<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Location</th>
<th>Presenter(s)</th>
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</thead>
<tbody>
<tr>
<td>12:45 PM</td>
<td>Visions of UDL: Moving From Theory to Implementation</td>
<td>Strickland Auditorium</td>
<td>Dave Edyburn, University of Wisconsin-Milwaukee</td>
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<tr>
<td></td>
<td>Universal Design for Learning (UDL) in Education</td>
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<td></td>
<td>Eligibility</td>
<td></td>
<td>Universal Design for Learning (UDL) is a concept that has been around for</td>
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<td>Multiple</td>
<td></td>
<td>slightly more than a decade. However, much remains to be done in terms of</td>
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<td>implementation that will allow the potential benefits of UDL to be achieved</td>
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<td></td>
<td>at a scale that benefits students in every classroom. In this provocative</td>
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<td>presentation, Professor Edyburn will sort through the confusion surrounding</td>
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<td>UDL and outline an action agenda that addresses the overlooked components of</td>
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<td>accessibility, instructional design, and digital learning materials.</td>
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<tr>
<td>03:15 PM</td>
<td>Access to Analytic Geometry for High School SWSCD</td>
<td>Nalls 4</td>
<td>Kayse Harshaw, GaDOE</td>
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<td></td>
<td>Integrating Curriculum Standards in Instruction</td>
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<td>Let's analyze Analytic Geometry for students at an access level of instruction</td>
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<td>Intellectual Disabilities</td>
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<td>Using prioritized standards, let the geometrics begin! What does that</td>
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<td>standard mean? How do I unpack the standard, target an area for instruction</td>
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<td>that aligns to the standard using student abilities and individual modes of</td>
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<td>response, design individualized tasks and activities that are meaningful and</td>
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<td>relevant, and finally design assessment tasks to show what the student knows?</td>
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<td>Attitude Adjustment: Successful Co-Teaching Strategies 101</td>
<td>Tabby House</td>
<td>Barbara Stoffer, Bibb</td>
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<td></td>
<td>Co-Teaching and Inclusive Practices</td>
<td></td>
<td>Justin Schanck, Bibb</td>
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<td>Donna Poole, Bibb</td>
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<td>Co-Teaching brings many challenges to general and special education teachers.</td>
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<td>Although many professional learning activities have been provided to teams,</td>
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<td>we are still struggling with the implementation phrase. Why? Research</td>
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<td>indicates that effective co-teaching requires a positive collaborative teacher</td>
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<td>attitude using research based strategies while co-teaching.</td>
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<td>Beyond the FBA: Steps for implementing Function-based Interventions</td>
<td>Culbreth 5</td>
<td>Jason Cavin, Center for Leadership in Disability/GSU</td>
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<tr>
<td></td>
<td>Behavior, Social Skills and Classroom Management</td>
<td></td>
<td>Emily Graybill, Center for Leadership in Disability/Georgia State University</td>
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<td>Multiple</td>
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<td>This presentation will focus on a review of easy-to-implement function-based</td>
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<td>interventions. Through walking participants through the functional behavior</td>
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<td>assessment process, the presenters will focus on the use of FBA data to</td>
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<td>determine effective function-based interventions.</td>
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</table>
Georgia’s 17 Career Clusters allow students to choose an area of interest in high school which helps them navigate their way to greater success – no matter what they choose to do after high school. Each cluster includes multiple career pathway options that show students the relevance of what they’re learning in the classroom, whether they transition to a two-year college, a four-year university or straight into the world of work. In this session you will receive an overview of Georgia’s 17 Career Clusters and the 100+ pathway options and discuss the positive impact this initiative has on students with

This presentation will describe how Bring Your Own Technology and Assistive Technology work together to meet student needs. Forsyth County School System was one of the first school systems to implement the Bring Your Own Technology program. Personal device use has definitely impacted Assistive Technology and how we consider student use of personal devices rather than "traditional" Assistive Technology tools.

Designed for persons working with students with multiple sensory issues, this 90 minute workshop will demonstrate how to create an individualized sign language book using resources available on the computer. Participants will learn over 100 school-based, seasonal signs from a sample “book” containing signs and stimulus pictures.

Come see how the Assistive Technology Consideration Process evolved in Ware County, resulting in the successful implementation of AT across all exceptionalities.
Educators as Superheroes: Fighting Against the Disability Villain
Location: Parker Parlor
Dira Harris, Clayton County Schools
Tavis Richardson, Morrow Middle School
Topic: Educational/Instructional Strategies
Eligibility: Multiple

The purpose of this session is to help educators reduce and eliminate barriers to student learning. Teachers will receive specific, evidence-based, educational, and instructional strategies for diverse student learners based upon identified abilities, disabilities, and learning styles. Additionally, the session will address innovative instructional approaches that will benefit educators in co-taught, inclusive, and small group environments. The environment will be structured in the format of a “real” classroom in which educators will have the opportunity to ask and answer questions, collaborate with other instructors and educators, and partake/interact in group demonstrations.

Facilitating Content Instruction for Students on the Autism Spectrum
Location: Clary 1
Lisa Smith, Houston County Schools
Topic: Educational/Instructional Strategies
Eligibility: Autism

Establishing effective ways to facilitate Content Area Instruction for students on the Spectrum will be discussed. This presentation will focus on identifying strategies to teach character traits, feelings, and intentions in Narrative Text. Participants will also be provided resources for instruction of Expository Text: Vocabulary Acquisition, Text Structure, and Visual Supports.

Narrative Assessment for Common Core
Location: Culbreth 4
Jenny Williams, College of Coastal GA
Dr. Nora Swenson, Retired
Topic: Assessment
Eligibility: Multiple

Narration is an important component for skill acquisition in the Common Core Curriculum. Narration skills cross grade levels and content areas. Without these skills, students struggle to comprehend and create stories, which are important for speaking, reading and writing. This session will discuss the various levels of narrative structures and how these structures are aligned with the Common Core Curriculum. Student stories will be used to demonstrate key features, at each story level, and how each level relates to success at preschool and primary grade levels. In this session, participants will learn to determine narrative levels.

Removing Roadblocks from the Literacy Highway
Location: Jones Craft
Terri Jenkins, Metro East GLRS
Debbi Weed-Johnson, Metro East GLRS
Topic: Universal Design for Learning (UDL) in Education
Eligibility: Multiple

Teachers will be introduced to the theory of Universal Design for Learning and experience learning strategies for the ELA classroom that remove roadblocks from the road to literacy. Participants will experience the written and spoken word through multiple means of representation, action, expression and engagement. They will explore replicable strategies that embody the Universal Design for Learning Guidelines bringing access and success to all learners.
Sensory-Based Curricular Access K-5

**Location:** Clary 2

**Topic:** Educational/Instructional Strategies

**Eligibility:** Multiple

Students with sensory impairments and cognitive disabilities require access to the state standards and age level curriculum in a variety of ways. This presentation will demonstrate multi-sensory strategies proven to support learning and promote participation in Kindergarten through Grade 5 students with a special focus upon tactilizing materials across the curricular areas using objects, tactilized pictures, tactile graphic organizers and low-mid range assistive technology. Attendees will receive a CD with adapted grade level materials and are encouraged to take pictures of the materials presented.

Teaching Stress Management to Students with Disabilities

**Location:** Pioneer Room

**Topic:** Behavior, Social Skills and Classroom Management

**Eligibility:** Multiple

Yes, you have to teach that! Our students experience stress, frustration, and high states of arousal throughout the school day. Research tells us that many students with disabilities also have co-morbid diagnoses of anxiety disorders, mood disorders, and depression. This presentation will focus on how to teach students to manage their stress. Types/levels of stress, lesson planning, instructional strategies, and many specific stress management techniques for students of all ages will be presented. Supporting visuals and plans for generalization across school settings will also be presented.

The Deaf-Blind Intervener

**Location:** Nalls 3

**Topic:** Sensory Impairment

**Eligibility:** Deaf/Blind

"Deaf-Blind Intervener" was added to the Service Provider drop down menu for Georgia IEPs this year. In this session we will describe the very low incidence, yet very diverse population we call deaf-blind, their unique needs for intervention, and the role and training of interveners in educational settings.

