



# CEC 2019

special education  
**convention & expo**

indianapolis • jan. 29-feb. 2

**ALL EDUCATORS. EVERY CHILD. NO LIMITS.**

**A Guide Book for Charter Schools**

[CECCONVENTION.ORG/FOR-CHARTERS](http://CECCONVENTION.ORG/FOR-CHARTERS)

## **CEC 2019 has what your charter school needs**

We consulted with the [National Center for Special Education in Charter Schools](#) and [Goodwill Education Initiatives](#) to curate a list over 400 sessions on the topics of special interest to charter schools, including:

- providing high-quality differentiated and intensive instruction,
- co-teaching and collaboration,
- creating positive school environments, and
- supporting students with emotional and behavioral disorders.

By attending [CEC 2019](#), you can earn up to [23 professional development hours](#). You'll also get discounts on CEC products, visit with over 200 exhibitors and explore new products in the Expo Hall, and have limitless opportunities to network with your fellow educators and leaders in the field. *PLUS*, you can choose the [registration option](#) to fits YOUR budget!

## **Add even more to your experience**

Take a deep dive into some of the most important topics for charter schools in one of our [25+ workshops](#), such as:

### **Developing Legally Defensible IEPs**

Let's examine many common pitfalls that educators must avoid—both procedurally and substantively—in an effort to ensure that IEPs are legally defensible.

### **When Life Hands You Data, Make Data-Based Decisions!**

In this interactive workshop highlighting FREE resources, you will learn how to use data-based individualization to set individualized, standards-aligned goals for students; design individualized instruction; improve and simplify individual education program (IEP) writing; and identify strategies for improving student outcomes.

## Lead the Way: A Workshop for Charter School Special Educators

Friday, February 1, 2019 • 6 p.m.-9 p.m. • Nonmembers \$205 | Members \$155<sup>1</sup>



### Workshop leaders:

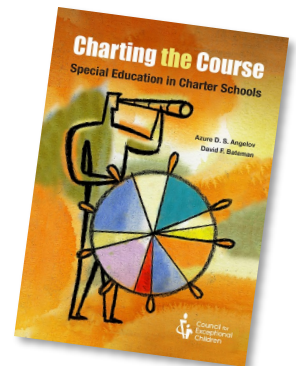
*David Bateman (l)*  
Shippensburg University, PA

*Azure Angelov (r)*  
ADS Educational Inc., Speedway, IN

This workshop is a first of its kind opportunity for special educators working in charter schools across the country. Choose to participate in one of two sets of interactive presentations and group-focused conversations: **Start Up** or **Sustainability**.

- **Start-Up** group interactions will be geared toward special educators in charter schools that are in the planning—year 3 stage of operation and will cover topics including understanding special education program start-up procedures, navigating special education legal and financial issues, and writing strong Individualized Education Programs (IEPs).
- **Sustainability** interactions are intended for special educators in charter schools that are in years 4-10+ of operation and will cover topics including writing strong IEPs, aligning special education services with your charter’s mission and vision, and managing staff within charter special education programs.

<sup>1</sup>Seats are limited. Registration includes a networking dinner and a copy of CEC’s *Charting the Course: Special Education in Charter Schools* book — a \$39 value.



WALTON FAMILY  
FOUNDATION

CEC is grateful to the Walton Family Foundation for their support of this unique workshop experience.





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## **NEW TO SPECIAL EDUCATION IN YOUR CHARTER SCHOOL?**

### **Workshop 08—Developing Legally Defensible IEPs\***

Examine many common pitfalls that educators must avoid—both procedurally and substantively—in an effort to ensure that IEPs are legally defensible.

### **Serving Students with Disabilities in Charter Schools: Opportunities and Challenges**

Learn ways to implement special education programming in autonomous schools, and how to work through certain policy contexts that may deter programmatic success.

### **What Would You Do? Ethical Decision-Making for New Teachers**

This interactive presentation will provide participants an opportunity to consider several short vignettes depicting ethical dilemmas that novice teachers might face. Possible solutions will be explored in small and large group discussions.

