



PROFICIO
CONSULTING GROUP

**2015 Nonpublic Conference:
Supporting Special Education Programs Across All School Settings**

**Thursday, November 12 - Friday November 13, 2015
Oak Lawn Hilton and Convention Center**

SESSION DESCRIPTIONS

Thursday, November 12th 10:15am - 11:30am Breakout Sessions

Neurobiology of Learning Differences – The Brain in the Classroom

M.E.B. Lewis, Ed.D., Senior Director, Education Projects, Kennedy Krieger Institute & Assistant Professor, School of Education, Johns Hopkins University

- The improvements in technologies in this century have made it possible to better understand the abilities, disabilities, and disorders that appear in both general and special education classrooms. This presentation presents the neurological aspects of cognition and learning that must be known by educators to best provide for the needed accommodations and modifications to instruction to allow students to derive benefit from the curriculum in the least restrictive environment possible. These include the maturation of executive function, language development, integration of literacy and numeracy skills, and the challenges of engagement and assessment for students with complex learning disorders.

IPCRB Rate Calculation Process

Satu Allen, Principal Consultant, Illinois State Board of Education

Irvin (Larry) Smith, Principal Consultant, Illinois State Board of Education

- The Illinois Purchased Care Review Board (IPCRB) has used the same rate calculation methodology for decades. IPCRB Staff explain how the rate calculation formula works and the requirements for a calculated rate. Using examples, staff will explain some of the more common reasons for rate fluctuations from the prior year to the current year.

Psychiatric Medication Update for Children and Adolescents

Dr. Michael Feld, Child Adolescent Psychiatrist, Amita Health-Alexian Brothers Behavioral Health Hospital

- This session will discuss the risks and benefits of using psychotropic medication with children and adolescents. Additionally, alternatives to medications will be reviewed. Dr. Feld's focus will be on newer medications and medication combinations. Questions and case examples will be taken and addressed.

Sexuality Education of Students with Autism and the Law

Rachel Loftin, PhD, Clinical Director of the AARTS Center, Rush University Medical Center

Micki Moran, JD, The Child and Family Law Center

- There is an urgent need to teach people with autism spectrum disorder (ASD) about healthy sexuality. Individuals with ASD are at risk of victimization in sexual situations (Selever, Roth & Gillis, 2013). Deviant sexual behavior may result from living in an environment and system in which sexual knowledge and relationships are not supported. People with ASD are particularly vulnerable when they do come in contact with the Criminal Justice System. Unfortunately, oftentimes education and training related to sexual/romantic functioning does not occur until after an individual with ASD has been victimized or has committed a social error that is invasive, unsafe and meets the criteria for a sex offense (Griffiths, 1999). These behaviors may include undesired touching, public masturbation and other illegal activity (Hellemans, et al., 2007). This presentation will provide case examples and cover the findings from an investigation of a sexuality education curriculum developed by ASD specialists and Planned Parenthood. Practical applications for educational settings will be discussed.

What Now? Where Do We Go From Here?

Valerie Kean, Illinois Representative, Talent Assessment, Inc.

David Cloninger, National Manager, Talent Assessment, Inc.

- Educators are required to develop IEP's to help foster development of the unique needs of the individual. The question quickly becomes, "How do we measure vocational assessment, goals, and progress"? The Talent Assessment's PAES (Practical Assessment Exploration System along with the Waypoint System can help provide the missing link between school and life success. P.A.E.S. Labs provides basic work skill development in the areas of: Appropriate Work Behavior, Consumer Service Skills, Computer Technical Skills, Business Management Skills, Construction & Industrial Skills, and Processing & Production Skills. P.A.E.S. provides a curriculum-based assessment of: Successes and barriers that each individual student has. Interests and Abilities for real world jobs, and it will also uncover the best ways to teach students new skills according to their unique level of learning.

