

## WEDNESDAY, JANUARY 30

### 1:00-2:00 P.M.

#### [A Deeper Dive Into High Leverage Practice #18, Student Engagement](#)

Students with disabilities are at greater risk of disengagement and dropping out of school than their same age peers. Student engagement is one of the most critical features of effective instruction. The effectiveness of their teachers. This session will expand upon the research behind HLP 18, critical features that make this practice effective and provide practical strategies to implement this practice in the classroom. *Convention Center, Room 121*

#### [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! Whether quick primers on discrete skills or deep dives into content areas like mathematics, these new resources about evidence-based instructional and behavioral practices are flexible, practical, and innovative. *Convention Center, Room 141.*

### 2:15-3:15 P.M.

#### [Multi-Presentation Session: Perspectives on Effective Family-Professional Partnerships](#)

*Convention Center, Room 209*

##### **Parental Involvement in Special Education: Understanding Parent Knowledge, Training, and Access to Resources**

Parent engagement in special education is critical and legally mandated. This session will provide information related to parent perspectives on resources, special education knowledge, barriers to accessing information, and how these topics may differ based on parent and child demographic factors.

##### **Teacher Perspectives on Family/Professional Partnerships: Working With Families of Children With ASD**

This presentation will discuss the importance of family-professional partnerships and teacher perspectives of factors and experiences that help and hinder the establishment of positive relationships between families and educators of children with autism, and discuss strategies that can be implemented to promote collaborative relationships.

#### [Teacher Candidates: Racing to Become Effective Beginning Special Educators](#)

This session will provide teacher candidates and beginning teachers with effective strategies to go from 'just surviving' during induction years to thriving in their new positions! The information is based on twenty years of working with teacher candidates and first, second, and third year special educators. *Convention Center, Room 121.*

### **Don't Quit Cold Turkey! Strategies for Maintenance**

In this presentation, we will discuss a framework for systematically adjusting components of common behavioral interventions with the goal of achieving sustained behavioral change. *Convention Center, Room 127*

### **Strand A, Session 2: UDL: The Instructional Framework for Diverse Learners in Inclusive Classrooms**

Universal Design for Learning (UDL) is an instructional framework to make learning accessible and engaging for the range of diverse learners in inclusive classrooms. The instruction that we design that is essential for some of our students, is beneficial for all. *Convention Center, Room 124.*

### **Teacher2Teacher: Trauma-Informed Care and Social-Emotional Learning**

Students often face many different types of trauma in their lives--and can be re-traumatized by well-meaning caregivers and community service providers. In this interactive session, you will define and review trauma-informed care and its effect on students, learn to recognize the signs of trauma, and gain social-emotional learning (SEL) tools to use in responding. *Convention Center, Room 144.*

### **Teacher2Teacher: Kindness Matters: Creating Opportunities for Social Interaction and Peer Relationships**

We will discuss how to help students across a wide variety of abilities meet, practice social skills, learn to understand and accept differences, and become active participants in a variety of student organizations. Learn how you can create multiple opportunities for students to interact both inside and outside the classroom. You will be provided sample documents and ideas for starting such a movement with your own students. *Convention Center, Room 145.*

## **3:30-4:30 P.M.**

### **Strand A, Session 3: Co-Teaching: A Few Do-Nots, and a Few Do-Nows!**

Co-teaching is one of the fastest growing inclusive practices in districts and schools. There are several DO NOTs and quite a few DO NOWs to implement an effective co-teaching program that will lead to improved learning outcomes for students. *Convention Center, Room 124.*

### **Canceling Arrested Development: Online Tools for Ongoing Professional Development**

As you work with students with diverse learning and behavioral needs, it is more important than ever to have easy access to trustworthy, reliable information about evidence-based and high-leverage practices that can be easily understood and implemented with fidelity. Join representatives from our OSEP-funded center for an interactive overview of our extensive collection of free, interactive online resources for professional development and continued learning! *Convention Center, Room 140.*

