

PROFICIO'S 2019 CONFERENCE

IMPROVING SPECIAL EDUCATION
SERVICES FOR STUDENTS WITH
COMPLEX NEEDS



NOVEMBER 14-15, 2019
HILTON CHICAGO/OAK LAWN



PROFICIO
CONSULTING GROUP

WELCOME

Welcome to Proficio's 2019 Conference: Improving Special Education Services for Students with Complex Needs! We are so thankful that you are joining us for this event and feel very privileged that you have allowed us to be a part of your niche special education community. We know how hard you work and how difficult it is to get away from your buildings – thank you for being here.

Thank you to our presenters for their continued willingness to share their knowledge and insights. We would also like to thank all the sponsors of this event. We hope the presentations and resources are beneficial to improving the services for your students.

If you are interested in receiving ISBE PD hours, be sure to visit the registration desk as the Evaluation Form must be turned in before you leave the event. Thank you to Elim Christian Services for partnering with us again so that we can provide the professional development hours required for professional educator license renewal.

If you are new to this conference, welcome to the family! Our returning guests know that we do not give away a “tchotchke” item, but instead have a tradition of a large giveaway. As a token of our appreciation for your hard work and dedication, we will be raffling off an all-inclusive vacation! All registered attendees already have one ticket in their ID badges...but you can earn an additional raffle entry by visiting all exhibitor tables and completing your game card! The winner will be announced at Friday's closing session.

This year's social hour will again take place at Deja Brew (5219 95th Street in Oak Lawn) from 4:00-6:00pm on Thursday. We hope you join us. Shuttle transportation will be provided to and from the hotel. Heavy appetizers and drinks are free... we hope you take advantage of this full networking opportunity with attendees, presenters, and sponsors together! After that, we will have live music at the Hilton hotel bar from 7:00-9:00pm. Please join us!


Thank you for allowing us to continue this tradition that we love so much!



Paul Nijensohn
Partner



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Heather Zeman
Partner

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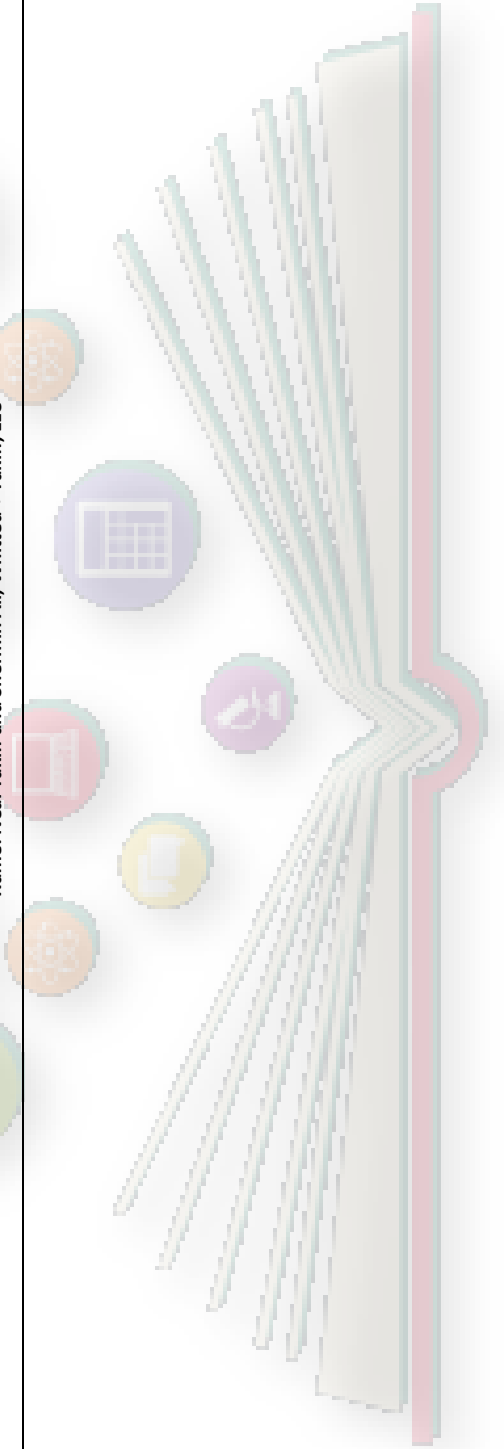


