

Session 1: Teaching Social, Emotional, and Behavioral Skills to Improve Student Engagement, Behavior, and Achievement – Howie Knoff, Ph.D., Project Achieve

Using the evidence-based Stop & Think Social Skills Program as an exemplar, the discussion focuses on how to teach interpersonal, social problem-solving, conflict prevention and resolution, and emotional coping skills as part of a school-wide multi-tiered positive behavioral support/SEL system. Also addressed are how to apply social skills to teaching students classroom and building routines; to preventing teasing, taunting, bullying, harassment, and physical aggression; and to addressing the intensive needs of behaviorally challenging students.

Session 2: Return to the Scene of the Crime: How Poor Classroom Management Robs Student Engagement – Dr. Jason Streeter, Center for Teacher Effectiveness

In this breakout session, educators will gain strategies to prevent, respond, and recover from student failure, by way of research-based, results-driven, staff development training

Session 3: Functional Skills for Learners with Moderate-to-Severe Disabilities: It's as Much About What We Teach As How We Teach It – Patrick McGreevy, Ph.D., P.A., 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 centers they are often offered only developmental curricula designed to help young children 'catch up' to their typically-developing peers. When they look for alternative sources of more functional skills, they often find only cursory checklists. The presenters will describe what constitutes a functional skill, the value of functional skills for specific children and adults, and the scientific literature that supports their use.

Session 4: Revving Up to Start Your Own Transition PLT – Rachel Merke, South Campus/New Connections, and Colleen Fitzpatrick, Round Lake High School

For the past five years, 17 members from various Lake County, Illinois, schools have collaborated on transition practices, IEP compliance standards, vocational services for students, community resources, funding changes, and all things related to post-secondary success for our students aged 14-21+. Working in transition, a professional is often the only individual within their organization with the responsibility for student success after high school. Having strong professionals to collaborate with is essential for problem solving, to have a collaborative resource, and brainstorming new ideas.

We will share how our Professional Learning Team started five years ago. Information will be provided to help participants determine other professionals within their community to reach out to. Help participants identify the structure and roles within members of the committee. Information will be shared regarding when we meet, and how often we meet. Learn from seasoned professionals. Learning how different school districts within the community have interpreted compliance rules. Gather insight into how different districts prioritize and utilize transition services within their schools. Better prepare and have consistency of transition planning within the community. Share transition resources based on needs of school district, review assessments, share upcoming events, invite to each the team's families and students to other area district events. Discuss the different roles we employ within each school district. Strengthens the actions that we implement with our students. Increases synergy within ourselves to become better professionals. We will present various ways in which our team has created sub groups to support our schools in various transition areas: social recreation, sharing each others events, partnership with outside placement, increasing school collaboration, generating our own training presentation, reaching out to feeder school districts, sharing resources with each other to disseminate to our home teachers.

Session 5: TeLCI: Adaptive Training on Inference Making for Struggling Comprehenders – Britta Bresina, University of Minnesota

TELCI is an interactive and automated cloud-based software application (app) with 25-min learning modules that engage students to:

- a) view age-appropriate videos (fiction and nonfiction genre),
- b) learn key vocabulary words that are central to the ideas in the video,
- c) respond to inferential questions online (during viewing) and offline (after viewing),
- d) receive scaffolding and specific feedback after each question.

TELCI also includes transfer modules that take the form of an interactive questioning activity led by an interventionist using a text that is read aloud to students (narrative and informational) in a small group. We hypothesize that usable and feasible school implementation of TELCI with fidelity will improve students' inference skills in non-reading contexts, and will transfer from non-reading to reading contexts, thus improving reading comprehension.

Session 6: Success in an “Alternative Universe” – Michelle Moses, LCSW Southeast Behavior Management Specialist and PBIS Internal Coach; Lisa Smith, PE Teacher and PBIS Internal Coach, Susan Zikuda, Program Coordinator for Instruction, Development and Student Services, Southeast Alternative (SASED)

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

Session 7: Addressing and Responding to Inappropriate Sexual Behaviors: Beyond Student Discipline – William J. Zee, III, Esquire, Barley Snyder

This session will address responses to the manifestation of disruptive behaviors, including inappropriate sexual behaviors by students with trauma resulting from adverse childhood experiences. The session will explore the importance of applying trauma-informed practices when addressing and responding to behaviors. Moreover, the presenters will provide attendees a checklist for ensuring a complete response to incidents involving a student's manifestation of inappropriate sexual behaviors in the school setting including: specific suggestions and recommendations for IEP modifications and behavioral supports; the importance of engaging inside and outside stakeholders, including the student, parents, the IEP team, administrators, children and youth agencies, counselors, evaluators and other relevant experts; the necessity of performing appropriate investigations; addressing the related issues that arise with victims and their families; and fully assessing the impact of this type of conduct on the school community in light of applicable legal requirements.

