CEC 2020
special education convention & expo
Portland, Oregon  •  Feb. 5-8
ALL EDUCATORS. EVERY CHILD. NO LIMITS.
NEW FOR 2020!

CEC/ISET TECHNOLOGY PLAYGROUND

New for 2020, the CEC Technology Playground will be an immersive experience and dedicated area where administrators, educators, students and vendors convene to discuss, learn and gather information about the latest innovative products, services and best practices advancing needs of special education.

The brand new CEC Technology Playground will feature three types of programming:

**Vendor Sandbox**
The Vendor Sandbox is a creative space where attendees can interact with vendors who share current technology that supports students with special needs. Each session is 60-minutes.

**Educator Experience**
The Educator Experience is led by selected educators who will share how they use technology in their educational setting and the subsequent benefits experienced by students with disabilities. These 15-minute presentations will highlight how technology is implemented in their school district or university.

**Student Spotlight**
The Student Spotlight features K-12 students and provides them with an authentic audience to share their use of assistive and instructional technologies to access their education.

**Attention Administrators** -- We are planning a very special event for Administrators and your special guests in the Tech Playground the week of convention (Feb. 5-8). You won’t want to miss visiting with vendors who have the products your teachers and students need! More details to follow later this Fall.

**Who Should Attend CEC 2020?**
Administrators
Teachers
Early Interventionists
School Counselors
Social Workers
Students studying Special Education
Special Education Itinerant Teachers
Paraprofessionals
Occupational Therapists
Speech-Language-Hearing Pathologist
College/University Faculty
Student Affairs/Disability Services Personnel
Other related services personnel
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**SCHEDULE AT-A-GLANCE**

*(Schedule subject to change.)*

**MEALS ARE NOT PROVIDED. ATTENDEES ARE RESPONSIBLE FOR THEIR OWN MEALS.**

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**TUESDAY, FEBRUARY 4**

2:00–7:00 PM ............................ Registration

**WEDNESDAY, FEBRUARY 5**

7:00 AM–8:00 PM .......................... Registration
9:00 AM–4:00 PM ........................ Convention Workshops

**CONCURRENT SESSIONS:**

| 1:00–2:00 PM |
| 2:15–3:15 PM |
| 3:30–4:30 PM |

5:00–6:30 PM .......................... Opening General Session
6:30–8:30 PM .......................... Welcome Reception in the Expo Hall

**THURSDAY, FEBRUARY 6**

7:00 AM–5:30 PM .......................... Registration
8:00–9:00 AM .......................... Second General Session
9:00–9:45 AM .......................... Exclusive Expo Time

**(Immediately following Second General Session)**

**CONCURRENT SESSIONS & POSTER SESSIONS:**

| 9:45–10:45 AM |
| 11:00 AM–12:00 PM |
| 1:00–2:00 PM |
| 2:15–3:15 PM |
| 3:30–4:30 PM |

**EXPO HALL**

8:30 AM–2:00 PM .......................... Expo Hall Open
12:00–1:30 PM .......................... Exclusive Expo Hours, Lunch

**FRIDAY, FEBRUARY 7**

7:00 AM–5:30 PM .......................... Registration
8:00–9:00 AM .......................... Third General Session
9:00–9:45 AM .......................... Exclusive Expo Time

**(Immediately following Third General Session)**

**CONCURRENT SESSIONS & POSTER SESSIONS:**

| 9:45–10:45 AM |
| 11:00 AM–12:00 PM |
| 1:30–2:30 PM |
| 2:45–3:45 PM |
| 4:00–5:00 PM |

**EXPO HALL**

8:30 AM–2:00 PM .......................... Expo Hall Open
12:00–1:30 PM .......................... Exclusive Expo Hours, Lunch

**SATURDAY, FEBRUARY 8**

7:00 AM–4:00 PM .......................... Registration
8:30 AM–11:30 AM ........................ Convention Workshops (half day)

**CONCURRENT SESSIONS & POSTER SESSIONS:**

| 8:00–9:00 AM |
| 9:15–10:15 AM |
| 10:30–11:30 AM |
| 1:00–2:00 PM |
| 2:15–3:15 PM |

11:30 AM–1:00 PM .......................... Lunch
Optional Workshops

Enhance your CEC 2020 professional development experience with a workshop focusing on important topics. Earn Professional Development Hours (PDHs) too! You can attend full- and half-day workshops in any combination you choose. Workshops are being held Wednesday, February 5 and Saturday, February 8. Workshops are special ticketed items that are not included as a part of a standard convention registration (see rate chart below). You can purchase workshops as stand-alone activities, or you can add to your convention registration.

