



Conference Schedule

Location: Embassy Suites by Hilton Denton Convention Center
3100 Town Center Trail
Address: Denton, TX 76201
Telephone #: 1-940-243-3799
Dates: February 10, 2019 – February 12, 2019

Breakout Sessions Legend

1. Each session's presentations are sorted alphabetically by Presentation Title
2. If the topic is presented more than once it will be indicated by the following: *(Repeats)*
- 3. Note that this schedule is subject to change**
4. The information is provided in the format indicated below

Presentation Title	Room#
Presenter(s)	
Pathway	Audience



Conference Pathways

Foundation to Learning (Curriculum): Explore how to accommodate and modify curriculum to support students' learning, and share best practices for guaranteeing that access to grade level curriculum is the first step to inclusion of all students, in particular students with significant disabilities.

Behavioral Supports: Interventions that address a spectrum of concerns from classroom structure, organization, and communication to individualized behavior interventions that are designed to address specific behavior issues. This pathway will provide tools to implement interventions to address behavior.

Tools to Assist Learning: Technology can assist teachers in differentiating instruction to support students by making curriculum more accessible and interactive. This pathway will cover both classroom and individual technology that makes access and inclusion possible.

Beginning with the End in Mind (Transition): Share processes for students PCD to 22 years old and address building transition as a practice starting at a young age, building 4 year plans for students, and developing an integral vision of what implementing inclusion looks like on a multi-level and multi-disciplinary perspective. Community service partners are encouraged to share.

Navigating the Maze: Special Education involves specialized knowledge and can be a complex maze. This pathway will offer information and tools to improve the quality of IEPs, learn to use resources/supports effectively, and address the needs of students proactively.

Sunday February 10, 2019

3:00 PM-6:00 PM

Registration & Exhibitor Setup

Monday February 11, 2019

8:00 AM-9:00 AM Vendor Sponsored Continental Breakfast & Scavenger Hunt Vendor Hall

9:00 AM-10:15 AM Opening Keynote
Keith Jones Vendor Hall

10:15 AM-10:25 AM Break

10:25 AM-11:40 AM Group 1 Breakout Sessions

- Data, data, data
Dana Frankland
Tools to Assist Learning Rm #
Parents, Teachers, Paraprofessionals
- Designed For Me
Jordan Musselman
Curriculum Rm #
Parents, Teachers, Paraprofessionals
- Effective Math Instruction for Students with
Significant Cognitive Disabilities (*Repeats*) Rm #
Gretchen Kehrberg
Curriculum *Teachers, Paraprofessionals*
- Facilitating Meaningful Parent Involvement in the ARD Process Rm #
Alyssa Potaszniak
Navigating The Maze *Parents, Teachers, Administrators*
- Function of Behavior & Reinforcement:
Why We Do What We Do and What We Get Out of It (*Repeats*) Rm #
Emily Morlandt
Behavioral Supports *Teachers, Paraprofessionals*
- Putting Together Classroom Management and Instructional Strategies Rm #
Mike Desparrois
Behavioral Support *Parents, Teachers, Paraprofessionals*

10:25 AM-11:40 AM (Continued)

Group 1 Breakout Sessions

- SPEDTex: A Special Education Resource for the State of Texas Under the State Corrective Action Plan for Community Engagement
Doug Brooks
Navigating The Maze Rm #
Administrators, Teachers
- Teacher or Parent Self-Care: Mindfulness and Yoga (Bring your Yoga Mat!)
Danielle Gary Rm #
All
- The Impact of Guardianship Reforms on Transition Planning (*Repeats*)
Jeffrey Miller, JD & Steven Aleman, JD Rm #
Transition *Parents*

11:40 AM-12:00 PM

Lunch Buffet

Vendor Hall

12:00 PM-1:00 PM

Lunch Keynote – Beginning With the End in Mind: The Journey of Creating an Inclusive Culture
Alamo Heights ISD Team: Carrie Mullins, Dominic Cavazos and Erika Guerrero

