

Conference Program

Sunday, July 31, 2016

3:00 p.m.–7:00 p.m. **Registration/Pick Up Conference Materials** *Conference Registration*

Monday, August 1, 2016

7:00 a.m.–8:30 a.m. **Registration/Pick Up Conference Materials** *Conference Registration*

8:15 a.m.–8:45 a.m. **First Time Attendees Meeting** *Maryland B*

9:00 a.m.–10:00 a.m. **Welcome and Opening Remarks** *Salon I & II*

Presenters: **Ruth Ryder**, Acting Director, U.S. Department of Education, Office of Special Education Programs (OSEP); **Renee Bradley**, Deputy Director, Research to Practice Division, OSEP

10:00 a.m.–10:45 a.m. **Keynote Presentation: Building a Culture of Practice for the New Learning Sector** *Salon I & II*

Presenter: **Richard Elmore**, Harvard Graduate School of Education

Session Description: The rising generation of educators will face a vastly changed learning landscape. There will be a major divergence between what we now know as the education sector—the familiar institutional system of schooling—and the fast-growing learning sector, which will operate not by the rules and conventions of institutional governance, but by the emerging demands of digital culture. At the same time, the knowledge base for learning will undergo a major shift away from more traditional behavioral “black box” research, which treats the learner as an organism producing predictable behaviors in response to various interventions, to the neuroscience of learning, which treats the human organism as a complex system of neurologically based patterns that develop in powerful ways over time. These emerging challenges open the door for a new conversation about learning that rewrites conventional understandings of where and how learning occurs, and more importantly, offers the opportunity to define and deepen a strong culture of clinical practice for the new learning sector.

10:45 a.m.–11:15 a.m. **Break**

11:15 a.m.–12:00 p.m. **Project Officer Meetings** *See Project Officer Meeting Agenda*

12:00 p.m.–1:00 p.m. **Break for Lunch (*On Your Own*)**

1:00 p.m.–2:00 p.m. **Poster Session A** *Exhibit Hall B South*

1:00 p.m.–2:00 p.m. **Special Breakout Session: Third Annual Discussions—Speech-Language Pathology** *Delaware AB*

Presenters: **Mary Andrianopoulos**, University of Massachusetts Amherst; **Linda Rosa-Lugo**, University of Central Florida

Session Description: Two OSEP Project Directors will facilitate continued discussions on pressing themes that were identified by Project Directors in

speech-language pathology programs during the 2013 and 2014 Project Directors' Conference. Themes include: successful recruitment-retention, curriculum-teaching expectations, and challenges and rewards of personnel preparation grants in program improvement.

Discussion Questions:

1. What issues are faced by Project Directors in the speech-language pathology related services area with respect to retention, recruitment, and successful training, expectations of grant-related curriculum and teaching requirements, and the successful outcomes and benefits of OSEP Research-to-Practice grants to institutions of higher education and in building capacity in a field with chronic and significant shortages?
2. What evidence-based solutions have OSEP Project Director participants found to be beneficial in addressing these challenges?

Audience: Speech-language pathology, Personnel development

2:00 p.m.–2:15 p.m. **Break**

2:15 p.m.–3:45 p.m. **Large Group Panels**

Updates and Current Issues Related to Multi-Tier Systems of Supports (MTSS) for Academic and Behavioral Difficulties

Maryland ABC

Moderator: Joseph Wehby, Vanderbilt University

Panelists: Rob Horner, National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS Center); Carol Quirk, Schoolwide Integrated Framework for Transition (SWIFT) Center; Allison Gandhi, National Center on Intensive Interventions (NCII); Chris Lemons, NCLII; Brian Megert, Springfield Public Schools, Springfield, OR

The purpose of this session is to provide an overview of the current status regarding the implementation of MTSS in schools today. Issues related to the integration of tiered academic and behavior systems, fidelity of implementation within schools, and impact on student performance will be addressed. Focus will be placed on students with disabilities and students receiving services at Tiers II and III. Specifically, presenters will provide updates regarding current and ongoing research, training, and practice within the field of MTSS. Implications for the incorporation of MTSS with OSEP training programs will be discussed.