(Registration rates do not include optional workshops. See optional workshop rates below.)

<table>
<thead>
<tr>
<th>Registration Type</th>
<th>Full-Day Workshops</th>
<th>Half-Day Workshops</th>
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<td>Best Rate Expires</td>
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Wednesday, February 5 – Full Day – 9 a.m. – 4 p.m.

Workshop 01: Developing Legally Defensible IEPs

**Topic areas:** Legal Issues; Administration/Supervision

**Leader:** Julie Weatherly, Esq., Resolutions in Special Education, Inc., Mobile, Alabama

The U.S. Supreme Court has recently referred to the Individualized Education Program (IEP) as the “centerpiece” of the IDEA’s education delivery system for students with disabilities. In accordance with the Court’s updated two-pronged test for determining whether an IEP is appropriate, hearing officers and courts will look to both the procedural and substantive components of the IEP. Let’s examine many common pitfalls that educators must avoid—both procedurally and substantively—in an effort to ensure that IEPs are legally defensible.
Workshop 02: Trauma Responsive Practices across the Tiers: What Every Educator Needs to Know  

**Topic areas:** Multi-tiered Systems of Support (MTSS); Emotional and Behavioral Supports  

**Leader:** Lynne DeSousa, Colorado Department of Education, Denver

It is estimated that approximately 25% of students will experience trauma or toxic stress before the age of 18. This realization has led to an increased sense of urgency from educators to address the growing need. Many are turning to the treatment framework known as Trauma-Informed Care (TIC). The focus of Trauma Informed Care is in the recognition, understanding, and responsiveness to trauma with explicit efforts made in restoring emotional safety, building healthy relationships, and creating positive opportunities where students can practice self-regulation and prosocial skills. Because TIC did not originate within the educational context, the need to anchor trauma responsive approaches to evidence based practices within a multi-tiered behavior framework should be of high priority. You will be equipped with basic understanding of psychological trauma and the impact it can have on staff and students. Key features of trauma responsive schools within a multi-tiered framework will be discussed, along with strategies and interventions to support students and make prevention and intervention efforts more trauma responsive. Practical strategies will be shared for students and staff that you can take and use the next day. Considerations for improving the trauma responsiveness of IEP Goals, FBA’s, and Behavior Intervention Plans (BIPs) will also be discussed.

Workshop 03: Keep Them Motivated! An Introduction to Classroom Pivotal Response Teaching

**Topic areas:** Autism Spectrum Disorder/Intellectual Disabilities

**Leaders:** Janice Chan, BCBA, University of California San Diego & Melissa Mello, BCBA, University of California Davis MIND Institute, Sacramento

For children with autism spectrum disorders, maintaining high levels of motivation can be difficult. As educators, however, we know that high motivation plays a key role in learning. In this introductory workshop, you will learn about a packaged, evidence-based intervention called Classroom Pivotal Response Teaching (CPRT) that has components aimed specifically at this deficit area. Walk away from this workshop with several practical strategies that can be
applied in your classroom immediately, to aid in getting and maintaining high levels of student motivation.

**Workshop 04: Tier 2 and 3 Behavior Support: Developing Protocols and Implementation Plans**  
**Topic areas:** Multi-tiered Systems of Support (MTSS); Emotional and Behavioral Supports  
**Leaders:** Jessica Sprick and Tricia Rees Berg, Ph.D., Safe & Civil Schools, Eugene, Oregon

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. The first layer of this continuum is early-stage interventions, designed and implemented by general educations and special education teachers. Next, a menu of Tier 2 problem-solving processes and interventions will be provided—again with the goal that the easiest and least intrusive intervention is implemented with fidelity. Lastly, Tier 3 problem-solving processes will be described. You will evaluate the current array of Tier 2/3 supports in your school, identify gaps in that array, and develop an action plan for closing any gaps that currently exist.