Vendor Hall

1:00 PM-2:15 PM

Group 2 Breakout Sessions

- A Story of Transition with Ricky Barrett (*Repeats*)
Ricky Barrett & Debbie Wilkes Rm #
Transition *Parents & Teachers*
- Alamo Heights Independent School District Elementary Showcase: “Supporting Students with Disabilities in the General Education Classroom”
Kate Heyer and Natalie Brown Rm #
All
- Better Together: Setbacks and Successes of Co-teaching in a Secondary Classroom
Perri Pettit & Kelly Henderson Rm #
Curriculum *Teachers, Paraprofessionals*
- Connecting the Dots Series: Making Technology Choices that Support Access to Instruction (Part 1)
Angela Standridge and Emily Morlandt Rm #
Tools to Assist Learning *Parents, Teachers, Paraprofessionals*

1:00 PM-2:15 PM (Continued)

Group 2 Breakout Sessions

- Changing the Conversation on Inclusion: Parents & Teachers Working Together
Jane Friou and Kristen Tilson Mueller
Navigating The Maze Rm #
Parents, Teachers, Paraprofessionals
- Ways to Support and Strengthen Child and Family Well-Being and Resilience: Explore while playing a board game!
Darcy Schiller
Behavioral Supports Rm #
Parents, Teachers, Paraprofessionals
- Don't Leave the Bar on the Bottom Rung (Repeats)
Lauren Gerken
Navigating the Maze Rm #
Parents, Teachers, Paraprofessionals
- Providing Progress in Grade Level Math TEKS: A Step by Step Process
Kimberly Cook
Curriculum Rm #
Teachers
- Understanding the Deeper Implications of the NEW STAAR Alternate 2 Participation Requirements
Cindy Miller
Navigating The Maze Rm #
Administrators, Teachers

2:15 PM-2:30 PM

Break

2:30 PM-3:45 PM

Group 3 Breakout Sessions

- Alamo Heights ISD Middle School Showcase “Meet in the Middle: Supporting Middle School Students Academically and Behaviorally”
Stacey Escalante, Vanessa Henry, Morgan Nichols Rm #
All
- Alamo Heights ISD PPCD Showcase: “All Programs, All Kids”
Stephanie Hargrove and Susan Peery Rm #
All
- Connecting the Dots Series: Built-in Supports for Reading and Writing (Part 2)
Angela Standridge and Emily Morlandt
Tools To Assist Learning Rm #
Parents, Teachers, Paraprofessionals
- Discover Accommodation Central: An Online Tool for Finding and Implementing Accommodations (Repeats)
Robert Moreno
Tools To Assist Learning Rm #
Parents, Teachers, Paraprofessionals

2:30 PM-3:45 PM (Continued)**Group 3 Breakout Sessions**

- **Effective Collaboration to Maximize Inclusion of Visually Impaired Students** Rm #
Katie Nash & Cathy Edwards
Curriculum Parents, Teachers, Paraprofessionals
- **Mindfulness Maker Space (Repeats)** Rm #
Kristi Newton
Tools To Assist Learning Parents, Teachers, Paraprofessionals
- **Teamwork Makes the Dream Work** Rm #
Larmartia Poullard
Navigating The Maze Parents, Paraprofessionals
- **Vocabulary Makes a Difference: Applying Language Development Perspectives to Build Academic Skills for Children Who Are Nonverbal** Rm #
Deann E O’Lenick and Lisa Cook
Curriculum Teachers, Paraprofessionals

3:45 PM-4:15 PM**Break****4:15 PM-5:30 PM****Group 4 Breakout Sessions**

- **A Story of Transition with Ricky Barrett (Repeats)** Rm #
Ricky Barrett & Debbie Wilkes
Transition Parents & Teachers
- **Alamo Heights ISD High School Showcase: “High School Plus”** Rm #
Erika Guerrero and Austin Amaro All
- **Bridging the Gap: Effective Tier 2 Behavioral Systems** Rm #
Mae Coffman
Behavioral Supports Parents, Teachers, Paraprofessionals
- **Core Vocabulary – the Place to Start with ACC** Rm #
Angela Standridge
Navigating The Maze Teachers, Paraprofessionals

