizing several paragraphs of text. With partners, students take turns practicing reading skills and giving feedback to each other. You'll participate in the same activities you would teach to your own students/class. In pairs, session participants will get support from peers as well as feedback from the session leader.

7/24/2017 **8:30 a.m. - 4:00 p.m.** **Room: 128**
Language Acquisition: Building, Energizing and Re-envisioning the Preschool Literacy Curriculum Pam Wills Lancaster, Literacy for Learning, LLC
Intended Audience: *PreK* **Strand:** *Preschool*

Language play, hearing lots of stories, and reading and writing stories and poems are essential if children are to become readers. These structures are meant to broaden literacy experiences building on children's use of language in their work and play. We must teach with a sense of urgency and ensure that our instruction engages students and moves them ahead in becoming self-sustaining readers and writers. Learn ways to build, energize and re-envision the literacy curriculum in your preschool classroom.

7/24/2017 **8:30 a.m. - 4:00 p.m.** **Room: 129**
Getting at the Analysis in Text-Dependent Analysis for Grades 3-5 Carolina L. Savage, Literacy for Learning, LLC
Intended Audience: *Teachers Grade 3-5* **Strand:** *Instructional Practices*

SC Ready requires that students read a piece of text or passage and draw upon that text for their extended written responses. This is a critical skill not merely for standardized testing, but a life skill in order to be a thoughtful reader and writer. Too often, students tend to summarize text read rather than apply the skills needed to conduct a critical analysis of the text. Designed for teachers in Grades 3-5, this session will model powerful reading strategies that students can apply to any text as well as supporting the acquisition of the academic vocabulary for discussing text. You're encouraged to bring in a sample student text you normally use with students. All participants will have an opportunity to apply strategies and tools for analysis with text relevant for their students.

7/24/2017
Behavior Tools

8:30 a.m. - 4:00 p.m.

Room: 141
Jay Cole, Applied Behavioral Services, Inc.
Lynne Todd, Laurens 55

Strand: Behavioral Supports

Intended Audience: *Special education teachers and paraprofessionals, general education teachers, school administrators, district level administrators, parents*

The BehaviorTools™ Basic Practitioner Course (a pre-requisite for the advanced Practitioner Course) will help practitioners identify coercion and punishment commonly used to change behavior and their effects; demonstrate the steps and describe the benefits of using the Strengthen Relationships BehaviorTool™; describe the value of, and demonstrate, empathy statements; define behavior, consequences, reinforcement and its effects; demonstrate the steps of Use Reinforcement Tool; define "Junk Behavior" and discuss why it happens; and demonstrate the steps of the Pivot Tool. During the advanced BehaviorTools™ Practitioner Course, the learning objectives include how to effectively set expectations with someone; a demonstration of the steps of the Set Expectations Tool; how to effectively make and implement a behavior contract; learning the steps of the Make a Contract Tool; how to review and evaluate a behavior contract; factors that influence behavior; how to analyze behavior and identify replacement behaviors; how to use all Tools in a variety of situations.

7/24/2017

8:30 a.m. - 4:00 p.m.

Room: 144

Stephen Fitzmaurice, SC Educational Interpreting Center, SCEIC

Strand: Instructional Practices

Intended Audience: *Educational Interpreters*

Representing key vocabulary in an interpretation is a vital, yet difficult to master skill when working between ASL and English. Interpreters often struggle identifying and conveying key vocabulary. As also reflected in national results (Johnson, Schick, & Bolster, 2015; Schick 2005), statewide Educational Interpreter Performance Assessment (EIPA) data from South Carolina educational interpreters (2008) indicate identifying key vocabulary and fingerspelling are one of the lowest ranking criterion scores in the Sign-to-English domain.

This session will explore the relevance of conveying and identifying strategies to convey key vocabulary in classroom discourse. Participants will practice recognizing key vocabulary while interpreting and rehearse conveying such in a linguistically appropriate way. Lastly, in this session, educational interpreters will design a professional development plan to enact.

7/24/2017

8:30 a.m. - 4:00 p.m.

Room: 145

WendellSmith, SC Educational Interpreting Center

Strand: Instructional Practices

Intended Audience: *Educational Interpreters*

During this four-day session, participants will learn to define how event space is used within cognitive linguistics; identify when a new space frame is needed within a sample text; describe how new frames and transitions are built/recognized; define parsing and explain its application to deliberate practice; identify the possible emotions in a text, understanding the difference between showing and stating emotions; delineate depiction, partitioning, surrogation, networking, affect, mouth morphemes, lexical signs, and fingerspelling; demonstrate several ways to show the required actions in a text; use tools to separate the English to produce a clean image; explain how up to six articulators can be partitioned off; describe how non manual signals act as a partitioning feature within a blend; describe the five most common mouth morphemes and their role within grammar; describe one technique for vocabulary building in both English and ASL for Deaf children; and, describe how one tracks a depictive world creation using mental space.

7/24/2017

8:30 a.m. - 4:00 p.m.

Room: 225/226

Amanda Walvoord, Crisis Prevention Institute, Inc

Quenkia Boston, Crisis Prevention Institute, Inc

Strand: Behavioral Supports

Intended Audience: *School District Personnel by invitation only.*

The cornerstone of CPI since 1980, this program is considered the global standard for crisis prevention and intervention training. With a core philosophy of providing for the Care, Welfare, Safety, and SecuritySM of everyone involved in a crisis situation, the program's proven strategies give human service providers and educators the skills to safely respond to various levels of risk behavior while balancing the responsibilities of care.

7/24/2017 **8:30 a.m. - 12:00 p.m.** **Room: 202**
Standards-Based Planning Cherise B. Hollar, Westwood High School
Intended Audience: *Secondary teachers and administrators* **Strand: Standards**
Join us for a session on standards-based planning to identify how starting with the standard as the outcome of instruction will ensure greater success of student mastery; how the data analysis of standards and curriculum based assessment can be used as a tool for instructional planning; how 'framing' the course and lesson content prior to the lesson planning can result in zeroing in on components necessary for concept building, covering essential content comprehensively, and avoiding material not essential to standard mastery; questioning that reflects a hierarchy of knowledge that allows for differentiation of knowledge and assessment for learners of all levels (the questioning also provides insight as to what level of knowledge that each learner is functioning); activities that provide an opportunity to ask the questions that require the knowledge that is needed to master the standard; and to plan lessons based on standards using a variety of sources that incorporate framing, questioning, and activities and use formative and summative evaluation in the standards-based planning process.

7/24/2017 **8:30 a.m. - 12:00 p.m.** **Room: 203**
IDEA Pitfalls and Practical Solutions Nancy Macciomei Turner, Rock Hill
Schools/York 3
Intended Audience: *All special education teachers, special education directors, school administrators, advocates and other individuals that have interests in resolving special education issues.* **Strand: Communicative Competence**
During IDEA Pitfalls and Practical Solutions you'll get an overview of issues that IEP teams and special education directors must discuss each day along with insightful solutions that are legal, ethical and practical to implement. The session will also provide insights to current court cases that are meaningful for every special educator; including the Supreme Court Decision, ENDREW F. v. DOUGLAS COUNTY SCHOOL DIST that will effect how IEP teams discuss, provide and assess progress for each child with disabilities.

7/24/2017 **8:30 a.m. - 12:00 p.m.** **Room: 205**
Teaching Measurement in Elementary Grades: Lessons & Learning from the M2 curriculum Karen Elizabeth Reed, Charleston School District
Intended Audience: *Elementary teachers, resource or special ed teachers, administrators* **Strand: Instructional Practices**
Come experience many activities from the curriculum, Mentoring Young Mathematicians. The focus will be on measurement and teaching it from a solid, conceptually sound stand point throughout elementary school. The curriculum is written for grades K-2 but the concepts and activities can be used in other grade levels, especially if students have misconceptions about measurement concepts. You will leave with a clear understanding of measurement concepts and processes and sound ways to teach these concepts to children.

7/24/2017 **8:30 a.m. - 12:00 p.m.** **Room: 209**
Nemeth Code in Unified English Braille Contexts for Math and Science Instructional Materials Tina Herzberg, University of South Carolina
Upstate
Intended Audience: *Teachers of students with visual impairments Transcribers/braillists Paraprofessionals who work with students with visual impairments* **Strand: Instructional Practices**
Bring your Braillewriter or a computer with a Braille translation program to learn how to transcribe materials using the Nemeth Code in Unified English Braille Context for students taking math and science courses. You can also take home a list of available resources to assist in your transcriptions.

- 7/24/2017** **8:30 a.m. - 12:00 p.m.** **Room: 210**
Do You have the MOJO for Class DOJO? Kimberly Inabinett, Dorchester County School District 4
Intended Audience: *K-12 Teachers, Special Education Teachers, ABA Therapists* **Strand:** *Behavioral Supports*
I absolutely love music, so let's create some MOJO by playing some throwback tunes. You'll be given a behavioral ID for use during the session demo class. You will be placed in a group at random (as this is one of the features of the site) and complete a simple fun hands-on performance task. During our time together, I'll give feedback and positive reinforcement while presenting the features of Class DoJo website. You'll participate in a live Class Dojo class, receive handouts and sample lessons, have the opportunity to critique the ease of use in your classroom; and tangible prizes will be provided!
- 7/24/2017** **8:30 a.m. - 12:00 p.m.** **Room: 211**
Building Effective Co-Teaching Practices Kelly Sharpe Stalcup, Charleston County Schools
Intended Audience: *PreK-5 Teachers* **Strand:** *Inclusion/Co-teaching*
There are six approaches of co-teaching. This session is designed to be a mix of provided information and group/partner work to identify possible strengths and weaknesses of each approach as well as implementation possibilities to encourage active participation. Scenarios will provide practice in using co-teaching approaches. You will receive rubrics for general educators and special educators in the areas of collaboration, implementation of instructional practice for all students, and monitoring implementation of inclusive practices.
- 7/24/2017** **8:30 a.m. - 12:00 p.m.** **Room: 254**
Supporting Special Education Students through Guided Reading Sherrie Staggs Smith, Cleveland Academy of Leadership
Shirley Hames
Intended Audience: *Elementary level special education teachers who are trying to implement guided reading models along side of the specialized reading instruction of special education classrooms.* **Strand:** *Reading Intervention & Support*
What reading strategies can our special education students use to develop independent reading? You will learn more about Guided Reading and its goals and objectives and how it fits with specialized designed instruction curriculum used in special education classrooms.
- 7/24/2017** **8:30 a.m. - 12:00 p.m.** **Room: 255**
Alternate Assessment for Students with Significant Cognitive Disabilities: Serving the 1%: Moving From Standard Setting to Assessment Development and Instructional Design Nicole Adams, South Carolina Department of Education
Jill Christmus, South Carolina Department of Education
Intended Audience: *Teachers, mentors & evaluators of students with cognitive disabilities.* **Strand:** *Instructional Practices*
The Elementary and Secondary Education Act was reformed in 1994 to bring Title I into alignment with standards-based reform (SBR). SBR focuses on setting high and clear goals for student academic learning and holding schools accountable based on students' progress toward those goals. The Individuals with Disabilities Education Act (IDEA) was amended in 1997 to align with Title I and created the mandate to include all children, including those with significant disabilities, in state testing and accountability systems. Current state and federal policy is developed under the premise that all students can learn. The intention is that a high-quality state assessment system that is aligned to state-determined content standards provides information for states, districts, principals, and teachers to identify academic needs of students, target resources and supports, evaluate school and program effectiveness, and close achievement gaps among students. Come get a better understanding of SBR and the process South Carolina has used to move from standard setting by creating the new online Alternate Assessment system and supporting teachers to design instruction based on standards that is challenging and accessible. There will be a focus on instructional practices, learning strategies, and universal design and technology for students with significant cognitive disabilities.
- 7/24/2017** **8:30 a.m. - 12:00 p.m.** **Room: 256**

Supporting Bus Drivers and Paraprofessionals in Dealing with Students with Behavioral Challenges (Invitation Only)

Sonya Gayles, OSES
Lisa Raiford, OSES

Intended Audience: *Bus drivers, and Paraprofessionals*

Strand: *Behavioral Supports*

All members of the school community have a role in a student's learning experience. This session will provide an overview of how to identify students with disabilities and provide safe transport of students with social/emotional and behavioral challenges. Drivers and paraprofessionals will come away with sensitivity training as well as techniques to address preventative and proactive strategies in dealing with students. Participants will gather understanding of accommodations in IEP's and Behavioral Plans, as well as, how to manage crisis situations and report incidents.

7/24/2017 **1:00 p.m. - 4:00 p.m.**
How to Make Accessible Documents

Room: 137
Carol Ann Page, SC Assistive Technology Program

Intended Audience: *All Educational Staff*

Strand: *Instructional Practices*

There is an ongoing shift from traditional print-based instructional materials to digital content. The 2004 reauthorization of the Individuals with Disabilities Education Act stated that students should have multiple means of engagement, expression, and representation. Digital learning materials are part of the Universally Designed Classroom and an accessible document ensures that students who use screen readers and text-to-speech software have access the curriculum. Join us to learn what makes an MS Word, Google, PDF and PowerPoint document accessible and how to make your own accessible documents and tests with MS Word, Chrome or Adobe including iPad formats.

