



**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

**OFFICE OF SPECIAL EDUCATION SERVICES
RESEARCH TO PRACTICE: 2018 PROGRAM**

MONDAY, JULY 16, 2018

Introduction to Universal Design for Learning - Nicole Tucker-Smith, CAST UDL Cadre, CAST - Monday 8:30-4:00

Strand: Improving Achievement Outcomes

Intended Audience: *General/Special Education Teachers*

Session Description: We know from experience and neuroscience that individuals learn in varied ways.

Universal Design for Learning (UDL) provides educators with practical strategies and techniques to ensure that all learners can meet high expectations, such as the Common Core State Standards. In this session, participants will learn the research basis for UDL, practical applications of UDL to lesson design, and helpful technology tools that support flexible, inclusive instruction.

Using the UDL framework and its practical guidelines, participants will gain:

- A working knowledge of the neuroscience of learning and how individual variability plays out in different educational environments
- Guidelines and techniques to apply UDL principles to the design of learning experiences

(Session Repeats-Wednesday, 8:30-4:00)

Accommodations Study Workgroup - Nicole Adams, SCDE - Monday 8:30-4:00

Strand: *Technical Guidance*

Intended Audience: *Invitation Only*

Session Description: The SCDE Office of Assessment, Students with Disabilities Unit, is currently conducting a study to review accommodations offered for all state standardized tests. We are examining how accessibility features and accommodations are used in state testing and the research base behind the use of accommodations. Information collected will be used to help us determine if the process of using accommodations during testing needs to be adjusted, updated, or eliminated based on current research and testing practices. Decisions about accommodations will be made by triangulating accommodations use data from Enrich, evidence based research, and survey results. The survey closed with N=1260. The sample includes 631 special education teachers, 317 general education teachers, 30 ELL teachers, 226 school level administrators, 37 district level administrators, and 19 speech language or other therapist. This data will then be triangulated with test administration and research. The test administration data will use the last two years of SC READY results. In the 16-17 school year oral administration was not allowed, in the 17-18 school year oral administration was allowed with guidance that limited use to students who were non-readers. We will review with the committee the results from the 2016 construct study and examine the continued use of oral administration on the Reading portion of the ELA test in grades 4-8, and other accommodations.

[Data-Based Conferencing as Intervention – Wendy Bartell, SCDE - Monday 8:30-4:00](#)

Strand: Improving Achievement Outcomes

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

Session Description: Participants will experience an inquiry into student data that can inform instruction and how to use that information when conferring with individual students. Participants will leave with ideas for how to use toolkits to make conferring intentional and effective teaching time. We will actually construct a conferring toolkit together, so teachers will leave with a support to use while conferring with students. During the inquiry, we will construct knowledge of using data to drive instructional decisions and how to use conferring to teach each reader/writer what he or she needs to know to continue to grow proficiency. Teachers will create a toolkit they can use to support them as they confer with readers and writers.

[Enhancing Social and Emotional Skills in an Early Childhood Classroom: Intro to the Pyramid Model and Tier 1 Strategies – Kerri Kannengieser, South Carolina Partnerships for Inclusion - Monday 8:30-4:00](#)

Strand: Improving Pre-School Outcomes

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Parents*

Session Description: Session participants will review the Center on the Social and Emotional Foundations for Early Learning's Pyramid Model and learn about tier 1 strategies to enhance social and emotional competencies in young children and prevent challenging behavior. This session will focus on promoting children's success by building relationships and creating support environments and will engage participants with interactive activities and video.

[IDEA Fiscal Information for New Directors and School Business Officials – Shanna Graham, SCDE Monday 8:30-4:00](#)

Strand: Technical Guidance

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

Session Description: The Fiscal and Grants Management (FGM) team of the Office of Special Education Services (OSES) presents the "IDEA Fiscal Information for New Directors and School Business Officials" training for district Special Education Directors and School Business Officials that focuses on the fiscal aspects of administering the IDEA Part B grant. This foundational session is for new directors with less than three years of IDEA Part B administrator experience, and for those directors who have more than three years of experience but want focused training in specific areas. The foundational sessions will provide basic knowledge about: IDEA Part B, Grant Applications, MOE, GAPS, Fiscal monitoring, MFS Settlement Funds, Excess Costs, and Allowable Costs.

Staff from the Office of Special Education Services (OSES) along with technical assistance providers from Center for IDEA Fiscal Reporting (CIFR), the National Center for Systemic Improvement (NCSI), and other national IDEA technical assistance centers will be available to support staff development.

Research-based Reading Strategies for Teachers of Young Children – Jeanne Gunther, Francis Marion University

Monday – 8:30-4:00

Strand: Improving Pre-School Outcomes

Intended Audience: *General/Special Education Teachers*

Session Description: The Read to Succeed Act of South Carolina underscores the urgency for improved literacy instruction across the State. Teachers must know and use student assessment data to plan instruction and select research-based strategies to implement. While good strategies are important, knowing how to flex the strategies such that they are meeting the differing needs of the children in the class is also imperative in order to see individual literacy gains. By learning engaging strategies and ways to scaffold these strategies, teachers will become more effective in their practice. *(Two-day Session -Session Continues, Tuesday, 8:30-4:00)*

Counseling Students with Disabilities – Gail Redford, Marvis Group, LLC - Monday – 8:30-4:00

Strand: Improving Social-Emotional Outcomes

Intended Audience: *Related Service Educators*

Session Description: Strategies will be discussed to assist in better understanding the needs of students on each grade level. It is also necessary to understand the parents of children with disabilities and significant roles they play in their child's education. School counselors will gain information on guidance services for students with disabilities and their responsibilities under federal and state laws. Upon leaving this session, counselors will be empowered with knowledge on how to improve services for students with disabilities, provide counseling services as part of an Individualized Education Plan/Intervention Plan/ 504 Plan, and develop measurable counseling goals for students with disabilities.

(Two-day Session -Session Continues, Tuesday, 8:30-4:00)

Supporting Educators in Data Based Decision-Making for Positive Student Outcomes – Amy Moseley, Children's

Trust of South Carolina - Monday – 8:30-4:00

Strand: Improving Social-Emotional Outcomes

Intended Audience: *General/Special Education Teachers, Paraprofessionals, Related Service Educators*

Session Description: Children with disabilities are at a three times or higher risk for child maltreatment than other children. Particular risks for maltreatment occurring more often in children with intellectual or developmental disabilities (IDD) include behaviors that frustrate or challenge caregivers and disability-related needs that increase caregiver dependence. Maltreatment risk factors for children with IDD, and individual variances in communication needs and in diagnosis severity and characteristics, can also be barriers across maltreatment recognition and response systems. The unique challenges in maltreatment prevention in children with IDD warrants consideration in program planning and focused strategies across education and family systems. This session will target strategies for educators and school-based family-service providers. In this session, unique challenges and evidence-based strategies for working with children with IDD in classroom and family-support settings will be discussed. Discussion will include recognition of the effect of common intellectual and developmental disabilities (such as Autism Spectrum Disorder) on a child's responses to both maltreatment and the different aspects of the professional maltreatment response. Using a case-based approach, strategies for assessment and care, including developmental level tailoring. To bring the discussion full circle, a modified protective factors approach will be discussed. These factors have been shown to improve long-term outcomes for children, provide an environment for optimal development and reduce the risk of child abuse and neglect. Prevention approaches in applying these factors, tailored to the unique risks and needs for children with IDD, will be discussed. This holistic discussion of practices to better serve children with IDD at all points of child maltreatment prevention addresses both prevention of initial maltreatment and

reducing additive trauma to children with IDD who have experienced abuse and neglect. A focus on supporting the social-emotional development and learning in both the home and classroom will be addressed.

[Tertiary Support Strategies: Writing Functional Behavior Assessment & Intervention Plans for Students Who Need Intensive Behavior Supports – W. Kent Parker, Clemson University - Monday – 8:30-4:00](#)

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers School Administrators, Related Service, Parents*

Session Description: During this, two-day session participants will learn to conduct functional behavior assessments and write behavior intervention plans for students with chronically challenging classroom behaviors. Presentation content will describe evidence-based practices in behavior assessment and intervention for teachers who are responsible for the Individual Education Programs (IEP) of students with uniquely disruptive and intervention resistant patterns of behavior (e.g., chronic surface behavior/low academic performance, high incidence/low impact behavior and low-frequency/high impact behavior). Specifically, participants will learn to a) use simple, clear and efficient data collection systems and tools for conducting functional behavior assessments, b) identify functionally equivalent, contextually appropriate prosocial replacement behaviors, and c) develop realistic and individualized behavior intervention goals. Participants will practice using functional assessment data, replacement behaviors and intervention goals with case studies and demonstrate a) the design of behavior prevention protocols, b) development of social skills instruction protocols, c) inclusion of safe, ethical crisis plans in the IEP, and d) systematic monitoring of intervention effects to make data based behavior intervention decisions for students. Strategies for developing functional behavior assessments, intensive/complex behavior intervention plans, and methods of reporting progress within the SC ENRICH IEP will be described with an abundance of examples.

(Two-day Session – Continues, Tuesday, 8:30-4:00)

[Overview of Academic Progress Monitoring Measures and Procedures for Implementing Data-Based Individualization - Pamela Stecker, Clemson University - Monday – 8:30-4:00](#)

Strand: *Improving Achievement Outcomes*

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

Session Description: In this stand-alone session, participants distinguish among four types of assessments used for differing instructional or programmatic purposes: screening, diagnostic, progress monitoring, and outcome assessments. This session emphasizes the use of progress-monitoring assessments in reading and mathematics, particularly an evidence-based known as curriculum-based measurement (CBM; Deno, 1985). Examples of progress-monitoring tools highlighted across grade levels include early literacy and numeracy measures, oral passage reading, maze fluency, computation, concepts and applications, and algebra measures. In addition to examining the content that student scores represent or the outcomes to which the progress monitoring scores are related, participants practice administration/scoring procedures and graphing conventions. Using student progress data for developing and monitoring IEP goals is illustrated. Standard, data-based rules for guiding instructional decisions are described and practiced during the session. Research indicates that teachers who use CBM procedures to monitor their student's growth and to make instructional changes in response to student progress data bring about better academic achievement among their students than teachers who do not use this method of assessment and decision making (see Stecker, Fuchs, & Fuchs, 2005 for a review). Procedures that are performed throughout the day then are integrated to illustrate their use within the data-based individualization process in reading and mathematics.

Key Legal and Policy Developments in Special Education – *Antonis Katsiyannis, Clemson University* - Monday – 8:30-4:00

Strand: *Technical Guidance*

Intended Audience: *School Administrators*

Session Description: The overall intent is to familiarize participants with key legal and policy developments in special education (brief overview of legislative requirements and then litigation developments) across Section 504, Assessment, FAPE, IEPs, Residential Placements, and Discipline. Key provisions of the law and recent litigation will be discussed. In addition, case studies will be included to deepen understanding of special education practice.

Academic and Behavioral Interventions for Students with Challenging Behavior– *Timothy Landrum, University of Louisville*

Monday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals*

Session Description: 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) (Kauffman & Landrum, 2018). 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 support teachers in implementing these procedures in their own classrooms. We emphasize the need to base interventions on data on current performance, and to evaluate outcomes by collecting data both on fidelity of implementation and improved student performance. This is designed as a two day-session in which we will cover basic principles of behavioral intervention and academic instruction on Day 1, and then-- building on these concepts-- learn and practice several specific interventions on Day 2.

On Day 1 we will review basic behavioral principles that are at work in any classroom; these include positive reinforcement, negative reinforcement, extinction, and differential reinforcement (see Alberto & Troutman, 2013). We will define, discuss examples, and plan specific applications of each of these. In addition, we will review the components and characteristics of effective instruction. These components include the heart of explicit instruction: model - guided practice - independent practice. The characteristics of effective instruction include pacing, questioning, prompting, and providing praise and/or corrective feedback (see Rosenshine & Stevens, 1986). We conclude Day 1 by discussing how the foundational behavioral concepts fit within and enhance the delivery of effective instruction.

On Day 2, we build on the foundational behavioral and instructional concepts by introducing several specific interventions appropriate for students with challenging behavior (see Landrum & Sweigart, 2014). These include choice, behavioral momentum, precision requests, and increased opportunities to respond (OTRs). For each intervention, we will (a) review the key components and (b) work through planning templates designed to help teachers plan for the specific implementation of these interventions in their own classrooms and to evaluate their impacts. Participants will also be guided to additional print and web-based resources where they can find more information on each intervention.

(Two-day Session -Session Continues, Tuesday, 8:30-4:00)

"Begin with the End in Mind": Fostering Positive Post-School Outcomes for Youth with Disabilities Across Grade Levels – *Charlie Walters, Able, SC* - Monday – 8:30-4:00

Strand: *Improving Post-Secondary Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: Purposeful conversations about post-school outcomes for youth with disabilities frequently do not happen until they are in later middle school years and high school. With the purpose of IDEA to "prepare [students] for further education, employment, and independent living" in mind, this session focuses on facilitating planning between professionals across grade-levels towards better aligning programming and supports for youth with disabilities. Borrowing from Papay et al.'s 2015 article, "Begin with the End in Mind: Infusing Transition Planning and Instruction into Elementary Classrooms," this session is all about increasing our awareness of the barriers youth face to successful, post-school outcomes and strategizing for proactively addressing those barriers both early and often.

The session facilitator will begin with identifying evidenced-based predictors of post-school success for students with disabilities and promising practices for incorporating transition programming into elementary school classrooms. From there, participants will engage in an interactive discussion on barriers to successful transition for youth to post-school life and strategic planning on ways with which these barriers can be addressed across grade-levels. Small groups will be formed to ensure that cross sections of education professionals from across grade-levels have the opportunity to engage in conversations they likely have few opportunities to engage in.

Alternate Assessment Support Guide Workshop – *Jill Christmus, SCDE* Monday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *By invitation only*

Session Description: All day sessions over multiple days to continue work with the ELA and math support guides for the Alternate Achievement Standards for students with significant cognitive disabilities. Participants will create companion lessons, units, and materials to go along with the Support Guide for Alternate Assessment. *(Four-day Session - Session Continues Tuesday, Wednesday, Thursday, 8:30-4:00)*

Nonviolent Crisis Intervention Training – *Amanda Walvoord, CPI, INC* - Monday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *By invitation only*

Session Description: 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 educators the skills to safely respond to various levels of risk behavior while balancing the responsibilities of care. *(Four-day Session - Session Continues Tuesday, Wednesday, Thursday, 8:30-4:00)*

Using iPads to Engage Students with Disabilities – *Meghan Blackburn, Lexington One* - Monday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service, Parents*

Session Description: The special education population is an ever-growing and diverse population. We as teachers are being expected to handle more and more in the school environment. Not only students with academic needs, but behavior and social needs. Students in special education can be a hard group to engage, however, they love technology. By adapting classroom instruction and scaffolding with technology teachers

can help support all students. Using technology as a tool, teachers not only see a rise in engagement, but also student achievement. Come see how you can utilize iPads in your classroom to start raising your students' achievement. **To get the most out of this session please bring an iPad or iPhone.

Supporting Students with ASD in Inclusive Settings – Debra Leach, Winthrop University - Monday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: Teachers continually struggle when dealing with the behavioral and academic challenges of students with ASD. By the nature of their disability, students with ASD are faced with a great many potential roadblocks as they go through schooling that can impact their performance in the classroom setting. While each child has an individualized profile of strengths and challenges, some common issues faced by students with ASD include deficits in social skills (Mundy, Sigman, Ungerer, & Sherman, 1986; Wetherby, Watt, Morgan, & Shunway, 2007), language and communication skills (Ellis Weismer, Lord, & Esler, 2010; Rose, Trembath, Keen, & Paynter, 2016), fine and gross motor skills (Lloyd, MacDonald, & Lord, 2013; Provost, Lopez, & Heimerl, 2007), and academic skills. These students may also have cognitive differences in the way they learn and process information (Rivard, Terroux, Mercier, & Parent-Boursier, 2015), sensory processing problems (Baranek, David, Poe, Stone, & Watson, 2006), heightened levels of fear and anxiety (Van Steensel & Bogels, 2011), difficulties regulating emotions (Laurent & Rubin, 2004; Mazefsky et al, 2013), problems with focus and attention (Rommelse, Franke, Geurts, Hartman, & Buitelaar, 2010), and executive functioning challenges (Corbett & Constantine, 2006; Hill, 2004; Kenworthy et al., 2005). They also often have a restricted range of interests (Szatmari et al., 2006), repetitive behaviors (Turner, 1999), and an intense need for sameness (Rodriguez, Thompson, Stocco, & Schlichenmeyer, 2013). Additionally, some students with ASD have medical issues to deal with such as side effects to medications they must be on to manage their ASD symptoms, gastrointestinal problems (Chaidez, Hansen, & Hertz-Picciotto, 2014), sleep issues (Krakowiak, Goodlin-Jones, Hertz-Picciotto, Croen, & Hansen, 2008), seizures (Spence & Schneider, 2009), or food allergies. While not every student with ASD has all of the above challenges, most have a great deal of these issues to deal with on a daily basis. The purpose of this presentation is to discuss how the characteristics of students with ASD can impact their performance in general education classrooms and provide guidance for planning interventions that take this information into consideration. Tools for assessing and planning multi-tiered systems of support within inclusive classrooms will be provided to improve the delivery of Tier 1, 2, and 3 academic and behavioral interventions and supports. Progress monitoring tools and procedures will be shared to support teachers in evaluating the effects of Tier 1, 2, and 3 interventions and supports.

