2017 OSEP Leadership Conference Poster Agenda

State Showcase: Monday, July 17, 1:15–2:15 p.m. ET, Skyview Room
Technical Assistance Resources: Tuesday, July 18, 1:00–2:00 p.m. ET, Arlington Ballroom, Salons III and IV

Technical Assistance Resources: Tuesday, July 18

UDL: Inclusive, Transparent, Collaborative, Voluntary, and Verifiable — Table 1

Presenter: William (Skip) Stahl, CAST

Description: The inclusion of universal design for learning (UDL) in the Every Student Succeeds Act has accelerated interest within State educational agencies (SEAs) and local educational agencies (LEAs) and among curriculum developers and researchers. This poster session will explore the voluntary national initiative that is under way to ensure that emerging policies, practices, and products are demonstrably inclusive of all learners.

Formative and Interim Assessments to Improve Instruction and Outcomes — Table 2

Presenters: Kathy Strunk and Sheryl Lazarus, University of Minnesota

Description: This poster session explores the role that formative and interim assessments may play in improving student learning in a standards-based system. This poster session will focus on strategies States can use when providing technical assistance to districts on how to identify and use the "best" assessments for specific purposes.

A School-Based Tool to Track Students' Transition-Related Activities — Table 3

Presenters: Matthew Klare, University of North Carolina at Charlotte; Cynthia VanAvery, Northern Rhode Island Collaborative

Description: This poster session will introduce a new Excel-based tool from the National Technical Assistance Center on Transition (NTACT) for schools to use in tracking the presence of identified predictor of post-school success in the services and supports provided to their students. The tool generates individual student-level reports as well as reports that summarize the data for all students in a school.

Early Childhood Inclusion: Resources to Build Your Tool Kit — Table 4

Presenters: Debbie Cate and Mary Peters, University of North Carolina at Chapel Hill

Description: This poster session will focus on resources that support high-quality inclusion organized around the U.S. Department of Health and Human Services Education Policy

Statement on Inclusion. High-quality inclusion, which benefits all children, addresses the access, participation, and supports needed for each young child with disabilities to be meaningfully included in programs and activities with their peers.

Including IFSP Information in Your Part C Data System (Online Tool) Table 5

Presenter: Robin Nelson, DaSy Center

Description: Are you looking to develop a new Part C data system or planning data system enhancements? Do you want to include individualized family services plan (IFSP) data in the new or enhanced system? If so, the DaSy Center has an online tool for you! In this poster session, attendees will have the opportunity to use the tool to explore features and functions of data systems as they relate to the collection and reporting of IFSP data, including State examples. DaSy Center staff will be available to discuss the tool's contents and intended uses and to answer questions.

Communication and Conflict Resolution Online Learning Series Table 6

Presenters: Kelly Rauscher and Aimee Walsh, Direction Services

Description: Attendees will have an opportunity to view and learn about two communication and conflict-resolution online learning series. One series is for parents and educators, and the other is specifically for students preparing to take a more active role in their educational planning. These self-directed, accessible, and interactive modules include foundational topics such as communication, collaborative problem solving, listening for understanding, interest-based negotiations, and preparing for and participating in individualized education program (IEP) meetings.

Navigating the ECIDS World Table 7

Presenters: Missy Coffey and Jeff Sellers, AEM Corporation; Jill Singer, North Carolina Department of Health and Human Services

Description: Many States are building an Early Childhood Integrated Data System (ECIDS) so that they can answer questions about the number, characteristics, and outcomes of children who are served in multiple programs. But what does it mean to provide your program's data to an ECIDS? What should you expect? What questions should you be asking? Come and find out how to be prepared to navigate the ECIDS world.