4:15 PM-5:30 PM (Continued)**Group 4 Breakout Sessions**

- **Discover Accommodation Central: An Online Tool for Finding and Implementing Accommodations (Repeats)** Rm #

Robert Moreno
Tools to Assist Learning

Teachers

- Mindfulness Maker Space (*Repeats*) Rm #
Kristi Newton
Tools To Assist Learning Parents, Teachers, Paraprofessionals
- Providing Progress through Access to Literature by Adapting Appropriate Text Rm #
Kimberly Cook
Curriculum Teachers
- Self Determination: A Vital Skill to Prepare for Post-School Success Rm #
Sam Gonzalez
Transition Parents, Teachers
- Special Education Advocacy – Successful Outcomes for Students Rm #
Karen Mayer Cunningham
Navigating The Maze Parents

7:00 PM- 9:00 PM

Intelligent Lives Screening

Alamo Drafthouse

Schedule Tuesday February 12, 2019

8:00 AM–9:00 AM

Vendor Sponsored Continental Breakfast &
Scavenger Hunt

Vendor Hall

VIP Breakfast (Paid Activity)
Dan Habib

Rm#

9:00 AM-10:15 AM

Group 5 Breakout Sessions

- Behavior in the Classroom: Rm #
Address the Needs of Students with Significant Behavior Needs Within the Inclusion Setting
Mae Coffman
Behavioral Support Teachers, Paraprofessionals
- Don't Leave the Bar on the Bottom Rung (*Repeats*) Rm #
Lauren Gerken
Navigating The Maze Parents, Teachers, Paraprofessionals

9:00 AM-10:15 AM (Continued)

Group 5 Breakout Sessions

- Effective Math Instruction for Students with Rm #
Significant Cognitive Disabilities (*Repeats*)

Gretchen Kehrberg
Curriculum

Teachers, Paraprofessionals

- Engagement Strategies for Struggling and Reluctant Learners Rm #
Bianca Cole
Curriculum Teachers, Paraprofessionals
- Function of Behavior & Reinforcement Rm #
We Do What We Do and What We Get Out of It (Repeats) Rm #
Emily Morlandt
Behavioral Supports Parents, Teachers, Paraprofessionals
- Ready Rooms! Creating Sensory Motor Labs for Behavioral Interventions (AHISD Showcase) Rm #
Linda Davidson and Traci Thomas All
- Person Centered Approach to Supporting Transition: Rm #
PPCD Through Adulthood
Debbie Wilkes
Transition Parents
- Opportunity for All! Using Google Extensions Rm #
for Access in Literacy Classrooms
Amie Davenport
Tools To Assist Learning Teachers
- The Impact of Guardianship Reforms on Transition Planning (Repeats) Rm#
Jeffrey Miller, JD and Steven Aleman, JD
Transition Parents

10:30 AM-11:45 AM	Closing Keynote & Door Prize Drawing Dan Habib	Vendor Hall
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A Story of Transition with Ricky Barrett - *Ricky Barrett & Debbie Wilkes (Repeats)*

In 1989 Ricky began the process of person-centered planning and started to improve his quality of life. As a high school student with autism, IDD, and behavioral challenges, his future appeared to be negatively pre-determined. Through this presentation he will share his life leading to employment, owning his own car, traveling throughout the country and working on his pilot's license. Participants will learn strategies to support the future for their child and/or students, including accessing agency services through Medicaid Waivers. Time will be allotted for participants to interact with Ricky and ask him questions.