**Workshop 05: Are You Using Your Paraeducators Appropriately? Strategies for Teachers and Administrators**  
**Topic areas:** Working with Paraprofessionals; Collaboration/Co-teaching and Inclusive Practices  
**Leader:** Ritu V. Chopra, Ph.D., The Paraprofessional Resource and Research Center, University of Colorado Denver

Paraeducators are used in increasing numbers to deliver an array of special education services with little or no formal preparation and or supervision. Teachers and licensed professionals who are legally and ethically responsible for directing the paraeducators’ work but typically do not have preparation and often lack administrative support for your supervisory role. Questionable utilization of paraeducators to perform functions beyond the scope of your responsibility is a well-documented challenge in special education literature. In this interactive workshop, the presenter will share research-based paraeducator supervision content which is aligned with CEC standards and includes tools, and resources that can be used by special and general educators and administrators to appropriately guide and direct the work of paraeducators.
Workshop 06: CEC Preparation Program Report Developer Workshop  
**Topic area:** Preparation Program Recognition  
**Leader:** Joni Baldwin, Ph.D., University of Dayton, Ohio

In this interactive workshop, you will learn the components of CEC Preparation Program Recognition Reports that will be submitted to the Council for the Accreditation of Educator Preparation (CAEP) using CEC’s Professional Preparation Standards. You will receive CEC program developer resources. You will come away better prepared to develop program performance-based assessments, align them with the CEC content standards, and prepare the final program report.

Workshop 07: CEC Preparation Program Report Reviewer Workshop  
**Topic area:** Preparation Program Recognition  
**Leader:** Christy Hooser, Ph.D., Eastern Illinois University, Charleston

This workshop will train you to review program reports submitted to the Council for the Accreditation of Educator Preparation (CAEP) using CEC’s Professional Preparation Standards. Principles for and examples of performance-based program review, and strategies for reviewing reports and for successfully writing the sections of the CEC Program Recognition Review will be discussed. *This workshop is offered at no cost for approved applicants. Please submit a reviewer application and CV (found at cec.sped.org/programreviewer) to be approved for this workshop.*

**Wednesday, February 5 – Half Day – 9:00 a.m. – 12:00 p.m.**

Workshop 08: The ABCs of Autism in the Classroom: Setting the Stage for Success  
**Topic area:** Autism Spectrum Disorder/Intellectual Disabilities; Emotional and Behavioral Supports  
**Leader:** Wendela Whitcomb Marsh, BCBA, PIPS for Autism, Salem, Oregon

After a brief review of the basics of autism and of behavior, we investigate the function of the behavior using the ABCs: Antecedents (what happened before), Behavior (what happened), and Consequences (what happened afterwards). We learn to use antecedent strategies to set up our students for success, and we explore evidence-based strategies to deal with many common
behavior challenges. Finally, we learn to take the show on the road with a plan for maintenance and generalization. Practical examples and classroom scenarios are included throughout.

**Workshop 09: Co-Teaching Nuts and Bolts: In the Classroom, the School, and the District**  
**Topic area:** Collaboration/Co-teaching and Inclusive Practices  
**Leader:** Marilyn Friend, Ph.D., University of North Carolina at Greensboro

Despite being widely recommended and implemented, co-teaching is a complex endeavor. And although theories, concepts, and principles are useful, what professionals most want to know is how to implement co-teaching so that it is feasible, cost-effective, and, most importantly, beneficial to students. This workshop will tackle those topics and give use-them-tomorrow ideas for making co-teaching all it should be.

**Workshop 10: Becoming a Lighthouse Rather than a Tugboat: Coaching for Success**  
**Topic areas:** Administration/Supervision; Collaboration/Co-teaching and Inclusive Practices  
**Leaders:** Jennifer D. Pierce, Ph.D., and Kathleen Hughes Pfannenstiel, Ph.D., American Institutes for Research, Washington, DC

This workshop is designed to build the capacity of coaches seeking to improve teacher practices and student learning. The session will first summarize four effective coaching practices, highlighting nuanced information about the successful use of these practices. Then, you will learn about free resources to integrate effective coaching practices into your sessions with teachers. After viewing classroom instructional videos, you will receive hands-on opportunities to apply coaching practices and reflect on personal strengths and challenges.

