10th Annual Special Education Conference

Conference Agenda

7:00 am  |  Registration begins
8:00 – 9:15 am  |  Session 1
9:30 – 9:45 am  |  Opening Remarks - Auditorium
9:45 – 10:45 am  |  Dr. Bruce Wexler - Keynote
          Author and Speaker
10:45 am  |  Exhibit Hall Opens
          High School Cafeteria
11:00 am – 12:15 pm  |  Session 2
12:15 am – 1:15 pm  |  Break
          Exhibit Hall
          Lunch – Pizza
          Book Sales
          Book Signing: Dr. Wexler
          Book Sales and Book Signing: guest authors, speakers, and researchers
1:15 – 2:30 pm  |  Session 3

Exhibit Hall opens at 10:45 am and closes at 1:00 pm.

Saturday

March 7, 2015

8:00 am – 2:30 pm
Hayfield Secondary School
7630 Telegraph Road
Alexandria, VA 22315
Saturday
March 7, 2015
8:00 a.m. – 2:30 p.m.
Hayfield Secondary School
7630 Telegraph Rd, Alexandria, VA 22315

Conference information and registration directions are available online
http://www.fcps.edu/dss/conference/

Contact the FCPS PRC with questions at 703-204-3941

Conference workshops list, times, presenters, and descriptions

Session One  |  8:00–9:15 a.m.

Bully Busters: Developing Coping Tools (All Grades) | Cathi Cohen, LCSW
Being bullied can be one of the most painful experiences of childhood. And children with special needs may be targets of bullying more frequently than others. In this workshop, parents will increase their own “bullying IQ”, learn how to empower their child to effectively cope if bullying occurs, and help lower their child’s chances of being bullied and becoming a bully.
Strands: Behavior, Communication, Social Skills, Parenting

Fidgety, Forgetful, and Unfocused: How to Get Your Child to Focus and Finish (All Grades) | Ann Dolin, M.Ed.
Do you have a child who is fidgety, forgets, and is unfocused? Want to know how to help them focus and finish what they start? In this workshop, education expert and award-winning author, Ann Dolin, will discuss: the importance of executive functioning skills, novel approaches for helping distractible kids, how to set up an effective homework space, and how parents can maintain and promote on-task and peaceful behavior during homework time.
Strands: Behavior, Communication, Social Skills

Going Beyond the Content: Intentionally Building a School Culture That Inspires (All Grades) | Scott Habeeb, Ph.D.
Just as educators intentionally create engaging content lessons, they should also be encouraged to intentionally create a classroom culture that inspires and motivates students. Academic problems are rooted more in what students think and believe about themselves and life than in intellectual weakness. Learn practical ways that you can address how students think about who they are and their abilities. Learn how to inspire students in your classroom and your school.
Strands: Behavior, Communication
Unstuck and On Target: An Executive Function Curriculum that Increases Flexibility and On-Task Behavior in Elementary School Students (Preschool, Elementary) Lauren Kenworthy, Ph.D.
Dr. Kenworthy will review: key components of executive functioning (EF), principles for teaching better EF skills, specific strategies for teaching EF, key EF self-regulatory scripts and routines, and evidence of their effectiveness. She will present material from Unstuck and On Target! Teaching Flexibility and Goal Directed Behavior to Children with ASD (Cannon et al., 2011) and focus on effectiveness data from a trial with elementary school children with an autism spectrum disorder. However, the principles and interventions discussed are applicable to children with executive dysfunction and a wide range of diagnoses, including traumatic brain injury, ADHD, anxiety and learning disabilities.
Strands: Behavior, Social Skills

Twice Exceptional Students in Secondary School (Secondary) | Beth Baldwin and Caroline Tuss
Twice-exceptional learners have high academic potential and also have special education needs. The presenters will be sharing best practices and strategies to support the success of twice-exceptional learners in middle and high school.
Strand: Twice Exceptional

Alternate/Alternative Assessments in FCPS: Important Information for Parents (All Grades) Katie Baxter, Chad Clayton, Debbie Miller, and Debbie Hill
Participants will develop a deeper understanding of the Virginia Alternate and Alternative Assessments and the methods used to collect, submit, and score student-generated evidence. An understanding of how to support students’ access to state assessments and consider any graduation implications will also be addressed.
Strand: Assessment