Wednesday

Access to HS Math for SWSCD: Coordinate Algebra

**Location:** Parker Parlor

**Topic:** Integrating Curriculum Standards in Instruction

**Eligibility:** Intellectual Disabilities

How in the world do I teach High School Coordinate Algebra for Students with Significant Cognitive Disabilities? Using prioritized standards, we can figure this out! What does that standard mean? How do I unpack the standard, target an area for instruction that aligns to the standard using student abilities and individual modes of response, design individualized tasks and activities that are meaningful and relevant, and finally design assessment tasks to show what the student knows?
Augmentative Communication in the Classroom

**Location:** Tabby House

Jennifer Thomas, Houston County Schools

**Topic**
Assistive and Instructional Technology, Accessibility

**Eligibility**
Autism

Students with autism and intellectual disabilities have complex communication needs. This session will guide educators in identifying basic communication demands of students within their classroom routines and the core curriculum. Educators will explore strategies and solutions for meeting those needs (low tech-high tech solutions). Once strategies and solutions are identified, how do educators put those solutions to work? How do teachers and students learn the language of AAC? Educators will identify opportunities for implementing AAC within their current classroom routines including simple, interactive activities, story time, and basic conversational scripts with options to improve conversational turn taking.

Building Partnerships for Student's Transition and Personal Success

**Location:** Nalls 2

April Lee, Wayne

**Topic**
Transition

**Eligibility**
Multiple

Teacher overload and missing IEP team members may be a problem for you...making new partnership building strategies more important than ever. Helen Keller spoke of the importance of building a team best when she said, "Alone we can do so little; together we can do so much." If you teach students who lack appropriate supports, need a stronger transition planning team, or have a need for opportunities to explore post-secondary options, join this working and planning session and get started on your classroom plan for next school year.

Designing UDL Interventions - Parts 1-2 - Part 1

**Location:** Pioneer Room

David Edyburn, University of Wisconsin-Milwaukee

**Topic**
Universal Design for Learning (UDL) in Education

**Eligibility**
Multiple

The purpose of this workshop is to provide participants with the opportunity to create a series of UDL instructional activities for grades 4-12. The goal is to explore ways to implement and scale UDL within a school and/or district.

Interpreting Strategies for Deaf-Blind - Parts 1-4 - Part 1

**Location:** Nalls 1

Suzanne Morgan-Morrow, New York Deaf-Blind Collaborative
Dana Tarter, Floyd County Schools

**Topic**
Sensory Impairment

**Eligibility**
Deaf/Blind

This presentation will provide an introduction to deaf-blind interpreting strategies that will assist in the flow of communication for learners with dual sensory loss. It will also provide an overview of the use of Support Service Providers (SSPs) from the personal experiences of a Deaf-Blind woman.
**Oh, the Places They'll Go**

*Location:* Clary 2

Chris Ritts, Fayette County Schools  
**Topic:** Assistive and Instructional Technology, Accessibility  
**Eligibility:** Autism

Start with the end in mind! We try to apply that principle on a daily basis. We’ll explore how a few common, but essential tools – iOS / Android devices, Chromebooks, and yes, PC’s support students with Autism who experience reading writing and self-management difficulties. Integrating the principles of UDL is an everyday possibility with these tools. I will show real examples of how integrating these tools have improved student independence, engagement and achievement. Nothing fancy, just reliable apps, extensions and software that provide independence building supports to struggling learners now and in their future. Oh, the Places They’ll Go!

**Person-Centered Planning Contributes to Successful Post School Outcomes**

*Location:* Nalls 3

Debbie Currere, State Personnel Development Grant  
Anne Ladd, GA Dept of Education  
**Topic:** Self Advocacy  
**Eligibility:** Multiple

Finding a transition tool that empowers your students to achieve their dreams and post-secondary success can be challenging. This session will provide you with knowledge of how the person-centered planning tool, MAPS, can empower your students to identify their dreams through a graphic roadmap. The MAPS tool provides a format to bridge school, home and community that builds capacity for a sustainable transition plan. The second half of this two part session is “Where are they now and are they successful?” In part two you will learn how person-centered planning contributed to successful transition for 4 individuals.

**Positive Behavior Intervention and Supports (PBIS) In Action**

*Location:* Jones Craft

Richard Williams, DeKalb/Rockdale GNETS  
Capucine Davis, DeKalb/Rockdale GNETS  
**Topic:** Behavior, Social Skills and Classroom Management  
**Eligibility:** Emotional and Behavioral Disorders

Student behaviors are often hard to manage, using the PBIS framework along with function based interventions, schools and classrooms can enjoy success of student behavior improvement, behavior modification or extinction. Using the foundational philosophy that behavior is communication; the presenters will provide practical behavioral interventions as modeled by the DeKalb/Rockdale GNETS Program. By identifying the function of behaviors, educators are more equipped to determine the most effective intervention(s) and choose interventions that are supported by the PBIS frame work.

**Sensory-Based Curricular Access 6-8**

*Location:* Clary 1

Jessie Moreau, Gwinnett County Public Schools  
**Topic:** Educational/Instructional Strategies  
**Eligibility:** Multiple

Students with sensory impairments and cognitive disabilities require access to the state standards and age level curriculum in a variety of ways. This presentation will demonstrate multi-sensory strategies proven to support learning and promote participation for Middle School students with a special focus upon tactilizing materials across the curricular areas using objects, tactilized pictures, tactile graphic organizers and low-mid range assistive technology. Attendees will receive a CD with adapted grade level materials and are encouraged to take pictures of the materials presented.
<table>
<thead>
<tr>
<th>Event Title</th>
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<tbody>
<tr>
<td>Technology and Common Core</td>
<td>Ellie Harvey</td>
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<tr>
<td>The Formative Assessment Toolbox Supports Achievement in Georgia</td>
<td>Culbreth 3</td>
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<tr>
<td>What's New in the World of Braille - Parts 1-4 - Part 1</td>
<td>Nalls 4</td>
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<tr>
<td>You Want Me To Do What?</td>
<td>Culbreth 4</td>
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</table>

### Technology and Common Core
**Location:** Ellie Harvey
**Topic:** Educational/Instructional Strategies
**Eligibility:** Multiple

Common Core requires students with disabilities to think at a much deeper level and understand concepts at a much higher degree than in the past. Students are being included in the general education classroom in Reading and Math – traditional classes that were resource for most of our Learning Disabled students. How can you continue to differentiate instruction and still present the rigor of the Common Core to these students? This session will give you resources to help you keep your special needs students engaged. Topics will include both ELA and Math. Geared for upper elementary teachers.

### The Formative Assessment Toolbox Supports Achievement in Georgia
**Location:** Culbreth 3
**Topic:** Assessment
**Eligibility:** Multiple

Many research studies show that improved formative assessment supports significant learning gains for all students; particularly those with low-attainment and learning disabilities. This presentation will spotlight three exciting initiatives that provide meaningful formative assessment resources to all Georgia educators; the Georgia Formative Item Bank (FIB), the Georgia Formative Assessment Benchmarks (G-FAB), and the Georgia Formative Instructional Practices (Georgia FIP) professional learning. These FREE tools equip educators with assessment resources that reflect the rigor of Georgia’s state-mandated content standards and support the use of formative assessment during instruction to determine interventions necessary for improved achievement.

### What's New in the World of Braille - Parts 1-4 - Part 1
**Location:** Nalls 4
**Topic:** Sensory Impairment
**Eligibility:** Visual Impairment/Blindness

Participants in this day long session will be given an update of the 2011 Braille Formats that were implemented on January 1, 2012. Also, the progress on the implementation of the newly adopted Unified English Braille Code Implementation will be discussed as well. Participants will be given the opportunity to interact with the new braille changes with hands on learning experiences in braille production and with making tactiles graphic which comply with the new guidelines. Participants should bring brailler or Perky Duck.

### You Want Me To Do What?
**Location:** Culbreth 4
**Topic:** Co-Teaching and Inclusive Practices
**Eligibility:** Intellectual Disabilities

More and more students with cognitive disabilities are being included in the general education classroom. Are you prepared? Do you know what you will teach and how? This presentation will walk the participants through a process allowing them to utilize a student's IEP objectives in the general education classroom through curriculum modifications regardless of the level. Come learn how easy it can be to take any level of class (elementary, middle, or high school) and make curriculum modifications appropriate for the student and the learning environment.
"This is my story!"

Location: Culbreth 5

Melanie Phillips (Barbee), Rockdale County
Corey Barbee, student/graduate
Drew Daniels, student/graduate

Topic: Assistive and Instructional Technology, Accessibility
Eligibility: Orthopedic Impairments

High School graduates Corey Barbee and Drew Daniels will tell their personal stories of triumph and how they overcame multiple obstacles, through the use of technology, to graduate from high school with a regular diploma. Both young men will demonstrate how, despite severe orthopedic impairments, they used technology in the inclusion and regular classrooms to access the curriculum and learn to their full potential. Drew and Corey hope to motivate and encourage participants by allowing them to see the final product of success and how technology can change the outcome of students with disabilities.