Thursday, November 12th 1:15pm - 2:30pm Breakout Sessions

Designing and Implementing Treatment Integrity Checks in Any School or Residential Setting

Janine Kesterson, Ph.D, BCBA-D, NCSP/ Licensed Psychologist

Megan Swett, EdS/ Behavioral Specialist, School Psychologist

- Treatment integrity refers to degree to which interventions are implemented as designed. This includes accuracy and consistency with implementing interventions from one person to the next. Research has suggested the need for treatment integrity and student outcomes to determine intervention effectiveness (Sanetti, et al., 2011). Federal mandates such as the No Child Left Behind Act of 2001 have emphasized students' academic aptitude. In addition, recent demands for high levels of accountability in our education system, has placed increased pressure on educators to use evidence-based practices (DiGennaro & Martens, 2007). This session will describe treatment integrity and discuss ways practitioners can design one to fit any school setting (public, private, and for all grade levels). The session will also describe different types of integrity forms such as checklists and behavior integrity checks with procedures broken down into antecedents and consequences (Coddling, et al., 2005). Presenters will describe what treatment integrity is and why it is important. The aspects of implementation such as when, who, and how will also be discussed. In addition to treatment integrity checks, performance feedback will be examined. Participants will also be able to distinguish between discriminative, reinforcing functions, and the combination of the two and the effectiveness of performance feedback.

Career Development (Disability and Diversity Initiatives)

Chris Simler, Senior Consultant, Disability Solutions @ Ability Beyond

- The field of career development focuses on employment for individuals with disabilities. The presentation will educate the participants on national career development, employment projects and initiatives. There has been a successful increase in the last five years with businesses hiring individuals with disabilities. Businesses have become disability friendly and understand the strength and power of the disability community. The disability community is one of the largest untapped resources in the United States and has changed the culture within business practices. Participants will gain a greater knowledge on how to work with the business community and provide new opportunity for the individuals they serve.

Developing Student Supports from Discipline Data

Marla Dewhirst, National School-wide Information Systems (SWIS Suites) Trainer and Consultant, Dewhirst Consulting

- There is no shortage of discipline data in schools! Schools like yours are learning to use the discipline data to create interventions that support the students. Strategies can be put in place to reduce the problem behavior and to increase appropriate behavior. The adults work together to create student interventions that reduce behavioral incidences by making the problem behavior...
 - Irrelevant – no need
 - Inefficient – replacement behavior serves the same function
 - Ineffective – behavior does not lead to the desired consequence

This session will demonstrate the SWIS data system, work through data drill down to identify the who, what, where, when, and why of group and individual behavior, and review strategies used to reduce the problem behaviors. Turn the tables to catch them being great!

What Do I Do When the Bus Stops Coming?

Melissa Jasieniecki, Principal, Lt. Joseph P. Kennedy, Jr. School for Exceptional Children

Chris Bodzianowski, Community Outreach Coordinator, Lt. Joseph P. Kennedy, Jr. School for Exceptional Children

- This session will focus on transition planning for students with special needs from early childhood to age 22. Information will be shared on how to implement student-centered planning into the IEP process, lesson planning and community based instruction. Strategies and ideas for real-life work based instruction will also be shared. Participants will leave with a timeline for planning from birth to age 22, ideas for immediate implementation into school settings, and information to share with parents on transition planning.

Changing Lives and Impacting Children Through the Creative Arts: Creative Arts Therapy in Special Education Programs

Rebecca West, MM, MT-BC, School Programs Manager/Music Therapist, Institute for Therapy Through The Arts

Andra Duncan, MT-BC Training Coordinator/Music Therapist, Institute for Therapy Through The Arts

This presentation will include the following:

1. What creative arts therapy is, specifically art therapy, drama therapy, dance/movement therapy, and music therapy
2. Benefits of creative arts therapy to address various areas of functioning for students in special needs classrooms, including: social interaction, positive coping tools, sensory integration, gross/fine motor skills, cognitive/academic development and communication/speech skills
3. Processes of creative arts therapies and training and credentialing of Creative Arts Therapists
4. How Creative Arts Therapies can work within special needs classrooms: group or individual sessions, consultation, as part of children's IEP's, etc.
5. Interactive demonstrations of experiences Creative Arts Therapists might use to address the various areas of functioning listed above
6. Clinical examples of how Creative Arts Therapies impacted classrooms and students
7. Research supporting effectiveness and validity of Creative Arts Therapies in Educational Settings

Thursday, November 12th 2:45pm – 4:00pm Breakout Session

The Blur Between Therapeutic Day School & Residential Care: Perspectives on Best Practices for Most Challenging Students

Peter Myers, Psy.D. Co-Executive Director, Orthogenic School

Robert Foltz, Psy.D., Associate Professor, Chicago School of Professional Psychology

Kari Sisson, Executive Director, American Association of Children's Residential Centers (AACRC)

Diana Kon, Ed.D., Co-Executive Director, Orthogenic School

- Staff in therapeutic academic settings work with some of the most complicated students, yet inevitably, they will encounter children or adolescents who challenge even their expertise. These difficult students are often referred to residential treatment in an effort to meet their complex needs. A range of Best Practices have been established for residential care and have applicability for both therapeutic settings. This presentation will provide discussion on these standards of Best Practice, as established by AACRC, and operationalize strategies to enhance the continuity of care for these difficult students. Discussion will include building effective bridges between these systems of care, the utilization of psychotropic medications, working with diverse students, and maintaining non-coercive environments that promote optimal outcomes for student & their families.