(Two-day Session Monday -Tuesday, Repeated, Wednesday, Thursday -8:30-4:00)

The Supreme Court Ruling in Endrew F. V. Douglas County School District (2017): Developing IEPs that Conform to the New Endrew Standard - Mitch Yell, University of South Carolina - Monday – 8:30-4:00

Strand: *Technical Guidance*

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

Session Description: On March 22, 2017, the U.S. Supreme Court announced its decision in Endrew F. v. Douglas County School District. This case, coming 35 years after the Supreme Court's first special education decision in Board of Education of the Hendrick Hudson Central School District v. Rowley (1982), addressed 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. The presenter, who was present at the oral arguments in *Endrew* held before the Supreme Court, will (a) examine the IDEA's definition of FAPE; (b) review the Supreme Court's first FAPE ruling in *Board of Education v. Rowley* (1982); (c) explain the Supreme Court's unanimous ruling in this case; and (e) discuss implications of this decision for special education teachers and administrators. The primary emphasis in this presentation will be placed on developing IEPs that comply with the Supreme Court's *Endrew* standard. *Endrew* conforming IEPs must include present levels of academic and functional performance (PLAAFP) statements that represent true baselines, goals that are challenging, ambitious, and measurable, and data-based procedures for monitoring progress.

(Two-day Session -Session Continues, Tuesday, 8:30-4:00)

The Word Mapping Strategy - Kendall McLeod - Monday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: The Word Mapping Strategy helps older students learn how to predict the meaning of unknown words. Students learn to identify prefixes, suffixes, and roots and practice predicting the meaning of words using those parts. They also learn to use four strategic steps to identify the parts of a word, determine the meaning of those parts, and predict the meaning of the word. The Word Mapping Strategy is a generative strategy that students can use to unlock the meaning of many new words within word families. Students in general education classes were able to learn the Word Mapping Strategy and the meaning of words taught during Word Mapping instruction. The effect size in each case was large. In addition, their learning of the strategy enabled them to predict the meaning of significantly more words after instruction than before instruction. Additionally, their scores on predicting the meaning of words were significantly higher than the scores of the other groups at the end of the study. There were no differences between the performance of students with or without disabilities.

SC Ready, Analysis of Text, and Nurturing the Love of Reading (Grades 3-5) - Caroline Savage, *Literacy for Learning, LLC* Monday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: According to the findings by a panel convened by the South Carolina Department of Education, teachers are encouraged to focus more on the how and why of the South Carolina College and Career State Standards. Critical literacy skills and behaviors within some standards need to be revisited in order to teach them at the intended level. For example, students at the elementary level continue to struggle with effective use of textual evidence and analysis of texts (2017 SC READY Data Review Report ELA Grades 3-5). One of the recommendations from the data report is that “analysis of text should be on-going through close reading of text and that teachers provide more opportunities for students to think through and talk through the analysis of text.” How can teachers engage students in analysis rather than mere summarization of text? Teachers will discover ways to empower students to not only analyze texts, but to appreciate the craft of a story, book, or favorite songs, while having evidence-based discussions. Designed for teachers in grades three through five, 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. Participants will experience a reading ritual that students can apply to any text as well as practical, engaging lessons that not only guide students to independence, but can apply to everyday life. Through analytical reading and looking at text

through the lenses of text-evidence, word choice, and structure, students can begin to move beyond the surface and dig deeper into text.

[Using Self-Regulated Strategy Development to Make Fractions Easy](#) - Robin Parks Ennis, University of Alabama at Birmingham Monday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, Related Service Educators*

Session Description: Self-regulated strategy development (SRSD) is an evidence-based practice that has been used to teach reading and writing, and, to a lesser extent, math. In this session, we will learn three mnemonics for teaching fractions, including adding and subtracting fractions with unlike denominators, simplifying fractions, and changing improper fractions to a mixed number. Participants will be provided with free lesson plans and other online resources. Participants will have time to practice using SRSD and discuss considerations for using SRSD with students at their age level/content area. This session will involve lecture, videos, and modeling to illustrate the SRSD process.

["Ain't Misbehavin"](#) - Sonya Gayles, SCDE Office of Special Education Services - Monday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Parents, Related Service*

Session Description: The goal of this sessions is to identify reasons why students “Misbehave” and how to utilize strategies to promote better overall outcomes for students. Educators will learn how to build upon the unique talents the students possess as well as how to incorporate social emotional learning in daily activities. This session will include components of building trust through team building skills and identification of students individualized needs.

[Word Identification Strategy](#) - Daria Cronic, Scholastic Serendipity - Monday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Parents, Related Service*

Session Description: This full day session will provide professional development for teachers to help challenged readers successfully decode and identify unknown words in their reading materials. The strategy is based on the premise that most words in the English language can be pronounced by identifying prefixes, suffixes, and stems and by following three short syllabication rules. In a research study, students made an average of 20 errors in a passage of 400 words before learning this strategy.

[Putting Together the Puzzle: Understanding Autism Spectrum Disorders through Evidence-Based Practices](#) - Lisa Raiford, OSES Monday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Parents, Related Service Educators*

Session Description: Based upon the 27 Evidence-based Practices for Autism Spectrum Disorders (ASD) as research and classified by the National Professional Development Center (NPDC), this session will provide an in-depth consideration of the characteristics of ASD, from low to high functioning, including communication, social impediments, intense focus/interests, routine and repetition, and sensory needs. Participants will learn about and have the opportunity to practice the Evidence-based Practices through collaborative planning, small group interactions, and video modeling. A workbook will be provided to all participants that contains relevant materials including ASD characteristics, Evidence-based Practices descriptions, printables, and templates.

[The SC High School Credential: An Overview of the Components and Requirements and Starting and Building Student Portfolios](#) - *Tabitha Strickland & Cindi Nixon* SCDE/OSES and TASC - Monday – 8:30-4:00

Strand: *Improving Post-Secondary Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals*

Session Description: This session will provide the basic information on The South Carolina High School Credential to ensure that classroom teachers and other service providers will leave with the resources and assistance needed to support the quality implementation of the SC High School Credential in Fall 2018. Beginning with the 9th grade class of the fall of 2018, school districts across the state have been charged by the South Carolina Legislature to offer an alternate course of study for applicable students with disabilities whose Individualized Education Program (IEP) team determines the South Carolina High School Credential course of study is appropriate. This course of study is designed to equip students with the skills, knowledge, and work ethic needed to succeed in today's job market. In addition, planning/sharing time will be built into each content session area and attendees are asked to bring laptops or other personal electronic devices so that they can begin to work on development of their own materials and resources.

The afternoon session will focus on the development of the student portfolio for the incoming 9th grade class. Participants will learn how to develop both a notebook portfolio and an electronic portfolio. Special focus will be given to locating materials and resources for the portfolio and guidelines for teaching students how to appropriately use the portfolio to showcase their work. Participants will develop the components of the portfolio for their district and/or classroom for those students who will be part of The SC High School Credential course of study.

This is a four-day series in which individuals may attend individual days or all 4 days. All additional sessions focus on the SC High School Credential.

[Long Meetings Got You Down? Use TIPS to Save Time: Team Initiated Problem Solving](#) - *Susan Thomas, SC Association for Positive Behavior Support* - Monday – 8:30-4:00

Strand: *Technical Guidance*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educator*

Session Description: The Team Initiated Problem Solving (TIPS) is an evidenced based conceptual framework model to guide teams in a systematic manner to solve academic and behavioral problems for all tiers within a multi-tiered system of support. The TIPS team training involves orientation of team members on the core meeting foundations and problem-solving practices for academic and behavioral problems. The training is designed for a minimum team of four who serve in the roles of the facilitator, the data analyst, minute taker, and team member.

The participants will begin by building fluency in meeting foundations. These foundations include identifying roles, scheduling meetings, and recording information in an efficient manner. A meeting template will be provided for practice. Team members will become proficient in the six-step data-based decision-making process. The interactive activities will prepare teams to (a) use data to identify a problem with precision, (b) identify a goal for change, (c) identify a solution and create a solution with a contextual fit, (d) implement the solution and monitor for integrity, (e) monitor the impact of the solution against the goal, and (f) make summative evaluation decisions.

In addition to the problems solving process the team will receive two resources to assist in data collection and finding evidence-based solutions. The first will be a matrix for potential ways to gather data through the

Review, Interview, Observe, and Test (RIOT) model. Participants will also be given a matrix for choosing evidence-based solutions through instruction, curriculum, environment, and learner (ICEL) process. Finally, teams will leave the training with clear guidelines for evaluating their meeting effectiveness and ideas to collect treatment integrity during implementation. Team members are encouraged to bring their personal computers. An electronic file will be given to each team with resources along with web access.

[Serving Private School Students with Disabilities](#) - Cheryl Fitts, Fitts Educational Consulting

Monday – 8:30-12:00

Strand: *Technical Guidance*

Intended Audience: *School Administrators*

Session Description: This session expounds on the IDEA regulations related to serving students with disabilities in private school/facility settings. Topics of discussion include: child find, service plans, the differences in parentally placed and agency placed students, subsequent LEA responsibilities and data-based decision making. Selected USDE Office of Special Education Programs responses from Q&A's, Memos, and Letters on this topic are shared throughout the session.

[Identifying School Incident Management Practices](#)- Phil Sherlock, SCDE - Monday – 8:30-4:00

Strand: *Technical Guidance*

Intended Audience: *School Administrators*

Session Description: The South Carolina Department of Education is committed to ensuring all students with disabilities have meaningful access to the state's challenging academic content standards that prepare them to achieve the Profile of the South Carolina Graduate. In the case of a student with a disability whose behavior impedes the students learning or that of others, the individualized education program (IEP) team must consider the use of positive behavioral interventions and supports to address that behavior. Recent data on short-term disciplinary removals strongly suggest many students with disabilities may not be receiving appropriate behavioral interventions and supports in their IEPs. During the 2013-14 school year, 10% of all students with disabilities, ages 3-21, were subject to a disciplinary removal of 10 school days or less. In South Carolina, for the same year, 15% of all students with disabilities were subject to the same type of disciplinary removal. In order to guide policy and professional development of practices that support inclusive student learning, a systematic process for classifying schools based on how incident management is conducted must be developed. We used clustering to explore how different schools may operate similarly with regard to incident management. Clustering is a process whereby a larger heterogeneous set of data is separated into several smaller homogenous groups. Clustering can be used to identify groupings of schools based on their incident management practices for subgroups of students. These subgroups refer most basically to students with disabilities and their non-disabled peers. The first major aim of this seminar will be to help district representatives identify the types of disciplinary patterns existing in their schools. Building on that, the second major aim of this seminar will be to help district representatives develop an understanding of how their data can be used to develop school-wide data-based behavioral interventions.

First Half of Seminar

OBJECTIVE 1: Discuss the different types of school incident management profiles with respect to student subgroups.

OBJECTIVE 2: Discuss how different discipline management practices relate to student success.

Second Half of Seminar

OBJECTIVE 3: Discuss how data can be used to identify school type.

OBJECTIVE 4: Analyze data in order to identify behavioral intervention needs.

Revising the State Criteria for Students with Disabilities- *Lisa McCliment, SCDE OSES* Monday – 8:30-4:00

Strand: *Technical Guidance*

Intended Audience: *School Administrators, Related Service Educators*

Session Description: This session is an opportunity for special education directors, coordinators, school psychologists, speech language pathologists and other related service providers to review the draft revisions of the 13 disability categories (SEED) and provide feedback to the Office of Special Education Services.

(Session Repeated: Monday, 1:00-4:00 - Wednesday, 8:30-12:00 and 1:00-4:00)

Impacting Student Outcomes through Scheduling - *Merriman Nichols* - Monday – 8:30-12:00

Strand: *Improving Achievement Outcomes*

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

Session Description: Trying to get everything done in a day is impossible! In this session, participants will gain knowledge on how to use their master schedule to plan for successful intervention time during the day for the best student outcomes. This session will feature three former principals who have successfully implemented scheduled intervention time into their master schedules.

This session will include discussions about how to navigate students in a tiered instructional approach that best meets the needs of students first, while maximizing the talents and use of personnel. This workshop will provide sample schedules for all levels. Participants will be provided time to work with their unique master schedule to add interventions into their school's schedule to improve outcomes for students. Facilitators will be on hand to problem solve about systems change and to use data to drive instruction, which are aligned with Act 284. Facilitators will provide feedback and assist as needed. Participants will be encouraged to share what works and barriers to implementation. Time to share and brainstorm will be allotted. This session will include research from Dr. Michael Rettig and Dr. Lynn Canady on scheduling for student success.

The Dufours research will also be used to discuss systems change.

Three Branches of Technology Growing Together: Blending Instructional Technology, Informational Technology and Assistive Technology - *Elizabeth Moore, OSES* - Monday – 8:30-12:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators, Paraprofessionals*

Session Description: Presenters will present working/common definitions of IT and AT, discuss common barriers to blending IT and AT, and provide guidance for blending IT and AT through examples, tools, and discussion. Session participants will be invited to ask questions and reflect throughout the session.

Participants will also participate in a closing activity to define a blended IT and AT model.

(Session Repeated – Monday, 1:00-4:00)

Characteristics of Students Who Threaten School Safety - *Michael Prodan, Captain, South Carolina Law Enforcement Division (SLED)* Monday – 8:30-12:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators, Paraprofessionals*

Session Description: Participants will learn strategies on how to identify students who pose potential threats to their school, classmates and school staff. Participants will also be provided tools on how to work with law enforcement when reporting potential threatening behaviors.

IDEA Pitfalls & Practical Solutions -K-12! - Nancy Turner, Rock Hill Schools/York 3 - Monday – 8:30-12:00

Strand: *Technical Guidance*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: The presenter will offer an overview of IDEA procedure applicable to students with disabilities, K-12. Using current court cases/hearing findings the participants will be able to discuss and acquire a deeper understanding of legal interpretations and practical applications to day to day issues. Hot topics discussed will include FAPE standards (Endrew F. v. Douglas Co. Sch Dist), child find/evaluation issues, procedural safeguards/violations as well as bullying, retaliation and other hot topics for 2018. (*Session repeated Tuesday, 1:00-4:00*)

Tier II Engagement Outreach – Ryan Hinkleman, SCDE - Monday – 1:00-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *Invitation Only*

Session Description: Special Education Directors from across the state who have received Tier II MFS funds will work together to discuss Success Gaps Rubrics/Indicators, Impact and Spending Plans, and implementation. Implementation Support Coordinators (ISC) from the SCDE OSES and USC REM team members will facilitate the discussion. The ISCs will facilitate the discussion and provide information on: (1) Summaries of check-in visits from year one, (2) What year two expectations are, (3) Responsibilities of LEA by June 2019. During the session, each district will have the opportunity to share how they spent MFS Tier II funds. In addition, system change and barriers to implementation will be discussed. Also, materials will be provided to use in their districts to facilitate positive student outcomes. The group will be further disaggregated by the performance factors they choose to continue in depth discussion on how funds have impacted students and the direction for the upcoming school year 2018-19. This will also be an opportunity to revise current Impact Plans with support from the Implementation Support Coordinators (ISCs) from SCDE.

Three Branches of Technology Growing Together: Blending Instructional Technology, Informational Technology and Assistive Technology - Elizabeth Moore, OSES - Monday – 1:00-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators, Paraprofessionals*

Session Description: Presenters will present working/common definitions of IT and AT, discuss common barriers to blending IT and AT, and provide guidance for blending IT and AT through examples, tools, and discussion. Session participants will be invited to ask questions and reflect throughout the session. Participants will also participate in a closing activity to define a blended IT and AT model.

Quality Implementation of Attainment Products: Evidence-based Practices and Data-based Decisions – Angel Lee, Attainment Company - Monday – 1:00-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals, School Administrators*

Session Description: Attainment Company publishes an array of instructional materials designed for students with moderate to severe disabilities or autism. These materials are appropriate for students with a range of ability levels, including those who are nonverbal. Curricula and supplemental products range from those that target academic content to products that are more functional in nature, such as life and vocational skills.

Academic products address four content areas: English language arts, mathematics, science and social studies. In June 2017 the South Carolina Department of Education adopted Attainment products to address ELA, mathematics, science, history as well as social skills for all grade levels, including pre-school. The adopted Attainment products provide age-appropriate content in ELA, mathematics, science, and social studies but with less depth and complexity than curricula designed for their typical peers. There are several features that are common among the elementary and secondary curricula. A fundamental component is a systematic approach to instruction, including the use of evidence-based practices (e.g., time delay, system of least prompts) and content that has been sequenced and broken down into smaller objectives. A detailed scope and sequence is provided so that teachers can see the progression of target skills. Response options are provided to meet the needs of students who cannot generate a response and need the option of choosing from an array. Additionally, these curricula include the use of instructional supports such as graphic organizers that give the content structure, as well as blended learning approach, which provides an engaging alternative to print materials. Since data-based decisions are a key component of quality instruction, curricula include progress monitoring forms and/or unit assessments. For many teachers of students who participate in the alternate assessment, implementing structured academic curricula is a new venture. Special educators are accustomed to creating their own materials and often teaching "on the fly". Transitioning to the use of structured curricula, consistent use of evidence-based practices, and becoming fluent in data-based decision making is a process that takes time and requires repeated opportunities for teachers to receive professional development.

Last summer at the 2017 Research to Practice, teachers and administrators had the opportunity to attend an overview of all the adopted Attainment products. Since then, many districts have received training on the products for ELA, a few have received training on the math and science products. However, there was not time during this training to focus specifically on the evidence-based strategies or the tools for data-based decision making. During this session, the focus would be on the adopted products that utilize systematic instruction strategies and end of unit assessments. The discussion will include proper data collection for each strategy, the importance of everyone having the same expectations for what an independent correct strategy looks like for each student, and how to analyze data patterns and adjust instruction accordingly. Consistent and correct use of systematic instruction strategies will also be discussed. Resources related to systematic instruction will be shared that are useful for beginning teachers and paraprofessionals. Participants will have the opportunity to practice several instructional strategies. Participants will have the opportunity to view videos showing the use of evidence-based strategies as well as those showing unit assessments being given.

Brain Hacking, "Rescuing Our Teens and Ourselves from Social Media"— *James Deal, SCDE Monday – 1:00-4:00*

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service, Parents*

Session Description: In this session participants will view several video outtakes from leading professionals about how social media is addictive and how this addiction may be linked to teen suicides, human trafficking, bullying, and family relationship issues.