Fine Motor Ideas for Home and the Classroom (Preschool) | Mary Beth Brooke and Barbara Schanmier-Mistrot
Fine motor ideas for home and the classroom will be shared. The presenters will give a brief review of the developmental and foundational skills needed for fine motor activities. Participants will be given alternatives to using pencil and paper when practicing writing and a review of the different ways students hold tools and pencils. Participants will leave with practical and easy ideas to incorporate fine motor skills into the everyday lives of students and children.
Strand: Related Services

Working with Students with Sensory Impairments (All Grades) | Shira Brothers
The presenter will provide an overview of hearing and vision services provided by the Hearing and Vision professionals in the educational setting. This will include accommodations and adaptations to support student access and participation in the curriculum.
Strands: Communication, Disability Awareness, Related Services

Transition from Early Childhood Special Education to Kindergarten (Preschool) Bridget Gorey and Susan Kannengiesser
This workshop will cover the transition from Early Childhood Special Education to Kindergarten. The topics that will be discussed include the services beyond Preschool, the overview of the IEP and reevaluation process, transportation for school age children and the FCPS Parent Resource Center.
Strand: Kindergarten Transition

Mealtime Ideas for the Home & Classroom: Techniques, Strategies & Understanding (All Grades) Kristin Eddy and Melissa Brett
This workshop will provide strategies to support a safe and enjoyable mealtime for students. The presenters will discuss pre-meal and meal routines, foods and drinks, positioning, equipment, environmental considerations and communication. These mealtime ideas will include cognitive, behavioral, and physical strategies.
Strands: Life Skills, Related Services
Teaching Social Skills to Young Children (Preschool) | Christie Johnson, Joni Smith, Leydi Benitez, Erin Snell, Kelsey Bronze, Patti Dickerson, and Leah Balluck

Research supports that teaching children self-regulation skills and social emotional competencies increases their school readiness and their social and life successes. During this workshop, teachers will share activities and strategies they use in the classroom to support social emotional development in preschoolers. Participants will learn new ways to support social emotional development in their home and community environments.
Strands: Behavior, Communication, Executive Functioning, Social Skills

Nurturing Executive Functioning Skills for the Advanced Learner (Elementary) | Michael Axler and Megan Tempel-Milner

This workshop will offer an overview of executive functioning, highlight the specific set of academic and social-emotional challenges that executive functioning difficulties pose for the advanced academic learner, and provide concrete strategies to support children who struggle with executive functioning.
Strands: Executive Functioning, Twice Exceptional

Naviance/Family Connection Overview (Secondary) | Christy Close and Lynette Harris

Explore a dynamic resource available to FCPS families. Naviance/Family Connection is a 24/7 online access for high school students to develop and maintain their individual student plan and resources for post-graduation life.
Strands: Communication, Technology

Twice Exceptional Learners in the Elementary Classroom (Elementary) | Kirsten Maloney, Courtney Hill, and Arielle Stevens

Twice-exceptional learners have the ability to think, reason, and problem-solve at advanced levels and also have special education needs. Their advanced potential and learning challenges can be addressed through the collaborative efforts of instructional personnel in the local school. Participants will explore the issues and challenges as well as strategies that may be implemented to ensure academic success for this unique group of learners.
Strand: Twice Exceptional

Evidence-Based Curriculum Programs for Students with Low Incidence Disabilities (Elementary and Secondary) | Ellen Agosta and Adapted Curriculum Team

This presentation will provide an overview of the research-based curriculum programs for instructing students with low incidence disabilities who access the Aligned Standards of Learning (ASOLs) in the core content areas within grades K-12.
Strand: Curriculum Instruction

Supporting Learning for All students in Math: Proactive, Intentional Planning for Diverse Learner Needs (Secondary) | Nicki Conners, Rose Moore, and Kelly Brady

The focus of this workshop will be proactive planning for educators in providing access to curriculum for all learners through the use of instructional scaffolds when teaching math. Participants will focus on intentional and thoughtful planning and the use of instructional scaffolds, strategies, or tools to meet the needs of many learners while planning engaging lessons in secondary math.
Strand: Math Strategies

Using Electronic Reading Material at Home and School (All Grades) | Ellen McNair, Pat Fege, Dottie Skrincosky, and Barbara McLeod

Come to this workshop to view the many engaging electronic reading resources available to students, parents, and teachers. Learn about the application to grade-level content, access points and passwords, and how these resources can be used to promote student success.
Strand: Reading
Keynote Address | 9:45–10:45 a.m.