### **The Power of Influence: Cultivating Tomorrow's Education Leaders**

Possessing effective communication skills and strong leadership traits can be critical in early classroom success. This interactive, engaging session will introduce you to various Leadership Styles and Traits from a strength-based approach. You will examine various aspects of communication, including micro-skills, emotional intelligence, and conflict management and create a professional vision for your classroom and schools. *Convention Center, Room 142.*

**5:00-6:30 P.M.**

**Opening General Session: Class Catalyst: Be the Change You Want to See In Your Classroom**

Get the tools you need to be the next catalyst for change in your students' lives as Carla Tantillo Phillibert explains the power of student-teacher connections. Carla will discuss how a strong teacher-student connection is a school's most valuable resource AND she will teach you how to be the change you want to see in your classroom through social-emotional learning and mindfulness. *Convention Center, Hall C.*

**THURSDAY, JANUARY 31**

**8:00-9:00 A.M.**

**Second General Session: Intelligent Lives**

Be inspired as award-winning filmmaker Dan Habib discusses the motivation behind his new documentary film INTELLIGENT LIVES. Dan will highlight current trends in education that point to a future in which people of all abilities can fully participate in higher education, meaningful employment, and meaningful relationships. *Convention Center, Hall C.*

**9:45-10:45 A.M.**

**CEC Student Forum**

This year's Forum, created by and for new and future special educators, will focus on being explicit in setting expectations for your classroom and for the individuals in it, no matter what age or grade level you're working with. In our featured presentation, Dr. Patricia Lynch will talk to you about setting expectations in your classroom for both your students and for your paraprofessionals. Then, join in a small discussion group to talk about challenges and solutions you can use in every classroom. *Convention Center, 500 Ballroom.*

**Multi-Presentation Session: Family Partnership in the IEP Process**

*Convention Center, Room 145*

**Common Challenges and Problem-Solving Techniques for Facilitating IEP Meetings**

Special education professionals face a challenging facilitation context in IEP meetings. Group communication facilitation techniques will also be shared to assist facilitators in improving IEP meeting efficiency and effectiveness.

**Effectively Engaging Families in the IEP Process**

This session will share practical tips and discussion on engaging parents more effectively in the IEP meeting process. You will be encouraged to reflect on your own practices as an educational professional and consider ways to make IEP meetings more parent/family friendly.

**From Conflict to Collaboration: Making a Difference**

Parent participation is an essential part of the IEP process. There are times when the relationship between the school and parent breaks down and advocates are brought in. This presentation will share examples of how advocates and district staff work together to resolve concerns.

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## **How to Increase Student Involvement in IEP Meetings--And Why You Should!**

Student-led IEPs have been shown to increase student involvement in their IEP meetings and lead to greater self-determination. Learn how, and why, to include students of all ages and abilities in their IEP meetings.

### **Intensifying Instruction Using NCII's 5-Minute Reading Lessons**

Looking for a better way to intensify reading instruction at Tier III and special education? In this interactive session, presenters will model the National Center for Intensive Intervention's (NCII) new lesson plan supplements for efficiently and effectively intensify interventions. You gain access to the free lesson plans and user guide. *Convention Center, Room 140.*

### **Teacher2Teacher: Equitable Teaching: Cultivating Environments That Sustain Learning Outcomes**

'Equitable teaching' is grounded in the belief that every child's learning outcomes should be met through accessibility to the general education teacher. This is a shift in perspective from the idea of inclusion, where the responsibility for learning outcomes for students with disabilities remains that of the special education teacher. Come and learn how to meet needs identified by students' individualized education programs (IEPs) through instruction in the general education classroom. *Convention Center, Room 210.*

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

Special educators will face a variety of ethical and moral dilemmas throughout your career. New teachers in particular may not feel well prepared when confronted with complex situations in which there is no clear 'right' answer. Having a framework for handling these situations in an ethical manner is essential. *Convention Center, Room 141.*

## **11:00 A.M.-12:00 P.M.**

### **Improving Student and Team Success Through Meaningful IEPs**

This session will engage administrators, special education teachers, and related service providers with creating meaningful and measurable IEP Goals through alignment with from beginning to end. You will construct an IEP from the PLAAFP to PLOP to Goals to Service Minutes to Placement with practical strategies and takeaways to implement in future IEP writing immediately. *Convention Center, Room 201.*