7/24/2017 **1:00 p.m. - 4:00 p.m.**
Standards-Based Planning (Repeated Session)

Room: 202
Cherise B. Hollar, Westwood High School

Intended Audience: *Secondary teachers and administrators*

Strand: *Standards*

Join us for a session on standards-based planning to identify how starting with the standard as the outcome of instruction will ensure greater success of student mastery; how the data analysis of standards and curriculum based assessment can be used as a tool for instructional planning; how "framing" the course and lesson content prior to the lesson planning can result in zeroing in on components necessary for concept building, covering essential content comprehensively, and avoiding material not essential to standard mastery; questioning that reflects a hierarchy of knowledge that allows for differentiation of knowledge and assessment for learners of all levels (the questioning also provides insight as to what level of knowledge that each learner is functioning); activities that provide an opportunity to ask the questions that require the knowledge that is needed to master the standard; and to plan lessons based on standards using a variety of sources that incorporate framing, questioning, and activities and use formative and summative evaluation in the standards-based planning process.

7/24/2017 **1:00 p.m. - 4:00 p.m.**
Nip It in The Bud: Assessing Behavior, Collecting Data & Implementing Effective Strategies for Students with Challenging Behaviors

Room: 203
Nancy Macciomei Turner, Rock Hill Schools/York 3
Peter Kosko

Intended Audience: *All special education teachers (pre-school-high school), general education teachers, counselors, school psychologists, administrators, parent advocates, special education directors*

Strand: *Behavioral Supports*

Come gather hands-on, practical application for defining specific target behaviors as well as providing simple data collection strategies to determine frequency, duration and intensity of student behaviors. Working in groups, we will practice data collection to determine the ABCs of challenging behaviors. A variety of effective and successful behavior management approaches, de-escalation strategies and best practices will be provided to redirect and motivate students for high level of on-task behaviors.

7/24/2017 **1:00 p.m. - 4:00 p.m.** **Room: 204**
Habits of Mind: Strengthening Executive Functioning in Students who are Deaf/Hard of Hearing Maureen Ann Irons, SC School for the Deaf and Blind
Intended Audience: *Professionals who work with students who are deaf and hard of hearing* **Strand:** *Learning Strategies*
Come use the Habits of Mind to design activities to develop and strengthen Executive Functioning for your specific age and grade students. You will leave understanding what Executive Functioning means; learn the 16 Habits of Mind that can strengthen Executive Functioning Skills; and design activities for use with your new knowledge of EF.

7/24/2017 **1:00 p.m. - 4:00 p.m.** **Room: 205**
Mathematical Mindsets: Based on the Jo Boaler and Carol Dweck book Karen Elizabeth Reed, Charleston School District
Intended Audience: *All educators, most specifically those that teach math on any level* **Strand:** *Instructional Practices*
You may have heard of or even worked in-depth with the concepts of Carol Dweck's book, "Mindset". This session will focus on taking those ideas specifically into math as Jo Boaler did in the recent book "Mathematical Mindsets". In one session we can only begin to discover the power of how Boaler seeks to help us unleash students' potential through creative math, inspiring messages and innovative teaching. Come engage in a session focused on teacher and student perceptions of math and what we can do differently to empower our students. You will leave this session with a better understanding of your own mindsets as well as the brain and mathematical learning, the power of mistakes and struggle and the creativity and beauty of mathematics.

7/24/2017 **1:00 p.m. - 4:00 p.m.** **Room: 206**
Let's Go Live with Quizlet Live! Kimberly Inabinett, Dorchester County School District 4
Intended Audience: *K-12 Teachers, Special Education Teachers, Reading Interventionist, Literacy Coach* **Strand:** *Reading Intervention & Support*

Find out more about the Quizlet online learning community in a hands-on session. We'll help you listen to research and develop an opinion on the needs of a 21st-Century successful graduate; identify key soft and hard skills for students that are provided through the Quizlet Live site; participate in a real-live Quizlet classroom during the session; analyze a lesson plan and create a Quizlet live study set for the lesson; and sign-up for a Quizlet account.

7/24/2017 **1:00 p.m. - 4:00 p.m.** **Room: 208**
Special Education Services 101 for District Administrators: An Overview of the IDEA Part B Accountability, Data, Fiscal and State Support Systems in South Carolina Peter Keup, OSES
Fred Edora, OSES
Intended Audience: *District Superintendents, Assistant Superintendents* **Strand:** *Technical Guidance*
Superintendents, assistant superintendents, and other district administrators will leave this session with information about current policies, programs, and accountability systems for Part B of the IDEA.

7/24/2017 **1:00 p.m. - 4:00 p.m.** **Room: 209**
Strategies for Building Literacy with Students with Visual Impairments and Multiple Disabilities Tina Herzberg, University of South Carolina Upstate
Intended Audience: *Teachers of students with visual impairments* **Strand: Instructional Practices**
Transcribers/braillists
Paraprofessionals who work with students with visual impairments and multiple disabilities
Other special education teachers who work with students with visual impairments and multiple disabilities
Walk away from this session with three strategies that you can implement for ensuring access to literacy for students with visual impairments and multiple disabilities. You will create choice boards and adapted books for students with visual impairment and multiple disabilities that you currently serve.

7/24/2017 **1:00 p.m. - 4:00 p.m.** **Room: 210**
South Carolina Computer Science and Digital Literacy Standards and Updates Lindsay Boozer, South Carolina Department of Education
Intended Audience: *Teachers, building-level administrators, district administrators* **Strand: Standards**
Do you want to know more about where Computer Science stands in South Carolina and where it is going? During this session, participants will take an in-depth look at the new South Carolina Computer Science and Digital Literacy Standards for grades Kindergarten through 8 (pending approval in the spring of 2017) and learn about other exciting turns Computer Science is taking in our state.

7/24/2017 **1:00 p.m. - 4:00 p.m.** **Room: 211**
Gifted and Talented Identification in South Carolina Richard Blanchard, SCDE
Intended Audience: *GT coordinators, administrators, counselors* **Strand: Technical Guidance**
SCDE convened a committee to update the Gifted and Talented Best Practices Manual. This presentation will share the best practices on GT identification including ways to identify students on the academic and artistic sides and guidance on screening for GT through the IEP protocols.

7/24/2017 **1:00 p.m. - 4:00 p.m.** **Room: 254**
Literacy Success for Students with Exceptionalities: More than Assessment Scores Carol Hoyle, Lander University
Intended Audience: *General and Special Education Teachers* **Strand: Reading Intervention & Support**
What are learner characteristics? Work in facilitated small groups with handouts, guided notes and/or graphic organizers, and other related materials to identify learner characteristics that may affect the literacy success of students with exceptionalities in the general education classroom. You'll review presented materials, share experiences, and discuss with peers. At the end of each section of the presentation, all groups will share a summary of their group discussions and the presenter will answer any final questions related to session objectives.

7/24/2017 **1:00 p.m. - 4:00 p.m.** **Room: 255**
Initiating a Writing Revolution! Helen Long, Cambium Learning
Intended Audience: *Educators, curriculum supervisors & directors, administrators* **Strand:** *Instructional Practices*
Let's start a Writing Revolution. This session will get you started with the foundational skills of writing, informative and explanatory, and argument and opinion to support students who struggle in writing. You'll come away with modeled writing multisensory strategies that can be implemented across all grade levels and all disciplines including support for Special Education students that can be implemented in the classroom immediately. The strategies include the different modalities of learning: visual, audio, and kinesthetic.

7/24/2017 **1:00 p.m. - 4:00 p.m.** **Room: 256**
A Equals B Every Single Time: Consistency, Routine and Structure in the Classroom Natasha McDonald, Horry County Schools
Intended Audience: *Special Education Teachers, Behavior Interventionists, Counselors, School Psychologists, Administrators* Tami Elswick, Horry County Schools
Strand: *Behavioral Supports*
Wishing for consistency in the classroom? In this session you will learn about the HCS Therapeutic Learning Center behavior management system for a K-12 student population, that uses consistency at its core. Educators working in all environments will explore effective strategies and learn data-driven techniques to prevent negative behaviors that disrupt the learning environment. In addition, a data collection technique will be demonstrated which allows administrators real-time behavioral data that can be used for individual and group behavioral analysis.

Tuesday, July 25, 2017

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 110**
Multisensory Structured Language Instruction 4-Day Training: Working with Students with Language-Based LD/Dyslexia (Part 2) Heidi Bishop
Intended Audience: *Teachers, interventionists, reading & instructional support specialists* **Strand:** *Instructional Practices*
Reading is key to success in learning. This 4-day cumulative training will give you the tools you need to understand research of the brain in relation to reading; recognize the difference between an Approach and a scripted program; understand the principles of instruction and the ability to explain why the principles of multisensory teaching are effective; grasp the structure of the English language (alphabetic principle, concepts, phonology, syllables and syllable division, rules and generalizations, sight words); teach morphemes (prefixes, roots, suffixes); and the ability to develop a multisensory lesson plan for groups or classrooms.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 112**
Recent Legal and Policy Developments in Special Education (Part 2) Antonis Katsiyannis, Clemson University
Intended Audience: *School Administrators/Related service personnel (Psychologists)* **Strand:** *Technical Guidance*
Get a brief overview of legislative requirements and litigation developments in the special education field. You will learn about the major provisions of IDEA 2004, Section 504/ADA, ESSA; critically discuss and evaluate legal trends in special education across the areas of assessment, IEPs, residential placements, discipline, and FAPE; and review the need for adherence to procedural safeguards (and substantive benefits in light of Endrew) as a means of minimizing litigation in special education. You will be encouraged to share current issues they are facing.

- 7/25/2017** **8:30 a.m. - 4:00 p.m.** **Room: 113**
Advanced Emergency Management Training for School Districts (Part 2) Chris Dorn, Safe Havens International
Intended Audience: *Administrators, Resource Officers Safety & Health* **Strand:** *Awareness*
personnel, Teachers
School safety is more critical than ever before. This two-day session will provide information related to school safety and how to prevent many crisis situations. Day One will teach school personnel to perform life saving actions and communications, the ability to respond effectively during a crisis and how to empower staff to act fast and survive deadly encounters through improved school drill processes. Day Two will address putting your mental health recovery plan to the test, how to test the effectiveness of a continuity of operations plans and off-site family reunification for school crisis events. Both sessions will include scenarios and audience participation.
- 7/25/2017** **8:30 a.m. - 4:00 p.m.** **Room: 115**
Initial Implementation of Positive Behavior Interventions and Supports for School Teams (Part 2) Susan Shope Thomas, TDT Educational Consulting, LLC and SC Association for Positive Behavior Supports Network
Intended Audience: *Beginner PBIS Implementation teams* **Strand:** *Behavioral Supports*
Schoolwide Positive Behavior Interventions and Supports (PBIS) is a framework used to promote behavioral practices that improve academic and behavioral outcomes for all students. During this two-day workshop, teams will develop a draft plan of action to establish a commitment to a common purpose and approach to discipline; develop a clear set of positive behavioral expectations and behaviors that fit within the context of the school climate; determine procedures for teaching the expected behavior; design a continuum of procedures for acknowledging expected behaviors; determine the continuum of consequences to reduce problem behavior; and establish a plan for on-going evaluation and action planning for implementation. You will leave the training with tools and resources and a draft of the plan and guidelines for implementation for the year.
- 7/25/2017** **8:30 a.m. - 4:00 p.m.** **Room: 116**
SW-PBIS: Building, Encouraging and Communicating Tier II Systems of Support (Part 2) W. Kent Parker, Clemson University
Intended Audience: *District and School Level PBIS Leadership Teams* **Strand:** *Behavioral Supports*
Designed for SW-PBIS Leadership Teams, this two-day session will develop/strengthen their school's response to individuals or small groups of students who need the structure and support of Tier II or targeted interventions. You'll take away strategies and tools for implementing check-in/out systems; explicit social skills instruction; developing positive behavior contracts; encouraging an effective mentoring program; creating effective self-management and monitoring programs; and building a strong academic support system.
- 7/25/2017** **8:30 a.m. - 4:00 p.m.** **Room: 119**
Academic and Behavioral Interventions for Students with Challenging Behavior (Part 2) Timpothy James Landrum, University of Louisville
Intended Audience: *Special education teachers, psychologists, Administrators* **Strand:** *Behavioral Supports*
This two-day session will focus on applying fundamental principles of effective behavioral interventions to the most common academic and behavioral concerns seen in students with challenging behavior, including those identified with emotional disabilities (e.g., disruption, noncompliance, and inattention). We will review the behavioral foundations of effective interventions for students with challenging behavior (i.e., universal or Tier I strategies); learn and practice several evidence-based interventions appropriate for Tier II and Tier III intervention; and provide specific strategies and planning templates that will allow you to implement these procedures in your own classroom.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 120**
Guidance Services for Students with Disabilities (Part 1) Gail Marvis Redford, Marvis Group, LLC
Intended Audience: *School Counselors* **Strand:** *Awareness*
It is necessary to understand the needs of students and parents of children with disabilities and the significant roles parents play in their child's education. During this session, you will have the opportunity to share best practices from your guidance programs and participate in grade level group dialog sessions, hands-on IEP goals writing, and a mock IEP meeting. School counselors will gain information on guidance services for students with disabilities on every grade level and their responsibilities under federal and state laws. Upon leaving this session, you will be empowered with knowledge on how to improve services for students with disabilities, provide counseling services as part of an Individualized Education Plan (IEP)/Intervention Plan/ 504 Plan, and develop counseling goals for students.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 121**
Overview of Attainment Products Used to Teach Academic Content Angel Lee, Attainment
(Repeated Session) **Strand:** *Instructional Practices*
Intended Audience: *Special Educators, Coordinators*
Get a high-level overview of Attainment products that appear on the State Adopted Materials list. This session is relevant for teachers in all grade bands and a wide range of ability levels. The session will focus on the products for one content area - ELA, math, science and history at a time. Evidence-based practices (EBP) will be highlighted as they are an important component of Attainment Curriculum. You will have an opportunity to practice systematic instruction procedures such as time delay and least intrusive prompting while reviewing the curricula for ELA, math, and science. One objective of this session is that teachers are able to apply the strategies from the three content areas previously mentioned to history lessons. Teachers will identify specific EBP appropriate to use during history lessons.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 122**
Universal Design for Learning: Designing Lessons to Reach All Students Christine Ann Christle, University of South Carolina
(Repeated Session) **Strand:** *Inclusion/Co-teaching*
Intended Audience: *Classroom teachers, teaching assistants, administrators*
Do you understand the principles of UDL? In this session you'll learn to identify places in your practice where you have used UDL or seen it used and identify places where you can extend the use of UDL. Working in pairs, you'll create a class profile and create a UDL lesson plan that reaches all students and leave with resources you can use.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 123**
Andrew F. v. Douglas County School District (2017): The US Supreme Court Mitchell Louis Yell, University of South Carolina
addresses Special Education and Educational Benefit (Repeated Session) **Strand:** *Awareness*
Intended Audience: *Special education administrators and teachers.*
On March 22, 2017, the U.S. Supreme Court announced its decision in *Andrew F. v. Douglas County School District* addressing the question of how much educational benefit public schools are required to provide to students with disabilities eligible for special education under the Individuals with Disabilities Education Act (IDEA). In the unanimous opinion, the Supreme Court ruled that in developing students' individualized education programs (IEPs), school districts must aim to enable students to make academic and functional progress in light of their circumstances. We will examine the IDEA's definition of FAPE; review the Supreme Court's first FAPE ruling in *Board of Education v. Rowley* (1982); consider the different post-*Rowley* FAPE standards developed in the U.S. Courts of Appeals; explain the Supreme Court's ruling in this case; and discuss implications of this decision for special education teachers and administrators. Particular emphasis will be placed on developing IEPs that comply with the Supreme Court's *Andrew* standard.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 124**
Research-Supported Mathematics Strategies for the Inclusion Classroom (Part 2)
Intended Audience: *Elementary and middle level math teachers, Special Education teachers* Bradley Steven Witzel, Winthrop University
Strand: *Instructional Practices*

