

Institute #	Title	Presenter	
1	Leveraging School Mental Health Policy to Support all Staff and Students	<p>Heidi Austin, EdD, MCHES, CFLE - Project AWARE Director</p> <p>Laura Muse, LCMHC, NCC Project AWARE Co-Director</p> <p>Project AWARE sites (Beaufort, Cleveland, and Rockingham)</p>	<p>The leveraging school mental health policy to support all staff and students institute will address the importance of building and aligning infrastructure for needs assessment and resource mapping. Participants will reflect on the continuum of core SEL and MH prevention and intervention initiatives. Enhancing a system of implementation focused on early intervention, treatment, referral, and re-entry.</p>
2	Developing Authentic and Meaningful Play, Leisure, and Work Experiences to Promote Post-school Success	<p>Judith Schoonover, MEd, OTR/L, ATP, FAOTA - Occupational Therapist, Assistive Technology Professional</p> <p>Deborah B. Schwind, DHSc, OTR/L, BCP, SCSS - Occupational Therapist</p>	<p>The play behaviors developed in childhood including exploration, social interaction, problem-solving, and persistence to task provide a foundation for the skills needed for post-secondary success which correlate with improved education, employment, and independent living outcomes. Statistically, upon graduation students with disabilities experience disproportionate underemployment, lack of community participation, mental and physical health challenges, as well as poor quality of life. However, with the right expectations and interventions, it is possible to build social and work competencies to change these outcomes using a continuum of tools and strategies including UDL principles, low-tech assistive technology, and in-school community-based instruction so that all students can participate in meaningful play, recreation, and work throughout school preparing them for community life beyond high school.</p>
3	Supporting Self-Advocacy in Students with Autism Spectrum Disorder	<p>Linda Varblow - Autism Specialist/Clinical Instructor at the TEACCH Autism Program</p> <p>Louise Southern, PhD, BCBA, Associate Clinical Director - Associate Director of the Autism Society of North Carolina</p> <p>Kim Tizzard - Director of Family Support</p>	<p>"Teaching students effective self-advocacy requires supporting skill development at both the student and family level. At the student level, educators must have the ability to teach student self-advocacy and support the student with practice and generalization of these skills. At the family level, educators must know how to actively engage families in planning and supporting the student's ability to successfully utilize the self-advocacy skills they are taught. This pre-institute is designed for educators who support students with Autism Spectrum Disorder (ASD) that follow the North Carolina Standard Course of Study. It will provide information regarding self-advocacy that addresses both student skill development and family engagement. Session objectives include:</p> <p>Participants will:</p> <ul style="list-style-type: none"> *Discuss how to plan & implement strategies for teaching student's self-advocacy skills.

			<p>*Identify how to teach students to set challenging but achievable goals.</p> <p>*Identify how to involve & collaborate with families to support self-advocacy efforts.</p> <p>*Examine cultural humility and responsiveness in the context of service provision and family engagement</p> <p>*Describe how to engage families to be active participants in supporting the self-advocacy efforts of their children."</p>
4	Data, Systems, and Practices within a MTSS for New MTSS Coordinators	IABS Regional Consultants	<p>Data, Systems, & Practices within a MTSS for New MTSS Coordinators Institute will focus on preparing new district MTSS Coordinators, who have been serving 0-3 years, in their role through coaching and technical assistance provided by the IABS Team. Participants will understand the role of an MTSS Coordinator and make connections to their specific district and school needs as an MTSS Coordinator, learn specific coaching and technical assistance supports to provide their district and schools as an MTSS Coordinator, and understand and be able to utilize resources and materials to support MTSS implementation in their district and schools. The institute will provide a variety of engaging practices such as CASEL's Three Signature Practices, networking opportunities, visuals and resources with practical strategies and content to take back to increase their effectiveness as an MTSS Coordinator in their district and schools.</p>
5	Achieving Educational Equity in Early Childhood: Right Here, Right Now....Together!	Iheoma U. Iruka, Ph.D., Director of the Equity Research Action Coalition at Frank Porter Graham Child Development Institute and Research. Professor in the Department of Public Policy at The University of North Carolina at Chapel Hill.	<p>"Early childhood education is instrumental in supporting positive outcomes for each child's educational experience. This Preschool EC Pre-Conference Institute is poised to inspire Preschool Exceptional Children Coordinators as well as build connections and relationships through engaging café style sessions facilitated by peers and partners. Our keynote speaker, Dr. Iheoma Iruka, will set the stage by addressing equitable learning opportunities for children by addressing root causes that limits children's ability to meet their full potential. Participants will be pushed to self-reflect and provided with tools and resources to incorporate an equity lens in their work with children, families, and communities.</p> <p>Collaboration and teamwork are paramount to the success of North Carolina's Preschool Exceptional Children program. Following our keynote speaker, we host several interactive café style learning sessions facilitated by partners and peers in the early childhood and</p>