Session 8: Assessment and Intervention to Improve Writing Outcomes for Children with Intensive Needs – Kyle Wagner, University of Minnesota

Learning to write is critical for children's success throughout school and later life, yet many children experience difficulty with this multi-dimensional, complex process. Many children with disabilities, in particular, struggle to attain writing proficiency. Teachers require research-based assessments and instructional tools to identify children with specific writing needs and provide effective individualized writing intervention. Our research team has developed Data-Based Instruction (DBI) for early writing, which includes early writing assessments that can be used for progress monitoring and instructional decision-making, and research-based early writing interventions with evidence that they improve transcription and text generation skills. Research thus far indicates that, when teachers use DBI with fidelity, students' early writing outcomes improve. We will present the theoretical and empirical basis for DBI, recent research findings, and resources to support teachers' use of DBI tools and procedures.

Session 9: “We Have the Technology...” Implementing Tele-Coaching in School Settings – Earle Knowlton, Professor of Graduate Education, Morningside College

Video conferencing technology has evolved significantly in the past 2 decades. It is now quite feasible to coach both students and teachers from remote sites and, if necessary, covertly. In a four-year study funded by IES-NCERS, we demonstrated that "Tele-coaching" procedures could be readily implemented and evaluated to improve instructional benefits for students with learning and behavior disorders educated in regular classrooms. Moreover, an unintended positive effect of the study was the discovery that teachers seeking to improve their instruction could likewise be provided feedback, covertly from a remote location, regarding their performance. This session will describe Tele-coaching procedures and their implementation, evaluation, and potential difficulties within school settings. Participants will be invited to share relevant questions and experiences pertaining to their specific educational contexts.

Session 10: AT/AAC School Assessments – Mark McCabe, Illinois Assistive Technology Program

We will provide detailed information on our ISBE K-12 AT and AAC assessment program. Included in this information will be a discussion on the various devices and software typically examined during an evaluation. In addition, we will include an overview of IATP services. A question and answer period will conclude the session.

Session 11: Kindness in Crisis – Jonathan Masters, Juvenile Justice

We all have tools to deal with difficult people, but what happens when we reach the end of our utility belt? Using the acronym S.T.O.P. to counteract the tendency to repeat ourselves, make threats, and/or get closer and louder, this presentation will equip responders to pursue the gentlest, most beneficial resolutions.

Session 12: Are They Learning? Formative Assessment of Students with Disabilities – Dr. Margaret Kelly Carroll, Saint Xavier University

Students with disabilities may learn in non-traditional ways. They may not demonstrate what they have learned in typical ways. However, creative teachers can explore at least 50 ways to assess whether students are learning with very simple and some more sophisticated strategies, using body movements, oral responses, written responses, and technology.

Session 13: Vital Employment and Operational Policies for Every Non-Public School – Trisha Olson, Hauser Izzo

Do you have a standard process for addressing equal employment or sexual harassment? What about a formal procedure for handling student bullying, staff or student transgender accommodations, or whether sex offenders will be allowed in your building? Have you considered how to address obligations regarding the FLSA, FMLA, FERPA, ISSRA, OSHA, ANCR, USERRA, ADA, COBRA, PPACA – or are these just alphabet soup to you?

Having a standardized set of policies to address the above questions is necessary for public schools in order to avoid scrutiny from the State and remain in compliance with the law. Although non-public schools aren't subject to the same level of oversight, it is still a good idea for non-public schools to have standardized protocols to address employment, business, student and community issues. Come to this presentation to learn pointers about: (1) policies that nonpublic schools **must** have in place to contract with public school districts, (2) governing policies that are good to implement from a business perspective, (3) employment policies that are advisable from a HR perspective, and (4) educational services and student policies that may help guide programming and the Part 401 approval/renewal process.