Recent research shows that mathematics performance is a strong predictor of high school graduation and community college degree completion. It is imperative that students with disabilities learn foundational skills early and can achieve at least as far as Algebra 2. During this two-day session, you'll learn research-supported mathematics instructional strategies as well as targeted intervention approaches proven effective with students with disabilities and at-risk concerns. You will practice research-based strategies for inclusion math settings; inventory empirically-validated math intervention strategies; practice interventions focused on the following math content: number sense, fact fluency and automaticity, rational number concepts and operations, and equation solving; and integrate mathematics literacy strategies within inclusion settings.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 125**
Comprehensive Approach to Dealing with Student Behavior
Intended Audience: *General and special educators, paraprofessionals, and administrators* Joseph Benedict Ryan, Clemson University
Strand: *Behavioral Supports*

Join us to get a comprehensive overview of classroom behavior management. During this session you will learn how to develop a personalized hierarchical Behavior Management Plan for your classroom based on evidence-based practices; understand how to best collect accurate data to monitor student behavior; how to safely de-escalate aggressive student behavior; the benefits and risks associated with School Resource Officers; and better understand the role of teachers in medication therapy.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 126**
Vocabulary Development in Early Literacy
Intended Audience: *Childhood & elementary teachers, instructional support personnel* Shawwna Helf, Winthrop University
Strand: *Learning Strategies*

The importance of language and vocabulary on early literacy development is unquestionable. During this session you will learn more about the role of language and vocabulary in early literacy acquisition; be able to identify and describe characteristics of effective vocabulary instruction; and implement research-based strategies for improving vocabulary development. Come reflect on your current practices, share professional experiences with other participants, view classroom examples, analyze student learning samples, read/discuss current literature related to oral language and vocabulary, design activities for classroom use, and create personalized goals to improve your instruction.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 127**
Using Tier 2 Strategies from the Pyramid Model to Teach Social-Emotional Skills in an Early Childhood Classroom
Heather Googe, South Carolina Partnerships for Inclusion
Kerri Kannengieser, South Carolina Partnerships for Inclusion

Intended Audience: *Administration, Early Childhood General & SPED Teachers* **Strand:** *Preschool*
Explore Tier 2 strategies from the Center on the Social and Emotional Foundations for Early Learning's Pyramid Model to enhance social and emotional competencies in young children and prevent challenging behavior. This session will focus on being more intentional about teaching social-emotional skills and will engage participants with interactive activities and video.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 128**
Starting Out Strong: Using Interactive Read-Aloud to Nurture Emergent Readers with Intentional Teaching Pam Wills Lancaster, Literacy for Learning, LLC
Intended Audience: *4K* **Strand:** *Preschool*

Read-aloud time is often a treasured time in primary grade classrooms. It is a time when teachers can focus on the most joyous aspects of reading, helping young children discover the wonder of the world of print. It is the best way to teach children to love books! How do we capitalize on using read-aloud to provide a strong foundation of literacy? This interactive session will include classroom vignettes and opportunities to explore the power of story and the importance of text selection and experience a classroom structure designed to optimize learning.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 129**
Getting at the Analysis in Text-Dependent Analysis for Grades 6-8 Carolina L. Savage, Literacy for Learning, LLC
Intended Audience: *Teachers(Grade 6-8)* **Strand:** *Instructional Practices*

SC Ready requires that students read a piece of text or passage and draw upon that text for their extended written responses. This is a critical skill not merely for standardized testing, but a life skill in order to be a thoughtful reader and writer. Too often, students tend to summarize text read rather than apply the skills needed to conduct a critical analysis of the text. Designed for teachers in Grades 6-8, this session will model powerful reading strategies that students can apply to any text as well as supporting the acquisition of the academic vocabulary for discussing text. You're encouraged to bring in a sample student text you normally use with students. All participants will have an opportunity to apply strategies and tools for analysis with text relevant for their students.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 130**
Increasing Student Engagement by Offering Instructional Choices Robin Parks Ennis, University of Alabama at Birmingham
Intended Audience: *PreK through 12 general & special education teachers, counselors* **Strand:** *Behavioral Supports*

Choice making is an intervention used in to increase students' motivation and productivity. This presentation will present strategies for providing choices both within- and between-tasks. You will hear an overview of types of choices as well as strategies for improving the utility of choice making for nonresponders. Go home with protocols you develop for delivering choices and have an opportunity to practice this strategy during the session.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 131**
What to Expect from an IDEA Part B Program Review Visit: Guidance on the Program Review Process for 2017-2018 (Invitation Only) Ann C. Moore, OSES
Peter Keup, OSES
Mary Etta Taylor, OSES
Intended Audience: *District representatives from school districts scheduled to be reviewed during the 2017-18 school year who will be involved in preparations for the program review* **Strand:** *Technical Guidance*

Only directors and district representatives from school districts scheduled to be reviewed

Is there a program review coming up on your calendar? Here's what you need to know: purpose of OSES program review / IDEA Authority; relationship of IDEA program review to overall general supervision; OSEP memorandum 09-02 and the "two prongs" of verifying corrections; expectations for the OSES program review activities; overview of timeline for, and components of, the program review; document submission requirements; data collection and review; selecting and preparing student records for OSES review; program review reports and attachments; and correction and verification of noncompliance.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 132**
Effective Instructional Activities for the Inclusive Classroom Kimberly McDuffie Landrum
Intended Audience: *Special education teachers and general education teachers* **Strand:** *Instructional Practices*
Join us to take home a variety of research based instructional activities such as reading games, reading comprehension strategies (i.e., CSR- Collaborative Strategic Reading), Classwide Peer Tutoring (CWPT), mnemonics, learning strategies, and math games that you can incorporate into your inclusive classroom. Be prepared to be hands-on and interactive during this fun and effective session.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 133**
Using Technology to Engage all Students Meghan Blackburn, Lexington Middle School
Intended Audience: *Special Education Teachers, General Education Teachers, Administrators,* **Strand:** *Technical Guidance*
The special education population is an ever growing and diverse population. Teachers are being expected to handle more and more in the school environment; academic, behavior and social needs as well. Students in special education can be a hard group to engage, however, in general they love technology. By adapting classroom instruction, scaffolding with technology teachers in using technology as a tool, teachers see a rise in engagement and student achievement. During this session, you will have the opportunity to learn from a special education teacher who is an Apple Distinguished Educator and Google Certified Teacher about accessibility options available on iPad and Chromebooks; student engaging apps and websites; and practical lesson ideas on using these resources in the classroom. You'll leave with a lesson plan integrating technology for your class.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 134**
Supporting Students with Autism Spectrum Disorders through a PBIS Framework Lisa O. Raiford, OSES
Intended Audience: *Administrators, Teachers- General & Special Education, Paraprofessionals* **Strand:** *Behavioral Supports*
Participants will participate in discussion of Autism Spectrum Disorders and how it manifests in the school environment; understand the PBIS framework and specific ASD supports that support a PBIS program including data collection options; view videos of effective strategies and participate in individual and small group activities. Relevant resources will be provided as take-aways from the session so that you will have a toolbox of resources to use in supporting students with ASD. This is a very active session appropriate for administrators, educators and paraprofessionals.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 135**
Solving Your Transition Assessment and Goal Development Challenges: A Work Session for Educators and Administrators Joy Codshall Ivester, Transition Alliance of SC - USC Center for Disability Resources
Cindi Nixon, Francis Marion
Intended Audience: *LEA teachers and transition administrators* **Strand:** *Transition*
South Carolina's transition experts, Drs. Cindi Nixon and Jennifer Cease-Cook Wall will provide local education practitioners and administrators with the information, resources and skills to select or support staff in selecting appropriate transition assessment resources and using assessment data to develop appropriate and meaningful goals and activities for transition aged students with disabilities in this two-day workshop. Participants are asked to bring sample assessment materials, as well as examples of "difficult" transition IEPs to individually work through solutions to their assessment and goal development problems. Drs. Nixon and Cease-Cook will also share their own examples and work through case studies.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 137**
Unique Learning Systems Curriculum (Invitation Only) Thomas Triola, n2y
Intended Audience: *teachers, curriculum coordinators, special education directors* **Strand:** *Instructional Practices*

The focus of professional development is on the newly state adopted instructional materials for students participating in alternate assessment relative to the Unique Learning Curriculum, News-2-You (modified newspaper), and SymbolStix PRIME (symbol support generator). The objectives of our training will include: Accessing Unique Learning’s Monthly Lesson and application in the classrooms; utilizing teacher planning guides and lesson plans to create consistency, routine, and structure in lesson presentation and execution; identifying Unique Learning’s alignment to the South Carolina College-and Career-Ready Standards; creating Student Learning Profiles to promote growth in key content skill areas; accessing Unique Learning’s supplemental learning tools to extend/differentiate lessons and promote further independent learning; introducing the key features in Unique Learning’s GPS (Goals, Preferences and Skills) to capture student data and progress monitoring; discussing our News-2-You modified newspaper and how it can connect students with disabilities to access current events; introducing SymbolStix PRIME and how this product may be used to further modify or create extended learning activities from both Unique Learning and News-2-You; discussing how SymbolStix PRIME can be used to create interactive communication boards for non-verbal students.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 139**
Best Practices in Data-Driven Decision Making, Quality Instruction and Family and Community Engagement: an SSIP Schools Showcase Rebecca Davis, OSES
Intended Audience: *Administrators, teachers, MTSS/RTI coordinators, reading coaches* SSIP Implementation Facilitators
Strand: *Instructional Practices*

The SSIP is a comprehensive 6-year plan developed to improve results for children with disabilities. Ten schools are participating in this process that focuses on data-driven decision making, quality instruction, and family and community engagement. All activities are designed to increase the number of children with disabilities scoring proficient and above on the statewide assessment, SC READY by the end of 3rd grade.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 140**
Including all Students using Peer-Assisted Learning Strategies (PALS): First-Grade Readers Pamela M. Stecker, Clemson University
Intended Audience: *General educators and special educators working with students on beginning reading skills; Administrators, RTI coordinators, and literacy coaches working with teachers of students learning to read* **Strand:** *Learning Strategies*

Peer-Assisted Learning Strategies (PALS) is a research-supported inclusive practice that facilitates participation among all learners in the general classroom setting. PALS Reading for First Graders focuses on supplementary practice of critical early reading skills of letter-sound correspondence, decoding skills, sight word fluency, and passage reading. Students work in pairs with each partner taking turns being the reader and the coach, and they learn to provide both positive and corrective feedback to each other. You'll have time to practice the actual activities that you will ultimately teach to your students.

7/25/2017 **8:30 a.m. - 4:00 p.m.** **Room: 141**
Function-based Thinking and Interventions in the Classroom Shanna E. Hirsch, Clemson University
Intended Audience: *Educators (general and special)* Kristina Randall, Clemson University
Paraeducators **Strand:** *Behavioral Supports*
Administrators
Mental health providers, guidance counselors, social workers

To support students with the most intensive behavioral needs, educators use more individualized practices based on the function, or purpose, of the student’s behavior. This session will provide educators and other school staff (e.g., paraprofessionals, administrators, counselors) with an in-depth understanding of function-based thinking by using the Function Matrix tool to record data and create a hypothesis as to why the target behavior is occurring; an overview of the critical features of function-based support plans and intervention tactics, and an introduction to how to troubleshoot common issues that derail function-based support plans.

7/25/2017 **8:30 a.m. - 4:00 p.m.**
Educational Interpreting: Easy as 1, 2, 3... or is it?