Agile Development and Design in Developing Resources in Science Notebook Table 8

Presenters: Kim Ducharme and Tracey Hall, CAST; Karen Harris, Arizona State University

Description: Every detail in the digital environment is important. In addition to using resources from research literature and hosts of information on aspects of user interface, experience, and design, the end user is an essential player in the design and development of a digital instructional tool. This poster session will illustrate how teachers and their students were essential members,

with CAST and Arizona State University partners, in the co-design process used in creating supports, professional development, professional learning communities, and resources for teachers when using the universally designed *Science Notebook*.

Improving Family Engagement Partnerships and Practices — Table 9

Presenters: Sherry Franklin, University of North Carolina at Chapel Hill; Abraham Rivera-Alvarado, Puerto Rico Department of Health; Aileen McKenna, Connecticut Office of Early Childhood

Description: This poster session will highlight lessons learned from the recent Early Childhood Technical Assistance Center (ECTA)/DaSy Center webinar series on *Engaging Families and Creating Trusting Partnerships to Improve Child and Family Outcomes*. Two Part C State panelists will share specific aspects of their State Systemic Improvement Plans (SSIPs) related to improvements in family engagement and family outcomes and how these activities are connected to effective family engagement partnerships and practices.

CEEDAR Professional Development Resources for Evidence-Based Practices — Table 10

Presenters: Lauren Artzi and Danielle Shaw, American Institutes for Research

Description: Staff from the Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR Center) will provide an overview of evidence-based practice resources from the CEEDAR Center. Resources include knowledge papers; a document that outlines opportunities for practice; professional development modules called *Course Enhancement Modules*; and Innovation Configurations, which are research syntheses of evidence-based practices for school learning and behavior across a range of content areas.

Scholar Perspectives of Personnel Preparation in EI/ECSE — Table 11

Presenters: Cynthia Baughan, University of North Carolina at Charlotte

Description: Project faculty will share perspectives and experiences across three cohorts of scholars enrolled in Project ECSEL, a personnel preparation program in early intervention (EI)/early childhood special education (ECSE). This poster session will highlight perspectives and experiences that relate to the community-of-practice cohort model, advocacy and leadership opportunities, and the development of research projects..

Building and Sustaining High-Quality State Data Systems — Table 12

Presenter: Donna Spiker, SRI International

Description: There is increasing recognition of the importance of program accountability and the centrality of good data to meaningful accountability. This poster presentation will describe the DaSy Data System Framework, one component of the ECTA System Framework. Descriptions of the purpose, development process, and structure of the Data System Framework will be

included. This poster session also will describe the latest tools and resources as well as examples of how States are using these tools to drive systemic change and improve outcomes for young children and their families.

Data Governance Tool Kit: One Stop for Creating or Reviewing Policies
Table 13

Presenters: Gary Harmon, University of North Carolina at Chapel Hill; Sharon Walsh, Walsh Taylor Incorporated

*Description***:** Do you know where your written policies are for a data breach or for considering changes to your data system? Do you have formal procedures for processing data requests or for how to report your data to the public? Whether you need to develop or review data governance policies for your program, the DaSy Data Governance Tool Kit will help!

Your Data's Story: Using Critical Questions for EC Program Improvement
Table 14

Presenters: Laura Hudson, SRI International; Gary Harmon, University of North Carolina at Chapel Hill

*Description***:** High-quality data systems provide information needed to address important questions about early intervention and early childhood special education. In this poster session, presenters will discuss how States can use data to answer important questions and communicate effectively with stakeholders. In addition, presenters will provide an overview of DaSy's Critical Questions resources and will introduce the newly released Critical Questions Data Analysis Plans.

A Systems Approach to Scholar and Project Assessment
Table 15

Presenter: Hsuying Ward, University of Texas, Rio Grande Valley

*Description***:** The nature of a personnel training grant involves multi-faceted, interrelated collaboration and coordination. This presentation proposes a systems and design-thinking approach in the planning and implementation of a grant personnel training project. This poster session will share how the Border SPICES project uses a systems and design-thinking approach to develop and implement tasks to achieve project goals.