Access and Explore! Using Environmental Control in the Classroom

Location: Tabby House

Ben Jacobs, Tools for Life/Georgia Institute of Technology
Carolyn Phillips, Tools for Life/Georgia Institute of Technology
Michael Leverett, Disability Connections

Topic: Assistive and Instructional Technology, Accessibility
Eligibility: Multiple

The move from classroom to “real life” can be a major transition. Students go from being surrounded by their teachers, peers and helpers regularly, to being by themselves more often and needing to learn strategies for independence. Creating an environment in the classroom that enables learning independence can help ease the transition process. In this session, presenters will demonstrate affordable environmental control solutions that can be implemented in the classroom and then used throughout the transition process. Multiple environmental control options and options for interacting with the environment (voice, computer, tablet, phone) will be covered.

Autism: Need Help?

Location: Parker Parlor

Phylis Brown, Ware Co.

Topic: Co-Teaching and Inclusive Practices
Eligibility: Autism

Every classroom today probably has a student somewhere on the Autism Spectrum. Whether you are special education or a general education teacher, this presentation will give you some ideas, tools and strategies that work with these students to make them successful in the classroom today. I am always entertaining and informative!
Core For All

**Location:** Culbreth 4

Beth Saunders, Saltillo Corporation
Christine Kramlich, Prentke Romich Co.

**Topic:** Educational/Instructional Strategies

**Eligibility:** Multiple

This session will focus on the most current research related to benefits of teaching core vocabulary to all AAC users in order to increase communication and language skills. It will provide implement strategies that communication partners can use to teach AAC users to communicate anytime, anything, to anyone with core vocabulary. About 80% of the words we use on a daily basis are core words. Participants will have an opportunity to interactively develop core vocabulary communication displays that can be used across all situations. They will explore use of core vocabulary in social and academic environments.

Early Childhood Family Education for At Risk Preschoolers

**Location:** Culbreth 5

Katherine Green, University of Georgia
Kimberly Wingate, University of Tennessee at Chattanooga
Mary Alice Varga, University of West Georgia
Melissa Lu, University of Georgia

**Topic:** Parent/Family Engagement

**Eligibility:** Multiple

This presentation will describe child and parent outcomes after participation in an Early Childhood Family Education (ECFE) class. The ECFE class was designed to improve the school readiness skills of at-risk preschoolers. ECFE classes educate parents and children in an interactive setting, simulating a preschool environment. Research questions include: How have child outcomes changed in vocabulary and oral language? How has parent behavior changed in reading habits and talk within the home? Presentation will include the results and implications of this study.

Key Classroom Management

**Location:** Clary 1

Pamela Whyte, Key Classrooms

**Topic:** Behavior, Social Skills and Classroom Management

**Eligibility:** Multiple

Sit Down vs. Drive Through Classroom Management and Engagement – This workshop/presentation is hands on and reflective. The seven components of SD vs. DT are introduced with a self-reflection quiz, then moves to a description and research and ends with participants creating a plan of action. The title of the presentation represents the time teachers put into planning for classroom management. We have found that this framework speaks to all levels and types of schools but the most focused group is schools of poverty. A free eBook Parent Phone Calls with Results is also given to each participant.

Supporting Multiple Disabilities through Differentiation

**Location:** Clary 2

Ernest Dixon, Gwinnett County Public Schools
Denise Zannu, Gwinnett County Public Schools

**Topic:** Educational/Instructional Strategies

**Eligibility:** Multiple

When engaging mixed ability students in content-based settings, many teachers are challenged to meet the individualized needs of all learners. This session will present strategies teachers can use to provide differentiated instruction with multi-leveled students in the same instructional setting. Presentation topics will include instructional planning, lesson implementation, and assessment.
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<th>Technology, Expanding the Classroom</th>
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<tr>
<td><strong>Location:</strong> Jones Craft</td>
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<td><strong>Eligibility:</strong> Multiple</td>
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<tr>
<td><strong>Topic:</strong> Educational/Instructional Strategies</td>
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In this presentation, the audience will learn how to integrate technology into station work and use technology to expand the classroom. The presentation will discuss how technology can be used to expand the learning and almost create a second teacher in the classroom. The presentation will also include a little about how teachers (or students) can create very basic videos to be used in the classroom, examples of how the videos and technology can be used in the classroom (focus on allowing for small group instruction) and how videos can expand the classroom outside the four walls.

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<th>Transition Planning for Inclusive University Programs</th>
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<td><strong>Location:</strong> Nalls 2</td>
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<td><strong>Eligibility:</strong> Intellectual Disabilities</td>
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<td><strong>Topic:</strong> Transition</td>
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College is now an option for youth with DD. With more than 250 Inclusive Post-Secondary Education Programs nation-wide, and several new programs opening in Georgia, the opportunities are growing, and so is the need for focused Transition Planning. A strong Transition Plan can provide a structured path leading to college.

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<th>Where are They Now and Are They Successful?</th>
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<td><strong>Location:</strong> Nalls 3</td>
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<td><strong>Eligibility:</strong> Multiple</td>
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<td><strong>Topic:</strong> Transition</td>
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A panel of young adults with disabilities and their families will share with you what they are doing after transitioning to adult life, how they are involved in their community, what their dreams are for the future and how their families support them. Person-centered planning and self-determination have been the key to full lives for these 4 individuals. Come and hear what they have to say.

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<th>&quot;Cell&quot;-ebrate Science Without Worksheets</th>
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<tr>
<td><strong>Location:</strong> Ellie Harvey</td>
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<tr>
<td><strong>Eligibility:</strong> Intellectual Disabilities</td>
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<tr>
<td><strong>Topic:</strong> Low Incidence Populations</td>
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You can’t experience science with worksheets! Participants will explore hands-on activities for learning about cell organelles to address CCGPS standards. The focus will be instructional activities for MOID/SID/PID classrooms. Join us in an interactive "cell"-ebration experience and leave with ideas and resources to share with your students.
This presentation will review the process Forsyth County AAC Team used to create, design and implement a four day AAC Camp for students, teachers and parents. The purpose of this camp was to provide communication training in a relaxed environment that included a team approach for facilitating communication at home and at school. The strategy of using Core Words was emphasized as well as the use of visual communication strategies.
<table>
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<th>Topic</th>
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<tr>
<td>Across the Table: Personal and Professional Perspectives</td>
<td>Self Advocacy</td>
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<tr>
<td>Location: Culbreth 4</td>
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<tr>
<td>Liz Persaud, Tools for Life/Georgia Institute of Technology</td>
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<tr>
<td>Carolyn Phillips, Tools for Life/Georgia Institute of Technology</td>
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<td>Aimee Copeland, Tools for Life Network</td>
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<tr>
<td>We’ve all sat at “the table” making decisions with significant impact</td>
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<td>on lives of students with disabilities. We have sat at that decision</td>
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<td>making table in various roles. Most know us as professionals in the</td>
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<td>AT community, but we have personal experiences in the AT field that</td>
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<td>have impacted and informed us professionally. Join us as we reflect</td>
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<td>and share stories of lessons and resources that helped us as well.</td>
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<td>We’ll also share tips on self-determination skills, tricks of how</td>
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<td>to climb out of transition gaps and resources to help build bridges</td>
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<td>to better services and support.</td>
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<td>Creating a Model Autism Classroom</td>
<td>Behavior, Social Skills</td>
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<tr>
<td>Location: Culbreth 5</td>
<td>Classroom Management</td>
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<tr>
<td>Jinger Quimby, Houston County</td>
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<tr>
<td>Christy Nobles, Houston County</td>
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<tr>
<td>Teachers will be able to see examples of model classrooms and learn</td>
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<td>how to implement structure and teaching strategies in the classroom,</td>
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<td>to better support students on the Autism Spectrum.</td>
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<tr>
<td>Integrating Literacy in All Contents</td>
<td>Integrating Curriculum</td>
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<tr>
<td>Location: Clary 2</td>
<td>Standards in Instruction</td>
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<tr>
<td>Rena Beasley, Georgia Department of Education</td>
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<tr>
<td>This session will focus on creating a culture of literacy within our</td>
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<td>schools by examining the Literacy Shifts, defining text complexity</td>
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<td>and examining implementation in all content areas. There are five</td>
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<td>strategic access points that teachers can use to unblock complex</td>
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<td>text and to create engaging lessons. In his book, Focus, Mike</td>
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<tr>
<td>Schmoker states that “Literacy is the spine that holds all learning</td>
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<td>together; therefore all teachers should be teachers of Literacy.”</td>
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<tr>
<td>Making New High School Math Standards Meaningful</td>
<td>Low Incidence Populations</td>
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<tr>
<td>Location: Parker Parlor</td>
<td>Intellectual Disabilities</td>
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<tr>
<td>Juanita Pritchard, Consultant</td>
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<td>LaWanda Dalton, Hart County</td>
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<td>Worried about new standards this year for high school students on</td>
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<tr>
<td>GAA? Come explore a few key common core HS standards and meaningful</td>
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<td>activities for instruction. The focus will be using an integrated</td>
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<td>unit approach to share as many hands-on activities as possible.</td>
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<td>Materials and activities will focus on high school students with the</td>
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<td>most significant cognitive disabilities (MOID/SID/PID).</td>
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New Horizons: Transitioning to the World of Possibilities