Thursday, November 14

Opening Remarks and Keynote: Meet The Challenges And Harvest The Rewards From Five Generations In The Workplace, Dr. David Farrar							
8:30 am	NORTH Funding for Nonpublic Programs <i>Larry Smith, Illinois State Board of Education</i>	GRAND BALLROOM From Enraged to Engaged: Effectively Addressing Student Anger and Disruption <i>Dr. Richard Van Acker, University of Illinois at Chicago</i>	SOUTH Pre-Employment Transition Services for Students with Complex Needs <i>Janet Estervig, Attainment Company</i>	WINDSOR Principles and Practices for Effective Multi-Tiered Systems, and Social, Emotional, and Behavioral Assessment-to-Intervention: Getting Your Bang for the Buck <i>Dr. Howie Knoff, Project ACHIEVE Educational Services</i>	LINCOLN I've Tried Everything for Special Needs and Struggling Learners: Now What? <i>Dr. Bobb Darnell, Achievement Strategies, Inc.</i>	SHEFFIELD Expanding Augmentative & Alternative Communication Opportunities: Using Core Vocabulary in Early Literacy Instructional Routines <i>Dr. Claire Greer, Center for Literacy & Disability Studies at the University of North Carolina Chapel Hill</i>	CHICAGO An Update on Tools for Suicide Prevention in Schools <i>Bianca Vargas-Ocasio, Lurie's Children's Center for Childhood Resilience</i>
10:15-11:30							
11:30-12:40	Lunch and State Update: Liz Brown-Reeves, IAPSEC						
12:40-1:55	NORTH Assessment & Accountability <i>Laura Quimby & Megan Forness & Jim Palmer & Barry Pedersen & Dan Brown, Illinois State Board of Education</i>	GRAND BALLROOM Schoolwide Implementation for SEL and Embedded Mindfulness <i>Gene Olson, CCSD 89</i>	SOUTH Disability Characteristics and Strategies for Paraprofessionals <i>Dr. Meg Carroll, Saint Xavier University</i>	WINDSOR Using Brain Science to Drive Educational Innovation <i>Peppy Howard-Williams & Leslie Wiss, Great Circle</i>	LINCOLN Integrating Wearable Biomarker Technology into Behavioral Assessment to Address Anxiety-Related Behaviors of Students in K-12 Settings <i>Dr. Toni Van Laarhoven & Dr. Jesse W. Johnson, Northern Illinois University</i>	SHEFFIELD Successful Parenting: Create Your Custom Plan for Raising Independent Children into Adulthood <i>Dr. Robin Choquette & Jackie Rhew, Amita Behavioral Health</i>	CHICAGO Overcoming ACES Through Literature <i>Michelle Bickhaus, Chaddock School</i>
1:55-2:15	Snack Break and Exhibitor Networking Time						
2:15-3:30	NORTH Authentic Self-Care for Special Educators <i>Colleen Steele & Alle Szczecinski, Elim Christian Services</i>	GRAND BALLROOM The Development, Analysis and Future Use of Programmatic Outcomes within a Therapeutic Day School for Students with Autism <i>Bianca Frost, Turning Pointe Autism Foundation</i>	SOUTH Using Educational Technology to Improve Outcomes for Students with Complex Disabilities <i>Dr. Margo Izzo, Ohio State University & Dr. Terry Jackson, US Department of Education & Dr. Claire Greer, University of North Carolina at Chapel Hill</i>	WINDSOR Systems of Support-A Framework for Instructional Support for Students with Autism <i>Dr. Jennifer Naddao & Dana Scalzitti & Megan Keating, Schaumburg School District 54</i>	LINCOLN Destructive to Productive: Creating a Restorative Justice Culture <i>Jonathan Masters, Wider Lens Productions</i>	SHEFFIELD Accessing Grade Aligned English/Language Arts for Students with Complex Support Needs <i>Dr. Pamela J. Mims, East Tennessee State University</i>	CHICAGO Interscholastic Activities for Alternative Education Students: A Game Changer <i>Sarah Lorenzi & Marty Knuth, CAAEL</i>
Social Hour 4-6pm @ Deja Brew and Live Music 7-9pm @ Hilton Bar							

Friday, November 15

ISBE Update: Division of Special Education Services							
8:30 am							
10:15-11:30	<p>NORTH</p> <p>Teachers Need Support, Tool Instructional Coaching & Mentoring for Special Education Teachers</p> <p><i>Sherry Bochenek & Jennifer Brown, Giant Steps</i></p>	<p>GRAND BALLROOM</p> <p>Proactive Behavior Management</p> <p><i>Patti Boheme, Little Friends Center for Autism</i></p>	<p>SOUTH</p> <p>Preparing Learners with Complex Needs for the Rest of Their Life: Teaching Life Skills in the Era of Development Curricula and the Common Core</p> <p><i>Dr. Patrick McGreevy & Troy Fry, Essential for Living</i></p>	<p>WINDSOR</p> <p>Transforming Policies: Creating Safer Schools for Trans and Gender Nonconforming Students</p> <p><i>Kelly George, New Constellations</i></p>	<p>LINCOLN</p> <p>Cybersecurity - How Do We Keep Our Students' Information Safe?</p> <p><i>Matt Janoski, Wipfli LLP</i></p>	<p>SHEFFIELD</p> <p>Telling You About Me - Disability Disclosure</p> <p><i>Dr. Vinni Hall, The Art of Learning</i></p>	<p>CHICAGO</p> <p>The Intersection of Innovation and Impact</p> <p><i>Samantha Carroll, Robokind</i></p>
11:30-1:00	Brunch and Federal Update: Danielle Johnson, NAPSEC						
1:00-2:15	<p>NORTH</p> <p>Professional Leadership Development and Team Building in the Work Place</p> <p><i>Tateanna Foster, iCAN Dream Center</i></p>	<p>GRAND BALLROOM</p> <p>Physical Restraints and Isolated Time-Outs: School Utilization, Compliance & Best Practices</p> <p><i>Shermin Ali-Andani, Esq. & Neal Takiff, Esq., Whitted + Takiff, LLC</i></p>	<p>SOUTH</p> <p>Behavior Analysis in the Classroom - Strategies and Goals</p> <p><i>Laura Corrado, Behavioral Perspective, Inc.</i></p>	<p>WINDSOR</p> <p>Evidence-Based Self-Monitoring Interventions</p> <p><i>Dr. Allison Bruhn, University of Iowa & Dr. Joe Wehby, Vanderbilt University</i></p>	<p>LINCOLN</p> <p>The Cost of Caring: Managing Vicarious Trauma, Compassion Fatigue and Burnout</p> <p><i>Josh Carlson, The Knowledge Center at Chaddock</i></p>	<p>SHEFFIELD</p> <p>Considerations for Prompt Hierarchy Related to Augmentative Communication</p> <p><i>Lauren Williams & Alexandra Schriefer, Monarch Center for Autism</i></p>	<p>CHICAGO</p> <p>Seeing E-Rate Clearly 2020</p> <p><i>Melinda Fiscus, Learning Technology Center of Illinois</i></p>
2:30-3:15	<p>Closing Session: Paul Nijensohn & Heather Zeman, Proficio Consulting Group</p> <p>Raffle: Neal Takiff and Shermin Ali, Whitted + Takiff, LLC</p>						