### **Multi-Presentation Session: Emerging Issues in Serving Students with Disabilities Multi-Presentation**

#### **Session 1: The Fascinating, Frustrating and Empowering Ways That Special Education Laws Apply in Charter Schools**

Understand how disability law plays applies and can be a strong tool for equitably and effectively serving students with diverse learning needs.

#### **Session 2: The Role of Collaboration in Developing Policies for English Learners with Disabilities**

This presentation will focus on how state and local education leaders develop policies for identifying and serving English learners with disabilities. You will learn approaches to collaboration among EL and special education experts at state and local education agencies.



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## **Strand I: Charter Schools and Special Education: Lessons We're Still Learning**

### **Session 1: Innovative Special Education in Elementary Level Charter Schools**

This session will include school leaders and special education staff from three pedagogically unique charter schools: bi-lingual, rural, and health focused elementary charter schools. Each school leader will share a brief description of their pedagogical model, the realities of implementing special education within their context, and their goals for moving their special education programming forward.

### **Session 2: Innovative Special Education in Secondary Level Charter Schools**

This session will include school leaders and special education staff from two pedagogically unique charter schools; classical liberal arts and PBL STEM focused secondary charter schools. Each school leader will share a brief description of their pedagogical model, the realities of implementing special education within their context, and their goals for moving their special education programming forward.

### **Session 3: Innovative Special Education in Alternative Charter School Contexts**

This session will include school leaders and special education staff from two pedagogically unique alternative charter schools; residential and drug and alcohol recovery charter schools. Each school leader will share a brief description of their pedagogical model, the realities of implementing special education within their context, and their goals for moving their special education programming forward.



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### **Indiana Resource Network: Indiana Department of Education's Unique Approach to Providing Statewide Professional Development and Technical Assistance with a Collaborative System of Specialized Centers**

The Indiana Resource Network (IRN) is a collaborative system of specialized centers that provide universal, targeted and comprehensive support to schools across the state. Panel includes representatives from the IDOE and the resource centers and will highlight various perspectives on topics such as instruction and goal writing; providing access to all students; and MTSS and inclusive practices.

### **Differentiated Instruction, Multi-Tiered Systems of Support, and Response to Intervention**

#### **Implementation of Intensive Interventions within Urban Schools**

This OSEP-funded personnel preparation project created, implemented, and evaluated school change efforts within diverse, urban schools, focusing on improvement of outcomes for students who require intensive intervention and supports within an MTSS framework. Results and implications for personnel development will be shared.

#### **What's New @ IRIS: Fundamental Skill Sheets, Content Guides, and an Upgraded Website**

Join our OSEP-funded center for a fun and informative look at our newest product lines: fundamental skill sheets, content guides, and an all-new website! NOTE: Those taking part are encouraged to bring along their laptops, tablets, or other online-enabled devices.

#### **Five Practical Steps to Making RTI and MTSS Work in Your School**

Session leaders from the Center on RTI and National Center on Intensive Intervention will provide practical recommendations on how to implement tiered framework components and how to adapt implementation efforts for your unique context.



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### **Strengthening Supports: The IRIS Center’s Modules on MTSS/RTI**

Join our OSEP-funded center for a fun and interactive overview of our popular and informative series of free online Modules about MTSS/RTI! Participants are encouraged to come equipped with their phones, tablets, or other online-enabled devices.

### **What We Know (and Don’t Know) about Effective Data-Based Individualization for Students with Learning Disabilities**

For students with persistent academic difficulties, such as learning disabilities (LD), research suggests one of the most effective ways to intensify interventions is to individualize instruction through use of performance data—a process known as data-based individualization (DBI). In this session, you will learn recommendations for effectively integrated DBI practice in reading and writing interventions.

### **Tracking the Outcomes: A Teacher’s Guide to Effective Data Collection**

This session will outline five steps for the development and implementation of effective data collection systems and how use of that data relates to instructional planning. It will provide examples and tips on how to design an effective data collection form.

### **Workshop 24—When Life Hands You Data, Make Data-Based Decisions!\***

In this interactive workshop highlighting FREE resources, you will learn how to use DBI to set individualized, standards-aligned goals for students; design individualized instruction; improve and simplify individual education program (IEP) writing; and identify strategies for improving student outcomes.

