

2018 Conference on Exceptional Children

Pre-Conference Institutes

| Wed, Nov 14 9:00 a.m. to 4:00 p.m. | Institute / Number | 1-1 | 1-2 | 1-3 | 1-4 | 1-5 | 1-6 | 1-7 | 1-8 | 1-9 | 1-10 | 1-11 | 1-12 | 1-13 |
|---------------------------------------|--------------------|--|---|--|---|---|--|--|--|---|---|--|--|---|
| | Title | Coaching Basics: How to Avoid the Implement and Abandon Cycle through Quality Coaching | All Leaders Understand, Support & Collaborate to Provide Evidence-Based Instruction | EC Program Administrators' & Coordinators' Institute Mental Health Legal Updates | Deaf Plus: Optimizing Access for D/HH Children w/ Developmental & Behavioral Challenges | Supporting Social Communication in Students with Neurodevelopmental Differences | Participation Focus for Students with Complex Disability | Collaborative Strategies for Serving Students with Ocular Motor Difficulties | Trauma-Sensitive Schools: Improving the Wellbeing of Children Impacted by Trauma | Threat Assessment: One Component of Comprehensive School Mental Health Services | Adapted Physical Education Without Tears, Fear or Dread | Laying the Foundation for Communication—Learners with Functional Needs, including DB | We've Tried Everything... Now What? Using Data to Individualize and Intensity Intervention | Managing EC Data (LEA Data Managers only) |