THURSDAY, NOVEMBER 14

8:30 - 10:00 am

Opening Remarks and Keynote Address

Paul Nijensohn and Heather Zeman, Partners, Proficio Consulting Group

Sally Sover, President, Illinois Association of Private Special Education Centers (IAPSEC)

Meet The Challenges And Harvest The Rewards From Five Generations In The Workplace



Even those of us who believe that we don't stereotype, do. A stereotype is a generalization about a group of people. Stereotypes simplify our social world because they mean we have to do less thinking when we have to deal with a new person or circumstance.

Obviously, that can be a real challenge in the workplace. For the first time in history, five generations are working with each other in our workplaces, each with different leadership, communication and career development styles. The stereotypes about each generation get in the way of authentic communication and make us ignore important differences between individuals. Over the

next few years as the makeup of our workplaces change dramatically it will be up to us to help the generations connect and collaborate in spite of their different experiences and expectations about work.

This is a research based keynote for managing a multigenerational workforce. Dr David Farrar will draw on examples from psychology and education to explore how leaders in special education can get the most out of the five generations they interact with at work.

10:15 - 11:30 am

Session Descriptions:

NORTH

Funding for Nonpublic Programs

Larry Smith, 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.

GRAND BALLROOM

From Enraged to Engaged: Effectively Addressing Student Anger and Disruption

Dr. Richard Van Acker, U of I at Chicago

Increasingly, educators (teachers and administrators) are confronted with students who display angry and disruptive behavior that interferes with their learning and that of the other students. Many students appear ill-prepared to successfully meet the demands being placed upon them in today's school setting. Childhood adversity, mental health disorders, school failure, and coercive discipline add to the challenges confronted by both students and

educators. This workshop will explore key factors impacting student behavior and identify empirically validated intervention strategies to address student anger and their display of challenging behavior. These intervention approaches will take advantage of what educators know about learning and the use of instructional consequences for behavior.

SOUTH

Pre-Employment Transition Services for Students with Complex Needs

Janet Estervig, Attainment Company

This session will cover Pre-Employment Transition Services under the federal Workforce Innovation and Opportunity Act. Learn how WIOA brings together schools, vocational rehabilitation, businesses, and employment providers to strengthen and build opportunities for collaborative work leading to successful competitive integrated employment outcomes for students with disabilities. Students with complex needs including medical and/or behavioral challenges, can be employed and be part of their community. This workshop will share best practices and strategies on providing pre-employment transition services for all students. Providing personal care in the community and supporting youth with behavioral challenges in community jobs will be shared from Janet's years of experience in transition, job placement and systematic

THURSDAY, NOVEMBER 14

10:15 - 11:30 am

Session Descriptions, continued:

instruction that has led to successful employment outcomes for ALL youth and adults with disabilities. Janet will share her knowledge as a vocational rehabilitation counselor, special education teacher, and Registered Nurse. You will come away with examples from real-life experiences of job placements that were successful and job supports that matched each person's complex needs.

WINDSOR

Principles and Practices for Effective Multi-Tiered Systems, and Social, Emotional, and Behavioral Assessment-to-Intervention: Getting Your Bang for the Buck

Dr. Howie Knoff, Project ACHIEVE

Federal and state laws require schools to develop effective multi-tiered systems of services, supports, strategies, and interventions for students who are at-risk, underachieving, unresponsive, and/or unsuccessful. These systems are especially important to address the needs of students with significant social, emotional, or behavioral challenges. Unfortunately, some nationally-recommended practices are not scientifically- or psychologically-sound, and they may either delay services to our students, . . . or recommend the wrong ones. This presentation will discuss ten scientifically-sound and implementation-proven practices that correct these flaws and establish the foundation to effective multi-tiered practices. These are then linked to an established data-based functional assessment problem-solving process that will be described. This process emphasizes the importance of collecting both current and historical information on all students, and completing assessments that determine the root cause of a student's difficulties so that the results can be linked to high probability-of-success services, supports, and interventions. The presentation will end by discussing the essential elements to sound intervention development and execution, along with 12 crucial rules-of-thumb when interventions are implemented with behaviorally challenging students.