Examining Professional Development Practices in Secondary Transition
Table 16

Presenter: David Test, University of North Carolina, Charlotte

*Description***:** Professional development is essential to promote evidence-based practices and predictors of success and is an emerging area of focus in secondary transition. This poster session will share findings from an annotated bibliography and systematic literature review of

transition-focused professional development. Presenters also will present professional development providers with information about how to design effective professional development.

Qualified Personnel for Low-Incidence Children: Focus on Deaf-Blindness   Table 17

Presenter: Linda McDowell, National Center on Deaf-Blindness

*Description***:** The difficulty of serving children with low-incidence disabilities (particularly deaf-blindness) has always included the challenge of training and supporting qualified personnel. National and State opportunities are available for building teacher and intervener knowledge and skills necessary for successful learning for children who are deaf-blind. Support networks for teachers and interveners exist, along with suggested service delivery models that offer solutions for Part B and Part C agencies.

Synthesizing Evidence in Support of the DEC Recommended Practices   Table 18

Presenters: Patricia Snyder and Mary McLean, University of Florida; Carol Trivette, East Tennessee State University

*Description***:** An evidence synthesis group operating under the auspices of the Division for Early Childhood (DEC) Recommended Practices Commission, with assistance from DEC and the Early Childhood Technical Assistance Center (ECTA), is identifying and synthesizing evidence in support of the DEC Recommended Practices. This poster session will describe the activities being conducted by the evidence synthesis group. Presenters will discuss the importance of these activities for the DEC Recommended Practices and for the implementation of the practices in the field.

From Practices to Action: Online Modules to Implement DEC Recommended Practices   Table 19

Presenters: Megan Vinh and Chih-Ing Lim, University of North Carolina at Chapel Hill; Mary McLean, University of Florida

*Description***:** Come and learn about the new Early Childhood Recommended Practices Modules. These free, online modules support preservice and inservice practitioners in understanding and using the DEC Recommended Practices with young children (ages birth to 5) and their families. This poster session will focus on presenting an introduction to the modules and allowing participants opportunities to interact with and use the modules.

A Changing Visage: Deaf Students With Additional Disabilities   Table 20

Presenter: Millicent Musyoka, Lamar University

Description: The population of deaf students is changing, with more students identified with additional disabilities. How can we support teachers to develop knowledge and skills to attend to the educational needs of these students irrespective of their educational placement? This poster session focuses on how A Changing Visage, a 2016 OSEP grant, addresses this need.

Building Effective Systems to Implement Recommended Practices   Table 21

Presenter: Christina Kasprzak, University of North Carolina at Chapel Hill

Description: What now? Sustaining change requires the right amount of strategy, action, and support. During this interactive poster session, the presenter will share ideas, lessons learned, and key strategies for supporting and sustaining the changes that States have been working toward.

Navigating Across the Education System: Data-Based Lessons   Table 22

Presenters: Caryn Ward and Dale Cusumano, University of North Carolina at Chapel Hill

Description: Building general and specific capacity across an organization relies on data to identify avenues to maximize impact and sustain innovations. For the past several years, SEAs have engaged in a systematic process of building effective systems through their State Systemic Improvement Plan (SSIP) implementation. This poster session will share data and lessons learned.

Coaching as the Facilitator of Effective Practices in Schools   Table 23

Presenters: Dale Cusumano and Caryn Ward, University of North Carolina at Chapel Hill

Description: K–12 systems are empowered to change the course of student learning by offering high-quality training and, most importantly, coaching to support the transfer of research-based practices to everyday use in classrooms. Notably, coaching bridges the gap between research-based and teacher-used skills and facilitates the use of practices with fidelity. This poster session follows an example of effective coaching, from initial learning to use with fidelity, across settings and conditions.

Analyzing and Using Your SSIP Evaluation Data: A Team Meeting Protocol   Table 24

Presenter: Tamara Nimkoff, Westat

Description: This poster presentation describes a protocol that State educational agency (SEA) teams can use to guide conversation while analyzing State Systemic Improvement Plan (SSIP) evaluation data. This poster session will introduce participants to the protocol, provide one or more examples of the use of the protocol in practice from SEA peers, and encourage participants to consider the potential use of a data analysis protocol in their own State efforts to use data for program improvement.