Family Engagement: Making Federal Policy Real

Delaware AB

Moderator: Carmen Sánchez, OSEP

Panelists: Harriet Able, University of North Carolina at Chapel Hill; Barbara Boone, Ohio State Personnel Development Grant (SPDG); Micheline Lavalle, Fairfax County Public Schools, Virginia; Courtney Salzer, Region 4 Parent Technical Assistance Center at Wisconsin FACETS

The U.S. Departments of Education and Health and Human Services recently released a joint Policy Statement on Family Engagement: *From the Early Years to the Early Grades*. This joint policy statement provides recommendations for States and local programs on the systematic engagement of families in their children's programs, in order to improve children's development and learning from early childhood through the elementary grades, family well-being, and the programs and systems themselves. In this session, participants will learn about the core components of this policy statement and hear examples of how States, university personnel development programs, parent training and information centers, and localities are systemically embedding family engagement across learning environments to improve outcomes for children with disabilities and their families.

Preparing Culturally and Linguistically Responsive Educators: Rethinking Our Approach to Personnel Development *Virginia ABC*

Moderator: Cathy Kea, North Carolina A&T State University

Panelists: Edwin Achola, California State University, Long Beach; Vivian I. Correa, University of North Carolina at Charlotte; Tonika Duren Green, San Diego State University; Kent McIntosh, University of Oregon

This panel will examine how personnel development programs in special education, early intervention, and related services address issues of educator diversity and equity for students, and incorporate culturally and linguistically responsive practices in their efforts to prepare practitioners who are effective at supporting children with disabilities from historically marginalized families and diverse backgrounds. The panel will focus on evidence-based approaches to personnel development; feature personnel development programs using those strategies and practices and their results; and discuss how we might rethink our approach to personnel development of educators as a field.

RTI Reaches Adolescence: Will It Make It to Adulthood? An Argument for Cautious Optimism *Washington 1 & 2*

Moderator: Renee Bradley, Deputy Director, Research to Practice Division, OSEP

Panelists: Douglas Fuchs, Vanderbilt University; Lynn Fuchs, Vanderbilt University; Rekha Balu, MDRC

For nearly two decades, many teachers, administrators, researchers, and advocates have viewed Response to Intervention (RTI) as a valid method of disability identification, a reliable system of service delivery, or both. A recent U.S. Department of Education-funded multi-State evaluation examined RTI practices implemented in more than 140 schools—the largest study of its kind ever conducted in the U.S. The study found that students in Grades 2 and 3 identified for intervention services, who fell just below the cut score for Tier 1, performed no better on reading tests than students who were not designated for intervention. In Grade 1, students just below the cut score who were identified for intervention performed worse. Three panel members—the lead author of the RTI evaluation and two RTI researchers not connected to the evaluation—will explain the evaluation's methods and results and discuss its implications.

Impactful Low-Incidence Professional Development: Innovative Solutions & Future Directions *Washington 4*

Moderator: Celia Rosenquist, OSEP

Panelists: Deborah Hatton, Vanderbilt University; Marcie Rock, University of North Carolina at Greensboro; Michael Abell, Kentucky SPDG; Lisa Dieker, University of Central Florida; Fred Spooner, University of North Carolina at Charlotte

Over the past decade, there has been increased emphasis on ensuring that students with disabilities receive instruction aligned to State-adopted college- and career-ready standards. Further, in 2014, the Department implemented a revised accountability system known as Results-Driven Accountability (RDA) that has shifted the focus from compliance to improved results for students with disabilities, including those with low-incidence disabilities. In this session, expert panelists discuss effective professional development approaches, by spotlighting unique challenges, offering innovative solutions, exploring holistic teacher- and student-centered evaluation, and raising important questions, to transform existing approaches into those that not only address college- and career-ready standards but also improve college and employment access for students with low-incidence disabilities.