Alamo Heights Independent School District Elementary Showcase: Supporting Students with Disabilities in the General Education Classroom - *Kate Heyer and Natalie Brown*

AHISD started its supported classroom model- a setting where there is a general education teacher with a full time special education paraprofessional, and all special education academic support is provided within the general education setting- 3 years ago and now has multiple supported classrooms in grades K-2 across district schools. The Supported Classroom and Special Education Team will share their supported classroom model for K-2 classrooms and leave you with important resources and strategies to create supported classrooms.

Alamo Heights Independent School District High School/Transition Showcase: High School Plus – *Erika Guerrero and Austin Amaro*

High school is a crucial time for students transitioning out of the school system. Erika and Austin will share how they have been successful in helping students transition from high school and into careers through peer tutoring, inclusion in career and technology training, and their Transition and 18 Plus programs.

Alamo Heights Independent School District Middle School Showcase: Supporting Middle School Students Academically and Behaviorally – *Stacey Escalante, Vanessa Henry, and Morgan Nichols*

Middle schoolers can be a rough bunch, and research backs it up! While in middle school, students are testing the social and moral conventions that adults have set for them and this is often reflected by behavior problems. Join Stacey, Vanessa, and Morgan as they discuss how they are using co-teaching as a strategy to create social emotional structures and support students academically and behaviorally.

Alamo Heights Independent School District PPCD Showcase: All Programs, All Kids – *Stephanie Hargrove and Susan Peery*

PPCD is designed to provide instruction to students age 3-5 who are in need of special education services in addition to speech therapy. The services are provided in a general

education setting with typically developing 3-4 yr. olds or in a Kinder setting. In this session, Stephanie and Susan will discuss how they include all students using strategies like language enriched Pre-K, supported classrooms, and hallmark programs like Headstart and their own Mini Mules program- an in-district child care service.

Behavior in the Classroom: Address the Needs of Students with Significant Behavior Needs within the Inclusion Setting - Mae Coffman

Students with emotional and behavioral disorders (EBD) often lack the skills to function independently in the general instructional setting and can disrupt the learning of the entire class. Despite significant efforts, academic and quality-of-life outcomes for students with EBD are not improving. This presentation will demonstrate *The Competing Behavior Pathway (CBP)*, as an effective and efficient tool for improved supports for students with significant behavioral needs in the inclusion setting. Participants will work in groups to create a CBP the use sample progress monitor graphs within a mock IEP meeting to determine progress and discuss next steps.

Better Together: Setbacks and Successes of Co-teaching in a Secondary Classroom - Perri Petit and Kelly Henderson

Entering their second-year of co-teaching, two teachers share what a day in their classroom looks like and discuss the setbacks and successes they faced in their first year together. They share best practice techniques with the audience while having a collaborative discussion about classroom procedures, structure, and organization. At the end of this session, participants will have the confidence to accept the challenge of co-teaching, the knowledge that two teachers can collaborate in a classroom to make an environment where successful learning takes place with all level of students, and an understanding of varying roles of adults in the classroom depending on individualized needs.

Bridging the Gap: Effective Tier 2 Behavioral Systems - Mae Coffman

Quality inclusion supports necessitate increased skills in instructional strategies, behavior management, and differentiation to address the needs of a diverse set of students. In particular, the lack of quality behavioral systems can reduce instructional time, damage classroom/campus culture and increase teacher attrition. Intervening earlier with behaviorally at-risk students can improve long-term student and campus outcomes. This presentation outlines key features of a quality Tier 2 behavior intervention system with a focus on proactive, instructional supports that integrate into a typical classroom process. Participants will utilize an implementation reflection check-list to determine gaps in current practice. A guidance matrix will be provided to help participants generate next steps.

Changing the Conversation on Inclusion: Parents & Teachers Working Together - Jane Friou and Kristen Tilson Mueller

Two special education parents share their perspective on how they advocate for inclusion both in and out of the classroom for their children with disabilities. Through their personal stories of inclusion successes and flops, the presenters will open up the conversation about the challenges of inclusion and highlight many of the common disconnects between school and family. Through their

formal *Texas Partners in Policymaking* advocacy training, presenters will share their passion for how parents can collaborate with schools to achieve shared outcomes for all students with disabilities.

