

University of Louisville Special Education Conference: Innovative Research to Practical Application

June 18 -19, 2013

Session Title	Speaker(s)	Session Description	Session Learning Objectives
<i>Connecting Transition-Age Youth with Autism to Meaningful Work and Community Experiences</i>	Erik Carter	Early work experiences during high school are among the most powerful predictors of post-school employment for youth with disabilities. I will present findings from and lessons learned through a successful project aimed at connecting youth with disabilities to paid, integrated community work experiences during the summer months. One unique feature of the project was our efforts to engage broader communities in supporting youth employment. Recommendations for schools, families, and communities interested in addressing youth’s transition-related needs will be shared.	<p>-Participants will learn about evidence-based practices for promoting early work experiences for transition-age youth.</p> <p>-Participants will learn how natural community partners can be engaged in school transition efforts.</p> <p>-Participants will apply these strategies to issues of importance in their own communities</p>
<i>Evidence-Based Peer Support Strategies: Promoting Inclusion, Learning, and Relationships</i>	Erik Carter	This presentation will address the effectiveness and feasibility of peer support arrangements as an evidence-based approach for promoting curricular access and social interaction within inclusive classrooms and extracurricular activities. Practical steps for implementing these strategies will be shared and participants will leave with example forms and planning tools for use in their schools.	<p>-Participants will explain how peer support strategies are mutually beneficial for students with disabilities and peers.</p> <p>-Participants will learn strategies for recruiting students, developing effective support plans, and orienting/supporting peers.</p> <p>-Participants will be able to evaluate the social and academic impact of peer supports in their schools</p>

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<i>Promoting Rigor, Relevance, and Relationships: What We Know About Helping Youth with Autism to Flourish During and After High School</i>	Erik Carter	For most youth, life after high school offers an exciting array of opportunities and new pursuits. Yet, far too many young people with autism leave school without the skills, supports, relationships, and connections needed to pursue their aspirations for adulthood. Follow-up studies consistently highlight the pervasiveness of disappointing outcomes in the years following graduation. This presentation will focus on current research addressing effective approaches for promoting (a) access to rigorous learning opportunities in secondary school, (b) connecting youth to relevant school and community experiences, and (c) fostering supportive peer relationships. Recommendations for practice aimed at promoting successful transitions will be offered.	<ul style="list-style-type: none"> - Participants will identify critical features of high-quality transition programming for students with autism. - Participants will learn about current policy and legislative initiatives driving innovation and change in secondary schools. -Participants will learn how to access evidence-based resources for delivering transition services and supports
<i>When Play Isn't Enough, Meeting Instructional Needs of Students with ASD in the Early Childhood Classroom</i>	Jill Cook Julie Stewart	Preschool teachers and professionals working with young children face challenges in engaging and including all students. Students with an autism spectrum disorder present unique challenges due to the trio of deficits (communication, social interaction, & stereotyped, restricted, and repetitive behaviors). The application of behavioral principles and accessing various evidence-based practices can help to meet the unique needs of these students. This session will help you to structure your classroom and daily schedule to meet the needs of all students.	<p>Participants will:</p> <ul style="list-style-type: none"> -Identify student skills/behaviors that can be embedded (contextualized) and those that must be discretely/directly taught (decontextualized) -Create a schedule, student activity matrices, and data collection system to target student goals/objectives across the day and settings -Gain resources for supporting students with ASD in the early childhood classroom