LINCOLN

I've Tried Everything for Special Needs and Struggling Learners: Now What?

Dr. Bobb Darnell, Achievement Strategies, Inc.

Learn how to unleash the power of special needs and struggling learners in mixed-ability classrooms. See how to motivate students to become engaged, empowered, and ready to achieve high standards. Feel the power of

learning-to-learn and executive functioning skills and strategies that increase students' confidence, risk taking, achievement, and responsibility. Expand your everything by becoming aware of over 120 additional classroom practices that will bring energy, passion, and positive attitude to students and teachers.

SHEFFIELD

Expanding Augmentative & Alternative Communication Opportunities: Using Core Vocabulary in Early Literacy Instructional Routines

Dr. Claire Greer, University of North Carolina at Chapel Hill

This session will provide information about early language and emergent literacy instructional routines: shared reading, alphabet/phonological awareness, predictable chart writing, independent reading, and independent writing. The focus will be on the teaching and use of core vocabulary within the routines to engage beginning communicators with significant cognitive disabilities and increase their literacy and communication abilities. The presenter will share descriptive data from an ongoing study that is specific to teacher behaviors (e.g., modeling core vocabulary symbols and attributing meaning to communication attempts) and how these behaviors vary across routines. Descriptive data will also be shared regarding student use of symbolic and non-symbolic means of communication to initiate and respond across routines. Access to free resources to support planning and implementing the routines as well as student communication supports will be provided.

CHICAGO

An Update on Tools for Suicide Prevention in Schools

Bianca Vargas-Ocasio, Lurie Children's Center for Childhood Resilience

Suicide rates in the US among youth continue to rise, with girls experiencing the highest rates in recorded history. Schools play a critical role in suicide prevention. This presentation will provide an update on understanding risk for suicide among youth, and recent tools for identifying and intervening with youth at risk for suicide.

11:30 - 12:40 pm

Lunch Remarks & State Update:

Kevin Custer, Director, Accessible Tech
Liz Brown-Reeves, Legislative Liaison,
IAPSEC

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12:40 - 1:55 pm

Session Descriptions:

NORTH

Assessment & Accountability

Laura Quimby & Megan Forness & Jim Palmer & Barry Pedersen & Dan Brown, Illinois State Board of Education

This presentation will provide information on what to expect and complete for Illinois state accountability assessments. Each assessment will be highlighted and discussed by each of their coordinator.

GRAND BALLROOM

Schoolwide Implementation for SEL and Embedded Mindfulness

Gene Olson, CCSD 89

The presentation will describe our journey embedding SEL standards into our current structures. This includes MTSS, Tier 1 instruction, assessment, instructional practices, adult competencies, IEP goal writing, discipline strategies, schoolwide expectations, and staff and student wellness.

SOUTH

Disability Characteristics and Strategies for Paraprofessionals

Dr. Meg Carroll, Saint Xavier University

Paraprofessionals may be hired without specific training in disabilities or strategies for teaching children with disabilities. They may even be assigned to serve a child one-to-one without significant information about the disability the child has. This presentation will include a "cook book" style handout of a number of disabilities and the characteristics most commonly associated with each of those disabilities. In a column immediately next to each characteristic is a list of instructional, assessment, and behavior management strategies to address the characteristics. Knowing a child's diagnosis (name of the disability) may not necessarily inform practice but matching implementation tips with characteristics will make sense to the participants. The handout may be used by paraprofessionals who attend the conference and also be shared by teachers and administrators who attend the conference with paraprofessionals from their agencies and schools who may be unable to attend the conference.

WINDSOR

Using Brain Science to Drive Educational Innovation

Peppy Howard-Willms & Leslie Wiss, Great Circle

By implementing a trauma-informed approach based in concepts of brain development, schools can transform how children learn. Presenters share how The Neurosequential Model in Education® (NME) provides a trauma-informed framework for schools. Emphasis is on developing and implementing: 1) sequential change for personnel, and 2) strategies to overcome resistance. Participants leave with materials to implement the process in an education setting.

LINCOLN

Integrating Wearable Biomarker Technology into Behavioral Assessment to Address Anxiety-Related Behaviors of Students in K-12 Settings

Dr. Toni Van Laarhoven & Dr. Jesse W. Johnson, Northern Illinois University

According to the National Comorbidity Survey Replication-Adolescent Supplement (NCS-A), nearly one in three adolescents (31.9%) meet criteria for anxiety disorders (Marikengas, et al., 2010). Anxiety is a multi-component construct involving affective states (e.g., subjective fear), cognitions (e.g., thoughts, beliefs) behavioral patterns (avoidance), and associated physiological arousal (e.g., increased heart rate, changes in respiration patterns) (Moskowitz et al. 2017). A number of physiological markers associated with stress have been identified and often involve measurement of electrodermal activity (EDA)/skin conductance level or response (SCL and SCR), heart rate (HR), heart rate variability (HRV), blood pressure (BP), muscle tension, respiration/breathing patterns (Choi & Gutierrez-Osuna, 2009), and other measures such as Error-Related Brain Activity (ERN) (Rosen & Lerner, 2017), and cortisol (Moskowitz, Rosen, et al, 2017). The purpose of this presentation is to describe how physiological information obtained from unobtrusive wearable devices can be used for behavioral assessment to identify anxiety-provoking situations and to guide clients and/or practitioners to interventions and relaxation techniques aimed at recognizing the body's anxiety response. Presenters will provide examples to illustrate how these devices can be used to teach individuals to self-regulate or use coping and/or relaxation strategies, which could improve their ability to navigate life demands with greater effectiveness.

