All Children Communicate: Using the Communication Matrix

**Location:** Jones Craft

Martha Veto, University of Georgia

**Topic:** Low Incidence Populations  
**Eligibility:** Multiple

For children with multiple disabilities including deaf-blindness, developing symbolic communication is difficult. For these children to become communicators, the adults in their lives must recognize and respond to the behaviors, vocalizations, and body movements that ARE communication. The Communication Matrix is a tool, available online, that can be used by teams to explore the ways children with minimal communication skills are communicating expressively and to set goals for embedding communication throughout activities. We’ll demonstrate how to conduct the assessment, and strategies teams can use to target messages or the modes used to communicate those messages.

Assistive Technology: More than Checking a Box

**Location:** Tabby House

Phylis Brown, Ware County Schools  
Barbara Sonnier, Ware County Schools

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

How do you consider Assistive Technology in your system? Do you just check that box? Are you worried about high stakes testing? Let Ware County’s Assistive Technology Team help you do more than check that box. See how we integrate techniques and strategies across all exceptionalities and settings to increase the academic performance of SWDs. Come be informed and entertained. Tip jar will be available.

Behavior Academy: Increasing School Capacity for Completing Effective FBAs/BIPs

**Location:** Clary 1

Jason Cavin, Georgia State University  
Kathie Rigsby, Southwest Georgia RESA  
Kerri Miller, Oak Tree GNETS

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

The Behavior Academy is a collaborative effort between the Southwest Georgia Learning Resources System, the Oak Tree GNETS program and the Center for Leadership in Disability at Georgia State University to increase school-wide capacity in completing comprehensive functional behavior assessments and function-based behavior intervention plans. This presentation will provide a brief overview of the collaborative process, an outline of the program design and topics covered during the training process, and provide examples of the formative and summative assessments used throughout the process.
Dancing with the UDL Stars: Steps to Increase Student Success!

**Location:** Pioneer Room

Joyce Pufnock, Cherokee County
Renee Bernhardt, Cherokee County

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

In this session participants will learn how strategies that are inherent in UDL and differentiation can bolster student success in the classroom. A range of materials and technology tools will be shared along with real-life practical classroom experiences, to help teachers enhance their instructional playlist. We will uncover the guiding principles of Universal Design for Learning, compare and contrast a variety of strategies including technology tools that are free, for a fee and ready-to-use.

Data Driven School-Wide PBIS

**Location:** Parker Parlor

Richard Williams, DeKalb/Rockdale GNETS
Brian Franklin, DeKalb/Rockdale GNETS

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

The need for data is vital for the most effective implementation of school-wide PBIS. Eagle Woods Academy uses data to guide the PBIS team in implementation of supports for the individual and the school as a whole. Data is reviewed by the PBIS team bi-weekly to determine if current interventions are effective and if there is a need for additional supports either for individual students or the school as a whole. The primary source of data is the School-Wide Information System (SWIS). IEP managers are able to use the data for student exit criteria as well.

Developing Middle School Units for Students with Significant Cognitive Disabilities

**Location:** Clary 2

LaWanda Dalton, Hart County Schools

**Topic:** Low Incidence Populations
**Eligibility:** Intellectual Disabilities

The first part of this session will be a demonstration of an Integrated MS Unit on “Charlie & the Chocolate Factory,” integrating math, science, social studies, and IEP objectives within a literature unit for middle school classrooms serving students with significant intellectual disabilities. The second portion of this session will enlist participants in helping to create the outline for a new integrated unit based on a different middle school level literature selection. Resources and instructional ideas will be shared.

Educational Interpreter Performance Assessment® Overview

**Location:** Nalls 2

Frank Nesbit, GaDOE

**Topic:** Sensory Impairment
**Eligibility:** Deaf/Hard of Hearing

The EIPA is a nationally recognized assessment instrument that is being officially accepted as a credential for educational interpreters in a growing number of states. The EIPA is a tool that evaluates the voice-to-sign and sign-to-voice skill of interpreters who work in the elementary and secondary classrooms. It incorporates videotape stimulus materials and a procedure that includes a comprehensive rating system. This session will address general credential requirements around the country, the EIPA procedures, and the 38 specific skills that are addressed in detail within the general skill areas of sign-to-voice, voice-to-sign, vocabulary, and overall factors.
Georgia Parent Mentor Partnership - Get to Know Us

**Location:** Nalls 4

Edith Abakare, Atlanta Public Schools
Rosezetta Calloway, APS Parent Mentor

**Topic** Parent/Family Engagement
**Eligibility** Multiple

This presentation is designed to introduce the Parent Mentor Partnership and highlight the work that is done in collaboration with our schools.

Improving Graduation Rates from the Ground Up

**Location:** Culbreth 4

Melissa Gravley, Gordon County

**Topic** Other - Improving Graduation Rates of SWD
**Eligibility** Multiple

This session will allow you to identify and implement strategies to improve high school graduation rates beginning in elementary school. The targeted strategies will include scheduling, curriculum, student and parent engagement, and community support.

POWER Program - Providing Opportunities in Workforce Employment Readiness

**Location:** Culbreth 3

Lisa Winters, Murray County Schools

**Topic** Transition
**Eligibility** Multiple

In the Exceptional Student population, the services provided simply cannot be the same for each person. For a student to transition effectively, they must be exposed to training for a post-secondary life that is a realistic and prepared future outlook for them individually. By reviewing each circumstance, a plan is designed that will be possible for them to achieve, thereby raising their expectations of self. Murray County is answering this call by creating the POWER Program, which is a program that focuses solely on the transitional needs of the individual by allowing them to discover who they truly are.

Slam Dunk SLOs!

**Location:** Nalls 3

Tonya Pittman, Carrollton City Schools
Alicia Tyson, Carrollton City Schools

**Topic** Assessment
**Eligibility** Intellectual Disabilities

This session will focus on creating meaningful Student Learning Objectives for students who participate in the Georgia Alternate Assessment (GAA). Resources will be given for creating activities that align to the standards assessed through Student Learning Objectives. Sample pre and post tests will be highlighted.
So Who's to Blame for This???
Location: Nalls 1

Tracy Barber, Baker County
Torrance Choates, Baker County
Buddy Edwards, Baker County
Londa Taylor, Baker County

Topic Parent/Family Engagement
Eligibility Multiple

Every good book has settings, characters, plots, conflicts, and differing points of view. Travel with us as we share how our mysterious and divided community closed the chapter of students reading below level, and started a new chapter that is leading to what we call...HAPPILY EVER AFTER!

Specially-Designed Instruction in Co-Taught Classrooms
Location: Culbreth 5-6

Charity Roberts, Coastal GLRS
Jennifer Popkin, Coastal GLRS

Topic Co-Teaching and Inclusive Practices
Eligibility Multiple

Co-teaching continues to be a primary delivery method for students with disabilities in the least restrictive environment. This presentation will present tools to enhance specially-designed instruction practices in planning, instruction, & assessment.

Visualizing Your Success: Burning Brightly without Burning Out
Location: Ellie Harvey

Ann Van Buskirk, DeKalb-Rockdale GNETS
Kimberly Robinson, DeKalb-Rockdale GNETS
John Medearis, DeKalb-Rockdale GNETS

Topic Self Advocacy
Eligibility Multiple

This presentation is designed for students, parents and educators. Focus will be on visualizing the "possible self." In this workshop participants will be led through the activity of creating a vision board. Each participant will create a vision board, as well as gain the knowledge to recreate this lesson in the classroom.
<table>
<thead>
<tr>
<th>Session Title</th>
<th>Location</th>
<th>Speaker/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Portfolios - A Voice for Children with Complex Communication Needs</td>
<td>Jones Craft</td>
<td>Carol Darrah, Georgia Sensory Assistance Project, Suzan Pattillo, Georgia PINES</td>
</tr>
<tr>
<td>Data-Driven Instruction: How to Assess Students’ Sign Language Skills?</td>
<td>Nalls 2</td>
<td>Jennifer Beal-Alvarez, Valdosta State University</td>
</tr>
<tr>
<td>Embedding Science &amp; Social Studies into ELA (Grades 6-12)</td>
<td>Clary 1</td>
<td>Jessie Moreau, Gwinnett County</td>
</tr>
<tr>
<td>Embracing Everyday Teachable Moments to Enhance Language &amp; Vocabulary Acquisition</td>
<td>Parker Parlor</td>
<td>Melissa McDonald, Cobb County School District</td>
</tr>
</tbody>
</table>

**Communication Portfolios - A Voice for Children with Complex Communication Needs**

**Location:** Jones Craft

Carol Darrah, Georgia Sensory Assistance Project
Suzan Pattillo, Georgia PINES

**Topic:** Speech, Language and Communication

**Eligibility:** Multiple

Children with multiple or significant disabilities, including sensory impairments, often face challenges in developing communication, and unfamiliar people may have difficulty understanding the child’s communication attempts. The Communication Portfolio is an easily-used notebook that describes (with words and pictures) each child’s unique ways of communicating his/her wants, needs, and preferences. The Communication Portfolio provides a way for people to become familiar with the child’s communication skills; promotes the consistency of communication strategies used across settings; and provides a concrete way for families and professionals to collaborate and share information about the child’s ongoing communication progress. Participants in this session will learn how to create and use Communication Portfolios to enhance children’s participation in home, school, and community settings.