### **Specially Designed Instruction in Co-Teaching**

Specially designed instruction (SDI) is required for students with disabilities in co-taught classes, but how does it happen? 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. *Convention Center, Room 123.*

### **Program Chair Featured: Losing Your Language to Find Your Voice? Serving Bilingual Students with Exceptionalities**

English Language Learners (ELLs) comprise more than 10% of the total student population in the United States public schools and about 12% receive special education and related services. This presentation will discuss and review policy, assessment, and best practices for serving ELLs with exceptionalities and their families. *Convention Center, Room 110.*

### Reaching All Learners: Technology, Through a UDL Lens

Do you struggle to meet the needs of all learners in your classroom? Are you looking for ways to engage learners with technology? This practitioner-friendly session will highlight apps and websites that fall under the three domains of UDL. Student work samples and classroom example will be shared. You will leave with an understanding of how to select technology to meet the needs of learners through the lens of UDL. *Convention Center, Room 144.*

**1:00-2:00 P.M.**

### Lessons From the Field: Practical Implementation of Data-Based Individualization

Implementation of data-based individualization (DBI) requires a strong understanding of the research supporting it, but district-level implementation requires structures and procedures that go beyond the research. In this session, the presenters use their real-world experience implementing DBI to provide useful tips and tools to make DBI successful. *Convention Center, Room 102.*

### Teacher2Teacher: Mindfulness in the Small Group Setting

Many students are affected by past and current traumas that cause them to struggle. Mindful practices can help increase students' classroom attendance, growth mindset, and writing stamina. In this session, learn how to implement routine mindful practices to help students regulate their emotions and develop coping mechanisms. *Convention Center, Room 125.*

**1:00-3:00 P.M.**

### Program Chair Featured: Intelligent Lives: A Q&A with Filmmaker Dan Habib

Award-winning filmmaker Dan Habib will show his new film, INTELLIGENT LIVES, starring three young adults with IDD who challenge perceptions of intelligence as they navigate high school, college, and the workforce. Academy Award-winning actor and narrator Chris Cooper contextualizes the lives of these central characters through the personal story of his son Jesse. A moderated discussion follows. *Convention Center, Room 205.*

**2:15-3:15 P.M.**

### Make a Difference: Be a CEC Leader



Are you thinking about leading in your university, school or district, higher education, or consulting? How about honing your skills as a CEC leader? This interactive session highlights CEC leadership opportunities at the local/state/provincial/special interest division/international levels. Turn your commitment to students with disabilities and gifts/talents into action by realizing your leadership potential. *Convention Center, Room 125.*

### School Safety Preparedness for Students With Disabilities

This presentation will focus on (a) principles for school emergency management planning, (b) essential information about key topics surrounding school safety planning, (c) current models of school safety plans, (d) ways in which these plans could be modified to meet the needs of students with disabilities, and (e) instructional tools and strategies that can be used to teach safety skills. *Convention Center, Room 110.*

**3:30-4:30 P.M.**

**Individualizing the Personalized Learning Experience: Tools, Solutions, and Interventions**

This interactive presentation will feature ways educators can further individualize blended/fully online learning. Through 1-to-1, digital learning, and other technology-based initiatives, practitioners/researchers are trying to personalize the learning experience. This presentation will present research and practical tips to facilitate positive outcomes individualized to the learner's needs. *Convention Center, Room 144*

**Teacher2Teacher: Using Instructional Technology Tools to Engage Diverse Learners**

In this session, there will be hands-on activities to explore various technology tools, such as EDpuzzle, Kahoot, Storybird, and Padlet. A brief discussion on how to use these tools to gather and analyze the data to enhance teaching and research practice and a look at how these tools can enhance professional development will follow. *Convention Center, Room 210.*

**FRIDAY, FEBRUARY 1**

**8:00-9:00 A.M.**

**Third General Session: YES I CAN Awards Celebration**

Honoring the accomplishments of children and youth with exceptionalities. Don't miss this very exciting event, where twelve outstanding students will be honored in categories of academics, arts, school & community service, self-advocacy, technology, and transition. *Convention Center, Hall C.*