IDEA 618 Data Processes Tool Kits: A Foundation for High-Quality Data — Table 25

Presenters: Susan Davis and Sarah Walters, Westat

Description: This poster session focuses on the importance of well-managed processes for data collection, analysis, and reporting and how documenting data processes can lead to a culture of high-quality data in a State. Staff from the IDEA Data Center (IDC) will present an overview of the Part B and Part C IDEA Section 618 Data Processes Tool Kits, and participants will learn about the many benefits States have experienced in undertaking documentation of data processes.

Framework for a System to Support High-Quality IDEA Part B Data — Table 26

Presenters: Tom Fiore and Jeanna Mullins, IDC; Bill Huennekens, AEM Corporation

Description: This poster session will present the IDC Part B Data System Framework, which provides a coherent approach for States wishing to develop or enhance effective data systems that will result in high-quality data. The framework's seven interrelated components, and an accompanying self-assessment, are designed to support a State's critical examination of a single area of its data system or its entire system.

Center for the Integration of IDEA Data and the Generate Tool — Table 27

Presenters: Bill Huennekens and Anna Mark, AEM Corporation

Description: Is there a way to manage special education data within the State Longitudinal Data System (SLDS) to make ED*Facts* reporting easier? The Center for the Integration of IDEA Data (CIID) will share how States can realize benefits in sustainability and efficiency by management and integration of IDEA Part B Section 616 and 618 data. Visit this poster session to learn how your State can work with CIID to complete Federal data reporting more efficiently with the use of its free tool, Generate, and have higher quality IDEA data to inform decision making for students with disabilities.

Navigating Implementation Barriers: Learn From NCII's Lessons Learned — Table 28

Presenters: Nick Croninger and Matt Weingarten, American Institutes for Research

Description: This presentation details lessons learned from the work of the National Center on Intensive Intervention's (NCII's) technical assistance across four States during the past five years. Successes, challenges, and key findings of NCII will be discussed. Implications for State-level administrators who are implementing special education initiatives will also be highlighted.

NCII: A One-Stop Shop — Table 29

Presenter: Matt Weingarten and Nick Croninger, American Institutes for Research

*Description***:** Whether you are supporting interventionists working directly with students or you are a State-level administrator supporting statewide special education initiatives, the National Center on Intensive Intervention (NCII) has the tools and resources you need. This poster session will familiarize attendees with freely available tools and resources to support the implementation of intensive intervention and special education initiatives, including NCII's Training Series, Data Meeting Tools, Fidelity Resources, and instructional supports for reading, mathematics, and behavior.

Expanding the Circle: Restorative Practices in Special Education   Table 30

Presenters: Candace Hawkins and Diana Cruz, Direction Service; Leila Peterson, SchoolTalk

*Description***:** The restorative justice movement is picking up momentum in school districts across the nation as a promising practice for building positive school climate, reducing disproportionality in discipline, and strengthening relationships. Discover how restorative practices intersect with special education, and identify applications that address the needs of students with disabilities and their families, including an innovative model for using circles in individualized education program (IEP) meetings. In addition, this poster session will explore ways that restorative practices can be used to strengthen and repair relationships between families and educators engaged in conflict concerning special education programming and services.

Leading With "Aloha" by Infusing DEC Recommended Practices in Your Work   Table 31

Presenters: Ted Burke, Beyond the Box, LLC; Susan Connor, University of Illinois

*Description***:** Leading with "Aloha" will be defined in this poster session as "leading with unconditional kindness, cooperativeness, humility, unity, and graciousness that touches everyone we interact with." This poster session will present strategies for how we can lead with "Aloha" by infusing the Division for Early Childhood (DEC) Recommended Practices into our roles as early childhood leaders. Presenters will share national-, State-, and local-level examples of how effective these practices can be to implement both small and large system-level changes with positive outcomes for all stakeholders.