Location: Culbreth 3

Jaquel Johnson, Houston County Schools

Topic: Transition
Eligibility: Autism

Transition consists of strategic planning and coordination of activities with service providers, parents, and educators. This presentation will identify the skill sets needed for employment and post-secondary education for individuals with autism using a research-based conceptual framework. Participants will receive an array of resources that can be used during collaboration and coordination of transition planning to ensure positive outcomes in post high school endeavors. Transition planning will equip autistic students with the skills necessary to prepare them for a world of possibilities.

Roadblocks to Using Accessible Instructional Materials (AIMS)

Location: Nalls 2

Pat Satterfield, Center for AT Excellence
Ben Satterfield, GA Tools for Life/Center for AT Excellence

Topic: Universal Design for Learning (UDL) in Education
Eligibility: Multiple

Our students’ IEPs call for accommodations and use of AT; we have access to Accessible Instructional Materials. So why is it so hard to get the student, the technology, and the accessible materials all together at the point of instruction? We all face roadblocks to the timely delivery of AIMS!! This session will report on recent research taking our pulse on the use of AIMS, and promote a discussion of how to overcome the barriers to delivering accessible curricular materials to students when and where they are needed.

Set Your Schools afire with ASPIRE

Location: Nalls 3

Jenny McClintic, Houston County Schools

Topic: Self Advocacy
Eligibility: Multiple

Bored with the typical IEP meeting? Let us inspire you to implement or expand student led IEPs with ASPIRE! Through this initiative, we have found that IEP meetings have a renewed sense of individualization. The student steals the show with their carefully crafted presentations. We will show you how this is possible regardless of the student’s disability or age. Positive outcomes from student led IEPs include more appropriate accommodations, highly motivated students, higher parent participation, and less stressful meetings. To witness parental pride, student confidence, and the true spirit of success is what it means to participate in ASPIRE.

The ‘Write’ Apps for Note Taking (iPad Only Please)

Location: Jones Craft

Gina Gelinas, GA Dept. of Education
DeeDee Bunn, Ga. Dept. of Education

Topic: Assistive and Instructional Technology, Accessibility
Eligibility: Multiple

Do your students still use pencil and paper to take notes? Do your students lose their notes? Do your students have trouble reading their own notes? Join us to explore some iOS apps that may help your students take notes from lectures. There are many note taking apps on the market today with a variety of input methods such as handwriting, typing, audio recording, and dictation. Selected apps will be reviewed by their features and tied to a student’s needs/abilities, their tasks and environments. As an added bonus, we will review a few skills needed for note taking.
This session will provide a brief overview of Positive Behavioral Interventions and Supports (PBIS) for the classroom. Topics covered include suggestions for teaching, reviewing, monitoring and reinforcing expectations; instructional management and environmental management. The presenters will review collecting and using data for problem solving in the classroom. Participants will receive the following handouts: lesson plan template for teaching appropriate behaviors/social skills; classroom self-assessment; and classroom tracking form examples.

Want to ensure all students in your classroom have adequate access to the curriculum and can meet the rigor of the standards? If your answer is yes, then utilizing the principles of Universal Design for Learning (UDL) in your lesson plans and curriculum materials can help you achieve this goal. Come find out about the principles of UDL and learn about FREE, yes FREE, resources that can help you provide supports needed to provide access for all students to be successful learners. We will provide examples of what it may look like in various grade level lessons.

This is a multi-part or repeat session.

This is a multi-part or repeat session.
Autism Transitioning: Finishing the Puzzle

Location: Culbreth 3

Laurie Beck, Houston County Schools
Stephanie Justen, Houston County Schools

Topic: Co-Teaching and Inclusive Practices
Eligibility: Autism

Two Autism support teachers present their tips and tools of the trade for transitioning students with high functioning autism from the middle school setting through 12th grade. These teachers will share some tried and true strategies for assisting students' transition through the varied settings that high school delivers. Topics include: Between classes, Making lunch work, Dealing with schedule changes, Changing bodies, and more.

Bridging the Gap

Location: Jones Craft

Lilli O'Donnell, Fayette County
Cindy Smith, Fayette County

Topic: Educational/Instructional Strategies
Eligibility: Multiple

Do you have high school students struggling with being successful with the current high school requirements? What can we do to help these students succeed in the face of the rigor of the new academic requirements? What supports and specialized instruction can be implemented to help these students graduate with a general education diploma? Our session will discuss the Bridges Program which was developed by Fayette County and designed to address these challenges. This program provides students with an opportunity to develop the skills necessary to be successful with the general education curriculum and earn a high school diploma.

Communication Peeled and Cored...In the Classroom!

Location: Tabby House

Jennifer Ro, Forsyth County Schools
Amy Thomsen, Forsyth County Schools
Chris Swaim, Forsyth County Schools

Topic: Speech, Language and Communication
Eligibility: Multiple

Why do many minimally or nonverbal students continue to have significant difficulty communicating and generalizing the skills taught? How do we teach language for communication...and for life? How can we focus more time on teaching and less time worrying about "the device" or communication board? PEEL back the answers to these questions as we look at "team teaching" that targets communication for school and for life. Join us to learn about core vocabulary and its relevance to language and communication development. Strategies to develop communication with various augmentative and alternative communication (AAC) tools in classrooms will be highlighted.
Found Common Core Materials Already? Now What? Kurzweil 3000-firefly

Location: Nalls 2

Matt Swilling, Kurzweil/IntelliTools
Cami Griffith, Kurzweil/IntelliTools

Topic: Assistive and Instructional Technology, Accessibility
Eligibility: Multiple

There are many great materials on the market that are aligned to Common Core. Now that you’ve found them, how do your students succeed while working with them? Kurzweil 3000-firefly is a powerful literacy tool that provides support into the very same curriculum and materials you’re already working with. When it comes to Common Core, if your students are struggling with Text Complexity, Informational Text, Academic Vocabulary, Close Reading, Text-Dependent Questions, or writing, then Kurzweil 3000-firefly can provide great benefit.

Function Based Toolbox - Academic success for ALL

Location: Clary 2

Meg McDuffie, Pioneer RESA - GNETS
Tracey Green, Pioneer RESA

Topic: Behavior, Social Skills and Classroom Management
Eligibility: Emotional and Behavioral Disorders

This session will assist teachers with determining when a Functional Behavior Assessment is needed, how to define the target behaviors, identify various data collection techniques, and develop and implement interventions (based on the function of the target behaviors) in an effective Behavior Intervention Plan. We will provide a step-by-step plan for teachers to follow to assist them in making data driven decisions during the development of their FBAs, and then in turn the development and implementation of their BIPs. Teachers will leave with a Toolbox of resources to support their team as they return back to school.

Impact of iPads upon Student Led IEP’s: Year 2

Location: Nalls 3

Ben Satterfield, GA Tools for Life/ Center for AT Excellence
Laura Meldrum, Crawford County Schools
David Shepard, Crawford County Schools
Linda Curry, Middle GA GLRS

Topic: Self Advocacy
Eligibility: Multiple

This is a report on the research findings from the second year of a three year study of iPad use by students who are planning to lead their IEP meetings. Eleven (11) special education students continued their participation in a modified "ASPIRE" training and mentoring program and were given iPads to support their preparation for the IEP and to support classroom learning. Once again data was collected regarding student, teacher, and family perceptions of student leadership performance at the IEP. Additional data was gathered this year regarding academic achievement in class and on standardized testing, school attendance, and behavior.
Introduction to Sign Language

**Location:** Culbreth 4

Marcie Harper, Fannin

**Topic:** Speech, Language and Communication

**Eligibility:** Multiple

Participants will learn 100 basic signs for daily living with which they’ll be expected to compose brief sign language sentences. In addition, participants will be introduced to some unique characteristics of American Sign Language and Deaf culture. This would be a good workshop for participants who want to refresh/practice signs they might have learned long ago, for those working with students with developmental delays, for regular education teachers working with students who are deaf, or for teachers who wish to introduce sign language activities to their regular education classrooms.