SHEFFIELD

Successful Parenting: Create Your Custom Plan for Raising Independent Children into Adulthood

Dr. Robin Choquette & Jackie Rhew, Amita Behavioral Health

This program will equip professionals with the framework needed to provide an eight-week

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12:40 - 1:55 pm Session Descriptions, continued:

parenting class, along with parent and family coaching in both individual and family sessions. Schools and agencies have found this program particularly helpful when supporting parents dealing with issues such as, anxiety, depression, school refusal, ADHD and other behavioral issues.

CHICAGO

Overcoming ACES Through Literature

Michelle Bickhaus, Chaddock School

Literature can teach us important life lessons. We learn about love in literature and we learn about forgiveness. We learn to stand up for what is right from Harper Lee's "To Kill a Mockingbird". We learn about the meaning of life in Tolstoy's "War and Peace". We learn about suffering, social justice, history, resilience, and more. In this session you will learn how selecting literature and teaching the lessons of resilience with novels can help students overcome Adverse Childhood Experiences. We'll walk through a sample novel unit for young adults as well as a book for young children. We'll also discuss how to include specific therapeutic strategies within the study of the novel. You will walk away with a unit lesson plan and all of the information you will need to implement a literary study unit in your classroom with the goal of helping your students apply thematic lessons of resilience in their own lives. You will also gain a perspective for analyzing literature through the ACEs lens so that you can build your own lessons to include a view for resilience and overcoming the effects of ACEs.

1:55 - 2:15 pm Snack Break and Exhibitor Networking Time

2:15 - 3:30 pm Session Descriptions

NORTH

Authentic Self-Care for Special Educators

Colleen Steele & Allie Szczecinski, Elim Christian Services

Do you find yourself exhausted, overwhelmed, and contemplating early retirement? We've all been there. It's no secret that turnover in the field of special education is continually rising. Special Educator Burnout is real and it can leave you feeling depleted. If you would like to gain tangible strategies for combating burnout head-

on, join us as we move beyond massages and manicures to explore what true self-care looks like in the unique field of special education. You will leave with a personalized plan that will get you on the road to feeling more positive and energized in the important work you do every day.

GRAND BALLROOM

The Development, Analysis and Future Use of Programmatic Outcomes within a Therapeutic Day School for Students with Autism

Bianca Frost, Turning Pointe Autism Foundation

Illinois State Board of Education (ISBE) defines programmatic outcomes as goals the provider sets forth for each of their programs and strives to achieve. The purpose of developing programmatic outcomes is to ensure programs are setting a vision for what they aim to achieve with their students, tracking progress, assessing where changes/adjustments are required, and overall, showing continuous progress from year to year. This presentation will cover the development, analysis and future use of programmatic outcomes within a Therapeutic Day School for students with Autism. Programmatic outcome development within Turning Pointe Autism Foundation CN Day School includes identifying student needs (maximizing independence), areas of importance (increasing skills within the areas of functional communication, socially appropriate behavior and functional living skills), data collection systems (cold probe data per student) and program specific goals (50% increase in student specific skill from one quarter to the next). Outcome analysis includes data analysis (student specific data in addition to program wide data) and reporting (quarterly reporting). Future use of programmatic outcomes includes areas of improvement (lack of progress and/or student regression), professional development opportunities (future trainings related to areas of improvement) and follow up data analysis (student/program progress from training).

SOUTH

Using Educational Technology to Improve Outcomes for Students with Complex Disabilities

Dr. Margo Izzo, Ohio State University & Dr. Terry Jackson, US Department of Education & Dr. Claire Greer, University of North Carolina Chapel Hill

The Office of Special Education Programs at the US Department of Education supports a multi-million dollar grant program, Stepping up Technology Implementation to integrate research-based technology tools in classroom settings that benefit students with communication and mental health needs. After

THURSDAY, NOVEMBER 14

2:15 - 3:30 pm

Session Descriptions, continued:

a brief description of this grant program, find out about several technology projects. Project Core and Tar Heel Shared Reader projects create models for communication and shared reading for students with cognitive disabilities and complex communication needs. Components include:

(a) professional development modules; (b) readiness assessments and action planning tools; (c) planning guides and self-reflection checklists; (d) supports for coaches and administrators; and (e) open-source literacy and communication tools. The EnvisionIT project is an online transition curriculum that is evidence-based, standards-aligned, and is being successfully used with adjudicated students who are educated in mental health residential programs. EnvisionIT teaches English Language Arts and Information Technology (IT) skills as students develop self-directed transition plans. Students use these plans to guide their transition back into their communities. Through the above projects, students with complex needs use technology to gain the 21st Century skills needed to participate actively in their education and community.