**Workshop 11: Improving Challenging Behaviors in the Classroom: Instruction as the Missing Link**  
**Topic areas:** Emotional and Behavioral Supports; Starting the Teaching Career  
**Leaders:** Timothy J. Landrum, Ph.D., University of Louisville, Kentucky and Lauren Collins, Ph.D., San Diego State University, California

One of the greatest stressors teachers face is managing challenging behavior. Although some students require intensive interventions, many challenging behaviors can be addressed or even prevented through interventions that are relatively easy to implement. However, direct
instruction in replacement behaviors—the academic and social skills we hope students will display—is often the “missing link” in effective interventions for improving behavior. Thus, during this presentation, we focus on ways to (a) address challenging behaviors by using a framework for identifying simple and practical interventions, and (b) use effective procedures to actively teach and reinforce positive replacement behaviors.

**Workshop 12: What All Educators Must Know About Coming Changes to Special Education and Early Intervention Policy**

**Topic area:** Public Policy  
**Leader:** Deborah A. Ziegler, Ed.D., Council for Exceptional Children, Arlington, Virginia

In this wide-ranging session, CEC’s Policy and Advocacy Director and presenters will analyze education policies currently under discussion in Washington, DC, review the recent changes to education and early intervention policies supported by the Administration and Congress, and examine your impact on children and youth with disabilities and/or gifts and talents.

**Wednesday, February 5 – Half Day – 1:00 p.m. – 4:00 p.m.**

**Workshop 13: Observing and Coaching the HLPs: Tools and Strategies for Effective Implementation**

**Topic areas:** Administration/Supervision  
**Leader:** Michael Kennedy, Ph.D., University of Virginia, Richmond

Over the past few years the field of special education has embraced the high-leverage practices (HLPs), but important questions remain regarding implementation, assessment, and how to provide teachers with coaching and feedback needed for improvement. In this half-day workshop, Dr. Kennedy will introduce, discuss, and model implementation for specific components tied to five key HLPs; explicit instruction, feedback, creating a positive & consistent learning environment, engaging students, and systematically designing instruction towards learning goals. Strategies will be introduced that can help teachers implement each of these practices and provide administrators and coaches with a roadmap for observing and providing feedback. Finally, a data-driven, non-evaluative observation tool (the Classroom Teaching Scan) will be demonstrated as an example of the tools for conducting observations and providing coaching. Attendees will leave with printed checklists of core components for the HLPs, and access to the Classroom Teaching Scan.
**Workshop 14: Relating in the Classroom: Evidence-Based Strategies for Teacher-Paraeducator Interactions**

**Topic areas:** Working with Paraprofessionals; Collaboration/Co-teaching and Inclusive Practices  
**Leaders:** Christina Cipriano, Ph.D., Yale School of Medicine, New Haven, Connecticut and Tia N. Barnes, PhD., University of Delaware, Dover

Effective collaboration among classroom personnel can improve achievement for students with and without disabilities. Unfortunately, few pre-service or in-service opportunities are available to provide support in forming and maintaining effective teacher-paraeducator teams. During this session, results from The Recognizing Excellence in Learning and Teaching (RELATE) Project, a multi-year comprehensive investigation of classroom environments serving diverse learners will be presented for educator application in the classroom. Using an interactive approach, you will be provided with strategies for strengthening collaborative relationships and overcoming challenges to effective teacher-paraeducator collaboration in special education settings.


**Topic area:** Collaboration/Co-teaching and Inclusive Practices  
**Leader:** Marilyn Friend, Ph.D., University of North Carolina at Greensboro

Many professionals understand that co-teaching must include the provision of specially designed instruction for students with disabilities. However, they often express skepticism of how this can actually occur and frustration in meeting this co-teaching expectation. 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.

