

2023: Exceptional Children 72nd Conference

| Post-Conference Institut 11:30 to 1:00 LUNCH / EXHIBITOR CONNECTIONS | | | | | | | | | | | | | |
|---|-------------|------------|---|----------------|---------|---|----------------------------|---|--------------------------------------|-------|----------------|-----------------|--|
| Institute / Number | I-1 | I-2 | I-3 | I-4 | I-5 | I-6 | I-7 | I-8 | I-9 | I-10 | I-11 | I-12 | I-13 |
| Title | | | Communication and Concept Development across Educational Settings | | | Under Construction: Building Language Skills for Students who are DHH | EC Administrator Institute | Mathematics and Literacy Regional Coach Orientation | Statewide EC Early Childhood Meeting | | | ECATS Institute | Engaging Students: Movement-based Instruction in the Classroom and Beyond! |
| Room Assigned | Imperial DE | Guilford D | Guilford C | Grandover West | Augusta | Imperial ABC | Guilford EF | Victoria A | Blue Ashe | Cedar | Grandover East | Victoria C | Guilford G |

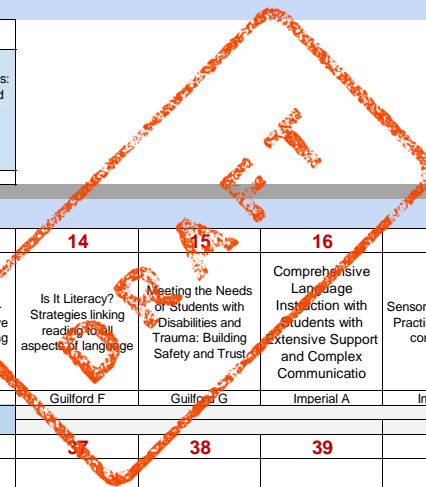
| General Instructional Sessions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--|--|--|--|--|--|--|--|---|--|---|--|---|--|---------------------------|--|------------|--|---|--|---|--|-------------------------|--|--|--|---|--|---|--|--|--|---|--|--|--|--|--|--|--|---|--|--|--|------------|--|
| Session Number | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | | 13 | | 14 | | 15 | | 16 | | 17 | | 18 | | 19 | | 20 | | 21 | | 22 | | 23 | |
| Title | "Seeing" is believing: Supporting Students with Visual Impairments | | An introduction to Assistive Technology (AT) | | Speed dating with UDL tools: Assistive Technology in the General Education Setting | | Building Relationships in the Virtual Setting for Optimal Instructional Practices and Engagement | | Becoming an Observer: Identifying Internal and External Factors that Affect Availability to Learn | | Maslow Before Bloom: Providing Opportunities for Students With Complex Behavioral Needs | | Relationships: The Foundation of Opportunities to Learn | | Fall into Updates w/ECATS | | SBE | | Child Find: Connections to Long-term Student Outcomes | | Growing Mathematicians: Engaging and Effective Math Interventions | | High Leverage Practices | | Why Wait? Pro-Active vs. Re-active Transition Planning | | Is It Literacy? Strategies linking reading to all aspects of language | | Meeting the Needs of students with Disabilities and Trauma: Building Safety and Trust | | Comprehensive Language Instruction with Students with Extensive Support and Complex Communicatio | | Sensory Processing: Practical Solutions continued.... | | 21st Century Engagement for Students with Disabilities | | Utilizing Behavior Supports to Maximize Opportunities to Learn and Succeed | | Transdisciplinary Play Based Assessment Redesign | | Partnering with parents through the IEP process | | An Introduction to See-the-Sound Visual Phonic | | | |
| Room Assigned | Auditorium I | | Auditorium II | | Auditorium III | | Auditorium IV | | Augusta | | Biltmore | | Blue Ashe | | Cedar | | Colony ABC | | Grandover East | | Grandover West | | Guilford D | | Guilford E | | Guilford F | | Guilford G | | Imperial A | | Imperial D | | Imperial EF | | Imperial GH | | Oak | | Victoria A | | Victoria B | | Victoria C | |