## **COLLABORATION & INCLUSIVE PRACTICES**

### **Workshop 01-Building a Solid Foundation for Inclusive Practices: Improving Outcomes for All Students\***

Presented in partnership with the Indiana IEP Resource Center and Indiana State University. Within inclusive environments, you must consider how to: meet the



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needs of all learners; to allocate resources; engage all learners; use Specially Designed Instruction; teach classroom expectations; and prevent and respond to student behavior. This session will provide information and practical strategies to assist district- and building-level teams to develop a strong foundation for inclusive practices to improve outcomes for all learners.

### **Workshop 13-Common Co-Teaching Challenges: There Are Ways to Address Them\***

No doubt about it—co-teaching is complex. And sometimes its challenges can interfere with its effectiveness. This workshop is designed for professionals grappling with dilemmas such as: Which students are good candidates for co-teaching? What are ways to realistically schedule co-teaching, especially with limited staff? What if students are not achieving as expected in co-teaching?

### **Workshop 19-From Start to Finish: Implementing Specially Designed Instruction in a Co-Taught Class\***

This workshop is a roll-up-your-sleeves session intended to demonstrate how to implement SDI in the co-taught classroom, from looking at individual student needs, through selecting SDI, to integrating that SDI into the general instruction, to measuring its effectiveness.

### **Multi-Presentation Session: Including Students with High Incidence Disabilities: Success through Instruction**

#### **Session 1: Instructional Strategies to Support Struggling Students in Inclusive Classrooms**

Explore how to proactively motivate students to become effective learners, achieve higher academic and behavioral outcomes, and transform learner struggles into inclusive successes. This examines the challenges of inclusive classrooms and provides school interventions with knowledge and skills for learners and staff.





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## **Session 2: Using Self-Monitoring Procedures to Support Students with High-Incidence Disabilities in Inclusive Settings**

This session will highlight research supporting the use of self-monitoring interventions to support on-task behavior of students with high incidence disabilities, and discuss findings that lead to the development of two mobile applications. You'll learn how to download, setup, and use these apps.

### **Specially Designed Instruction in Co-Teaching: What It Looks Like Start to Finish**

This interactive session demonstrates the entire process, from analysis of IEP goals, through selection of SDI (with examples of various types), through implementation with fidelity using co-teaching approaches and incorporating generalization and maintenance, to evaluation of effectiveness.

## **BEHAVIORAL INTERVENTIONS**

### **Workshop 05-Tier 2 and Tier 3 Behavior Support: Developing Protocols and Implementation Plans\***

This workshop presents a multi-tier approach to behavior support that ensures that the easiest, and least staff-intrusive interventions are tried first, only progressing to more complex and staff-intensive interventions if needed.

### **Five Easy Ways to Adapt Check-in/Check-out to Meet Individual Student Needs**

This presentation summarizes findings from a review of the CICO literature, with a focus on five common adaptations made to CICO. You will learn how to determine when a student is not responding to CICO, how to select adaptations based on individual student needs, and how to implement adaptations to CICO.

### **Implementing Behavior Intervention Plans: How Can Special Education Teachers Better Support Paraeducators?**

In this session, you will become familiar with 6 tips for special education teachers who support paraeducators implementing BIPs.



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### **Workshop 27-Grade Level Problem Solving for Behavior\***

This interactive session equips you to run an effective grade level team meeting using behavior data resulting in a specific action plan to address precise problem statements based on the data. Participants will deepen their understanding of behavior science, analyze behavioral data, and apply a framework of prevention, teaching, and responding to develop grade level—classroom level plans for addressing behavior.

## **CREATING A POSITIVE SCHOOL ENVIRONMENT, SOCIAL-EMOTIONAL LEARNING, AND SUPPORTING STUDENTS WITH MENTAL HEALTH NEED**

### **Workshop 04-Crying Kids Can't Learn to Read: Integrating Socio-Emotional Learning in Your Curriculum\***

Are your students too stressed or too upset or too [insert emotion here] to learn? Discover the power gained from attending to students' socio-emotional needs and head home with practical examples of lessons that integrate socio-emotional attunement with academic goals.