**Workshop 16: Thriving as a New Special Education Teacher: How to Dot the I’s and Cross the T’s in the IEP Process**

**Topic areas:** Starting the Teaching Career; Legal Issues  
**Leaders:** Clara Hauth, Ph.D., Marymount University, Arlington, Virginia and Catherine Creighton Thompson, Fairfax County Public Schools, Virginia

Join us for a hands-on workshop where you will learn strategies to collaborate with families, use data to identify student needs and create Individualized Education Program (IEP) goals, and monitor progress on IEP goals. The Survival Guide for the First Year Special Education Teacher provides strategies, and resources that can be integrated into school district induction and mentoring programs. The book serves as a guide for any new teacher, bringing best practices, which is supported by research, into an easy to read guide for busy teachers.
**Workshop 17: The Diagnostic-Prescriptive Reading Teacher—A Workshop for Literacy Nerds**

**Topic areas:** Learning Disabilities; Multi-tiered Systems of Support (MTSS)

**Leader:** Marilyn Sprick, Safe and Civil Schools, Eugene, Oregon

Do you have students who read haltingly and make many errors? This workshop is for educators working with students who have not mastered foundational reading skills. You will work on assessment, diagnosing error patterns, and intensive and explicit instruction to reduce errors and build skills. In addition, you will be able to identify important considerations for students in curricular and instructional needs.

**Saturday, February 8 – Full Day – 8:30 a.m. – 3:30 p.m.**

**Workshop 18: College Transition: Preparing Student with Disabilities for Success**

**Topic areas:** Career Development/Transition; Legal Issues

**Leader:** Elizabeth C. Hamblet, Columbia Organization, New York, New York

Research shows that preparing students with disabilities for success at college involves educating them about changes they will find in the postsecondary environment and making sure that they develop certain skills. But many educators, related professionals, and families don’t know about the legal and systematic differences in disability services that affect these students, so students may not get the preparation they need. This workshop will review the shift in laws at college, how the disability services system works, accommodations that will likely be available to students there, and what skills and knowledge the research shows are correlated with students’ success.

**Workshop 19: Practical Program Design for Behavioral Classrooms: Addressing Intensive Behavioral Needs**

**Topic areas:** Emotional and Behavioral Supports

**Leaders:** Tricia Rees Berg, Ph.D. and Jessica Sprick, Safe & Civil Schools, Eugene, Oregon

In this workshop, we present best-practice strategies for building a positive and proactive self-contained special education classroom for students with intensive behavioral needs. You will engage in a variety of activities to build an environment that increases engagement, improves student outcomes (behavioral and academic), integrates evidence-based practices, and promotes generalizability of skills to less restrictive environments. You will work with presenters to develop a specific action plan for applying these strategies in your own classrooms.
Saturday, February 8 – Half Day – 8:30 a.m. – 11:30 a.m.

Workshop 20: Using Data-based Individualization to Put the “I” in IEPs
Topic areas: Learning Disabilities; Multi-tiered Systems of Support (MTSS)
Leaders: Teri Marx, Ph.D., Sarah Arden, Ph.D., and Amy Peterson, M.A., American Institutes for Research, Washington, DC

Are you struggling with setting realistic yet meaningful goals for your students and designing instruction to meet your individualized needs? This session, intended for special educators in K-8 settings, will introduce you to data-based individualization (DBI); the National Center on Intensive Intervention’s approach to intensive intervention. This interactive session will provide an overview of DBI and illustrate how it can be used to improve and simplify individual education program (IEP) writing by setting individualized, standards aligned goals, designing individualized, specialized instruction, and monitoring progress. The session will also highlight freely available tools and resources to support implementation.

Workshop 21: Coaching Paraeducators to Maximize Discreet Support, Minimize Proximity to Advance Learner Outcomes
Topic areas: Workshop with Paraprofessionals; Collaboration/Co-teaching and Inclusive Practices
Leader: Padmaja Sarathy, Infinite Possibilities, Missouri City, Texas

This workshop will demonstrate how to design and deliver effective and optimal paraeducator support to students with autism, intellectual disabilities and multiple disabilities to help maximize academic and social learning opportunities while also promoting student independence. You will learn strategies aided with classroom scenarios and student-specific vignettes involving both general education and special education settings to train and coach paraeducators to provide support in diverse settings that is student-centered, non-intrusive and non-stigmatizing, and maximally beneficial.