Assessing and Addressing the Social-Emotional Needs of Children with Special Needs

Clark McKown, Ph.D, Executive Director, Rush Neurobehavioral Center

- Children's ability to develop positive peer relationships is critical to their well-being. Children with special needs are particularly vulnerable to social challenges. It is critical, therefore, that special educators be equipped to assess and address students' level of social functioning. It is also important that they be able to assess and address the social challenges facing their students. In this presentation, Dr. McKown will discuss the meaning of social health, and methods of assessing student social functioning and the skills that are essential to developing and maintaining positive interpersonal relationships.

Building a Happy Partnership with Public and Private Schools

Char Cross, Education Services Generalist, District 300

Tom Dempsey, Co-Founder and Principal, South Campus and New Connections Academy

- Effective public-private partnerships depend on each party understanding the needs and limitations of the other. This session will detail best practices in placing students with severe disabilities in restrictive settings. This session will cover the building blocks of dynamic partnerships from the big picture philosophy to the mechanics of record keeping, communication, transportation and transition. Led by two veteran educators, this session will be highly interactive.

Technology for Individualizing Student Learning

Lisa Ward, Content Area Specialist for Learning Supports, Illinois State Board of Education

- Students in the classroom can have a variety of learning levels in math and language arts. Technology can help bridge the gap and support the students that may fall behind in their academic skills. The technology can also support the students that exceed their current grade level expectations and need further challenges to be kept engaged within the classroom environment. This session will demonstrate many resources to help classroom teachers with free or low cost resources to reach all skill levels needed for special education students.

The Starting Line Program: A Self-Directed Approach to Making Transition Easy!

Kim Spudic, Product Co-Creator

Tom Spudic, Product and Content Co-Creator

- The Starting Line is a self-directed program that prepares students to make a successful transition to adulthood. In this program, students explore their wants, interests, needs, and strengths. Based on what they discover, students develop an individualized plan and timeline for their future education, training, employment, and independent living postsecondary goals. By the end of this process, students have developed the knowledge to make informed decisions, completed tasks, and learned important skills to achieve their postsecondary goals.

Friday, November 13th 8:00am – 9:15am Breakout Session

Common Pitfalls for Nonpublic Schools: Abuse and Neglect Reporting, Social Media and Confidentiality, and Employment Law

Jennifer Hansen, Whitted, Takiff & Hansen, LLC

Shermin Ali-Andani, Whitted, Takiff & Hansen, LLC

- Now more than ever, nonpublic schools are confronted with concerns regarding appropriate reporting obligations, confidentiality concerns and employment law issues. Presenters will explore the obligations of nonpublic schools and those schools' governing bodies and staff. This session delivers legal and organizational recommendations to nonpublic schools to protect them from legal, educational, professional and personal conflicts that may arise in the education environment that detract from effective teaching and learning. Specific topics addressed include compliance with background checks, safeguarding mental health information and social media concerns.

MTSS (Multi-Tiered Systems of Support) for All Students

Marla Dewhirst, Dewhirst Consulting

- The new buzzword: MTSS! Multi-Tiered Systems of Support creates a school improvement process of prevention, early intervention, and tiered support that ensures all students, including both struggling and advanced learners, are achieving to high academic and behavioral standards. Individual student progress is monitored in academics and behavior, and results are used to make decision about further instruction and intervention. This session will review the stages of Implementation Science, the essential components of implementing MTSS at all three tiers in reading, math, and behavior, and share a variety of processes states are using to develop support for all students through MTSS. Simple tools, websites, and school examples will be shared.