Managing Work-related Stress: A Guide for Educators

**Location:** Culbreth 5

Denise Zannu, Gwinnett County Public Schools
Ernest Dixon, Gwinnett County Public Schools

**Topic:** Other - Self/Personal Development

**Eligibility:** Multiple

Teacher attrition is highly impacted by the high levels of stress fostered in the workplace. The focus of this session is to provide research-based strategies teachers can utilize as they manage the demands of teaching in the new millennium.

On Your Mark, Get Set, PLAY! Exploring Adapted Recreation

**Location:** Ellie Harvey

Martha Rust, Tools for Life
ORee Crittenden, Access 2 Independence
Aimee Copeland

**Topic:** Assistive and Instructional Technology, Accessibility

**Eligibility:** Multiple

Recreation and socialization are two important aspects for children in school. However, for a student with a disability, participating in recreational activities might be difficult to achieve and often not even an option. The lack of participation by students with disabilities in recreation sports can lead to ineffective coping mechanisms and even secondary health conditions. During this session, presenters will share recent research that sheds light on the gaps and needs of adaptive recreation for children with disabilities.

Teaching Instructional Behaviors in a Standards Based Classroom (SBC)

**Location:** Parker Parlor

Dianne Holmes, A Plus Behavior

**Topic:** Behavior, Social Skills and Classroom Management

**Eligibility:** Multiple

This presentation will focus on how teachers can utilize positive behavior supports to assist students with completing instructional tasks in a standards based classroom. Teachers will see how certain behaviors must be taught prior to students engaging in specific instructional practices.
Five Keys to Ensuring the Common Core - Schools and teachers are hard at work understanding and "unwrapping" each standard, finding appropriate text, and creating lessons and activities. Educators need the five research based keys that will ensure the CCSS are successful in Georgia; Leadership, Efficacy, Engagement, Professional Learning Communities and School Culture. CCSS are just another reform model without these five keys.

<table>
<thead>
<tr>
<th>The Common Core: Engagement</th>
<th>Location: Clary 1</th>
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<tbody>
<tr>
<td>Pamela Whyte, Key Classrooms</td>
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<tr>
<td><strong>Topic</strong></td>
<td>Integrating Curriculum Standards in Instruction</td>
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<tr>
<td><strong>Eligibility</strong></td>
<td>Multiple</td>
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Designing UDL Interventions - Parts 1-2 - Part 2 (Repeat)  
Location: Pioneer Room

This is a multi-part or repeat session.

Interpreting Strategies for Deaf-Blind - Parts 1-4 - Part 4  
Location: Nalls 1

This is a multi-part or repeat session.

What's New in the World of Braille - Parts 1-4 - Part 4  
Location: Nalls 4

This is a multi-part or repeat session.
A Conduit for Change: Improving Family Engagement in Your School

Location: Culbreth 5

Michelle Sandrock, Georgia Department of Education

Topic: Parent/Family Engagement
Eligibility: Multiple

Regardless of culture, ethnicity, age, socioeconomic status, or background - all students benefit academically when their families are actively engaged in their education. However, creating a systemic, schoolwide family engagement culture does not come easy; it requires collaborative and intentional planning to reach all families, particularly those that are considered hard-to-reach. Come learn how to infuse a family engagement program with ideas and strategies to build a school environment that promotes and nurtures opportunities for all families to be actively engaged in their child’s education.

Cortical Visual Impairment: Characteristics and Interventions: Parts 1-4 - Part 1

Location: Nalls 1

Janet Salek, Vision Resource Services, LLC

Topic: Sensory Impairment
Eligibility: Multiple

This full-day presentation will present an overview of Dr Christine Roman-Lantzy’s approach to CVI discussing: Causes of CVI; the 10 visual/behavioral characteristics exhibited by students with CVI used in Dr. Roman-Lantzy’s assessment, The CVI Range; Dr. Roman-Lantzy’s three phases of CVI; the visual characteristics/behaviors within each phase and subsequent interventions for each phase.

Free For All! Free Web Resources for all

Location: Jones Craft

Pat Kent, Douglas County
Chris Swaim, Forsyth County

Topic: Educational/Instructional Strategies
Eligibility: Multiple

This presentation will provide a list and demonstration of several FREE web-based tools and sites in the areas of Reading, Writing, Math, Keyboarding, and various Learning Aids.

Implementing Student Learning Objectives (SLOs)

Location: Clary 2

Wina Low, Georgia Department of Education

Topic: Assessment
Eligibility: Multiple

The implementation of Student Learning Objectives (SLOs) provides essential information to inform instruction while supporting stakeholder participation in student growth. SLOs define targeted growth from pre-assessment to post-assessment over the course’s instructional period. The expectation for student growth is rigorous yet realistic based on data.
Interpreting Stories in Sign Language: Use of Space

**Location:** Nalls 4

Marcie Harper, Fannin

**Topic:** Speech, Language and Communication

**Eligibility:** Deaf/Hard of Hearing

This 90 minute workshop will examine the importance of “painting your air canvas” when interpreting stories in sign language. Following a power point presentation outlining important considerations (contrasting ideas/characters, mapping, chronological order, environment, eye gaze), participants will work in large group to view, analyze, and discuss possible outcomes for use of space with samples of video-taped stories. This is most appropriate for sign language interpreters with beginning to moderate skill levels.

Making History Come Alive for Students With Disabilities

**Location:** Clary 1

Kimberly Thorpe, Metro West GLRS

**Topic:** Educational/Instructional Strategies

**Eligibility:** Intellectual Disabilities

This presentation will focus on increasing student performance for students with disabilities within social studies classrooms. Teachers will learn how to use a multi-sensory approach to adapt instructional materials for struggling learners and students with disabilities with content rich standards.

Navigating New Water: Inclusive College and University Programs

**Location:** Nalls 2

Susanna Miller, Center for Leadership in Disability

**Topic:** Transition

**Eligibility:** Intellectual Disabilities

A growing trend in the education of young adults with intellectual disabilities is the emergence of inclusive post-secondary education (IPSE) programs on the campuses of colleges and universities. There are over 250 such programs in the US. We will address the basics about IPSE. This presentation will go over what is an IPSE program, why consider IPSE, and what is going on in Georgia and nationally in respect to IPSE.

Processing Deficits and Specialized Instruction - Parts 1-2 - Part 1

**Location:** Culbreth 3

Lilli O'Donnell, Fayette County
Erika Schaeuble, Fayette County

**Topic:** Educational/Instructional Strategies

**Eligibility:** Multiple

* We are requesting a Double Session* What are processing deficits? How do these deficits impact how a child learns? What is specialized instruction? What is the difference between specialized instruction and accommodations? What does specialized instruction look like in different environments? Our session will help provide answers to these questions. A quick reference guide that associates the behaviors, specialized instructional strategies, and accommodations associated with specific processing deficits will also be provided. This reference guide will explain what a student needs based on processing deficits and justify accommodations students with disabilities need to "level the playing field."
### Speech Recognition – You Talk and Your Computer Listens

**Location:** Tabby House  
**Topic:** Assistive and Instructional Technology, Accessibility  
**Eligibility:** Multiple

While we still can't say “Tea. Earl Grey. Hot” and have it so, there's a lot that Speech Recognition can do. Find out its limits, uses and potential. Speech Recognition is coming of age, allowing not only dictation, but complete control of the computer by voice. Speech Recognition is now available for Windows, Apple, iOS and Android. An overview of basic commands for both Dragon and Windows Speech Recognition will be covered during the session.

### The Impact of Concussion on a Student

**Location:** Parker Parlor  
**Topic:** Other - low incidence/brain injury  
**Eligibility:** Traumatic Brain Injury

This presentation will provide a medical overview of concussion and its impact on a student's performance. Given a knowledge of the probable symptoms, the reasoning for precautions and the need for cognitive limitations, educators should be able to develop a plan with appropriate modifications. Understanding "cognitive rest" will enable educators to monitor the student's recovery over time.