**9:45-10:45 A.M.**

**What You Need to Know About 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 You will learn about the prevalence of trauma, how trauma manifests, support strategies and prevention approaches related to children with disabilities. *Convention Center, Room 209.*

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

There's no time to lose when students do not respond adequately to research-validated instruction. Join our OSEP-funded center for a fun and interactive overview of our popular and informative series of free online Modules about MTSS/RTI! *Convention Center, Room 140.*

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

Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) provide a framework to maximize student achievement, close achievement gaps, and reduce behavior problems. Session leaders from the Center on RTI and National Center on Intensive Intervention will provide practical recommendations for common RTI/MTSS implementation challenges. *Convention Center, Room 202.*

**Interventions and Strategies to Reduce Bullying in Schools**

Students with disabilities often face significant challenges around bullying. Presenters will focus on factors associated with bullying and strategies to improve pre- and in-service teachers' strategies to address bullying. *Convention Center, Room 127.*

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### Program Chair Featured: Developing and Implementing Appropriate and Legally Sound IEPs

This Town Hall will discuss developing and implementing educationally appropriate and legally sound IEPs. *Convention Center, Room 123.*

### What's Happening in Washington, Session I – Program Chair Featured: Updates from the Office of Special Education Programs (OSEP)

OSEP Deputy Director Ruth Ryder will discuss current OSEP initiatives including implementing the OSERS Framework and Rethinking Results Driven Accountability. *Convention Center, Wabash Ballroom 1.*

## **11:00 A.M.-12:00 P.M.**

### What's Happening in Washington, Session II – Federal Reforms & Their Impact on Special/Gifted Education and Early Intervention

CEC's Policy Director will discuss CEC's perspective on key education policy issues being pursued by the Administration and U.S. Congress that are impacting special/gifted education. *Convention Center, Wabash Ballroom 1.*

### No One Is an Island: Networking, Collaborating, and Supporting Each Other

This presentation will discuss effective strategies that educational professionals can use to make and maintain professional relationships. Network with other attendees and share your own collaborative strategies to access resources and meet the needs of your job. *Convention Center, Room 143.*

### Using Curriculum-Based Measurement With Students with Intellectual Disability

Learn how to use curriculum-based measurement (CBM) for student populations with intellectual disability (ID) to monitor academic achievement and adapt progress monitoring measures to best fit the needs of your students. *Convention Center, Room 145.*

## **1:30-2:30 P.M.**

### Multi-Presentation Session: Building Trusting Family Partnerships

*Convention Center, Room 145*

#### **Communication and Collaboration: Bridging Home and School**

Come learn how to utilize effective communication strategies, which bridge home and school, are vital to student success, and decrease litigation and disproportionality.

#### **Before and Beyond the IEP: Building Collaborative Relationships With Families as an Essential Component of Screening, Identification, and Services**

This session will introduce a model of collaboration with families intended to obtain more information to increase effective screening for reading difficulties, and materials and resources that can be used to implement the model in other settings.

#### **Meaningful Collaboration With Families of Students Receiving Intensive Intervention**

Discover strategies that school personnel can use to meaningfully collaborate with families of students with disabilities receiving intensive intervention, and resources that can be used to promote family involvement and collaboration.

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

The purpose of this presentation is to (a) explain FAPE, (b) examine the most important points of U.S. Supreme Court's *Andrew F. v. Douglas County School District* decision, and (c) describe how special education teachers, administrators, and other IEP members can ensure that they meet the requirements of IDEA and the Endrew ruling. *Convention Center, Room 123.*

### **New Teachers: Surviving—and Thriving!—During Your First Years**

The authors of the "Survival Guide for New Special Education Teachers," Catherine Creighton Martin and Clara Hauth, will guide you through instructional strategies and assessment methodology, offer advice and tips for running an organized classroom, and show you how to prepare for IEP meetings. *Convention Center, Room 201.*