(Session Repeated – Tuesday, 1:00-4:00)

IDEA Pitfalls & Practical Solutions- Preschool! – *Nancy Turner, Rock Hill Schools/York 3 - Monday – 1:00-4:00*

Strand: *Improving Pre-School Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service, Parents*

Session Description: The presenter will review the LRE Provisions under Part B of the IDEA in reference to preschoolers with disabilities (ages 3-5). The presenter will then discuss IDEA pitfalls that commonly occur at

IEP team meetings. Use of current court cases, hearing results and discussion of practical solutions will be provided as an activity to offer clarity as well as LRE best practices in large, medium and small districts in SC. *(Session Repeated- Tuesday, 8:30-12:00)*

[Creating the Right Transition with SC Department of Disabilities and Special Needs](#) - *Laura Elder, SC Dept of Disabilities and Special Needs* – Monday – 1:00-4:00

Strand: *Improving Post-Secondary Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators, Parents, Paraprofessionals*

Session Description: SC Department of Disabilities and Special Needs (SC DDSN) Post-secondary Transition Coordinators will share information on services available for youth transitioning out of school. They will explain SC DDSN's philosophy of Employment First and how this impacts youth with severe, lifelong disabilities. Resource information will be shared along with information about how federal legislation (WIOA and CMS Final rule) is changing the face of services for individuals with severe, lifelong disabilities. Data derived from DDSN's efforts to share of information about students commonly served will be discussed along with the impact this effort has on improving outcomes and service delivery for youth with disabilities exiting school. Finally, schools will be able to connect with and set plans to determine how best to collaborate for improving outcomes for youth with disabilities and Indicator 13 data.

TUESDAY, JULY 17, 2018

Universal Design for Learning: A Deeper Dive- Nicole Tucker-Smith, CAST UDL Cadre, CAST - Tuesday 8:30-4:00

Strand: Improving Achievement Outcomes

Intended Audience: *General/Special Education Teachers,*

Session Description: This session is designed to help educators build professional development capacity within their own school, district, college, or university. In this institute participants will be coached on strategies to deliver introductory UDL content as a UDL facilitator. Because every classroom, school system, and higher education organization is different and because there is variability within systems, the implementation of UDL in a particular organization will be unique. Having leaders from within an organization lead UDL content delivery and discussion can help align specific initiatives and school processes to the UDL framework. In addition, the UDL leader can facilitate scaling and optimizing UDL within their organization. It is recommended that participants for this institute already have an understanding of UDL.

Using the UDL framework and its practical guidelines, participants will gain:

- Strategies for sharing UDL background to colleagues

- Tips for building Professional Learning Communities (PLCs) around UDL

- Tools to support lesson development and action planning

(Session Repeated – Thursday, 8:30-4:00)

Using Tier 2 Strategies from the Pyramid Model to Teach Social-Emotional Skills in an Early Childhood Classroom –

Kerri Kannengieser, South Carolina Partnerships for Inclusion - Tuesday – 8:30-4:00

Strand: *Improving Pre-School Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Parents*

Session Description: Session participants will learn about 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.

Research-based Reading Strategies for Teachers of Young Children – *Jeanne Gunther, Francis Marion University*

Tuesday – 8:30-4:00

Strand: Improving Pre-School Outcomes

Intended Audience: *General/Special Education Teachers*

Session Description: The Read to Succeed Act of South Carolina underscores the urgency for improved literacy instruction across the State. Teachers must know and use student assessment data to plan instruction and select research-based strategies to implement. While good strategies are important, knowing how to flex the strategies such that they are meeting the differing needs of the children in the class is also imperative in order to see individual literacy gains. By learning engaging strategies and ways to scaffold these strategies, teachers will become more effective in their practice. (Two-day - Continued Session)

Get into High Gear with High Leverage Practices in Special Education – *Susan Thomas, SC Association for Positive Behavior Support* Tuesday – 8:30-4:00

Strand: Improving Achievement Outcomes

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators*

Session Description: The Council for Exceptional Children (CEC) in collaboration with the CEEDAR (Collaboration for Effective Educator Development) Center published a report entitled High Leverage Practices (HLPs) in Special Education as a resource for teacher preparation in colleges and universities. This document is intended to guide educators in the practices that have the highest probability of improving academic and social competence for students with disabilities. The purpose of this session will be to give practitioners a review of the practices along with tools and resources to implement in classrooms and schools. The practices are divided into four interwoven components with sub-components defining the specific practices. The four components are listed below:

Collaboration: Effective special educators collaborate with a wide range of professionals, families, and caregivers to ensure that the individualized program is designed to meet the needs of each student with a disability. Three sub-component practices guide educators in the collaborative process.

Assessment: Assessment is foundational for designing and delivering effective instruction for students with disabilities. Three sub-component practices guide special educators to utilize a variety of instructional methods to determine the individual needs for students.

Social Emotional: Effective special educators create environments that promote a safe, well organized, and positive place for students to learn. Four sub-component practices guide teachers to create this environment. This is accomplished by teaching the expected behaviors and providing the feedback students need to increase their social competence and emotional well-being.

Instruction: Teaching students with disabilities using a variety of strategic instructional methods is crucial for students to increase their academic skills to progress in the general curriculum. There are 12 sub-component practices to guide teachers in their daily design and delivery of instruction.

The presentation will include a description of each sub-component along with practical evidence to support the practice. Participants will also be given models of the specific practices for implementation and resources educators can utilize to continue professional learning. Each participant will also receive a self-assessment tool to use to determine level of implementation. The delivery of this presentation will be divided between lecture and small work groups to discuss each practice. Participants will share their ideas with the group. This presentation is intended for teachers, instructors in teacher preparations programs, and educators providing professional learning opportunities in districts.

Advanced Procedures for Data-Based Decision Making: Implementing Data-Based Individualization – Pamela Stecker, Clemson University – Tuesday – 8:30-4:00

Strand: Improving Achievement Outcomes

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

Session Description: For this session, participants are expected to have attended the previous day's "Overview of Assessment for Instructional Decision Making" session or to have basic knowledge of academic progress-monitoring assessments and their general use within an instructional decision-making framework, such as a response to intervention (RTI) or multi-tiered systems of support (MTSS) framework. In this session, principles of data-based individualization are stressed for students needing the most intensive academic intervention (e.g., students in Tier 3 of RTI or MTSS); these students have severe and persistent learning needs that necessitate instructional individualization. Several student scenarios are used to illustrate the data-based individualization process within academic areas. Curriculum-based measurement data are used for progress monitoring to determine (a) the adequacy of student growth and (b) when instructional programs need to be modified or when goals should be raised. Participants practice applying data-based decision rules. When instruction needs to be modified, principles of intensive interventions are described for better individualizing content instruction within reading and mathematics. The "Taxonomy of Intervention Intensity" (L. S. Fuchs,

Fuchs, & Malone, 2017) is used to illustrate multiple components for intensifying an instructional program. Discussion centers on features of intervention intensity; existing evidenced-based practices in reading and mathematics; and the process for selecting, developing, and evaluating instructional interventions. Participants use resources from the National Center on Intensive Intervention to practice application of the data-based individualization process. (Session Repeated – Thursday, 8:30-4:00)

Counseling Students with Disabilities – Gail Redford, Marvis Group, LLC - Tuesday – 8:30-4:00

Strand: Improving Social-Emotional Outcomes

Intended Audience: *Related Service Educators*

Session Description: Strategies will be discussed to assist in better understanding the needs of students on each grade level. It is also necessary to understand the parents of children with disabilities and significant roles they play in their child's education. School counselors will gain information on guidance services for students with disabilities and their responsibilities under federal and state laws. Upon leaving this session, counselors will be empowered with knowledge on how to improve services for students with disabilities, provide counseling services as part of an Individualized Education Program/Intervention Plan/ 504 Plan, and develop measurable counseling goals for students with disabilities. (Two-day - Continued Session)

Text Dependent Analysis Implications for the K-2 Classroom: Thinking Deeply About Text – Pam Lancaster, Literacy for Learning Tuesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: 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? Using the 2017 SC READY Data Review Report for ELA Grades 3-5, participants will examine the suggestions and recommendations in light of appropriate instructional strategies designed to improve close reading of emergent and early readers.

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. If we want to create readers who are independent thinkers, we need to explicitly teach how to approach a text to uncover its multiple layers of meaning. Using Fisher and Frey's, *Text-Dependent Questions Pathways to Close and Critical Reading* (2015), teachers will explore the progression of questions designed to scaffold student understanding. Teachers 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.

College and career readiness begins in the primary grades. With the right tools, we can begin to build deep reading skills even with our youngest readers. This interactive session will include classroom vignettes and opportunities to explore and experience classroom structures designed to optimize learning. The data and research portions of this presentation will be interspersed throughout the day.

Multisensory Language Strategies – Sandra Maddox, SCDE - Tuesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: This one-day session is a follow-up to the VirtualSC Read to Succeed Instructional Practices course on Understanding Dyslexia. This session is for those who have completed the course and would like to learn about a sequential phonics approach. Materials will be provided.

Supporting Educators in Data Based Decision-Making for Positive Student Outcomes – Amy Moseley, Children's Trust of South Carolina - Tuesday – 8:30-4:00

Strand: Improving Social-Emotional Outcomes

Intended Audience: *General/Special Education Teachers, Paraprofessionals, Related Service Educators*

Session Description: Children with disabilities are at a three times or higher risk for child maltreatment than other children. Particular risks for maltreatment occurring more often in children with intellectual or developmental disabilities (IDD) include behaviors that frustrate or challenge caregivers and disability-related needs that increase caregiver dependence. Maltreatment risk factors for children with IDD, and individual variances in communication needs and in diagnosis severity and characteristics, can also be barriers across maltreatment recognition and response systems. The unique challenges in maltreatment prevention in children with IDD warrants consideration in program planning and focused strategies across education and family systems. This session will target strategies for educators and school-based family-service providers. In this session, unique challenges and evidence-based strategies for working with children with IDD in classroom and family-support settings will be discussed. Discussion will include recognition of the effect of common intellectual and developmental disabilities (such as Autism Spectrum Disorder) on a child's responses to both maltreatment and the different aspects of the professional maltreatment response. Using a case-based approach, strategies for assessment and care, including developmental level tailoring. To bring the discussion full circle, a modified protective factors approach will be discussed. These factors have been shown to improve long-term outcomes for children, provide an environment for optimal development and reduce the risk of child abuse and neglect. Prevention approaches in applying these factors, tailored to the unique risks and needs for children with IDD, will be discussed. This holistic discussion of practices to better serve children with IDD at all points of child maltreatment prevention addresses both prevention of initial maltreatment and reducing additive trauma to children with IDD who have experienced abuse and neglect. A focus on supporting the social-emotional development and learning in both the home and classroom will be addressed.

Tertiary Support Strategies: Writing Functional Behavior Assessment & Intervention Plans for Students who need Intensive Behavior Supports – W. Kent Parker, Clemson University - Tuesday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service, Parents*

Session Description: During this, two-day session participants will learn to conduct functional behavior assessments and write behavior intervention plans for students with chronically challenging classroom behaviors. Presentation content will describe evidence-based practices in behavior assessment and intervention for teachers who are responsible for the Individual Education Programs (IEP) of students with uniquely disruptive and intervention resistant patterns of behavior (e.g., chronic surface behavior/low academic performance, high incidence/low impact behavior and low-frequency/high impact behavior). Specifically, participants will learn to a) use simple, clear and efficient data collection systems and tools for conducting functional behavior assessments, b) identify functionally equivalent, contextually appropriate prosocial replacement behaviors, and c) develop realistic and individualized behavior intervention goals. Participants will practice using functional assessment data, replacement behaviors and intervention goals with case studies and demonstrate a) the design of behavior prevention protocols, b) development of social skills instruction protocols, c) inclusion of safe, ethical crisis plans in the IEP, and d) systematic monitoring of intervention effects to make data-based behavior intervention decisions for students. Strategies for developing functional behavior assessments, intensive/complex behavior intervention plans, and methods of reporting progress within the SC ENRICH IEP will be described with an abundance of examples. (Two-day - Continued Session)

Co-Teaching: A Model to Support Improved Outcomes for Students with Disabilities – Kimberly McDuffie-

Landrum Tuesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: In this session, we will discuss the definition of co-teaching and provide examples of what co-teaching is and what co-teaching is not. In addition, we will discuss the most commonly used co-teaching models and the benefits and limitations of each model. Furthermore, we will discuss how to choose which model to implement based on a variety of factors such as the needs of the students, the expertise of the teachers, and pragmatic considerations. Next, we will discuss the essential components that are needed in order for co-teaching to be successful (Scruggs et al.), as well as co-planning strategies and co-instructional strategies in order to meet the individual needs of students (Friend, 2016). More specifically, we will discuss how to effectively choose the appropriate co-teaching model in order to implement specially designed instruction (SDI) and evidence-based practices (EBPs) into co-taught lessons. I will demonstrate how EBPs (e.g., repeated reading, collaborative strategic reading, graphic organizers) can be integrated to address the individual needs of students with disabilities within the co-taught setting. I will provide explicit examples of how EBPs can be integrated using a data-based decision process and provide methods for considering what co-teaching model to use when integrating various EBPs. Additionally, I will provide variations of how to implement an EBP based on the needs of the classroom. For example, I will demonstrate how repeated reading may be used in a team-teaching approach or within an alternative teaching model based on the data of the classroom needs. Further, participants will plan a co-taught lesson that will be data-based on the needs of the students and incorporate EBPs in order to ensure that specially designed instruction (SDI) is being implemented to meet the needs of students with IEPs. Lastly, we will discuss how to evaluate co-teaching to ensure that it is being implemented as effectively as possible. (Two-day - Continued Session)

Academic and Behavioral Interventions for Students with Challenging Behavior– Timothy Landrum, University of

Louisville Tuesday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals*

Session Description: 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) (Kauffman & Landrum, 2018). 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 support teachers in implementing these procedures in their own classrooms. We emphasize the need to base interventions on data on current performance, and to evaluate outcomes by collecting data both on fidelity of implementation and improved student performance. This is designed as a two day-session in which we will cover basic principles of behavioral intervention and academic instruction on Day 1, and then-- building on these concepts-- learn and practice several specific interventions on Day 2.

On Day 1 we will review basic behavioral principles that are at work in any classroom; these include positive reinforcement, negative reinforcement, extinction, and differential reinforcement (see Alberto & Troutman, 2013). We will define, discuss examples, and plan specific applications of each of these. In addition, we will review the components and characteristics of effective instruction. These components include the heart of explicit instruction: model - guided practice - independent practice. The characteristics of effective instruction

include pacing, questioning, prompting, and providing praise and/or corrective feedback (see Rosenshine & Stevens, 1986). We conclude Day 1 by discussing how the foundational behavioral concepts fit within and enhance the delivery of effective instruction.

On Day 2, we build on the foundational behavioral and instructional concepts by introducing several specific interventions appropriate for students with challenging behavior (see Landrum & Sweigart, 2014). These include choice, behavioral momentum, precision requests, and increased opportunities to respond (OTRs). For each intervention, we will (a) review the key components and (b) work through planning templates designed to help teachers plan for the specific implementation of these interventions in their own classrooms and to evaluate their impacts. Participants will also be guided to additional print and web-based resources where they can find more information on each intervention. *(Two-day Session, Monday 8:30-4:00, Tuesday 8:30-4:00)*

Key Legal and Policy Developments in Special Education – Antonis Katsiyannis, Clemson University - Tuesday – 8:30-4:00

Strand: *Technical Guidance*

Intended Audience: *School Administrators*

Session Description: The overall intent is to familiarize participants with key legal and policy developments in special education (brief overview of legislative requirements and then litigation developments) across Section 504, Assessment, FAPE, IEPs, Residential Placements, and Discipline. Key provisions of the law and recent litigation will be discussed. In addition, case studies will be included to deepen understanding of special education practice.

Alternate Assessment Support Guide Workshop– Jill Christmus, SCDE - Tuesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: By invitation only

Session Description: All day sessions over multiple days to continue work with the ELA and math support guides for the Alternate Achievement Standards for students with significant cognitive disabilities. Participants will create companion lessons, units, and materials to go along with the Support Guide for Alternate Assessment. *(Four-day – Continued Session – 8:30-4:00)*

Nonviolent Crisis Intervention Training – Amanda Walvoord, CPI, INC - Tuesday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: By invitation only

Session Description: 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 Security SM of everyone involved in a crisis situation, the program's proven strategies give educators the skills to safely respond to various levels of risk behavior while balancing the responsibilities of care. *(Four-day – Continued Session – 8:30-4:00)*

Using Google Chromebooks/Laptops to Engage Students with Disabilities – Meghan Blackburn, Lexington One Tuesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service, Parents*

Session Description: The special education population is an ever-growing and diverse population. We as teachers are being expected to handle more and more in the school environment. Not only students with academic needs, but behavior and social needs. Students in special education can be a hard group to engage,

however, they love technology. By adapting classroom instruction and scaffolding with technology teachers can help support all students. Using technology as a tool, teachers not only see a rise in engagement, but also student achievement. Come see how you can utilize Google ChromeBooks and Google Extensions in your classroom to start raising your students' achievement. **To get the most out of this session please bring a Chromebook or Laptop.