### TouchChat for iPad

**Location:** Culbreth 4  
**Topic:** Speech, Language and Communication  
**Eligibility:** Speech and Language Impairment

TouchChat is a flexible application for iPad that can be customized for use with a wide range of individuals with speech language impairment. During this presentation, a certified TouchChat trainer will demonstrate programming techniques and options for custom activities. Evidence based principles of use with preschool children with speech language delays will be shared. Come and learn about this highly flexible, useful application for augmentative communication and visual input.

### Written Expression Without a Pencil?

**Location:** Ellie Harvey  
**Topic:** Low Incidence Populations  
**Eligibility:** Intellectual Disabilities

Students with the most significant cognitive disabilities are not often given a chance to express themselves in a text rich format. Join us for a show & tell of ways to include significantly impaired students in low tech written expression activities. Leave with easy to implement ideas to be sure your students have a chance to participate in a meaningful way. Materials and activities will focus on the students with the most significant cognitive disabilities (MOID/SiD/PID).
Key Classroom Management (Repeat)

**Location:** Pioneer Room

What's New in AT: Tracking Trends & Transferring Knowledge In the Classroom

**Location:** Nalls 3

Carolyn Phillips, Tools for Life • Jennifer McCombridge, DeKalb County Schools • Maria Kelley, University of WA

**Topic:** Assistive and Instructional Technology, Accessibility

**Eligibility:** Multiple

Come learn about what’s new and what works in AT along with implementation strategies. We will explore where we were, where we are and perhaps, where we are going as well as possible solutions to expedite inclusion and knowledge transfer into your classroom.

Adapting Differentiated WebQuests for DHH Students

**Location:** Nalls 4

Karen Snapp, Gwinnett Berkmar Middle School
Casey Young, Gwinnett Berkmar Middle School
Jen Johnston, Gwinnett Berkmar Middle School

**Topic:** Educational/Instructional Strategies

**Eligibility:** Deaf/Hard of Hearing

Meeting the challenge of providing independence with WebQuests by differentiation designed to support the various reading levels of DHH students in a self-contained classroom.

Assistive Technology/UDL Smackdown

**Location:** Pioneer Room

Jennifer Holloway, Alexandria City Public Schools
Amanda Inman, Paulding County School District

**Topic:** Assistive and Instructional Technology, Accessibility

**Eligibility:** Multiple

What is a smackdown you ask? It is a fun and energizing session that you the participant has the opportunity to share your favorite apps/web resources you use in the learning environment. The facilitators will provide some of their favorite resources too. Each person that would like to participate will be given 2 minutes to share. This is a great opportunity to see apps/web-based resources and hear about how they are used in various learning environments. A backchannel will be utilized during the session to capture all of the resources. Lots of fun and resources!!!!
One of our goals in education is to enable our students to become independent learners. The ability to self-monitor empowers a student! Self-monitoring strategies are instructional and reinforcing, while helping to shape a student's behavior. Successful students of all ages regulate their own engagement and learning; this skill can be taught by using personally designed self-monitoring strategies. Participants in this presentation will learn how to systematically and effectively teach students to monitor their own learning and behavior. How to implement individual self-monitoring systems across school settings will be presented.

Students today can use their hands, eyes, mouth, or voice to access their computers and tablets. With technology constantly changing, this presentation will explore current trends teachers can employ to increase computer access in the classroom. By incorporating low tech solutions with high tech products, educators can improve individual outcomes on a budget.

This session will focus on developing skill based deficits in the Needs Statements in the Present Levels of Performance; writing measurable goals aligned with deficits identified in the Needs Statements; and aligning accommodations with deficits identified in the Needs Statement.

This session will assist teachers that are working on involving students in their own IEPs. We will introduce techniques that allow students to become active participants in the IEP process, including creation of their own goals and objectives. We will provide a number of specific ideas that can be immediately implemented to start the process of increasing student involvement. With increased student involvement in the IEP process, educators are finding that their students are becoming better self-advocates. They also become more invested in their education and make genuine strides in meeting their yearly IEP goals and objectives.
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<th><strong>Number Line to 10,000,000 and Other Math Manipulatives</strong></th>
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<tr>
<td><strong>Location:</strong> Jones Craft</td>
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<tr>
<td>Jim Franklin, Slide-A-Round Math Manipulatives</td>
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<tr>
<td><strong>Topic</strong></td>
<td>Educational/Instructional Strategies</td>
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Jim Franklin, an inclusion special education teacher from Rome City Schools in Rome, Georgia, has invented a number line to 10,000,000 and other math manipulatives that address the standards of fractions, decimals, elapsed time, weight, and money for student in all academic settings. Mr. Franklin has also designed low vision and braille manipulatives that are recommended by the American Printing House for the Blind, and he has also created hybrid math bingo and Sorry! games that address math standards and social skills.

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<tr>
<th><strong>Positive Classroom Behavior Strategies</strong></th>
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<tr>
<td><strong>Location:</strong> Tabby House</td>
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<tr>
<td>Stacey Turner, All About Autism</td>
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<tr>
<td><strong>Topic</strong></td>
<td>Behavior, Social Skills and Classroom Management</td>
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Presenter will explore several positive intervention methods for use in the general education classroom, as well as the special education classroom. Whole class behavior systems as well as individual behavior systems will also be presented.

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<th><strong>Promoting Leadership in an Inclusive Peer Facilitation Class</strong></th>
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<td><strong>Location:</strong> Culbreth 5</td>
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<tr>
<td>Colleen Lambert, Partnerships for Success</td>
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<td>Terresa Shubert, Hall County</td>
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<td>Cindy Saylor, Partnerships for Success</td>
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<tr>
<td><strong>Topic</strong></td>
<td>Self Advocacy</td>
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Hear how students who participate in an inclusive peer facilitation class are becoming leaders in their education, school and community. Students are building competency through unit studies in communications, leadership, employability, financial planning, and self-determination. These lessons promote self-awareness, goal setting, and team building as students plan and facilitate activities for their Partnerships for Success Club; take an active role in planning their educational goals and explore involvement in their community at large.

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<th><strong>Response to Intervention Redux</strong></th>
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<td><strong>Location:</strong> Culbreth 4</td>
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<tr>
<td>Torin Togut, N/A</td>
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<tr>
<td><strong>Topic</strong></td>
<td>Other - Identification of Children with Specific Learning Disabilities</td>
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<td><strong>Eligibility</strong></td>
<td>Specific Learning Disability</td>
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This session will revisit the evidence based practices for using the Response to Intervention (RTI) model for identifying children with specific learning disabilities and the pitfalls of using this model for identification of children with other disabilities and child find requirements.
Successful Study Strategies for a Person with TBI

**Location:** Nalls 3

Thomas Connelly, private citizen

**Topic:** Educational/Instructional Strategies

**Eligibility:** Multiple

This presentation will describe strategies a person with multiple deficits resulting from a severe brain injury utilized to excel in class and be accepted into 2 doctorate programs. Be prepared to learn and have fun!

You Will Survive and Love It!

**Location:** Ellie Harvey

Nancy Lamb, Cobb County

**Topic:** Low Incidence Populations

**Eligibility:** Intellectual Disabilities

Feeling lost? Don't know how you are going to get it all done? Do you even know where to start? After you start, do you know what to do with all of your data? This session will demonstrate how one middle school teacher plans and integrates the standards into the curriculum. Bring your jump drives or your computers because there will be lots of sharing of activities. You will also leave with one ready-made activity that you can use with your students on your first day back at school!! Come and learn how to plan and relax!

Cortical Visual Impairment: Characteristics and Interventions: Parts 1-4 - Part 2

**Location:** Nalls 1

This is a multi-part or repeat session.

Processing Deficits and Specialized Instruction - Parts 1-2 - Part 2

**Location:** Culbreth 3

This is a multi-part or repeat session.

A Good Match: Developing Standards-Based IEPs and Determining Accommodations

**Location:** Nalls 3

Debbie Reagin, GaDOE
Kayse Harshaw, GaDOE

**Topic:** Other - Standards-Based IEPs

**Eligibility:** Multiple

This session will focus on the process for developing standard-based IEPs and providing appropriate accommodations. Participants will work through examining the standards and developing the PLAFF and impact statement, and then using this information and other classroom and assessment data to develop standards-based goals that are right for the individual student. This session will also address understanding and selecting appropriate instructional and assessment accommodations.
In this session, we will share our top strategies "Checkpoints" that help promote successful implementation of Augmentative and Alternative Communication (AAC) in the classroom and in the community.

The aim of UDL is to reduce the necessity of retrofitting curriculum to provide access to all students. Even though technology isn't a requirement, there will always be the need for assistive technology to support the unique needs of some students (Maryland Department of Education, 2011). With that in mind it is important that local education agencies understand the connection of UDL and assistive technology and how this changing landscape under UDL will affect the delivery of assistive technology to their students.