### **Dyslexia in the Schools: Are You Prepared?**

Dyslexia is one of the most common learning disabilities, affecting as many as one in five students. While the term is not recognized in some states, other states are adopting legislation for early screening and teacher preparation. This session will focus on current trends in legislation, as well as, the best research-based practices for struggling readers, including dyslexia. *Convention Center, Room 110.*

### **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. Attendees 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. *Convention Center, Room 128.*

### **Roles and Responsibilities of Elementary Paraprofessionals Working With Students With ASD**

This session describes common roles and responsibilities of elementary paraprofessionals working with students with autism spectrum disorder (ASD) and share a framework and process for determining and discussing roles and responsibilities of elementary paraprofessionals and supervising teachers. *Convention Center, Room 143.*

## **2:45-3:45 P.M.**

### **Effectively Incorporating Classroom Paraeducators to Optimize Individualized Instruction**

Many hands and quick-minds are often needed in order to maximize both the instruction and the management of students with special needs; optimizing the skills of paraeducators can help improve students' educational outcome. While teaching special education can be extremely rewarding, it can be overwhelming to meet the demands alone. This study reveals recommendations that can help to define the role of the paraeducator as a member of the instructional team in the classroom. *Convention Center, Room 125.*

### **Teacher2Teacher: Low-Tech Tools for Modifying Content and Increasing Learning**

Learn how to provide individualized modifications using teacher made materials and low-tech devices that when used, enable students to actively participate in class, and teachers to more effectively monitor IEP goals, teach state standards, and generalize concepts learned to the students' lives. *Convention Center, Room 209.*

**4:00-5:00 P.M.**

**Effective Middle School Practices for Transition**

IDEA (2004) mandates transition planning begin at age 16; however, research indicates transition instruction and planning should begin earlier for students with disabilities. This session will provide you with effective practices for transition instruction and planning at the middle school level and practical resources you can use in your classroom. *Convention Center, Room 101.*

**Teacher2Teacher: Influencing Young Children's Challenging Behaviors Through PBS**

This session shares basic tools to identify and address challenging behaviors in young children. You will learn to employ positive behavior strategies (PBS) for young children including visuals, rewording language, and integrating activities and songs that provide for smoother transitions and a more positive learning environment. Learn about identifying and targeting specific behaviors, when to seek additional assistance, and keeping yourself sane in the process! *Convention Center, Room 210.*

**SATURDAY, FEBRUARY 2**

**8:00-9:00 A.M.**

**Strand J, Session 1: Introduction to Mindfulness for Educators**

In this session, you will learn the definition and basic principles of mindfulness. This interactive session will also provide you with first-hand experience practicing a stress reduction strategy that promotes present-moment awareness. *Convention Center, Room 105.*

**Strand K, Session 1: Educating Students From Marginalized Populations: Accurate Belief Systems Matter**

Despite the increased use of research-based instructional strategies students of marginalized populations continue to underperform compared to their White peers. Examine how traditional ideologies of race, cultural, gender, class, and disability status continue to undermine students' participation and learning outcomes, and negatively impact instructional pedagogy and teacher efficacy. Recommendations for being equity-minded are shared. *Convention Center, Room 106.*

**The Intersection of Culturally Responsive Teaching, UDL, and ELLs**

Universal Design for Learning (UDL) is an approach to lesson planning that emphasizes engagement and multiple entry points for all students. In this session, you will be able to understand the overlap of UDL and culturally responsive teaching and will learn strategies to plan for access and engagement for ELLs. *Convention Center, Room 210.*

**9:15-10:15 A.M.**

**Retaining and Empowering Special Educators Through a Student Orientation Package**

The ability to organize classrooms and manage behaviors simultaneously is a critical issue for special educators. This session will provide tools and strategies to develop a student orientation package that will build positive relationships with students and families and create a classroom environment that is conducive to learning. *Convention Center, Room 201.*

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### **Strand J, Session 2: The Effects of Stress on the Mind and Body**

In this session, you will explore the effects of stress on the mind and body, potential benefits of regular practice of mindfulness-based stress reduction strategies, and practice a mindfulness-based stress-reduction strategy that focuses on body awareness. *Convention Center, Room 105.*

### **Strand K, Session 2: Recruiting Black and Hispanic Students in Gifted Education: Equality vs. Equity**

Underrepresentation of African American and Hispanic American students in gifted education programs is one of the most pervasive problems in education. During this session, presenter(s) will offer practical strategies aimed at equity, as opposed to equality can help open doors of opportunity and increase participation for culturally different students in gifted education.

