

## Tuesday, August 2, 2016

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7:15 a.m.–8:15 a.m.	<b>Early Bird Session: Effective Initiative Alignment at the District Level</b> <b>Presenters:</b> Steve Goodman, Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi); Rob Horner, University of Oregon <b>Session Description:</b> 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. <b>Audience:</b> SPDG	<i>Maryland A</i>
8:30 a.m.–9:00 a.m.	<b>Welcome and Remarks From OSEP/Office of Special Education and Rehabilitative Services (OSERS)</b> <b>Presenter:</b> Sue Swenson, Acting Assistant Secretary, OSERS	<i>Salon I &amp; II</i>
9:00 a.m.–10:15 a.m.	<b>Keynote Presentation</b> <b>Presenter:</b> 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 &amp; II</i>
10:15 a.m.–10:30 a.m.	<b>Break</b>	
10:30 a.m.–12:00 p.m.	<b>Large Group Panel Sessions</b> <b>Capacity Building: Drafting an Evaluation Blueprint</b> <b>Moderator:</b> Jennifer Gonzales, Arkansas Department of Education <b>Panelists:</b> 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>

**Complex and Multifaceted: Pursuing Equity in Education**

*Delaware AB*

**Moderator:** Cathy Kea, North Carolina Agricultural & Technical State University

**Panelists:** Wanda Blanchett, Rutgers University; Jody Fields, University of Arkansas-Little Rock; Donna Ford, Vanderbilt University; Kent McIntosh, University of Oregon; Alba Ortiz, The University of Texas at Austin

This panel will examine issues of inequitable access and the impact of racism and bias in the current American educational system on racially, ethnically, and linguistically diverse students. Equity in education solutions will be shared through model programs, policies, and practices that seek to close instructional and achievement gaps in diverse schools and districts. Implications for educational practice, research and effective policies will be discussed.

**Supporting SEAs and LEAs in Leveraging the Every Student Succeeds Act (ESSA) to Improve Outcomes for Children With Disabilities**

*Virginia ABC*

**Moderator:** Johnny Collett, Council of Chief State School Officers (CCSSO)

**Panelists:** Ruth Ryder, OSEP; Rorie Fitzpatrick, National Center for Systemic Improvement (NCSI); Peter Zamora, CCSSO; Tie Hodak, Tennessee Department of Education

This session will include a general overview and context of ESSA, specifically focusing on some of the major provisions and their implications for children with disabilities. The session will also highlight how the CCSSO and the OSEP-funded NCSI are supporting States in transitioning to ESSA. Finally, the session will feature Tennessee and how the State is positioning its work in improving outcomes for children with disabilities within its broader State improvement efforts.

**Lessons Learned From PROMISE: A National Research Effort to Improve Education and Employment Outcomes for Youth With Disabilities Living in Poverty**

*Washington  
1 & 2*

**Moderator:** Jade Gingerich, Maryland PROMISE

**Panelists:** Carol Ruddell, ASPIRE/PROMISE; Candy Deal, Maryland PROMISE; Natalie McQueen, New York State PROMISE; Brent Williams, Arkansas PROMISE; Meredith Dressel, Wisconsin PROMISE

The Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) Model Demonstration Projects (MDPs) will highlight evidence-based interventions designed to improve education and post-school outcomes for youth with disabilities. Tools and lessons learned that can be used by a broad cross section of OSEP grantees will be shared on core topics such as systems coordination, parent engagement, direct services, employer perceptions, and transition planning. The diverse panel is composed of a parent, a direct service provider, an employer, and a State agency representative. The discussion will cover the interventions' potential to facilitate systems change in regions and/or States.

