

## BREAKOUT 1

### IPCRB Rate Calculation Process

*Larry Smith and Marj Beck, Illinois State Board of Education*

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

### Family Interventions: Tools Available for School and Clinical Settings

*Dr. Jacqueline Rhew and Dr. Robin Choquette, Amita Health*

The presentation will review interventions designed to promote resilience and strengthen family connections. Factors that contribute to avoidant behaviors will be explored, as well as ways to identify the student at-risk to provide early therapeutic responses. A special emphasis will be on increasing parent training techniques.

### Classroom Strategies to Optimize Engagement of Traumatized Students

*Michelle Bickhaus, Chaddock School*

Students who have experienced trauma and neglect can seem like bewildering puzzles with missing or broken pieces, can't they? When you contemplate facing your day with them with the expectation of teaching them, you might feel as if you're standing outside a heavy iron door, devoid of a knob, hinges, or even a peephole. The good news is that even if pieces are missing, and the door seems impenetrable, the solution to the puzzle is nearby, and the key to the door isn't lost! In this session, I'll provide you with some simple, effective, and playful ways to bring around even your most-perplexing student! You're going to learn how to move your students, through mindfulness, play, meditation, classroom practices/environment, and more, to a place where they're more focused and able to learn, and it'll be fun for you, and them. See you there!

### What Neuroscience Teaches Us About Learning: Understanding Learned Behavior and Its Analysis

*Dr. Renee Cheung, Waukegan School District 60*

This presentation is aimed to provide the audience a general framework of brain-based learning and teaching. This presentation will also provide educators practical tools and tips to help students change behaviors.

### Actually I Can...(with my switch!)

*Eva Balich and Rhea Matar, Misericordia School*

Using switches and adapted equipment, even students with severe/profound disabilities and limited mobility can be included and actively participate in activities such as baking, art, sewing, gardening, independent play, and fundraising. Learn how to get creative with switches and adapt your own toys!

### "Leveling Up" strategies for onboarding employees,

*Tracy Dudek and Stephanie Leigh, EdD, Trinity Services, Inc.*

In this creative informational session, the presenters will take you through different stages to advance your hiring game or 'level up' by learning how to conquer the application process. Learn techniques to glide through classic employment struggles, beat existing villains, and learn how to move beyond the survival stage.

At the conclusion of this session, participants will:

1. Learn strategies on effective hiring practices
2. Explore tools for interview techniques
3. Be exposed to creative employee retention tips

## BREAKOUT 2

### Best Practices for a 'Culture of Caring'

*Michele Carmichael, ROE #48*

This session includes the sharing of "Best Practices" to implement a "Culture of Caring" for youth and educators. Topics discussed will include brain development, trauma, trauma's impact on brain development, the importance of relationships, resiliency skill development, and educator wellness. Overall learning goal for the session: Educators will acquire awareness, knowledge, and a mindset to implement "Best Practices" which support increased teaching and learning in a "Culture of Caring."

### Statutory and Regulatory Information Vital for Nonpublic Programs

*Trisha Olson, Hauser, Izzo, Petrarca, Gleason & Stillman, LLC*

This session will highlight state and federal obligations impacting nonpublic programs in the delivery of student services and employer operations. Come with questions!

### What Does Behavior Analysis Say About My Staff?

*Dr. Sara Baillie, Trinity Christian College*

Behavior change procedures are often considered in relation to our student population. However, why is it that we often forget that these same principles apply to our staff as well? This talk will review the basics of Organizational Behavior Management. The speaker will also discuss the current research on recruiting, retaining, and managing staff. Ideas specifically relating to non-public schools and paraprofessionals will also be shared. And finally, attendees will leave the talk with a list of resources to learn more.

### C.H.O.I.C.E.S.

*Tina Arico, Coordinated Youth and Human Services*

The main emphasis will be helping students to frame everyday decisions into the form of "CHOICES". The presentation will share practical skills to provide students in making appropriate decisions. Students are held accountable for the choices they make fostering an improved sense of self-confidence and responsibility. The educator will be provided a specific problem solving tool in addressing inappropriate behavior.