| 10:00 to 11:30 am - PLENARY SESSION 11:30 to 1:00 LUNCH / EXHIBITOR CONNECTIONS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|--|------------------|--|--|--|--|--|---|--|--|--|-----------|--|------------|--|---|--|---|--|-------------------|--|---|--|--|--|--|--|--|--|--|--|--|--|---|--|---|--|---|--|---|--|------------|--|
| Session Number | 24 | | 25 | | 26 | | 27 | | 28 | | 29 | | 30 | | 31 | | 32 | | 33 | | 34 | | 35 | | 36 | | 37 | | 38 | | 39 | | 40 | | 41 | | 42 | | 43 | | 44 | | 45 | | 46 | |
| Title | Nine areas of the Expanded Core Curriculum in Ninety Minutes | | An introduction to Assistive Technology (AT) for Reading and Math | | The State of SLD | | The New CMS Guidance on School-based Medicaid Claiming | | Visual Grammar: Making Language Building Blocks Accessible for Deaf and Hard of Hearing Learners | | ECAC's Opportunities and Resources to Support Youth in Transition | | Addressing the Use of Complex Text for Students with Disabilities in grades 4-12 | | Adapt It! | | SBE | | Herding Cats: Avoiding Child Find Derailments | | Bright Spots: PSU Success Stories with Parent & Family Engagement | | ADHD on the Daily | | Supplementing Teachers' Toolboxes with Autism Focused Professional Learning for PreK Teachers | | High Quality Math Instruction—Understanding Math Standards x Vertical Progressions x Progress Monitoring | | I see you: Inclusive Instructional and Behavioral Practices for All Students | | The NC School for the Blind Community Garden: A Model for Accessible Garden Practice for VI Students | | Differentiated Literacy Instruction using a Continuum of Supports for Learners with Disabilities | | Improving adolescent literacy in NC through the Content Literacy Continuum | | Creating Opportunities to Learn and Succeed in Co-Taught Classrooms | | Making the Connections: Early Childhood Data and Program Planning | | So What If They Don't Care: Proven Strategies to Engage Students and Boost Their Confidence | | State Level Support to Improve Capacity for School-based Psychological Services | | | |
| Room Assigned | Auditorium I | | Auditorium II | | Auditorium III | | Auditorium IV | | Augusta | | Biltmore | | Blue Ashe | | Cedar | | Colony ABC | | Grandover East | | Grandover West | | Guilford D | | Guilford E | | Guilford F | | Guilford G | | Imperial A | | Imperial D | | Imperial EF | | Imperial GH | | Oak | | Victoria A | | Victoria B | | Victoria C | |

| 2:30 to 3:00 BREAK / EXHIBITOR CONNECTIONS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|--|------------------|--|--|--|--|--|---|--|-------------------------|--|-------|--|---|--|--|--|--|--|--|--|--|--|---|--|---|--|---|--|------------|--|-------------|--|-------------|--|-----|--|--|--|--|--|------------|--|
| Session Number | 47 | | 48 | | 49 | | 50 | | 51 | | 52 | | 53 | | 54 | | 55 | | 56 | | 57 | | 58 | | 59 | | 60 | | 61 | | 62 | | 63 | | 64 | | 65 | | 66 | | 67 | | 68 | | 69 | |
| Title | Is it TBI? An In-Depth Look at NC's Definition for EC Eligibility | | Assistive Technology (AT) and Accessible Educational Materials (AEM) in the IEP | | The State of SLD | | The New CMS Guidance on School-based Medicaid Claiming | | Making Sense of Sensory Loss vs. Sensory Dysfunction Through Collaboration | | Advanced Literacy Strategies: Using the Five Instructional Strategies for Improved Student Literacy | | Pre-ETS offered by STAR | | SBE | | Building Individualized Workstations for Students | | Educationally Equitable IDEA Evaluation and Identification Practices | | Supporting EC Students with Intense Behavior and Academic Needs through Innovative Programming | | Is ABA the Only Way: The Role of Methodologies and Evidence-based Practices in Special Education | | Special Education Compliance: A District's Remodel for Today's Practices | | Influencing Vital Actions in Discipline Decisions for SWD | | Networking with Outside Agencies to Better Help Students in the OCS Program Succeed | | University and District Collaboration to Support and Retain Novice Special Education Teachers | | | | | | | | | | Making the Connections: Early Childhood Outcomes | | If Not You, Who? If Not Now, When?: SEL & Behavior support within the Secondary Co-Taught Settin | | | |
| Room Assigned | Auditorium I | | Auditorium II | | Auditorium III | | Auditorium IV | | Augusta | | Biltmore | | Blue Ashe | | Cedar | | Colony ABC | | Grandover East | | Grandover West | | Guilford D | | Guilford E | | Guilford F | | Guilford G | | Imperial A | | Imperial D | | Imperial EF | | Imperial GH | | Oak | | Victoria A | | Victoria B | | Victoria C | |