**Data-Driven Instruction: How to Assess Students’ Sign Language Skills?**

**Location:** Nalls 2

Jennifer Beal-Alvarez, Valdosta State University

**Topic:** Assessment

**Eligibility:** Deaf/Hard of Hearing

Educators will receive an overview and hands-on practice with receptive and expressive measures of American Sign Language skills they can use to assess their students’ skills, including the 42-item American Sign Language Receptive Skills Test (ASL-RST) Enns et al., 2013), which is available for purchase, and the Signed Reading Fluency Rubric (SRFR; Easterbrooks & Huston, 2008), a measure of 13 ASL indicators that is freely available.

**Embedding Science & Social Studies into ELA (Grades 6-12)**

**Location:** Clary 1

Jessie Moreau, Gwinnett County

**Topic:** Integrating Curriculum Standards in Instruction

**Eligibility:** Multiple

Common Core English Language Arts standards provide many opportunities for embedding Middle/Highs School Science and Social Studies activities for true cross curricular learning. This presentation will focus on Grades 6-12 Science and Social Studies standards and adapted curricular activities that fit well with frequently utilized ELA standards. While the presentation will feature modified materials generally used by students on the GAA, the concepts can also be appropriate for students learning the basic Science/Social Studies concepts of the standards. Participants will receive a CD with the adapted materials and cameras are welcome.

**Embracing Everyday Teachable Moments to Enhance Language & Vocabulary Acquisition**

**Location:** Parker Parlor

Melissa McDonald, Cobb County School District

**Topic:** Parent/Family Engagement

**Eligibility:** Multiple

Parents are the first teachers children have. While some parents are naturally talented and blessed with the ability to just “know” how to communicate and play with their children, there are other parents who need assistance, direct guidance and resources. This presentation will provide information on how to embrace everyday teachable moments so that parents are prepared to incorporate language and vocabulary acquisition in their daily life.
Every Moment Counts: AT Supporting Positive Mental Health in Classrooms

**Location:** Culbreth 3

Carolyn Phillips, Tools for Life/Georgia Tech
Rachel Wilson, Tools for Life/Georgia Tech

**Topic** Behavior, Social Skills and Classroom Management
**Eligibility** Multiple

Assistive technology can be used as an innovative way to provide support for students with mental health issues. An emerging mental health treatment, AT can improve accessibility, effectiveness and affordability of mental health care. Mobile devices manage activities by helping to remain productive and independent while apps are tracking emotions, lifestyle changes, providing therapeutic activity, and supplementing traditional therapies. This session will discuss AT in educational planning, implementation and reporting and will include a range of examples from digital cameras, telepresence robotics, tablets, apps, text to speech, and word prediction. Presenters will share resources for low tech solutions, software applications, emerging technology and supporting accommodations. Discussion of ADL’s, home independence, monitoring, AT in the workplace to ensure a smooth transition process will be included.

I Will Love You Your Whole Life

**Location:** Nalls 4

Elizabeth Williams, Mercer University
Donna Williams

**Topic** Disability Awareness
**Eligibility** Multiple

We will address issues of relationships, emotions, and feelings that can arise from being a sibling of a person with disabilities. My sister, who has Down Syndrome, and I will discuss how we have supported one another in our life endeavors. Finally, we address the importance of the non-disabled sibling being an advocate for their sibling throughout the stages of life. We want to provide a safe space for all siblings to express their emotions and feelings while growing up with a non-traditional sibling structure.

Overview of the Georgia Student Growth Model

**Location:** Clary 2

Allison Timberlake, GaDOE

**Topic** Assessment
**Eligibility** Multiple

This session will provide an overview of the Georgia Student Growth Model, including examples of analyzing student and teacher results. Questions are encouraged.

Processing Deficits and Specialized Instruction - Part 1

**Location:** Culbreth 5-6

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

**Topic** Educational/Instructional Strategies
**Eligibility** Multiple

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 are some effective practices for improving student success? Our session will help provide answers to these questions. Information that describes the behaviors, specialized instructional strategies, and accommodations associated with specific processing deficits will be provided. This session will present tools/knowledge to ensure all students have equal access to the curriculum which will improve student engagement and success.
Science - Explore the Possibilities - Part 1

Location: Ellie Harvey

Melanie Leyva-Abad, Gwinnett County

Topic: Educational/Instructional Strategies
Eligibility: Multiple

This session will cover ideas on teaching scientific concepts to young children with significant disabilities. Participants will explore ways of implementing technology and modifying teaching materials to enhance preschool through fifth grade science lessons. The group will share teaching resources and participate in hands-on simple science experiments that can be used in their classrooms. The materials you receive in this session are proudly sponsored by Georgia Council for Exceptional Children. If you are not yet a member of GA CEC, and you want to be a part of this growing professional organization, contact Emily Winnicki, GA CEC membership representative, at emily.winnicki@walton.k12.ga.us.

Serving EBD Students: Some Basic GNETS Principles

Location: Tabby House

John Medearis, DeKalb/Rockdale GNETS / DeKalb County School District
Ann Van Buskirk, DeKalb/Rockdale GNETS / DeKalb County School District
Kim Robinson, DeKalb/Rockdale GNETS / DeKalb County School District

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

For 30 years the DeKalb/Rockdale GNETS Program has based our work on six philosophical tenets. The first is, “Relationship is Primary.” We will review each of these principles and look at ways that our community seeks to put them into practice as we serve students with severe emotional and behavioral disorders.

STEM in the Sped Classroom

Location: Nalls 3

Marvin McDuffie, Pioneer RESA
Tony Green, Franklin County Middle School

Topic: Educational/Instructional Strategies
Eligibility: Multiple

This is an introduction to using the principles of teaching with STEM in the Sped classroom. You will receive instruction on the benefits of incorporating STEM projects in your curriculum, as well as how to implement an introductory STEM project. You will receive a sample lesson plan that covers cross-curriculum standards, and you will participate in a sample STEM activity.

Strategies to Engage and Include All Learners

Location: Culbreth 4

Christy Dion, PCHS, Paulding County

Topic: Co-Teaching and Inclusive Practices
Eligibility: Multiple

This presentation will cover ideas for educating all levels of students in a science inclusion classroom setting. The resources and ideas presented will be ones which can be applied in any inclusion setting or even a small group setting for students with various disabilities.
The ABCs of an FBA - Part 1

Location: Pioneer Room

Denise Duke, Houston County School System

Topic: Behavior, Social Skills and Classroom Management
Eligibility: Multiple

This presentation will specifically address the three aspects of behavior (the Antecedent, the Behavior, and the Consequence) that are observed while trying to determine the function of problem behavior.

The Possible Selves Strategy

Location: Nalls 1

Teresa Cockerham, Forsyth County School System

Topic: Transition
Eligibility: Multiple

Possible Selves is designed to increase student motivation by having students examine their futures and think about goals that are important to them. Students think about and describe their hoped-for possible selves, expected possible selves, and feared possible selves. They set goals, create plans, and work toward their goals as part of this program. In research studies, students in the Possible Selves condition scored significantly higher than students in the control group on measures of goal identification.

Wednesday 10:00 AM

A Universal Approach to Enhance Learning through Communication and Social Engagement

Location: Clary 1

Jennifer Ro, Forsyth County Schools
Carolyn Tolland, Forsyth County Schools

Topic: Speech, Language and Communication
Eligibility: Multiple

The current incidence of children diagnosed with autism is staggering. With resources already stretched, schools must determine how to provide appropriate services for these students exhibiting identified needs in the area of social-emotional learning alongside students exhibiting other disabilities. An innovative program through the Marcus Autism Center specifically addresses these challenges through a UDL framework that benefits all students, including those with autism. Through a mentoring process, SEE-KS targets teachers’ ability to meet the needs of all students by supporting students’ communication and their need to remain emotionally regulated, in order to actively engage in learning. This year’s collaboration between the GADOE, Marcus and Forsyth County’s Special Needs PreK program will highlight SEE-KS’ potential to impact a range of students in Georgia’s schools.

Adding Power to Instruction with the Arts

Location: Nalls 1

Andrea Antepenko, Franklin County

Topic: Educational/Instructional Strategies
Eligibility: Multiple

Music, visual art, and drama are all ways that we can make learning meaningful, personal, and accessible for all types of learners. Look for the overlaps with the Common Core standards and the arts standards for an especially powerful combination. This session will show examples of integrating each art discipline into ELA instruction and provide several tools you can immediately implement in your classroom.
AT/IT and Me
Location: Jones Craft
Kaye Lamar, Grady County

**Topic**  Assistive and Instructional Technology, Accessibility
**Eligibility**  Multiple

See assistive/instructional technology through the eyes of students from Shiver School in Grady County. Via videos, students’ perspectives will be shared showing how assistive/instructional technology impacts them. From Read2go to Snaptype and Google Forms to QR codes, students will share their stories of learning how to use assistive/instructional technology and how they gained access and independence. Resources will be discussed and posted via Padlet, and the audience will collaborate and add to the Padlet board to begin an ever growing source of AT/IT information.