### Everyday SEL in Your School

*Carla Tantillo Philibert, Mindful Practices*

Mindful Practices provides an innovative professional development experience that empowers educators working in various school settings and beyond to use Social-Emotional Learning (SEL), movement and mindfulness strategies in classroom and small-group settings to help students become more aware of their emotions and actions. The collaborative training format provides participants with unique classroom management techniques and tangible, research-based strategies to help build student self-awareness, self-regulation, interpersonal and positive decision-making skills. Participants will learn, first-hand, several SEL, movement and mindfulness activities to implement with students. By experiencing each activity, participants will feel more empowered to implement them with their students in an authentic way. The workshop will also include reflection and discussion time for each participant to create their own SEL Action Plan to implement daily with students. Key Objectives: 1. Improve participant SEL competency and implementation skills; 2. Provide effective strategies to help participants create a more effective and equitable learning environment via SEL, movement and mindfulness techniques; 3. Assist participants in creating an SEL Action Plan for them to implement with students right away; 4. Develop student SEL competency to help build student self-awareness, self-regulation, interpersonal and positive decision-making skills.

### Remembering the T: Cultural Competency with the Trans and GNC Communities

*Kelly George, Live Oak, Inc.*

Trans & GNC identified students face challenges that are unique to them, distinctly different from those experienced by LGB students. This workshop will help develop an understanding of the language used to describe trans & GNC identity, the particular concerns and issues facing trans & GNC students, and how to create an affirming and welcoming environment to help them achieve their full potential.

## BREAKOUT 3

### Complex Trauma in Children and Strategies for Teachers and School Personnel

*Dr. Margaret Kelly Carroll, Saint Xavier University*

Students do not just have a single traumatic event in their lives, such as a home fire or the loss of a parent. Some children and adolescents experience complex trauma: ongoing, layered or recurring trauma. These students are at special risk of requiring special education services and failing to achieve in school. Teachers and other school personnel need to have strategies for helping children and adolescents cope and make academic progress.

### Social-Emotional Stages

*Lisa Ward, ISU/Center for Educational Initiatives*

Students are always assessed in their academic needs to ensure they are building skills based on prior knowledge and not being asked to complete academic tasks that are several steps ahead of their abilities. What about a student's SEL skills? Are we requiring our students to meet expectations based on age or grade level when they are not developmentally able to do this? Have our students experienced trauma and have delayed social skill development in connection with the trauma? This session will introduce a tool that will help educators look at students based on their SEL Stage to determine how to teach the skills necessary to allow students to progress and build the skills starting where they are at, not just age.

### 25 Technologies that will Change Your Life in Special Education

*Kevin Custer, Arc Capital Development*

This session will provide an overview of current and future innovations in assistive technology for the special needs market. The overviews will provide background on how the technology is being used, what it costs and how to find out more information. Attendees will engage in discussion on how they are currently using assistive technologies and share insight for future uses.

#### Objectives

- 1: Attendees will develop at least five innovations that can be implemented in their school system based on the presentation.
- 2: Motivate attendees to develop an innovative plan that will impact a particular group of students.
- 3: Embrace and learn more about an innovation that will make their job, or a member of their staff's job easier.

### School Safety, Risk Assessments, and Student Disciplinary Issues

*Neal Takiff and Shermin Ali-Andani, Whitted Takiff LLC*

In light of recent events, including school shootings occurring throughout the United States, the issue of school safety has become a hot topic. We will discuss school safety issues in the context of nonpublic therapeutic schools, as well as related issues of risk assessments, school discipline, the termination of a student's enrollment and its implications.

### Aligning with at Risk Youth: Moving from Conflict to Educational Success

*Dr. Sandra Clavelli, Dr. Alison Rogers, Pamela Magna, Lorine Schaar, Allendale Association*

Working with at risk youth requires creativity and out of the box thinking to move from power struggles to working together as a system. This presentation will provide practical interventions based on Allendale's REStArT model to help professionals build an alliance with at risk youth, families, and systems. Presenters will share examples of what works in aligning with challenging youth to reach their educational and life goals.

### The Visual Immersion System: Supporting Language Growth and Development in Multiple Settings

*Lauren Williams and Lauren Eck, Monarch Center for Autism*

This session will review the visual language immersion teaching model which was developed by Monarch Center for Autism and Boston Children's Hospital. Attendees will learn how to implement visual supports for instruction, organization and expression, utilize assistive technology, and apply behavioral intervention strategies in multiple settings including school, home and the community. Presenters will examine how to leverage the strong visual processing abilities of individuals with autism, to promote enhanced communication, comprehension, language development, social skills, behavior, sensory regulation, and academic achievement.