DEC's Recommended Practices Inform Personnel Preparation   Table 32

Presenters: Susan Sandall, University of Washington; Rashida Banerjee, University of Northern Colorado; Serra Acar, Western Oregon University; Toby Long, Georgetown University

*Description***:** The purpose of this poster session is to share innovative methods for helping current and prospective professionals better understand the Division for Early Childhood (DEC) Recommended Practices and its supporting evidence as well as how to implement the practices. The focus is on personnel preparation programs.

Tools for Getting Started With Equity and Disproportionality Table 33

Presenters: Amy Bitterman and Danielle Crain, Westat

*Description***:** States have indicated a need for resources and technical assistance to meet the requirements in the new significant disproportionality regulations. This poster session will highlight key equity and disproportionality tools and resources developed by the IDEA Data Center (IDC) to support States' efforts. IDC staff will also be available to demonstrate these tools and resources for conference attendees.

SWIFT Center TA: From a Theory of Action to Encouraging Outcomes Table 34

Presenters: Dawn Miller and Laura Miltenberger, University of Kansas

*Description***:** This poster session will share SWIFT Center's theory of action for supporting school-wide equity-based inclusive education and encouraging outcomes from multi-year partnerships in five States. Participants will learn about the SWIFT Center's operationalized theory of action, coaching and data systems involved with technical assistance (TA) and capacity building, emerging outcomes, and implications for TA providers.

Meeting Needs of All Learners Through MTSS: Transforming Educator Preparation Through CEEDAR Efforts Table 35

Presenter: Dia Jackson, American Institutes for Research

*Description***:** This poster session will present current policy framing considerations for States to think about when implementing multi-tiered systems of support (MTSS). The presenter will share five specific actions to help shape policy around MTSS implementation.

NCSI Fiscal Support Team Table 36

Presenters: Jana Rosborough and Anne Louise Thompson, WestEd; Wayne Ball, American Institutes for Research

*Description***:** Does your State's system of fiscal internal controls identify potential risks at the State and local levels and drive performance outcomes? Learn about the successes and challenges experienced by States in using effective internal controls and risk mitigation to support improvement planning with an increased emphasis on results while maintaining a high level of compliance. This poster session will focus on challenges and opportunities that can be supported by the National Center for Systemic Improvement (NCSI) Fiscal Support Team in building effective internal controls to drive results.

Use the Universal Online EI Curriculum to Assist With SSIP Initiatives Table 37

Presenters: Naomi Younggren, Department of Defense; Sarah Nichols, University of Illinois; Kyla Patterson, Virginia Department of Behavioral Health and Development Services

Description: A national workgroup of members with extensive experience developing and delivering early intervention (EI) training has been building a Universal Online Part C EI Curriculum that highlights quality EI practices. Come and learn what is included in the curriculum, what is currently in development, and how States are using this curriculum to support quality EI practices and their State Systemic Improvement Plan (SSIP) initiatives.

OSEP Memorandum About Evaluations and RTI/MTSS   Table 38

Presenter: Lucille Sleger, OSEP

Description: This poster session will feature two Office of Special Education Programs (OSEP) memoranda that address Response to Intervention (RTI) and evaluations: OSEP Memorandum 11-07 and OSEP Memorandum 16-07. These memos provide OSEP guidance about RTI and multi-tiered systems of support (MTSS).

Using Implementation Science Frameworks to Sustain MTSS Frameworks   Table 39

Presenters: Marion Crayton and Lucille Sleger, OSEP/Monitoring and State Improvement Planning (MSIP) Division

Description: Many States use multi-tiered systems of support (MTSS) as an evidence-based practice in their Part B State Systemic Improvement Plans (SSIPs). However, many MTSS programs are not sustained. This poster session will explain how implementation science frameworks can be used to support a State's MTSS framework.