[The Supreme Court Ruling in Endrew F. V. Douglas County School District \(2017\): Developing IEPs that Conform to the New Endrew Standard](#) - Mitch Yell - Tuesday – 8:30-4:00

Strand: *Technical Guidance*

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

Session Description: On March 22, 2017, the U.S. Supreme Court announced its decision in Endrew F. v. Douglas County School District. This case, coming 35 years after the Supreme Court's first special education decision in Board of Education of the Hendrick Hudson Central School District v. Rowley (1982), addressed 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. The presenter, who was present at the oral arguments in Endrew held before the Supreme Court, will (a) examine the IDEA's definition of FAPE; (b) review the Supreme Court's first FAPE ruling in Board of Education v. Rowley (1982); (c) explain the Supreme Court's unanimous ruling in this case; and (e) discuss implications of this decision for special education teachers and administrators. The primary emphasis in this presentation will be placed on developing IEPs that comply with the Supreme Court's Endrew standard. Endrew conforming IEPs must include present levels of academic and functional performance (PLAAPF) statements that represent true baselines, goals that are challenging, ambitious, and measurable, and data-based procedures for monitoring progress. (Two-day - Continued Session)

[The SC High School Credential and Transition Assessment and IEP/Goal Development](#) - Tabitha Strickland and Jennifer Wall, SCDE OSES and TASC - Tuesday – 8:30-4:00

Strand: *Improving Post-Secondary Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals*

Session Description: This session will provide the basic information on The South Carolina High School Credential to ensure that classroom teachers and other service providers will leave with the resources and assistance needed to support the quality implementation of the SC High School Credential in Fall 2018. Beginning with the 9th grade class of the fall of 2018, school districts across the state have been charged by the South Carolina Legislature to offer an alternate course of study for applicable students with disabilities whose Individualized Education Program (IEP) team determines the South Carolina High School Credential course of study is appropriate. This course of study is designed to equip students with the skills, knowledge, and work ethic needed to succeed in today's job market. In addition, planning/sharing time will be built into each content session area and attendees are asked to bring laptops or other personal electronic devices so that they can begin to work on development of their own materials and resources

Participants will have intensive training on how to write appropriate post-secondary and annual goals for the student's IEP. Participants are encouraged to bring copies of IEP's in order to create appropriate post-secondary and annual goals for their individual students. The afternoon session will focus on the role of transition assessment as it relates to the development of goals for the IEP. Participants will be able to review transition assessments that are appropriate for their students and create a menu of assessments that can be

used throughout the student's high school career. Sample paper and online assessments will be shared with participants.

[What to Expect When You are Scheduled for an IDEA Part B Program Review Visit: Guidance on the Program Review Process for 2018-2019](#) - Ann C Moore, SCDE OSES - Tuesday – 8:30-4:00

Strand: *Technical Guidance*

Intended Audience: *Invitation Only*

Session Description: The instructors will review and explain:

- 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 & attachments
- Correction and verification of noncompliance

[Varying Types of Instructional Choices to Improve Student Success](#) - Robin Parks Ennis, University of Alabama at Birmingham Tuesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals, Related Service Educators, Parents*

Session Description: Choice making is an intervention used in to increase students' motivation and productivity. This presentation will present strategies for provide choices both within- and between-tasks. Participants will hear an overview of types of choices as well as strategies for improving the utility of choice making for nonresponders, including providing function-based choices. Participants will have the opportunity to develop protocols for delivering choices and will have opportunities to practice this strategy during the session.

[Unique Learning Systems Curriculum](#) - TJ Triola, n2y LLC - Tuesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Parents*

Session Description: The objectives of our training will include: Accessing Unique Learning's Monthly Lesson and applying them in their classrooms; Utilizing teacher planning guides & lesson plans to create consistency, routine, and structure in lesson presentation and execution; Identifying Unique Learning's alignment to the South Carolina state educational standards; Creating Student Learning Profiles to promote growth in key academic skill areas; Accessing Unique Learning's supplemental learning tools to extend lessons and promote further independent learning; Introduce the key features in Unique Learning's GPS (Goals, Preferences, & Skills) to capture student data and progress monitoring; Discuss our News-2-You modified newspaper and how it can connect students with disabilities to understand current events; Introduce SymbolStix PRIME and how this product can be used to further modify or create extended learning activities from both Unique Learning & News-2-You; Discuss how SymbolStix PRIME can be used to create interactive communication boards for nonverbal students; Learn about L3 Skills and how its activities and games can be used to promote student growth in essential skill areas.

SC Ready, Analysis of Text, and Nurturing the Love of Reading (Grades 6-8) - Caroline Savage, Literacy for Learning, LLC Tuesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: According to the findings by a panel convened by the South Carolina Department of Education, teachers are encouraged to focus more on the “how and why” of the South Carolina College and Career State Standards. Critical literacy skills and behaviors within some standards need to be revisited in order to teach them at the intended level. For example, students at the middle level continue to struggle with effective use of textual evidence and analysis of texts (2017 SC READY Data Review Report ELA Grades 6-8). One of the recommendations from the recent report is that analysis of text should be on-going through close reading of text and that teachers provide more opportunities for students to think through and talk through the analysis of text.

How can teachers engage students in analysis while still nurturing the love of reading? Teachers will discover ways to empower students to not only analyze texts, but to appreciate the craft of a book, informational text, or favorite songs, while having evidence-based discussions. Designed for teachers in grades six through eight, 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.

Through analytical reading and looking at text through the lenses of text-evidence, word choice, and structure, students can begin to move beyond the surface and dig deeper into text. Participants will experience a reading ritual that students can apply to any text as well as practical, engaging lessons that not only guide students to independence, but can apply to everyday life.

The Sentence Writing Strategy- Kendall McLeod - Tuesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: This session will include two strands of the Sentence Writing Strategy: Fundamentals and Proficiency. Instruction in Fundamentals in the Sentence Writing Strategy is appropriate for students who need a thorough grounding in basic concepts and terms, such as "subject," "verb," or "infinitive."

Fundamentals in the Sentence Writing Strategy can be used as a developmental writing curriculum or as a quick set of lessons to improve students' understanding of these concepts.

Once students have that basic understanding, they may move on to Proficiency in the Sentence Writing Strategy. Together these components constitute a strategy for recognizing and writing 14 sentence patterns with four types of sentences: simple, compound, complex, and compound-complex. In studies, students who have learned the Sentence Writing Strategy consistently produce written products that contain 100 percent complete sentences and at least 40 percent complicated sentences. Their written products include more words, more sentences, and a greater variety of sentences than those of low-achieving students who have not learned the strategy.

Sensory Environments: Experience and Create - Lisa Raiford, OSES - Tuesday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: Research indicates that students with Autism Spectrum Disorders (ASD) and students who struggle with disruptive behaviors may benefit from regular experiences in a sensory environment (Fava L., Strauss K.,2010). Reductions in aggressive behaviors and distress-motivated behaviors were evident in

individuals who regularly experienced purposeful activities in a sensory environment. Improvements in social behaviors and development are further supported through activities in a sensory environment (Hussain, H., 2012). Further studies indicated that in order to reap the benefits of the sensory environment, it must be intentionally designed with a clear understanding of the elements provided and the need of the individuals using it (Hogg J., Cavet, Blackburn into the sensory environment, the use of elements based upon research and the 27 Evidence-Based Practices for ASD, and the consideration for individuals needs as indicated in Individual Education Programs (IEPs). Participants will learn how to implement a sensory environment routine and receive a manual to support a school sensory environment that includes templates for activity schedules, activity descriptions, optional environment designs, progress monitoring templates, and guidelines for sensory environment maintenance.

2017-2018 OSES Special Education Data and Reporting Training - Carolyn Bostick, SCDE Tuesday – 8:30-4:00

Strand: *Technical Guidance*

Intended Audience: *Invitation Only*

Session Description: 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, participants will be able to: (1) understand the requirements for all annual data reports that districts are to OSES; (2) collect, analyze, correct, and submit reporting data using the Enrich IEP system; (3) discover errors within their reports, and use this information to determine the appropriate steps on how to correct them; and (4) find and access data resources and instructions that are necessary to ensure timely and accurate submissions of special education data reports.

Supporting Students with ASD in Inclusive Settings – Debra Leach, Winthrop University - Tuesday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: Teachers continually struggle when dealing with the behavioral and academic challenges of students with ASD. By the nature of their disability, students with ASD are faced with a great many potential roadblocks as they go through schooling that can impact their performance in the classroom setting. While each child has an individualized profile of strengths and challenges, some common issues faced by students with ASD include deficits in social skills (Mundy, Sigman, Ungerer, & Sherman, 1986; Wetherby, Watt, Morgan, & Shunway, 2007), language and communication skills, fine and gross motor skills (Lloyd, MacDonald, & Lord, 2013; Provost, Lopez, & Heimerl, 2007), and academic skills. These students may also have cognitive differences in the way they learn and process information (Rivard, Terroux, Mercier, & Parent-Boursier, 2015), sensory processing problems (Baranek, David, Poe, Stone, & Watson, 2006), heightened levels of fear and anxiety (Van Steensel & Bogels, 2011), difficulties regulating emotions (Laurent & Rubin, 2004; Mazefsky et al, 2013), problems with focus and attention (Rommelse, Franke, Geurts, Hartman, & Buitelaar, 2010), and executive functioning challenges (Corbett & Constantine, 2006; Hill, 2004; Kenworthy et al., 2005). They also often have a restricted range of interests (Szatmari et al., 2006, repetitive behaviors (Turner, 1999), and an intense need for sameness. Additionally, some students with ASD have medical issues to deal with such as side effects to medications they must be on to manage their ASD symptoms, gastrointestinal problems (Chaidez, Hansen, & Hertz-Picciotto, 2014), sleep issues (Krakowiak, Goodlin-Jones, Hertz-Picciotto, Croen, & Hansen, 2008), seizures (Spence & Schneider, 2009), or food allergies. While not every student with ASD has all of the above challenges, most have a great deal of these issues to deal with on a daily basis. The purpose of this presentation is to discuss how the characteristics of students with ASD can impact their performance in

general education classrooms and provide guidance for planning interventions that take this information into consideration. Tools for assessing and planning multi-tiered systems of support within inclusive classrooms will be provided to improve the delivery of Tier 1, 2, and 3 academic and behavioral interventions and supports. Progress monitoring tools and procedures will be shared to support teachers in evaluating the effects of Tier 1, 2, and 3 interventions and supports. *(Two-day – Continued Session)*

Building the Formative Evaluation Component of a MTSS - Tom Jenkins, Educational Consultation Services, LLC

Wednesday– 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Parents*

Session Description: This session will discuss to necessary components of a formative evaluation system within a Multi-Tiered System of Support. Data collection tools for behavior and academics at the core, strategic, and intensive levels will be addressed. Methods of data analysis as the basis of instructional decision making will be provided and practiced.

Darkness to Light Stewards of Children: Child Sexual Abuse Prevention Training - Norma Donaldson-Jenkins, The Tallie Group LLC Tuesday – 8:30-12:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: Darkness to Light is a national nonprofit organization that seeks to empower adults to prevent child sexual abuse. Their programs raise awareness and educate adults how to prevent, recognize, and react responsibly to child sexual abuse.

As educators, you commit much of yourself to your students and other children in your lives. This training will help you protect all your children.

Training participants will

- Receive an interactive workbook
- Receive 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.
- Get simple strategies to prevent and respond to sexual abuse through Darkness to Lights 5 Steps to Protecting Children.

This 3.0-hour training is only the beginning. Child sexual abuse is a complex problem. The information provided is not a substitute for the advice of professionals. It does not teach a guaranteed method of identifying people who sexually offend against children. It is not intended as a therapeutic tool. The training alone does not address all the policy issues for your organization or district. Its purpose is to give you simple, proactive steps to protect children from sexual abuse. *(Session-repeats, Tuesday, 1:00-4:00)*

Credit hours: DSS (CCCCD):

IDEA Fiscal Data and Grants Management – Shanna Graham, SCDE OSES - Tuesday 8:30-12:00

Strand: *Technical Guidance*

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

Session Description: The Fiscal and Grants Management (FGM) team of the Office of Special Education Services (OSes) presents the “IDEA Fiscal Data and Grants Management” training for district Special Education Directors and School Business Officials that focuses on the fiscal aspects of administering the IDEA Part B. This

advanced session will provide knowledge about: MOE, GAPS, Fiscal monitoring, MFS Settlement Funds, Excess Costs, and Allowable Costs.

Staff from the Office of Special Education Services (OSes) along with technical assistance providers from Center for IDEA Fiscal Reporting (CIFR), the National Center for Systemic Improvement (NCSI), and other national IDEA technical assistance centers will be available to support staff development.

SC Early Learning Standards and Emergent Literacy – *Renee Manhoff, SCDE* - Tuesday – 8:30-12:00

Strand: *Improving Pre-School Outcomes*

Intended Audience: *General/Special Education Teacher*

Session Description: In this session participants will look closely at the new Early Learning Standards and how they are the building blocks of literacy and learning in 4k and beyond. Using the new standards and the crosswalk, teachers and coaches will explore what the experts in the field of Early Childhood say is developmentally appropriate and how this should impact instruction. This session will also explore possibilities for capturing play in authentic ways that can be used for formative assessments as well as supporting district and state adopted assessments. (Ex. PALS, GOLD, myIGDIs, and KRA) Participants should leave with ideas that they can implement in their classroom. This session is designed for 4K and 5K teachers as well as those that support them and their students. Below is a sample agenda:

- Personal Goals for the Students in Classroom
- Emergent Literacy and Critical Areas of Early Literacy
- Literacy Rich Classroom Environment Checklist (part 1 and part 2)
- Looking Closely at the Crosswalk
- Where Play Fits In
- Impact of Play
- Capturing play
- Setting Goals and Taking It Back to the Classroom

Essentials of Literacy Instruction for the Struggling Elementary Student – *Heather Villela, Peak Literacy Solutions*

Tuesday – 8:30-12:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators*

Session Description: This session explores the reasons why elementary students struggle learning how to read/write and what instructional strategies research validates as critical to both prevent and remediate literacy difficulties. The session is designed to be interactive. Participant learning will focus on four main topics: 1) why students struggle with reading/writing, 2) the impact of language on literacy, 3) key instructional strategies for both prevention/intervention, 4) the role of assessment for instruction. Within each topic, participants will have time to process new learning through discussion, modeling and practice, including case studies for the assessment portion. The expectation is that participants leave with an overview of the causes of reading/writing difficulties, several effective instructional strategies, a plan for using assessment to drive and effectively monitor instruction, and opportunities for extending their learning and improving their instruction.

Let Them Drive...the Data Driven Classroom – *Kimberly Inabinett* - Tuesday – 8:30-12:00

Strand: *Improving Achievement Outcomes*

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

Session Description: The learner will be able to discuss data awareness in the classroom. The learner will be able to discuss current models in their own schools and identify strengths and weaknesses if any. The learners will review at least two data-driven documents and discuss. The learners will view samples of data plans and a data discussion with a student and learn how to develop a student-led data goal! The learners will be able to analyze their data in groups, compose a data plan, and identify interventions. The presenter will explain student-centered data tools in the given binder and provide time for questions. The learners will present their data plans and plan for celebrations and barriers in their own classrooms.

Vocabulary LINCing Strategy – *Daria Cronic, Scholastic Serendipity* - Tuesday – 8:30-12:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: The Vocabulary LINCing Strategy is designed to facilitate student use of two powerful tools; an auditory memory device and a visual memory device that will help them learn and remember the meaning of complex terms. Session participants will learn a multi-faceted approach that will increase students' learning of content specific vocabulary words.

Text Dependent Analysis: Instructional Strategies to Support a Deeper Understanding of Texts – *Becca Doswell, The Literacy Lady, LLC* - Tuesday – 8:30-12:00

Strand: *Improving Achievement Outcomes*

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

Session Description: Teachers will first explore Depth of Knowledge (DOK) and Hess Cognitive Rigor Matrix to examine increase in complexity of questions. Using these tools to focus on DOK Level 3: Strategic Thinking and analysis at all levels of the matrix.

The ELA SC College-and Career-Ready Standards for Reading Literary and Informational Texts will be used to create standards aligned text dependent questions around complex texts for teaching to the intent of the standard. Text dependent analysis (TDA) requires students to read a literary or informational text and then use effective communication skills to write an essay in response to a complex prompt, response making inferences about the authors meaning by drawing evidence from the text, both explicit and implicit, to support an overall analysis of the reading elements. (Thompson and Lyons, 2017). Teachers will learn how to use the SC Ready TDA rubric as a formative assessment to measure for growth with students analyzing texts.

The data portion of this presentation will be interspersed throughout the day:

Evaluation

Depth of Knowledge and Hess' Cognitive Rigor Matrix will be used to evaluate complexity and analysis.

Measuring improvement

The SC Ready TDA Rubric will be used to support teachers and students in understanding the criteria for success with TDA. Exemplars from released items will be used to support teachers in understanding the scoring and measuring improvement.

Defining positive outcomes

Teacher will look for successes in the student's analysis of writing to move them toward improving on the deficits.

Data-based decision making

SC ELA Standards and Text Dependent Questions will be used to plan instruction to support analyzing and a deeper comprehension of texts.

Supporting improved outcomes

An in depth look at the SC ELA College-and Career Ready Standards aligned with the SC Ready TDA Rubric will support improved outcomes for students.

IDEA Pitfalls & Practical Solutions- Preschool! – Nancy Turner, Rock Hill Schools/York 3 - Tuesday – 8:30-12:00

Strand: *Improving Pre-School Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators, Parents*

Session Description: The presenter will review the LRE Provisions under Part B of the IDEA in reference to preschoolers with disabilities (ages 3-5). The presenter will then discuss IDEA pitfalls that commonly occur at IEP team meetings. Use of current court cases, hearing results and discussion of practical solutions will be provided as an activity to offer clarity as well as LRE best practices in large, medium and small districts in SC.

Creating the Right Transition with SC Department of Disabilities and Special Needs - Laura Elder, SC Dept of Disabilities and Special Needs - Tuesday – 1:00-4:00

Strand: *Improving Post-Secondary Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators, Parents, Paraprofessionals*

Session Description: SC Department of Disabilities and Special Needs (SC DDSN) Post-secondary Transition Coordinators will share information on services available for youth transitioning out of school. They will explain SC DDSN's philosophy of Employment First and how this impacts youth with severe, lifelong disabilities. Resource information will be shared along with information about how federal legislation (WIOA and CMS Final rule) is changing the face of services for individuals with severe, lifelong disabilities. Data derived from DDSN's efforts to share of information about students commonly served will be discussed along with the impact this effort has on improving outcomes and service delivery for youth with disabilities exiting school. Finally, schools will be able to connect with and set plans to determine how best to collaborate for improving outcomes for youth with disabilities and Indicator 13 data.

