

# 2015 West Tennessee Special Education Conference

September 17 & 18, 2015  
Hilton Memphis



# Plan Before It Starts

## **KEYNOTE SPEAKERS**

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### ***TERRY SCOTT, Ph.D., Professor and Distinguished Scholar, University of Louisville***

Terry Scott, Ph.D. is a Professor and Distinguished University Scholar in the College of Education and Human Development at the University of Louisville where he directs the Center for Academic and Behavior Research. Dr. Scott began his special education career as a counselor in a residential treatment center adjudicated adolescent boys. After receiving his master's degree in special education he taught in self-contained classrooms and directed public school programs for students with emotional and behavioral disorders. Dr. Scott Received his Ph.D. in Special Education at the University of Oregon.

Dr. Scott has over 80 publications, has conducted over 1000 presentations and training activities throughout the U.S. and across the world, and has successfully competed for more than \$12 million in external grant funding. In 2004 he received the Distinguished Early Career Award from the *Research Division of the International Council for Exceptional Children* and in 2012 he received the Outstanding National Leadership Award from the *Council for Children with Behavior Disorders* and was elected President of this organization in 2013. His research interests focus on school-wide prevention systems, the role of instructional variables in managing student behavior, functional behavior assessment/intervention, and scientific research in education.

### ***JOEY HASSELL, Assistant Commissioner of Special Populations, TDOE***

Joey Hassell is a graduate of Gibson County High School in Dyer, Tennessee. He went on to complete his bachelor's degree in special education from Lambuth University and his master's degree in educational leadership from Trevecca Nazarene University. He has also completed coursework toward his education specialist degree in curriculum and instruction from Tennessee State University and served as a 2008 Summer Fellow through Vanderbilt University's Peabody College of Education and Human Development.

Mr. Hassell taught students in pre-k through 12th grades in the Jackson-Madison County and Lauderdale County school districts. He has served in principal and superintendent roles in Lake County Schools as well as superintendent in Lauderdale County Schools. He is currently the Assistant Commissioner of Special Populations for the Tennessee Department of Education.

Mr. Hassell will share news and updates from the Tennessee Department of Education.

# CONFERENCE AT A GLANCE

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## **Thursday, September 17**

7:45 – 8:45	Registration and Coffee
9:00 – 11:00	Welcome and Introduction  <b>Opening Session: Tennessee Ballroom A-B-C</b> <b><i>PBIS: Positive Behavior Interventions and Supports</i></b> Terry M. Scott, Ph.D.
11:00 – 11:45	BREAK / Vendors and Exhibits
11:45 – 1:00	<b>LUNCH: Tennessee Ballroom A-B-C</b>  Entertainment: Students from Oak Forest Elementary and Sea Isle Elementary, Shelby County Schools Speaker: Joey Hassell, Assistant Commissioner of Special Populations Tennessee Department of Education
1:15 – 2:30	Breakout Sessions
2:30 – 2:45	BREAK
2:45 – 4:00	Breakout Sessions
7:45 – 4:00	<b>EXHIBITS OPEN</b>

## **Friday, September 18**

7:30 – 8:25	Registration and Breakfast
8:30 – 9:45	Breakout Sessions
9:45 – 9:55	BREAK
9:55 – 11:10	Breakout Sessions
11:10 – 11:20	BREAK
11:20 – 12:35	Breakout Sessions
12:40	<i>iPad Drawing</i> , Tennessee Ballroom A-B-C
12:45	Conference Concludes
7:30 – 12:45	<b>EXHIBITS OPEN</b>

## **BREAKOUT SESSIONS**

**Thursday, September 17, 2015, 1:15 – 2:30 p.m.**

<b>#</b>	<b>PRESENTATION</b>	<b>PRESENTER(S)</b>	<b>FACILITATOR</b>	<b>ROOM</b>
T-1	Keeping Positive with Behavior Support	<b>Emily Morgan</b> , Behavior Specialist Dyer County Schools	Sarah Huffman	DR 1
T-2	A Guide to Assessing Preschoolers, Utilizing Typical Peers in the SPED Classroom, and Organizing Yourself for IEP Meetings	<b>Cindy Ream</b> , 619 Preschool Teacher Lauderdale County Schools	Lenora Morris	DR 2
T-3	Enhance & Engage with Ed Tech	<b>Allison Young</b> , Academic Consultant Bartlett City Schools	Patty Beard	DR 3
T-4	The Secret is in the Prep	<b>Dr. Tonya Dennis</b> , Consultant	Jamie Eldridge	DR 6
T-5	Literacy Strategies for the Functional Skills Classroom	<b>Seeley Lowery O'Connell</b> , Consulting Teacher Shelby County Schools	Kevin Reed	SE A
T-6	TNReady Elementary Special Ed Strategies	<b>Sharon Kea</b> , Special Education Resource Teacher Bolivar Elementary School	Sherry Wagner	SE B
T-7	Using Visual Supports and Physical Structure to Promote Positive Behavior in the Classroom	<b>Shannen Taylor</b> , Behavior Consultant <b>Johnise Brantley</b> , Behavior Consultant Shelby County Schools	Trudy Brewer	SE C
T-8	MSAA - Multi-State Alternate Assessment	<b>Lori Nixon</b> , Director of Assessment Design Tennessee Department of Education	Cynthia Wright	BALL ROOM