A presentation on High Functioning Autism that explores what it's like to have HFA, how HFA manifests itself in a classroom environment, and how to apply positive supports for students with HFA. A presentation by someone with HFA, for the benefit of students with HFA.

Applying UDL when planning for instruction in the CCGPS classroom ensures increased access to the literacy standard for all students.
Integrating CCGPS with Community Based Instruction

**Location:** Parker Parlor

Erika Douglas, Clarke County

**Topic**  
Low Incidence Populations

**Eligibility**  
Intellectual Disabilities

This presentation will show guests how to incorporate standards into Community Based Instruction trips. Community Based Instruction (CBI) trips are generally used to expose children with disabilities to different community environments, and to practice specific IEP goals, such as ordering food or using a grocery list, and/or vocational skills. CBI trips can also incorporate CCGPS showing that students can gain knowledge when CCGPS are applied in real world experiences. The presentation will include how to select standards, how to create materials, and provide examples of materials that have been created for integrating the CCGPS with CBI.

Keep Calm and Teach SLO

**Location:** Clary 2

Tonya Pittman, Carrollton City Schools
Jennifer Gunnells, Carrollton City Schools

**Topic**  
Assessment

**Eligibility**  
Intellectual Disabilities

This presentation focuses on integrating Student Learning Objectives (SLOs) for students in low incidence populations at the elementary level. A brief overview will be given on how SLOs for this population were developed and how it is being implemented in a Race to the Top district.

Language for Literacy: Intervention Strategies for DHH Students

**Location:** Nalls 4

Susan Easterbrooks, Georgia State University  
Sandy Huston, Georgia State University  
Kathy Sterwerf-Jackson, Georgia State University

**Topic**  
Educational/Instructional Strategies

**Eligibility**  
Deaf/Hard of Hearing

Students who are deaf or hard of hearing face unique challenges in the acquisition of literacy skills; however, there is emerging evidence supporting metacognitive instructional strategies that build background knowledge in English and American Sign Language in order to support the development of literacy skills. This session will focus on assessment and instructional strategies that tie language development and instruction to achievement in reading comprehension and academic skills. These engaging strategies provide insight and link to students’ strengths in order to accelerate progress in literacy.

Learn More Do More: Exploring Accessibility and Apps for Android

**Location:** Ellie Harvey

Martha Rust, Tools for Life  
Ben Jacobs, Tools for Life  
Liz Persaud, Tools for Life

**Topic**  
Assistive and Instructional Technology, Accessibility

**Eligibility**  
Multiple

When it comes to accessibility features and apps, Apple iOS dominates our classrooms. But did you know that the Android system has over 12,000 various products on the market? With so many to choose from, we can only wonder if the Android platform can support our students in the classroom and through the transition process. If you've always wanted to learn more about Android, then this session is for you!
There are over 1,000,000,000 apps available. Today's teachers do not have the time or resources to dig through what's available to find the technology that will best meet the student's needs. In this session we will look at apps, programs, and websites teachers can utilize in their classrooms. We will discuss multiple free/inexpensive technology options that teachers can utilize to help with tracking behavior data, classroom management, and individual student's behavioral needs. You will leave this session with a basket full of ideas that you can put into action your first day back in the classroom.

The research is there. The more you engage families, the better the outcomes are for students. Then why is it so hard? Building strong relationships through open two-way communication, respect and being motivated to understanding where the parent is versus where you think they should be with being engaged might just hold the key. Could it be that simple, to unlocking the "Secret" to Family Engagement? This interactive session will provide you with some strategies and tips on unlocking the SECRET of engaging your families.

This is a multi-part or repeat session.

This is a multi-part or repeat session.

This is a multi-part or repeat session.
Bulls Eye! Transition Practices

**Location:** Tabby House

BethAnn Smith, Vidalia City Schools
Sandy Macdonald, Ga DOE
Lu Nations-Miller, GA DOE

**Topic:** Transition

**Eligibility:** Multiple

This presentation will give an overview of Georgia’s State Personnel Development Grant focusing on transition. It will describe how selected districts are working with several partners to improve transition at the local level. Many activities used to improve transition outcomes for students with disabilities will also be highlighted. During this presentation, attendees will learn how to incorporate these activities, as well as others, into their districts' transition practices.

DBT in the Classroom

**Location:** Jones Craft

Debbi Smith, Fayette County Schools
Olivia Proffitt, Fayette County Schools

**Topic:** Behavior, Social Skills and Classroom Management

**Eligibility:** Emotional and Behavioral Disorders

Many students with emotional behavior disabilities have had placements in residential treatment facilities, live in therapeutic foster care or receive ongoing, long term therapy. Currently, the preferred modality of treatment in many of these settings is Dialectical Behavior Therapy (DBT). This presentation is an overview of DBT and how teachers can use the concepts and strategies of DBT to help students with stress management, coping skills, and other emotional/behavior issues.

Key Components for Literacy Achievement among DHH Children

**Location:** Nalls 4

Stacey Tucci, Georgia State University
Michelle Gremp, Georgia State University
Sandy Huston, Georgia State University

**Topic:** Educational/Instructional Strategies

**Eligibility:** Deaf/Hard of Hearing

Understanding a child’s abilities across a variety of skill sets is essential for successful literacy instruction. In this presentation, we will highlight a few key components, including Theory of Mind, Spelling, Fingerspelling, and Reading Fluency, which have been documented as proven indicators for literacy achievement. We will discuss research findings, assessment, and instructional strategies for developing these skills among children who are deaf or hard of hearing.

Music Therapy Works!

**Location:** Culbreth 5

Gayle Mastrogiacomo, GNETS, South Metro

**Topic:** Educational/Instructional Strategies

**Eligibility:** Multiple

Learn practical ways to incorporate music, movement, auditory and sensory skills, rhythm, team building and brain research into curriculum and standards, while working with social skills, cognitive skills, and cultural awareness. Discover ways to present coping strategies and tools for success from a Music Therapist who serves students with Severe Emotional Behavior Disorders, and others, in a school setting.
Oh, No! MATH!

**Location:** Ellie Harvey

Chris Ritts, Fayette County Schools

**Topic:** Assistive and Instructional Technology, Accessibility

**Eligibility:** Specific Learning Disability

Nothing sends fear into the resolve of an AT specialist like a student's need for AT in the area of math, especially MS and HS math. When low tech solutions aren't enough, we struggle because answers are not clear and upper level math is difficult for us to remember how to do. Today, we will trial “math processors” - PC software, apps (iOS and Android), and Chrome apps that enable you to type math. You will leave with some examples that you can use to demo the programs for the students and math teachers you work with.

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Question and Answer Session for TKES, LKES, and SLOs

**Location:** Pioneer Room

Stacey Lutz, GaDOE
Wina Low, GaDOE

**Topic:** Other - Teacher Keys Implementation

**Eligibility:** Multiple

This session will allow participants to ask questions related to the full implementation of Teacher Keys and Leader Keys and their components including the Teacher Assessment on Performance Standards (TAPS), Student Surveys of Instructional Practice and Student Growth and Academic Achievement. Specific questions regarding Student Learning Objectives (SLOs), Student Growth Percentiles (SGPs), and teaching models will be addressed.

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Sensory Strategies for Attention and Focus

**Location:** Parker Parlor

Leslie Holland, Ware Board of Ed.
Phylis Brown, Ware

**Topic:** Behavior, Social Skills and Classroom Management

**Eligibility:** Multiple

Do you have students that can't sit still, complete schoolwork tasks, and have great difficulty with being available for learning? Then this presentation is for you! Come learn practical and easy to implement strategies for meeting sensory needs in the classroom.

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Start to Finish: Thematic Unit Planning

**Location:** Culbreth 4

LaWanda Dalton, Hart County Schools

**Topic:** Low Incidence Populations

**Eligibility:** Intellectual Disabilities

Come see an overview of how integrated units of instruction are created from “Start to Finish.” Participants will explore this process from the creation of a unit planning template form to the development of materials. Authentic materials from the adapted middle school thematic unit related to the novel “A Small White Scar” will be featured. Materials and activities will focus on the instructional needs of students with the most significant cognitive disabilities. Hands-on instructional materials related to this topic will be provided to the first twenty-five participants.
This presentation will focus on ideas and resources that can be used for students with significant disabilities to increase their participation in the IEP process. This presentation will discuss how to provide accommodations and modify ASPIRE lesson plans that will allow these students to be independent, while guiding them towards self-advocacy in their IEP meetings.