New Self-Determination Skills to Build Better and Meaningful Transition Plans

Rachel Merke, Transition Coordinator, New Connections Academy

Janet Frichtl, Principal, Connections Day School

- How can we help students who struggle emotionally and behaviorally set manageable and realistic post-secondary goals? How do we incorporate student's meaningful input and participation into the IEP while meeting indicator 13? Research has shown that students with disabilities who possess self-determination and self-advocacy skills are more success after high school than their peers. How do we address these important skills within our non-public setting? Together, we will answer these questions, collaborate, and brainstorm ideas and transition concepts. This presentation will offer an overview of best practice transition planning and ways to incorporate student vision within their IEP, while meeting all ISBE and Federal IDEA guidelines.

How to Engage and Treat the Millennial Young Adult: Identifying New Underlying Behavioral Triggers and Treatment Strategies

Linda Lewaniak, Clinical Director of the Center for Addiction Medicine and The Director of the Intensive programs at Amita Health Alexian Brothers Behavioral Hospital

- This presentation will discuss the factors that impact the Emerging Adult and how they develop. It will also discuss how different Events, Technology and Finances have redefined how the Emerging Adult views themselves and the world around them. Treatment strategies will also be reviewed.

Telling the Story of Special Needs

Dr. Jeff Krukar, Psychologist, Genesee Lake School

- According to the U.S. Department of Health and Human Services, more than 5.5 million children (i.e. 8% of kids) have some form of disability. Whether the problem is physical, behavioral, or emotional, these children often struggle to relate, communicate, and learn. In order to help with these challenges, Oconomowoc Residential Programs (ORP) decided to create a series of children's and adult books that are designed to give parents and caretakers the information they need to navigate the special education and residential placement system, advocate for themselves and their families, and provide educators and therapists with valuable therapeutic tools. And, of course, we also wanted to reach the children, and offer a narrative and visual representation of their journey that shows resilience, hope, and that they are not alone, wrong, or "broken" due to their differences. The narrative books are geared toward parents, educators, caregivers, and therapists, while the comics seek to meet the children where they are. Through these books, ORP is dedicated to giving a voice to the families in our community, to help them share their story with a wider audience. Topics range from the narrow (Prader-Willi Syndrome) to the broad (Autism, Bullying) and the library is starting to be used in multiple settings in both homes and schools. Moving forward, new titles will be developed and published and the books and comics will find wider use both within ORP schools and programs as well as within the external special needs community.

Friday, November 13th 9:30am – 10:45am Breakout Session

Introduction to Behavioral Health Teams: Developing an Effective & Sustainable Team to Address Social-Emotional Needs of Students within the MTSS Model

Colleen Cicchetti, Ph.D., Department of Child and Adolescent Psychiatry, Ann & Robert H. Lurie Children's Hospital

Tara Gill, Ph.D., Department of Child and Adolescent Psychiatry, Ann & Robert H. Lurie Children's Hospital

Sybil Dunlap, L.C.S.W., Department of Child and Adolescent Psychiatry, Ann & Robert H. Lurie Children's Hospital

Erica Badie, L.S.W., Department of Child and Adolescent Psychiatry, Ann & Robert H. Lurie Children's Hospital

- This workshop will introduce participants to the Behavioral Health Team (BHT) Model, a school-based team that addresses the needs of a school's at-risk students. The BHT Model maximizes a school's existing resources, coordinates behavioral health services, develops a system of accountability, and uses data to systematically assess, support and monitor behavioral health interventions for students. This workshop will focus on the rationale behind the BHT Model, the history of implementation in Chicago Public Schools, and best practices for creating a BHT. Participants will engage in reflection and planning activities in order to assess their current teaming structures and readiness for a BHT.

Special Education in the Age of Accountability: Demonstrating Your Worth

Jason J. Washburn, PhD, ABPP, Director of Education and Clinical Training, Department of Psychiatry and Behavioral Sciences, Northwestern University Feinberg School of Medicine

- It is increasingly not accepted to only "do good work"; we now have to demonstrate that our work is effective. As the accountability movement in education continues to evolve, it appears inevitable that special education programming, both public and non-public, will be asked to account for educational, emotional, and behavioral improvements in their students. Borrowing from the Evidence-Based Practice movement in medicine and clinical psychology, this presentation will discuss how special education programs and schools can use student-level, classroom-level, and school/program-level outcome data to demonstrate their effectiveness.

Classroom Collaboration

Lisa Ward, Content Area Specialist for Learning Supports, Illinois State Board of Education

- This session will explore the collaboration techniques and tools for use in any classroom setting. The skill of collaboration is one that every student needs to be successful in school and the workforce. In order to learn how to be collaborative, it takes practice and structure. Come learn how to incorporate the practice of collaboration with your students. Many resources and tools presented/distributed in this session.