Connecting the Dots Series: Making Technology Choices that Support Access to Instruction (Part 1 of 2) - Angela Standridge & Emily Morlandt

This is part one of the **Connecting the Dots** series! Technology is changing constantly, making it difficult to keep up. Here's the big secret though...it's not about the "gadget", but about the student, the curricular tasks, and the expected outcomes. Explore the connection between technology and access to what is happening in the classroom. Identify the features of current built-in tools across platforms that might help your student or child gain access to academic content. Participants interested in this session are advised to attend **Connecting the Dots Series: Built-in Supports for Reading and Writing (Part 2 of 2)**.

Connecting the Dots Series: Built-in Supports for Reading and Writing (Part 2 of 2) - Angela Standridge & Emily Morlandt

This is part two of the **Connecting the Dots Series**! Learn about accessibility tools including text-to-speech, speech-to-text, graphic organizers, and note-taking tools that are built into today's laptops and tablets. Participants in this session will have access to hands-on stations to explore the tools for themselves and understand how these tools can support struggling learners in progressing in the general curriculum. Resources for Apple iOS, Google/Android and Windows will be shared. Participants interested in this session are advised to attend **Connecting the Dots Series: Making Technology Choices that Support Access to Instruction (Part 1 of 2)**.

Core Vocabulary- The Place to Start with Augmentative and Alternative Communication (AAC) - Angela Standridge

Augmentative and Alternative Communication (AAC) consists of low to high tech tools that enable non-oral speakers to learn language and communicate. Core vocabulary is the cornerstone of a successful AAC program. Communication partners need to master the communication systems to support AAC users. This session will explore the basics of core vocabulary, provide initial steps for intervention, and enable participants to develop a long-term plan for AAC.

Data, Data, Data - Dana Frankland

The data you collect as educators is as important as what you teach. Data is the "proof in the pudding" that will allow you to see how each student is doing on specific objectives. This session will help you demystify data-driven instruction in the classroom and turn numbers into your most trusted performance evaluation measure. We will learn how to take grades for students who are functioning well below grade level. Participants will also have the opportunity to view different forms of data collection that can be used for grading and further instruction, and to practice using some of these tools. Participants will gain an understanding of the legal aspects of collecting data.

Designed For Me - Jordan Musselman

Through hands-on practice in a collaborative atmosphere, participants will demonstrate growth in Specially Designing Instruction based on students' PLAAFPs and individual needs. Differentiated Instruction (DI) and Universal Design for Learning (UDL) approaches will be discussed and demonstrated. Participants will be creating templates to be taken back to their campuses and used in future lesson planning sessions. Teachers will work collaboratively to determine how to structure the lesson so that each student's needs are met and all accommodations are embedded.

Discover Accommodation Central: An Online Tool for Finding and Implementing Accommodations – Robert Moreno (Repeats)

For many educators, finding, implementing, and monitoring accommodations can be a challenging and confusing task. But it doesn't have to be! *Accommodation Central* is a free, online tool that provides current information on supports for students. *Accommodation Central* has everything educators need: quick access to accommodations that support student learning, practical tips, deeper learning, and a virtual community. This presentation will provide background information about accommodations and the *Accommodation Central* website. In addition, participants will explore all that *Accommodation Central* has to offer, including examples, steps for implementation, state testing allowability, downloadable resources, and instructional videos.

Don't Leave the Bar on the Bottom Rung - Lauren Gerken (Repeats)

The presenter offers first-hand experience as a postgraduate student whose life got off on the right foot because of her parents' and educators' equal and high expectations. We will be discussing the importance of having high expectations for all students, including those with disabilities. The presentation will address topics such as "being realistic," fear of the unknown, and how students can succeed when they have set goals to meet. A 10-15 min. skit featuring two scenarios: the outcome of low expectations and the infinite potential of high expectations.