### **Workshop 22: Understanding Students with Mental Health Needs: Strategies and Supports for Educators and Families\***

In this workshop, the presenter will introduce and define specific mental health diagnoses and what these diagnoses entail with a focus on anxiety disorders, mood disorders, OCD, and PTSD/trauma. For each disorder, you will engage in activities to help you understand what the student is experiencing and what strategies and supports have been found effective in school and in the student's life. You'll be directed to resources for more information there will be time for Q&A at the end.

### **Becoming a Friend to Myself and Others: Evidence-Based Strategies for Development of Social-Emotional Competence**

Self-awareness, social awareness, relationship awareness, self-management and



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responsible decision making are key skills for successful inclusion and social participation. This session will provide hands on experience with evidence-based strategies for developing these competencies.

### **Supporting Students with Mental Health Problems in the Classroom**

This session will identify classroom practices to promote social-emotional well-being and positive behavior among students with mental health issues. Techniques focus upon building supportive classroom environments, relationships, and social skills in ways that are feasible for teachers in today's busy classrooms.

### **Preventing Special Educator Burnout through Social Support and Social-Emotional Competence**

Special educators are routinely subject to occupational stress and burnout. This session will describe specific steps special educators may take to build their social support networks and boost social-emotional competencies that serve as a buffer to stress and help prevent burnout.

### **What You Need to Know: Trauma-Informed Care for Children with Disabilities**

The connection between trauma and disability has been established, therefore it is vital that the disability community understand how best to support this population of students. In this session participants will learn about the prevalence of trauma, how trauma manifests, support strategies and prevention approaches related to children with disabilities.

## **SUPPORTING STUDENTS WITH AUTISM**

### **Paraprofessionals' Use of Evidence-based Practices in Elementary Schools for Students with ASD**

This session will describe findings from classroom observations focused on paraprofessionals' use of foundational evidence-based practices for learners with autism spectrum disorder and provide guidance for special educators supporting paraprofessionals in using evidence-based practices.



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## **Multi-Presentation Session: Supporting Peer Relationships for Adolescents with ASD: Considerations and Practical Strategies**

### **Session 1: Peer-Mediated Social-Communication Interventions for Adolescents with ASD**

Review research on various peer-mediated intervention approaches for improving social-communication outcomes for high school students with ASD. Guidelines and considerations for selecting and implementing interventions matched to learner outcomes will be provided.

### **Session 2: Top Tips for Developing and Sustaining Relationships with Peers for High School Students with ASD**

Participating in meaningful activities with peers have proven to enhance post-secondary outcomes for students on the autism spectrum; however, many students do not have access to these experiences. Learn practical strategies to embed these opportunities within school and community settings.

## **Using the Four Learning Stages as the Basis for Research-based Practice and Instruction in Autism and Intellectual Disability**

Learning stages can be used to describe student performance of skills across different levels of complexity from basic skill acquisition to generalization. This session will provide an overview of the four learning stages, as well as specific examples across multiple areas of instruction (e.g., behavior, academics, life skills, communication, transition).

## **Workshop 29-From Chaos to Clarity: Structuring Classrooms to Improve Student Engagement and Achievement\***

Even with exemplary instruction, interventions, and curriculum supports, students with autism learn best when the classroom environment is systematically prepared with their needs in mind. This interactive workshop will provide participants



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with essential strategies that help structure optimal learning environments to support not only the needs of learners with autism, but also the learning needs and engagement of all students.

### **ADMINISTRATION & SUPERVISION**

#### **Administrative Actions for Effective Co-teaching and Collaboration**

Effective collaboration and co-teaching requires purposeful scheduling, continuous feedback, and meaningful professional development for teachers and administrators. This session showcases how school and district leaders can implement these critical elements to ultimately create and maintain effective co-teaching and collaboration.

#### **90 Tips in 120 Minutes**

This fast-paced session will provide participants with 90 practical tips on all things legal, from A to Z, in the field of special education. Topics covered will include Child Find/identification, evaluation, eligibility, individualized education program (IEP) and placement, procedural safeguards, discipline, extended school year, and Section 504.