**Thursday, September 17, 2015, 1:15 – 4:00 p.m.**

<b>#</b>	<b>PRESENTATION</b>	<b>PRESENTER(S)</b>	<b>FACILITATOR</b>	<b>ROOM</b>
T-9	Instructionally Appropriate IEPs in IDEA 619 Preschool	<b>Phara Williams</b> , IDEA 619 Consultant <b>Dolly Gerregano</b> , IDEA 619 Consultant Tennessee Department of Education	Marcisha Brazley-Keith	TN DE

**Thursday, September 17, 2015, 2:45 – 4:00 p.m.**

<b>#</b>	<b>PRESENTATION</b>	<b>PRESENTER(S)</b>	<b>FACILITATOR</b>	<b>ROOM</b>
T-10	A Magic Carpet Ride: Transitioning to Success	<b>Cindy Hunt</b> , Vocational Rehabilitation TSW Counselor State of Tennessee <b>Deshaundra Gillispie</b> Jackson-Madison County School System	Pat Reese	DR 1

## **BREAKOUT SESSIONS**

**Thursday, September 17, 2015, 2:45 – 4:00 p.m. (continued)**

<b>#</b>	<b>PRESENTATION</b>	<b>PRESENTER(S)</b>	<b>FACILITATOR</b>	<b>ROOM</b>
T-11	Instructional Strategies that Promote Active Student Engagement within Multi-Tiered Systems of Support	<b>William C. Hunter</b> , Assistant Professor The University of Memphis <b>Renee C. Murley</b> , Clinical Associate Professor The University of Memphis	Annette Vaughan	DR 2
T-12	Enhance & Engage with Ed Tech	<b>Allison Young</b> , Academic Consultant Bartlett City Schools	Patty Beard	DR 3
T-13	RTI - "Ready to Implement" RTI <sup>2</sup> at the High School Level	<b>Margo Vernon</b> , Assistant Principal <b>Jane Forsythe</b> , Inclusion Teacher <b>Ryan Joyner</b> , Inclusion Teacher Lauderdale County Schools	Dr. Joy S. Marsh	DR 6
T-14	When Positive Reinforcement Does Not Work	<b>Carolyn Moore</b> , Behavior Consultant <b>Adrienne Jones-Jewell</b> , Behavior Consultant Shelby County Schools	Rebecca Fik	SE A
T-15	Utilizing Antecedent Strategies to Promote Positive Student Behavior in the Classroom	<b>Erin Tyler</b> , Behavior Consultant <b>Jennifer Wyatt</b> , Board Certified Behavior Analyst Shelby County Schools	Doris Wheat	SE B
T-16	Using Visual Supports and Physical Structure to Promote Positive Behavior in the Classroom	<b>Shannen Taylor</b> , Behavior Consultant <b>Johnise Brantley</b> , Behavior Consultant Shelby County Schools	Stephanie Hurt	SE C
T-17	Ensuring Access for All - TNReady	<b>Lori Nixon</b> , Director of Assessment Design Tennessee Department of Education	Cynthia Wright	BALL ROOM

**Friday, September 18, 2015, 8:30 – 9:45 a.m.**

<b>#</b>	<b>PRESENTATION</b>	<b>PRESENTER(S)</b>	<b>FACILITATOR</b>	<b>ROOM</b>
F-1	Check Out Osmo for Your iPad	<b>April Oliver</b> , Special Education Teacher Lauderdale County Schools	Frankie Johnson	DR 1
F-2	Do You Dojo?	<b>Tymisza Brooks-Winselle</b> , Special Education Teacher <b>Derrick Brown</b> , Special Education Teacher Shelby County Schools	Deborah Harris	DR 2
F-3	Survival Skills for Teachers	<b>Kevin Sanders</b> , Behavior Consultant <b>Steve Sides</b> , Behavior Consultant Shelby County Schools	Chandra Rice	DR 3
F-4	Make and Take...A Picture Math	<b>Rebekah B. Jackson</b> , Special Education Teacher <b>Barbara Caldwell</b> , Math Teacher/Learning Coach Shelby County Schools	Dr. Gloria Lindsey	DR 6

## **BREAKOUT SESSIONS**

**Friday, September 18, 2015, 8:30 – 9:45 a.m. (continued)**

<b>#</b>	<b>PRESENTATION</b>	<b>PRESENTER(S)</b>	<b>FACILITATOR</b>	<b>ROOM</b>
F-5	Functional Skills Teaching Strategies Made Easy!!!	<b>Lukischa Lambert</b> , Special Education Teacher <b>Audrey Norwood</b> , Special Education Teacher Shelby County Schools	Dr. Yvonne Johnson	SE A
F-6	Let us help you keep your students safe, your teachers safe and your system out of court.	<b>Shelia Pemberton</b> , Certified Restraint Training Coordinator Certified Restraint Training	Daniel Mobley	SE B
F-7	Occupational and Physical Therapy: Guidelines for Determining Educational Necessity in a School Setting	<b>Melissa Christopher</b> , Occupational Therapist Stellar Therapy Services	Rebecca Fik	SE C
F-8	Differentiation and Scaffolding within Core Instruction for Students with Disabilities	<b>Joann Lucero</b> , Reading Intervention Specialist <b>Ryan Mathis</b> , Math Intervention Specialist Tennessee Department of Education	Ann Burlison	BALL ROOM
F-9	Literacy in the Special Education Setting	<b>Michael White</b> , Special Education Teacher Shelby County Schools	Bobby Gammel	TN DE