Room: 144
David Evans, SC Educational Interpreting
Center, SCEIC

Strand: Instructional Practices

Intended Audience: *Educational Interpreters*

Numbers are a basic expression of language fluency yet many interpreters do not produce ASL numbers accurately. Do you know how to correctly convey the following: Channel 4, four children, 4th in a sequence, and the last four digits of your SSN? Hint: only one is produced palm in, and only one is produced palm out. Numbering systems differ in English and ASL. English is relatively straightforward with only two categories. ASL, however, has over two dozen systems including nominals, quantifiers, sequential, and informational. While many systems are familiar, interpreters can struggle with which to use. This is especially true with some of the more unique categories. Expressing ASL numbers incorrectly can make an interpreted message difficult for Deaf viewers to understand.

7/25/2017 **8:30 a.m. - 4:00 p.m.**
Education Interpreter: The Conceptual Universe and Depiction (Part 2)

Room: 145
WendellSmith, SC Educational Interpreting
Center

Strand: Instructional Practices

Intended Audience: *Educational Interpreters*

During this four-day session, participants will learn to define how event space is used within cognitive linguistics; identify when a new space frame is needed within a sample text; describe how new frames and transitions are built/recognized; define parsing and explain its application to deliberate practice; identify the possible emotions in a text, understanding the difference between showing and stating emotions; delineate depiction, partitioning, surrogation, networking, affect, mouth morphemes, lexical signs, and fingerspelling; demonstrate several ways to show the required actions in a text; use tools to separate the English to produce a clean image; explain how up to six articulators can be partitioned off; describe how non manual signals act as a partitioning feature within a blend; describe the five most common mouth morphemes and their role within grammar; describe one technique for vocabulary building in both English and ASL for Deaf children; and, describe how one tracks a depictive world creation using mental space.

7/25/2017 **8:30 a.m. - 4:00 p.m.**
2017-2018 OSES Special Education Data and Reporting Training

Room: 153
Fred Edora, OSES
Glen Prince, OSES

Strand: Technical Guidance

Intended Audience: *New IDEA District Data Managers & SPED Directors (2 years or less)*

In a session for new data managers and special education directors (2 years or less), you'll receive training on how to collect the required annual reports that must be submitted to the Office of Special Education Services (OSES). This session will cover the IDEA 616 and 618 data submission including how to collect the data; how to make sure the data is accurate; and how to submit them to OSES. At the end of the training session, you will be able to understand the requirements for all annual data reports that districts are to OSES; collect, analyze, correct, and submit reporting data using the Enrich IEP system; discover errors within their reports, and use this information to determine the appropriate steps on how to correct them; and find and access data resources and instructions that are necessary to ensure timely and accurate submissions of special education data reports.

7/25/2017 **8:30 a.m. - 4:00 p.m.**
Nonviolent Crisis Intervention 4-Day Instructor Certification and Renewal (Invitation Only) (Part 2)

Room: 225/226
Amanda Walvoord, Crisis Prevention Institute, Inc
Quenkia Boston, Crisis Prevention Institute, Inc

Strand: Behavioral Supports

Intended Audience: *School District Personnel by invitation only.*

The cornerstone of CPI since 1980, this program is considered the global standard for crisis prevention and intervention training. With a core philosophy of providing for the Care, Welfare, Safety, and SecuritySM of everyone involved in a crisis situation, the program's proven strategies give human service providers and educators the skills to safely respond to various levels of risk behavior while balancing the responsibilities of care.

7/25/2017

8:30 a.m. - 4:00 p.m.

FGM Update: All Things Fiscal

Room: Media Room

Susan C. Flanagan, Fiscal and Grants Management, Office of Special Education Services

Intended Audience: *District Business Officials and Special Education Directors*

Strand: *Technical Guidance*

Get an overview of fiscal and data requirements by the OSES IDEA application process and required documents. Deep dive into excess cost calculations and MOE calculations and the purpose of OSES fiscal monitoring/IDEA authority. You'll get an explanation of tiered monitoring approach and requirements of each tier and the expectations of the fiscal monitoring activities and timeline. Learn about required document submissions, data collection and review of monitoring reports, corrective action plans, timelines, and follow-up expectations. Participate in a discussion of MFS Tier One and Two fiscal requirements and get an introduction to CIFR's MOE Maintenance Calculator.

7/25/2017

8:30 a.m. - 12:00 p.m.

Darkness to Light's Stewards of Children: Child Sexual Abuse Prevention Training

Room: 202

Norma Eugenia Donaldson-Jenkins, The Tallie Group LLC

Intended Audience: *Any adults working with children*

Strand: *Behavioral Supports*

Child sexual abuse is a complex problem and this session will address steps you can take to prevent, recognize and react responsibly to the reality of child sexual abuses. You will receive an interactive workbook; hear a mix of survivor stories, expert advice, and practical guidance for preventing child sexual abuse; learn about making choices, taking risks, and supporting each other; and take away simple strategies to prevent and respond to sexual abuse through Darkness to Light's 5 Steps to Protecting Children.

7/25/2017

8:30 a.m. - 12:00 p.m.

School Counseling Personnel Updates: UGP and SC Diploma Pathways Project

Room: 203

Edward Johnson, SCDE: Office of student Intervention Services

Intended Audience: *School Counselors*

Strand: *Standards*

South Carolina Department of Education has made great strides in the 2016-2017 academic year to enhance the landscape for South Carolina Students. South Carolina has updated the Uniform Grading Policy, moved to a 10-point grading scale and is currently in the finalization of the New South Carolina Diploma Pathways Project. With the many changes in the landscape of public education for South Carolina Students, the need for South Carolina School Counseling Personnel to be current in their knowledge base is critical in assisting our students through these changes within our system. South Carolina is on the cutting edge of reinvigorating the profession of school counseling and changing the culture and identity. This session is geared towards informing School Counseling Personnel of the current information that plays an intricate part in their daily operation. This session will provide school counseling personnel with the knowledge to be able to better serve South Carolina students and parents. This vital information is necessary to create a college and career minded culture and prepare all South Carolina students to embrace the profile of the South Carolina Graduate.

7/25/2017

8:30 a.m. - 12:00 p.m.

Cortical Vision Impairment: Implications for Learning

Room: 204

Marcy Meachum, Sc Deaf-Blind Project
Krista-Leigh Olsen, SC Deaf-Blind Project

Intended Audience: *Teachers of the visually impaired, early interventionists*

Strand: *Instructional Practices*

After attending this session, you'll have a better understanding of the ten characteristics of Cortical Visual Impairment and how they affect learning and what do to when a child receives a diagnosis of CVI. Learn how to request trained assistance to complete a CVI Range assessment.

7/25/2017 **8:30 a.m. - 12:00 p.m.** **Room: 205**
Mentoring Mathematical Minds: How Big is Big? Karen Elizabeth Reed, Charleston School District
Intended Audience: *GT teachers- third grade and other teachers 3rd-5th grade.* **Strand:** *Instructional Practices*
Working with large numbers can seem quite foreboding for many elementary age children. One of the newest units from the authors of M3 is designed around students gaining a solid conceptual understanding of large numbers. You'll learn concepts to teach reading and writing numbers up to 1,000,000; exploring place value with large numbers; comparing and ordering large numbers on a number line; exploring large numbers using addition patterns with palindromes; exploring large numbers using multiplication patterns and puzzles; and solving problems with large numbers using estimation and calculation. Take home ideas and activities to be able to help students with these math concepts.

7/25/2017 **8:30 a.m. - 12:00 p.m.** **Room: 206**
Shifting the Classroom Culture with Relevant Student Engagement Strategies Deloris A. Penn, Dedicated 2 Success
Sherry Roland
Intended Audience: *Educators grades 3-8* **Strand:** *Behavioral Supports*
Success breeds success! Get ready to shift your classroom or school culture with relevant student engagement instructional strategies, and the most innovative web tools, apps, and more! This hands-on workshop will provide you with practical examples of how flexible and adaptable active spaces can help you create a supportive and warm classroom culture and student learning. Participants will identify strategies for cultivating relationships to promote positive classroom cultures through simulated activities, technology and reflective discussions. You will learn about more than 60 tools you can use tomorrow in your classroom and school. These resources and practical applications will help you cultivate authentic relationships with students and enable rich, differentiated, and collaborative learning.

7/25/2017 **8:30 a.m. - 12:00 p.m.** **Room: 209**
Small Changes, Big Impact! Ideas, Strategies and Resources for Linking Social Emotional, Literacy and Language Development Opportunities for Preschoolers Tweety Yates, Consultant/Trainer
Intended Audience: *Preschool teachers, child care providers, family child care providers supervisors/coaches, families* **Strand:** *Instructional Practices*
Come explore the use of the Pyramid Model as a framework for supporting social emotional, literacy, and language development of preschoolers. You'll leave with a toolbox of ideas, strategies, and resources for linking social emotional, literacy, and language development for all children across everyday routines. The session includes hands on activities as well as videos and demonstrations of practices.

7/25/2017 **8:30 a.m. - 12:00 p.m.** **Room: 210**
Embracing the Reality of Co-Teaching in an Inclusive Classroom Tammy Joy Burnham, Winthrop University
Intended Audience: *Elementary, middle, and high school teachers* **Strand:** *Inclusion/Co-teaching*
General education teachers
Special education teachers
You have a co-teacher in your inclusive classroom. How is it going? In this session, we'll look at each of the six co-teaching models and each model's application in your classroom. You will create a plan for two co-teaching inclusion strategies to be used in the fall of 2017. The plan will include these components: discussion of common planning time, communication of goals and philosophies, implementation of co-teaching instruction, establishment of roles and responsibilities, discussion of teacher support issues, and a reflection of teacher and student perceptions of co-teaching. This session is designed to have practical applications for the novice in co-teaching as well as the expert.

7/25/2017 **8:30 a.m. - 12:00 p.m.** **Room: 211**
Crafting Knowledge through Creative Writing Anna Lee Hasenkamp, Florence 01
Intended Audience: *The intended audience for this session is elementary, middle, and high school classroom teachers.* **Strand: Instructional Practices**
Learn how to incorporate creative writing assignments in classrooms that help generate meaningful learning, work as formative and summative assessments, and fully engage students. You will be able to actively participate in the session by working through model strategies including creating a writer's workshop and discussing how you can incorporate these strategies into your classrooms.

7/25/2017 **8:30 a.m. - 12:00 p.m.** **Room: 255**
Promoting Leadership for the Success of Students with Disabilities Nicole Adams, SC Department of Education
Jill Christmus, SC Department of Education
Intended Audience: *Principals, assistant principals, school counselors, school psychologists, coaches, mentors, lead teachers, and anyone in a leadership role in the school.* **Strand: Awareness**
Effective leadership benefits all students. When leaders create a safe, supportive and inclusive environment, students with disabilities thrive. In the past, the focus has been on compliance with the laws and regulations. Today, the focus has moved beyond the laws and regulations to ensure that all students are ready to meet the Profile of the South Carolina Graduate and support students to become in their postsecondary endeavors. As the focus shifts from compliance to results driven accountability, leaders are responsible for helping to facilitate positive outcomes for students with disabilities. This session will focus on key leadership competencies that are essential for serving students with disabilities including how to integrate strategies to support students with disabilities into each of the ten Professional Standards for Educational Leaders 2015 (PSEL 2015) standards. You will leave with the knowledge and skills that are important for improving achievement and outcomes for students with disabilities as well as a rubric to determine where your school is currently and the development of a plan to implement at your school.

7/25/2017 **8:30 a.m. - 12:00 p.m.** **Room: 256**
Build a Virtual Toolbox: Online Resources for Students and Teachers Michelle Bishop, SC Whitmore School
Intended Audience: *Elementary, middle and high school teachers. Curriculum coordinators.* **Strand: Instructional Practices**
Every teacher needs a fully-stocked toolbox including resources available online. Covering all content areas, we will offer websites, online organizational tools, useful video resources and more to give teachers more resources to differentiate instruction in their classrooms. You must bring a laptop to the session to bookmark sites for future exploration. You will set up a virtual "toolbox" for the provided sources and leave with appropriate resources to plan instruction for the next school year.

7/25/2017 **8:30 a.m. - 12:00 p.m.** **Room: 257**
SSIP School: Year 1 Multi-Tiered System of Support Cristy R. Hyduke, Greenwood District 50 /
Springfield Elementary School / SSIP school
Intended Audience: *Teachers, Administrators* **Strand: Instructional Practices**
Explore SSIP work in Year 1 – the successes, the challenges, the lessons learned; future work in beginning/continuing implementation of MTSS and data-driven decision making; providing quality instruction (PBIS, UDL, inclusive practices); and increasing family and community engagement.