Creating Competent Acquirers of Vocabulary – Becca Doswell, The Literacy Lady, LLC - Tuesday – 1:00-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators, Parents*

Session Description: The SC ELA Standards require teaching vocabulary in reading, writing and communication. Standard 9 in Literary and Informational Reading Text Standards: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. Beginning in grade 4 Informational Writing states use precise language and domain-specific vocabulary to inform or explain the topic. In the Communication Strand Fundamentals, it states Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

With the ultimate goal for teaching vocabulary is creating competent word learners. (Fountas and Pinnell, 2006). Isabel Beck outlines the importance of using tiers to select vocabulary words using importance and utility, instructional potential, and conceptual understanding. (Bringing Words to Life, 2013). These two bodies of research along with direct and indirect instructional strategies to support vocabulary instruction across content areas will be highlighted through this presentation. Participants will engage with authentic texts to learn and create strategies and use vocabulary to support fluency and comprehension. Teachers will be provided with examples of instructional teaching decisions that support student progress in reading and

writing. Standards-based formative assessments will be used for measuring progress with links made to using the SC Ready TDA rubric for improved student outcomes.

The data portion of this presentation will be interspersed throughout the day: (*Session repeated at 1:00-4:00 Tuesday*)

Darkness to Light Stewards of Children: Child Sexual Abuse Prevention Training - Norma Donaldson-Jenkins, The Tallie Group LLC

Tuesday – 1:00-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: Darkness to Light is a national nonprofit organization that seeks to empower adults to prevent child sexual abuse. Their programs raise awareness and educate adults how to prevent, recognize, and react responsibly to child sexual abuse.

As educators, you commit much of yourself to your students and other children in your lives. This training will help you protect all your children. Training participants will

- Receive an interactive workbook
- Receive 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.
- Get simple strategies to prevent and respond to sexual abuse through Darkness to Light's 5 Steps to Protecting Children.

This 3.0-hour training is only the beginning. Child sexual abuse is a complex problem. The information provided is not a substitute for the advice of professionals. It does not teach a guaranteed method of identifying people who sexually offend against children. It is not intended as a therapeutic tool. The training alone does not address all the policy issues for your organization or district. Its purpose is to give you simple, proactive steps to protect children from sexual abuse.

Meeting the Needs of South Carolina's Diverse Students – Sara Garrett, SCDE, OSES Tuesday – 1:00-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: Participants will:

- Learn the diverse population of students in South Carolina
 - Cultural Awareness
 - Top five languages in SC
 - Spanish language majority
- Why It Matters: Importance of Migratory workers in SC
 - Migratory patterns
 - Student impacts
 - Learn ways of supporting EL students
- Classroom environment
- Providing thematically integrated curriculum
 - Cultural respectfulness, i.e. classroom library, visuals
- Participate in interactive and engaging strategies to support EL students
- Strategies to support EL students in the classroom

IDEA Pitfalls & Practical Solutions -K-12! - Nancy Turner, Rock Hill Schools/York 3 - Tuesday – 1:00-4:00

Strand: *Technical Guidance*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: The presenter will offer an overview of IDEA procedure applicable to students with disabilities, K-12. Using current court cases/hearing findings the participants will be able to discuss and acquire a deeper understanding of legal interpretations and practical applications to day to day issues. Hot topics discussed will include FAPE standards (Endrew F. v. Douglas Co. School District), child find/evaluation issues, procedural safeguards/violations as well as bullying, retaliation and other hot topics for 2018.

Inclusive Co-teaching in an Algebra Classroom: Data Findings – Tammy Burnham, Winthrop University - Tuesday – 1:00-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals*

Session Description: This session involves studying the research on the effectiveness of co-teaching & reviewing the six co-teaching models. Data from a mixed methods study will be presented that includes pre-tests, post-tests, co-teaching methods employed in the unit, & teacher reflections. Discussion of the data will prompt participants to consider effective instructional decision & how this data can apply to their own classroom co-teaching settings.

Concept Mastery Routine– Daria Cronic, Scholastic Serendipity - Tuesday – 1:00-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: Teachers use the Concept Mastery Routine to define, summarize, and explain a major concept and where it fits within a larger body of knowledge. Research shows several benefits for secondary students when their teachers use this routine. Students whose teachers used the Concept Mastery Routine scored significantly better on tests designed to assess concept acquisition and on regularly scheduled, teacher-made or commercial unit tests.

Using Technology to Create a Universal Design for Learning– Shannon Jones, SCDE OSES - Tuesday – 1:00-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: The goal of 21st-century education is on the mastery of learning and not just a mastery of the content. UDL provides students with the tools needed for a lifetime of learning. Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all students based on scientific insights into how humans learn. UDL is based on three principles: representation, expression, and engagement. This framework guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs. The focus of UDL is on providing all individuals with an equal opportunity to learn. This framework provides a blueprint for creating a learning environment that is accessible for all students. It is not a one size fits all approach, but a flexible approach that can be adapted to meet the needs of all students.

Teachers will leave with a better understanding of UDL and how to create and find curricula that is accessible to all students. They will also leave with a variety of technology tools that can be easily integrated into the learning environment to help remove barriers that may prevent students from learning. This session can assist

anyone who plans lessons/units of study or develops curricula, to reduce barriers, as well as optimize levels of challenge and support, to meet the needs of all learners from the start.

Brain Hacking, "Rescuing Our Teens and Ourselves from Social Media"—*James Deal, SCDE* Tuesday – 1:00-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service, Parents*

Session Description: In this session participants will view several video outtakes from leading professionals about how social media is addictive and how this addiction may be linked to teen suicides, human trafficking, bullying, and family relationship issues.

WEDNESDAY, JULY 18, 2018

Increasing Positive Responses to Behavior Support in Students with Chronically Challenging and Disruptive Classroom Behaviors -W. Kent Parker, Clemson University - Wednesday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: This two-day session presents evidenced-based strategies for increasing the responsiveness of students with chronically challenging and disruptive behaviors to intensive tertiary behavior supports. The content of this session focuses on defining the characteristics of intensive behavior interventions, applying interventions with integrity, and using the Level of Adult Support Assessment for collecting daily behavior support data and making intervention decisions. Specifically, participants will learn to embed structure, explicit instruction, opportunity for reinforcement, and systematic correction throughout the school day. Examples of evidenced-based practices will be demonstrated, including the development and instruction of: 1) academic and behaviorally focused daily schedules and systems for structuring classrooms, 2) intensive social skills instructional protocols, 3) strategically applied reinforcement routines and correction procedures, and 4) daily support assessment in a data-based decision making process. A model for encouraging positive staff support, problem solving, intervention confidence, and use of the assessment tool will be included in the presentation materials. The milieu for this session assumes a strong system of universal and secondary PBIS practices. *(Two-day Session Continues - Thursday, 8:30-4:00)*

Introduction to Universal Design for Learning - Nicole Tucker-Smith, CAST UDL Cadre - Wednesday 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers,*

Session Description: We know from experience and neuroscience that individuals learn in varied ways. Universal Design for Learning (UDL) provides educators with practical strategies and techniques to ensure that all learners can meet high expectations, such as the Common Core State Standards. In this session, participants will learn the research basis for UDL, practical applications of UDL to lesson design, and helpful technology tools that support flexible, inclusive instruction.

Using the UDL framework and its practical guidelines, participants will gain:

- A working knowledge of the neuroscience of learning and how individual variability plays out in different educational environments
- Guidelines and techniques to apply UDL principles to the design of learning experiences

(Session Repeated - Monday, 8:30-4:00)

Supporting Preschool Inclusion Through Embedded Instruction for Early Learning – Kerri Kannengieser, South Carolina Partnerships for Inclusion - Wednesday – 8:30-4:00

Strand: *Improving Pre-School Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: Embedded instruction is an evidence-based approach to instruction that supports preschool inclusion. It is a recommended practice in early intervention/early childhood special education (Division for Early Childhood, 2014). Dr. Patricia Snyder, Director for the Anita Zucker Center for Excellence in Early Childhood Studies, has been examining the use of embedded instruction to support inclusive environments for more than 25 years. This workshop will introduce four key components of embedded instruction and the practices associated with each component. Participants will experience examples of these

practices being implemented in preschool classrooms through the use of video, case examples, and interactive application activities. Resources to support back-home implementation will be provided.

[Research-based Writing Strategies for Teachers of Young Children](#) – *Jeanne Gunther, Francis Marion University*

Wednesday – 8:30-4:00

Strand: *Improving Pre-School Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: The Read to Succeed Act of South Carolina underscores the urgency for improved literacy instruction across the State. Teachers must know and use student assessment data to plan instruction and select research-based strategies to implement. While good strategies are important, knowing how to flex the strategies such that they are meeting the differing needs of the children in the class is also imperative in order to see individual literacy gains. By learning engaging strategies and ways to scaffold these strategies, teachers will become more effective in their practice. *(Two day Session Continues– Thursday, 8:30-4:00)*

[Challenges and Opportunities: Why Poverty Matters and Why Teachers Can Matter More](#) – *Tammy Pawloski, Francis Marion University*

Wednesday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: Poverty matters. Children of poverty often arrive at school with limited access to the resources that can help them succeed, and, for many students, these missing resources have always been absent. Research is clear that life with limited key resources can negatively impact brain development and school achievement and children in or of poverty consistently score lower on standardized assessments. The dropout rate for low-income students is five times greater than that of their high-income counterparts. Participants in this session will learn why this is happening, including the implications of struggles faced by under-resourced families. The good news, however, is that while life in poverty can provide a shaky foundation for school success, the science of learning proves that brains are constantly changing! Access to new resources and opportunities can literally change the brain and every minute counts! Next, participants will explore the importance and urgency of every action we take as stakeholders in public education. They will take away a model for action that can provide supports for long term success for every learner every day---a model in which challenges faced in high-poverty schools are reframed as opportunities for uncovering hidden potential. *(Session Repeats-Thursday, 8:30-4:00)*

[Starting Out Strong: Re-envisioning the Preschool Writing Curriculum](#)– *Pam Lancaster, Literacy for Learning*

Wednesday – 8:30-4:00

Strand: *Improving Pre-School Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: 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 preschool classroom look like? What is essential in teaching young writers? Writing is a basic tool for learning as well as communicating. Building a foundation from which writers can grow is critical as we prepare students to meet the demands of the 21st century. Children learn to write by writing and noticing the decisions that authors make as they tell their stories. Writing is a complex and dynamic process that integrates thinking, language, and mechanics. In our schools 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. Language play, hearing lots of stories, and reading and writing stories and poems are essential if children are to become readers and writers. Ways to bring vitality and focus to existing teaching practices such as, shared and interactive writing, will be shared. 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 writers. Participants will learn ways to build, energize and re-envision the writing curriculum. The data and research portions of this presentation will be interspersed throughout the day. This professional learning session, based on *Literacy Beginnings* by Fontas and Pinnell (2011), is designed to familiarize 4K educators with the structure, content, concepts, and practices that best support children in their discovery and exploration of language, reading and writing. Engagements will allow participants to explore the classroom structures, environments and literacy continuum framework as a lens for reflecting on current practices while embracing the foundations of literacy learning outlined. Participants will move through a series of engagements with a primary focus of creating environments that remain play-based yet also prepare students for the literacy-rich world in which they live, exploring how to tap into young children's curiosity to introduce them to the world of literacy in joyful and engaging ways. By the conclusion, participants will have an increased awareness and the foundational knowledge base needed to engage and support young children in literacy learning and the development of the competencies needed to grow into emerging and successful writers.

Best Practices in Effective Classroom Management – Sheri Farrington, Greenville County Schools - Wednesday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators*

Session Description: Effective Classroom Management is an essential component of academic and behavioral success for students. The National Center for Effective Schools Research and Development Foundation (2003) lists a safe and orderly environment as a top factor essential in school success. Furthermore, classroom management by teachers is strongly linked to student achievement (Brophy & Good, 1986; Petrilli, 2005) and student attendance (Sprick & Yore, 2015).

Unfortunately, many teachers enter the education profession with inadequate behavior management training (National Council of Teacher Quality 2014). This lack of training leads to high levels of stress for teachers, high levels of discipline problems with students, and ultimately, results in school districts struggling to retain qualified teachers. Approximately 25% of new teachers entering the field leave within the first 3 years (Carroll, 2007). Many teachers report discipline in the classroom as a crucial deciding factor in leaving the teaching profession (Chen, Paquette, & Rieg; 2007). Not only are attrition rates costly to school districts (\$4,000-\$18,000 per teacher) (Carroll, 2007) but also lead to poor academic outcomes. Providing training in positive behavior supports is shown to increase teacher retention (Darling-Hamond; 2003). By equipping our teachers and administrators with skills in the area of effective classroom management, we are able to retain qualified and competent teachers, and also, support students in achieving both academic and social/emotional success. The National Council of Teacher Quality (2014) lists the following as key strategies in effective classroom management:

1. Explicit and overt teaching of prosocial behavior to students
2. Building classroom organization through routines
3. Acknowledging and reinforcing positive behavior rather than responding to misbehavior
4. Establishing preplanned responses to misbehavior to minimize attention

5. Engaging students in instruction

This session will focus on exploring these factors and creating a plan of implementation for effective classroom management. Included are observational tools and checklists that can be used by teachers and administrators as self-reflection tools and guidance support documents.

Effective Instructional Strategies and Activities that Support Improved Outcomes for the Inclusive Classroom – Kimberly McDuffie-Landrum - Wednesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: In this session, we will discuss a variety of research-based instructional strategies and activities that are effective for students with disabilities in inclusive settings. During this session, a brief overview of effective teaching practices will be discussed (Mastropieri & Scruggs, 2018). These effective teaching practices are based on years of research (e.g., Brophy & Good, 1986; Mastropieri & Scruggs) and include (a) creating structure in your classroom and lessons, (b) providing multiples opportunities for students to practice the skill being taught, (c) providing multiple opportunities for students to respond throughout the lesson, (d) creating engaging lessons to increase student involvement and time on task. In addition, specific research-based instructional strategies and activities will be modeled and participants will have the opportunity to practice these strategies during the presentation (Vaughn & Bos, 2015). These strategies will include (a) a variety of reading strategies, (b) Collaborative Strategic Reading (CSR), (c) class-wide peer tutoring (CWPT), (d) mnemonics, and (e) learning strategies. The reading strategies will focus on three areas of reading comprehension and will include (a) strategies that can be used to activate prior knowledge and teach students to make predictions prior to reading to aid in comprehension, (b) strategies to monitor comprehension while reading, and (c) effective questioning after reading to ensure comprehension occurred. In addition to providing different reading strategies for each of these areas, we will learn how to implement Collaborative Strategic Reading (Klingner & Vaughn, 1998) which incorporates all three areas into one strategy. Next, we will discuss the benefits of Classwide Peer Tutoring (Maheady, Harper, & Mallette, 2003) and learn how to implement this strategy in an inclusive classroom. In addition, we will discuss the use of mnemonics (Mastropieri & Scruggs, 2018) and how this memory strategy can be very beneficial for students with disabilities. Participants will be a taught a variety of different types of mnemonics and we will discuss how mnemonics is used in regard to creating learning strategies for students with disabilities. Further, we will discuss of the use of learning strategies (Deshler & Schumaker, 1988) in order to provide specially designed instruction for students with disabilities. Finally, we will discuss the importance of data-based decision making and how to use data in order to determine which instructional strategy or activity would be the most beneficial based on the individual needs of each student.

Overview of Academic Progress Monitoring Measures and Procedures for Implementing Data-Based Individualization – Pamela Stecker, Clemson University - Wednesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

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

Session Description: In this stand-alone session, participants distinguish among four types of assessments used for differing instructional or programmatic purposes: screening, diagnostic, progress monitoring, and outcome assessments. This session emphasizes the use of progress-monitoring assessments in reading and mathematics, particularly an evidence-based known as curriculum-based measurement (CBM; Deno, 1985). Examples of progress-monitoring tools highlighted across grade levels include early literacy and numeracy measures, oral passage reading, maze fluency, computation, concepts and applications, and algebra measures.

In addition to examining the content that student scores represent or the outcomes to which the progress monitoring scores are related, participants practice administration/scoring procedures and graphing conventions. Using student progress data for developing and monitoring IEP goals is illustrated. Standard, data-based rules for guiding instructional decisions are described and practiced during the session. Research indicates that teachers who use CBM procedures to monitor their students growth and to make instructional changes in response to student progress data bring about better academic achievement among their students than teachers who do not use this method of assessment and decision making (see Stecker, Fuchs, & Fuchs, 2005 for a review). Procedures that are performed throughout the day then are integrated to illustrate their use within the data-based individualization process in reading and mathematics.

Behavior Management for Students with Challenging Behavior – *Timothy Landrum, University of Louisville* -
Wednesday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals*

Session Description: Students with or at-risk for behavior disorders display consistent challenging behavior (e.g., Kauffman & Landrum, 2018), but in this session we will review the ways that these behavioral concerns are often predictable and preventable (Landrum, Scott, & Lingo, 2011). 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 or Tier III supports). Participants will work through Walker's Acting-Out Behavior Cycle as a framework for predicting and preventing problem behavior. We will then 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 (e.g., Landrum & Sweigart, 2014). Planning templates will be provided; these provide educators with a simple guide for (a) targeting intervention based on data and predictable contexts in which problem behavior is likely to occur; (b) planning specific intervention elements based on data-based student needs; and (c) collecting data on student outcomes. In addition, participants will be directed to a number of print and web-based resources that provide evidence-based, but user-friendly and easy-to-implement intervention information. (Two-day Session-Continues, Thursday, 8:00-4:00)

Implementing Data-Based Research-Supported Mathematics Instructional Strategies Workshop – *Brad Witzel, Winthrop University* Wednesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators*

Session Description: In a federally-funded review of post-secondary opportunities, Adelman (2006) noted that the world has gone quantitative and urged states to increase its emphases on mathematics, stating, &a full range of disciplines and job tasks tells you why math requirements are not just some abstract school exercise (p.103). He recognized that for students to achieve, they needed to understand a minimal of Algebra 2. His work was confirmed in a study of community college achievement rates by Moore and Shulock (2010) who found nearly 70% of community college students do not graduate or transfer, and most of them eventually drop out due to their lack of mathematics understanding alone. Their conclusion was that students must succeed early in advanced-level mathematics in high school. With lower levels of employment, the need for students with disabilities to improve in mathematics is dire. In order to make such improvements, teachers must understand data-based instruction and intervention specific to mathematics (Gersten, et al, 2009).