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<i>Functional Communication Training for Reducing Challenging Behaviors</i>	Justin Cooper Robert Pennington	In this session, the presenters describe a powerful strategy for addressing problem behavior by teaching alternative communicative responses. Participants walk through the steps of implementing this strategy, role-play, and learn how to make adjustments for individual learners.	-Participants will learn the steps to implementing FCT. Participants will learn how to select appropriate replacement behaviors -Participants will learn strategies to thin reinforcement schedules when using FCT.
<i>Promoting Successful Transitions to College for Students with Disabilities</i>	Justin Copper	This session will provide strategies for teachers and parents to use to increase opportunities for successful transitions to colleges for students with disabilities. Topics will include legal differences between P-12 settings and postsecondary academic settings, service delivery models for delivering reasonable accommodations in postsecondary settings, and specific actions that teachers, students, and parents can take to promote success for students with disabilities in college settings.	After attending the session, participants will: -Increase knowledge of the legal differences governing the delivery of services for students with disabilities in college settings compared to K-12 settings. -Increase knowledge of how service delivery occurs in postsecondary college settings for students with disabilities -Increase knowledge of specific actions they can take to promote successful transitions for students between k-12 settings and college settings
<i>Using Literature-Based Mathematics Lessons with Students with Moderate Intellectual Disability.</i>	Ginvera Courtade Amy Lingo Karen Karp	The session will discuss using shared story reading to teach mathematics skills to students with moderate/severe disabilities. This includes selecting appropriate books, adapting books, using concrete examples and systematic instruction to teach the mathematical concept, and incorporating assessments to inform instructional decisions.	After attending the presentation, the participants will be able to demonstrate the steps needed to successfully use shared story reading to teach mathematics skills to students with moderate/severe disabilities in both the general education and special education

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<i>Binoculars, Teachers and Thermostats: Supporting Students with HFA in Inclusive Environments</i>	Monica Delano	This presentation will provide general educators with an overview of how to support students with high functioning autism in inclusive classroom. Participants will gain an understanding of how autism impacts learning and classroom performance. Promising practices for providing instruction in literacy and study skills will be described.	<p>-Participants will be able to explain how the characteristics of HFA impact learning</p> <p>-Participants will identify promising practices for supporting academic success in students with HFA</p> <p>-Participants will identify critical characteristics of supportive instructional environments</p>
<i>Using Differential Reinforcement in the classroom</i>	Laura Ferguson Debra Meyers	Differential reinforcement is one of the most powerful tools in a teacher's repertoire. Differential reinforcement is a special application of reinforcement designed to reduce the occurrence of interfering behaviors (e.g., tantrums, aggression, self-injury, stereotypic behavior). Differential reinforcement is demonstrated to be effective because individuals are reinforcing behaviors that are more functional than the interfering behavior or that are incompatible with the interfering behavior, the functional behavior will increase, and the interfering behavior will decrease.	<p>-What are the different types of differential reinforcement How can we effectively use differential reinforcement in the classroom</p> <p>-How do we know which differential reinforcement strategy to use</p>
<i>College and Career Ready: Using High School Advisory to Teach Social Skills to Students with Asperger Syndrome</i>	Trisha Gallagher	The presentation will include information on addressing the needs of high school student with autism with respect to College and Career Readiness (CCR). Examples and information result from a yearlong high school advisory period for students will Asperger Syndrome. Presentation information will include: planning, assessment, structure, content, and curriculum.	<p>-Participants will understand the need for individualized programming for College and Career Readiness (CCR)</p> <p>-Participants will understand important components of a social skills group addressing CCR</p> <p>-Participants will understand how to build an advisory period specific to students with Asperger Syndrome</p>

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<i>Building Tier 2 and Tier 3 Intervention Grids: Where do we begin?</i>	Kathleen Lane	In this session, participants will learn about the importance of coordinating available Tier 2 and 3 supports at each school site. The will learn how to develop Tier 2 and 3 intervention grids	-Participants will construct Tier 2 and 3 intervention grids.
<i>Using Teacher-Directed Strategies to Prevent Problem Behaviors from Occurring: Refining Academic Instruction and Using Positive Behavior Supports</i>	Kathleen Lane	In this session participants will focus on how to use screening tools to consider (a) implications for primary prevention efforts, (b) implications for teachers, and (c) implications for student-based interventions. We emphasize implications for teachers focusing on instructional considerations, general classroom management, and low-intensity strategies to support desired behavior.	- Participants will identify two strategies from each of the following areas: (a) instructional shifts, (b) general classroom management shifts, and (c) low-intensity strategies to support desired behavior.
<i>Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention: The Importance of Systematic Behavior Screenings</i>	Kathleen Lane	In this keynote, participants will learn about comprehensive, integrated, three-tiered (CI3T) models of prevention that blend RTI and PBIS models. Participants will learn about various systematic screening tools: description, logistics, strengths and limitations; and how to use data to inform secondary (Tier 2) and tertiary (Tier 3) supports.	- Participants will learn about the importance of CI3T models. - Participants will learn about free access and commercially available screening tools
<i>Teaching Written Expression to Students with Autism Spectrum Disorders and Intellectual Disabilities</i>	Robert Pennington	In this session, participants will learn strategies for teaching students with moderate to severe disabilities to acquire basic and increasingly complex writing skills. Though data are limited in this area, the presenter has conducted several studies in writing with this population and will share his findings and provide practical suggestions for improving student performance.	-Participants will learn strategies for teaching written communication skills -Participants will learn how to effectively embed technology during writing instruction -Participants will learn ways to promote generalization of newly acquired writing skills