Supporting Different Learning Needs With Emerging Technologies   Table 40

Presenter: Lisa Wadors Verne and Christine Jones, Benetech

Description: eBooks and online materials, with their interactivity, graphical content, and portability, are becoming increasingly popular with educators and are revolutionizing the learning environment. However, students who experience reading barriers, including dyslexia, visual impairments, and physical disabilities, often cannot enjoy and consume these materials as easily or effectively as their peers. Come and learn about two OSEP-funded Benetech initiatives, Bookshare and DIAGRAM+, which are tapping into innovative technologies and a dynamic community of professionals to help ensure that accessible educational materials are available for students with all types of disabilities and learning styles.

Survey Item Bank for Measuring Services for Families and Youth   Table 41

Presenters: Jessica Wilson and Debra Jennings, Statewide Parent Advocacy Network

Description: The national Center for Parent Information and Resources (CPIR), in collaboration with the Center to Improve Project Performance, offers Office of Special Education Programs (OSEP) funded Parent Centers and others interested in surveying parents and youth, the Parent Survey Item Bank, a collection of approximately 150 questions that includes a searchable

database. Learn about this online resource for constructing surveys of parents and youth about the quality, relevance, and usefulness of programs and services.

ECTA Center's Resources for Using the DEC Recommended Practices   Table 42

Presenters: Joan Danaher, University of North Carolina at Chapel Hill; Allison Jones, Orelena Hawks Puckett Institute

*Description***:** Review and interact with the Early Childhood Technical Assistance Center's (ECTA's) resources to promote the use of the (Division for Early Childhood) DEC Recommended Practice Performance Checklists; Practice Guides for Practitioners and Families (English and Spanish); Family Capacity-Building online module; Guidelines for Selecting and Using the Performance Checklists and Practice Guides with illustrative scenarios; aRPy and his Pop Quiz interactives; and the aRPy Ambassadors.

Preparing and Supporting Staff to Participate in the COS Process   Table 43

Presenters: Amy Nicholas, University of North Carolina at Chapel Hill; Erika Baril, Vermont Agency of Education

*Description***:** This poster session presents an overview of a collection of national professional development (PD) materials that can be used together in a recommended sequence in training and supporting staff who participate in the Child Outcomes Summary (COS) process, including materials that offer opportunities for applied practice and competency assessment. State staff describe the ways that they have customized national PD materials to meet their needs, including adapting materials to fit different formats of PD delivery (e.g., face-to-face, webinars, and online).

New Online Resource! SICC/SAP Data-Informed Stakeholder Tool Kit   Table 44

Presenters: Darla Gundler, Massachusetts Department of Public Health; Amy Nicholas, University of North Carolina at Chapel Hill

*Description***:** Data play a role in virtually every aspect of the administration of Individuals with Disabilities Education Act (IDEA) programs. As key advisors on activities and decision making around State agency responsibilities, State Interagency Coordinating Council (SICC) and State Advisory Panel (SAP) representatives often interact with program data. However, they do not always have the knowledge and skills needed to meaningfully participate in conversations about these data. This tool kit serves as a resource for Part C and Part B State staff to share with SICC/SAP representatives (and other stakeholders) to provide important information about IDEA and other related program data.

Early Childhood Personnel Systems: The Comprehensive System of Personnel Development (CSPD) Process — **Table 45**

Presenters: Mary Beth Bruder, University of Connecticut; Darla Gundler, Massachusetts Department of Public Health; Maureen Greer, Infant and Toddler Coordinators Association (ITCA)/Emerald Consulting

Description: The Early Childhood Personnel TA Center has been facilitating the development, implementation, and evaluation of statewide comprehensive and integrated systems of early childhood personnel development across 12 States. This poster session offers an overview of the strategic planning process used in each State and the individual State Plans that differ by State history, context, resources, and outcomes. A parent and State representative will participate in presenting this poster session.