**Friday, September 18, 2015, 9:55 – 11:10 a.m.**

<b>#</b>	<b>PRESENTATION</b>	<b>PRESENTER(S)</b>	<b>FACILITATOR</b>	<b>ROOM</b>
F-10	IDEA Procedural Safeguards	<b>Teri Graber</b> , Senior Compliance/Private School Advisor <b>Angela Littlejohn</b> , Special Education Teacher Shelby County Schools	Tarol Clements	DR 1
F-11	How to be Included in Inclusion	<b>Frank James IV</b> , Special Education Teacher <b>Carmen Weiser</b> , General Education Teacher Shelby County Schools	Shirley Flowers	DR 2
F-12	What Symbaloo Can Do For You...What You Need Can Be Available On Any Computer	<b>Betsy Lucas</b> , Special Education Consulting Teacher Hardeman County Schools	Kevin Reed	DR 3
F-13	The Avon Way: Infusing PBIS Strategies into Community and Work Programs to Improve Transition Opportunities	<b>Margaret McKissick-Larry</b> , Principal <b>Vicki Houlihan</b> , Assistant Principal <b>Belinda Gibson</b> , Professional School Counselor <b>Quincey Hargrove</b> , Special Education Teacher <b>Elisabeth Fewell</b> , CPI Instructor/Special Education Teacher Avon Lenox High School Shelby County Schools	Doris Wheat	DR 6

## **BREAKOUT SESSIONS**

**Friday, September 18, 2015, 9:55 – 11:10 a.m. (continued)**

<b>#</b>	<b>PRESENTATION</b>	<b>PRESENTER(S)</b>	<b>FACILITATOR</b>	<b>ROOM</b>
F-14	How to Sharpen Your Brain with Your Pencil: Classroom Movement Strategies to Prepare the Mind for Learning	<b>Fawn Galvan</b> , PT, C/NDT Neuro-IFRAH Certified, School Based Physical Therapist LeBonheur Community Health and Well Being	Pat Beane	SE A
F-15	Turning Best Practices into Daily Practices: Co-teaching Strategies for Teachers and Administrators	<b>Linda Berger</b> , Exceptional Children Advisor <b>Seeley O'Connell</b> , Consulting Teacher Shelby County Schools	Beth Kontrim	SE B
F-16	Cloudy With a Chance of Learning- Does Not Have To Be the Forecast in Inclusion: "Plan Before It Starts"	<b>Kathy Pierce Holley</b> , Assistive Technology and Special Education Jackson-Madison County School System	Natalie Johnson	SE C
F-17	A Is for Antecedent	<b>Alison Gauld</b> , Behavior and Low Incidence Coordinator Tennessee Department of Education	Tiffany Lockett	BALL ROOM
F-18	Using Music to Teach Literacy Skills	<b>Tracie Jackson</b> , Special Education Teacher Shelby County Schools	Tom Barton	TN DE

**Friday, September 18, 2015, 11:20 a.m. – 12:35 p.m.**

<b>#</b>	<b>PRESENTATION</b>	<b>PRESENTER(S)</b>	<b>FACILITATOR</b>	<b>ROOM</b>
F-19	Interactive Learning Fun in the Resource Classroom	<b>Laura Dalton</b> , Special Education Teacher Shelby County Schools	Rebecca Fik	DR 1
F-20	Self-Determination and PBIS	<b>Melvin L. Jackson</b> , Self-Determination Trainer/Transition Consultant University of Tennessee	Tarol Clements	DR 2
F-21	Gradual Release Model	<b>LaKeshia S. Powell-Brown</b> , Classroom Teacher Shelby County Schools	Janis Holeyfield	DR 3
F-22	PBIS: The Cure for many Behavioral Ills (If We Take the Medicine)	<b>Dr. Nichol Protchard</b> , School Psychologist Shelby County Schools	Lenora Morris	DR 6
F-23	When Positive Reinforcement Does Not Work	<b>Carolyn Moore</b> , Behavior Consultant <b>Adrienne Jones-Jewell</b> , Behavior Consultant Shelby County Schools	Natalie Johnson	SE A
F-24	The eX-factor: Expectations, Exposure, and Experience	<b>Andrea Porter</b> , Teacher <b>Karla Hankins</b> , Teacher Shelby County Schools	Beth Murphree	SE B
F-25	"Are We Co-teaching Yet?" Co-planning to Facilitate Co-teaching Before It Starts	<b>Getra Jeffries</b> , Special Education Teacher <b>Abigail Hertz</b> , Special Education Teacher Shelby County Schools	Marcie Davis	SE C