**Social Marketing in the Digital Age**

*Washington 5*

**Moderator:** Charlotte Stein, OSEP

**Panelists:** Alicia Eberl-Lefko, American Institutes for Research (AIR); Clem Coulston, National Association of School Psychologists; Brad Turner, Benetech; Mary Schuh, SWIFT Center

In this session, staff from several OSEP-funded projects will describe how they are using digital and social media to support the social marketing of project

activities and outcomes. These projects will highlight strategies for tailoring messages to audiences, identifying appropriate tools for reaching particular audiences, using social media to improve services and outreach, and measuring success using analytic tools. Each project will highlight the data collection process they have created to measure success. The session will focus on additional strategies that go beyond the basics of everyday social media use, as well as solutions to challenges such as accessibility and limited resources, in the ever-changing realm of technology.

<b>12:00 p.m.–1:00 p.m.</b>	<b>Break for Lunch (<i>On Your Own</i>)</b>	
<b>1:00 p.m.–2:00 p.m.</b>	<b>Poster Session B</b>	<i>Salon I &amp; II</i>
<b>1:00 p.m.–2:00 p.m.</b>	<b>Technical Assistance on State Data Collection Program Area Meeting</b>	<i>Maryland A</i>
<b>2:00 p.m.–3:00 p.m.</b>	<b>Small Breakout Sessions</b>	

**Diversifying Doctoral-Level Cohorts** *Maryland A*

**Presenters:** **Joy Banks**, Bowie State University; **Tonika Duran Green**, San Diego State University

**Session Description:** The need for highly competent leadership personnel with doctoral-level qualifications to fill special education leadership positions has reached an “imbalance of historic proportion.” Moreover, there is a need for doctoral-level personnel who can generate new knowledge, implement evidence-based instruction, and lead teachers, who in turn can meet the needs of a culturally and linguistically diverse (CLD) student population and their families. To accomplish these objectives, it is critical to identify and admit diverse, high-quality applicants into rigorous doctoral-level programs. This session will discuss non-traditional routes to identifying and admitting diverse doctoral applicants who are committed to advancing the educational outcomes for CLD students with exceptional learning needs.

**Discussion Questions:**

1. How can the interview process be expanded to assess applicants’ multiple strengths?
2. How can an expanded application process be used to diversify personnel in the special education profession?

**Audience: Personnel Development**

**A Success Gaps Tool Kit for Schools and Districts**

*Maryland B*

**Presenters:** Tom Munk, IDEA Data Center; Julie Bollmer, IDEA Data Center (IDC); Nancy O'Hara, University of Kentucky

**Session Description:** Many schools and districts have been identified as low performing or disproportionate because of disparities between subgroups on a variety of success measures. Others are proactively trying to address identified success gaps. Presenters will demonstrate a success gaps tool kit that can help schools and districts (1) prepare all of their students for success in college and careers by addressing success gaps, (2) collect and use quantitative and qualitative data for the purpose of root-cause analysis of those success gaps, and (3) focus attention on those root causes for the benefit of children in the lowest performing subgroups.

**Discussion Questions:**

1. What have you found to be effective in addressing success gaps, finding root causes, and developing data-based improvement plans?
2. How would these materials need to be adapted to fit the context of your State or locality?

**Audiences:** TA&D, Data

**Building Capacity and Sustainability for the Implementation of a Statewide, Student-Led IEP Initiative**

*Maryland C*

**Presenters:** K. Elise James, Georgia Department of Education; Julia Causey, Georgia Department of Technical and Adult Education; Debbie Currere, Georgia Department of Education; Pam Kirkpatrick, North Georgia Learning Resource System (GLRS); Jenny McClintic, Houston County School District, Georgia

**Session Description:** This session will focus on how the Georgia Department of Education built capacity and sustainability for the implementation of its statewide, student-led individualized education program (IEP) initiative in order to prepare students with disabilities for success in college and career. Over the past six years, the State has expanded implementation by harnessing resources around the State through the 17 GLRSs and the accompanying psychoeducational centers. Presenters will discuss the State, regional, and district-level efforts to build capacity, and the mechanisms put in place for data collection, monitoring fidelity, and evaluation.