#### **Andrew F. v. Douglas Court School District (2017): What the Ruling Means for IEP Teams**

The U.S. Supreme Court ruling in *Andrew F. v. Douglas County School District* addresses how much educational benefit schools must provide students with disabilities to confer a free appropriate public education (FAPE). This presentation will (a) explain FAPE, (b) examine the most important points of *Andrew* decision, and (c) describe how IEP team members can ensure that they meet the requirements of IDEA and the *Andrew* ruling.

#### **Strand F: Getting Ready for Results-Driven Accountability: Powerful Lessons for Teachers and Leaders**



### **Session 1: Embracing Systemic Change and Achieving the Vision of Results-Driven Accountability**

States are taking powerful steps to improve outcomes for students with disabilities under the federal initiative called Results-Driven Accountability (RDA). This session provides an easy-to-understand overview of RDA for school and district staff and suggested activities for teachers and leaders to prepare for involvement in RDA.

### **Session 2: Supporting, Scaling, and Sustaining Evidence-Based Practice Implementation**

This session will highlight EBP implementation from conceptualization to roll out, with specific examples of modifying plans, adapting professional learning, and creating a culture focused on EBP implementation to support, scale, and sustain efforts.

### **Session 3: Using Data to Improve Outcomes: 3 Years of Lessons Learned**

How can local educators ensure statewide initiatives, such as the State Systemic Improvement Plan (SSIP), result in improved outcomes? This session will share three years of lessons learned from supporting states in implementing their SSIP at the local level. Local data use strategies associated with improved outcomes will be presented.

### **Theory to Practice: HLP = Help for Everyone**

High-leverage practices promote the development of common language, pedagogies, and practices for all students. Presenters will introduce administrators and other practitioners to strategies to engage, reflect, and measure implementation and effectiveness of quality professional development.



# PERSONAL SESSION PLANNER

Wednesday, January 30

Registration - 7:00 am-8:00 pm

Pre-Convention Workshops	Title	Location	Session Type
9:00 am-4:00 pm (FULL DAY)			
9:00 am-12:00 pm (HALF DAY)			

Lunch - 12:00 pm-1:00 pm

Pre-Convention workshops	Title	Location	Session Type
1:00 pm-4:00 pm (HALF DAY)			
<b>Concurrent sessions</b>			
1:00 pm-2:00 pm			
2:15 pm- 3:15 pm			
3:30 pm-4:30 pm			

Opening General Session: Carla Philbert Tantillo + President's Address & Keynote - 5:00 pm-6:30 pm

Welcome Reception - 6:30 pm-8:30 pm

Thursday, January 31

Registration - 7:00 am-5:30 pm

Second General Session: Dan Habib 8:00 am - 9:00 am

	Session Title	Session Location	Session Type
<b>Concurrent sessions</b>			
9:45 am-10:45 am			
11:00 am-12:00 pm			
Lunch - 12:00 pm-1:00 pm			
<b>Concurrent sessions</b>			
1:00 pm-2:00 pm			
2:15 pm-3:15 pm			
3:30 pm-4:30 pm			
<b>Expo Hall</b>			
8:30 am-5:30 pm			



# PERSONAL SESSION PLANNER

## Friday, February 1

Registration - 7:00 am-5:30 pm

Yes I Can Awards - 8:00 am-9:00 am

Session Title		Session Location	Session Type
<b>Concurrent sessions</b>			
9:45 am-10:45 am			
11:00 am-12:00 pm			
Lunch - 12:00 pm - 1:30 pm			
<b>Concurrent sessions</b>			
1:30 pm-2:30 pm			
2:45 pm-3:45 pm			
4:00 pm-5:00 pm			
<b>Expo Hall</b>			
8:30 am-2:00 pm			

## Saturday, February 2

Registration - 7:00 am-4:00 pm

Post-Convention Workshops	Title	Location	Type
9:00 am-12:00 pm			
<b>Concurrent sessions</b>			
8:00 am-9:00 am			
9:15 am-10:15 am			
10:30 am-11:30 am			
Lunch - 11:30 am-1:00 pm			
<b>Concurrent sessions</b>			
1:00 pm-2:00 pm			
2:15 pm-3:15 pm			