## **BREAKOUT SESSIONS**

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***Friday, September 18, 2015, 11:20 a.m. – 12:35 p.m. (continued)***

F-26	Five Tips for Avoiding Procedural Violations within Tennessee's RTI2 Framework	<b>Theresa Nicholls</b> , Director of Special Education Eligibility Tennessee Department of Education	Laurie Henderson	BALL ROOM
F-27	High School PBIS	<b>Shawndolyn Simis</b> , Special Education Teacher Shelby County Schools	Dr. Tommie Yelvington	TN DE

***Friday, September 18, 2015, 12:40 p.m.***

***Drawing for Apple iPad – Tennessee Ballroom***

***MUST BE PRESENT TO WIN!***

# **BREAKOUT SESSIONS**

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**Thursday, September 17, 2015, 1:15 – 2:30 p.m.**

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Session #: T-1

Room: **Director's Row 1**

## **Keeping Positive with Behavior Support**

Ever wonder what tools/strategies can be used to promote positive behavior in the classroom? Ever have those days where your student's behavior is controlling you? If you have, come and learn about creative ways to manage student behavior with a unique take on classroom accommodations and interventions for all students.

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Session #: T-2

Room: **Director's Row 2**

## **619 Preschool: A Guide to Assessing Preschoolers, Utilizing Typical Peers in the SPED Classroom, and Organizing Yourself for IEP Meetings**

IEP meetings can leave a lasting impression on parents and children that attend. It is important to be professional and develop a positive relationship with families. The Lauderdale County School System has developed meeting checklists and blank IEP documents to help teachers get organized before Transition Meetings, Consent Meetings, Eligibility Meetings, Yearly IEP meetings, and Re-evals. Quality assessments can identify specific areas of need for students and can provide appropriate goals for individualizing a plan for students with disabilities. Transitioning from Part C to Part B services can be made easier by introducing the child into the classroom for observations, interviewing the parent, and assessing the child appropriately. Qualification of services, weekly data checks, and exiting Preschool will become easier by using the appropriate tools in your classroom. Let's take a look at PALS (Phonological Awareness Literacy Screening), Brigance Early Childhood Screen III, Battelle Developmental Inventory (BDI-2), Language for Learning, Read It Once Again. Students with disabilities need interaction with typical peers. I will discuss the benefits of introducing typical peers into your preschool program and share how it has worked at Halls Elementary. I will share our program, our philosophy, our daily schedule, and how our small groups are set up.

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Session #: T-3

Room: **Director's Row 3**

## **Enhance & Engage with Ed Tech**

This session will guide participants in finding effective educational technology resources that will enhance learning and actively engage students in the classroom. Learn how to make technology integration exciting and accessible to all students at all grade levels.

# **BREAKOUT SESSIONS**

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**Thursday, September 17, 2015, 1:15 – 2:30 p.m. (continued)**

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Session #: T-4

Room: Director's Row 6

## **"The Secret is in the Prep"**

As a classroom teacher or school administrator, have you ever wondered if there are instructional strategies that exist that not only jump start the lesson, but sustains it throughout the entire school year? Well, there are strategies that exist with Time to Teach Differentiated Instruction! If you are ready to forever change the look and feel of instruction in your classroom to ensure that every student is engaged, provided multiple opportunities to master the content, and remain enthusiastic throughout your lesson; this is the work session that you CANNOT afford to miss! Join me and be prepared to take strategies into your classroom to ignite your students' learning.

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Session #: T-5

Room: Southeast A

## **Literacy Strategies for the Functional Skills Classroom**

This presentation will cover a functional skills reading curriculum using inexpensive materials and reading strategies for low functioning students in grades K-12. All students have the ability to learn words that will benefit them in their everyday life.

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Session #: T-6

Room: Southeast B

## **TNReady Elementary Special Ed Strategies**

Students are expected to be proficient at a number of things for TNReady. This seminar will provide special educators with strategies for their resource classroom to become or on their way to becoming TN Ready. Elementary teachers are the target audience for the seminar.

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Session #: T-7

Room: Southeast C

## **Using Visual Supports and Physical Structure to Promote Positive Behavior in the Classroom**

This presentation will focus on using visual supports and physical structure to promote positive behavior in the classroom. Participants will receive samples of visual supports as well as information on accessing digital resources.

## **BREAKOUT SESSIONS**

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### ***Thursday, September 17, 2015, 1:15 – 2:30 p.m. (continued)***

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Session #: T-8

Room: Tennessee Ballroom

#### **MSAA - Multi-State Alternate Assessment**

Tennessee will transition to a new alternate assessment in the content areas of English language arts and math for students with significant cognitive disabilities during the 2015-16 school year. A series of trainings will be provided to focus on participation guidelines, test blueprint review, and test administration procedures. Special education teachers who will directly administer the test and alternate assessment test coordinators for this assessment are encouraged to attend.

### ***Thursday, September 17, 2015, 1:15 – 4:00 p.m.***

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Session #: T-9

Room: Tennessee DE

#### **Instructionally Appropriate IEPs in IDEA 619 Preschool**

Join us for an overview of the Preschool Instructionally Appropriate IEP Framework manual. Participants will be guided through a preschool specific process of writing an instructionally appropriate IEP that will explore narratives, present levels of educational performance, measurable functional annual goals, and data collection.