Building Bridges for Smoother Transitions through Assistive Technology
Location: Parker Parlor

Martha Rust, Tools for Life/ Ga Tech
Carolyn Phillips, Tools for Life/ Ga Tech
Meera Phillips, Laurel Ridge Elementary

**Topic**  Transition
**Eligibility**  Multiple

Many students fall in the gaps that often occur as they transition. Having a strong transition action plan that includes appropriate AT is vital to success and builds a bridge for smoother transitions. AT tools and strategies have the capacity for increasing a student’s independence, decreasing stress and promoting depth of learning. Helping a student successfully transition and accommodating students with various types of tools are no longer just ideas. Join us to learn more AT strategies and solutions that promote smoother transitions.

Georgia PINES’ Program Promoting Language Nutrition and Early Literacy
Location: Nalls 2

Patricia Souders, Georgia PINES

**Topic**  Young Children
**Eligibility**  Deaf/Hard of Hearing

Babies need good nutrition for their bodies to grow. Babies’ brains also need a special kind of nutrition, language. By age three, children should have a minimum of 1100 words and be able to use 3-5 word sentences. Children with hearing loss should be expected to achieve this minimum language level with early intervention. This presentation will describe how Georgia PINES parent advisors in the SKI-HI Program coach parents to provide their children with appropriate language nutrition in their natural environment through daily routines for the purpose of reaching the goals of their hearing counterparts.

I WISH I Would've Known
Location: Nalls 4

Sarah Bussey, Allied Instructional Services

**Topic**  Educational/Instructional Strategies
**Eligibility**  Multiple

Have you ever found yourself beginning a lesson and thought you were prepared only to later be thinking, “Wow! It sure would’ve been nice to know about THAT!” or “I WISH I would’ve known!”? Well, I asked the newbies and oldies (but definitely goodies) to weigh in with suggestions and I came out with some answers. Come on in to this round table discussion to rack up solutions and share your special education “real life” lessons!
Improving Graduation Rates from the Ground Up (Repeat)

Location: Tabby House

This is a multi-part or repeat session.

Improving Transition Outcomes for SWD Interested in Inclusive College

Location: Culbreth 3

Ibrahim Elsawy, Kennesaw State University
Karla Wade, Kennesaw State University

Topic: Transition
Eligibility: Intellectual Disabilities

With the increase of IPSE options in Georgia, transition planning for youth with intellectual and developmental disabilities will require targeted outcomes that focus on success in inclusive post-secondary programs. This presentation will explore best practices for improving transition outcomes for SWD with an interest in ISPE programs.

Processing Deficits and Specialized Instruction - Part 2

Location: Culbreth 5-6

This is a multi-part or repeat session.

Science - Explore the Possibilities - Part 2

Location: Ellie Harvey

This is a multi-part or repeat session.

The ABCs of an FBA - Part 2

Location: Pioneer Room

This is a multi-part or repeat session.

The Power of a Positive Classroom Environment

Location: Culbreth 4

Samantha Remondelli, Douglas County

Topic: Behavior, Social Skills and Classroom Management
Eligibility: Multiple

We all want to feel cared for and valued by the significant people in our world. We all want to feel like who we are and what we do matters. Students are no different. In this presentation, we will look at some of the strategies you can use to be more positive and engaging with your special education students including mystery motivators, visuals, methods to change mindset, attention grabbers, classroom jobs, and positive cue cards. Get ready to be inspired by the effectiveness of a special needs classroom management plan with positivity at its core!
### What Do They Really Know? Using the IKAN and the GloSS

**Location:** Clary 2

Christina Etheridge, Louisville Academy, Jefferson County Schools  
Dana Williams, Louisville Academy/Jefferson County Schools

**Topic:** Assessment  
**Eligibility:** Multiple

Many assessments leave gaps in determining what students really know. Through the use of a powerpoint we will examine a math reasoning inventory. In small groups we will explore the progression of numeracy learning through the understanding of strategy stage development. Partners will experience the administration of a math reasoning inventory to learn the importance of using this tool in an attempt to correctly identify where students are in the number sense trajectory.

---

### Whose Responsibility is Family Engagement Anyway?

**Location:** Nalls 3

Debbie Currere, SPDG / Pioneer RESA

**Topic:** Parent/Family Engagement  
**Eligibility:** Multiple

The research confirms that the more families are engaged in their child's education the more positive the outcomes. Ordinary people are doing extraordinary things across the state to engage families. Come hear the stories about activities under the headings of attendance, behavior, course performance and welcoming that are making a difference.

---

### Wednesday 12:45 PM

### Embracing UEB - Part 1

**Location:** Nalls 1

Kathryn Segers, Dots & Canes Vision Services LLC

**Topic:** Assistive and Instructional Technology, Accessibility  
**Eligibility:** Visual Impairment/Blindness

Participants will be given a basic overview of the changes from English Braille American Edition (EBAE) to Unified English Braille (UEB). Participants will be allowed to practice the changes by practicing reading and writing Braille using UEB. Participants will need to either bring a Perkins Brailler or a laptop with Perky Duck installed to the session.

---

### Focused Advisement and PBIS: One Middle School's Journey

**Location:** Tabby House

April Gwyn, East Cobb Middle School/Cobb County School District  
Tiffany Honore, East Cobb Middle School/Cobb County School District

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

Discover how East Cobb Middle School decreased discipline referrals and increased the academic achievement of students by implementing PBIS and weekly Focus Advisement groups. This engaging, interactive session will allow you time to collaborate with fellow educators who experience similar struggles in providing appropriate support for all students.
Google This, Google That - How Can I Use Google?

**Location:** Clary 1

Deanna Cross, Decatur County School System

**Topic:** Educational/Instructional Strategies

**Eligibility:** Specific Learning Disability

Everyone seems to be using Google these days. Come to this presentation to see how you can easily create Google documents for students to share, Google forms to assess student learning, and Google presentations for students to collaborate on projects. This presentation will be a demonstration of how teachers can do preparation work in order to have students take assessments online or do group projects. No e-mail address required! I will also show you the results of having used Google in my ELA classroom this year.

GVRA Collaborative Agreement for Success with IPSE Transition

**Location:** Culbreth 3

Karla Wade, Kennesaw State University
Jeff Allen, GVRA

**Topic:** Transition

**Eligibility:** Multiple

This session will discuss the Collaborative Agreement model implemented between GVRA and Kennesaw State University's Academy for Inclusive Learning and Social Growth, and examine applications for success in transition with a leveraged career focus.

Home-Based Parent Training for Young Children with ASD

**Location:** Nalls 4

Allison O'Hara, Center for Leadership in Disability
Lillie Huddleston, Center for Leadership in Disability

**Topic:** Parent/Family Engagement

**Eligibility:** Autism

This presentation will provide participants with a structured approach to behavior intervention training in home-based settings for caregivers and family members of young children diagnosed with Autism Spectrum Disorders. Emphasis of this caregiver training curriculum will be placed on identification and use of family strengths, training in research-supported behavior assessment and intervention strategies, and the use of visual supports in the establishment of functional child routines. Participants will learn how to help caregivers better understand what their child is communicating through his or her behavior, as well as, how to teach and reinforce more appropriate forms of child communication.

Integrated Units for Older Students with Significant Cognitive Disabilities - Part 1

**Location:** Culbreth 5-6

Juanita Pritchard, Consultant
Emily Jones, Troup County

**Topic:** Low Incidence Populations

**Eligibility:** Significant Developmental Delay

The first part of this session will be a demonstration of an Integrated HS Unit on Treasure Island; integrating math, science, social studies, and IEP objectives within the same literature unit for high school classrooms serving students with significant intellectual disabilities. The second portion of this session will enlist participants in helping to create the outline for a new integrated unit based on a different high school level literature selection. Resources and instructional ideas will be shared.
Letting Little Ones Love Literature - Part 1

**Location:** Ellie Harvey

Melanie Leyva-Abad, Gwinnett County Schools

**Topic:** Young Children

**Eligibility:** Multiple

With a little imagination and simple adaptations, all children regardless of their disabilities can experience and enjoy the array of children’s literature available today. This workshop will provide participants with a variety of ideas and materials for adapting and using children’s literature to facilitate communication and literacy in young children with multiple disabilities. The presenter will share numerous adaptive books, extension activities, and low-tech adaptations that have worked with children with special needs in the classroom and during home visits. Participants will leave with an adapted book and other literacy activities that they can use with their students. The materials you receive in this session are proudly sponsored by Georgia Council for Exceptional Children. If you are not yet a member of GA CEC, and you want to be a part of this growing professional organization, contact Emily Winnicki, GA CEC membership representative, at emily.winnicki@walton.k12.ga.us.