WINDSOR

Systems of Support - A Framework for Instructional Support for Students with Autism

Dr. Jennifer Naddeo & Dana Scalzitti & Megan Keating, Schaumburg District 54

During this session, we will connect current research and best practices with classroom solutions to support students with autism and other complex learning needs. We will share how we embed our systems of support expectations into classroom routines and strategies, categorized into the areas of physical environment, schedules, visual, sensory, communication supports, teaching and reinforcing behavior, and academic instruction. We will also share how we use these tools as the foundation of student problem solving, leading to higher levels of student success.

LINCOLN

Destructive to Productive: Creating a Restorative Justice Culture

Jonathan Masters, Wider Lens Productions

The zero tolerance philosophy created a pipeline from school to prison. With Senate Bill 100 being enacted, schools need to create multi-tiered interventions for their most intensive populations. This workshop will challenge educators to think around the problem and outside the box.

SHEFFIELD

Accessing Grade Aligned English/Language Arts for Students with Complex Support Needs

Dr. Pamela J. Mims, East Tennessee State University

Students with intellectual disabilities, multiple disabilities, and autism have been underexposed to grade aligned English/Language Arts (ELA) content, including literacy. This session highlights research to guide participants practice in implementing meaningful grade aligned ELA content such as vocabulary, opinion writing, comprehension of fiction and nonfiction text, and student led research for students with low incidence disabilities. A presentation of evidence based practices such as the use of technology, grade aligned adapted fiction and nonfiction text, and systematic instruction will be featured.

CHICAGO

Interscholastic Activities for Alternative Education Students: A Game Changer

Sarah Lorenzi & Marty Knuth, CAAEL

Research indicates that extracurricular activities encourage peer interaction, promote cooperation, build student-adult relationships and strengthen the student-school connection. It has been found that students who participate in these activities achieve higher grade point averages, miss fewer days of school, and are more likely to graduate. However, for a myriad of reasons, students referred to alternative education programs due to severe behavioral and emotional issues often lose access to these experiences. CAAEL has been filling this critical activity gap since 1976. Each year CAAEL gives over 5000 alternative education students access to a full range of interscholastic athletic, academic, and cultural activities. CAAEL's magic is the diversity of participants who attend 58 alternative programs located in Chicago and nine Illinois counties. As a result, CAAEL participants begin to see beyond themselves. They develop empathy and come to embrace diversity. They participate in CAAEL's 1,000+ events each year, having fun with and learning from each other.

4:00 - 6:00 pm

SOCIAL HOUR @ DEJA BREW

Join us for free drinks, food, and networking with colleagues! Transportation is provided!

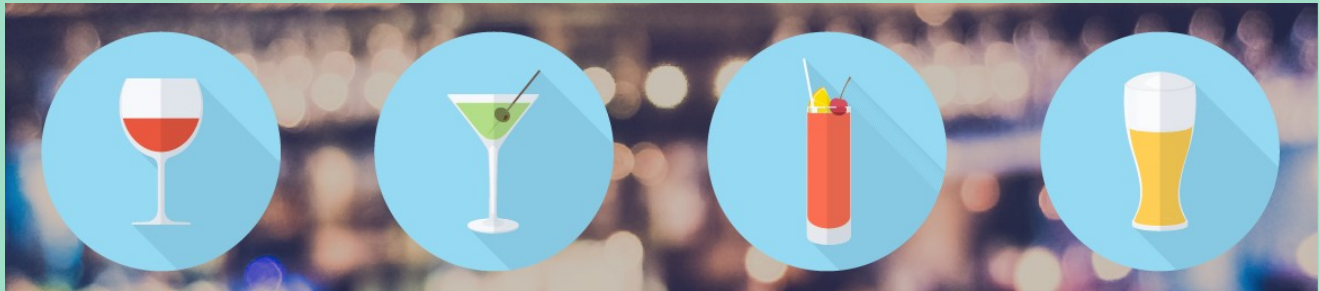
7:00 - 9:00 pm

Live Music @ Hilton Hotel Bar

Join us at Deja Brew (5219 95th Street in Oak Lawn) for Social Hour!
4:00pm - 6:00pm

Shuttle Transportation will run continuously from the hotel. Meet at the drive outside the Hilton door between the Sales Office and the Executive Board Room starting at 4pm.

Heavy appetizers and drinks will be provided!



Thank you to IAPSEC and NAPSEC for sponsoring this event!

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— ERIN MILLER, '17
M.A. SPECIAL EDUCATION



FRIDAY, NOVEMBER 15

8:30 - 10:00 am

ISBE UPDATE

Barbara Moore, Director of Special Education
Abbey Storey, Acting Supervisor
Helen Kossler, Principal Consultant
Christine Wietasch, Principal Consultant
Corinne Williams, Principal Consultant



**Illinois
State Board of
Education**

The Illinois State Board of Education Division of Special Education Services will provide an update on recent Agency reorganization, goals of the Division, projects and initiatives across the Agency that impact special education, and updates specific to alternative and nonpublic special education programming.