Student performance should be assessed frequently through multiple means, including but not limited to weekly progress checks both within the intervention and the core content (Lembke & Powell, 2016) and monthly task analyzed error pattern formative checks (Blackburn & Witzel, 2018). Once confirmed, interventions should be targeted to address both the deficit and core mathematics areas. Of particular concern are typical areas of mathematics weakness such as number sense, whole and rational number concepts and operations, word problem solving, and multistep algebra problem solving (Gersten, et al, 2009; Witzel, 2016; Witzel & Little, 2016). Thankfully, students with disabilities have had success learning these key areas through such empirically-validated approaches as the concrete to representational to abstract sequence of instruction (CRA; Strickland, 2015), incremental rehearsal (Burns, 2012), schema-based problem solving (Powell, 2016), as well as the highly successful systematic and explicit instruction (Rosenthal, 2012). In this two day presentation, participants will learn how to determine areas of math needs and how to target specific areas of math intervention. Additionally, they will learn hands-on approaches to systematic and explicit instruction, CRA, fact fluency development, and word problem solving approaches proven effective with students with disabilities and at-risk concerns.

(Two Day Session Continued-Thursday -8:30-4:00)

Alternate Assessment Support Guide Workshop– Jill Christmus, SCDE - Wednesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: By invitation only

Session Description: All day sessions over multiple days to continue work with the ELA and math support guides for the Alternate Achievement Standards for students with significant cognitive disabilities. Participants will create companion lessons, units, and materials to go along with the Support Guide for Alternate Assessment

(Session Repeated Tuesday, Wednesday, Thursday -8:30-4:00)

Nonviolent Crisis Intervention Training – Amanda Walvoord, CPI, INC - Wednesday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: By invitation only

Session Description: 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 educators the skills to safely respond to various levels of risk behavior while balancing the responsibilities of care. *(Session Repeated Tuesday Wednesday, Thursday -8:30-4:00)*

Language and literacy: Vocabulary Strategies for Young Readers - Shawwna Helf, Winthrop University - Wednesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals*

Session Description: Research consistently demonstrates that the more children know about language, the better equipped they are to succeed in reading. Students vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and nonexamples of the word and related words, and use the word accurately within the context of the sentence. In this session participants will learn about effective language and vocabulary practices. They will create plans to implement research-based strategies for improving vocabulary in their classroom and identify supports to ensure progress of all learners.

(Two-day Session – Continues Thursday-8:30-4:00)

[How can Technology Support our Special Education Students in all School Environments?](#) - *Meghan Blackburn, Lexington One* Wednesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service, Parents*

Session Description: The special education population is an ever growing and diverse population. However, technology can be the difference between a student finding success or finding failure. Come see how students PreK-21 are finding more and more success each day through technology in a local school district. During this session, attendees will have the opportunity to learn from a special education teacher who is an Apple Distinguished Educator and Google Certified Teacher. First, we will look at some of the ways one school district is approaching assistive technology from an instructional stand point. Next, get an overview of some of the accessibility options currently available on common classroom technology, like iPads and ChromeBooks, that can support IEP classroom accommodations, modifications, and general student success. Plus, be shown an Assistive Technology Rubric to help collect data on the effectiveness of the technology as an accommodations or modifications. Then, you will be introduced to some of my favorite student engaging apps and websites and be given practical lesson ideas on how these resources can be used in the classroom. Finally, attendees will have the chance to collaborate with other attendees and complete an assistive technology plan for several case students.

[Developing Educationally Meaningful, Measurable, and Legally Sound IEP Goals](#) - *Mitchell Yell, University of South Carolina* Wednesday – 8:30-4:00

Strand: *Technical Guidance*

Intended Audience: *General/Special Education Teachers*

Session Description: 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 administrators to be a difficult task in both academic and functional areas. When a student's goals are not measurable the result can be frustrating for parents, administrators, and teachers and may lead to hearings and litigation. To be measurable, goals need (a) baseline measures, which requires a numerically-based present level statement of academic achievement and/or functional performance; (b) goals that list the target behavior, measurement method, criterion for acceptable performance, and timeline; and (c) a data-based method for monitoring and reporting on student progress. Our purpose in this presentation is to offer a clear and simple way to collect data-based information for the goal baseline, write measurable annual goals using a simple four-step method, and collect numerical data to monitor student progress. Participants will be given practice opportunities during the workshop. *(Two-day Session – Continues, Thursday, 8:30-4:00)*

[Supporting Students with ASD in Inclusive Settings](#) – *Debra Leach, Winthrop University* - Wednesday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: Teachers continually struggle when dealing with the behavioral and academic challenges of students with ASD. By the nature of their disability, students with ASD are faced with a great many potential roadblocks as they go through schooling that can impact their performance in the classroom setting. While each child has an individualized profile of strengths and challenges, some common issues faced by students with ASD include deficits in social skills (Mundy, Sig-man, Ungerer, & Sherman, 1986; Wetherby, Watt,

Morgan, & Shunway, 2007), language and communication skills (Ellis Weismer, Lord, & Esler, 2010; Rose, Trembath, Keen, & Paynter, 2016), fine and gross motor skills (Lloyd, MacDonald, & Lord, 2013; Provost, Lopez, & Heimerl, 2007), and academic skills. These students may also have cognitive differences in the way they learn and process information (Rivard, Terroux, Mercier, & Parent-Boursier, 2015), sensory processing problems (Baranek, David, Poe, Stone, & Watson, 2006), heightened levels of fear and anxiety (Van Steensel & Bogels, 2011), difficulties regulating emotions (Laurent & Rubin, 2004; Mazefsky et al, 2013), problems with focus and attention (Rommelse, Franke, Geurts, Hartman, & Buitelaar, 2010), and executive functioning challenges (Corbett & Constantine, 2006; Hill, 2004; Kenworthy et al., 2005). They also often have a restricted range of interests (Szatmari et al., 2006, repetitive behaviors (Turner, 1999), and an intense need for sameness (Rodriguez, Thompson, Stocco, & Schlichenmeyer, 2013). Additionally, some students with ASD have medical issues to deal with such as side effects to medications they must be on to manage their ASD symptoms, gastrointestinal problems (Chaidez, Hansen, & Hertz-Picciotto, 2014), sleep issues (Krakowiak, Goodlin-Jones, Hertz-Picciotto, Croen, & Hansen, 2008), seizures (Spence & Schneider, 2009), or food allergies. While not every student with ASD has all of the above challenges, most have a great deal of these issues to deal with on a daily basis. The purpose of this presentation is to discuss how the characteristics of students with ASD can impact their performance in general education classrooms and provide guidance for planning interventions that take this information into consideration. Tools for assessing and planning multi-tiered systems of support within inclusive classrooms will be provided to improve the delivery of Tier 1, 2, and 3 academic and behavioral interventions and supports. Progress monitoring tools and procedures will be shared to support teachers in evaluating the effects of Tier 1, 2, and 3 interventions and supports.

(Two-day Session Monday -Continues, Thursday -8:30-4:00)

Literacy for All! - Nancy Steele - Wednesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: Literacy has commonly been defined as the ability to read and write. However, that definition has placed literacy beyond the scope of possibility for some children who have complex sensory, physical or developmental challenges. More recent work in the field of literacy has acknowledged the broader contexts in which literacy takes place and recognize literacy as a right for all individuals. This shift in perspective validates the role literacy plays in enhancing the quality of life for every learner. Literacy expands communication and understanding related to self-help, expressing an interest or participating more fully in the community. Regardless of age or ability, acquiring literacy skills is a question of “how” rather than “if” or “when.”

In this 6-hour session, we will explore the assumptions listed below and use them as the basis for designing appropriate literacy instruction.

- All children can learn and should be expected to do so.
- All children can become and are becoming literate.
- Literacy development is founded on experiences and concepts beginning very early in life.
- Literacy instruction must include a strong emphasis on communication and socialization.
- Literacy exists along a continuum from emergent literacy to independent literacy.

This session will include tools for gathering information about your student and well as many strategies for understanding and designing instruction for all learners.

The SC High School Credential: Work Experiences - Mike Stutts, Charlie Walters, Jennifer Wall, TASC, SC Able, TASC Wednesday – 8:30-4:00

Strand: *Improving Post-Secondary Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals*

Session Description: This session will provide the basic information on The South Carolina High School Credential to ensure that classroom teachers and other service providers will leave with the resources and assistance needed to support the quality implementation of the SC High School Credential in Fall 2018. Beginning with the 9th grade class of the fall of 2018, school districts across the state have been charged by the South Carolina Legislature to offer an alternate course of study for applicable students with disabilities whose Individualized Education Program (IEP) team determines the South Carolina High School Credential course of study is appropriate. This course of study is designed to equip students with the skills, knowledge, and work ethic needed to succeed in today's job market. In addition, planning/sharing time will be built into each content session area and attendees are asked to bring laptops or other personal electronic devices so that they can begin to work on development of their own materials and resources. The morning session will focus directly on Work Experiences for students who are part of the credential course of study. Students must meet 360 hours of work experience before exiting high school and this session will provide intensive training on the development of these work experiences.

The afternoon session will focus on the development of the school-based enterprises for students who are part of the SC High School Credential. Participants will learn how to develop and implement a variety of school-based enterprises

Self- Advocacy Strategy - Daria Cronic, Scholastic Serendipity - Wednesday – 8:30-4:00

Strand: *Improving Post-Secondary Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: Session participants will learn how to effectively prepare transition students to effectively participate in the IEP process. After this session, participants will guide classroom students to learn how to determine their strengths and develop goals for the future as well as develop communication skills needed in the IEP meeting.

Precorrection: An Evidence-Based Practice for Improving Student Behavior - Robin Parks Ennis, University of Alabama at Birmingham – Wednesday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals, Related Service Educators*

Session Description: Precorrection is an instructional approach to addressing inappropriate classroom behaviors. During this full day workshop, teachers will receive an overview of the seven steps of the precorrection strategy, discuss supporting research, review example interventions, and develop precorrection plans for activities in their classrooms that predictably occasion inappropriate behavior. For each step, we will discuss foundational behavioral management strategies to develop plans for addressing behavior both in the classroom and other school settings where problematic behavior is likely to occur.

Revisiting Writing Instruction: Bringing Back the Enjoyment (Grades 3-5) - Caroline Savage, Literacy for Learning, LLC Wednesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: How can teachers use the data and recommendations from the 2017 SC READY Data Review Report ELA Grades 3-5 to inform their writing instruction? With the current focus on text dependent analysis and preparing students for SC Ready, how does the teaching of narrative, informative and

argumentative writing fit into instructional planning in the elementary classroom? According to the findings by a panel convened by the South Carolina Department of Education, critical literacy skills and behaviors within some standards need to be revisited in order to teach them at the intended level. For example, students at the elementary level need more opportunities to develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others (2017 SC READY Data Review Report ELA Grades 3-5). It is suggested that instruction focus more on the process and quality of writing rather than the product. Students also need more opportunities to think and talk before they write. Strategies for preparing students while bringing the love of learning back into writing instruction will be modeled. Participants will be immersed in the writing process to ensure they have opportunities to apply strategies and tools relevant for their students.

The Paragraph Writing Strategy - Kendall McLeod - Wednesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: With the Paragraph Writing Strategy, students learn to list ideas related to a topic; plan the point of view and verb tense to be used in the paragraph; plan the sequence in which ideas will be expressed; and write a variety of topic, detail, and clincher sentences. These skills are then generalized to different types of paragraphs such as narrative, persuasive, etc.

Research has shown that students who master the Paragraph Writing Strategy consistently produce written pieces that contain topic, detail, and clincher sentences. Their sentences are written with a consistent point of view, tense is consistent, ideas are logically sequenced, and they include appropriate

Playing with Fire: Conflict, Communication & Your True Colors of Leadership - Fred Baker, Leading to Change, Huntersville, NC – Wednesday – 8:30-12:00

Strand: *Technical Guidance*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators*

Session Description: The first part of the session will cover the multi-stages of conflicts, as well as the impact on professional communication and collaboration. The second half of the session will allow participants to take part in a scoring-based matrix to determine their primary leadership and ideal communication strategies. Participants will take part in a leadership assessment tool, and then identify their most salient TRUE COLOR characteristics. Finally, participants will leave with specific strategies to increase their workplace cohesion and/or relationships with their colleagues and community partners

Special Olympics Young Athletes Program as Gateway to Social Inclusion & Motor Skill Development - Barbara Oswald, Special Olympics South Carolina - Wednesday – 8:30-12:00

Strand: *Improving Pre-School Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: Special Olympics Young Athletes curriculum is an effective program for strategically developing motor, social, emotional and learning skills through sports and play activities. Young Athletes Programs also provides a platform for successful social inclusion in a fun environment where all students are engaged, and all students benefit. This session will provide resources and strategies for educators and facilitators as certified coaches for Young Athletes Programs.

OVERVIEW:

Special Olympics Young Athletes is a sport and play program for children with and without intellectual disabilities (ID), ages 2 to 7 years old. Young Athletes introduces basic sport skills, like running, kicking and throwing. Young Athletes provides children with activities and games that meet their individual skill and ability levels, while allowing them to play together in a fun and inclusive environment. The program show that all children should be valued for their talents and abilities.

BENEFITS: Children of all abilities take part, and they all benefit.

Children learn how to play with others and develop important skills for learning. Children also learn to share, take turns and follow directions.

Young Athletes is a fun way for children to get fit. It is important to teach children healthy habits while they are young. This can set the stage for a life of physical activity, friendships and learning.

Young Athletes is easy to do and fun for all. It can be facilitated in a variety of spaces and with limited equipment.

Why Young Athletes?

1. Motor Skills- Children with ID who took part in an eight-week Young Athletes curriculum saw seven month's development in motor skill. This is compared to a three month gain in motor skills for children who did not participate.
2. Social, emotional and learning skills. Parents and teachers of children who took part in the Young Athletes curriculum said the children learned skills that they will use in pre-primary school. The children were more enthusiastic and confident. They also played better with other children.
3. Expectations- Family members say that Young Athletes raised their hopes for their child's future.
4. Sport Readiness- Young Athletes helps children develop important movement and sports skills. These skills get them ready to take part in sports and recreation activities when they are older.
5. Acceptance- Inclusive play has a benefit for children without ID as well. It helps them to better understand and accept others.

[Getting a Better Handle on Special Education](#) - Cheryl Fitts, Fitts Educational Consulting - Wednesday 8:30-12:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *Parents*

Session Description: Parental/family engagement has repeatedly shown to yield higher student achievement and improve family-school relationships. This session provides essential information and tools that will empower parents/families of children receiving special services to successfully navigate special education processes. Thus, enabling them to become more informed and active participants in their child's education. The topics covered during this session include: "What is special education?"; "What should I know about an IEP?"; "What are my parental rights under IDEA?"; and, "What can I do to promote my child's success?".

[21st CCLC Project Directors' Training](#) - Joyce Patterson, SC Department of Education - Wednesday – 8:30-12:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *Invitation Only*

Session Description: Project directors will review changes for 2018-2019, gain knowledge about what is needed to operate a successful 21st CCLC program in 2018-2019. Updated ESSA policy will be shared, along with best practices from peers and highlights from the project directors' handbook.

[Revising the State Criteria for Students with Disabilities](#)- Lisa McCliment, SCDE/OSES Wednesday – 8:30-12:00

Strand: *Technical Guidance*

Intended Audience: *School Administrators, Related Service Educators*

Session Description: This session is an opportunity for special education directors, coordinators, school psychologists, speech language pathologists and other related service providers to review the draft revisions of the 13 disability categories (SEED) and provide feedback to the Office of Special Education Services.

Fluency Means More Than Reading Fast- *Becca Doswell, The Literacy Lady, LLC* - Wednesday – 8:30-12:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: This session supports teachers with understanding the multi-dimensions of fluency (Zutell, J. & Rasinski, T. V. (1991). Scientifically-based research reviews (Chard, Vaughn, & Tyler, 2002) have established that reading fluency is a critical component of learning to read and that an effective reading program needs to include instruction in fluency. The National Assessment of Educational Progress (NAEP), for example, found that nearly half of American fourth graders had not achieved a minimal level of fluency in their reading, which was associated with significant difficulties in comprehension while reading silently (Pinnell et al., 1995).The continuum of fluency connects it to accuracy and automaticity in decoding on one end and comprehension through prosody, or expressive interpretation is on the other. Teachers will learn how to use the data gathered from ongoing assessments, daily and benchmarks, to drive instruction in fluency as it relates to comprehension and vocabulary.

Evaluation: The Multidimensional Fluency Rubric will serve as an evaluation tool to assess fluency with student fluency check samples for understanding of its instructional use.

Measuring improvement: The Multidimensional Fluency Rubric will be used to progress monitor growth over time with daily and benchmark assessments.

Defining positive outcomes: Fountas and Pinnell’s Data-based decision making; Fountas and Pinnell’s Fluency Prompts will be used to make instructional plans and support readers with specific and direct teaching of fluency.

Supporting improved outcomes: Classroom strategies will be provided to support teaching in fluency across the ELA block engaging students in fluency practice.

South Carolina Bus Safety - *Sonya Gayles, SCDE OSES* - Wednesday – 8:30-12:00

Strand: *Technical Guidance*

Intended Audience: *Paraprofessionals, Related Service Educators*

Session Description: This session is provided to bus drivers and transportation personnel in regard to safely transporting students who require specialized transportation. The session will provide an overview of disability awareness as well as strategies to support students with disabilities. (*Session Repeated Thursday - 8:30-12:00*)

The Reading-Writing Connection: Developing Early Writing Behaviors Through Teaching Interactions - *Pam Lancaster, Literacy for Learning* - Thursday – 8:30-12:00

Strand: *Improving Pre-School Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: Young children are looking for clear directions that will help them grow in their ability to express meaning in drawings and words. Marie Clay helped us to understand that writing and reading are closely connected processes. As children take on literacy in playful ways, they grow in both areas. Writing contributes to reading and reading contributes to writing. What is learned in one area helps learning in the other. Writing is a process that is slowed down as children explore aspects of print. As they write, children are

often drawing on books they have heard read aloud. When given opportunities to engage in and explore the process with drawing and writing tools and materials, young children discover how language works.