**Discussion Questions:**

1. What constructs are necessary to build capacity and sustainability for the implementation of a statewide, student-led IEP initiative?
2. How are data collection, fidelity monitoring tools, and evaluation used to design professional learning and provide tiered technical assistance (TA) at regional and district levels?
3. How is technology used to provide statewide TA and training?

**Audience:** SPDG

**Collecting Meaningful Outcome Data on Graduates**

*Virginia A*

**Presenters:** Laura Hall, San Diego State University (SDSU); Cynthia E. Pearl, University of Central Florida (UCF)

**Session Description:** This session aims to stimulate discussion around the identification of meaningful and practical methods and measures for obtaining information from program graduates. Outcome data collected post-graduation

from two university programs (SDSU and UCF) that focus on preparing educators working with individuals with autism spectrum disorder (ASD) will be shared.

**Discussion Questions:**

1. What strategies have been implemented successfully to maintain contact with graduates and collect follow-up data?
2. What designs and measures are practical for university programs to implement and yield data that are of interest to the field?
3. What creative methods have been used by Project Directors to identify resources to support the collection of follow-up data (a) as part of the grant budget, and (b) after grant funding ends?

**Audience:** Personnel Development

**Implementing Multi-Level Evaluation to Improve Intensive Intervention: *Virginia B***  
**What Did We Learn?**

**Presenters:** Allison Gandhi, American Institutes for Research (AIR); Teri Marx, AIR; Laura Kuchle, AIR; Chris Lemons, Vanderbilt University; Joe Webby, Vanderbilt University

**Session Description:** During this session, panelists from the National Center on Intensive Intervention (NCII) will discuss the Center's multi-pronged approach to evaluating its technical assistance (TA) and implementation of intensive intervention. Panelists will summarize the Center's approach to TA and intervention, and they will discuss learning from various components of the evaluation, including formative and summative efforts. They will also discuss themes observed from a series of interviews with teams from intensive TA sites.

**Discussion Questions:**

1. What critical outcomes should TA Centers evaluate? How do we create feasible methods to collect these data?
2. How should TA Center staff think about integrating formative and summative evaluation efforts into their planning? What are the implications for TA?

**Audience:** TA&D

**Equity Matters: Students With Disabilities Online**

*Virginia C*

**Presenters:** Skip Stahl, CAST; Jamie Basham, University of Kansas; Tracey Hall, CAST; Sean Smith, University of Kansas

**Session Description:** The Center on Online Learning and Students with Disabilities will review the benefits and challenges facing educators, parents, students, and vendors in full-time virtual, blended, and supplemental online courses, relative to the six principles of the IDEA. Stakeholder forums, site research, and a State scan will provide a national overview of emerging practices.

**Discussion Questions:**

1. Should States offer or require certification or endorsements in online teaching, since all stakeholders generally agree that the knowledge and skills—both technological and pedagogical—necessary for success differ dramatically from the skills and knowledge required in brick-and-mortar settings?
2. Should individualized education programs (IEPs) and Section 504 plans developed for brick-and-mortar settings be revisited (and likely revised) once a student enrolls in online learning?

3. Parents of students with disabilities who are being educated in full-time virtual settings spend more time supporting their students in day-to-day online learning than parents of students with disabilities in blended or supplemental settings. What provisions are necessary for these parents, given that few report having expertise in providing special education services?

**Audience:** TA&D

### **Graduation Policies for Students With Disabilities**

*Delaware A*

**Presenters:** **Sheryl Lazarus**, National Center on Educational Outcomes (NCEO); **Martha Thurlow**, NCEO

**Session Description:** This session will present the findings of national policy analyses focused on State graduation requirements and options for students with disabilities, including students who participate in general assessments and those who participate in alternate assessments. It will include an overview of what the Every Student Succeeds Act (ESSA) says about alternate diplomas.