10:15 - 11:30 am

Session Descriptions:

NORTH

Teachers Need Support Too! Instructional Coaching & Mentoring for Special Education Teachers

Sherry Bochenek & Jennifer Brown, Giant Steps

Special education teachers have a complex job with having to provide instructional differentiation, modifying curriculum, and adapting materials for students at a variety of skill levels among their many other responsibilities. Research has shown that special education teachers often are overwhelmed with their responsibilities and may leave teaching due to burnout. So, what can be done to help teachers feel less overwhelmed and provide more effective instruction? Instructional coaching and mentoring can provide teachers with the support they need. It's not just students that need support, teachers do too! In this session, participants will learn strategies that can be used to help teachers grow in their instructional practices, ability to modify curriculum, and adapt materials to improve student outcomes. Whether your school has a dedicated instructional coach or has a veteran teacher mentoring other teachers, you will walk away with practical tips to help your teachers grow in their instruction.

GRAND BALLROOM

Proactive Behavior Management

Patti Boheme, Little Friends Center for Autism

This presentation will discuss how it is difficult to avoid a strong reactive approach when working with students with behavior problems. Staff emotions will be discussed and how to change their reactions to be more positive and proactive. Presentation describes how to set up a culture

where professionals think about ways to shape appropriate behaviors and use strategies to help students with predictability, transition choices and control for which they often lack in their life. Other behavior principles and strategies will be covered. The goal is to redefine how we think about behavior in order to get better outcomes and create a positive school environment. This presentation is designed for individuals with autism but applies to other disabilities and typical students.

SOUTH

Preparing Learners with Complex Needs for the Rest of Their Life: Teaching Life Skills in the Era of Developmental Curricula and the Common Core

Dr. Patrick McGreevy & Troy Fry, Essential for Living

In recent years, many teachers, curriculum coordinators, and behavior analysts have struggled with what to teach children with moderate-to-severe disabilities or limited skill repertoires, including many children with autism, especially as they grow older. In public schools, they are often instructed to adhere to the Common Core State Standards, while in ABA programs they are often offered only developmental curricula designed to help young children with autism catch up to their typically-developing peers. When they look for alternative sources of more functional, life skills, and specific teaching strategies appropriate to these skills, they often find few available options. The presenters will describe eight functional, life skills that are part of Essential for Living, a curriculum of which they are the authors, and the value of these skills as we prepare learners with moderate-to-severe disabilities for the rest of their life. They will also demonstrate several teaching strategies that can be used to teach these same skills.

FRIDAY, NOVEMBER 15

10:15 - 11:30 am Session Descriptions, continued:

WINDSOR

Transforming Policies: Creating Safer Schools for Trans and Gender Nonconforming Students

Kelly George, New Constellations

As visibility and acceptance increases for transgender and gender nonconforming individuals, leading to more students coming out at earlier ages, schools are struggling to stay on track with affirmative training, policies, and procedures. Unfortunately, this can lead to students experiencing significant distress and harm, unclear expectations for staff and teachers, and sometimes even costly lawsuits. This training will help you assess the status of your current environment, explore options for improvement, and create an action plan to help you create a more affirming environment for your TGNC students.

LINCOLN

Cybersecurity - How Do We Keep Our Students' Information Safe?

Matt Janoski, Wipfli LLP

As more of our lives move online, we become more exposed to those who seek to obtain whatever personal information they can find online. Nonpublic special education schools often hold significant amounts of students' information, which may include social security numbers and other personal information. As such, schools can be prime targets for identity thieves. Protecting this information is a daunting task. As educators and administrators, your focus is on providing program services to the students and funding of those services. The protection of personal information of students is an important issue. In this session on cybersecurity, we will look at common threats to your organization's information and the most cost-effective ways to prevent these attackers from gaining access to your students' personal information.

SHEFFIELD

Telling You About Me - Disability Disclosure

Dr. Vinni Hall, The Art of Learning

Interactive session that will explore strategies to help our students with IEPs recognize, manage and articulate their different abilities: learning styles, social/emotional well being status, and their physical/health profiles. Disclosure is a self advocacy tool for our students to acquire vital support systems for life. Participants will receive suggestion packets to guide strategies for our teachers to help our student to disclose (articulate-when and to whom) their unique

qualities as they learn what may interrupt them from understanding like their peers.

CHICAGO

The Intersection of Innovation and Impact

Samantha Carroll, Robokind

Identifying, initiating, and implementing innovation that results in life-changing impact is challenging especially for individuals with Autism. The intersection of innovation and impact is about "results" in IEP goal attainment, behavior and academic growth and improvement, and ultimately providing effective tools and instructional programming that creates generalizing of targeted behaviors to human to human interaction. This presentation unpacks how leadership at three different levels within the K12 system achieved as high as 90% mastery and observable generalizing of targeted behaviors. Participants will learn best practices in leadership to provide ongoing learning, growth and support for program fidelity. Lastly, participants will learn how a new awareness and understanding, combined with courage to embrace and implement evidence-based, research-informed, and results producing innovation create life-changing impact for individuals with Autism.