Making Student Voices Heard: Self-Led IEP’s - ASPIRE

**Location:** Culbreth 4

Kathy Simmons, Parent Mentor-Dodge County
Jo Ellen Hancock, Parent Mentor-Cherokee County
Scott Crain, Parent Mentor-Hall County
April Wooten, Parent Mentor-Jones County

**Topic:** Self Advocacy

**Eligibility:** Multiple

Self-Led IEP’s are an important part of students having their voices heard about their goals and what they want for their future. As Parent Mentors in their respective school districts, Scott Crain, Jo Ellen Hancock, Kathy Simmons and April Wooten will share with their knowledge and expertise about how this can be done with all students of all ranges of disabilities.

Math Strategies for K-2

**Location:** Clary 2

Jenny Williams, College of Coastal Georgia
Nora Swenson, Consultant

**Topic:** Educational/Instructional Strategies

**Eligibility:** Multiple

Students need to be able to explain the meaning of data, graphs, and formulas in order to express the relationships among the information contained within them. Three basic language concepts assist or hinder this ability. This session will assist teachers/SLPs in the identification of the language concepts necessary to understand math and demonstrate methods for using a strategic approach to address these skills.
Orton Gillingham Multisensory Methods for Reading and Spelling

Location: Parker Parlor

Renee Bernhardt, Cherokee County

Topic: Educational/Instructional Strategies
Eligibility: Specific Learning Disability

Learn about Orton Gillingham (OG) multisensory teaching strategies that can be used with your current reading curriculum, to support students who have difficulty with reading and spelling. Through tactile, auditory, visual, and kinesthetic activities, students can increase their phonemic awareness to become accurate decoders and encoders. Participants will use a variety of materials and receive tools that are based on OG methods to increase reading, spelling and handwriting proficiency. Assessment and progress monitoring tools will be shared and discussed. The instructor is a reading specialist, and provides county-wide professional development to teachers to support struggling readers. She has completed training on Orton Gillingham Methodologies from the Institute for Multisensory Education, in addition to three-year long practicums in OG reading practices.

Specially-Designed Instruction in Co-Taught Classrooms (Repeat)

Location: Nalls 3

This is a multi-part or repeat session.

STOIC Classroom Management - Part 1

Location: Jones Craft

Mark Fynewever, GaDOE

Topic: Behavior, Social Skills and Classroom Management
Eligibility: Multiple

All teachers want their students to be motivated, engaged, and respectful. At the core of student success and teacher effectiveness is a strong classroom management plan. This session will focus on developing a STOIC Classroom Management plan which aligns directly with the core elements of PBIS. Participants will walk away with practical classroom management skills they can easily incorporate in their classroom.

S.M.A.R.T. (Speed, Memory and Reasoning Training) for Deaf Students

Location: Nalls 2

Erica Payne, Deafinite Pathways Inc.

Topic: Educational/Instructional Strategies
Eligibility: Deaf/Hard of Hearing

This presentation will highlight various practical strategies that classroom teachers can use to enhance their student's cognitive processing skills. These strategies have yielded positive results for students such as improved self-esteem, memory, processing speed, as well as academic achievement gains. The presentation will involve a discussion of brain training theory, strategies to apply in the classroom, and practical ways to track student's progress. This presentation will be interactive in that it will involve hands-on demonstrations of cognitive strategies among conference participants. These strategies can be used for deaf children as well as hearing children.
Take the Plunge... Become an Avant-Garde Educator - Part 1
Location: Pioneer Room

Ann Greiner, Greiner Educational Consulting and Advocacy
Cynthia Greiner, Metro RESA

Topic: Educational/Instructional Strategies
Eligibility: Multiple

What kind of an educator does the 21st Century student need to reach their potential? Finding innovative, progressive, new wave, entertaining, trailblazing, out-of-the-ordinary, contemporary, and trend-setting strategies to solicit student buy-in that engages the emotions needed for the learning process to unfold is essential in reaching and captivating our students. As an educator it is important to have the basic knowledge about the brain and how it relates to education. This session is designed to share with you "a new way of instructing" with strategies that will awaken the life-long learner in both you and your students.

Wednesday 03:00 PM

A Day in the Life...
Location: Tabby House

Lynn Heyen, Oconee County Schools

Topic: Low Incidence Populations
Eligibility: Multiple

Do you have problems determining which standards you want to teach? Once decided, then comes the problem of how to teach these units, and writing those lesson plans! The participants will be shown how 1 high school teacher decides, plans and teaches her way through the day in a classroom for students with moderate/severe/profound disabilities.

AUT-oh! Behavior Strategies for Students on the Spectrum
Location: Culbreth 4

Lisa Knight, Henry County Schools

Topic: Behavior, Social Skills and Classroom Management
Eligibility: Autism

In this interactive session, we'll look at common causes of behavioral concerns for students with Autism. We'll examine sensory needs, emotional regulation, socialization and task compliance.

Close Reading, Learning Profiles and the Co-Taught ELA Setting
Location: Parker Parlor

Michele Cook, Oconee County Schools

Topic: Assessment
Eligibility: Multiple

Ever wish you could wave your magic wand and meet the needs of all learners in your co-taught classroom? No magic is necessary, but learn how to pull tricks from your teacher’s hat with student learning profiles, close reading, and a creative spirit. Your students will be all ears and your fear of differentiation will magically disappear. Create a novel learning environment even Houdini wouldn't want to escape.

Embracing UEB - Part 2
Location: Nalls 1

This is a multi-part or repeat session.
Integrated Units for Older Students with Significant Cognitive Disabilities - Part 2
**Location:** Culbreth 5-6

This is a multi-part or repeat session.

Letting Little Ones Love Literature - Part 2
**Location:** Ellie Harvey

This is a multi-part or repeat session.

Math Strategies for 3rd-5th
**Location:** Clary 2

Jenny Williams, College of Coastal Georgia
Nora Swenson, Consultant

**Topic** Educational/Instructional Strategies
**Eligibility** Multiple

Participants in this session will learn to use visual, hands-on activities that help students to understand the abstract concepts of numbers and how they are constructed and de-constructed. Participants will learn the importance of visual representations, tactile representations, and language representations that are necessary for abstract reasoning.

Rethink Special Education
**Location:** Nalls 2

Rafael Villalobos
Tammy Graham

**Topic** Behavior, Social Skills and Classroom Management
**Eligibility** Multiple

Every child can learn with the right tools and support. Our program shows parents and teachers how to teach so that they can discover all that a child is truly capable of achieving. We provide instruction on how to improve a range of meaningful skills — from learning to answer questions, to participating in a haircut. Our program allows parents and teachers to individualize instruction and programming goals so that each child can learn at their own pace and skill level. In doing so, we will be illustrating the power of Video Modeling within your lesson.

STOIC Classroom Management - Part 2
**Location:** Jones Craft

This is a multi-part or repeat session.

Take the Plunge... Become an Avant-Garde Educator - Part 2
**Location:** Pioneer Room

This is a multi-part or repeat session.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Eligibility</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Transition Skills to Students</td>
<td>Transition</td>
<td>This presentation describes specific transition skills in the areas of Soft Skills, Specific Job Skills/Employability Skills, Independent Living Skills, and Self-Determination Skills. Ideas on when, where, and why to integrate teaching these skills are given.</td>
</tr>
<tr>
<td>The Little Learners Project: Developing Preschool Literacy at Home</td>
<td>Parent/Family Engagement</td>
<td>The Little Learners Project was developed to provide support to parents who are new to the world of special education: parents of preschool age children with special needs. Following research that indicates that using teacher-provided materials at home leads to increased academic success, this project consists of developing age-appropriate literacy-building activities that are tied to the teacher’s focus book for the month, and providing all the necessary materials and instructions in a personalized packet for each student. Activity packets are sent home in student backpacks once a month. Parent participation was 81% for the first year of the project. As part of this presentation, sample activity packets will be shared with attendees, and sample activities will be completed.</td>
</tr>
<tr>
<td>UDL: Making a Good Idea Reality</td>
<td>Universal Design for Learning (UDL) in Education</td>
<td>During this panel discussion with AT Facilitators from the Metro Atlanta area, we will address the do’s, don’ts, and how to’s of implementing a UDL technology solution. Who will decide on the kind of tool to be implemented? What features will help all students and what features will be in the background, available to students with disabilities? Who will be trained? When and how many times will we meet with them? What curriculum materials or classroom activities will be made more accessible?</td>
</tr>
<tr>
<td>Using Technology as More than a Glorified Projector</td>
<td>Educational/Instructional Strategies</td>
<td>In this presentation, the participants will learn how to integrate technology into their classroom. They will get a brief overview of some manners to create videos to use in the classroom, and to use the videos. The participants will also see how they can create interactive lessons to use in the classroom, including the use of interactive boards and PowerPoints. The participants will learn the benefits to using the technology, particularly their computer, interactive board, and projector to a greater extent (not just be a glorified projector) and make the classroom more engaging for students.</td>
</tr>
</tbody>
</table>
# Thursday

