ABSTRACTS

Breakout #1: Thursday, November 12th 9:45am – 11:00am

- Illinois Purchased Care Review Board Rate Setting - Behind the Scenes

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.

- Fostering Social Emotional Learning in a COVID-19 World

In this workshop, participants will learn a universally designed, three-step method that helps teachers and parents have great social emotional conversations with young people. This method is useful for face-to-face, blended and online conversations and can be used for explicit SEL instruction as well as a hook to introduce academic content. Participants emerge from this workshop with a, reliable tool they can share with their school community.

- Headed in the right direction: How we developed a community skills rubric to guide student and program planning

We know that community experiences are beneficial for students, and the research agrees. But how do we know that it's working for our students - and for our program? We searched for an assessment that would address the skills required for our students to access community-based instruction, but couldn't find one that met our Goldilocks-level standards. So we developed our own community participation skills rubric that was "just right" to measure community skill development for our students. We will discuss how we used the rubric at the student, classroom and program levels. We will provide examples of how teachers used the rubric to identify individual student objectives and plan community experiences. We will also describe how we are using the rubric to evaluate the effectiveness of our program's community-based instruction and how we incorporated the rubric into our program-level outcomes. Finally, we will address the ways in which we are using this rubric to continue to build and maintain foundational community skills with students during the COVID-19 school closures and related community restrictions.

- Reaching Our Students through Asynchronous Digital Media: Paving the Way for a New Educational Pedagogy

In response to remote learning during COVID-19 lockdown, our therapists and paraprofessionals ushered in a new era of digital learning with our enrichment series. They provided online resources via a long format video series to assure that arts and humanities classes would be delivered in a palatable and encouraging format. Developed with the child in mind, the Clinical Connections Enrichment Series uses state of the art technology to bring music, crafting and much more to the

student. We set up a professional and dedicated videography studio in our school to provide our paraprofessionals, teachers, and therapists a new and inventive way to communicate with their students. Our plan was to ensure that remote learning is never perceived as an obstacle when trying to reach a child. The vision for the series forged a new digital-educational pedagogy for special needs children, and allowed them to soar in the midst of this current predicament. The world of education is at a crossroads, blending technology with curriculum like never before. This presentation hopes to inspire educators to embrace media as a platform for true and positive change.

State & Federal Update: Thursday November 12th 11:15am -12:00pm

Breakout #2: Thursday, November 12th 12:30pm – 1:45pm
- FINAL Time Out and Physical Restraint Regulations: What You Need to Know and Do
After numerous emergency rules and amendments, ISBE time out and physical restraint regulations became final on April 9, 2020. When in person instruction resumes after the pandemic, school professionals need to follow the revised rules closely. This session will explore the rules for using time out, isolated time out, and physical restraint and detail documentation and procedural requirements.

- Through A Different Lens: Supporting Students With Mental Health Issues
The incidence of mental health issues in children has risen at alarming rates in the past several years. Schools have a unique opportunity to provide the support necessary to build student resilience so that they can not only cope effectively with the demands of school but also build the foundation for a lifetime of improved health and mental health outcomes. Drawing upon research from brain science, social sciences, education and 30 years of practice within therapeutic school settings, this engaging workshop will help participants see student complex mental health issues through a lens that is both simple and empowering. The workshop will explore practical interventions that create connected, regulated, and trauma-responsive school communities that build resilience in students and reduce the impact of mental health issues in schools. Participants will think critically about how to create a school community that can not only be a port in the storm for students and staff but can also be a springboard for developing resilience that will help them cope with challenges in their lives long after they leave school.

- Increasing Authentic Student Voice in Secondary Schools: Everyone Benefits
Student voice is described in multiple ways but is essentially providing young people with the opportunity to share in decisions that directly impact their lives and those of their peers. The benefits of authentic student voice include increased sense of belonging, improved engagement in the learning experience resulting in higher rates of school completion, and improved connections between teachers and students which ultimately lessens problem behaviors. This session will use a

theoretical model of student participation to anchor a discussion about current practices involving students. We will explore some of the common hurdles to' authentic' student engagement and learn strategies for increasing student voice and improving teacher student relationships through connections and communication. Finally, multiple examples from the field will be shared.

- Therapeutic Day: Thriving through COVID-19
Surviving through COVID-19 guidelines can seem daunting. This presentation focuses on practical ways to meet remote education guidelines, maintain IEP progress monitoring, telehealth considerations for related services, and strengthening the private/public partnership.

Breakout #3: Thursday, November 12ᵗʰ 2:00pm – 3:15pm
- COVID-19: Implications for Special Education & Schools
During this session we will explore the latest guidance and case law concerning the impact of the pandemic on the provision of special education services, as well as addressing common student and employee issues related to COVID-19

- Providing Effective Behavioral Supports During the Uncertainty of COVID
Focus of the presentation will be on navigating the uncertainty and continual changes caused by COVID to provide effective & meaningful behavior supports.