Literacy and Technology

Margaret Kelly Carroll, Ed.D., Professor, Saint Xavier University

- Reading is no longer just a spine with paper pages and the reader; technology has opened an array of options for teachers and students for approaching literacy (Hall, Cohen, Vue, & Ganley, 2015; Martinez-Alba, Cruzado-Guerrero, & Pitcher, 2014; Russell & Cuevas, 2014). This session will provide a variety of practical suggestions for blending traditional book reading and technology-based literacy tools to reach and teach students of all abilities.

Social-Emotional Learning (SEL) & Yoga in the Inclusive Classroom

Carla Tantillo Philibert, founder of Mindful Practices

- Mindful Practices provides a professional development experience that empowers teachers to use SEL, relaxation and yoga in the classroom to help students learn to self-regulate and “keep their cool.” The collaborative and experiential format provides teachers with unique classroom management techniques and incorporates SEL & Wellness activities. The workshop is designed to show teachers how to incorporate more movement and mindfulness into the classroom setting to help create a more focused and effective learning environment. The session will also provide teacher self-care tips to encourage participants to find a centered, calm space from which to teach. Participants should wear comfortable clothing and shoes to allow for the experiential nature of this session.

Friday, November 13th 12:30pm – 1:45pm Breakout Session

Rate Setting, Cost Reporting, Current Topics

D.D. Fischer, owner, DD Fisher Consulting

- This session will focus on current rate setting and cost reporting topics affecting your school’s rate. You will be briefed on reimbursable costs, reclassification of costs by IPCRB, revenue off-sets, related organization transactions, and the importance of accurate reporting on the Consolidated Financial Report (CFR). Learn how to make your CFR more accurate by avoiding common mistakes on reporting non-allowable expenses on line 47, headcounts and hours for staff and consultants, as well as, supplemental schedules. You will be better prepared to complete your 2015 CFR by attending this session and feel free to ask questions.

Making the Leap: Transition to Adulthood and Autism Spectrum Disorder

Jennifer Gorski, Ph.D., Clinical Assistant Professor, Department of Disability & Human Development, UIC

- The transition from school services to adulthood is often very difficult for students with Autism Spectrum Disorders (ASD). Students with ASD have a range of divergent educational needs, which makes transition planning particularly challenging for families and educators. This presentation will review the research and what is currently known about the transition to adulthood among students with ASD in the areas of post-secondary education, employment, independent living, and community integration. Resources and strategies to support these students will also be reviewed.

Educational Improv Works

Spike Manton, Educational Improv Works

Tim Clue, Educational Improv Works

- Educational Improv Works (EIW) has developed a communication, SEL based program that has had great results with untraditional students. Students learn to better sell, communicate and represent themselves in a variety of situations. EIW’s classes work to sustain curiosity and increase connections to help minds better create, collaborate, speak and organize their own content, internally and externally. The group instruction emphasizes: Public Speaking, Team-building, Collaboration, Listening, Brainstorming, Empathy, Critical thinking, Decision Making, Self-awareness, Verbal & Non-Verbal Skills.....AND IT IS ALL DONE THROUGH IMPROV TRAINING AND EXERCISES!

Intervention Strategies to Engage Students and Parents Struggling with School Anxiety and School Refusal (SASR): “Tools to use in School and Home”

Jackie Rhew, MA, LPC, CADC, Assistant Director of Alexian Brothers’ School Anxiety/School Refusal Program

- This presentation reviews the criteria for school avoidance and school anxiety (SASR) and identifies strategies to assist students and families to re-engage in school. SASR is defined as inconsistent or failure to attend school for emotional and/or behavioral reasons. SASR also includes students who attend school but refuse to engage in school requirements. Many also struggle with social interactions that take place in school settings and have associated mental and emotional disorders. Understanding their cognitive and emotional development and customizing therapy to address the SASR child’s unique needs is vital to successful treatment.

A Vision for the Future

Robin Koskinen, President, iTELLISHARE

- Educators face many hurdles on a daily basis. Among these is the challenge of finding appropriate resources to engage individual children. iTELLISHARE, is creating a web-based clearinghouse for educational materials that is designed to address this issue. Our goal is to be able to help teachers and parents find the right materials to be able to engage any child, right at the limits of that child’s current capabilities, in any subject, every time.