<table>
<thead>
<tr>
<th>Activity</th>
<th>Location</th>
<th>Speakers</th>
<th>Topic</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Literacy Foundations for Students with Multiple Disabilities</td>
<td>Culbreth 5-6</td>
<td>Julie Durando, Virginia Commonwealth University</td>
<td>Sensory Impairment</td>
<td>Multiple</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This session will focus on providing meaningful literacy instruction to students at the earliest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>stages of communication and concept development. Specific attention will be given to students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>with sensory loss combined with physical challenges and cognitive delays. Based on the philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>that all children are on the continuum of literacy, this session will introduce a free, informal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>checklist instructors may use identify the literacy skills most relevant for a student with</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sensory loss(es) and additional disabilities in the earliest stages of development (all ages).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video and picture examples will be used.</td>
<td></td>
</tr>
<tr>
<td>Can't Touch This! - Sensory Issues and High Functioning Autism</td>
<td>Jones Craft</td>
<td>Jo Ellen Hancock, Parent Mentor-Cherokee County School District</td>
<td>Other - Sensory Issues-HFA</td>
<td>Autism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sensory issues can be a huge obstacle for our students with High Functioning Autism (HFA), formerly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>called Asperger's Syndrome. It can affect every element of life for our students, especially during</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the school day. In this highly interactive session you will experience some of the same sensations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>that your students do.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This presentation will provide those who support users of speech generating devices (SGD) in a</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>variety of environments useful strategies and ideas for creating interactive communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>opportunities. Through videos, interactive discussions, and lecture, the presenter will provide</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>researched based documents and activity plans that foster the development and growth of functional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>vocabulary. Barriers to communication success and reasons AAC users do not use their devices/systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>will also be addressed.</td>
<td></td>
</tr>
<tr>
<td>Navigating the Rapids of Narrative and Informational Text Structures</td>
<td>Pioneer Room</td>
<td>Jenny Williams, College of Coastal Georgia, Nora Swenson, Consultant</td>
<td>Educational/Instructional Strategies</td>
<td>Multiple</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Do your students struggle with difficult text structures? Are you constantly looking for texts that</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>are at lower reading levels so that students can comprehend the content? If so, join us to learn to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>use the continua of various text structures to provide scaffolds for your students that will allow</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>them to comprehend and make text-to-text and text-to-world connections, using grade-level text.</td>
<td></td>
</tr>
</tbody>
</table>
### Number Line to 10,000,000
**Location:** Nalls 4

Jim Franklin, Slide-A-Round Math Manipulatives
Susan Franklin, Slide-A-Round Math Manipulatives

<table>
<thead>
<tr>
<th>Topic</th>
<th>Educational/Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility</td>
<td>Multiple</td>
</tr>
</tbody>
</table>

Jim Franklin, an inclusion special education teacher from Rome, GA, has invented a number line to 10,000,000 and other math manipulatives that address the standards of fractions, decimals, elapsed time, weight, capacity, and money. They are also available for low vision and blind students.

### Student Learning Objectives: GAA/Alternate SLO Exemplars
**Location:** Culbreth 3

Wina Low, GaDOE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility</td>
<td>Multiple</td>
</tr>
</tbody>
</table>

The Teacher and Leader Effectiveness Division will share the newly developed GAA/Alternate SLO Exemplars. The exemplars were created by special education content experts in February using the Special Education Resource Board as appropriate. The new exemplars will include the State rubric with populated standards as well as task and descriptors. GaDOE personnel will preview the exemplars and provide guidance/updates for the administration and use.

### Test Taking Accommodations and Kurzweil 3000
**Location:** Nalls 2

Cami Griffith, Kurzweil Education

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility</td>
<td>Multiple</td>
</tr>
</tbody>
</table>

Many students need support in their daily reading and writing activities and test taking to reach and demonstrate their full potential. Kurzweil 3000 includes unique test taking capabilities widely used by teachers and students.

### The Self-Advocacy Strategy - Part 1
**Location:** Nalls 1

Teresa Cockerham, Forsyth County School System

<table>
<thead>
<tr>
<th>Topic</th>
<th>Self Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility</td>
<td>Multiple</td>
</tr>
</tbody>
</table>

With the Self-Advocacy Strategy program, students receive the training they need to navigate the educational ocean before them. With this strategy, students learn to become active participants in planning their education. They learn how to organize and present information about themselves and advocate for themselves in mature and positive ways.
Tips and Tricks for 21st Century Teachers

**Location:** Clary 2

Renee Dawson, Cherokee County  
Jim Whitley, Cherokee County  
Debbie Brineman, Cherokee County

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

This session will show teachers several tips and tricks for bringing technology into their classrooms. Come to our session to learn how to spice things up in your classroom with technology. Keep your students engaged in learning through webquests, blogs, podcasts, flipped classroom, and so much more! Learn how to make your classroom life easier with Google tools. We will help you make these wonderful tools accessible for your students with physical disabilities.

Transition in the Trenches

**Location:** Nalls 3

Debbie Puckett, Bleckley  
Lynn Floyd, Bleckley  
Julie Hutto, Bleckley  
Libby DeLoach, Bleckley

**Topic:** Transition  
**Eligibility:** Multiple

A realistic approach to transition planning to ensure successful post-secondary outcomes. A collaborative effort to make the process meaningful while fostering self-advocacy. Practical ideas that have been implemented and proven to be successful will be shared as well as resources and contact information.

Universal Design for Learning (UDL) Smackdown

**Location:** Clary 1

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

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

Would you like to see a wealth of resources from apps to web-based tools from other educators? Yes, then the UDL Smackdown is for you. This smackdown will focus on educational apps and web-based tools that help students access the curriculum and learn in ways that fit their unique learning styles. Participants will be given 2 minutes each to share his/her resources. It is fast paced and a great way to preview a number of tools in action and hear how they are implemented. Did I mention there will be prizes? Come have fun and leave with new ideas!

Unlocking Common Core

**Location:** Ellie Harvey

Christy Howard, Crawford County Elementary

**Topic:** Integrating Curriculum Standards in Instruction  
**Eligibility:** Intellectual Disabilities

The purpose of this presentation is to examine the process of breaking down Common Core standards into their basic component parts so teachers can plan activities to make them accessible to students with cognitive deficits. With the standards broken down, teachers can plan instructional and assessment tasks for students with significant disabilities that are in line with the Common Core standards and satisfy TKES Performance Standard 2: Instructional Planning.
Why Bullying of Students with Disabilities Matters

**Location:** Parker Parlor

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

**Eligibility**
Multiple

This presentation will focus on how bullying of students with disabilities can be a violation of FAPE and what schools can do about it.

Writing in Mathematics: Using Assistive Technology

**Location:** Culbreth 4

**Topic**
Integrating Curriculum Standards in Instruction

**Eligibility**
Multiple

Instructional strategies that can be used with all math content areas geared toward writing in mathematics will be shared. An established connection between writing and mathematics will be conveyed. Instructional planning strategies and technological tools will be demonstrated and shared to support students' with content and literacy skills. Participants will apply the new strategy by collaboratively planning a math lesson with a focus on writing.

Thursday

**Access and Explore! Using Environmental Control in the Classroom**

**Location:** Ellie Harvey

**Topic**
Transition

**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 discuss affordable environmental control solutions that can be implemented in the classroom and then used to make the transition process into postsecondary and/or community living a smooth process. Multiple environmental control options and options for interacting with the environment (voice, computer, tablet, phone) will be covered.

**Dynamic Data Notebooks**

**Location:** Jones Craft

**Topic**
Assessment

**Eligibility**
Multiple

Special Education teachers will learn best practices for gathering, analyzing, organizing, and posting data on their elementary and middle school students. Teachers will leave the presentation with strategies, processes, and templates to help them build a comprehensive, useful data notebook that will help them to plan, instruct, and assess with focus and efficiency.
Engaging Economically Disadvantaged Students with Learning Problems

**Location:** Tabby House

Ann Cross, Gordon County Schools  
Alecia Segursky, Gordon County Schools  
Melissa Gravley, Gordon County Schools

**Topic:** Educational/Instructional Strategies  
**Eligibility:** Specific Learning Disability

Participants will learn to cultivate a high energy and positive classroom climate that fosters improved student achievement. Strategies presented will highlight how to build focus, promote critical thinking skills, improve memory, and understand how low social economic status can impair performance. The session will include problem solving scenarios, modeling of effective strategies and group discussion.

Implementing Function-Based Interventions

**Location:** Pioneer Room

Emily Graybill, Center for Leadership in Disability  
Jessica Schuster, North Metro GNETS, Metro RESA

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

There are decades of research supporting that function-based interventions are effective at reducing challenging behaviors. Yet function-based interventions are often misunderstood, not implemented correctly, or completely absent from educational settings. Through this presentation, the presenters will discuss and share two resources with participants. (1) A matrix that organizes school-based interventions by function and (2) handouts describing how to implement each of the function-based interventions across grade levels.