### ***Thursday, September 17, 2015, 2:45 – 4:00 p.m.***

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Session #: T-10

Room: Director's Row 1

#### **A Magic Carpet Ride: Transitioning to Success**

Transitioning a student for life after high school can be one of our most important jobs as educators but it often falls to the bottom of the stack when the demands of the school year begin. We are offering to take you on a magic carpet ride of quick and simple assessments/activities from middle school to life after graduation. We bring transition experience from rural counties and urban school districts in a combined effort with Education and Vocational Rehabilitation.

## **BREAKOUT SESSIONS**

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**Thursday, September 17, 2015, 2:45 – 4:00 p.m. (continued)**

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Session #: T-11

Room: Director's Row 2

### **Instructional Strategies that Promote Active Student Engagement within Multi-Tiered Systems of Support**

Federal mandates (Individuals with Disabilities Education Improvement Act, 2004; No Child Left Behind Act, 2001) require teachers to accommodate students with more diverse academic and behavioral needs in inclusive general educational settings. To assist general educators in meeting this instructional challenge, multi-tiered systems of support (MTSS) such as Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS) were established in schools nationwide. There is still a need, however, for classroom-based interventions with empirical support that are feasible to implement in whole class settings, promote student engagement and acceptable to teachers and students. Here, Numbered Heads Together (NHT), which provides students Opportunities to Respond (OTR), is offered as a potentially effective, Tier I intervention that can be used to improve pupil performance in general education classrooms. This presentation will provide a step by step demonstration of NHT, review previous NHT research, and provide a discussion on constructing academic questions that promote student engagement.

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Session #: T-12

Room: Director's Row 3

### **Enhance & Engage with Ed Tech**

This session will guide participants in finding effective educational technology resources that will enhance learning and actively engage students in the classroom. Learn how to make technology integration exciting and accessible to all students at all grade levels.

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Session #: T-13

Room: Director's Row 6

### **RTI - "Ready to Implement" RTI<sup>2</sup> at the High School Level**

Reap the benefits of the lessons learned when implementing RTI<sup>2</sup> at Ripley High School from the perspective of the principal and teachers.

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Session #: T-14

Room: Southeast A

### **When Positive Reinforcement Does Not Work**

The purpose of this session is to look at the reasons positive reinforcement is not working and to discuss possible solutions.

## **BREAKOUT SESSIONS**

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***Thursday, September 17, 2015, 2:45 – 4:00 p.m. (continued)***

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Session #: **T-15**

Room: **Southeast B**

### **Utilizing Antecedent Strategies to Promote Positive Student Behavior in the Classroom**

Students will utilize their multiple intelligences in this lesson with a direct focus on Reading Comprehension. Students will demonstrate knowledge of themes, main idea, supporting details, story plots, compare and contrasting, and a host of additional ELA standards.

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Session #: **T-16**

Room: **Southeast C**

### **Using Visual Supports and Physical Structure to Promote Positive Behavior in the Classroom**

This presentation will focus on using visual supports and physical structure to promote positive behavior in the classroom. Participants will receive samples of visual supports as well as information on accessing digital resources.

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Session # **T-17**

Room: **Tennessee Ballroom**

### **Ensuring Access for All – TNReady**

In order to better prepare for the TNReady English language arts and math assessments which will begin in the 2015-16 school year, the Department of Education is pleased to present a series of trainings to focus on the appropriate selection of accessibility features, how to identify specific accessibility features in advance, and the determination of accommodations for students with disabilities and English learners. These trainings are appropriate for testing coordinators as well as special education and EL personnel who will be involved in the selection and/or provision of accessibility features and accommodations for TNReady

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***Friday, September 18, 2015, 8:30 – 9:45 a.m.***

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Session #: **F-1**

Room: **Director's Row 1**

### **Check out Osmo for your iPad**

I have a great, affordable program that focuses on a variety of disabilities using an iPad called Osmo. What is Osmo? Osmo is a hands-on iPad tool that utilizes real-world manipulatives. Osmo has three companion apps-Tangram, Newton, and Words. The Tangram app focuses on visual spatial, nonverbal reasoning, fine motor skills, and executive functioning. The Newton app addresses spatial reasoning, visual-spatial abilities, and executive functioning. The Words app utilizes a program that develops verbal reasoning, sequential processing, and decoding abilities. In conclusion, Osmo integrates required objectives with technology that engages the students in their learning.

# **BREAKOUT SESSIONS**

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**Friday, September 18, 2015, 8:30 – 9:45 a.m. (continued)**

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Session #: **F-2**

Room: **Director's Row 2**

## **Do You Dojo?**

This presentation will cover the benefits of ClassDojo. ClassDojo offers a beautiful classroom management platform for teachers to easily encourage any behavior or skill in the classroom while keeping parents informed. It can be used to improve behavior and build strong learning habits. Attendees will learn the basic of ClassDojo as well tips to personalize the app to fit their classroom needs.