Workshop 22: Interventions for ELs At-Risk for or with Reading Disabilities that Work!
Topic areas: Cultural/Linguistic Diversity; Learning Disabilities
Leaders: Julie Esparza Brown, Ed.D. and Amanda Sanford, Ph.D., Portland State University, Oregon and Leticia Grimaldo, Ph.D., Meadows Center for Preventing Educational Risk, Austin, Texas

Three OSEP-funded model demonstration grants focusing on literacy interventions for English Learner students at-risk for or with reading disabilities will present practical strategies they are using in partner schools that help EL students improve both your literacy and language skills.
Strategies such as Read Aloud routines, Language Focused Repeated Reading and frameworks for ensuring instruction and intervention are culturally/linguistically aligned will be demonstrated. Additionally, you will observe videos and use a rubric to identify culturally and linguistically appropriate practices within a literacy lesson.

**Workshop 23: Executive Function Training: A Model for Explicit Instruction**  
**Topic areas:** Multi-tiered Systems of Support (MTSS)  
**Leaders:** Roberta Strosnider, Ph.D., Towson University, Maryland and Valerie Sharpe, Ph.D., Frostburg State University, Maryland

This workshop focuses on improving students’ executive function skills while considering Universal Design for Learning Principles and metacognition. General and special education teachers will learn steps that guide instruction from the choice of executive functions a student will benefit from learning to the student’s learning and generalizing helpful strategies to improve his or her executive functioning. You will be engaged in classroom-based activities and leave with strategies and supportive technology you can use in your classroom immediately.
CEC 2020 REGISTRATION FORM

Portland, Oregon • Feb. 5-8
All Educators. Every Child. No Limits.

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**First Name**             **Last Name**

**Job Title (Required)**

**School District/Organization**

**Address**

**City**  **State/Province**  **Zip/Postal Code**

**Email**  **Country**

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**PAYMENT INFORMATION**

- **Check** (payable to CEC)
- **Credit Card**
- **Purchase Order** (original attached)

**Credit Card #**  **/  **/  **

**Exp. Date**  **Security Code (required)**

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**Printed Name**

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**CONVENTION REGISTRATION** (See rates on page 2)

- **Full Convention Registration:** February 5-8, 2020.
  - All 4 days, Wednesday, Thursday, Friday, Saturday $__________ Total
  - Single Day Convention Registration: (Single day does not include optional workshops)
    - Wednesday  **Thursday**  **Friday**  **Saturday** $__________ Total

**PRINTED PROGRAM—$8**

- **Program (Convention Mobile App, no charge)** $__________ Total

**LUNCH EXPRESS**

Lunch is available for pre-purchase, $26 per day. Buffet style meals include Gluten Free and Vegan options, as well as a soda/water. Full descriptions available at www.cecconvention.org

- **Wednesday**  **Thursday**  **Friday**  **Saturday** $__________ Total

**PAYMENT:** Five Ways to Register

- **BY MAIL** (Include this Form)
  - CEC 2020 Convention & Expo
  - P.O. Box 79026
  - Baltimore, MD 21279-0026
- **BY EMAIL**
  - Email completed form to: service@cec.sped.org
- **BY FAX:** Fax completed form to:
  - (703) 264-9494
- **BY PHONE:**
  - Toll-Free (US & Canada) 1-888-232-7733
  - 703-620-3660

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**TOTAL DUE:** $__________ Total

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**OPTIONAL WORKSHOPS**

There are 23 total workshops. See rates on page 2. Full Workshop Descriptions are available at www.cecconvention.org

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**Wednesday, February 5 - Full Day, 9AM-4PM**

- **Workshop 1** Developing Legally Defensible IEPs
- **Workshop 2** Trauma Responsive Practices Across the Tiers: What Every Educator Needs to Know
- **Workshop 3** Keep them Motivated! An Introduction to Classroom Pivotal Response Teaching
- **Workshop 4** Tier 2 and 3 Behavior Support: Developing Protocols and Implementation Plans
- **Workshop 5** Are You Using Your Paraeducators Appropriately? Strategies for Teachers and Administrators
- **Workshop 6** Program Developer Workshop
- **Workshop 7** Program Review Workshop *pre-approval required*

**Wednesday, February 5 – Half Day, 9AM-12PM**

- **Workshop 8** The ABC’s of Autism in the Classroom: Setting the Stage for Success
- **Workshop 9** Co-Teaching Nuts and Bolts: In the Classroom, the School, and the District
- **Workshop 10** Becoming a Lighthouse Rather than a Tugboat: Coaching for Success
- **Workshop 11** Improving Challenging Behaviors in the Classroom: Instruction as the Missing Link
- **Workshop 12** What All Educators Must Know About Coming Changes to Special Education and Early Intervention Policy