Participants will learn how to provide multiple means of engagement through using SLDS and other assessment tools to create student learning profiles. Audience members will learn how to provide support for teachers as they plan for specialized instruction in a variety of settings. Participants will receive tools to assist administrators in which to “Look For” and “Ask for” as related to TKES (Teacher Key Effectiveness System) when observing in classes with special education students.

This is a multi-part or repeat session.
### Teaching Stress Management to Students with Disabilities

**Location:** Culbreth 3

This is a multi-part or repeat session.

### Friday

#### 08:00 AM

<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
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</table>
| **Behavioral Skills Workshops** | **Location:** Nalls 3  
MeLisa Dennis, Great Day, Inc.  
Kinga Sherrill, Great Day, Inc.  
**Topic:** Behavior, Social Skills and Classroom Management  
**Eligibility:** Deaf/Hard of Hearing  
GREAT DAY, Inc. provides behavioral health education workshops in school settings for Deaf and Hard of Hearing students. Our interactive workshops and presentations specialize in education, prevention and promotion of optimum behavioral and mental health. |
| **Co-Teaching Job Embedded Professional Learning: The Nuts and Bolts** | **Location:** Ellie Harvey  
Marie Yuran, Clarke Central High School  
Linda Boza, Clarke Central High School  
**Topic:** Co-Teaching and Inclusive Practices  
**Eligibility:** Multiple  
Learn how to deliver professional development which is job-embedded that will help teachers implement effective co-teaching models and improve student performance (graduation rate). In this session you will learn how we used peer coaches, data, and common planning to help meet the needs of our co-teaching teams. |
| **Creating and Implementing an Inclusive, Interactive Circle Time** | **Location:** Nalls 2  
Gini Bramlett, Fannin County Schools  
Brooke Campbell, Fannin County Schools  
**Topic:** Assistive and Instructional Technology, Accessibility  
**Eligibility:** Multiple  
We will look at ways to create and incorporate various technologies into an effective circle time for students with various disabilities. From Boardmaker to the SmartBoard we will learn how to set up a circle time that encourages students to interact and learn! |
Narratives and Common Core Standards: Making it Happen

**Location:** Culbreth 4

**Jenny Williams, College of Coastal GA**

**Dr. Nora Swenson, Retired**

**Topic**

Integrating Curriculum Standards in Instruction

**Eligibility**

Multiple

With significant emphasis in the Core Curriculum being placed on levels of narrative creation and interpretation, teachers require an understanding of the various stages of narrative development and how to differentiate instruction to accommodate varying levels. By matching narrative developmental levels to children’s story levels, specific features can be identified for intervention and/or differentiated instruction. In this session, story samples will be used to analyze deficiencies and to create a differentiated plan for narrative instruction that can be used for the purpose of goal setting or the RtI process.

Sensory-Based Curricular Access 9-12

**Location:** Clary 2

**Jessie Moreau, Gwinnett County Public Schools**

**Topic**

Educational/Instructional Strategies

**Eligibility**

Multiple

Students with sensory impairments and cognitive disabilities require access to the state standards and age level curriculum in a variety of ways. This presentation will demonstrate multi-sensory strategies proven to support learning and promote participation in High School students with a special focus upon tactilizing materials across the curricular areas using objects, tactilized pictures, tactile graphic organizers and low-mid range assistive technology. Attendees will receive a CD with adapted grade level materials and are encouraged to take pictures of the materials presented.

Technology Tornado

**Location:** Culbreth 3

**Deanna Cross, Decatur County Schools**

**Danielle VanHousen, Decatur County Schools**

**Topic**

Assistive and Instructional Technology, Accessibility

**Eligibility**

Intellectual Disabilities

So, you have tablets, projectors, Elmos, etc. How can you use all these tools in the classroom to keep your kids engaged? Come to this whirlwind session to see how apps and the internet can revolutionize your instruction and keep kids asking for more. This session is relevant to all grade levels as the tools can be adapted to fit your needs. If you have your own tablet – bring it for an engaging lesson. Also, I will e-mail resources to those who attend.

The Person Brain Model - Connecting with Youth through Neuroscience

**Location:** Tabby House

**Pat Wolf, GNETS of Oconee**

**Topic**

Other - Therapeutic Interventions

**Eligibility**

Emotional and Behavioral Disorders

This session is a brief introduction to The PersonBrain™ Model, a neurorelational training program designed to empower helping adults with critical therapeutic skills needed to transform troubled children and youth. Using modern neuroscience and the best of positive, ecological and relational psychology, this innovative program teaches the essentials of how the brain, body, culture and relational ecology function together to impact one’s overall life experience. In fact, in the PersonBrain™ Model, we say “We are our experiences!” To change a person’s life, we must change their experiences and people are the critical orchestrators of that process!
### Tools for Successful UDL Implementation

**Location:** Jones Craft

Renee Bernhardt, Cherokee County School District
Joyce Pufnock, Cherokee
Laura Skates, Cherokee
Micha Kallbreier, Cherokee

**Topic:** Universal Design for Learning (UDL) in Education

When teachers pair principles of Universal Design for Learning (UDL) with technology, and instructional tools, students experience success! See how students at Indian Knoll Elementary School, in Cherokee County, use technology, hands-on materials and multisensory strategies as engaged, active participants in daily learning. Teachers won't see UDL as "one more thing they have to do", when they are armed with tools that provide all students with access to the curriculum. Allowing for multiple means of representation and expression is seamless with our demonstration of UDL and teacher tools.

### Websites that Work 3

**Location:** Clary 1

LaSaundra Dudley, Haven GNETS/ Cobb County Schools

**Topic:** Assistive and Instructional Technology, Accessibility

**Eligibility:** Multiple

This presentation will consist of over 80 websites that have valuable information that a teacher can incorporate in everyday activities. A lot of them are free; they are in every academic subject area including transition academy and common core curriculum. It will also have interactive websites and free worksheets.

### Young Children with Vision and Hearing Loss

**Location:** Nalls 4

Amanda Gendreau, Georgia PINES
Patricia Souders, Georgia PINES

**Topic:** Sensory Impairment

**Eligibility:** Multiple

The impact of vision and/or hearing loss on a child's development and learning begins at birth. Participants will learn the importance of early identification and intervention and how to support young children with vision and/or hearing loss and their families. Information for referral and services as well as practical strategies for working with young children with sensory loss will be discussed. Participants will also learn about the types of vision and hearing loss and various technologies and accommodations available.

### Assistive Technology/UDL Smackdown (Repeat)

**Location:** Parker Parlor

This is a multi-part or repeat session.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
<th>Speaker(s)</th>
<th>Topic</th>
<th>Eligibility</th>
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<tbody>
<tr>
<td>10:00 AM</td>
<td>Implementing Student Learning Objectives (SLOs) (Repeat)</td>
<td>Culbreth 5</td>
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<td>Statewide Collegial Study (Evidence-based Practices)</td>
<td>Nalls 1</td>
<td>Carson Cochran, GaDOE</td>
<td>Other - Professional Development Series</td>
<td>Multiple</td>
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<tr>
<td></td>
<td>Statewide Collegial Study (Evidence-based Practices)</td>
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<td>Carolyn Philips, GaTFL</td>
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<td></td>
<td>Today's climate of Research Based Interventions and Evidence Based practices can leave IEP teams in a quandary when considering assistive technology. One such way of keeping abreast of current research findings is participation in a collegial conversation group. These groups read and discuss selected articles on selected topics. This session is designed provide information on what relevant information to look for in a research article, review selected articles complied by researcher, Dave Edyburn, and survey interest in forming a &quot;for credit&quot; online state-wide collegial conversation. For addition information on collegial conversation groups please refer to: <a href="https://pantherfile.uwm.edu/edyburn/www/what/conversations.html">https://pantherfile.uwm.edu/edyburn/www/what/conversations.html</a></td>
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<td>You Make a Difference - Every Day</td>
<td>Strickland Auditorium</td>
<td>Cinda Johnson, Seattle University</td>
<td>Other - Mental Health</td>
<td>Multiple</td>
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<tr>
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<td>You Make a Difference - Every Day</td>
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<td>Linea Johnson, Harborview Medical Center</td>
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<td>The small things, the big things and the middle of the road things all make the world a little better because you are important in the life of a student with disabilities. Linea Johnson and her mother Cinda Johnson, authors of Perfect Chaos, share ideas and resources from their own story that will validate, strengthen and inspire the work educators do every day.</td>
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