#### **Discussion Questions:**

1. How can States ensure that students with disabilities are appropriately included in graduation policies?
2. How can States work with districts when district policies seem to contradict State policies to some degree?
3. What else needs to happen to successfully include students with disabilities in graduation policies?

**Audience:** TA&D

### **Maximizing Collaboration for Deaf-Blind Learners**

*Delaware B*

**Presenters:** **Nancy Steele**, National Center on Deaf-Blindness (NCDB); **Rose Moehring**, University of South Dakota; **Sheri Nelson**, North Dakota Dual Sensory Project; **Linda McDowell**, NCDB

**Session Description:** The Open Hands, Open Access modules are a participatory, multi-media product created by and for the community with OSEP's support. Through intensive collaboration and planning, State project partners (with input from the NCDB) have been contextualizing this product to support personnel development needs.

#### **Discussion Questions:**

1. Meeting the needs of learners who live in rural settings can be an enormous challenge for technical assistance (TA) providers. In what ways can TA projects use technology to connect families to needed support and training?
2. In what ways can TA projects use technology to connect service providers to needed support and training?

**Audiences:** TA&D, Deaf-blind

### **How to Talk to Children: Inadvertent Impairments**

*Washington  
1 & 2*

**Presenter:** **Ray Hull**, Wichita State University

**Session Description:** A lack of understanding of the neurologic/language-processing capacity and limitations of young school-age children's central nervous systems can inadvertently lead teachers and parents to assume children have auditory language processing impairments, when in fact, they do not. The reason? The child's central auditory system may be expected to perform beyond what can realistically be expected.

**Discussion Questions:**

1. What can teachers and parents do to enhance young children’s ability to understand adult speech in the classroom and at home, and thus enhance their potential for learning?
2. How can normal adult speech (speed and clarity of utterance of a typical teacher and/or parent) enhance and/or impede a young child’s ability to process and interpret what teachers and parents say?

**Audience:** Early Childhood

**Training Personnel Using Autism Online Evidence-Based Practice (EBP) Modules** *Washington 3*

**Presenters:** **Samuel Odom**, Frank Porter Graham (FPG) Child Development Institute; **Ann Sam**, FPG Child Development Institute; **Ann Cox**, FPG Child Development Institute

**Session Description:** The increased prevalence of autism spectrum disorder (ASD) has created a national need for preparing current and future teachers to implement EBPs that support the learning of students with ASD. Teachers struggle with implementing EBPs for students with ASD with fidelity. This presentation will describe the development of Autism Focused Intervention Resources and Modules (AFIRM) and discuss how they are being used by personnel development and professional development programs. AFIRM bridges the research-to-practice gap by providing detailed information on how to plan for, use, and monitor the use of focused interventions supported by research.

**Discussion Questions:**

1. How does the AFIRM framework and integration of content and learning activities support practitioners’ knowledge and use of EBPs?
2. How can personnel development and professional development programs use AFIRM to support the development of effective teachers?

**Audience:** Personnel Development

**Differentiated Pathways for the Colorado Reading to Ensure Academic Development (READ) Act** *Washington 4*

**Presenters:** **Tanni Anthony**, Colorado Department of Education; **Gina Herrera**, Colorado Department of Human Services

**Session Description:** Over 35 States have “Read By Third Grade” legislation that requires schools to identify struggling readers. Most K–3 students with disabilities (but not all) can be screened with allowable accommodations on identified screening tools. Students with blindness, deafness, and/or significant cognitive challenges require different measures to understand their literacy abilities and instructional needs. Colorado has defined three differentiated pathways to meet this State requirement and ensure that instructional literacy opportunities are truly accessible for every K–3 child. Information will be shared about the process and products of the three differentiated pathways, which now include a screening framework specifically for children with significant cognitive disabilities.

**Discussion Questions:**

1. Does your State have “Read By Third Grade” legislation or a similar State initiative?
2. Are all K–3 students with disabilities in your State screened to determine their reading abilities and need for specially designed literacy instruction?