Session 14: Impact of Trauma on the Student: Creating Trauma Informed Classrooms – Jaclyn Yusko, MS NCMP, St. Catherine's Center for Children and Rebekah Magin, LMSW, ANDRUS

Studies now show that nearly every school has children who have been exposed to overwhelming experiences, such as witnessing violence between their caretakers, being the direct targets of abuse, and other kinds of adversity. The Adverse Childhood Experiences (ACE) study found higher levels of traumatic experiences in the general population than previously imagined. Among the approximately 17,000 adults

surveyed, about two-thirds reported having experienced at least one form of childhood adversity. These included physical, emotional or sexual abuse; witnessing their mother treated violently; having a parent with substance abuse or mental health issues; or, living in a household with an adult who had spent time in prison.

This workshop will focus on how to create a trauma responsive school as a way to disrupt the cycle of chronic stress that passes back and forth between the administrators, teachers, staff, students and families. We will work to shift the focus from the trauma that contribute to dysfunction and poor educational outcomes to building resiliency one block at a time. By addressing school culture, districts and private school systems can improve the overall educational environment and the well-being of the students in their care.

Session 15: What Administrators Need to Know to Develop their Schools' Capacity to Support Students with Autism Spectrum Disorder – Kathy Gould, Program Manager, Illinois Autism Partnership / EasterSeals

Schools spend substantial resources sending staff to workshops and conferences where they learn about strategies to effectively program for students with ASD and others. Yet often this training fails to result in the ability to effectively implement this learning in the school and classroom. The need for administrative understanding and support are often sites as critical to staff implementation of evidence-based strategies and lack of that understanding and support identified as barriers to implementation. Participants will be given information about specific effective strategies for students with autism spectrum disorders, available resources and how to access existing professional development. This session will also discuss important considerations for School Administrators for transforming strategies and practices learned in workshops and conferences into school and classroom programming. Emphasis will be on on how School Administrators can build a process to maximize their professional development investment including selection of strategies, staff development and implementation of learning. Participants will leave with a professional development plan to build their school's capacity for successfully implementing evidence based practices around ASD.

Session 16: A Multidisciplinary, Interdisciplinary Model for Teaching Non-verbal/Non-ambulatory Students with Traumatic Brain Injury – Patrick Donohue, JD, MBA, International Academy of Hope (iHOPE)

According to the United States Department of Health and Human Services, brain injury is the leading cause of death and disability for American youth. Over 765,000 American youth under 25 years of age enter an Emergency Department each year with a new brain injury, over 80,000 are hospitalized and over 11,000 die (compared to 24,000 new cases of autism and 56,000 new cases of HIV/AIDS). However, according to the U.S. Department of Education less than 25,000 students are receiving special education services with the IDEA Disability Classification of TBI (Traumatic Brain Injury). The International Academy of HOPE (iHOPE) is the only school in New York City focused on students with a brain injury. It was started in 2013 with 6 students and has grown to more than 50 students, over 120 full-time professional staff (PTs, OTs, SLPs, Sp.Ed., Vision, Nursing, etc...) with an annual budget over \$10 million. iHOPE students are all non-verbal and non-ambulatory and receive between 15 and 20 hours of related service therapy per week. This presentation will explain why and how iHOPE was created and the need for more than 500 iHOPEs around the country and across the world.

Session 17: Legal Updates in Special Education 2017: The Good, The Bad and the Ugly – Neal Takiff, Whitted Takiff, LLC

A review of cases that impact restrictive special education environments

Session 18: Rethinking Challenging Behavior: The Collaborative Problem Solving Approach – Dr. Erin Hill, Think:Kids at Massachusetts General Hospital

Challenging behavior has traditionally been thought of as willful and goal-oriented, which has led to approaches that focus on motivating better behavior using reward and punishment programs. However, research over the past 30 years demonstrates that for the majority of these kids, their challenges result from a lack of crucial thinking skills when it comes to things like problem solving, frustration tolerance and flexibility.

The Collaborative Problem Solving Approach focuses on helping adults teach children the skills they lack while resolving the chronic problems that tend to precipitate challenging behavior. This presentation will help you shift your thinking and approach to foster positive relationships with your children/students and encourage growth in areas of self-regulation, communication, and problem solving.