This session is designed to provide 4K teachers with the concepts, and practices that best support children in their discovery and exploration of language, reading and writing. Engagements will allow participants to explore the classroom structures, environments and literacy structures that support both reading and writing.

Topics will include:

-understanding the reading-writing connection,

-reading like writers,

-planning the talk about books, and

-learning about letters, sounds and words.

The data and research portions of this presentation will be interspersed throughout the day

ASD Milo Curriculum Pilot Dive- *Lisa Raiford, OSES - Wednesday – 8:30-12:00*

Strand: *Technical Guidance*

Intended Audience: *Invitation Only*

Session Description: This session is designed for the OSES ASD Milo Curriculum Pilot. Participants will participate in a data dive and learn how to use a new Macro in order to make the data user-friendly for parent and educator. Participants will have the opportunity to share challenges and successes from the first year of the pilot, as well as learn of unique aspects of programming related to the pilot as developed by various districts. Participants will join in planning the 2nd year of the pilot.

Continuing Intentional Learning Afterschool with Y4Y (You for Youth) - *Jennifer Conner, Foundations, Inc., Mount Laurel, NJ – Wednesday – 8:30-12:00*

Strand: *Improving Achievement Outcomes*

Intended Audience: *Paraprofessionals, Related Service Educators, General/Special Education Teachers*

Session Description: This session is an introduction to the new Y4Y course, Continuous Education, an update to the popular “Aligning with the School Day” course. Together we’ll cover the six key components to developing an out-of-school time program that promotes one seamless, high-quality, continuous education for students. We will engage in hands-on activities that focus on planning, designing activities, and assessing success utilizing You for Youth (Y4Y) tools and resources in this course.

Strengthening Partnerships with Y4Y (You for Youth) - *Monique McDowell, Foundations, Inc., Mount Laurel, NJ - Wednesday – 1:00-4:00*

Strand: *Improving Achievement Outcomes*

Intended Audience: *Paraprofessionals, Related Service Educators*

Session Description: What makes a partnership effective? How do you enrich or build on existing partnerships to strengthen your program? This session will review Y4Y tools and resources designed to help out-of-school time programs develop and improve relationships with schools, community- and faith-based organizations, and other partners. Learn how to identify your needs, find partners, and create and maintain partnerships that will help you sustain your program.

25 Tools in 75 Minutes: Free Resources to Raise Your Game! - *Eric Rowles, Leading to Change, Huntersville, NC - Wednesday – 1:00-4:00*

Strand: *Technical Guidance*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators*

Session Description: The first part of the session will cover the multi-stages of conflicts, as well as the impact on professional communication and collaboration. The second half of the session will allow participants to take part in a scoring-based matrix to determine their primary leadership and ideal communication strategies. Participants will take part in a leadership assessment tool, and then identify their most salient TRUE COLOR characteristics. Finally, participants will leave with specific strategies to increase their workplace cohesion and/or relationships with their colleagues and community partners

You're Required to Collect It, So Learn How to Best Use It: Beyond Compliance Data Collection - Sarah Plumitallo, Prince William County Public Schools, Woodbridge, VA - Wednesday – 1:00-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *Paraprofessionals, Related Service Educators*

Session Description: There are many local, state, and federal reporting requirements for 21st Century Community Learning Centers (CCLC). These reporting requirements can often overwhelm program directors, require hours of data collection, input, and analysis, and not yield program improvements. As a 21st CCLC site coordinator, I developed a data collection tool that streamlines both the data collection and analysis process. By streamlining the collection process 21st CCLC stakeholders to turn their focus to analyzing the data, as well as developing and implementing targeted improvement plans. This session is designed to provide attendees with the data collection tool and the skillset to modify it to meet their program needs. Attendees will learn the analysis and improvement plan framework and utilize a sample data collection set to practice analyzing and designing a targeted improvement plan. When attendees return to their programs, attendees will be able to immediately begin utilizing the data collection tool and involve all stakeholders in the process of analyzing, designing, and implementing a targeted improvement plan.

Developing Healthy & Inclusive Elementary, Middle and High Schools through Special Olympics Unified Champion Schools – Barbara Oswald, Special Olympics South Carolina - Wednesday – 1:00-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: This session will explore resources and strategies through Special Olympics Unified Champion Schools to develop healthy, inclusive school climates. Special Olympics South Carolina is part of a nationwide effort to promote inclusion, acceptance and respect for students with intellectual disabilities through a program called Unified Champion Schools. Supported by the Office of Special Education Programs at the US Department of Education, Unified Champions Schools programming has seen extremely positive impacts, as students participating, with and without disabilities reported:

- 89%- learned about helping others
- 81%- changed their school for the better
- 87%- standing up for something they believed is right
- 81%- afforded opportunity to develop leadership skills
- 84%- became better at sharing responsibility

Three quarters of students (76%) reported that participation in Unified Champion Schools had an impact on their plans for the future. In fact, students (84%) regarded Unified programs as a positive turning point in their lives. (Jacobs, Martin, Albert, Summerill, & Sipperstien, n.d.) Special Olympics partners with each Unified Champion School to develop its unique combination of initiatives that include Health & Wellness, Unified Sports, Youth Leadership and Whole-School Engagement. Examples of initiatives and activities in Unified

Champion Schools include inclusive Young Athletes Programs, health education, Unified Physical Education, Respect campaigns, Spread the Word to End the Word (R-Word) initiatives, and creating Unified Clubs or unifying existing clubs and student groups.

Unified Strategies in Schools align with important education initiatives or focuses, including: Developing WORLD-CLASS Graduates,

Soft-Skill Development, including communication and teamwork in a diverse environment, Leadership Development, Service-Learning, Anti-Bullying, Character Education, Health & Wellness; Childhood Obesity, Student Engagement & Drop-Out Prevention, Inclusive Collaboration, Universal Design, Project-Based Learning.

Accommodations! Now What? – Sara McKay, Sara Garrett, and Jenny Dillon OSES - Wednesday – 1:00-4:00

Strand: *Improving Achievement Outcomes*

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

Session Description: Providing accommodations to students with disabilities takes coordination within a school and communication among teachers and the student. How does your school address accommodations in the general education classroom? What are the barriers? Have you found some solutions? This session is intended to train you to become the trainer for your district on providing compliant accommodations. After this train-the-trainer session, you will have a presentation to take and use in your district.

Robots4Autism Initial Implementation Training – Lisa Raiford, OSES - Wednesday – 1:00-4:00

Strand: *Technical Guidance*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals*

Session Description: Participants who are implementing the Robots4Autism program via the Milo robot are invited to participate in a through training that includes understanding the technical needs of the robot, managing the software and data programs, and learn how to properly implement the curriculum with the evidence-based practices. Participants will also gain knowledge in understanding the connection between the lesson skills and the Individual Education Program.

Classroom Strategies for Children with Sensory Needs – Brittany Grooms, Family Connection of South Carolina

Wednesday – 1:00-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: During the presentation attendees will learn to recognize the signs and symptoms of Autism Spectrum Disorder and Sensory Processing Disorder. We will discuss the ways sensory concerns can affect learning and behavior in the classroom. Attendees will also learn strategies to address behavior concerns in the classroom and further the development of their students social and emotional skills.

(Session Repeats -Thursday, 1:00-4:00)

Revising the State Criteria for Students with Disabilities- Lisa McCliment, SCDE/OSES Wednesday – 1:00-4:00

Strand: *Technical Guidance*

Intended Audience: *School Administrators, Related Service Educators*

Session Description: This session is an opportunity for special education directors, coordinators, school psychologists, speech language pathologists and other related service providers to review the draft revisions of the 13 disability categories (SEED) and provide feedback to the Office of Special Education Services.

Understanding and Reporting Bullying in Schools - Kimberly Smith, SCDE Wednesday – 1:00-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators*

Session Description: Participants will learn how to define bullying and document bullying incidents correctly. Participants will be asked to share actual cases of bullying in their schools and discuss their strategies for handling these incidents. The presenter will also share recommended best practices for documenting bullying incidents at the school level and what can happen when bullying is ignored.

Reading at Home: Make it Joyful - Becca Doswell, *The Literacy Lady, LLC* - Thursday – 1:00-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *Parents*

Session Description: This session will provide parents of K-5 children literacy and logistical strategies to support reading at home. The SC ELA College and Career Ready Standards include under Range and Complexity Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. Many educators encourage their students to read outside of the classroom in order to increase reading comprehension, vocabulary, general knowledge, and cultural awareness; however, research indicates that pleasure reading may have a greater influence on a child's overall academic performance than their socio-economic background (e.g. Pearson, 2015). Parents will learn Ellin Keene's Seven Strategies for Comprehension to support growth in reading with many types of text. Strategies to increase stamina in reading will be provided to support growth over time as well as strategies for supporting choice to create independent lifelong readers. Evaluation: The Family Friendly Guides to the SC Standards will be used for parents to evaluate the learning of their readers. Measuring improvement: Parents will be given tools to help their child build stamina in independent reading for homework and for pleasure. Defining positive outcomes: Parents will learn prompts for specific praise and feedback and creating opportunities for choice with their readers. Data-based decision making: Parents will utilize comprehension strategies to create questions to ask of their readers to support learning. Supporting improved outcomes: Parents will have information to create a stronger home-school connection for their family.

THURSDAY, JULY 19, 2018

[Increasing Positive Responses to Behavior Support in Students with Chronically Challenging and Disruptive Classroom Behaviors](#) W. Kent Parker, Clemson University - Thursday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: This two-day session presents evidenced-based strategies for increasing the responsiveness of students with chronically challenging and disruptive behaviors to intensive tertiary behavior supports. The content of this session focuses on defining the characteristics of intensive behavior interventions, applying interventions with integrity, and using the Level of Adult Support Assessment for collecting daily behavior support data and making intervention decisions. Specifically, participants will learn to embed structure, explicit instruction, opportunity for reinforcement, and systematic correction throughout the school day. Examples of evidenced-based practices will be demonstrated, including the development and instruction of: 1) academic and behaviorally focused daily schedules and systems for structuring classrooms, 2) intensive social skills instructional protocols, 3) strategically applied reinforcement routines and correction procedures, and 4) daily support assessment in a data-based decision making process. A model for encouraging positive staff support, problem solving, intervention confidence, and use of the assessment tool will be included in the presentation materials. The milieu for this session assumes a strong system of universal and secondary PBIS practice. *(Two-day Session Continues)*

[Universal Design for Learning: A Deeper Dive](#)- Nicole Tucker-Smith, CAST UDL Cadre - Tuesday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: This session is designed to help educators build professional development capacity within their own school, district, college, or university. In this institute participants will be coached on strategies to deliver introductory UDL content as a UDL facilitator. Because every classroom, school system, and higher education organization is different and because there is variability within systems, the implementation of UDL in a particular organization will be unique. Having leaders from within an organization lead UDL content delivery and discussion can help align specific initiatives and school processes to the UDL framework. In addition, the UDL leader can facilitate scaling and optimizing UDL within their organization. It is recommended that participants for this institute already have an understanding of UDL.

Using the UDL framework and its practical guidelines, participants will gain:

- Strategies for sharing UDL background to colleagues

- Tips for building Professional Learning Communities (PLCs) around UDL

- Tools to support lesson development and action planning *(Session Repeated-Tuesday, 8:30-4:00)*

[Research-Based Writing Strategies for Teachers of Young Children](#) – Jeanne Gunther, Francis Marion University Thursday – 8:30-4:00

Strand: *Improving Pre-School Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: The Read to Succeed Act of South Carolina underscores the urgency for improved literacy instruction across the State. Teachers must know and use student assessment data to plan instruction and select research-based strategies to implement. While good strategies are important, knowing how to flex the strategies such that they are meeting the differing needs of the children in the class is also imperative in order

to see individual literacy gains. By learning engaging strategies and ways to scaffold these strategies, teachers will become more effective in their practice. (*Two -day Session Continues*)

Challenges and Opportunities: Why Poverty Matters and Why Teachers Can Matter More – Tammy Pawloski, Francis Marion University Thursday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: Poverty matters. Children of poverty often arrive at school with limited access to the resources that can help them succeed, and, for many students, these missing resources have always been absent. Research is clear that life with limited key resources can negatively impact brain development and school achievement and children in or of poverty consistently score lower on standardized assessments. The dropout rate for low-income students is five times greater than that of their high-income counterparts. Participants in this session will learn why this is happening, including the implications of struggles faced by under-resourced families. The good news, however, is that while life in poverty can provide a shaky foundation for school success, the science of learning proves that brains are constantly changing! Access to new resources and opportunities can literally change the brain and every minute counts! Next, participants will explore the importance and urgency of every action we take as stakeholders in public education. They will take away a model for action that can provide supports for long term success for every learner every day---a model in which challenges faced in high-poverty schools are reframed as opportunities for uncovering hidden potential.

Advanced Procedures for Data-Based Decision Making: Implementing Data-Based Individualization – Pamela Stecker, Clemson University – Thursday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

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

Session Description: For this session, participants are expected to have attended the previous day's "Overview of Assessment for Instructional Decision Making" session or to have basic knowledge of academic progress-monitoring assessments and their general use within an instructional decision-making framework, such as a response to intervention (RTI) or multi-tiered systems of support (MTSS) framework. In this session, principles of data-based individualization are stressed for students needing the most intensive academic intervention (e.g., students in Tier 3 of RTI or MTSS); these students have severe and persistent learning needs that necessitate instructional individualization. Several student scenarios are used to illustrate the data-based individualization process within academic areas. Curriculum-based measurement data are used for progress monitoring to determine (a) the adequacy of student growth and (b) when instructional programs need to be modified or when goals should be raised. Participants practice applying data-based decision rules. When instruction needs to be modified, principles of intensive interventions are described for better individualizing content instruction within reading and mathematics. The "Taxonomy of Intervention Intensity" (L. S. Fuchs, Fuchs, & Malone, 2017) is used to illustrate multiple components for intensifying an instructional program. Discussion centers on features of intervention intensity; existing evidenced-based practices in reading and mathematics; and the process for selecting, developing, and evaluating instructional interventions. Participants use resources from the National Center on Intensive Intervention to practice application of the data-based individualization process.

Evidence-Based Classroom and Behavior Management – Timothy Landrum, University of Louisville - Thursday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals*

Session Description: 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. We briefly review both (a) basic behavioral principles (positive and negative reinforcement, extinction) (Alberto & Troutman, 2013); and (b) characteristics of effective instruction (pacing modeling, prompting, praise and corrective feedback) (Mastropieri & Scruggs, 2018). In discussing and demonstrating each of these broad components (behavioral principles, and characteristics of effective instruction), we will emphasize (a) the need for data-based prediction and anticipation of problem contexts; (b) the need for formative assessment data to monitor the effects of instruction or behavioral intervention, and to adjust as necessary; and (c) the need for summative assessment data to assess the extent to which instructional or behavioral goals are met. Demonstration and role-play (modeling and guided practice), along with handouts that provide planning templates and links to additional resources, will help participants acquire strategies that can be implemented easily in their own classrooms. *(Two-day Session Continues)*

Implementing Data-Based Research-Supported Mathematics Instructional Strategies Workshop – Brad Witzel, Winthrop University Thursday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators*

Session Description: In a federally-funded review of post-secondary opportunities, Adelman (2006) noted that the world has gone quantitative and urged states to increase its emphases on mathematics, stating, &a full range of disciplines and job tasks tells you why math requirements are not just some abstract school exercise (p.103). He recognized that for students to achieve, they needed to understand a minimal of Algebra 2. His work was confirmed in a study of community college achievement rates by Moore and Shulock (2010) who found nearly 70% of community college students do not graduate or transfer, and most of them eventually drop out due to their lack of mathematics understanding alone. Their conclusion was that students must succeed early in advanced-level mathematics in high school. With lower levels of employment, the need for students with disabilities to improve in mathematics is dire. In order to make such improvements, teachers must understand data-based instruction and intervention specific to mathematics (Gersten, et al, 2009). Student performance should be assessed frequently through multiple means, including but not limited to weekly progress checks both within the intervention and the core content (Lembke & Powell, 2016) and monthly task analyzed error pattern formative checks (Blackburn & Witzel, 2018). Once confirmed, interventions should be targeted to address both the deficit and core mathematics areas. Of particular concern are typical areas of mathematics weakness such as number sense, whole and rational number concepts and operations, word problem solving, and multistep algebra problem solving (Gersten, et al, 2009; Witzel, 2016; Witzel & Little, 2016). Thankfully, students with disabilities have had success learning these key areas through such empirically-validated approaches as the concrete to representational to abstract sequence of instruction (CRA; Strickland, 2015), incremental rehearsal (Burns, 2012), schema-based problem solving (Powell, 2016), as well as the highly successful systematic and explicit instruction (Rosenthal, 2012). In this two-day presentation, participants will learn how to determine areas of math needs and how to target specific areas of math intervention. Additionally, they will learn hands-on approaches to systematic and

explicit instruction, CRA, fact fluency development, and word problem solving approaches proven effective with students with disabilities and at-risk concerns. *(Two Day Session Continues)*

Nonviolent Crisis Intervention Training – Amanda Walvoord, CPI, INC - Thursday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: By invitation only

Session Description: 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 educators the skills to safely respond to various levels of risk behavior while balancing the responsibilities of care.

(Four-day Session Continues)

Alternate Assessment Support Guide Workshop– Jill Christmus, SCDE - Thursday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: By invitation only

Session Description: All day sessions over multiple days to continue work with the ELA and math support guides for the Alternate Achievement Standards for students with significant cognitive disabilities. Participants will create companion lessons, units, and materials to go along with the Support Guide for Alternate

Assessment. *(Four-day Session Continues)*

Language and literacy: Vocabulary Strategies for Young Readers - Shawanna Helf, Winthrop University - Thursday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals*

Session Description: Research consistently demonstrates that the more children know about language, the better equipped they are to succeed in reading. Students vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and nonexamples of the word and related words, and use the word accurately within the context of the sentence. In this session participants will learn about effective language and vocabulary practices. They will create plans to implement research-based strategies for improving vocabulary in their classroom and identify supports to ensure progress of all learners.