**Wednesday, February 5 – Half Day, 1PM-4PM**

- **Workshop 13** The Diagnostic-Prescriptive Reading Teacher - a Workshop for Literacy Nerds
- **Workshop 14** Observing and Coaching the HLPS: Tools and Strategies for Effective Implementation
- **Workshop 15** Relating in the Classroom: Evidence-Based Strategies for Teacher-Paraeducator Interactions
- **Workshop 16** Specially Designed Instruction in Co-Teaching: Who, What, When, Why, and How
- **Workshop 17** Thriving as a New Special Education Teacher: How to Dot the I’s and Cross the T’s in the IEP Process

**Saturday, February 8 – Full Day, 8:30 AM - 3:30 PM**

- **Workshop 18** College Transition: Preparing Students with Disabilities for Success
- **Workshop 19** Practical Program Design for Behavior Classrooms: Addressing Intensive Behavior Needs

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- **Workshop 20** Interventions for Els At-Risk for or with Reading Disabilities that Work!
- **Workshop 21** Using Data-based Individualization to Put the “I” in IEPs
- **Workshop 22** Coaching Paraeducators to Maximize Discreet Support, Minimize Proximity to Advance Learner Outcomes
- **Workshop 23** Executive Function Training: A Model for Explicit Instruction

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**TOTAL DUE:** $__________ Total
**CONVENTION REGISTRATION POLICIES**

**Payment**
- CEC accepts purchase orders from schools and organizations in the US and Canada.
- Purchase order payment cannot be made online. Fax or email a copy of the PO with the registration forms to service@cec.sped.org or (703) 264-9494.
- In order to receive the member price when registering online, you must log into the CEC website as the member. If you cannot do this, please use the paper form.
- In order to receive Student pricing, individuals must be CEC Student Members. If there is a question about student status, please email service@cec.sped.org.
- Any purchase order processed and invoiced for registration at BEST RATE prices must be paid by 9/30/2019. A rate increase will apply on purchase orders billed at BEST RATE prices that are not paid by 9/30/2019.
- All invoices for convention registration generated on or after 11/30/2019 will need to be paid in full by 1/1/2020.
- Purchase orders are subject to the CEC refund/cancellation policy. Please review the policy below before submitting a purchase order.

**Cancellation & Refunds**
Registrations paid or promised by check, credit card, or purchase order are subject to the following:

**Before December 1, 2019:** Cancellations will be accepted in writing- either emailed to service@cec.sped.org or mailed to PO Box 79026, Baltimore MD 21270-0024, no later than December 1, 2019. A $50 Cancellation fee will be deducted from all refunds.

**After December 1, 2019:** Cancellations will be accepted in writing until 1/1/2020. A $100 cancellation fee will be deducted from all refunds.

**After January 1, 2020:** No cancellations will be accepted or refunded after 1/1/2020.

**Substitutions are always accepted.** Email service@cec.sped.org. Transfers from students to non-students, and members to non-members may have an additional fee.

**Workshop Cancellations:** Convention workshops are non-refundable regardless of form of payment. Substitutions will be accepted. Email substitutions to service@cec.sped.org

**Lunch Express:** Lunch express orders are not refundable after 1/1/2020. Substitutions will be accepted.

**Member Pricing:** In order to receive CEC Member Pricing, the attendee must be an active CEC member at the time of registration. Basic, Full, and Premier members all get the same price. To join at the same time as registration, fill out the membership application at ceccconvention.org and return with payment.

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**CEC 2020 REGISTRATION RATES**

(Registration rates do not include workshops. See workshop rates.)

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<th>Registration Type</th>
<th>Best Rate Expires</th>
<th>Advance Rate 10/01/19 — 11/30/19</th>
<th>Regular Rate 11/30/19 — 02/08/20</th>
<th>One Day Rate Wed-Sat</th>
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**CEC 2020 OPTIONAL WORKSHOP RATES**

(Registration rates do not include workshops. See workshop rates below.)