Effective Collaboration to Maximize Inclusion of Visually Impaired Students - Katie Nash and Cathy Edwards

What do I do with this student? Veteran teachers with both general education and special education experience share their model of effective collaboration between the Certified Teacher of the Visually Impaired and classroom teachers. Appropriate interaction, communication tools, and an overview of equipment will be discussed. At the end of this session, participants will be able to effectively collaborate with one another to maximize inclusion of Visually Impaired students, have a general overview of ways to modify and adapt lessons to be more inclusive for Visually Impaired students and gain a better understanding of students with visual impairments and their needs.

Effective Math Instruction for Students with Significant Cognitive Disabilities - Gretchen Kehrberg (Repeats)

Now, more than ever, all children require effective mathematics instruction. But what does that look like in the classroom, especially for students with significant cognitive disabilities? This presentation

will answer that question by outlining four evidence-based features of effective instruction. Participants will learn about each feature and participate in a guided demonstration of the distributed instruction strategy. At the end of this session, participants will be able to analyze the TEKS, explain the features of effective math instruction, and discuss how to implement a distributed instructional cycle.

Engagement Strategies for Struggling and Reluctant Learners - Bianca Cole

The key to student success is high levels of engagement with student-led activities and discussion that maintain and increase content rigor. This session takes common teaching strategies and delivery methods and layers on levels of individualization while turning up the fun! Participants will leave with the ability to incorporate research-based collaborative methods into daily lesson plans or home activities, learn innovative participation methods that move away from traditional hand raising response methods and have hands-on practice individualizing activities to meet individual student rigor needs.

Facilitating Meaningful Parent Involvement in the ARD Process - Alyssa Potasznik

This session will help teachers and administrators recognize and implement best practices to help facilitate meaningful parental participation in the IEP/ARD process. Participants will be able to explain why conflicts most often arise throughout the IEP process and the importance of meaningful parental participation. We will learn strategies to ensure parents are able to meaningfully participate in the development of their child's IEP. Participants will also learn common ARD meeting mistakes and how to prevent them.

Function of Behavior & Reinforcement: Why We Do What We Do and What We Get Out of It - Emily Morlandt (Repeats)

Have you ever thought, "why do they do that"? Join us in this session to learn more about why people do the things they do (the function of behavior) and what they get from it (reinforcement) based on the principles of applied behavior analysis. Participants will leave with tips and tools to use in their classrooms! You will also have the opportunity to apply the information during an interactive game where teams will view different scenarios and try to determine the functions of behavior(s) and the types of reinforcement.

Mindfulness Maker Space - Kristi Newton (Repeats)

Using mindfulness as a tool to create space for risk-taking, collaboration, relationship building, self-awareness, self-confidence, and self-regulation works! Mindfulness assists students in self-regulation, behavior awareness and management, and contributes to a calmer learning environment. Explore different avenues and experience different aspects and levels of mindfulness with purpose, while maintaining a comfortable classroom environment and integrity in who you are. During this workshop, you will participate in makerspace stations, learn strategies to develop mindfulness in yourself and others, gain access to self-awareness and better coping and self-regulation techniques, and the ability to create space for openness, being, and new ideas. Maker spaces are an effective, research-based way of teaching students skills, creativity, and independence.

Opportunity for All! Using Google Extensions for Access in Literacy Classrooms - Amie Davenport

"If at first you don't succeed... YOU'RE NORMAL!" -Kid President. Readers with a learning disability struggle to be successful in the literacy classroom now more than ever. Using the central tenet of Universal Design for Learning (UDL), we will explore how Google extensions can support and provide access to content for the inclusion of all students in the literacy classroom. This sessions will give teachers the tools to stimulate interest and motivation of learners while giving access in ways that students can express what they know.