The Link Between Executive Function and Learning | Dr. Bruce Wexler
Dr. Bruce Wexler is Professor of Psychiatry at Yale University and the author of "Brain and Culture: Neurobiology, Ideology and Social Change". He was part of a team that developed the first integrated computerized brain and physical exercise program to improve executive function in young children. In the keynote presentation, Dr. Wexler will share the science behind his work to help improve executive function skills in children. He will provide an overview of the brain’s ability to reorganize itself by forming new neural connections throughout life (neuroplasticity). Dr. Wexler's work focuses on improving thinking abilities, especially in children with learning challenges and backgrounds that may adversely impact their learning and social skills.

Session Two | 11:00 –12:15 p.m.

Coping Strategies for Anxious Kids: What Parents Need to Know (All Grades) Erin Berman, Ph.D.
Dr. Erin Berman, a clinical psychologist at the National Institute of Mental Health, specializes in the treatment of children and adolescents with mood and anxiety disorders. Dr. Berman explains that all children suffer from anxiety at some time in their lives. The first day of school, a big test or meeting new people can cause stress. But when a child develops severe anxiety, parents may have questions about when and where to seek help. Dr. Berman, will discuss the following topics:

- How to identify an anxious child
- How to change anxious thinking
- The science and biological roots of anxiety in children
- How computer technology is transforming the understanding of anxiety
- Current treatment options (medications & CBT: cognitive behavioral therapy)

Strands: Behavior, Social Skills

Special Education Topics You Should Know About for 2015 (All Grades) Samantha Hollins, Ph.D.
Dr. Samantha M. Hollins, Director of Special Education Program Improvement for the Virginia Department of Education, will offer this presentation which will focus on critical special education trends and topics that all parents should be aware of in 2015. An overview of updates and information from the Virginia Department of Education, Division of Special Education and Student Services. Information on topics regarding assessments, IEPs and credit accommodations for the Standard Diploma for students with disabilities will be shared. A question and answer period will follow the presentation.

Strands: Assessment, State updates, Technology

10 Ways to Stop Defiance, Disrespect & Meltdowns (All Grades) | Kirk and Casey Martin
Nothing is more frustrating and embarrassing than a child being defiant or melting down in public. Have a little one who looks right through you and says, "No"? Have a teenager who defies you or rolls his eyes? Have a child who refuses to go places? Kirk will show you how to stop a meltdown in public without losing it yourself! You will learn how to turn emotional power struggles into opportunities to build trust and teach self-discipline. You will be blown away by how practical these strategies are.

Strands: Behavior, Communication, Social Skills
**Language Delays and Autism in Toddlers and Children** (Preschool, Elementary)  
**Laurie Swineford, Ph.D. CCC-SLP**  
Dr. Swineford, Ph.D., a Speech-Language Pathologist and Postdoctoral Research Fellow in Pediatrics and Developmental Neuroscience at the National Institute of Mental Health (NIMH) will present this workshop for parents and educators interested in language delays and autism in toddlers and children. During Dr. Swineford’s presentation, attendees will:  
- learn how to distinguish signs of early language delays and autism spectrum disorders (ASDs).  
- learn about current screening and diagnostic tools and best practices for diagnosing ASDs in very young children.  
- become familiar with current treatment protocols for toddlers with ASDs.  

Dr. Swineford will share her research into early language and social communication and developmental trajectories in young children with ASDs.  
**Strands:** Autism, Behavior, Communication, Disability Awareness, Social Skills

**Autism Spectrum Disorder in School Age Children** (All Grades) | **David Black, Ph.D.**  
Dr. David Black, Ph.D., a licensed clinical psychologist and pediatric neuropsychologist with the National Institute of Mental Health (NIMH) will present this workshop for parents and educators. This talk is specifically aimed to address the questions and needs of school personnel working with children who have autism spectrum disorder. The talk will focus on the identification of children with autism spectrum disorder, and understanding their needs in classroom settings (and during transitions between classes). Dr. Black will offer some discussion of helpful strategies when discussing an alternate setting. An update of the latest research as well as a summary of ongoing autism-related research at NIH will also be included.  