- 7/25/2017** **1:00 p.m. - 4:00 p.m.** **Room: 202**
Darkness to Light's Stewards of Children: Child Sexual Abuse Prevention Training (Repeated Session) Norma Eugenia Donaldson-Jenkins, The Tallie Group LLC
Intended Audience: *Any adults working with children* **Strand:** *Behavioral Supports*
Child sexual abuse is a complex problem and this session will address steps you can take to prevent, recognize and react responsibly to the reality of child sexual abuses. You will receive an interactive workbook; hear a mix of survivor stories, expert advice, and practical guidance for preventing child sexual abuse; learn about making choices, taking risks, and supporting each other; and take away simple strategies to prevent and respond to sexual abuse through Darkness to Light's 5 Steps to Protecting Children.
- 7/25/2017** **1:00 p.m. - 4:00 p.m.** **Room: 203**
Equity, Access and Growth Mindset: Mediating Complex Text Elizabeth Bassford, Curriculum Associates
Intended Audience: *Inclusion teachers, grades 2-5* **Strand:** *Instructional Practices*
Our accountabilities dictate that we strike the perfect balance between targeted differentiation and access to grade level texts and tasks every day, for every child. This session will explore the proven strategies that help all students build confidence and capacity over time, as the reading block becomes a true community that prospers in its diversity. We will analyze mock student profiles and match appropriate strategies for securing access to grade level content, and discuss the best way to 'praise' every step toward growth and success.
- 7/25/2017** **1:00 p.m. - 4:00 p.m.** **Room: 204**
Open Hands Open Access Deaf-Blindness Modules: Best Practices and Instructional Strategies Krista-Leigh Olsen, SC Deaf-Blind Project
Intended Audience: *General educators, special educators, and administrators* Marcy Meachum, SC Deaf-Blind Project
Strand: *Awareness*
Gather a stronger understanding of the Open Hands Open Access Deaf-Blindness Modules including their basic functions, topics and how to request access to the modules.
- 7/25/2017** **1:00 p.m. - 4:00 p.m.** **Room: 205**
Mentoring Mathematical Minds: Digging for Data: Collecting, Displaying & Analyzing Data Karen Elizabeth Reed, Charleston School District
Intended Audience: *GT teachers- special needs and regular classroom teachers 3rd-5th* **Strand:** *Instructional Practices*
This training will focus on the concepts and mathematical ideas associated with collecting, analyzing and interpreting data using a variety of data displays such as line plots, line graphs, table and charts, double bar graphs, and pie graphs. Students work with experimental research, descriptive research and historical research as they explore a variety of data and learn how to best represent the data. Attendees will leave with the understanding of how to implement this curriculum unit and how to use discussions and writing in math to deepen student understanding of math concepts and a plethora of activities that can be used when teaching students these math concepts.
- 7/25/2017** **1:00 p.m. - 4:00 p.m.** **Room: 206**
Breaking the Mold: Instructional Practices to Revive the Dormant Spirit Deloris A. Penn, Dedicated 2 Success
Intended Audience: *Educators grades 4-8* Sherry Roland
Strand: *Instructional Practices*
Nelson Mandela stated that "Education is the most powerful weapon, we can use to change the world." Students are living in an ever-changing society and we must adopt instructional practices that match how they learn. It is critical that students view themselves as part of the learning process and a source of knowledge. The work must be done in a collaborative and transparent manner. Come explore how the utilization of iOS apps can redefine the learning process. Learn more about literature circle projects to promote literacy skills, high level understanding of content, innovation, collaboration, and problem solving skills across grade levels and content.

- 7/25/2017** **1:00 p.m. - 4:00 p.m.** **Room: 209**
Collaborative Classrooms: Creating a Schoolwide Culture of Support Jennifer H. Shuffler, Hanahan Elementary School
Kellie Tuberty, BCSD Schools
Intended Audience: *Elementary general education & special education teachers* **Strand:** *Inclusion/Co-teaching*
You will leave this session with ideas for promoting inclusive classrooms in your school from administrative and instructional coach support to ideas for improving communication and planning with both SPED and general education teachers. Sample lesson plans for co-teaching, schedules, professional development ideas, and standards based instruction tips will be included.
- 7/25/2017** **1:00 p.m. - 4:00 p.m.** **Room: 210**
Instructional Materials for Moderate/Severe Classes for Teaching Age of Majority and Erin's Law Diane Mary Formhals, Horry County Schools
Intended Audience: *Teachers who work with Moderate and Severe students.* **Strand:** *Instructional Practices*
Do you understand Erin's Law and the Age of Majority? Erin's Law requires all public schools in every state to implement a prevention-oriented child sex abuse program that teaches appropriate techniques to recognize child sexual abuse and tell a trusted adult. Age of Majority addresses the transfer of rights. You'll come away from this session with two PowerPoint presentations that can be used as an instructional strategy for significant cognitive delayed students and additional materials that can be used when teaching these two areas.
- 7/25/2017** **1:00 p.m. - 4:00 p.m.** **Room: 255**
Developing Meaningful Inclusion through Special Olympics Unified Champion Schools Programming Barbara Eves Oswald, Special Olympics SC
Kara Harmon, Special Olympics SC
Intended Audience: *Administrators, SPED, General Education & PE teachers.* **Strand:** *Inclusion/Co-teaching*
A Unified Champion School has Inclusive Sports, Inclusive Youth Leadership, and Whole-School Engagement for developing inclusive school climates among general and special education to successfully create meaningful inclusion for all students involved. You'll leave this session with resources and technical assistance available to schools through Special Olympics South Carolina, including funding opportunities to support Unified Champion School initiatives.
- 7/25/2017** **1:00 p.m. - 4:00 p.m.** **Room: 256**
Build a Virtual Toolbox: Online Resources for Students and Teachers (Repeated Session) Michelle Bishop, SC Whitmore School
Intended Audience: *Elementary, middle and high school teachers, curriculum coordinators* **Strand:** *Instructional Practices*
Every teacher needs a fully-stocked toolbox including resources available online. Covering all content areas, we will offer websites, online organizational tools, useful video resources and more to give teachers more resources to differentiate instruction in their classrooms. You must bring a laptop to the session to bookmark sites for future exploration. You will set up a virtual "toolbox" for the provided sources and leave with appropriate resources to plan instruction for the next school year.
- 7/25/2017** **1:00 p.m. - 4:00 p.m.** **Room: 257**
What You Say Matters: Understanding the Impact of Adult Comments on Student Behavior Linda J. Phillips, Intersections
Intended Audience: *General education, special education teachers, administrators, counselors* **Strand:** *Behavioral Supports*
There is much research from experts - such as Dr. Hill Walker to indicate that the WAY in which an adult places a command (request) on a student has an impact on whether or not the student will comply. Likewise, adult commands and/or corrections may be inadvertently contributing to a student's escalating angry or aggressive behavior. We will practice practical applications of these important verbal interaction concepts. Come to this session with some of your most challenging students in mind! We'll create some new options for you to try.

Wednesday, July 26, 2017

7/26/2017

8:30 a.m. - 12:00 p.m.

Building an Infrastructure for Research Based Instructional Practices

Room: 256

Thomas Wade Jenkis, Educational Consultation Services, LLC

Strand: *Instructional Practices*

Intended Audience: *Teachers, administrators, district and state office personnel*

Learn more about the foundational components of a research based tiered instructional model. You will learn the nonnegotiable instructional practices required within each tier. Then participate in an activity to identify your existing instructional practices and tools that can be implemented within the tiered instructional model and what instructional practices and tools you need in order to have a comprehensive model.

7/26/2017

1:00 p.m. - 4:00 p.m.

Building a Formative Evaluation System for Data Based Instructional Decision Making

Room: 256

Thomas Wade Jenkis, Educational Consultation Services, LLC

Strand: *Instructional Practices*

Intended Audience: *Teachers, administrators, district and state personnel*

The foundational components of a research based formative evaluation system, including universal screening, diagnostic assessments, and progress monitoring assessments, will be discussed. You will be taught how to interpret data for the purposes of instructional decision making using sample data to complete a practice activity.

7/26/2017

8:30 a.m. - 4:00 p.m.

Multisensory Structured Language Instruction 4-Day Training: Working with Students with Language-Based LD/Dyslexia (Part 3)

Room: 110

Heidi Bishop

Strand: *Instructional Practices*

Intended Audience: *Teachers, interventionists, reading & instructional support specialists*

Reading is key to success in learning. This 4-day cumulative training will give you the tools you need to understand research of the brain in relation to reading; recognize the difference between an Approach and a scripted program; understand the principles of instruction and the ability to explain why the principles of multisensory teaching are effective; grasp the structure of the English language (alphabetic principle, concepts, phonology, syllables and syllable division, rules and generalizations, sight words); teach morphemes (prefixes, roots, suffixes); and the ability to develop a multisensory lesson plan for groups or classrooms.

7/26/2017

8:30 a.m. - 4:00 p.m.

Recent Legal and Policy Developments in Special Education (Part 1)

Room: 112

Antonis Katsiyannis, Clemson University

Strand: *Technical Guidance*

Intended Audience: *School Administrators/Related service personnel (Psychologists)*

Get a brief overview of legislative requirements and litigation developments in the special education field. You will learn about the major provisions of IDEA 2004, Section 504/ADA, ESSA; critically discuss and evaluate legal trends in special education across the areas of assessment, IEPs, residential placements, discipline, and FAPE; and review the need for adherence to procedural safeguards (and substantive benefits in light of Endrew) as a means of minimizing litigation in special education. You will be encouraged to share current issues they are facing.

7/26/2017

8:30 a.m. - 4:00 p.m.

Special Education Due Process Hearing Officer Training (Part 1)

Room: 113

Barbara Ann Drayton, South Carolina Department of Education

Strand: *Technical Guidance*

Intended Audience: *special education due process hearing officers*

In accordance with the Individuals with Disabilities Education Act (IDEA), a parent or public agency may request a special education impartial due process hearing to resolve disputes or alleged violation regarding the identification, evaluation, educational placement, or provision of free appropriate public education to a child. A due process hearing is an administrative proceeding in which the parent and school department present their respective cases to an impartial hearing officer. The hearing officer's decision is final and legally binding unless appealed through civil action in district court or a state court of competent jurisdiction. This session will ensure that our state's due process hearing officers receive the necessary training to meet the required legal and procedural requirements under the IDEA and conduct appropriate hearings.

7/26/2017 **8:30 a.m. - 4:00 p.m.**
Introduction to Restorative Practices: Using Circles Effectively (Part 1)

Room: 115
Kimberly Smith, International Institute for Restorative Practices (IIRP)
Strand: Behavioral Supports

Intended Audience: *Administrators, teachers, social workers, counselors & psychologists*

In this two-day workshop, you'll learn more about the social science of restorative practices in building social capital and achieving social discipline through participatory learning and decision making. On Day One, we'll explore practical strategies to build strong, healthy relationships with students, families, clients, employees and colleagues. Interactive experiences bring you to a full understanding of the fundamental unifying premise of restorative practices—that people are happier, more cooperative and productive and more likely to make positive changes in their lives when those in positions of authority do things with them rather than to them or for them. On Day Two, techniques for using circles effectively will be covered. Holding group discussions in a circle helps to facilitate meaningful conversation and encourages full participation from everyone involved. Through video, practice and discussion, you will identify reliable methods for using circles to build community, establish norms and address behavior and relationships.

7/26/2017 **8:30 a.m. - 4:00 p.m.**
Positive Correction Routines for Supporting Students with Chronic, Disruptive and Resistant Classroom Behaviors (Part 1)

Room: 116
W. Kent Parker, Clemson University

Intended Audience: *Special Education Teachers, Administrators, Psychologists,*

Strand: Behavioral Supports

You will leave this session with evidenced-based strategies for increasing the responsiveness of students with chronically challenging and disruptive behaviors to intensive intervention efforts. Learn how to effectively and positively correct behavior and develop individualized behavior support scripts, embed social skills practice within instructional sets; apply prevention and contingency strategies; engage and encourage students in behavioral rehearsal, positive practice, and over-correction, and safely return a child to task after behavior escalation.

7/26/2017 **8:30 a.m. - 4:00 p.m.**
Addressing Challenging Behaviors of Students with Autism Spectrum Disorders in General Education Classrooms and Special Settings

Room: 119
Debra Leach, Winthrop University

Intended Audience: *General & special education teachers, administrators*

Strand: Behavioral Supports

Through a lecture, video clips, case studies, discussions, group activities, and individual activities, you will gain a deep understanding of the unique characteristics of students with ASD, and how these characters may impact behavior in the classroom. Learn how to conduct informal and formal functional behavior assessments that consider the unique characteristics of students with ASD and develop comprehensive behavior intervention plans using a variety of research-based practices to address the various functions of the problem behaviors of students with ASD. Finally, we will discuss user friendly ways to collect data to monitor student progress.

7/26/2017 **8:30 a.m. - 4:00 p.m.**
Guidance Services for Students with Disabilities (Part 2)

Room: 120
Gail Marvis Redford, Marvis Group, LLC
Strand: Awareness

Intended Audience: *School Counselors*

It is necessary to understand the needs of students and parents of children with disabilities and the significant roles parents play in their child's education. During this session, you will have the opportunity to share best practices from your guidance programs and participate in grade level group dialog sessions, hands-on IEP goals writing, and a mock IEP meeting. School counselors will gain information on guidance services for students with disabilities on every grade level and their responsibilities under federal and state laws. Upon leaving this session, you will be empowered with knowledge on how to improve services for students with disabilities, provide counseling services as part of an Individualized Education Plan (IEP)/Intervention Plan/ 504 Plan, and develop counseling goals for students.