Person-Centered Approach to Supporting Transition: PPCD through Adulthood - Debbie Wilkes

Transitioning a student to a new environment, whether it is from early childhood to elementary, to middle, to high school and beyond, the introduction is of utmost importance. Using tools from Person-Centered Thinking and LifeCourse Planning, participants will create a Life Stages Trajectory and One-Page Description so others understand the positive characteristics of the individual, what is important to him/her and how to provide support for a successful transition leading to a vision for a good life.

Providing Progress in Grade Level Math TEKS: A Step by Step Process – Kimberly Cook

Participants will apply a simple step-by-step process to make grade level math TEKS accessible to students with disabilities in all instructional settings. Developing skills through concrete, semi-concrete, and abstract processes, participants will learn how students can make progress toward grade-level curriculum. Students' unique entry points will be addressed through manipulatives, visual supports, vocabulary, and supplemental aids, and task analysis, incorporating brain-based learning strategies.

Providing Progress through Access to Literature by Adapting Grade Appropriate Text - Kimberly Cook

Providing access to grade level literature in an accessible format for students with disabilities is challenging and time-consuming. In this session, participants will target grade level TEKS and learn to use free online tools to create digital and multisensory books. Narrowing the focus of grade-appropriate literature while targeting specific standards is key. Participants will practice summarizing/paraphrasing content and support vocabulary utilizing graphics and sensory items to facilitate understanding of complex grade level standards.

Putting Together Classroom Management and Instructional Strategies - Mike Desparrois

Do you have instructional strategies that you would love to try with your students but are afraid the classroom behaviors might get out of control? Would you like to use more engaging activities to boost the learning process in your classroom? Join the fun while we focus on positive strategies to support teachers and paraprofessionals with classroom management with the use of structures and routines. Participants will learn how to engage their students with instructional strategies while

making certain classroom management routines are in place. Educators and paraprofessionals are strongly encouraged to attend this session.

Self Determination: A Vital Skill to Prepare for Post-School Success - Sam Gonzales

We all want students to participate in ARD meetings and be engaged in their own lives, but many students don't know how to do this. How can educators help students take more ownership of their educational programs and future plans? How can a student understand their disability and use that to help themselves be successful after high school? What is self-determination? This session will show the importance of teaching decision-making, goal-setting, and self-evaluation skills, and see student examples of self-determination, that can lead to student lead ARDs and student taking control of the decisions they make.

Special Education Advocacy - Successful Outcomes for Students - Karen Mayer Cunningham

Attention Parents! Successful Advocacy will provide a step by step guide for parents to have meaningful participation in developing an IEP that delivers successful outcomes for their student. Parents will be able to develop IEP goals based on present levels and evaluations, align the goals with appropriate accommodations and services and track student progress. Parents will be in a highly energetic and resource-rich session and encouraged to voice their areas of need. Parents will be given the opportunity to submit questions that will be reviewed at the end of the session. Do not miss this session!

SPEDTex: A Special Education Resource for the State of Texas under the State Corrective Action Plan for Community Engagement - Doug Brooks

Do you need help understanding how to access resources for special education in Texas? If so, this session is for you! SPEDTex/Special Education Information Center is a TEA grant-funded statewide project housed at Region 10 that provides support navigating special education regulations, information, options, and resources to special education questions, as well as promoting collaboration, communication, and participation in the IEP development of special education students. This session will review the highest trending issues we have received, data on who is contacting us, and a review of the resources we can share with callers. SPEDTex can be an essential resource to navigating the maze.

Teacher or Parent Self-Care (Mindfulness and Yoga) - Danielle Gary

Inhale, exhale! As an educator and the parent of a child with special needs, Danielle knows it is imperative to maintain a level of self-care in her life so that she can advocate for her students and son. Danielle teaches yoga and mindfulness using the Breathe for Change method in her school and local community and she is at Inclusion Works! to share these techniques with you! Join Danielle as she discusses the important benefits of practicing mindfulness and self-care in this interactive and relaxing session where she will guide you through basic yoga practices. A limited number of mats will be made available for participants, but feel free to bring your own mat!