Implementing Grade Level Content for Students with Significant Cognitive Disabilities

**Location:** Culbreth 3

Misty Salter, Mercer University PhD Student  
Emma Thomas, Mercer University PhD student  
Mary Nell McNeese, Mercer University

**Topic:** Assessment  
**Eligibility:** Significant Developmental Delay

In this training, special education teachers will be introduced to helpful approaches for implementing grade level content into their classrooms, for students with significant cognitive disabilities, who will be assessed using Georgia's Alternate Assessment at both the elementary and high school level. Presenters will discuss tips, techniques they have used within their classroom to implement grade level content for students being assessed through Georgia's Alternate Assessment. Presenters have a combined experience of 10 years assessing students using Georgia's Portfolio Alternate Assessment and implementing grade level content in their classrooms for students with significant cognitive disabilities.
It's All About Relationships!

**Location:** Clary 1

Terri Jenkins, Metro East GLRS  
Debbi Weed-Johnson, Metro East GLRS

**Topic** Co-Teaching and Inclusive Practices  
**Eligibility** Multiple

What IS the difference between Universal Design for Learning and Differentiation? Is Specialized Instruction Differentiation? What is the relationship among these instructional practices? How can I possibly "do" them all? This session will explore the relationship among these instructional practices through engaging, hands on demonstration and practice. Participants will clearly see how each is different yet can and should be integrated easily and seamlessly one into the other. Gather practical ideas for effective, engaging classroom instruction and see just how easy it can be!

Lights! Camera! Action!

**Location:** Nalls 3

Susan Murray, Columbia County  
Stephanie Walters, Columbia County  
Lindsay Murray, Columbia County  
Shannon Woods, Columbia County  
Kim Thornhill, Columbia County

**Topic** Disability Awareness  
**Eligibility** Multiple

Interested in performing a play or dance with your students with significant cognitive disabilities/multiple disabilities? We will take you through the process of choosing a story/drama/dance and adapting it for multiple arenas and audiences.

MindMapping for Beginners and Struggling Learners

**Location:** Nalls 2

Frank Sapp, Touch the Future

**Topic** Universal Design for Learning (UDL) in Education  
**Eligibility** Specific Learning Disability

Mind Mapping is a visual thinking tool and note-taking technique used to stimulate, think, learn and communicate more effectively and efficiently. We’ll take an in-depth look at how you and your students can creatively use mind mapping for any objective you have. You’ll learn how to save time and get more done as a result of applying mind mapping concepts to everything that you do. You’ll learn the basics of creating and reading Mind Maps, learn about 4 different Mind Mapping programs and how to use the basic functions of several of the programs.

Number Line to 10,000,000 (Repeat)

**Location:** Nalls 4

This is a multi-part or repeat session.
Promoting Early Concept Development through Adapted Books  
**Location:** Parker Parlor

Christine Spratling, Floyd County Schools

**Topic** | Educational/Instructional Strategies  
**Eligibility** | Multiple

According to Barbara Miles, concepts are the ideas that give meaning to the world. We constantly develop concepts based on how we experience the world around us. Children with limited sight and additional impairments often develop concepts based on their limited experiences which may appear “odd” to a sighted person. Adapted books are a powerful tool to help the child develop accurate concepts about his environment. At the same time, they foster trusting relationships between the child and his communication partners. Examples of adapted books that were made to help develop specific concepts will be shown during the presentation.

Students With Autism and Classrooms that Work!  
**Location:** Clary 2

Phylis Brown, Ware County Schools

**Topic** | Educational/Instructional Strategies  
**Eligibility** | Autism

The continuing rise of autism in our society means your chances of having a student with an Autism Spectrum Disorder is also high. This presentation is full of strategies that work with this population across all grades and settings. It's an interesting topic and I will make sure you have fun while learning!

The Self-Advocacy Strategy - Part 2  
**Location:** Nalls 1

This is a multi-part or repeat session.

Writing Transition Plans is Like Eating Chocolate Cake  
**Location:** Culbreth 4

Jaquel Johnson, Houston County School District

**Topic** | Transition  
**Eligibility** | Multiple

Transition service planning is an essential element in preparing an individual with a disability for the real world. The participants will explore various layers of transition planning that is student focused. The planning process requires a holistic approach in evaluating the steps needed to help individuals reach his/her identified goal. This session will allow participants an opportunity to showcase their school district’s practices in their quest to write meaningful and individualized transition service plans. An array of activities will be provided to enlighten educators.

"Extension" Your Learning and "Apps"plore with GAFE!  
**Location:** Culbreth 5-6

Jessica Morman, Troup County Schools

**Topic** | Assistive and Instructional Technology, Accessibility  
**Eligibility** | Specific Learning Disability

Whether your focus is AT, IT, RtI, UDL or any other acronym, understanding how Google Apps for Education (GAFE) work can be beneficial to the students you serve! This session will help you conceptualize what Google apps and extensions are and how they work in Google Chrome. In this interactive session, we'll look at and use apps and extensions for reading, writing, math and organization. We'll explore some Google Doc add-ons too. You'll have the opportunity to access and contribute to a resource of apps and extensions and create your own personalized list. Come join the learning!
Encounters with Eric Carle Using CCGPS

Location: Parker Parlor

Erika Douglas, CCSD

Topic: Low Incidence Populations
Eligibility: Intellectual Disabilities

This presentation will show participants how to create a thematic unit that incorporates the CCGPS and spans the different curriculum areas for students with significant intellectual disabilities. While explaining steps to this process, the participants will see how the unit, Encounters with Eric Carle, was created. Participants will see a variety of activities that include the fine arts, daily life skills, and community based instruction. Participants will be able to complete a theme template and share ideas with others.

EYE Understand! Visual Literacy

Location: Pioneer Room

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

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

This session will give an overview of Universal Design for Learning (UDL) and how it can impact and support student learning. There will be a focus on visual literacy to support the principles of UDL. We will look at how the brain processes visual information, ways to visualize ideas, and where to get tools to support visual literacy. Participants will leave with new ideas about how to positively impact learning through visual literacy.

GLASS Services for Your Classroom

Location: Nalls 3

Stephanie Irvin, GLASS
Arlene Freeman, Southwest Georgia Library for Accessible Services (SWGLAS)

Topic: Assistive and Instructional Technology, Accessibility
Eligibility: Multiple

Georgia Libraries for Accessible Statewide Services (GLASS) provides resources for individuals who are unable to read standard print media, such as students who are visually or physically impaired, or who have reading disabilities. In this session we emphasize how teachers can integrate GLASS resources in the classroom experience.

Hi My Name Is...

Location: Nalls 2

Dona Harris, AASD State School

Topic: Other - Building School Community
Eligibility: Multiple

Schools and businesses have a commonality; customer service. Good customer service begins with good interpersonal skills. This session will use humor and activities to take a look at how our personal interactions with administration and co-workers, affects the service provided to families as well as the ability to build community supports.
Learning Has Left the Building!

**Location:** Nalls 4

Denise Zannu, Gwinnett County Public Schools

**Topic** Integrating Curriculum Standards in Instruction

**Eligibility** Multiple

Educational field trips allow students with disabilities to connect more meaningfully with the larger world around them by connecting students through museum exploration, historical sites, scientific investigation, and cultural immersions. Field trips serve as a platform for special education students to gain more in-depth knowledge on content and to experience academic content such as science, art, math, music, and language (communication) in real life. Participants will examine some of Georgia’s venues and programs and how their alignment with the Georgia’s Common Core allows students to build their critical thinking skills and enrich their content knowledge in settings outside the classroom.

Making Transition Relevant for Students with Significant Disabilities

**Location:** Clary 2

Kayse Harshaw, GaDOE

**Topic** Transition

**Eligibility** Intellectual Disabilities

This session addresses strategies for providing meaningful instruction that integrates the state standards; life skills, and transition goals. While working together to develop a job skills training activity, participants will use a matrix to illustrate how a relevant life skills activity, academic course standards, a Standards based IEP Goal, a Life Skills Goal and the use of Assistive Technology can be integrated during instruction.

OH YEA Position For Transition

**Location:** Nalls 1

Brian Mosley, Walton Options for Independent Living

**Topic** Transition

**Eligibility** Multiple

OH YEA (Occupational Horizons Youth Empowering Activities) a transition-preparedness curricula targeting 8th grade students with disabilities (SWD) is a collaborative effort of Richmond County Board of Education (RCBOE) and Walton Options for Independent Living addressing transition readiness and providing valuable Independent Living Skills training in an academic setting to SWD. In conjunction with OH YEA, TEK-Quest (Technology Equals Knowledge-Quest) is a summer program providing youth with Disabilities ages 8-12 with valuable technology/assistive technology training & resources strongly supporting academic progress/success.