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<i>Promoting Communicative Competency in Children with Autism Spectrum Disorders and Intellectual Disabilities</i>	Robert Pennington	In this session, the presenter will address strategies for developing communication skills in educational settings. Content will include strategies for selecting appropriate curriculum, establishing basic communication repertoires, and developing a communication focused classroom.	<ul style="list-style-type: none"> - Participants will learn new strategies for selecting appropriate communication targets. -Participants will use student characteristics to select response forms (e.g., sign, vocal, picture-based) -Participants will learn basic strategies for establishing early communication skills (e.g. requesting, listener skills)
<i>School-Wide Systems of Positive Behavior Interventions and Support: Developing Staff Buy-In and Consistent Prevention</i>	Terry Scott	This session will provide a step-by-step tutorial for developing effective and sustainable systems of PBIS in school settings. Attention will be focused on engaging adults, predicting and preventing common misbehaviors, and using Infinite Campus to evaluate and drive decision making. Video examples from real schools will be used as demonstration of key components.	<ul style="list-style-type: none"> -Participants will be exposed to a rationale for encouraging adults to implement and sustain PBIS systems. -Participants will be aware of the step-by-step process of implementing effective PBIS -Participants will leave with a variety of examples from which to consider their own unique school needs
Recommendations for Instructional Practice in Kentucky Classrooms: Analysis of over 4500 Classroom Observations	Terry Scott	This session will present an analysis of the degree to which evidence-based effective instructional practices are used in classrooms. More than 4500 teacher/student observations paint a bleak picture of the overall use of these practices and recommendations are offered for improving instruction in typical classrooms.	<ul style="list-style-type: none"> -Participants will be aware of the foundations of effective instruction from an empirical perspective -Participants will understand the degree to which these practices are typically used by teachers in Kentucky -Participants will be exposed to recommendations for promoting the use of effective practices in the classroom

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<i>Antecedent Instructional Strategies to Prevent Challenging Behavior in the Classroom</i>	Chris A. Sweigart	Effective instructional practices are a critical component of prevention of problem behavior and increased likelihood of student success. Focusing on prevention leads to increased instructional time and more opportunities to reinforce positive academic and social behaviors. This session will guide practitioners through class-wide instructional strategies that have been shown to increase student compliance, attention, and engagement. Practices will include characteristics of effective instruction, opportunities to respond, and feedback. I will provide a detailed overview of each practice, emphasizing applied examples across multiple contexts to aid practitioners in the generalization of skills to their own contexts and students	Participants will: -Understand the importance of using evidence-based, prevention practices -Know how effective instruction, opportunities to respond, and feedback align with the prevention of common problem behaviors -Be able to implement effective instruction, opportunities to respond and feedback in their own settings to prevent behavior problems
<i>Effective Strategies for Students Struggling in Mathematics</i>	Todd Whitney	This session will discuss research-based strategies that can be used by educators to support students struggling in mathematics. This will include an overview of past practices and recommended strategies that are supported by research, specifically the Concrete-Semi-Concrete-Abstract (CSA) Model.	-Participants will know research-based strategies that can be applied in the classroom to support students struggling in mathematics -Participants will be able to demonstrate incorporating the Concrete-Semi-Concrete-Abstract (CSA) Model into their mathematics instruction