(Two-day Session – Continues)

Possible Selves-Nurturing Student Motivation - Kendall McLeod - Thursday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: Possible Selves is designed to help teachers nurture student motivation, so that connections can be made that relate classroom instruction to the students' goals for the future. Increased motivation leads to increased engagement resulting in a recommitment to learning.

Developing Educationally Meaningful, Measurable, and Legally Sound IEP Goals - Mitchell Yell, University of South Carolina Thursday – 8:30-4:00

Strand: *Technical Guidance*

Intended Audience: *General/Special Education Teachers*

Session Description: 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 administrators to be a difficult task in both academic and functional areas. When a student's goals are not measurable the result can be frustrating for parents, administrators, and teachers and may lead to hearings and litigation. To be measurable, goals need (a) baseline measures, which requires a numerically-based present level statement of academic achievement and/or functional performance; (b) goals that list the target behavior, measurement method, criterion for acceptable performance, and timeline; and (c) a data-based method for monitoring and reporting on student progress. Our purpose in this presentation is to offer a clear and simple way to collect data-based information for the goal baseline, write measurable annual goals using a simple four-step method, and collect numerical data to monitor student progress. Participants will be given practice opportunities during the workshop. *(Two-day Session – Continues)*

Supporting Students with ASD in Inclusive Settings – Debra Leach, Winthrop University - Thursday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: Teachers continually struggle when dealing with the behavioral and academic challenges of students with ASD. By the nature of their disability, students with ASD are faced with a great many potential roadblocks as they go through schooling that can impact their performance in the classroom setting. While each child has an individualized profile of strengths and challenges, some common issues faced by students with ASD include deficits in social skills (Mundy, Sigman, Ungerer, & Sherman, 1986; Wetherby, Watt, Morgan, & Shunway, 2007), language and communication skills (Ellis Weismer, Lord, & Esler, 2010; Rose, Trembath, Keen, & Paynter, 2016), fine and gross motor skills (Lloyd, MacDonald, & Lord, 2013; Provost, Lopez, & Heimerl, 2007), and academic skills. These students may also have cognitive differences in the way they learn and process information (Rivard, Terroux, Mercier, & Parent-Boursier, 2015), sensory processing problems (Baranek, David, Poe, Stone, & Watson, 2006), heightened levels of fear and anxiety (Van Steensel & Bogels, 2011), difficulties regulating emotions (Laurent & Rubin, 2004; Mazefsky et al, 2013), problems with focus and attention (Rommelse, Franke, Geurts, Hartman, & Buitelaar, 2010), and executive functioning challenges (Corbett & Constantine, 2006; Hill, 2004; Kenworthy et al., 2005). They also often have a restricted range of interests (Szatmari et al., 2006), repetitive behaviors (Turner, 1999), and an intense need for sameness (Rodriguez, Thompson, Stocco, & Schlichenmeyer, 2013). Additionally, some students with ASD have medical issues to deal with such as side effects to medications they must be on to manage their ASD symptoms, gastrointestinal problems (Chaidez, Hansen, & Hertz-Picciotto, 2014), sleep issues (Krakowiak, Goodlin-Jones, Hertz-Picciotto, Croen, & Hansen, 2008), seizures (Spence & Schneider, 2009), or food allergies. While not every student with ASD has all of the above challenges, most have a great deal of these issues to deal with on a daily basis. The purpose of this presentation is to discuss how the characteristics of students with ASD can impact their performance in general education classrooms and provide guidance for planning interventions that take this information into consideration. Tools for assessing and planning multi-tiered systems of support within inclusive classrooms will be provided to improve the delivery of Tier 1, 2, and 3 academic and behavioral interventions and supports. Progress monitoring tools and procedures will be shared to support teachers in evaluating the effects of Tier 1, 2, and 3 interventions and supports. *(Two-day Session – Continues)*

Revisiting Writing Instruction: Bringing Back the Enjoyment (Grades 6-8) – Caroline Savage, Literacy for Learning

Thursday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: How can teachers use the data and recommendations from the 2017 SC READY Data Review Report ELA Grades 6-8 to inform their writing instruction? With the current focus on text dependent analysis and preparing students for SC Ready, where does the teaching of narrative, informative and argumentative writing fit into instructional planning at the middle school? According to the findings by a panel convened by the South Carolina Department of Education, critical literacy skills and behaviors within some standards need to be revisited in order to teach them at the intended level. For example, students at the middle level need more opportunities to develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others (2017 SC READY Data Review Report ELA Grades 6-8). It is suggested that instruction focus more on the process and quality of writing rather than the product of writing. Adolescents also need more opportunities to think and talk before they write. Strategies for preparing students while bringing the love of learning back into writing instruction will be modeled. Participants will be immersed in the writing process to ensure they have opportunities to apply strategies and tools relevant for their students.

Curriculum & Instruction: Breaking Down Core Content Related to Credential Coursework – Joy Ivester,

Jennifer Wall, Cindi Nixon, Mike Stutts and Leah Cordoni, TASC - Thursday – 8:30-4:00

Strand: *Improving Post-Secondary Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals*

Session Description: This session will provide the basic information on The South Carolina High School Credential to ensure that classroom teachers and other service providers will leave with the resources and assistance needed to support the quality implementation of the SC High School Credential in Fall 2018. Beginning with the 9th grade class of the fall of 2018, school districts across the state have been charged by the South Carolina Legislature to offer an alternate course of study for applicable students with disabilities whose Individualized Education Program (IEP) team determines the South Carolina High School Credential course of study is appropriate. This course of study is designed to equip students with the skills, knowledge, and work ethic needed to succeed in today's job market. In addition, planning/sharing time will be built into each content session area and attendees are asked to bring laptops or other personal electronic devices so that they can begin to work on development of their own materials and resources. The session will focus directly on reviewing the curriculum for the SC High School Credential, sharing materials and working with the pacing guides to develop the individualized curriculum for the participant's specific school the afternoon session will feature a Cyber-Café Fair to review materials to implement the curriculum.

Using Low-Intensity Strategies in the Classroom to Support Student Behavior– Robin Parks Ennis, University of

Alabama at Birmingham – Thursday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators*

Session Description: 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; high-probability request sequences, precorrection, opportunities to respond, instructional choice, behavior specific praise and others.

Linking Personalized Learning and Co-Teaching– Sara Garrett, OSES - Thursday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Parents*

Session Description: This professional learning opportunity (PLO) is designed to provide educators with an overview of personalized learning as well as co-teaching theories and practices. As part of the PLO, participants will be encouraged to share personalized learning experiences, participate in simulated co-teaching classrooms with various models, and differentiated small group activities that involve application of material presented. A framework for effective co-teaching models, along with personalized learning practices will be outlined to help develop a comprehensive plan toward implementation and the sustainability of a strong co-teaching and personalized learning model.

New Directors' Leadership Academy – Tresa Diggs, SCDE OSES Thursday – 8:30-4:00

Strand: *Technical Guidance*

Intended Audience: *Invitation Only*

Session Description: The New Directors' Leadership Academy (NDLA) is a statewide effort. 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 topics will be presented by Education Associates from the Office of Special Education Services. The NDLA session is by invitation only.

Fundamentals of Paraphrasing– Daria Cronic, Scholastic Serendipity - Thursday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: The session participants will help 4-12 grade students focus on the most important information in a passage. Classroom students will be able to read short passages of materials, identify the main idea and details, and rephrase the content in their own words.

Google It! The Special Education Teacher's Life Saver – Meghan Blackburn, Lexington One - Thursday – 8:30-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators*

Session Description: As a special education teacher there is a ton to manage. If not done well this can be time consuming and overwhelming. This session will focus on teaching teachers how to use Google Drive to help with everyday items including; assessments, monitor and analyze behavioral/functional data, progress monitoring, para-professional scheduling, and so much more. Attendees will have the opportunity to learning about and have hands on practice with Google Drive, Classroom, Docs, Slides, Forms, Calendar, Sheets, and Gmail from an Google Certified Teacher and Apple Distinguished Educator. They will walk through a student sample on how to use Google to complete a teacher survey on functional behavior, analysis the data to help create a baseline data form, create baseline form, practice how to send/share that form with teachers, and finally how to analyze that baseline data to write an IEP goal. Plus, look at how Google Classroom can support student collaboration, organization, and work completion.

Show Me the Data! Using Microsoft Excel to Monitor Behavior Progress and Make Data-Driven Decisions– Sheri Farrington, Greenville County Schools - Thursday – 8:30-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, Related Service Educators*

Session Description: Student outcomes improve when teams use data in instructional and programming planning (Wayman, 2005; Wohlstetter, Datnow, & Park, 2008). The use of data is an essential step in understanding and supporting the social and behavioral needs of students. School teams struggle to synthesize and analyze behavioral data in a systematic approach, often resulting in poor planning, inaccurate progress monitoring and a lack of data-driven decision making. It is important to train teachers and psychologists to set clear, objective goals, implement a specific teaching strategy, and then collect data on the students' progress.

This session will focus on teaching participants to gather meaningful data. Data should be collected in an efficient manner and used to show the students' progress in learning new behaviors or decreasing problematic behaviors. Too often the data collected is not summarized in a manner to support its interpretation. Microsoft Excel is an effective and efficient tool in assisting teachers and psychologists in reviewing and understanding the data (Carr, & Burkholder, 1998; Dixon, Jackson, Small, Horner-King, Mui Ker Lik, Garcia, & Rosales, 2009). Using the visual graphs create with this technology, teams can interpret the visual displays and analyze data (Cooper, Heron and Heward, 2007). The visual representation provided by graphing data makes it easier to interpret and understand. Three properties considered when analyzing the data include variability, level and trend. Participants will learn how to apply these properties in the analysis of the data leading them to make data-based decisions when considering next steps.

The Roadmap to Data Driven Instruction - Anna Hasenkamp - Thursday – 8:30-12:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators, Paraprofessionals*

Session Description: Assessment provides feedback that informs and supports planning, teaching, and learning. In this session, participants will evaluate their own perspectives and beliefs about assessment, analyze best practices concerning assessment, and look at how to plan for and use assessments to drive learning in individual classrooms or within whole schools.

Major questions to be addressed will include:

- What do we assess?
- How do we assess?
- When do we assess?
- Why do we assess?
- How is assessment integrally connected to teaching and learning?

Participants will work collaboratively to explore different ways to gather data that can inform teaching and learning in the classroom, examining both tools and strategies for assessment. Both formative and summative assessment strategies will be considered.

Language & Literacy Development and an Interpreted Education - Stephen Fitzmaurice, Clemson University

Thursday – 8:30-12:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *Related Service Educators*

Session Description: Participants will uncover the language and literacy development nuances of working with students who are Deaf and Hard of Hearing and Educational Interpreters. Teachers of the Deaf and Hard of Hearing will also explore how they can help Educational Interpreters enact their role in the mainstream classroom and to support the language and literacy development of students in general education classrooms.

Of strategic importance is highlighting better, more effective access for students who use visual language along with cochlear implants.

Leadership Strategies for SCPI Teams - Kerri Kannengieser, South Carolina Partnerships for Inclusion - Thursday – 8:30-12:00

Strand: *Improving Pre-School Outcomes*

Intended Audience: *Invitation Only*

Session Description: This session is for preschool inclusion leadership teams who have previously attended a District Leadership Day event with South Carolina Partnerships for Inclusion. Dr. Jane Everson, teaming consultant, will work with teams to increase their knowledge of evidence-based practices to support successful teaming. Participants will also engage in activities to identify team problems and explore solutions, as well as review and revise their 5-year strategic PATH plans.

Sensory Learning Assessment for Complicated Communicators - Krista-Leigh Olsen, SC Interagency Deaf-Blind Project/SC School for the Deaf and the Blind - Thursday – 8:30-12:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators, Parents*

Session Description: The Sensory Learning Assessment is a tool used to determine a student's preferred mode of learning, their response delay, and participation level. This presentation will offer an overview of the assessment, forms, needed, and appropriate interventions. Participants will have the opportunity to interact with the assessment kit and materials, practice interpreting the results, and to create routines and lessons based on the results

Active Shooter Response for Educators/SRO's– Wayne Freeman, South Carolina Law Enforcement Division - Thursday – 8:30-12:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators, Paraprofessionals*

Session Description: Special Agent Wayne Freeman will provide an interactive discussion with participants about the history of school shootings and the importance of implementing safety drills. Special Agent Freeman will define the roles of the school and first responders and discuss standard protocol during an active shooter response.

South Carolina Bus Safety - Sonya Gayles, SCDE OSES - Thursday – 8:30-12:00

Strand: *Technical Guidance*

Intended Audience: *Paraprofessionals, Related Service Educators*

Session Description: This session is provided to bus drivers and transportation personnel in regard to safely transporting students who require specialized transportation. The session will provide an overview of disability awareness as well as strategies to support students with disabilities.

Use of the Range for Measuring Improvements in Students with Cortical VI - Marcy Meachum, South Carolina Interagency Deaf-Blind Project - Thursday – 1:00-4:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, Paraprofessionals, Related Service Educators, Parents, School Administrators*

Session Description: Cortical Visual Impairment is the most common cause of visual impairment in the world and perhaps the least understood. The CVI Range by Dr. Christine Roman is an instrument created to measure outcomes and create specialized interventions for CVI. Participants will receive an overview of the CVI Range and the ten characteristics of CVI. Participants will learn how to assess with the Range and implement appropriate interventions, including literacy activities. Participants will have an opportunity to use the CVI Range assessment with videos of children with CVI.

The Roadmap to Data Driven Instruction - Anna Hasenkamp - Thursday – 8:30-12:00

Strand: *Improving Achievement Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators, Paraprofessionals*

Session Description: Assessment provides feedback that informs and supports planning, teaching, and learning. In this session, participants will evaluate their own perspectives and beliefs about assessment, analyze best practices concerning assessment, and look at how to plan for and use assessments to drive learning in individual classrooms or within whole schools.

Major questions to be addressed will include:

-What do we assess?

-How do we assess?

-When do we assess?

-Why do we assess?

-How is assessment integrally connected to teaching and learning?

Participants will work collaboratively to explore different ways to gather data that can inform teaching and learning in the classroom, examining both tools and strategies for assessment. Both formative and summative assessment strategies will be considered.

(Session Repeats 1:00-4:00)

Promoting High Expectations: What's New in Deaf Education in SC? –Sara McKay, OSES Thursday – 1:00-4:00

Strand: *Improving Post-Secondary Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Related Service Educators*

Session Description: Are you familiar with the SC Educational Interpreting Center where no- and low-cost training is offered to raise the bar for educational interpreters? Have you viewed the resources in our virtual library for early childhood and hearing? Are you aware of the postsecondary work being done to promote high expectations? Come hear about the many ways in which South Carolina is addressing the education of our students who are deaf or hard of hearing.

Classroom Strategies for Successful Preschool Inclusion - Kerri Kannengieser, South Carolina Partnerships for Inclusion Thursday – 1:00-4:00

Strand: *Improving Pre-School Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals*

Session Description: High quality inclusive early childhood programs benefit children with and without disabilities, as well as families, educators, and communities. Dana Bennett, a highly effective early childhood teacher, will share tips and strategies for making your inclusive preschool classroom successful! Topics will

include: Instructional strategies to improve outcomes, building a classroom community of learners to support engagement and behavior management, Improving parent communication and family partnerships

The Reading-Writing Connection: Developing Early Writing Behaviors Through Teaching Interactions - Pam Lancaster, *Literacy for Learning* - Thursday – 1:00-4:00

Strand: *Improving Pre-School Outcomes*

Intended Audience: *General/Special Education Teachers*

Session Description: Young children are looking for clear directions that will help them grow in their ability to express meaning in drawings and words. Marie Clay helped us to understand that writing and reading are closely connected processes. As children take on literacy in playful ways, they grow in both areas. Writing contributes to reading and reading contributes to writing. What is learned in one area helps learning in the other. Writing is a process that is slowed down as children explore aspects of print. As they write, children are often drawing on books they have heard read aloud. When given opportunities to engage in and explore the process with drawing and writing tools and materials, young children discover how language works. This session is designed to provide 4K teachers with the concepts, and practices that best support children in their discovery and exploration of language, reading and writing. Engagements will allow participants to explore the classroom structures, environments and literacy structures that support both reading and writing. Topics will include: understanding the reading-writing connection, reading like writers, planning the talk about books, and learning about letters, sounds and words.

The data and research portions of this presentation will be interspersed throughout the day.

Classroom Strategies for Children with Sensory Needs – Brittany Grooms, *Family Connection of South Carolina* Thursday – 1:00-4:00

Strand: *Improving Social-Emotional Outcomes*

Intended Audience: *General/Special Education Teachers, School Administrators, Paraprofessionals, Related Service Educators, Parents*

Session Description: During the presentation attendees will learn to recognize the signs and symptoms of Autism Spectrum Disorder and Sensory Processing Disorder. We will discuss the ways sensory concerns can affect learning and behavior in the classroom. Attendees will also learn strategies to address behavior concerns in the classroom and further the development of their students social and emotional skills.

South Carolina Council for Exceptional Children's Leadership Training Institute – Lisa Halter, *South Carolina Council for Exceptional Children* Thursday – 1:00-4:00

Strand: *Technical Guidance*

Intended Audience: *Invitation Only*

Session Description: LTI is a time where SCCEC Executive Committee provides training to chapter and subdivision leaders. All chapters and subdivisions should plan to send at least one representative - two is preferred. Mileage will be reimbursed for up to two representatives. All executive board or executive committee officers and award chairpersons should also plan to attend. LTI is open to all those interested in learning more about the Council for Exceptional Children. This is a great time to network with other professionals and re-energize before the 2018-2019 school year begins!

There will be a SCCEC Executive Board meeting immediately following LTI (to begin around 3:00-3:30). All will be complete by no later than 4pm. If you are registered for RTP, lunch is provided. Snacks will be provided during LTI.