- Accelerating all Readers to Address Literacy Learning Loss
What are the best practices that will effectively accelerate our readers who have fallen behind? Research highlights the need for foundational skills instruction that is accelerative, explicit, and differentiated based on data-driven assessments that place students at their precise points of instructional need. In this session, participants will experience research based lesson structures and instructional routines for accelerating all readers' foundational skills. We will also infuse suggestions for facilitating foundational skills lessons within remote learning settings.

- 25 Technologies That Will Change Special Education
This interactive session will provide an inside look at the 25 most innovative technologies a that are transforming special education. An overview of the top assistive technologies from around the world will provide a big-picture view of the new possibilities that are available to individuals with disabilities and those who work with the differently abled. The top technologies were selected because of their practical usage and simplicity of implementation by educators working from a realistic school budget. The innovations covered will include communication tools, educational and classroom support, teacher development and many assistive technologies. The diversity in technologies span from free or simple apps to integrated teaching software. To conclude attendees will share what they are using. The session will leave attendees with new ideas.

Illinois State Board of Education Special Education Update: Friday, November 13th 8:30am – 9:30am

Breakout #4: Friday, November 13th 9:45am – 11:00am

- Where Are They and Why Won't They Stay? Recruiting, Supporting, and Retaining Novice Special Education Teachers

Special education is a critical teacher shortage area. Although the percentage of students who qualify for services has increased over the past decade, the number of special education teachers has decreased by 17% (Samuels & Harwin, 2018; NCES, 2019). This problem is compounded by decreases in enrollment in teacher education programs which has led to reliance on alternative licensure programs. Some schools have been forced to hire teachers of lower quality and, when they are able to hire a new teacher from a high-quality teacher preparation program, schools and districts want to keep them in their buildings and in the field. Currently, 1 in 3 new teachers leaves the field within 5 years (Morrison, 2019) and most who leave due to lack of preparation for job demands, insufficient mentoring support, and poor teaching conditions (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). District administrators and school principals can do much to support novice special education teachers and increase the likelihood of retaining them. This session provides specific strategies districts and schools can use to enhance their appeal to recruit the best and brightest special educators, and, once they have arrived, keep them.

- Overview of the Online IEP Quality Tutorial Professional Development Resource

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 funding 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 all ISBE-supported special education professionals in K-12 schools. The presenters will provide an overview of the Tutorial's current content and tools, which include best practice guidance and examples for the Illinois IEP, 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. In this session we will provide updates on new additions to Tutorial content and resources (e.g., case student examples, quality-assurance checklists for IEP sections) and offer a preview of new resources under development. A Question/Answer period is planned as well.

- Opening Doors for Employment: Promoting Success for Individuals on the Autism Spectrum

Most individuals with ASD have difficulty selling themselves in job interviews and maintaining working relationships on the job. Employing personal experiences and those of others with autism, Dr. Stephen Shore will share strategies for people throughout the autism spectrum to prepare for,

find and secure career-oriented jobs. Preparation for employment from a young age commonly begins with household chores as they bare similarities to employment in taking responsibility, competence, and repetitiveness – even when not wanting to feed their pet or make the bed at that time. Some individuals may need to be master parts of a chore before chaining them together as a complete task. By middle and high school, the goal of paid employment in the community, performing a service is good for building a work ethic. For example, a nonspeaking person with significant challenges can parlay a passion for perfectly folding laundry straight out of a hot dryer into paid and employment that is meaningful to that individual. The session ends with a review of a 40-hour open source curriculum the presenter co-developed with colleagues focused on training autistic and neurodiverse individuals as well as their employers.

- <u>Interactive & Engaging Technologies that Enhance Remote Learning for ALL Students</u>

Instruction in our current educational environment has dramatically changed. Educators may need to deliver instructional content remotely at various points of the school year. School staff must deliver instructional content in a meaningful and engaging manner for all students to learn, including our special education students. This training will provide an array of technology resources for school staff to engage students, teach the curriculum, and how to assess ALL students through remote learning periods. These technology tools will contain features to support the three main principles of Universal Design for Learning (UDL), multiple means of engagement, representation, and expression.

Breakout #5: Friday, November 13th 11:15am – 12:30pm

- <u>Illinois Priority Learning Standards</u>

In light of the many ways students have been, and continue to be, impacted by the global pandemic, remote learning, and racial and social injustices that are being revealed during this moment in history, it is evident schools, teachers, and students need to maximize learning during the 2020-2021 school year and beyond. Educators need assistance in addressing unfinished learning and learning loss compounded by trauma due to the pandemic. To support efforts which address recovery and accelerate learning in classrooms across the state, the Illinois State Board of Education assembled a diverse and skilled team of Illinois educators who drafted the Illinois Priority Learning Standards (IPLS) that depict the knowledge, skills, and dispositions we want all students to possess to successfully complete in a given grade level or stage in education. This document carefully considered the full set of Illinois Learning Standards including the Social and Emotional Learning (SEL) standards and selected those which most effectively address learning loss, engage students deeply, and maximize learning. The presentation will provide an overview of the IPLS and how the Social and Emotional Learning Standards can be utilized.