3. What does your State need to ensure that all students with disabilities can be screened accurately for reading challenges, including learners with significant cognitive disabilities?

**Audiences:** TA&D, Low Incidence

**Pathways to Leadership for Administrators of Special Education**

*Washington 5*

**Presenters:** Mary Lynn Boscardin, University of Massachusetts, Amherst;  
David Messing, University of Massachusetts, Amherst

**Session Description:** This session presents a retrospective analysis of four OSEP leadership personnel development grants: (1) Linkages, (2) Crossroads, (3) EXCELSIOR, and (4) Pathways. Over a period of 18 years, these four grants have had a significant impact on the supply of highly effective administrators and leaders in special education, who fill positions in institutions of higher education (IHEs) and local, State, and Federal education and government agency positions. Using the information gathered, project elements that have withstood the test of time will be examined in light of changes in national policy and advances in research. Recommendations will be made for future directions.

**Discussion Questions:**

1. How has the research focus on the field of special education administration and leadership shifted over the past two decades?
2. How have changes in State and Federal policies influenced the research and training of special education administrators and leaders?

**Audience:** Personnel Development

**Virtual Reality for Teacher Preparation: Demo**

*Balcony A*

**Presenters:** Lisa Dieker, University of Central Florida; Taylor Bousfield, University of Central Florida

**Session Description:** The number of students with disabilities included in general education classrooms for more than 80 percent of the day has increased from 33 percent to 61 percent. Teacher preparation programs are not adequately preparing general education teachers to teach students with disabilities; the programs need to be updated to reflect this shift. In this session we will demonstrate TeachLivE, an auxiliary support that enhances preservice training through a mixed-reality, avatar-based simulation environment. This program lets users engage in virtual rehearsal of a targeted skill or domain without placing “real” students or peers at risk during the learning process. Research has shown that four 10-minute sessions in TeachLivE can begin to change one behavior of teachers, and that this change is taken back to the classroom.

**Discussion Questions:**

1. How do you see use of avatar, game-based, or computer simulations being used in your training program?
2. What skills do teachers need that might be appropriate for simulation?
3. What do you see as the future of technology in teacher preparation?

**Audiences:** Personnel Development, Education Technology, Media, & Materials

**Decision-Making of Response to Intervention (RTI) Teams**

*Balcony B*

**Presenters:** Kathleen Marshall, University of South Carolina; Scott Thur, University of South Carolina

**Session Description:** This session will highlight the results from a study measuring decision making in RTI teams through the RTI Team Decision-Making Questionnaire. This questionnaire, which was developed to measure factors that influence RTI school and district personnel, will be summarized to highlight the perceptions, involvement, and roles in RTI decision making.

**Discussion Questions:**

1. In what ways do the data presented in this breakout session help to explain how and why the decisions that are made impact a school and district's RTI model?
2. How are certain types of RTI decisions related to a team member's position and school level, and what are some targeted and constructive practices schools and districts can implement as a result?
3. Does an RTI team member's role on their team influence their decision making, and how does that affect the purpose and effectiveness of the RTI process?

**Audience:** Personnel Development

3:00 p.m.–3:30 p.m.

**Break**

3:30 p.m.–5:00 p.m.

**Large Group Panel Sessions**

**From Universal Design for Learning (UDL) to UDIO: New policies, technologies, and practices for literacy learning in the era of ESSA**

*Maryland ABC*

**Moderator:** David Rose, CAST

**Panelists:** Samantha Daley, Center for Applied Special Technology (CAST); Helen Moskowitz, TechBoston Academy

The recently passed Every Student Succeeds Act (ESSA) recommends the adoption of UDL principles and practices within six sections of the legislation. In this session we will focus on examining the implications of one section of ESSA in particular—the recommendation to apply UDL principles in literacy instruction. We will use this focus to explore the promise and challenges of applying UDL principles, and will demonstrate a new UDL-inspired literacy platform called UDIO. UDIO has been developed (and is now in large-scale efficacy trials) for use in middle schools by the Center on Emerging Technologies, supported by OSEP. Through this example, we hope to examine the changing roles of technology, disability, and UDL in regular education policies and practices.