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Session #: **F-3**

Room: **Director's Row 3**

## **Survival Skills for Teachers**

An overview of functions of behavior, positive reinforcement, and effective commands to promote positive behavior growth to ensure academic achievement.

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Session #: **F-4**

Room: **Director's Row 6**

## **Make and Take...A Picture Math**

Are you looking for specific tactics and strategies to make your math inclusion class come alive? Look no further! Join us to learn easy, fast, proven methods to reach your tactile, visual, and auditory learners! Create learning materials with us and use your smartphone to take pictures to jog your memory when you return to your classroom! Take your scores up, up, and away with this exciting presentation!

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Session #: **F-5**

Room: **Southeast A**

## **Functional Skills Teaching Strategies Made Easy!!!**

Presenters will give innovative instructional strategies for students with mild-moderate disabilities. Participants will have the opportunity to engage in hands-on learning opportunities in Math and Literacy. Participants will receive information to use in their classroom.

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Session #: **F-6**

Room: **Southeast B**

## **Let us help you keep your students safe, your teachers safe and your system out of court.**

Certified Restraint Training will discuss restraint training, isolation and other techniques that may be used in a school setting. We will also discuss safety issues that are necessary in a school setting above and beyond any Positive Behavior Support Program. We will also discuss when and how systems can schedule in depth training for their respective system.

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## **BREAKOUT SESSIONS**

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**Friday, September 18, 2015, 8:30 – 9:45 a.m. (continued)**

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Session #: **F-7**

Room: **Southeast C**

### **Occupational and Physical Therapy: Guidelines for Determining Educational Necessity in a School Setting**

Are OT and PT caseloads out of control in your school district? Do parents seem to run the show when it comes to setting therapy frequencies? What do the therapists even do in a school? What is the difference between educational and medical necessity? How do you answer a parent who has a doctor's prescription for therapy 3 times/week? We've got the answers! You'll learn appropriate criteria for therapy referrals, IDEA and Tennessee guidelines, how to appropriately and effectively manage your therapy and related services staff, and be introduced to new tools for decision making. Melissa Christopher has worked as an Occupational Therapist since 1991, founding Stellar Therapy Services 10 years later. Stellar Therapy Services provides therapy staffing to school districts in multiple states, and a Medicaid Reimbursement Program which currently serves 27 school districts in TN with clinical consultation, software solutions, and billing services.

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Session #: **F-8**

Room: **Tennessee Ballroom**

### **Differentiation and Scaffolding within Core Instruction for Students with Disabilities**

Differentiation and Scaffolding within Core Instruction for Students with Disabilities will guide participants on instructional strategies and techniques that can be used to best assist any student who may be at risk to better access grade level content instruction. The participants will be focusing on four main areas when looking at the differentiation strategies: environment, content, process, and product. The session will also include strategies and best practices on translating what is being delivered within a tiered modeled intervention approach back to their core instruction as aligned to the RT12 framework. Furthermore, participants will gain a deeper understanding on how best to meet the needs of all learners through differentiation and scaffolding of Tennessee State Standards within core instruction.

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Session #: **F-9**

Room: **Tennessee DE**

### **Literacy in the Special Education Setting**

This presentation will discuss strategies that can be implemented in the classroom to improve reading performance of students with special needs.

# **BREAKOUT SESSIONS**

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**Friday, September 18, 2015, 9:55 – 11:10 a.m.**

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Session #: **F-10**

Room: **Director's Row 1**

## **IDEA Procedural Safeguards**

This single session is chocked full of special education laws that could affect your school districts on a moment's notice. Participants will examine laws regarding Independent Educational Evaluations, Prior Written Notice, Procedural Safeguards Notice, Administrative Remedies, Resolution Sessions, Stay Put, Surrogate Parents, Transfer of Rights as Age of Majority, Private Schools, and Discipline. Come prepared for pre and post tests and armed with questions.

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Session #: **F-11**

Room: **Director's Row 2**

## **How to be Included in Inclusion**

How does a co-teacher reach all students in an inclusion setting? How does a co-teacher deal with a regular education instructor whose room they have been assigned? These questions and many more will be answered in this upbeat entertaining session dealing with inclusion. This presentation will help both SPED and regular education teachers to be effective in an inclusion setting.

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Session #: **F-12**

Room: **Director's Row 3**

## **What Symbaloo Can Do For You...What You Need Can Be Available On Any Computer**

How does a co-teacher reach all students in an inclusion setting? How does a co-teacher deal with a regular education instructor whose room they have been assigned? These questions and many more will be answered in this upbeat entertaining session dealing with inclusion. This presentation will help both SPED and regular education teachers to be effective in an inclusion setting.

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Session #: **F-13**

Room: **Director's Row 6**

## **The Avon Way: Infusing PBIS Strategies into Community and Work Programs to Improve Transition Opportunities**

Avon Lenox High School is a transitional high school for students with intellectual, medical, physical, behavioral, autistic and emotional disabilities ages 18-22. The program utilizes a PBIS approach to better prepare students to participate in all aspects of school, community and work environments. This presentation will show how this unique staff implements various intervention strategies to support students in their individual academic and transitional endeavors.