**Strands:** Autism, Behavior, Communication, Disability Awareness, Social Skills

**What Bullying Is and Isn’t: Practices and Strategies** (All Grades) | **Lourrie Duddridge and Angelina Prestipino**  
The presenters will share an overview of the Virginia Department of Education (VDOE) definition of bullying and its impact on students. There will be a discussion of best practices in intervention and prevention of bullying.  
**Strands:** Behavior, Bullying, Social Skills

**The Power of Mindset** (All Grades) | **Carol Horn**  
What is mindset and what role does it play in our children’s achievement and success? Participants will explore how mindset can impact learning and personal growth, the latest brain research on mindset and learning, and the kinds of praise that foster a growth mindset. Learn how a growth mindset allows children to take on challenges and creatively solve problems because they believe that they can.  
**Strands:** Behavior, Resiliency

**Gross Motor Ideas for the Classroom and Home** (Preschool, Elementary) | **Kelly Orvin and Jenny Balzano**  
This workshop will outline and give examples of gross motor ideas that can be embedded in a variety of classroom settings as well as implemented at home. A list of resources will be provided containing numerous websites for teachers and parents with gross motor ideas for children.  
**Strand:** Gross Motor Skills
Strategies to Support Secondary Students with Dyslexia (Secondary) | Dottie Skrincosky and Kelly Brady
This workshop, specifically designed for parents, will feature high-yield strategies and resources to support reading, writing, and mathematics for students with a language-based learning disability, including dyslexia. Come and learn ways to improve your middle-school or high-school child’s study and self-advocacy skills.
Strands: Dyslexia, Self-Advocacy Skills

Helping and Healing Traumatized Children and Youth (All Grades) | Kelly Henderson and Sarah Smalls
Children and youth who have experienced traumatic events such as neglect, abuse, and exposure to violence often face significant barriers to social, emotional, executive function, and learning success. Presenters will share strategies for adoptive, foster and birth parents, kinship caregivers, and educators to use evidence-based trauma-informed care practices at home and in school.
Strands: Adoption, Foster, Kinship, Trauma

Dyslexia: Identification and Overview (All Grades) | Michiyo Vangellow and Alicia Kuehn
This workshop will explore instructional strategies and ideas that teachers and parents can use to support struggling readers. How to strengthen the home/school communication and how to work collaboratively to support students will be discussed.
Strands: Dyslexia, Reading

Using Electronic Reading Material at Home and School (All Grades) | Ellen McNair, Pat Fege, and Barbara McLeod
Come to this workshop to view the many engaging electronic reading resources available to students, parents, and teachers. Learn about the application to grade-level content, access points and passwords, and how these resources can be used to promote student success.
Strand: Reading

Think Outside the Book: Inspiring Students to Read in Middle School (Secondary) | Caroline Tuss and Tiffani Worsham
Are your middle school students reluctant to pick up a book and read? There are all sorts of reasons this may be happening: lack of interest, difficulty reading, or a negative association with reading. Regardless of the cause, we've got tips, activities, and strategies that will encourage your reluctant readers to start turning the pages.
Strand: Reading

Empowering Parents to be Active IEP Team Members (All Grades) | Tracy Price and Stacie Lopez
To be an active IEP team member, participation in the IEP requires an understanding of the IEP process and how to collaborate as a team. This workshop will provide strategies to help empower parents to be active participants in the IEP process.
Strands: Home and School Collaboration, IEP Process

Executive Function + Social Emotional Development = School Readiness (Preschool) | Denise Forrest and Maura Burke
Executive function skills and the social emotional development of young children (infants to 5) are two important elements to school and life success. Learn how to promote these critical skills in your infant, toddler and preschooler.
Strands: Executive Functioning, Social Emotional Development

Art Adaptations for School and Home (All Grades) | Aaron Stratten, Carol Trost, and Jean-Marie Galing
Representatives from the fine arts office will share scaffolds and strategies used in K-12 art classrooms that promote student success for diverse learners. Learn how to apply these strategies at home to enrich and support your child’s growth.
Strand: Fine Arts
Northern Virginia Community College Transition Services (Secondary) | Tracy Bell
NOVA serves a large population of students who receive disability-related accommodations. Explore the resources available for students with disabilities who are transitioning to Northern Virginia Community College.
Strand: Secondary Transition

Session Three | 1:15–2:30 p.m.