Preparing Students with Communication Disabilities for Life After School

**Location:** Ellie Harvey

Tracy Rackensperger, IHDD at UGA

**Topic** Transition

**Eligibility** Speech and Language Impairment

Students with complex communication needs require the implementation of tools and strategies to support their effective transition from school to adulthood. These tools and strategies should make possible for students to participate fully in community-based activities and other aspects of adult life. This session will provide participants with information regarding post-school options for students with complex communication needs and how teachers, parents, and others can support these options while they are still in the K-12 system.
### Promoting Student Engagement and Retention with Check & Connect

**Location:** Culbreth 5-6  
Jason Cavin, Center for Leadership in Disability/GSU  
Jolie Daigle, The University of Georgia  
**Topic** Behavior, Social Skills and Classroom Management  
**Eligibility** Multiple  
This presentation will focus on the use of Check & Connect, a targeted intervention that focuses on relationship building and resource mapping, to promote academic engagement and student retention. The presenters will review the Check & Connect process, as well as provide data and examples of implementing Check & Connect with students with emotional and behavioral disorders.

### Removing Communication Barriers for Students with Autism

**Location:** Jones Craft  
Dana Tarter, Floyd County Schools  
**Topic** Assistive and Instructional Technology, Accessibility  
**Eligibility** Autism  
Combining communication practices for people with sensory disabilities with students that have Autism Spectrum Disorder can contribute to the removal of communication barriers. Understand how American Sign language and incorporating a universally designed classroom through technology can excel communication!

### Science Instruction for All Students

**Location:** Culbreth 3  
Juan-Carlos Aguilar, GaDOE  
Amanda Buice, GaDOE  
**Topic** Integrating Curriculum Standards in Instruction  
**Eligibility** Multiple  
This presentation will highlight the importance of embedding science and engineering practices with core standards as we design instructional lessons that address different learners. Participants will participate in a short lesson that focuses in having students engage in gathering, reasoning, and communicating information in the context of science instruction that supports not just science core ideas but also mathematics and literacy practices.

### Student Learning Objectives: GAA/Alternate SLO Exemplars (Repeat)

**Location:** Tabby House  
This is a multi-part or repeat session.

### The 2 Most Powerful Strategies - Part 1

**Location:** Culbreth 4  
Donna Ann Flaherty, GaDOE  
**Topic** Educational/Instructional Strategies  
**Eligibility** Multiple  
The participants will learn the 2 most powerful strategies from the Learning Strategies Curriculum to assist students to become independent learners. SLANT is a class participation strategy that promotes student interaction during class. LINCS is a vocabulary strategy that cues students to systematically use a set of powerful memory-enhancing tactics.
Yes You Can! Reading Remediation for Middle/High SWD Students

**Location:** Clary 1

Diane Vautrot, Gilmer County Charter Schools  
Karen Phipps, Gilmer County Charter Schools  
Lauren Vick, Gilmer County Charter Schools  
Daniel Hayes, Gilmer County Charter Schools

**Topic:** Educational/Instructional Strategies  
**Eligibility:** Multiple

We will share our experiences tackling the problem of low level readers in the middle/high school SWD population. Collaborating with the Graduate First Initiative and the North Central GLRS Reading Specialist, our initiative was implemented with remarkable results. Come and hear how we worked around challenges, including allocating staff, scheduling and funding to improve students’ reading levels and confidence. We will share our stories, our students’ stories, and how the reading initiative has evolved to build capacity in our school system. With the right attitude and support, this reading initiative can be successful in any school system.

**Thursday 03:00 PM**

**Across the Table: Personal & Professional Perspectives**

**Location:** Pioneer Room

Liz Persaud, Tools for Life/Georgia Tech  
Carolyn Phillips, Tools for Life/Georgia Tech  
Aimee Copeland, Tools for Life

**Topic:** Disability Awareness  
**Eligibility:** Multiple

Many of us have sat at the table making decisions that have a significant impact on lives of students with disabilities. We have sat at that decision making table on many occasions and in various roles. Most people know us as professionals in the AT community, but we each have personal experiences in the AT field that have impacted and informed our professional lives. Join us as we reflect back, look forward and share a little bit of our story of lessons learned and resources that helped us as along the way. We will also share tips on developing self-determination skills, tricks of how to climb out of transition gaps and resources to help build bridges to better services and support.

**Co-Teaching in a Gender-Based Classroom**

**Location:** Parker Parlor

Ashley Cannon, Wilkinson County  
Chiquita Geter, Wilkinson County  
Schlonda Spikes, Wilkinson County

**Topic:** Co-Teaching and Inclusive Practices  
**Eligibility:** Intellectual Disabilities

This presentation will explore how boys and girls learn differently and how recognizing learning differences can improve student achievement.
Embedding Enhanced Milieu Teaching Strategies into Educational Settings  
Location: Nalls 4

Laura McCorkle, University of Georgia  
Topic: Speech, Language and Communication  
Eligibility: Speech and Language Impairment

This presentation will provide participants with an overview of Enhanced Milieu Teaching, which is an empirically supported naturalistic language intervention used for children in early stages of language development, and suggestions on ways to embed these strategies into everyday activities and routines that occur in a typical school day. With research supporting the effectiveness of EMT strategies for children diagnosed with autism spectrum disorder, significant cognitive and language delays, and for children who are from high-risk, low-income families (Hancock & Kaiser, 2006), strategies from this intervention model may be appropriate for teachers with a wide range of student needs.

Embedding Science & Social Studies into ELA (Grades K-5)  
Location: Clary 1

Jessie Moreau, Gwinnett County  
Topic: Integrating Curriculum Standards in Instruction  
Eligibility: Multiple

Common Core English Language Arts standards provide many opportunities for embedding Science and Social Studies activities for true cross curricular learning. This presentation will focus on Grades K-5 Science and Social Studies standards and adapted curricular activities that fit well with frequently utilized ELA standards. While the presentation will feature modified materials generally used by students on the GAA, the concepts can also be appropriate for students learning the basic Science/Social Studies concepts of the standards. Participants will receive a CD with the adapted materials and cameras are welcome.

Introducing MindView 6 AT for Assistive Purposes  
Location: Nalls 3

Dave Hamilton, MatchWare  
Topic: Assistive and Instructional Technology, Accessibility  
Eligibility: Multiple

MindView 6 Assistive Technology (AT) Edition is a Mind Mapping tool that helps students who struggle with their academic work. MindView 6 AT contains exciting new functionality designed to aid those with specific learning difficulties by allowing students to structure their ideas and convert them into Word or PowerPoint. Features include an Improved Simplified Interface, Narrate feature, High Contrast Mode, Read & Write and Dragon Integration with Native Commands, Predictive Suggestion Text and an Automatic Reference Capture Tool. The MS Office integration eliminates the stress of creating Word and PowerPoint documents with just a few clicks!

It Works! Behavior Intervention Programs that Have Been Tried and Tested  
Location: Nalls 1

Dianne Holmes, A Plus Behavior Consulting, LLC  
Topic: Behavior, Social Skills and Classroom Management  
Eligibility: Emotional and Behavioral Disorders

This session will explore programs, resources, and tools that have been proven effective in reducing high rates of problematic behavior that result in suspensions. Teachers will learn how to successfully implement programs and resources that will establish a replacement behavior and ultimately improve student behavioral outcomes.
Make it Routine: Connecting Communication, Schedules, and Literacy

Location: Jones Craft

Julie Durando, Virginia Commonwealth University

**Topic** Educational/Instructional Strategies
**Eligibility** Multiple

Recent research confirms that learners with visual impairments or deaf-blindness and multiple disabilities, no matter their age, benefit when literacy concepts are built from frequent, meaningful experiences. This presentation will discuss reasons and strategies to connect communication, object schedules, and literacy related experiences to daily routines and regular school activities. Specific attention will be given to students with sensory loss combined with physical challenges and cognitive delays. Ideas for teachers to use with learners of all ages will be shared with picture and video examples.

Making ABA Work for You in the Classroom

Location: Culbreth 3

Ruth Cohan, Savannah/Chatham
Stacy Tauber-Krapf, Savannah/Chatham

**Topic** Educational/Instructional Strategies
**Eligibility** Autism

We offer an approach to serving students with ASD that integrates ABA techniques, goals and objectives into self-contained and inclusion classrooms. The presentation takes participants through the process of applying research based assessments to guide programming for students with ASD. We offer tools and techniques needed to implement goals & objectives for students with ASD in self-contained classrooms and inclusion classes. Our program helps students transition from more restrictive to more inclusive environments by systematically teaching and practicing the skills needed for successful inclusion. We demonstrate how teachers can differentiate and individualize goals and objectives and collect progress data.

One Child's Communication Journey

Location: Ellie Harvey

Christine Kramlich, Prentke Romich Company
Kyleigh Kramlich, Student

**Topic** Speech, Language and Communication
**Eligibility** Speech and Language Impairment

Kyleigh, an augmented communicator, will share her communication journey from the very beginning (starting around age 6 months old) to where she is now (age 13) with the assistance of her mother.