- 7/26/2017** **8:30 a.m. - 4:00 p.m.** **Room: 121**
Overview of Attainment Products Used to Teach Academic Content (Repeated Session) Angel Lee, Attainment
Intended Audience: *Special Educators, Coordinators* **Strand:** *Instructional Practices*
 Get a high-level overview of Attainment products that appear on the State Adopted Materials list. This session is relevant for teachers in all grade bands and a wide range of ability levels. The session will focus on the products for one content area - ELA, math, science and history at a time. Evidence-based practices (EBP) will be highlighted as they are an important component of Attainment Curriculum. You will have an opportunity to practice systematic instruction procedures such as time delay and least intrusive prompting while reviewing the curricula for ELA, math, and science. One objective of this session is that teachers are able to apply the strategies from the three content areas previously mentioned to history lessons. Teachers will identify specific EBP appropriate to use during history lessons.
- 7/26/2017** **8:30 a.m. - 4:00 p.m.** **Room: 122**
Developing Educationally meaningful and Legally correct IEPs: Writing measurable Annual Goals and Monitoring Student Progress Mitchell Louis Yell, USC
Intended Audience: *Special education administrators and teachers* Christine Christle, USC
Strand: *Technical Guidance*
 The Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities who are in special education have measurable annual goals included in their IEPs. Unfortunately, writing measurable annual goals and then actually measuring the goals seems to many to be a difficult task. When a student's goals are not measurable the result can be frustration for parents, administrators, and teachers and may lead to hearings and litigation. Additionally, the recent educational benefit standard announced by the U.S. Supreme Court in Endrew F. v. Douglas County School District (2017) will require that IEP teams write measurable goals and monitor student progress. Our purpose in this presentation is to present a clear and simple way to write meaningful and measurable annual IEP goals and then to actually measure them.
- 7/26/2017** **8:30 a.m. - 4:00 p.m.** **Room: 123**
Behavior Management for Students with Challenging Behavior Timpothy James Landrum, University of Louisville
Intended Audience: *Special education teachers* **Strand:** *Behavioral Supports*
General education teachers
Paraprofessionals
School psychologists
Administrators
 Students with or at-risk for behavior disorders display consistent challenging behavior, but in this session we will review the ways that these behavioral concerns are often predictable and preventable. We will focus on evidence-based behavior management strategies that may be considered universal, but also address the needs of students with behavior disorders or more serious challenging behavior (i.e., those in need of Tier II supports). Participants will work through Walker's Acting-Out Behavior Cycle as a framework for predicting and preventing problem behavior; and learn and practice several specific strategies for preventing problems from occurring, or preventing problems from getting worse, including pre-correction, choice and preferred activities, precision requests, extinction and differential reinforcement, and behavioral momentum.
- 7/26/2017** **8:30 a.m. - 4:00 p.m.** **Room: 124**
Research-Supported Mathematics Strategies for the Inclusion Classroom (Part 1) (Repeated Session) Bradley Steven Witzel, Winthrop University
Intended Audience: *Elementary and middle level math teachers, Special Education teachers* **Strand:** *Instructional Practices*
 During this two-day session, come learn research-supported mathematics instructional strategies as well as targeted intervention approaches proven effective with students with disabilities and at-risk concerns. You will practice research-based strategies for inclusion math settings; inventory empirically-validated math intervention strategies; practice interventions focused on the following math content: number sense, fact fluency and automaticity, rational number concepts and operations, and equation solving; and integrate mathematics literacy strategies within inclusion settings.

7/26/2017 **8:30 a.m. - 4:00 p.m.** **Room: 125**
Comprehensive Approach to Dealing with Student Behavior (Repeated Session) Joseph Benedict Ryan, Clemson University
Intended Audience: *general and special educators, paraprofessionals, and administrators* **Strand:** *Behavioral Supports*
Join us to get a comprehensive overview of classroom behavior management. During this session you will learn how to develop a personalized hierarchical Behavior Management Plan for your classroom based on evidence-based practices; understand how to best collect accurate data to monitor student behavior; how to safely de-escalate aggressive student behavior; the benefits and risks associated with School Resource Officers; and better understand the role of teachers in medication therapy.

7/26/2017 **8:30 a.m. - 4:00 p.m.** **Room: 126**
Vocabulary Development in Early Literacy (Repeated Session) Shawwna Helf, Winthrop University
Intended Audience: *Childhood & elementary teachers, instructional support personnel* **Strand:** *Learning Strategies*
The importance of language and vocabulary on early literacy development is unquestionable. During this session you will learn more about the role of language and vocabulary in early literacy acquisition; be able to identify and describe characteristics of effective vocabulary instruction; and implement research-based strategies for improving vocabulary development. Come reflect on your current practices, share professional experiences with other participants, view classroom examples, analyze student learning samples, read/discuss current literature related to oral language and vocabulary, design activities for classroom use, and create personalized goals to improve your instruction.

7/26/2017 **8:30 a.m. - 4:00 p.m.** **Room: 127**
Be Groovy Instead of Grumpy: Positive Behavior Management for the Classroom Susan Shope Thomas, TDT Educational Consulting, LLC and SC Association for Positive Behavior Supports Network
Intended Audience: *General & special education teachers* **Strand:** *Behavioral Supports*
The Positive Behavior Intervention and Support National Technical Assistance Center in conjunction with the United States Office of Special Education Programs Ideas that Work has developed an interactive guide to support teachers in the classroom entitled "Supporting and Responding to Behavior, Evidence: Based Classroom for Teacher". Come learn how to use this tool to develop a plan to establish the essential foundations for the classroom environment including the physical layout of the classroom, the establishment of routines, and setting clear expectations for all students; construct a data collection system, which includes counting, timing, sampling, and assessing function through reporting; and have an array of preventative practices along with responses to students who are unable to meet the expectations. There will be opportunities for participants to work together and share ideas.

7/26/2017 **8:30 a.m. - 4:00 p.m.** **Room: 128**
Text Dependent Analysis Implications for the K-2 Classroom: Thinking Deeply About Text Pam Wills Lancaster, Literacy for Learning, LLC
Intended Audience: *K-2 teachers* **Strand:** *Learning Strategies*
The SC Ready writing prompt is a TDA item that requires students to read a text or passage and draw upon that text for written responses. So, what is the role of K-2 teachers in supporting and preparing students for SC READY beginning in third grade? Reading closely cannot wait until the upper grades. It needs to find its place in kindergarten and the years just beyond if we mean to build the habits of mind that will lead all students to deep understanding of text. In this session, you will explore strategies for reading for meaning and learn ways to design appropriate instruction that teaches students to become active, critical, curious, and strategic readers. This interactive session will include classroom vignettes and opportunities to explore and experience classroom structures designed to optimize learning.

7/26/2017 **8:30 a.m. - 4:00 p.m.** **Room: 135**
Solving Your Transition Assessment and Goal Development Challenges: A Work Session for Educators and Administrators (Repeated Session)
Intended Audience: *LEA teachers and transition administrators.* Joy Codshall Ivester, Transition Alliance of SC
Cindi Nixon, Francis Marion
Strand: *Transition*
South Carolina's transition experts, Drs. Cindi Nixon and Jennifer Cease-Cook Wall will provide local education practitioners and administrators with the information, resources and skills to select or support staff in selecting appropriate transition assessment resources and using assessment data to develop appropriate and meaningful goals and activities for transition aged students with disabilities in this two-day workshop. Participants are asked to bring sample assessment materials, as well as examples of "difficult" transition IEPs to individually work through solutions to their assessment and goal development problems. Drs. Nixon and Cease-Cook will also share their own examples and work through case studies.

7/26/2017 **8:30 a.m. - 4:00 p.m.** **Room: 139**
Successful and Engaging Bookclubs
Intended Audience: *Teachers, coaches, and administrators in grades 2-8.* Sandra Maddox, SCDE
Fran Senn, SCDE
Strand: *Instructional Practices*
Students enjoy reading and sharing with peers using a bookclub format. This session will focus on the Fountas and Pinnell Systems of Strategic Actions and how to use these reading strategies with students in bookclubs during guided reading. You'll learn how to organize and implement bookclubs, create minilessons based on SC ELA Standards and foster a deeper conversation about texts.

7/26/2017 **8:30 a.m. - 4:00 p.m.** **Room: 144**
Educational interpreting: The Interpreting Process. Intention or Retention? (Part 1)
Intended Audience: *Educational Interpreters* David Evans, SC Educational Interpreting
Center, SCEIC
Strand: *Instructional Practices*
Do you worry about forgetting what speakers say or sign? What if there was a different way to approach the work? What if you didn't have to try to capture source texts in your short-term memory (a task for which it is not well suited) but rather could let the understanding of the message—based on perceived speaker goal and affect—inform your decisions in creating target texts? Such an approach is possible! Highly skilled, effective interpreters employ it everyday in their ASL-English interpreting work, and you can too! Based on my studies of the Integrated Model of Interpreting (widely known as the Colonomos Model), participants will work collaboratively to understand source messages and create interpretations based on speaker goal and affect (intention) rather than the speaker's words or signs (retention). We will also practice ways of discussing our work using non-evaluative language.

7/26/2017 **8:30 a.m. - 4:00 p.m.** **Room: 145**
Education Interpreter: The Conceptual Universe and Depiction (Part 3)
Intended Audience: *Educational Interpreters* WendellSmith, SC Educational Interpreting
Center
Strand: *Instructional Practices*
During this four-day session, participants will learn to define how event space is used within cognitive linguistics; identify when a new space frame is needed within a sample text; describe how new frames and transitions are built/recognized; define parsing and explain its application to deliberate practice; identify the possible emotions in a text, understanding the difference between showing and stating emotions; delineate depiction, partitioning, surrogation, networking, affect, mouth morphemes, lexical signs, and fingerspelling; demonstrate several ways to show the required actions in a text; use tools to separate the English to produce a clean image; explain how up to six articulators can be partitioned off; describe how non manual signals act as a partitioning feature within a blend; describe the five most common mouth morphemes and their role within grammar; describe one technique for vocabulary building in both English and ASL for Deaf children; and, describe how one tracks a depictive world creation using mental space.

- 7/26/2017** **8:30 a.m. - 12:00 p.m.** **Room: 204**
What Do We Do Now? Guidance for Districts for the Year Following a Program Review (Invitation Only) Ann C. Moore, OSES
Kathleen Heiss, SCDE
Mary Etta Taylor, OSES
Strand: Technical Guidance
Intended Audience: *By invitation of OSES only. Limit two participants per district.*
You've had a program review. Now what? This session will review and clarify the OSEP memorandum 09-02 and the "two prongs" of verifying corrections; expectations for the year after the on-site program review; timelines for correcting noncompliance; document and form submission requirements; data collection and review process; and technical assistance and support related to correcting noncompliance.
- 7/26/2017** **8:30 a.m. - 12:00 p.m.** **Room: 205**
Mentoring Mathematical Minds: At the Mall with Algebra Karen Elizabeth Reed, Charleston School District
Intended Audience: *GT teachers and classroom teachers 4th-5th grade* **Strand: Instructional Practices**
Algebra is not just for high school curriculum. NCTM has elevated the algebraic thinking to one of greatest importance in K-12 mathematics curriculum. In this unit students are encouraged to approach the study of variable, expressions and equations using their number sense, logical reasoning and problem-solving strategies. You will leave with the understanding of how to implement this curriculum unit and how to use discussions and writing in math to deepen student understanding of math concepts and a plethora of activities that can be used when teaching students algebraic thinking.
- 7/26/2017** **8:30 a.m. - 12:00 p.m.** **Room: 206**
Shifting the Classroom Culture with Relevant Student Engagement Strategies (Repeated Session) Deloris A. Penn, Dedicated 2 Success
Sherry Roland
Strand: Behavioral Supports
Intended Audience: *Educators grades 3-8*
Success breeds success! Get ready to shift your classroom or school culture with relevant student engagement instructional strategies, and the most innovative web tools, apps, and more! This hands-on workshop will provide you with practical examples of how flexible and adaptable active spaces can help you create a supportive and warm classroom culture and student learning. Participants will identify strategies for cultivating relationships to promote positive classroom cultures through simulated activities, technology and reflective discussions. You will learn about more than 60 tools you can use tomorrow in your classroom and school. These resources and practical applications will help you cultivate authentic relationships with students and enable rich, differentiated, and collaborative learning.
- 7/26/2017** **8:30 a.m. - 12:00 p.m.** **Room: 208**
Including all Students using Peer-Assisted Learning Strategies (PALS) in Kindergarten and First-Grade Mathematics Pamela M. Stecker
Intended Audience: *Early childhood/elementary teachers and special educators, administrators* **Strand: Learning Strategies**
Time to find some math pals. Peer-Assisted Learning Strategies (PALS) is a research-based inclusive practice that facilitates participation by all learners in the general classroom setting. The First-Grade and K-PALS supplementary peer-tutoring activities focus on all students gaining additional practice on critical early numeracy concepts and skills. With partners, students take turns practicing number identification, comparison, inequalities, simple addition and subtraction, and picture word problems. Teachers instruct students in steps for giving each other positive and corrective feedback.
- 7/26/2017** **8:30 a.m. - 12:00 p.m.** **Room: 211**
Raise the Rigor: Questioning Strategies and Reading Comprehension Anna Lee Hasenkamp, Florence 01
Intended Audience: *Elementary, middle, and high school classroom teachers.* **Strand: Instructional Practices**
Attend this session to gather background research, suggested strategies, and examples of how these strategies can be used in the classroom to increase reading comprehension and rigor. You'll then work together to brainstorm ideas about how you can use these strategies in your classroom.

7/26/2017 **1:00 p.m. - 4:00 p.m.**
Head Start and SCDE MOA Workgroup (Invitation Only)

Room: 202
Jenny May, OSES
Mary Lynne Diggs, SCDE
Strand: Preschool

Intended Audience: *By invitation only.*

In this invitation only session, participants will revisit the informally agreed upon MOA drafted in March 2016 and format it according to the new Head Start Template. This work group will provide feedback and include the perspective of SCDE Office of General Council, Federal Office of Head Start, and BabyNet as well as invited Head Start grantees and LEAs to provide stakeholder feedback throughout the process. The goal of this session is to leave with a properly formatted MOA that stakeholders agree can facilitate productive partnerships between local Head Start Grantees and LEAs, and proceed obtaining official signatures.

7/26/2017 **1:00 p.m. - 4:00 p.m.**
What's Happening in Early Childhood Education in SC?

Room: 203
Heather Googe, SC Partnerships for Inclusion
Kerri Kannengieser, SC Partnerships for Inclusion

Intended Audience: *Administration, General Education Teachers, Special Education*

Strand: Preschool

Come for a "big picture policy" overview of federal and state activities that impact young children and their families in South Carolina. A panel of representatives from early childhood initiatives in South Carolina will provide updates on current issues in the field.

7/26/2017 **1:00 p.m. - 4:00 p.m.**
Using Visual Literacy to Reach Struggling Readers

Room: 204
Maureen Ann Irons, South Carolina School for the Deaf and Blind
Strand: Learning Strategies

Intended Audience: *Teachers of the Deaf, special education teachers*

Explore and apply visual literacy strategies to students in various disability categories who struggle with print literacy. The strategies like mind maps or other visual literacy activities to represent specific academic content, vocabulary, or concepts are designed for application with any grade level across the curriculum.