11:30 - 1:00 pm

Brunch Remarks & Federal Update:

Danielle Johnson, Executive Director and CEO, NAPSEC

1:00 - 2:15 pm

Session Descriptions:

NORTH

Professional Leadership Development and Team Building in the Work Place

Tateanna Foster, iCANDream Center

Over the years the infrastructure of management and professional practice has taken a shift. The need for professional leadership skills and organizational collaboration have increased. This training is designed to enhance the skills of administrators and staff in the areas of professional leadership, management and collaboration. The attendees will evaluate their effectiveness as leaders and team members in theory and practice while exploring different leadership styles and improving communication with staff members. This interactive training will not only focus on the key components of leadership in the work place it will include activities that uncover the dynamics of

FRIDAY, NOVEMBER 15

1:00 - 2:15 pm

Session Descriptions, continued:

professional teamwork and help attendees identify the role that they play on their professional team. The activities will cultivate communication skills, conflict resolution skills and ways to foster healthy and productive work environments. All in all, attendees will partake in an engaging training that will leave them empowered and knowledgeable on professional leadership, development of organizational culture, collaboration and teamwork in the workplace.

GRAND BALLROOM

Physical Restraints and Isolated Time-Outs: School Utilization, Compliance & Best Practices

Shermin Ali-Andani, Esq. & Neal Takiff, Esq., Whitted Takiff, LLC

During this presentation we will review what is required by nonpublic schools in order to be in compliance with Illinois regulations and laws pertaining to isolated time outs and physical restraints, including time limitations, strategies, training, and best practices.

SOUTH

Behavior Analysis in the Classroom - Strategies and Goals

Laura Corrado, Behavioral Perspective, Inc.

This training covers the basics of Applied Behavior Analysis (ABA) and how you can make it work within a classroom. This presentation touches on empirically based strategies for affecting behavioral improvements within the classroom, generating ideas for how to increase student motivation, how to establish instructional control over both wanted and unwanted behaviors and writing measurable, effective behavioral goals and benchmarks.

WINDSOR

Evidence-Based Self-Monitoring Interventions

Dr. Allison Bruhn, University of Iowa & Dr. Joe Wehby, Vanderbilt University

For students who struggle to regulate their own behavior, learning and executing self-monitoring strategies can result in significant behavioral change (Bruhn, McDaniel, & Kreigh, 2015). Self-monitoring is a meta-cognitive strategy that involves teaching students to think about and be aware of a pre-determined behavior, evaluate the extent to which that behavior occurs, and then record that evaluation either electronically or on a paper form. Our purpose is to present findings of a systematic review on self-monitoring intervention studies (N = 51) with students with challenging behavior. Based on these findings, we will present recommendations for best practices associated with developing self-monitoring interventions; including how to set intervention goals, determine

interval lengths, and adapt the intervention over time based on student response. We will link research to practice by describing the results of our review and how these results can be implemented specifically by teachers using self-monitoring interventions to manage students' challenging behavior.

LINCOLN

The Cost of Caring: Managing Vicarious Trauma, Compassion Fatigue and Burnout

Josh Carlson, The Knowledge Center at Chaddock

Just as exposure to secondary smoke can be harmful, exposure to the stories and intense thoughts and feelings of others can be harmful to our emotional and psychological well being. This exposure can lead to symptoms similar to those associated with depression and PTSD. Attendees will learn about trauma and adverse childhood experiences and the impact on students. The concepts of compassion fatigue, burn out and vicarious trauma will be explored as well as self-care strategies to cope with these reactions to exposure of secondary trauma.

SHEFFIELD

Considerations for Prompt Hierarchy Related to Augmentative Communication

Lauren Williams & Alexandra Schriefer, Monarch Center for Autism

This session will review the visual language immersion teaching model developed by Monarch Center for Autism and Boston Children's Hospital. Attendees will learn how Monarch Center for Autism's consistent implementation of a defined prompt hierarchy affects continuity of programming across disciplines and areas of instruction specifically related to users of augmentative and alternative communication (AAC). Presenters will examine case studies in order to clearly define prompting levels to ensure members of individualized intervention teams use consistent language related to participation, progress monitoring and generalization of skills. Presenters will provide an in depth look at verbal, gestural, visual and physical prompts related to instruction, organization and expression for students with complex needs.

CHICAGO

Seeing E-Rate Clearly 2020

Melinda Fiscus, Learning Technology Center of Illinois

The Schools and Libraries (E-rate) Program provides discounts on eligible data transmission services and Internet access, internal connections and managed internal broadband services and equipment for eligible schools and libraries. This session will provide an overview of the program and describe the process to apply for discounts or reimbursements.

Join us for closing remarks on Friday, November 15 at 2:30pm!

Proficio Consulting Group will provide a brief update.

Then, we will raffle off a VACATION sponsored by Whitted + Takiff, LLC!

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IAPSEC is an organization that works for and with you.

The State of Illinois is experiencing some unprecedented times and the challenges that lay ahead will undoubtedly impact us all.

Membership has never been more important than it is today.

I urge each and every nonpublic special education center in Illinois to join IAPSEC.



Illinois Association of Private Special Education Centers

We need the great work that can only come from the great people in our state who are dedicated to extraordinary education for students with special needs.

To join, please go to the membership page of our website at www.iapsec.org. If you have any questions regarding membership, please contact Betty Lindquist, membership chair at 847-370-3791.

Sally L. Sover, Ed.D., President, IAPSEC