Session 19: Getting Ready for Employment: WIOA Pre-Employment Transition Services and the IEP Transition Plan – Sue Walter, Independent Transition Consultant

Student experiences such as career awareness, exploration and preparation; job shadowing; internships; mentorships; and, work based learning are part of a continuum of opportunities that can begin at age 14 ½ and continue to build as students' move toward graduation or exit from high school to post-school goals such as employment. During this session, we will look at a continuum of activities and services to assist students in getting ready for work; the impact of WIOA and pre-employment transition services; and, documentation in the IEP transition plan. A time-line of age-appropriate activities and quality planning will be discussed and resources will be shared.

Participants will:

- Distinguish between transition as a “plan” versus transition-rich, evidence based planning, e.g., moving beyond compliance to create meaningful plans
- Explore the basic elements of the Workforce Innovation and Opportunity Act (WIOA) related to youth in transition and the pre-employment transition services requirement
- Review and discuss sample transition plan documentation to support development of a transition-rich plan to “get ready for work”
- Learn about and get access to resources to support work back home

Session 20: 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 requirement 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.

Session 21: Positive Behavior Supports and Behavior Intervention Plans: Implementation Based on Theory and the Law – Sarah Baillie, EdD, BCBA-Assistant Professor, Trinity Christian College

Implementing quality function-based behavior intervention plans (BIPs) in the school has not always been successful (Gresham et al, 2000; Van Acker et al., 2005; Cook et al., 2007; Kramer et al., 2008). However, evidence supports that higher quality function-based interventions are developed in agencies that adopt the philosophy and practices of positive behavior supports (PBS) (Medley, Little, & Akin-Little, 2008; Feuerborn & Chinn, 2012, Grey & McClean, 2007; McClean et al., 2005; Artesani & Mallar, 1998; Metzler, Biglan, Rusby, & Sprauge, 2001; LaGigna & Willis, 1992). This presentation will provide an overview of the literature regarding behavior intervention plans, the relation to positive behavior supports, and how to apply the theory to the unique environment of a non-public school and the students that attend these schools.

Session 22: Teaching Flexibility, Goal-Directed Behavior, and Self-Monitoring to Elementary Age Children – Monica Adler Werner, Training Director, Ivymount School

This presentation is for professionals and parents who work with children with autism, ADHD, other disorders linked to executive dysfunction (EF). EF is common in children causes academic, social and adaptive problems. We will introduce you to tools you can use today that help you identify when a child is having trouble with EF, so that you can better distinguish a "can't" from a "won't" and therefore intervene more effectively. We will describe intervention strategies that, which is a targeting flexibility, goal-setting and planning. Finally, we will

report on the results of our recent randomized, controlled trials of the intervention that found improvements in classroom behaviors.

Session 23: Moving Beyond Medication: Promising Interventions for ADHD – Jason Washburn, PhD ABPP, Director of Evidence-Based Practice, AMITA Health Behavioral Medicine

Approximately 11 percent of children are diagnosed with Attention Deficit Hyperactivity Disorder each year, with higher rates in special education. Many of these children receive medication without therapy despite best practice recommendations regarding the utility of medication combined with therapy. This presentation will provide an update on our understanding of ADHD and highlight recent advances in psychosocial interventions. This workshop will also discuss promising and controversial approaches to treating ADHD without medication. Classroom management, parent training and organized skills training will be presented to participants. By the end of this presentation, participants will: 1. Demonstrate knowledge of the latest research on ADHD diagnosis, prevalence, etiology, course and outcomes; 2. Describe non-pharmacologic approaches to treating the symptoms and features of ADHD; and 3. Develop a critical knowledge of promising and controversial treatments for ADHD, such as mindfulness, cognitive training, neurofeedback and nutritional supplements.

Session 24: Where is Technology Reinforced inside the Illinois Learning Standards? – Lisa Ward, Content Area Specialist for Learning Supports, Illinois State Board of Education

Explore the specific standards where technology is in ELA, Math, Fine Arts, and PE/Health. Discover how technology can be directly supportive of the standards in Science, Social Science and Social Emotional Learning. Learn about tools and resources to support those standards, DLM Essential Elements, and Parent/Family engagement in all classroom settings.

Session 25: What's New in School Health – Jessica Gerdes, RN, Principal Consultant, School Nursing and Health Issues, Illinois State Board of Education

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.

Session 26: Positive Collaboration Between School Districts and Private Placements – Lyndsay Palach, Transition Facilitator, and, Angela DeMay, Special Services Assistant Department Chair, High School #220

This session will provide attendees with strategies on how to positively collaborate on behalf of the student between public school districts and private placements.