**What's Coming Down the Pike: A Policy, Funding, and Futures Discussion** *Delaware AB*

**Moderator:** Renee Bradley, OSEP

**Panelists:** Deborah Ziegler, Council for Exceptional Children; Sharon Walsh, IDEA Infant and Toddler Coordinators Association and Division for Early Childhood of the Council for Exceptional Children (DEC); Jane West, Education Policy Consultant; Lindsay Jones, National Center for Learning Disabilities (NCLD)

This session will feature four of the most knowledgeable experts on special education policy. The panelists will share their organizations' and their own perspectives about the current policy decisions being debated and made on Capitol Hill that affect children with disabilities. They will also share their insights about future funding and reauthorization issues.

**Life Lessons Learned: Young Adults Reflect on Their Educational and Life Experiences** *Virginia ABC*

**Moderator: Greg Knollman**, OSEP

**Panelists: Patrick Young**, East Carolina University; **George Stern**, Texas Tech University; **Madison Essig**, Washington, D.C.; **Kamal Williams**, Baltimore, M.D.

Featuring young adults, this session will be an excellent resource for professionals preparing preservice teachers and doctoral scholars as well as Federal, State, and local leaders who are passionate about orienting educational systems toward the needs of youth and families getting ready for the transition to post-school life. Attendees will have an opportunity to hear from a diverse panel of self-advocates who will talk about the successes and the challenges they have experienced in navigating school, employment, and community life. Additional topics for discussion include self-determination, preparing for postsecondary education and employment, access to housing and transportation, and community living.

**Moving From Initiative Overload to Maximum Impact: Supporting and Advancing a Shared Vision Across Improvement Efforts**

*Washington  
1 & 2*

**Moderator: Lynn Holdheide**, American Institutes for Research

**Panelists: Kerry Haag**, Kansas Department of Education; **Amy Gaumer Erickson**, University of Kansas; **Jana Roborough**, National Center on Systemic Improvement (NCSI); **Johnny Collett**, CCSSO

Lack of alignment has led to initiative overload and marginal impact, resulting in initiatives falling into the black hole of the tried and forgotten. Aligning initiatives through the opportunities created within the ESSA creates the potential for broader reach, efficiency, and movement toward improved student outcomes. Through explicit examples, this session will leave participants with potential action steps they can take to facilitate alignment across State improvement efforts (e.g., State Systemic Improvement Plans (SSIPs), equity plans, State Personnel Development Grants (SPDGs), School Improvement Plans). Participants will learn about strategies to engage in a collaborative process that fully engages partners and identifies roles, responsibilities, and activities that mutually support a shared vision and that increase trust, teamwork, and coordination among partners.

**Federal Policy Statement on Inclusion of Children With Disabilities in Early Childhood Programs: Implications for Personnel Development**

*Washington 5*

**Moderator: Tracie Dickson**, OSEP

**Panelists: Mary Beth Bruder**, University of Connecticut; **Mary McLean**, University of Florida; **Megan Vinh**, Early Childhood Technical Assistance (ECTA) Center; **Laurie Dinnebeil**, University of Toledo

In 2015, the U.S. Departments of Education and Health and Human Services jointly released the Policy Statement on Inclusion of Children With Disabilities in Early Childhood Programs. The policy provides recommendations to States, local educational agencies, schools, and public and private early childhood programs for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs. The purpose of this session is to discuss how to prepare scholars to work in high-quality inclusive programs by following the recommendations in the policy statement, aligning curriculum to national professional organization standards, and teaching Division of Early Childhood Recommended Practices.