7/26/2017 **1:00 p.m. - 4:00 p.m.**
Mentoring Mathematical Minds: Treasures from the Attic
Intended Audience: *Elementary school teachers, GT teachers & classroom teachers, 4/5th*

Room: 205
Karen Elizabeth Reed, Charleston School District
Strand: Instructional Practices

Many adults still struggle with fractions or just do not like dealing with them. Often this is because we were taught what to do with fractions through algorithms instead of making sense of what to do with fractions in conceptually sound ways. Using the lessons in the unit Treasures from the Attic we will do hands-on activities with fractions and have in-depth discussions as we go. You will leave with the understanding of how to implement this curriculum unit and how to use discussions and writing in math to deepen student understanding of math concepts. Even if you don't use this unit, you will still leave with a sound conceptual understanding fractions and a plethora of activities that can be used when teaching students fractions.

7/26/2017 **1:00 p.m. - 4:00 p.m.**
Breaking the Mold: Instructional Practices to Revive the Dormant Spirit (Repeated Session)
Intended Audience: *Educators grades 4-8*

Room: 206
Deloris A. Penn, Dedicated 2 Success
Sherry Roland
Strand: Instructional Practices

Nelson Mandela stated that "Education is the most powerful weapon, we can use to change the world." Students are living in an ever-changing society and we must adopt instructional practices that match how they learn. It is critical that students view themselves as part of the learning process and a source of knowledge. The work must be done in a collaborative and transparent manner. Come explore how the utilization of iOS apps can redefine the learning process. Learn more about literature circle projects to promote literacy skills, high level understanding of content, innovation, collaboration, and problem solving skills across grade levels and content.

Thursday, July 27, 2017

7/27/2017

8:30 a.m. - 12:00 p.m.

Room: 256

The Seven Factors that Affect an ELL Response to Instruction

Thomas Wade Jenkins, Educational Consultation Services, LLC

Strand: Instructional Practices

Intended Audience: Teachers, ELL Staff, administrators, district and state personnel

Join us for a discussion of the seven factors that affect an ELL response to instruction and intervention. You will be taught how to analyze the factors using the Team Initiated Problem Solving process. An activity will be completed by the participants using the TIPS process to analyze the seven factors for a student and generate possible solutions.

7/27/2017

1:00 p.m. - 4:00 p.m.

Room: 256

Using Data from Your Tiered Instructional Model to Aid in Your Special Education Eligibility Determination

Thomas Wade Jenkins, Educational Consultation Services, LLC

Strand: Instructional Practices

Intended Audience: Teachers, administrators, special education staff

Overwhelmed by data? A research based approach to using data collected within implementation of a tiered instructional model as the basis for special education eligibility determination will be discussed. You will be provide with user friendly methods of analyzing data to determine if a student's needs warrant specially designed instruction. Case examples will be provided for practice of the analysis and determination.

7/27/2017

8:30 a.m. - 4:00 p.m.

Room: 110

Multisensory Structured Language Instruction 4-Day Training: Working with Students with Language-Based LD/Dyslexia (Part 4)

Heidi Bishop

Strand: Instructional Practices

Intended Audience: Teachers, interventionists, reading & instructional support specialists

Reading is key to success in learning. This 4-day cumulative training will give you the tools you need to understand research of the brain in relation to reading; recognize the difference between an Approach and a scripted program; understand the principles of instruction and the ability to explain why the principles of multisensory teaching are effective; grasp the structure of the English language (alphabetic principle, concepts, phonology, syllables and syllable division, rules and generalizations, sight words); teach morphemes (prefixes, roots, suffixes); and the ability to develop a multisensory lesson plan for groups or classrooms.

7/27/2017

8:30 a.m. - 4:00 p.m.

Room: 112

Recent Legal and Policy Developments in Special Education (Part 2)

Antonis Katsiyannis, Clemson University

Strand: Technical Guidance

Intended Audience: School Administrators/Related service personnel (Psychologists)

Get a brief overview of legislative requirements and litigation developments in the special education field. You will learn about the major provisions of IDEA 2004, Section 504/ADA, ESSA; critically discuss and evaluate legal trends in special education across the areas of assessment, IEPs, residential placements, discipline, and FAPE; and review the need for adherence to procedural safeguards (and substantive benefits in light of Endrew) as a means of minimizing litigation in special education. You will be encouraged to share current issues they are facing.

7/27/2017

8:30 a.m. - 4:00 p.m.

Room: 113

Special Education Due Process Hearing Officer Training (Part 2)

Barbara Ann Drayton, South Carolina Department of Education

Strand: Technical Guidance

Intended Audience: special education due process hearing officers

In accordance with the Individuals with Disabilities Education Act (IDEA), a parent or public agency may request a special education impartial due process hearing to resolve disputes or alleged violation regarding the identification, evaluation, educational placement, or provision of free appropriate public education to a child. A due process hearing is an administrative proceeding in which the parent and school department present their respective cases to an impartial hearing officer. The hearing officer's decision is final and legally binding unless appealed through civil action in district court or a state court of competent jurisdiction. This session will ensure that our state's due process hearing officers receive the necessary training to meet the required legal and procedural requirements under the IDEA and conduct appropriate hearings.

- 7/27/2017** **8:30 a.m. - 4:00 p.m.** **Room: 115**
Introduction to Restorative Practices: Using Circles Effectively (Part 2) Kimberly Smith, International Institute for Restorative Practices (IIRP)
Intended Audience: *Administrators, teachers, social workers, counselors & psychologists* **Strand:** *Behavioral Supports*
 In this two-day workshop, you'll learn more about the social science of restorative practices in building social capital and achieving social discipline through participatory learning and decision making. On Day One, we'll explore practical strategies to build strong, healthy relationships with students, families, clients, employees and colleagues. Interactive experiences bring you to a full understanding of the fundamental unifying premise of restorative practices—that people are happier, more cooperative and productive and more likely to make positive changes in their lives when those in positions of authority do things with them rather than to them or for them. On Day Two, techniques for using circles effectively will be covered. Holding group discussions in a circle helps to facilitate meaningful conversation and encourages full participation from everyone involved. Through video, practice and discussion, you will identify reliable methods for using circles to build community, establish norms and address behavior and relationships.
- 7/27/2017** **8:30 a.m. - 4:00 p.m.** **Room: 116**
Positive Correction Routines for Supporting Students with Chronic, Disruptive and Resistant Classroom Behaviors (Part 2) W. Kent Parker, Clemson University
Intended Audience: *Special Education Teachers, Administrators, Psychologists,* **Strand:** *Behavioral Supports*
 You will leave this session with evidenced-based strategies for increasing the responsiveness of students with chronically challenging and disruptive behaviors to intensive intervention efforts. Learn how to effectively and positively correct behavior and develop individualized behavior support scripts, embed social skills practice within instructional sets; apply prevention and contingency strategies; engage and encourage students in behavioral rehearsal, positive practice, and over-correction, and safely return a child to task after behavior escalation.
- 7/27/2017** **8:30 a.m. - 4:00 p.m.** **Room: 119**
Addressing Challenging Behaviors of Students with Autism Spectrum Disorders in General Education Classrooms and Special Settings (Repeated Session) Debra Leach, Winthrop University
Intended Audience: *General & special education teachers, administrators* **Strand:** *Behavioral Supports*
 Through a lecture, video clips, case studies, discussions, group activities, and individual activities, you will gain a deep understanding of the unique characteristics of students with ASD, and how these characters may impact behavior in the classroom. Learn how to conduct informal and formal functional behavior assessments that consider the unique characteristics of students with ASD and develop comprehensive behavior intervention plans using a variety of research-based practices to address the various functions of the problem behaviors of students with ASD. Finally, we will discuss user friendly ways to collect data to monitor student progress.
- 7/27/2017** **8:30 a.m. - 4:00 p.m.** **Room: 121**
Overview of Attainment Products Used to Teach Academic Content (Repeated Session) Angel Lee, Attainment
Intended Audience: *Special Educators, Coordinators* **Strand:** *Instructional Practices*
 Get a high-level overview of Attainment products that appear on the State Adopted Materials list. This session is relevant for teachers in all grade bands and a wide range of ability levels. The session will focus on the products for one content area - ELA, math, science and history at a time. Evidence-based practices (EBP) will be highlighted as they are an important component of Attainment Curriculum. You will have an opportunity to practice systematic instruction procedures such as time delay and least intrusive prompting while reviewing the curricula for ELA, math, and science. One objective of this session is that teachers are able to apply the strategies from the three content areas previously mentioned to history lessons. Teachers will identify specific EBP appropriate to use during history lessons.

7/27/2017 **8:30 a.m. - 4:00 p.m.**
Developing Educationally meaningful and Legally correct IEPs: Writing measurable Annual Goals and Monitoring Student Progress (Repeated Session)

Room: 122
Mitchell Louis Yell, USC
Christine Christle, USC

Intended Audience: *Special education administrators and teachers.*

Strand: *Technical Guidance*

The Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities who are in special education have measurable annual goals included in their IEPs. Unfortunately, writing measurable annual goals and then actually measuring the goals seems to many to be a difficult task. When a student's goals are not measurable the result can be frustration for parents, administrators, and teachers and may lead to hearings and litigation. Additionally, the recent educational benefit standard announced by the U.S. Supreme Court in *Endrew F. v. Douglas County School District* (2017) will require that IEP teams write measurable goals and monitor student progress. Our purpose in this presentation is to present a clear and simple way to write meaningful and measurable annual IEP goals and then to actually measure them.

7/27/2017 **8:30 a.m. - 4:00 p.m.**
Evidence-based Classroom and Behavior Management

Room: 123
Timothy James Landrum, University of Louisville

Intended Audience: *Special education teachers*

Strand: *Behavioral Supports*

General education teachers

School psychologists

Paraprofessionals

Administrators

During this session we will review the basics of classroom and behavior management at the universal tier, with a focus on how effective instruction and basic behavioral strategies work together to promote engagement and achievement for all learners, including those with challenging behavior. Demonstration and role-play (modeling and guided practice), along with handouts that provide planning templates and links to additional resources, will help you acquire strategies you can use in the classroom.

7/27/2017 **8:30 a.m. - 4:00 p.m.**
Research-Supported Mathematics Strategies for the Inclusion Classroom (Part 2) (Repeated Session)

Room: 124
Bradley Steven Witzel, Winthrop University

Intended Audience: *Elementary and middle level math teachers, Special Education teachers*

Strand: *Instructional Practices*

During this two-day session, come learn research-supported mathematics instructional strategies as well as targeted intervention approaches proven effective with students with disabilities and at-risk concerns. You will practice research-based strategies for inclusion math settings; inventory empirically-validated math intervention strategies; practice interventions focused on the following math content: number sense, fact fluency and automaticity, rational number concepts and operations, and equation solving; and integrate mathematics literacy strategies within inclusion settings.

7/27/2017 **8:30 a.m. - 4:00 p.m.**
Standards-Aligned IEPs

Room: 126
Rebecca Davis, OSES
Susan Thomas

Intended Audience: *District and School Special Education personnel, related services providers, speech-language pathologists, school psychologists, behavior specialists*

Strand: *Technical Guidance*

Since 2001, the Elementary and Secondary Education Act of 1965 (ESEA) has required each state to apply the same challenging academic content and achievement standards to all schools and all children in the state, which includes children with disabilities. The U.S. Department of Education has clarified that these standards are grade-level standards. To assist children with disabilities in meeting these grade-level academic content standards, many states have adopted and implemented procedures for developing standards-aligned IEPs that include IEP goals that reflect the state's challenging academic content standards that apply to all children. Come learn how to develop IEP goals that are aligned with state standards while considering how a child's specific disability impacts his or her ability to advance appropriately toward attaining his or her annual goals; and document the access to the general curriculum through the development of a standards-aligned IEP.

7/27/2017 **8:30 a.m. - 4:00 p.m.**
New Directors' Leadership Academy (Invitation Only)

Room: 127
Tresa Carolyn Diggs, OSES

Intended Audience: *Special Education Director/Coordinators*

Strand: *Technical Guidance*

The New Directors' Leadership Academy (NDLA) is a statewide effort to provide support and prepare first-year special education directors/coordinators with professional learning opportunities designed to implement effective IDEA programming and compliance for students with disabilities. This session is the first of six face-to-face meetings and will cover the following topics: data management, improving program compliance and student outcomes, and fiscal management. The NDLA session is by invitation only.

7/27/2017 **8:30 a.m. - 4:00 p.m.**
Story Matters: The Heart of Literacy Learning for Young Writers

Room: 128
Pam Wills Lancaster, Literacy for Learning, LLC

Intended Audience: *K-2 teachers*

Strand: *Learning Strategies*

Teachers have many roles; of primary importance is the role of creating a learning environment that is focused on the goal of developing strong writers. How do we provide quality writing instruction to our youngest students? What should writing instruction in the primary grades look like? What is essential in teaching young writers? Writing is a complex and dynamic process that integrates thinking, language, and mechanics. In our classrooms we want children to constantly apply and reapply everything they know as they navigate the process for different genres and purposes. This interactive session will include classroom vignettes, student samples and opportunities to explore and experience classroom structures designed to optimize writing.