Teamwork Makes the Dream Work – *Larmartia Poullard*

In this session, Larmartia will share her insight as a parent, advocate and PhD researcher as well as the techniques and tools that helped her 18 year old son with Autism, Blake, get to high school graduation on time, with his class. Join Marty as she sheds light on what an integrated, inclusive, engaged, and empowered academic setting looks like and the impact it can have on students with different abilities. The goal of this presentation is to help parents, administrators, teachers, and paraprofessionals explore academic and social supports that promote success in students with IDD, create a predictable, integrated transition between home and school and understand the importance of working together as a cohesive team to advocate for, engage, and empower the student. This presentation will provide real-life, take away tools that team members can use to effectively communicate with each other and the student to promote integrated, inclusive academic and social success. Finally, this presentation will end with a brief discussion on how to transition the learned tools to a post-secondary, self-advocacy environment.

The Impact of Guardianship Reforms on Transition Planning - *Jeffrey Miller, JD and Steven Aleman, JD (Repeats)*

Students with disabilities approaching adulthood need planning and preparation that maximize their ability to make their own life choices and decisions. This session reviews what parents, administrators and other ARD committee members need to know about recent changes in Texas law on guardianship. The implications of guardianship reform will be discussed, including self-determination, alternatives to guardianship such as supported decision making and supports and services. Additionally, the session will include a discussion of new additions to transition planning requirements from the 85th Legislative Session that revised the Texas Education Code to reflect supports and services that foster independence including instruction in self-determination, supported decision-making agreements and other supports for students with disabilities to plan for independence in adulthood more appropriately.

Understand the Deeper Implications of the NEW STAAR Alternate 2 Participation Requirements - *Cindy Miller*

The Participation Requirements for STAAR Alternate 2 have been revised for 2018. Teachers and ARD Committees need to understand what the implications are for Full Individual Evaluation, Classroom Assessment, and Curriculum. We will examine the meaning of each requirement and the implication for your classroom, curriculum, and program. Teachers - are you teaching all that is required and in a highly effective and research-based model? Parents - what are your expectations for your child's program? Administrators - has your program evolved into a 21st Century Academic, Life-Skills Program that you are proud to present to your community, or is it a caregiver-based program with little progress and low expectations? Join me for a lively discussion of what a modern, research-based, STAAR Alternate 2 supported program might be comprised of!

Vocabulary Makes a Difference: Applying Language Development Perspectives to Build Academic Skills for Children Who are Nonverbal - Deann E. O'Lenick and Lisa Cook

Communication is all about choosing the right words. In this interactive session, you will learn why core vocabulary is useful across ages, environments, topics, and contexts, while fringe vocabulary has limitations in its ability to provide the language for use in those same contexts but is still necessary for both verbal and nonverbal communicators. Join Deann and Lisa as they walk you through the concepts of descriptive and inferential teaching using core vocabulary to maximize classroom instruction and individual student expectations. Inter-relationships among language, cognition, and academics will be discussed, emphasizing the importance of vocabulary selection and its implementation into the classroom.

Ways to Support and Strengthen Child and Family Well-Being and Resilience: Explore while playing a board game! - Darcy Schiller

In this game we will be exploring ways to support and strengthen child and family resilience. The objective is to move your marker from start to finish. Along the way you are going to encounter things that will help strengthen child and family resilience-or *protective factors*- as well as situations or circumstances that could hinder or lessen child and family well-being-or risk factors. Examples include: "You've connected Rachel's parents with a local families-to-families support organization. Move forward 1 space." "Phillip's classmates make fun of him because of the way he looks. Move back 1 space. How might you address this potential risk factor?" Engage in dialogue with your table as you move through the game. Multiple "winners" will receive their own copy of the board game!