| 8:30 a.m. to 10:00 a.m. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--|--|---|--|----------------|--|--|--|--|--|--|--|---|--|---|--|---|--|---|--|---------------------------|--|---|--|------------------------------|--|---------------------------|--|---|--|--|--|--|--|----------------------------|--|-------------|--|---|--|
| Session Number | 70 | | 71 | | 72 | | 73 | | 74 | | 75 | | 76 | | 77 | | 78 | | 79 | | 80 | | 81 | | 82 | | 83 | | 84 | | 85 | | 86 | | 87 | | 88 | | 89 | |
| Title | Preschoolers with Traumatic Brain Injuries | | Funding Considerations for Assistive Technology | | | | Utilizing the QIAT Indicators to Create & Sustain an Assistive Technology Team | | Parent Counseling and Training: A Related Service Under IDEA | | Improving Instruction in Reading Comprehension for Adolescent Learners | | Customized Employment: The Discovery Process and the North Carolina Journey | | Engage with Developmental Language Disorder: Collaboration and Advocacy | | PT-PTA Partnering Together creates Positive Teammate Achievements | | Diving In: Making the ECATS Assessment Summary Work for You | | FBA, BIP, MDR.... Oh My!! | | APE Bootcamp: Assessment, Evaluation and Specially Designed Instruction | | Successful Submission of MOE | | Post Secondary Transition | | Vested in the Vision for Every Child, Every Day: Paving Pathways of Success & Global Empowerment! | | Facilitating Conversations Using High Yield Questioning Techniques | | Measuring Meaningful Family Engagement with the FEQI | | Integrated IEP Development | | | | Communication, Negotiation & Resolving Disagreements in Special Education | |
| Room Assigned | Auditorium I | | Auditorium II | | Auditorium III | | Auditorium IV | | Augusta | | Blue Ashe | | Cedar | | Colony A | | Colony BC | | Grandover East | | Grandover West | | Guilford A | | Guilford B | | Guilford C | | Guilford D | | Guilford E | | Guilford F | | Guilford G | | Imperial EF | | Imperial GH | |

| 10:00 to 10:45 BREAK / EXHIBITOR CONNECTIONS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|--|--|--|--|--|--|--|--|--|---|--|---|--|---|--|--|--|---------------------------|--|---|--|---------------------------------|--|--|--|-------------------------------------|--|--|--|---|--|----------------------------|--|---------------------------------------|--|-------------|--|
| Session Number | 90 | | 91 | | 92 | | 93 | | 94 | | 95 | | 96 | | 97 | | 98 | | 99 | | 100 | | 101 | | 102 | | 103 | | 104 | | 105 | | 106 | | 107 | | 108 | | 109 | |
| Title | Instructional Strategies and Interventions for Traumatic Brain Injury | | Preschool Problem Solving: A Game of Catch-Up | | Hugs in Mugs, High Fives, and Friendships - An Authentic Approach to NC Vocational Preparation | | Sharing Supplements to the NC Extended Middle School Math Curriculum | | From Theory to Practice: Parent Counseling and Training Implementation | | Solve the mystery! Teaching Multiplicative Problem Solving to Students with Disabilities | | Assistive Tech: Trialing and Problem Solving Solutions for Complex Students | | MTSS Strategies for SLPs: Let's Make It Fast, Easy, & Effective | | Setting Up for Success: Improving the School Experience for Autistic Students | | Internal Monitoring: A Pro-Active Approach | | FBA, BIP, MDR.... Oh My!! | | APE Bootcamp: Assessment, Evaluation and Specially Designed Instruction | | Preparing for Fiscal Monitoring | | The Reading Writing Connection: The Bridge to Support Struggling Readers through Writing | | How to Engage Local EC Stakeholders | | Principals as Leaders in Special Education: Experiences, Barriers, and Needs | | Using Assessment to Develop High-Quality IEP Goals and to Drive Instruction | | Integrated IEP Development | | Student-Led IEP Meetings: Why? & How? | | | |
| Room Assigned | Auditorium I | | Auditorium II | | Auditorium III | | Auditorium IV | | Augusta | | Blue Ashe | | Cedar | | Colony A | | Colony BC | | Grandover East | | Grandover West | | Guilford A | | Guilford B | | Guilford C | | Guilford D | | Guilford E | | Guilford F | | Guilford G | | Imperial EF | | Imperial GH | |



Weds., Oct. 25, 2023

Monday, October 23, 2023

Tuesday, October 24, 2023