7/27/2017 **8:30 a.m. - 4:00 p.m.**
Putting Joy back into Writing for Grades 6-8

Room: 129
Caroline L. Savage, Literacy for Learning, LLC

Intended Audience: *Teachers (Grades 6-8)*

Strand: *Instructional Practices*

With the current focus on "text dependent analysis" and preparing students for SC Ready, a great deal of emphasis has been placed on students' ability to read a text and draw upon that text for a written essay. This essay is not mode-specific so how does the teaching of narrative, informative and argumentative writing fit into instructional planning? How can teachers balance preparing students while bringing JOY back into writing instruction? This session is based on the Ralph Fletcher's new book "Joy Write" and is designed for teachers in grades 6-8.

7/27/2017 **8:30 a.m. - 4:00 p.m.**
A Step-by-Step Guide to Implementing Low-intensity Behavioral Strategies

Room: 130
Robin Parks Ennis, University of Alabama at Birmingham

Intended Audience: *Pre-K through 12 general & special education teachers, counselors*

Strand: *Behavioral Supports*

Low-intensity strategies are tools that teachers can use within the classroom to prevent problem behaviors from occurring by using proactive and preventative strategies and reinforcing appropriate behavior. We will go over a step-by-step guide on how to implement several key strategies – active supervision, precorrection, opportunities to respond, instructional choice, behavior specific praise and others.

7/27/2017 **8:30 a.m. - 4:00 p.m.**
Social-Emotional Learning: Linking Classroom Practices to Developmentally Matched Practices Pre/K to Teens

Room: 131
Mary Margaret Wood, Developmental Therapy Institute, Inc.
Andrea Criste

Intended Audience: *Teachers, support teachers, parents, administrators, school psychologists*

Strand: *Behavioral Supports*

Participate in a hands-on session showcasing proven classroom practices from Developmental Therapy-Teaching (DTT) to foster social-emotional and behavioral learning pre/k to grade 12 across multi-tiered placements from full inclusion to pullout resource programs. You will use case material to assess students to identify IEP objectives for social-emotional competencies, prepare developmentally matched behavior support plans, and select developmentally appropriate teaching practices. The session will demonstrate how DTT enhances instructional continuity and accountability across multi-tiered (MTSS) placements and fits with PBIS, social skills programs, and academic curricula.

- 7/27/2017** **8:30 a.m. - 4:00 p.m.** **Room: 135**
Building Partnerships to Improve Literacy Shawnna Helf, Winthrop University
Intended Audience: *general education teachers, related services, parent/family coordinators* **Strand:** *Instructional Practices*
Parents are an integral part of the partnership in literacy development. During this session we will explore the importance and benefits of involving families in early literacy development; identify/articulate personal attitudes toward parental involvement; identify barriers to parental involvement; and develop strategies to communicate and involve parents in the development of literacy skills.
- 7/27/2017** **8:30 a.m. - 4:00 p.m.** **Room: 137**
Resilience, Coping and Future Expectations of Children with Disabilities Amy A. Holbert, Family Connection of SC and USC College of Social Work
Intended Audience: *Early childhood educators, early interventionists, preschool educators, elementary school educators* **Strand:** *Preschool*
Is resilience important? The concept of resilience in families that have a child with a disability and what enables some families to cope more effectively and emerge stronger will be reviewed. You'll see videos of families discussing their experience with their child and learn ways to encourage resiliency in families.
- 7/27/2017** **8:30 a.m. - 4:00 p.m.** **Room: 144**
Educational interpreting: The Interpreting Process. Intention or Retention? (Part 2) David Evans, SC Educational Interpreting Center, SCEIC
Intended Audience: *Educational Interpreters* **Strand:** *Instructional Practices*
Do you worry about forgetting what speakers say or sign? What if there was a different way to approach the work? What if you didn't have to try to capture source texts in your short-term memory (a task for which it is not well suited) but rather could let the understanding of the message—based on perceived speaker goal and affect—inform your decisions in creating target texts? Such an approach is possible! Highly skilled, effective interpreters employ it everyday in their ASL-English interpreting work, and you can too! Based on my studies of the Integrated Model of Interpreting (widely known as the Colonomos Model), participants will work collaboratively to understand source messages and create interpretations based on speaker goal and affect (intention) rather than the speaker's words or signs (retention). We will also practice ways of discussing our work using non-evaluative language.
- 7/27/2017** **8:30 a.m. - 4:00 p.m.** **Room: 145**
Education Interpreter: The Conceptual Universe and Depiction (Part 4) WendellSmith, SC Educational Interpreting Center
Intended Audience: *Educational Interpreters* **Strand:** *Instructional Practices*
During this four-day session, participants will learn to define how event space is used within cognitive linguistics; identify when a new space frame is needed within a sample text; describe how new frames and transitions are built/recognized; define parsing and explain its application to deliberate practice; identify the possible emotions in a text, understanding the difference between showing and stating emotions; delineate depiction, partitioning, surrogation, networking, affect, mouth morphemes, lexical signs, and fingerspelling; demonstrate several ways to show the required actions in a text; use tools to separate the English to produce a clean image; explain how up to six articulators can be partitioned off; describe how non manual signals act as a partitioning feature within a blend; describe the five most common mouth morphemes and their role within grammar; describe one technique for vocabulary building in both English and ASL for Deaf children; and, describe how one tracks a depictive world creation using mental space.

7/27/2017 **8:30 a.m. - 4:00 p.m.** **Room: 200**
Increasing Engagement and Participation in Classroom Routines and Activities, Including Early Literacy, through Positive Relationships, Supportive Environments and Adaptations (Part 2) Norma Eugenia Donaldson-Jenkins, The Tallie Group LLC
Intended Audience: *Individuals working with preschool children with/and without disabilities* **Strand:** *Preschool*

Come learn how to understand and describe the importance of building relationships with children, families, and colleagues; and explore some appropriate strategies to build relationships and success using the CSEFEL's (The Center for Social and Emotional Foundations for Early Learning) Pyramid Model. You will have the opportunity to examine books including CARA's (Creating Adaptations for Routines and Activities) Kit and view and discuss videos of situations relating to social and emotional growth. Gather information about how adaptations may help children meet a variety of early childhood standards and curricular expectations using a research-based approach. Leave with a six-step approach to making accommodations described in the CARA's Kit and apply this approach to a current situation in your class or on your case load. Participants will plan and share one area of improvement they will make in their classroom environment, routines, and/or activities to increase engagement and participation.

7/27/2017 **8:30 a.m. - 4:00 p.m.** **Room: 206**
South Carolina Partnerships for Inclusion Leadership Teams: Teaming Workshop (Invitation Only) Kerri Kannengieser & Heather Googe, SC Partnerships for Inclusion
Intended Audience: *By invitation only* Jena M. Martin, Family Connection of SC
Strand: *Preschool*

SCPI leadership team participants will engage in a full-day, interactive follow-up workshop to District Leadership Day. This session will allow teams to network as a community of practice and share ideas and showcase successes. Activities to support team dynamics, family engagement, childcare and Head Start partnerships, and community resources to promote inclusion will be incorporated.

7/27/2017 **8:30 a.m. - 4:00 p.m.** **Room: 225/226**
Nonviolent Crisis Intervention 4-Day Instructor Certification and Renewal (Invitation Only) (Part 4) Amanda Walvoord, Crisis Prevention Institute, Inc
Intended Audience: *School District Personnel by invitation only.* Quenkia Boston, Crisis Prevention Institute, Inc
Strand: *Behavioral Supports*

The cornerstone of CPI since 1980, this program is considered the global standard for crisis prevention and intervention training. With a core philosophy of providing for the Care, Welfare, Safety, and SecuritySM of everyone involved in a crisis situation, the program's proven strategies give human service providers and educators the skills to safely respond to various levels of risk behavior while balancing the responsibilities of care.

7/27/2017 **8:30 a.m. - 12:00 p.m.** **Room: 202**
Supporting Bus Drivers and Paraprofessionals in Dealing with Students with Behavioral Challenges Sonya Gayles, OSES
Intended Audience: *Bus drivers, and Paraprofessionals* Lisa Raiford, OSES
Strand: *Behavioral Supports*

All members of the school community have a role in a student's learning experience. This session will provide an overview of how to identify students with disabilities and provide safe transport of students with social/emotional and behavioral challenges. Drivers and paraprofessionals will come away with sensitivity training as well as techniques to address preventative and proactive strategies in dealing with students. Participants will gather understanding of accommodations in IEP's and Behavioral Plans, as well as, how to manage crisis situations and report incidents.

- 7/27/2017** **8:30 a.m. - 12:00 p.m.** **Room: 203**
Managing Auditory Processing Disorder (APD) in the School Setting Melissa Karp, Audiology & Hearing Services of Charlotte
Intended Audience: *Special education professionals, Speech-language pathologists, audiologists, psychologists, educators.* **Strand:** *Instructional Practices*
Students with auditory processing disorder are often challenging to teach. Through problem solving and discussion of case studies, this session will enable you to identify barriers to learning for the student with APD; incorporate strategies to compensate for learning differences; identify appropriate technology options for use in the classroom and post graduation; utilize evidence-based computerized intervention programs appropriately; and equip students with self-advocacy abilities.
- 7/27/2017** **8:30 a.m. - 12:00 p.m.** **Room: 204**
Language and Learning: How Hearing Loss Changes the Game Mary Reaves, Beginnings SC
Carmony Corley, Beginnings SC
Intended Audience: *pre-school, childcare workers* **Strand:** *Preschool*
Can you identify three risk factors of a child with hearing loss? During this session you'll discover three ways to incorporate children of all ages with a hearing loss in daily activities and work with parents through hands-on activities, videos and instruction to ensure an engaged, participatory training that makes a lasting impact in your classroom.
- 7/27/2017** **8:30 a.m. - 12:00 p.m.** **Room: 205**
CollaborAction: Schools, Families and Communities Uniting to Serve Students Yolande F. Anderson, SCDE
Lisa Jenkins, SCDE
Intended Audience: *District administrators, teachers, and community members* **Strand:** *Family and Community Resources*
Experience a hands on, activity-driven session that will allow you to develop a tactical and practical model on how to engage communities and schools in building relationships to serve students. You'll explore relational factors; inhibitions of allowing community members into the classroom; and, how to address and overcome the "been there, done that" cycle.
- 7/27/2017** **1:00 p.m. - 4:00 p.m.** **Room: 202**
Supporting Bus Drivers and Paraprofessionals in Dealing with Students with Behavioral Challenges (Repeated Session) Sonya Gayles, OSES
Lisa Raiford, OSES
Intended Audience: *Bus drivers, and paraprofessionals* **Strand:** *Behavioral Supports*
All members of the school community have a role in a student's learning experience. This session will provide an overview of how to identify students with disabilities and provide safe transport of students with social/emotional and behavioral challenges. Drivers and paraprofessionals will come away with sensitivity training as well as techniques to address preventative and proactive strategies in dealing with students. Participants will gather understanding of accommodations in IEP's and Behavioral Plans, as well as, how to manage crisis situations and report incidents.
- 7/27/2017** **1:00 p.m. - 4:00 p.m.** **Room: 203**
Managing Auditory Processing Disorder (APD) in the School Setting (Repeated Session) Melissa Karp, Audiology & Hearing Services of Charlotte
Intended Audience: *Special education professionals, Speech-language pathologists, audiologists, psychologists, educators.* **Strand:** *Instructional Practices*
Students with auditory processing disorder are often challenging to teach. Through problem solving and discussion of case studies, this session will enable you to identify barriers to learning for the student with APD; incorporate strategies to compensate for learning differences; identify appropriate technology options for use in the classroom and post graduation; utilize evidence-based computerized intervention programs appropriately; and equip students with self-advocacy abilities.

7/27/2017

1:00 p.m. - 4:00 p.m.

Room: 204

Free to be Me: Engaging Students and Parents in the Transition Process

Alisa Marie Bentley, Family Connection of SC

Intended Audience: *SPED Transition Coordinators from DDSN, Vocational Rehab & Schools*

Strand: *Transition*

To change the culture and future for our students with ID/DD, we need to educate parents as early as possible in their child's journey. Parents are a child's first advocate and need to have an abundance of information to ensure their children have the best opportunity to become independent. Over the last two years, we have seen parents and youth successfully map out the youth's plans for the future and work together to set goals. While students are learning self determination skills and improving their confidence, parents are learning how to "let go" and encourage their youth to succeed. This workshop will give you a glimpse into what Free To Be Me workshops provide parents and students. You'll hear from past Free To Be Me workshop participants about skills they learned and where the family is in the transition process.

7/27/2017

1:00 p.m. - 4:00 p.m.

Room: 205

What Are Words Anyway?

Angie Neal, Pickens 01

Intended Audience: *Elementary teachers, special education teachers, literacy coaches*

Strand: *Reading Intervention & Support*

Recent research into how students learn to read has led to marvelous revelations in instructional practices. One critical finding that lays the foundation for all aspects of literacy has been the importance of understanding the aspects of language that constitutes the make-up of words in the English language. With this knowledge, teachers can prepare and diversify literacy lessons across different modalities for all types of learners. For this workshop, content differentiation will be accomplished through the provision of information related to the developmental sequence of acquisition. Scaffolding and engagement activities will be accomplished through a variety of activities that will increase your awareness of your own knowledge of language and practical ways to approach word knowledge through whole classroom based strategies which will be demonstrated interactively during the session.

7/27/2017

1:00 p.m. - 4:00 p.m.

Room: 206

How Do I Have Time to Teach Social Skills?

Linda Phillips, Intersections

Intended Audience: *General Education Teachers, Special Education Teachers, Administrators*

Strand: *Behavioral Supports*

There are ways to incorporate social skill instruction and student success within the instructional day by using School-wide acronyms. Teachers can use these guidelines to give students feedback on how well they did during the day. If you have School-wide PBIS acronyms, bring them along. If your school is not implementing PBIS yet, no worries. Come and find out how to set up lessons for success and how to give students specific behavioral feedback that will increase their compliance and willingness to 'try' in school.