DRAFT

General Instructional Sessions

| Thursday, November 15, 2018 8:15 a.m. to 9:30 a.m. | Session Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | |
|---|----------------|---|--|---|---|---|--|--|---|---|---|---|---|---|--|--|---|--|---|---|---|---|--|
| | Title | EC Division Updates | So This is Your First EC Conference | Medicaid Updates | To be Determined | Redefining the Learning Media Assessment for Digital Media | MTSS and the Assessment of English Language Learners | Using the 4 Cs of Education to Design an Inclusive Classroom | Making Meaning! Successful Literacy Instructional Strategies for Students with Low Incidence Disabilities | Integrating Social Thinking and Academic Learning | So What's The Big Deal About Problem Solving and Research-Based Interventions | Creating Educational Equity for College Bound Students with Disabilities | Digital Access of Educational Materials | Autism in Girls: Implications for Social Skills Instruction | The Sight Word Challenge: How should they be taught? | Making Connections! Successful Math Integration Strategies for Students with Low Incidence Disabilities | The Child with Cortical Visual Impairment in the PreK Classroom | Responding to Trauma: De-Escalating in the Classroom | Molding Mathematicians! | | | | |
| 10:00 to 11:30 am - PLENARY SESSION 11:30 to 1:00 LUNCH / EXHIBITOR CONNECTIONS | | | | | | | | | | | | | | | | | | | | | | | |
| Thursday, November 15, 2018 1:00 p.m. to 2:30 p.m. | Session Number | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| | Title | Private Schools Pop Quiz: Focus on Implementation of Child Find and Students receiving vouchers | Using Khan Academy (It's Free!) to support IEP Goals | Assistive Technology and LRE the Sequel | Transition- Mission Possible | Using Work Portfolios as Quantitative Assessment Data | District ASD Team's Journey to Successful Collaboration, Programming and Self-Evaluation | Technology Tools for Students with Disabilities | Growing Behavior Support | All Behavior NOT Created Equally | Being a Successful, Legally Compliant LEA Representative | SLD 2020: Measuring Inadequate Achievement & Insufficient Progress | Using Learning Targets to Drive Proficiency Based Instruction | To be Determined | Taxonomy of Intervention Intensity: A Process for Evaluating and Building Intervention Intensity in Math | Teaching the OCC Prep Curriculum: Distinguishing Off Old Standards | A Balancing Act: Addressing Academic and Functional Skills Simultaneously | Social Skills Space Camp... Our Social Skills are Out of this World! | Beginning Ahead | Connecting the Pieces: Autism Strategies for the Functional Classroom | Taxonomy of Intervention Intensity: A Process for Evaluating & Building Intervention Intensity in Reading | Beyond the High School Doors: AT Supports for Post-Secondary Transition | Serving Students with a Neurological Visual Impairment |
| 2:30 to 3:00 BREAK / EXHIBITOR CONNECTIONS | | | | | | | | | | | | | | | | | | | | | | | |
| Thursday, November 15, 2018 3:00 p.m. to 4:30 p.m. | Session Number | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 |
| | Title | IDEA and Students with Significant Health Issues: Intersection of IDEA and 504 | Putting the Standards in an IEP | Assistive Technology: It's In their Pockets! | Post-Secondary Transition for Students with ASD to College Life | Powerful Professional Development: Strategies for Effective Training Design and Delivery | It Takes a Village: A Community Approach to Successful Transition | Leading Effective Co-Teaching and Collaboration in Your School and District | 1-Touch Self Defense for the Visually Impaired and Multiply Disabled | Managing and Implementing Middle School MTSS | A Hidden History: The Story of Disability Rights in America | Leading Change: Developing EC Instructional Leaders in a MTSS Framework and Preparation for SLD Eligibility | One Vision: The Power of Collaboration in Building a Sustainable MTSS | To be Determined | Language Rich Environment Makes the Difference | Play Facilitation for Children with ASD | Teaching the Science Extended Content Standards | Taxonomy of Intervention Intensity: A Process for Evaluating and Building Intervention Intensity in Behavior | Self-Management: An Evidence Based Practice to Increase Student Independence | Connecting the Pieces: Autism Strategies for the Common Core Student | Supporting K-2 Balanced Literacy Instruction through Co-Teaching | Raising the Rigor through Adapted Novel Study | Empowering Independence with Students Who Are Deaf or Hard of Hearing |
| Friday, November 16, 2018 8:30 a.m. to 10:00 a.m. | Session Number | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 |
| | Title | SLD Eligibility with a Multi-Tiered System of Support | Reading Research Overview for all Leaders | The Integration of Academics and Behavior: Moving theory into practice through MTSS | Three Leadership Laws an EC Team Can Never Break | Fish Outta Water (The Power of Being Uncomfortable) | Once Upon a Time - A True Story of Preschool Literacy | Transition Planning: Connecting the Dots from Compliance to Reality | Using Social Emotional Foundations to Promote Parent Engagement | Stop, Collaborate and Listen: Collaborating Across Programs of Support | Effective Parent and Professional Collaboration - Tips, Tools and Strategies | The Loss of Instructional Time is a Big Deal! | To be Determined | Eliminating How Many Times Do I have to Tell You and Multiple Discipline Challenges | Using Models to Improve math Problem-Solving skills | Using CRA to Provide Specially Designed Instruction in Mathematics | Pediatric Low Vision Rehabilitation | 17 Tools for the Antiseptic Manipulation of Problem Behavior | Purposeful Partnering with the NCVPS OCS Learning Program | Long Range Plans for D/HH Students: A Review and Update | Just a Spoonful of Sugar Helps the Extended Content Standards go Down | Inclusion for Students on Extended Content Standards: The Pilot Year | Everyone Communicates and Learns: But, How Do I Get Started? |
| 10:00 to 10:45 BREAK / EXHIBITOR CONNECTIONS | | | | | | | | | | | | | | | | | | | | | | | |
| Friday, November 16, 2018 10:45 a.m. to 12:15 p.m. | Session Number | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 | 106 |
| | Title | Homebound Stakeholder Document | Foundations of Math Overview for all Leaders | Limited English Proficiency: Identifying ELL/D in Underserved or Rural Areas | SLD Eligibility with a Multi-Tiered System of Support | The Community Resiliency Model, "Supporting Resilient Teachers, Students and Communities" | Centers: The Good, The Bad and The Ugly. How to create center activities that matter! | Personalized Learning: Using Assistive Technology to Meet the Needs of Students with Disabilities in the General Education Classroom | Mindful Mornings: Starting the Day with Practices that Encourage Success | Effectiveness of the Instructional Ecosystem: Behavior, Attendance, and Academic Data | Parental Grief and How It Relates to Collaborative Relationships | SLD Policy 2020: The Clock is Ticking | MTSS: Collaborating to Support All Staff and All Students | Creating Trauma-Sensitive Preschool Classrooms: Strengths-Based Strategies & Supports | Making Math Meaningful | Using Peer Networks and Support Plans to Promote and Increase Social Awareness in High Schoolers with Autism | Preparing Visually Impaired Students for Successful Transitions based on the Expanded Core Curriculum (ECC) (Was #81) | Functional Communication Training and Generalization in Students with Autism | Overcoming Functional Behavior Roadblocks Impacting Academic Access and Long-Term Success | Supporting Students Communication with Augmentative and Alternative Communication | Interdisciplinary Collaboration to Create Meaningful Behavior Plans and Interventions | Successful Co-teaching for Gifted Learners and Students with Disabilities | Journey through the Extended Content Electives: Preparing for the Future |