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| **Institute #** | **Title** | **Presenter** | **Description** |
| 1 | Best Practices in Implementing A Full Continuum of Social Emotional and Behavioral Health Supports in a Multi-Tiered System of Supports | Heidi Austin, EdD, MCHES, CFLE, NCDPI Office of Exceptional Children, Project AWARE DirectorLaura Muse, LCMHC, NCC, DHHS, Project AWARE Co-Director | Participants in this workshop will walk away with practical implementation guidance, tools, and resources to scale up their social emotional and mental health supports in their school or district. In addition, participants will engage in building a system of support for mental health, family/parent engagement, social-emotional, and interventions to support students in a mental health crisis. |
| 2 | Administrative Institute**\*\*EC Directors/ Coordinators Only\*\*** | Matt Hoskins, Ed. D., NCDPI Office of Exceptional Children, Assistant Director  | The Administrator Institute will cover timely topics related to the provision of high quality and equitable services for students with disabilities, current policy and legal issues, and strategies for promoting collaboration across general and special education. |
| 3 | “Customized Employment”: Opening the Door to Unlimited Number of Ways to Make a Living | Corey Smith, Senior Consultant Griffin-Hammis Associates | This institute will introduce customized employment (CE) and examine how to use the discovery process to develop employment opportunities for learners with DeafBlindness and/or extensive support needs. CE is based on determination of strengths, needs and interests of a person with a disability, and is designed to meet the needs of both the employers and employees by individualizing their relationship in ways that meet the needs of both. CE is based on a discovery process that results in a personal profile and answers the basic question “Who is this individual?”. Attendees will learn how to implement components of CE and discovery to increase opportunities that will lead to competitive integrated employment for students following school. The institute will focus on strategies to use with K-12 students with DeafBlindness and/or extensive support needs including school to discovering personal genius, customized employment, work transition, customized job development, systematic instruction and natural supports, and economic development strategies for customized outcomes. Participants will learn how to use these strategies to develop a variety of creative solutions that enable students to apply the skills they have learned to increase successful transition outcomes.  |
| 4 | Exploring Ways to Expand Occupational Therapy Programming for Middle and High School Students | Tammy Linnen, OT/L, Occupational Therapist | Participants will reflect on current occupational therapy service delivery/programming in their public school units (PSUs) and explore ways to expand supports for middle and high school students. Participants will review research findings, examine the value and scope of OT in transition planning, discuss assessment tools, and explore intervention strategies that target transition. Participants will interact directly with a set of developed intervention modules that include tasks and activities in the areas of self-determination and social participation, independent living, pre-vocation, and post-secondary education interests. Participants will receive digital access to printable lesson plans/instructions, handouts, and visual supports as a starting point for designing and delivering their own programming in their PSU. |
| 5 | Improving Equitable Practices: The Transformational Education Leader | Tracey Benson, Ed.L.D., Author, Academic-Activist Social Justice Advocate | Strong transformational educational leaders understand the historical and contemporary patterns of access to and quality of education in the United States. This session explores the substantive dynamics (cultural, historical, organizational, personal, political) of what it means to lead for equity in education. In this session, participants will be provided the opportunity to improve their equity leadership knowledgeable and capacity. We will consider the ways transformational leadership improves school policies, leadership practices, teacher effectiveness, and student outcomes. In this session, participants will reconcile with assumptions and beliefs that inhibit personal growth and development, examine how, at times, innocuous complicity in inequitable systems plays a role in perpetuating inequities in schools, and explore how to apply new understandings to practice to improve educational excellence for all students. |
| 6 | Applied Behavior Analysis in Education: A Scientific Approach to Improving Student and Teacher Outcomes | Robert Pennington, PhD, BCBA-D, Lake & Edward J. Snyder, Jr. Distinguished Professor in Special Education | In this session, the presenters will use entertaining anecdotes and practical examples to provide guidance to educational professionals in understanding contemporary applications of applied behavior analysis (ABA) in school settings and how to broadly apply its myriad of principles and practices to improve outcomes for both students and those charged to serving them. After attending this session, participants will• Describe the role of applied behavior analysis in school settings• Describe strategies for interdisciplinary collaboration with BCBAs• Describe variables that impact teacher behaviors and strategies for supporting teachers to improve their teacher practice. |
| 7 | Coaching Basics | Carol Moffitt, NCDPI Office of Exceptional Children, Personnel Development ConsultantMelanie Sharpe, NCDPI Office of Exceptional Children, Literacy Consultant | Coaching is a vital element of the implementation drivers within implementation science. In this institute, we will examine the coaching basics for administrators, coaches, teachers, and service providers. Participants will explore: research data that supports the effectiveness of coaching, the five models of coaching, and the coaching continuum including individual coaching, group coaching, and peer coaching with models of each. The fundamentals and importance of goal setting in coaching will be established with teacher and student development in mind. Participants will learn the types of feedback, the feedback loop and use of in-ear-technology as a means for in-the-moment content and high impact strategy coaching; and will learn and practice giving and receiving feedback and will be able to view models of coaching. These objectives will be achieved through jigsaw group learning, poster creation, table and large group conversations, video demonstrations, modeling of types of feedback, and relationship building. |
| 8 | IEP Team Capacity Building | Beverly Roberts, ECAC, Family Engagement ManagerLaura Weber, ECAC, Executive Director | This training is designed to help all IEP team members learn how to approach meetings in ways that build positive relationships, enhance constructive communication, and collaboration in the spirit of IDEA. This training will help all IEP team members, including parents, teachers, service providers, and administrators work together more effectively. This training was designed to give IEP team members perspectives for all sides of the table and provide practical tools to build capacity within the IEP team and to be used to help structure future meetings more productively. The training is facilitated by families and professionals who model collaborative relationships. |