## BREAKOUT 4

### Once Upon a Time—How Family Stories Can Help Us Be Inclusive in Segregated Settings

*Dr. Sharon Duncan, Elim Christian Services*

Throughout history, parents and family members have played a critical role to bring about opportunities and serve as change agents for their children with disabilities. Drawing on life stories, this session will offer a perspective on the critical importance for us as providers in segregated settings to impart inclusive philosophy within our schools to foster student success.

### Why Asking “What’s Happened to You?” Works Better Than “What’s Wrong with You?”

*Dr. Jaclyn Yusko, ANDRUS/St. Catherine’s Center for Children*

This workshop will focus on the fundamental shift in mindset that comes with adopting a trauma-informed perspective. The course begins with an exploration of the neurobiological basis for traumatic symptoms and reenactment behavior. Participants will use examples and experiences drawn from their work to understand the individual student, supervisor, staff and peer, as well as system-wide implications of using an injury versus illness model for planning intervention. Some focus will also be placed on using a psychoeducation approach with clients and families in trauma treatment. Learning objectives - Participants will be able to:

1. Define trauma using Van der Kolk's scale analogy
2. Identify three trauma symptoms demonstrated in a film clip
3. Name three elements of a trauma responsive classroom

### Explore Free Content Resources for All Grade Levels

*Lisa Ward, ISU/Center for Educational Initiatives*

The Illinois ISBE Content Specialists have created hundreds of resources to assist educators with the implementation of the Illinois Learning Standards. These resources are housed at the Illinois Classrooms in Action website. This session will guide you through the resources created just for Illinois teachers as well as other aligned tools that help teach the standards. Tools and resources for ELA, Math, Science, Social Science as well as Family Engagement and Social Emotional Learning are included.

### Southeast’s PBIS Playbook of Positivity

*Michelle Moses and Lisa Smith, Southeast Alternative*

This session will describe the components of PBIS in an alternative education setting, and the successes and challenges of implementing Tiers 1, 2 and 3. We will focus on how we Teach, Reteach, Correct and Celebrate using creative and diverse strategies and programming to build academic, social-emotional and behavioral success.

### IEP-Q Project

*Jim Shriner and Susan Carty, University of Illinois*

The *IEP Quality (IEPQ) Tutorial* is a web-based decision-making support system to help guide meaningful IEP team decisions for students with disabilities that result in high quality, usable, and individualized IEPs. Developed with support from the U.S. Department of Education, Institute of Education Sciences and the Illinois State Board of Education, the Tutorial is free and available to Illinois special education professionals in K-12 schools supported by ISBE funding. The presenters will provide an overview of the *Tutorial's* current content and tools, which include best practice guidance and examples for nearly every section of the Illinois IEP, downloadable reference charts, planning sheets for team members to use in IEP development, and tools to assist in writing quality annual goals and short-term objectives that are aligned to Illinois Learning Standards. We also will report on the feedback received from users about the benefits and supports of the *Tutorial*, and offer a preview of new resources under development. The presentation is best suited for participants who are unfamiliar with the *Tutorial* and its resources.

### Re-Energize Your PLC to WIN

*Bobb Darnell, Achievement Strategies*

Use a self-assessment tool to determine if your PLC is really ready to increase student achievement and collaborate with enthusiasm and high intention. Learn how high functioning PLCs establish group process expectations and how leaders address group challenges. Take away practical tips to examine student work, establish improvement goals, and take decisive actions without wasting precious time. Discover how to reflect about, recognize, and celebrate progress, and to solve problems.

## BREAKOUT 5

### Creating Systems that Care: Managing the Business of Personal Change

*John Lyons, Chapin Hall*

The challenges faced by health care in the United States have been well inventoried. In 2001, in their landmark document, Crossing the Quality Chasm, the Institute of Medicine recommended person-centered care as a fundamental part of the solution to these challenges. In other words, people should be full partners in their health care. In 2004, we begin developing an approach to support the full implementation of person-centered care at all levels of the system. Transformational Collaborative Outcomes Management (TCOM) is a comprehensive model of using a person-centered approach to manage the business of personal change. The approach is now widely used across the country with statewide implementations in at least one sector in 38 states. In Illinois, Medicaid has begun to implement the Illinois Medicaid Comprehensive Assessment of Needs and Strengths (IM-CANS). The IM-CANS is intended to be the person-centered assessment process as the core of TCOM. TCOM strategies, impact, and implementation challenges will be presented and discussed.