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<th>Registration Type</th>
<th>FULL DAY WORKSHOPS</th>
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**CONVENTION REGISTRATION OPTIONS**

- 3 General Sessions (sessions for ALL attendees, Wed, Thur, Fri)
- 450 + Professional Sessions (a mix of demonstrations, panels, presentations with Q&A on Wed, Thur, Fri, and Sat)
- 25 Teacher2Teacher sessions (Wed, Thur, Fri & Sat)
- Opportunity to earn up to 23 professional development hours (PDHs)
- The Expo- Filled with Vendors showing off cutting edge technology and the newest resources for your classrooms
- Convention discounts on all products in the CEC Bookstore!
- Plan to schedule time in the Tech Playground
- Networking opportunities galore
- CEC’s Mobile App is the Convention Planner and so much more!
EXPRESS LUNCH OPTIONS

Lunch is $26 per day. Pay now, decide what you WANT onsite. Choose from these choices (as listed per day).

WEDNESDAY, February 5

Bento Bowl Station
- Thai Style Chicken, Rice and Chow-Chow Vegetables (GF)
- Thai Style Beef, Rice and Chow-Chow Vegetables (GF)
- Grilled Tofu, Chow-Chow Vegetables, Rice (GF, Vegan)
- Bottled Water or Soft Drink

Gourmet Salad Station
- Chef Salad with Sliced Deli Meats, Hard Boiled Egg, Tomatoes, Cucumber, Cheese (GF)
- Vegan Mediterranean Style Salad, Grilled Tofu, Grilled Eggplant, Zucchini, Seasonal Legumes, Romaine Hearts, Frisee, Radicchio, Yellow Squash, Basil Vinaigrette (GF, Vegan)
- Roll with Butter
- Bottled Water or Soft Drink

Sandwich
- Smoked Turkey Bacon Club - Tillamook cheddar, butter lettuce, smoked bacon, house made pear mustard, nine-grain bread
- Veggie Wrap - grilled eggplant, hummus, mozzarella, shitake mushrooms, roasted peppers, arugula, pesto, wheat tortilla (vegetarian)
- Lay’s Potato Chips
- Bottled Water or Soft Drink

FRIDAY, February 7

Bento Bowl Station
- Thai Style Chicken, Rice and Chow-Chow Vegetables (GF)
- Thai Style Beef, Rice and Chow-Chow Vegetables (GF)
- Grilled Tofu, Chow-Chow Vegetables, Rice (GF, Vegan)
- Bottled Water or Soft Drink

Mediterranean Station
- Chicken Kebab, Couscous, Tomato & Cucumber Salad
- Falafel, Couscous, Tomato & Cucumber Salad (Vegan)
- Bottled Water or Soft Drink

Sandwich
- Cuban roasted rosemary pork shoulder, mustard aioli, pickles, Swiss cheese, baguette
- Veggie Wrap - grilled eggplant, hummus, mozzarella, shitake mushrooms, roasted peppers, arugula, pesto, wheat tortilla (vegetarian)
- Lay’s Potato Chips
- Bottled Water or Soft Drink

THURSDAY, February 6

Southwest Bowl Station
- Southwest Carne Asada, Fajita Veggies, Chula Beans, Pico De Gallo, Spanish Rice (GF)
- Southwest Chicken, Fajita Veggies, Chula Beans, Pico De Gallo, Spanish Rice (GF)
- Southwest Fajita Vegetables, Chula Beans, Pico De Gallo, Spanish Rice (GF, Vegan)
  - Sour Cream & Hot Sauce available
- Bottled Water or Soft Drink

Gourmet Salad Station
- Chicken Mediterranean Style Salad, Grilled Eggplant, Zucchini, Seasonal Legumes, Romaine Hearts, Frisee, Radicchio, Yellow Squash, Basil Vinaigrette (GF)
- Vegan Mediterranean Style Salad, Grilled Tofu, Grilled Eggplant, Zucchini, Seasonal Legumes, Romaine Hearts, Frisee, Radicchio, Yellow Squash, Basil Vinaigrette (GF, Vegan)
- Roll with Butter
- Bottled Water or Soft Drink

Mac & Cheese Station
- Pulled Pork Mac & Cheese
- Chicken Mac & Cheese
- Traditional Mac & Cheese (vegetarian)
- Bottled Water or Soft Drink