3:45 p.m.–4:00 p.m.	Break	
4:00 p.m.–6:00 p.m.	Program Area Meetings	
	State Personnel Development Grants	<i>Maryland ABC</i>
	Education Technology, Media, and Materials	<i>Virginia ABC</i>
	Technical Assistance and Dissemination	<i>Delaware AB</i>
	Parent Training and Information Centers Program	<i>Hoover</i>
	PROMISE	<i>McKinley</i>
4:00 p.m.–4:45 p.m.	Personnel Development Programs Program Area Meeting	<i>Salon I & II</i>
4:50 p.m.–6:00 p.m.	Personnel Development Programs Discussion Sessions	
	Early Intervention / Early Childhood: Preparing Scholars in the Principles of Assistive Technology to Improve Inclusive Practices	<i>Washington 1 & 2</i>
	Crafting High-Quality Practice-Based Opportunities: A Closer Look at Practice-Based Approaches to Personnel Development	<i>Washington 3</i>
	Using Program Evaluation to Improve Personnel Development Program Outcomes, Demonstrate Impact, and Leverage Resources	<i>Washington 4</i>
	Rethinking Educator Preparation: Embedding Technology in Personnel Development Programs	<i>Washington 5</i>
	It's Time to Get Involved: Aligning State Initiatives—Linking Research, Policy, and Practice with Personnel Development	<i>Washington 6</i>
	Supporting Students with Low Incidence / Significant Cognitive Disabilities: Preparing Scholars in Provision of Access to the General Education Curriculum	<i>Balcony A</i>
	Minority Serving Institutions: Lessons Learned from Program Development and Improvement	<i>Balcony B</i>

Tuesday, August 2, 2016

7:15 a.m.–8:15 a.m.	Early Bird Session: Effective Initiative Alignment at the District Level Presenters: Steve Goodman, Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi); Rob Horner, University of Oregon Session Description: Alignment of district initiatives improves the effectiveness and efficiency of the educational organization in order to produce measured results for students. A team with knowledge and decision-making authority regarding key district initiatives leads the alignment process. Core features of initiatives are aligned and supported through sustainable systems and data-based decision making. During this session, participants will discuss the importance of alignment, as well as steps for aligning initiatives and supporting systems. Audience: SPDG	<i>Maryland A</i>
8:30 a.m.–9:00 a.m.	Welcome and Remarks From OSEP/Office of Special Education and Rehabilitative Services (OSERS) Presenter: Sue Swenson, Acting Assistant Secretary, OSERS	<i>Salon I & II</i>
9:00 a.m.–10:15 a.m.	Keynote Presentation Presenter: Phil Strain, University of Colorado Denver This presentation will provide an overview of specific research and development efforts conducted by Dr. Strain and colleagues to: a) ameliorate severe challenging behavior in young children via parent-mediated intervention and b) improve the overall developmental outcomes for young children with autism and their families. Service delivery, professional development and research lessons learned will be shared. Finally, the suggestion will be made that Special Education research and the field in general is best served when there is direct and reciprocal influence between research, service delivery, training and technical assistance and model development.	<i>Salon I & II</i>
10:15 a.m.–10:30 a.m.	Break	
10:30 a.m.–12:00 p.m.	Large Group Panel Sessions Capacity Building: Drafting an Evaluation Blueprint Moderator: Jennifer Gonzales, Arkansas Department of Education Panelists: Sarah Heinemeier, Compass Evaluation and Research; Gretta Hylton, Kentucky Department of Education; Rob Horner, PBIS Center; Brian Megert, Springfield Public Schools, Springfield, OR In this session, staff from the IDEA Data Center (IDC) and the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) will describe their work in building capacity for and assessing State and district implementation of early intervention and special education practices. They will also discuss how they have gone about evaluating the work of building capacity in selected sites. Their presentation will provide perspectives on questions such as: What does it mean to build capacity? What does it mean to evaluate capacity? In what ways can the evaluation data be used to inform or improve both the project and services to infants, toddlers, children, and youth with disabilities? Each project presentation will be followed by a State or district professional from a selected site discussing the opportunities and challenges experienced in building and evaluating capacity and the valuable lessons learned.	<i>Maryland ABC</i>