Planning Differentiated Instruction

Location: Culbreth 5-6

Amanda Oxford, NWGNETS

**Topic** Educational/Instructional Strategies
**Eligibility** Multiple

This presentation begins by defining differentiation and discussing how it relates to scaffolding. Next it goes through ways to differentiate content, process and product, and also provides examples. Transition into a lesson and closing a lesson are frequently a time teachers struggle. Ideas/strategies to help with that time and to incorporate differentiation are discussed. The last section addresses incorporating differentiation into the instructional modification section of the IEP and antecedent modification section of the BIP.
Preparing for the Test of Life
**Location:** Tabby House

Brian Pete, Robin Fogarty & Associates

**Topic** Educational/Instructional Strategies

**Eligibility** Multiple

All students respond to instruction that challenges them to think... All students want to grow intellectually... All students can think at grade level... All students can be taught to be independent thinkers... Your teachers may believe these statements but do they need support to teach students to be independent, responsible and successful 21st Century citizens? We know that all students, from Gifted and Talented to the Special Needs population respond to instruction that invites challenge and higher order thinking over memory and recall.

The 2 Most Powerful Strategies - Part 2
**Location:** Culbreth 4

This is a multi-part or repeat session.

Websites that Every Teacher Needs
**Location:** Clary 2

LaSaundra Dudley, GNETS/ Cobb County Schools

**Topic** Assistive and Instructional Technology, Accessibility

**Eligibility** Multiple

This presentation will focus on a variety of websites that every teacher can use to provide more information to every standard that is being taught. There are websites that are free and some that cost. In this presentation you will see websites that are interactive, that offer free worksheets, and more.

What's Love Got To Do With It?
**Location:** Nalls 2

Lori Smith, Bibb County

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

**Eligibility** Emotional and Behavioral Disorders

Introducing the importance and often over looked skills of social and emotional learning. Why do students need these skills and how can they be taught? Address how to incorporate these skills in everyday learning opportunities in the classroom for young children. Provide activities that are aligned to the GELDS for teachers to use in large and small group instruction.

Friday

08:00 AM

5 Free Tools for Struggling Learners
**Location:** Culbreth 4

Frank Sapp, Touch the Future

**Topic** Educational/Instructional Strategies

**Eligibility** Multiple

Learners often need, particularly those with learning disabilities, some technology supports. There are many commercial packages which can provide assistance, but most are designed and priced for institutions. Attendees will learn about free software tools that while not completely up to the commercial programs can provide tools at low or no cost. The areas covered will be text to speech, writing, word definition and pronunciation, organization, mindmapping and speech to text. Each of the software tools will be demonstrated with an overview of basic features related to learning.
AT Team Building: Creating or Rebuilding a Team Approach  
**Location:** Nalls 4

Ben Satterfield, Center 4 AT Excellence/GATFL  
Pat Satterfield, Center 4 AT Excellence/GATFL  
**Topic** Assistive and Instructional Technology, Accessibility  
**Eligibility** Multiple  
Many districts lost AT team members with the funding cuts a few years ago. Some districts are just getting started with a team approach. In this session we will discuss the reasons why an AT "team" is beneficial, how teams can be developed and trained, and different models for utilizing team expertise.

Authentic Differentiation for Students with Significant Intellectual Disabilities  
**Location:** Culbreth 3

Emma Thomas, Mercer University PhD Student  
Misty Salter, Mercer University PhD student  
Mary Nell McNeese, Mercer University  
**Topic** Educational/Instructional Strategies  
**Eligibility** Intellectual Disabilities  
In this training, special education teachers will be involved in effective strategies that ensure instruction is differentiated in their classroom for students with significant intellectual disabilities. Researchers will demonstrate differentiated instruction techniques that have proven to be successful in their own classroom instruction practices. Participants will actively engage in planned lessons and explore ways in which the lesson can be differentiated to meet the needs of the students with disabilities in their classroom.

Collaborations for a Successful Transition  
**Location:** Jones Craft

Jeff Allen, GVRA  
Laura Stephens, Project SEARCH/Hall County Schools  
**Topic** Transition  
**Eligibility** Multiple  
This presentation will discuss who Vocational Rehabilitation is, how VR and local school system can collaborate, and what resources are available as students transition out of high-school.

Finding Sanity: Developing Learning Units for Middle School  
**Location:** Nalls 2

Nancy Lamb, Cobb County  
**Topic** Low Incidence Populations  
**Eligibility** Intellectual Disabilities  
Participants will learn how to develop units for study at the middle school level. Materials and ideas will be shared.
Functional Behavior Assessment and Behavior Intervention Planning: A Comprehensive System

Deborah Moore, Burwell GNETS Program

**Location:** Clary 2

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

**Eligibility** Emotional and Behavioral Disorders

This presentation will provide an overview of a comprehensive analysis of student behavior used by the Burwell GNETS Program. This process uses a multidisciplinary team approach and promotes collaboration in the development of the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). The FBA uses a system(s) thinking approach to behavior analysis; providing a process for understanding student behavior through identification of impact factors, purposeful observation and investigation of underlying student conditions. The BIP identifies interventions and strategies used for helping students develop and master behaviors that promote resilience and social competencies.

Lilli Nielsen’s Active Learning

**Location:** Nalls 1

Christine Spratling, Georgia PINES
Martha Veto, University of Georgia

**Topic** Low Incidence Populations

**Eligibility** Multiple

Dr. Nielsen’s theory of Active Learning is designed for students with significant disabilities who have a developmental age of 4 and under. It stresses the importance of creating environments that allow these learners to be active initiators of their learning instead of relying on hand-over-hand. We’ll present the basics of the theory, introduce the assessment and curriculum and show how to make some of the materials used in the program.

PBIS: Vital Lessons from Our First 2 Years!

**Location:** Parker Parlor

Andrea Antepenko, Franklin County
Jenny Tollison, Franklin County

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

**Eligibility** Multiple

We are a middle school in rural Georgia wrapping up our second year as a PBIS (Positive Behavioral Interventions and Supports) school. We’ve come a long way in creating positive school culture, and we have learned many lessons we’d love to pass along. PBIS is about creating school-wide discipline codes of conduct that align with the PBIS framework, using the problem solving process to reduce office discipline referrals, acknowledgement systems, and creating an overall positive school climate. We would love to share lessons from our journey and to share experiences with others who are on the same journey.

Planning Differentiated Instruction (Repeat)

**Location:** Nalls 3

This is a multi-part or repeat session.
Relax, Relate, Release! Managing Work-Related Stress

**Location:** Culbreth 5-6

Denise Zannu, Gwinnett County Public Schools

**Topic**
Other - 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.

Teaching Communication and Literacy: Core Vocabulary AAC

**Location:** Pioneer Room

Lori Edwards, Cobb County Schools
Helen Upshaw, Cobb County Schools

**Topic**
Low Incidence Populations

**Eligibility**
Multiple

Using a Core Vocabulary approach to AAC is a powerful way for students to develop creative communication. But how do you implement this in the school setting? How can a teacher teach communication and language in addition to the rest of the demands in the classroom? This session will provide resources and guidance for teaching Core Word communication with an emphasis on literacy. Designed for those who have some familiarity with a Core Vocabulary approach to AAC. The session will focus on low incidence populations but the information is applicable to any student using Core Vocabulary for communication.

TRASH talk! Teaching Reading Adeptly, Systematically, and with Humor!

**Location:** Clary 1

Lisa Knight, Henry County Schools

**Topic**
Educational/Instructional Strategies

**Eligibility**
Multiple

Reading is a complex social and mental construct. Too often, prescriptive reading remediation programs label students as poor learners, as the skills learned in isolation fail to transfer to the abstracts of deep, true literacy. The National Reading panel recommends that reading instruction be targeted and embedded. I recommend that you make it fun, or your time is wasted! This interactive session will be a model of engaging instruction. You will leave with three things you can immediately implement to improve literacy for teens and preteens, and a fresh outlook on engaging reluctant readers!

Vocabulary: Marzano, Flocabulary, and Quizlet

**Location:** Tabby House

Kaye Lamar, Grady County

**Topic**
Educational/Instructional Strategies

**Eligibility**
Specific Learning Disability

Direct vocabulary instruction is a must for most students with disabilities. This session will detail the integration of three tools to bring about vocabulary learning: Marzano research, Flocabulary, and Quizlet. Robert Marzano, a leading researcher in education, presents an effective six step process for teaching terms. Multimedia and technology are effective tools for reaching many students. The Word Up Project is an award-winning vocabulary & reading program for grades K-8 provided by Flocabulary.com. Quizlet.com is an easy to use flashcard site with six different activities. Come and see how research meets up with practice, music, and competition!
Work and Play with Preschoolers with Low Functioning Autism

Location: Ellie Harvey

Cyndi Chappel, Douglas County School System

Topic: Educational/Instructional Strategies
Eligibility: Significant Developmental Delay

Working with children diagnosed with low functioning autism is rewarding. Increasing student communication skills and social/emotional brings smiles and growth to children and families. Exploring picture communication systems, choice making and explicit social/emotional teaching is the focus of this presentation.