## **BREAKOUT SESSIONS**

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**Friday, September 18, 2015, 9:55 – 11:10 a.m. (continued)**

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Session #: **F-14**

Room: **Southeast A**

### **How to Sharpen Your Brain with your Pencil: Classroom Movement Strategies to Prepare the Mind for Learning**

Research has shown that exercise and movement can help our children to score higher on standardized tests, improve classroom behavior, decrease depression and even improve concentration and attention. But what kind of movement, how much movement, and is movement in the classroom enough to prepare a student for a lesson? This presentation will teach specific, fun classroom movements that can be led by anyone to prepare a student of any age and with any level of cognitive and physical abilities to learn. It will explain brain development and function and demonstrate how the mind and body work together to enhance learning. Examples will be provided that can be used immediately, both in and out of the classroom setting, to prepare students for optimal performance. Our children are our future. This presentation will provide tools and understanding that will help us to do everything that we can to prepare our future generation for success.

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Session #: **F-15**

Room: **Southeast B**

### **Turning Best Practices into Daily Practices: Co-teaching Strategies for Teachers and Administrators**

You have heard all about the models, differentiation, and scheduling for co-teaching; but how do you make it work on a daily basis? The presenters will address practical solutions and creative instructional strategies to use in the co-taught classroom.

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Session #: **F-16**

Room: **Southeast C**

### **Cloudy With a Chance of Learning - Does Not Have to Be the Forecast in Inclusion: "Plan Before It Starts"**

In this session, the presenter will motivate participants to understand students' abilities, become better planners and making the most of co-teaching. Reading strategies will be given along with using assessments and technology to meet the needs of students with learning disabilities. How a student learns should drive the instruction in the classroom and clear the classroom forecast. This requires- "Planning Before It Starts"!!!!

## **BREAKOUT SESSIONS**

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**Friday, September 18, 2015, 9:55 – 11:10 a.m. (continued)**

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Session #: **F-17**

Room: **Tennessee Ballroom**

### **A Is for Antecedent**

A student's behavior can impact his/her learning and relationships long-term if not addressed effectively at early stages of impact. The first step to addressing behavior proactively is an examination of the antecedents, or what happened just prior to the behavior. This session will examine best practices and research-based approaches to analyzing antecedents and using the data to empower students to more effectively manage their behavior.

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Session #: **F-18**

Room: **Tennessee DE**

### **Using Music to Teach Literacy Skills**

This presentation will focus on students using their audible senses to identify literacy, such as main ideas, themes, settings, etc. Students will demonstrate their knowledge of literacy skills through differentiated instruction and the use of literacy stations. This presentation will enhance the use of implementing multiple intelligences into your daily lessons.

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**Friday, September 18, 2015, 11:20 a.m. – 12:35 p.m.**

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Session #: **F-19**

Room: **Director's Row 1**

### **Interactive Learning Fun in the Resource Classroom**

Interactive games and activities that go along with state standards make learning fun and motivating for students with special needs!

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Session #: **F-20**

Room: **Director's Row 2**

### **Self-Determination and PBIS**

Self-Determination training and PBIS go hand in hand. Students that are taught self-determination skills make better decisions and are more aware of the consequences of their behavior in and outside of the classroom.

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Session #: **F-21**

Room: **Director's Row 3**

### **Gradual Release Model**

In this session participants will gain meaningful information about the Gradual Release Model, which is also called the I Do, We Do, You Do, They Do strategy.

## **BREAKOUT SESSIONS**

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**Friday, Sept. 18, 2015, 11:20 a.m. – 12:35 p.m. (continued)**

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Session #: **F-22**

Room: **Director's Row 6**

### **PBIS: The Cure for many Behavioral Ills (If We Take the Medicine)**

Students from all walks of life feel safer and secure within a predictable setting. Prevention is much easier and less resource/time intensive than intervention. This presentation will focus on the most effective ways to introduce and maintain PBIS principles within this school setting AND how to evaluate if your school is effectively implementing PBIS.

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Session #: **F-23**

Room: **Southeast A**

### **When Positive Reinforcement Does Not Work**

The purpose of this session is to look at the reasons positive reinforcement is not working and to discuss possible solutions.

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Session #: **F-24**

Room: **Southeast B**

### **The eX-factor: Expectations, Exposure, and Experience**

Inclusive classrooms are a growing mandate across the nation, bringing a wide range of learners together. This presentation will highlight three important factors for a successful Inclusion program. Each factor will be explored by providing evidence of research, methods and approaches, and steps to implement and create a program appropriate for the needs of different students. This team of teachers will discuss approaches and simulate an inclusive classroom to demonstrate strategies that engage every learner, using contemporary literature practices.

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Session #: **F-25**

Room: **Southeast C**

### **“Are We Co-teaching Yet?” Co-Planning to Facilitate Co-teaching Before It Starts**

You're not an island. In order to have a successful co teaching union all parties must enter an agreement to co-plan. Co-teaching is not one teacher plans while the special education teacher shows up to assist. Learn how to develop a successful co-teaching relationship that will allow both teachers to plan for a productive year before it starts.