## **10:30-11:30 A.M.**

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

Presenters 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. *Convention Center, Room 202.*

### **Is a PhD for Me? Current Doctoral Students Share Advice and Experience**

Are you considering starting a Ph.D. program in the field of special education? Join this discussion hosted by seven distinguished doctoral students from renowned programs across the country. An esteemed master's student will moderate open discussion on tips, suggestions, and considerations when applying and starting your doctoral program. Bring questions! *Convention Center, Room 103.*

### **Strand J, Session 3: Mindfulness for Self-Care and Classroom Implementation**

In this interactive session, you will explore the concept of compassion as it relates to mindfulness, as well as suggestions will be provided for those who are interested in establishing a regular mindfulness practice. Finally, recommendations will be discussed for school-based implementation of mindfulness-based stress reduction strategies. *Convention Center, Room 105.*

### **Strand K, Session 3: Cultivating Teacher, Student, and Parent Accountability Relationships**

Ideological orientations matter a great deal. Ultimately, what an individual thinks or believes determines behavior and actions. Results from two recent studies help illustrate how participatory action research strategies empower students and their families to engage effectively in educational decision making and promotes more meaning teacher/student and teacher/parent relationships. *Convention Center, Room 106.*

## **1:00-2:00 P.M.**

### **Student Self-Advocacy, Accommodations, and Universal Design for Learning: An Insider's Look**

This presentation will address student self-advocacy, the intersection of accommodations and the role UDL is able to play in this relationship given generalization research outcomes for students with disabilities. We provide an accommodations tool, resources and guidelines for teachers to develop and implement essential supports focused specifically on supporting learning content standards. *Convention Center, Room 125.*

### [“How do I know if my students are getting it?” Embedding Formative Assessment Technology-based Tools Into Your Teaching](#)

This interactive demonstration shares technology-based tools that can be used in upper elementary, middle, or high school, and in college classes to monitor student performance during instruction and collect formative assessment data. *Convention Center, Room 143.*

### [Tough to Love: Using High-Leverage Practices With Students With Challenging Behaviors](#)

High-leverage practices in the area of social-emotional development have demonstrated efficacy across student demographics, disability types, and school contexts. This interactive presentation will give ready-to-implement methods for each HLP to use with students with EBD or who exhibit challenging behavior. Because of the disproportionate number of minority students labeled as EBD, especially black males, the importance of culturally responsive practices will be integrated into each of the HLPs. *Convention Center, Room 201.*

**2:15-3:15 P.M.**

### [Implementing Behavior Intervention Plans: How Can Special Education Teachers Better Support Paraeducators?](#)

Paraeducators spend a substantial portion of their workday implementing behavior management plans. Special education teachers have assumed partial responsibility for supervising paraeducators, often without proper training. In this session, you will become familiar with 6 tips for special education teachers who support paraeducators implementing BIPs. *Convention Center, Room 105.*

### [Using Trauma-Informed Curriculum to Improving Student Self-Monitoring](#)

Research has found that between 20% and 50% of American children were victims of violence within their families, at school, and in their communities. This trend continues today, this session will provide effective research techniques that can be used to assist students who have experienced trauma. *Convention Center, Room 142.*

## **BUT WAIT, THERE'S MORE!**

These are just a few of the over 800 sessions at CEC 2019! Check out your convention app for the latest updates on all of our sessions, speakers, and room assignments.

In addition to the educational sessions, there are plenty of social and business events too! Join us immediately after the Opening General Session on Wednesday evening to meet fellow students, talk to vendors, and get some tasty food. Then, make a new friend at one of the Special Interest Division socials on Thursday night.

Keep your app on and look for special “buzzes” notifying you about prize drawings, snack breaks, and more.

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