- <u>Measuring What Matters in Trauma-Informed Schools</u>

Many schools claim to be trauma-informed, but there is no agreement about what that actually means. How do you know if your staff are trauma-informed -- how do you measure it? The steps to doing a program evaluation and common questions will be reviewed. A significant roadblock to this goal is a lack of reliable and valid tools that evaluate TIC. This presentation will review the state of measurement in the TIC field, including several instruments. It will introduce the Attitudes Related to Trauma Informed Care instrument, (ARTIC) one of the first empirically validated measures. The ARTIC is administered on-line and generates reports about staff beliefs. The instrument includes an education version. It contains resources about how to improve individual and schoolwide scores. Multiple administrations can demonstrate progress in changing a program's culture. It has been used by many schools throughout the country and internationally.

- <u>Creating a Climate and Culture of Care for Children with Emotional, Behavioral, and Mental Health Disorders</u>

Schools across the nation are experiencing a dramatic increase in the number of very young children with serious emotional, behavioral and mental health disorders. School personnel, in general, are ill-prepared to meet the challenges presented by this population. Common responses to behaviors such as overt defiance, elopement, destruction of property and physical aggression have relied heavily on punitive consequences. The purpose of this workshop is to shift that perspective and highlight efforts to transform the school climate and culture into one of care and concern. School professionals cannot successfully address the needs of this population on their own. Participants in this session will be introduced to strategies and practices that they can use and share with colleagues in a united effort to respond to this growing need.

- <u>Helping the Helpers: Providing Training and Support to Paraeducators</u>

Paraeducators are increasingly vital members of the school community. They provide support to special education teachers and are often directly involved in the education of students with disabilities and their work can be quite varied across school settings (Ashbaker & Morgan, 2006; Liston, Nevin, & Malian, 2009). Based on the law, paraeducators must be qualified to perform assigned services as indicated in the student's Individualized Education Program (Katsiyannis et al., 2000). Yet, paraeducators have reported that training is often based on observing teachers and other paraeducators as they work with students, supplemented with a brief explanation prior to undertaking a task (Bingham et al., 2007; Carroll, 2001; Douglas & McNaughton, 2013; Downing et al., 2000; Liston et al., 2009). Teacher education programs rarely equip teachers with the competencies needed to manage, train, and support paraeducators (Drecktrach, 2000; Wallace et al., 2001), further compounding barriers to training. The focus of this session is to discuss the challenges faced by both teachers and paraeducators, and outline strategies to support and enhance the communication, training, and overall classroom structure.

Breakout #6: Friday, November 13ᵗʰ 1:00pm – 2:15pm

- Lessons Learned from Different Perspectives

Join a unique Question & Answer panel discussion detailing some of the most important lessons learned during Covid-19 from different schools. Perspectives about successful instruction, provision of related services, data collection, assessments, confidentiality/FERPA issues, etc in remote learning will be shared from representatives of different special education schools. Learn about specific tips and strategies utilizing virtual and remote learning protocols for students with disabilities

- School Improvement Through Instructional Rounds

Instructional rounds - a practice adapted to education from the field of medicine - embodies a specific set of ideas about how practitioners can work together to solve common problems and improve their practice. In the education context, it is designed to help schools, districts, and state systems support high-quality teaching and learning for all students. Instructional Rounds strategically connects school efforts with improvements at the instructional core and builds collaborative networks of educators who learn from one another about improving teaching and learning. During the introductory workshop, the presenter will guide you through the rounds process focused on equity-based problems of practice. The rounds protocol is utilized to improve teaching and learning conditions and reinforce the aim of developing equitable classrooms. Participants will make connections between building-wide problem of practice, understand how the instructional core is the heart of rounds and of school improvement efforts centered on equity.

- Putting More Positives In Positive Behavior Support

Positive Behavior Support, by its very name, is designed to emphasize positives. However, in implementation, most schools still emphasize rule violations and disincentives. This presentation will include suggestions about human motivation, emphasizing relationships between teachers and students. Students who have experienced complex trauma and students with disabilities may not be motivated by all of the same things that work for typically developing students. This presentation will suggest methods and activities that are likely to increase motivation in the nonpublic special education setting. In addition, effective "lures" to learning and prosocial behavior will be shared.

- Implementing Collaborative Problem Solving to Reduce Students' Challenging Behavior while Building Skills and Relationships

Conventional ways of managing students' challenging behaviors have been based on operant theories of behavior modification, such as behavior charts, time-outs, point-and-level systems, quiet rooms, physical restraints, and seclusion. Recently, however, the field has moved toward alternative approaches that pose fewer risks to youth and caregivers while still being effective. One such approach is Collaborative Problem Solving (CPS). CPS has been implemented in residential schools, therapeutic day schools, and public schools, and there is a growing body of evidence supporting its

effectiveness in decreasing challenging behavior, building critical problem-solving skills, and building helping relationships. This presentation will include a brief overview of the CPS approach and evidence for its effectiveness, followed by best practices for systemic implementation, including evaluating a program's readiness for change, providing adequate and ongoing training and coaching, evaluating outcomes during implementation, developing internal sustainability. CPS will be used as an example throughout the presentation, but the lessons about implementing an evidence-based practice can be generalized to any approach.