			<p>exceptional children fields. Sessions will include key topics such as inclusive practices to promote educational equity, leaning into the child outcomes summary process, effectively partnering with families, and leveraging the DEC Recommended Practices.</p> <p>This institute will also include opportunities to see strong North Carolina remote learning practices in action, to hear from state-level leaders, and to connect with regional peers to reflect on the day's activities. A "note catcher" tool will be provided to guide learning, planning, and goal setting for each participant.</p> <p>Through participation in the Preschool EC Pre-Conference Institute, participants will:</p> <ul style="list-style-type: none"> - Recognize available state-level supports and resources for program enhancement and improvement - Use inclusive resources, practices, and strategies to support educational equity; - Examine inclusive resources, practices, and strategies with colleagues, partners and peers - Collect strategies to effectively partner with families; - Assess how the Child Outcomes Summary process can be leveraged for each child and for program planning; and - Appraise their programs' use of the Division of Early Childhood (DEC) Recommended Practices to support strong early childhood programs.
6	Data Literacy: A Critical Capacity for Closing Opportunity Gaps	<p>Ryan Etheridge, Project AWARE Evaluator/ Coach, Cleveland Co. Schools</p> <p>Kelley Blas - IDEA Information Analyst, EC Division</p> <p>Cayce Favasuli - Regional EC Coordinator, EC Division</p>	<p>This institute will demonstrate and provide participants opportunities to enact the inextricable link between data literacy and a commitment to education equity. Participants will experience how and why opportunity gaps cannot be identified or addressed without data and how local data can be interpreted through an equity lens. Through a worked example re: disproportionality, participants will be equipped to use free data tools and resources to apply learned skills to their own context.</p>
7	Understanding a Trauma Informed Approach to Working with Children and Youth and Applying Motivational Interviewing in Schools	DeVault Clevenger, LCSW, Executive Director of Business Development and Clinical Operations at Pinnacle Family Services	<p>COVID-19 has hit all of us hard. This workshop will approach the training topic within the context of the pandemic. This workshop will introduce ACEs (Adverse Childhood Experiences) and lay the groundwork for understanding trauma within the school setting. The workshop will highlight the importance of building resiliency and using strengths to work with children that have been traumatized.</p>

			The workshop will weave concepts of Motivational Interviewing into the presentation. The workshop will provide the participant with hands-on tools for self-care and trauma informed work.
8	Collaborative Team Practices Supporting Communication Development for Children who are Deaf-Blind and/or have Multiple Disabilities	Chris Russell, Program Coordinator for the NY Deaf-Blind Collaborative	Have you ever thought about the power of teaming and collaboration to enhance student communication? This is your opportunity! This session will highlight team strategies to support pre-symbolic and concrete communication development in learners with deaf-blindness and/or multiple disabilities. We will emphasize student-centered approaches for supporting communication development and strategies for applying best practices in collaborative teaming. Our interactive discussions will explore unique considerations for selecting, designing, and implementing child-centered communication systems for a diverse group of learners.