### WayPoint...? Transition System

*Valerie Kean, Talent Assessment*

TAI's WayPoint Software is a key to allowing every student to develop individual, realistic career goals, and transition with greater ease from high school to post-secondary education, and/or to the real working world. The WayPoint Software is a planning & placement program that is being used nation-wide with middle schools, high schools, and with adults in Transition. WayPoint works well with every student, no matter who they are. For education teams looking to work specifically with students with "individual" needs the WayPoint software can help stay in compliance of both state and federal transition requirements. The presenter will demonstrate how WayPoint connects students to live-action jobs; hands-on assessments; personality testing; academic & transition checklists connected to indicators 13 & 14; and much more!

### Love Your Classroom

*Lani Bennett, Classroom Rescue*

A vast number of teachers report that they were not prepared to handle discipline issues they encountered when they started teaching. The world of Applied Behavior Analysis began to investigate problem behavior in the classroom in 1968. Even still, national survey information indicates that administrators in schools report disruptive and disrespectful behavior occurring. Classroom Rescue dives into the research to find that we are able to cultivate classes full of engaged, organized, respectful learners. With this knowledge and years of successful school consultation, it's clear that there are certain parts of the field of ABA that every teacher (K-12, special education or general education) can use to get great engagement every day. We have formatted this information from the behavior analytic research into educator friendly terminology.

### Safety in Our Schools—Is There Ever Enough?

*Dr. Sally Sover, Cove School*

How can schools today keep up with all that is needed to provide the safety and security that is foundational to a child's education? Nothing is more important to our students, families, and staff than safety in our schools. This session will focus on the latest information of the risks we are confronting and of the current trends in proactive practices and trainings to best be prepared for active intruders. Details on how to establish an emergency preparedness plan and how to initiate options-based protocols will be provided. Opportunities for participants to share what they are currently doing in their schools as well as the resources they are accessing will be a part of this valuable experience. Learn how one village is working together to keep their schools safe and to keep safety as their top priority!

### What's New in School Health

*Jessica Gerdes, ISBE*

School health issues evolve as students' health conditions evolve and state laws and rules on health change. Participants at this session will be able to: describe the most recent changes in school health law in Illinois and related ISBE rules; apply rules and regulations to achieve practical solutions to meeting student health needs; and explore available resources to create a safe and healthy school environment for students and staff. This will include a review of the latest guidance (June 2018) on administration of medication in schools.

## BREAKOUT 5 CONTINUED

### IvySCIP: Supporting Data-Based Social and Emotional Learning Instruction for Students with Social Cognition Challenges

*Dr. Eve Muller, Ivymount School and Programs*

Planning for social and emotional learning (SEL) instruction for students with high-functioning autism and other social cognition challenges should begin with a comprehensive strengths and needs assessment, and data from this assessment should be used to drive identification of instructional priorities, creation of IEP goals, selection/development of lesson plans, and progress monitoring. This presentation will discuss the process of developing the Ivymount Social Cognition Instructional Package (IvySCIP), and how it fills a critical gap within the field in terms of SEL assessment and data-driven instruction for students with social cognition challenges. We will share the various features of this innovative tool, and show how students' assessment scores can be used to generate customized instructional priorities, IEP goals, targeted lesson plans, and data-tracking tools. We will also discuss how the IvySCIP can be integrated into instructors' existing SEL instruction. We will focus on a social cognitive approach, which takes into consideration not only SEL skills (or the "how" of SEL), but also the rationale underlying each skill (or the "why" of SEL). We believe that this is the only approach that truly does justice to the complex needs of students with social cognition challenges, and helps contribute to their social motivation not just by breaking down SEL skills into their component parts, but also by explaining in a clear and concise manner why these skills matter and how they will help students establish meaningful connections with their peers. Examples will be provided of ways to teach both the how and the why of social skills. We will conclude by summarizing outcomes from our IvySCIP pilot study, which suggests that use of the tool results in positive outcomes for both instructors and their students with HFA, and begins to establish the tool as evidence-based.