## **BREAKOUT SESSIONS**

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**Friday, Sept. 18, 2015, 11:20 a.m. – 12:35 p.m. (continued)**

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Session #: **F-26**

Room: **Tennessee Ballroom**

### **Five Tips for Avoiding Procedural Violations within Tennessee's RTI<sup>2</sup> Framework**

The implementation of RTI presents a great opportunity to collaborate for the success of all students; however it also creates the potential for procedural violations under the IDEA. In this training, participants will learn five tips that can be used to support school personnel in avoiding procedural violations within an RTI framework. In particular, participants will:

- Develop an understanding of the risk for procedural violations within RTI
  - Review existing case law related to procedural violations and RTI implementation
  - Gain consultative strategies to support school personnel in effective data based decision making
  - Learn how to respond appropriately to requests for evaluations
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Session #: **F-27**

**Tennessee DE**

### **High School PBIS**

This presentation will focus on students becoming more fluent in the organizational and self-management skills required for successful completion of class work, homework, tests, and projects. The relevance and applicability of the organizational skills extend past high school to post-secondary, real-world settings.

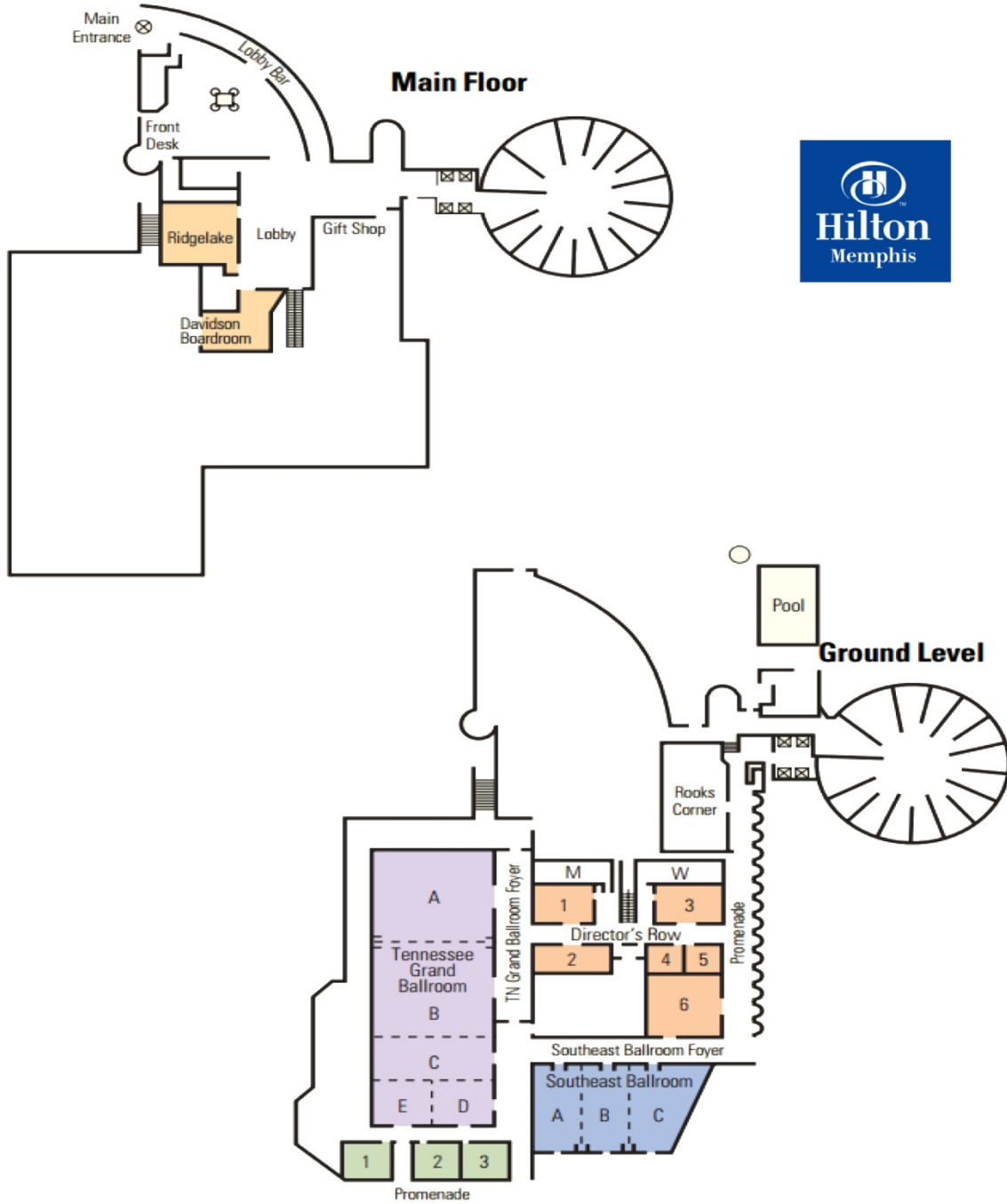
# **NOTES**

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# HOTEL CONFERENCE MAP





# 2015 West Tennessee Special Education Conference

## PBIS: Plan Before It Starts