ADHD + Autism Spectrum = Executive Functioning Problems X 2: Helping children and teens with both ADHD and ASDs (All Grades) | Joyce Cooper-Kahn, Ph.D.
Executive function is a set of mental processes that helps connect past experience with present action. Students with weak executive functioning have difficulty organizing, retrieving and coordinating the information in their own heads, and they often struggle to manage the flow of information from internal and external sources. This presentation will focus on building an understanding of the group of children and teens who have symptoms of both ADHD and autism spectrum disorders. Dr. Cooper-Kahn will share the executive functioning problems seen in this group and discuss interventions to help with some of the most significant executive functioning weaknesses seen in this group of students. Parents and educators will gain practical tips and strategies to help students with weak executive skills. Participants will also learn ways to build flexibility and organizational skills in this interesting and at times challenging group of students. Students with weak executive functioning have difficulty negotiating the world of deadlines, agenda books, projects, homework, and paperwork. Perhaps more importantly, these students have trouble organizing, retrieving and coordinating the information in their own heads, and they often struggle to manage the flow of information from internal and external sources.
Strands: Behavior, Communication, Executive Function, Social Skills

AIM-VA- Free accessible materials for Virginia’s K-12 Students with a Print Based Disability (All Grades) | Ian Moore, M.Ed.
The Accessible Instructional Materials (AIM) Center of Virginia is a free VDOE sponsored resource that provides AIM to students who struggle reading standard printed text. Together with our partners-Learning Ally, DBVI, Bookshare, and Don Johnston Inc-we provide half a million accessible materials, training, and technical assistance to Virginia’s schools, completely free of charge.
Strand: Assistive Technology

Just One of the Kids (All Grades) | Sara Palmer, Ph.D. and Kaye Harris Kriegsman, Ph.D.
Do you want to learn how to create an inclusive family for your children with and without a physical disability? Do you want your children to have fun, be responsible, make friends, and take acceptable risks— in short, to feel like “just one of the kids” — and want to make sure that the needs of the whole family are met, too? Join Kay Harris Kriegsman, Ph.D. and Sara Palmer, Ph.D. the authors of Just One of the Kids to learn how to raise children who are resilient and ready for adulthood. Kay Harris Kriegsman, Ph.D. and Sara Palmer, Ph.D. will share:

- key elements in preparing children for the future: responsibility, socialization, risk taking and experience;
- ideas about how to balance the needs of children with and without disabilities;
- ideas about how parents can meet their own needs while raising a family; and
- where to find support and resources.
Strands: Physical Disability, Social Skills, Parenting, Disability Awareness
Supporting Siblings of Children and Adolescents with Disabilities (All Grades)  
Benjamin Kaufman

Siblings can be incredible sources of lifelong support for their brothers and sisters with disabilities, but their unique needs are often overlooked within the family structure. In this workshop, participants will learn about (and unpack) some of the most common issues faced by siblings of children and adolescents with disabilities. The workshop will cover practical strategies for meeting siblings’ needs at home and in the community; we will also review available resources.

Strands: Disability Awareness, Siblings

Understanding Obsessive Compulsive Disorder (OCD) in Students with Autism Spectrum Disorder (All Grades)  
Sajjad Khan

Obsessive Compulsive Disorder (OCD) affects approximately 1% or 2.2 million Americans. It is characterized by intrusive thoughts (obsessions) that cause a significant amount of anxiety and distress. These thoughts require the individual to engage in ritualistic and repetitive physical or mental actions (compulsions) to satisfy the thoughts and seek relief. Challenges in treatment are particularly complex in students with Autism Spectrum Disorder (ASD). This talk will inform parents and educators on the etiology of OCD and treatment-related issues specific to students with ASD. Assessment strategies conducted by clinical interview and observation will be explained. Discussion of interventions will include Cognitive Behavioral Therapy (CBT), Applied Behavior Analysis (ABA) approaches, as well as other modalities, to provide a comprehensive framework for treatment.

Strands: Behavior, OCD

The Voice! Are our Youth with Disabilities Advocating and Speaking for Themselves? Are they Self-Determined? Find out how I’m Determined Resources Can Guide the Way (All Grades)  
Nancy Anderson

I’m Determined is a popular Virginia Department of Education project for K-12 youth with disabilities which promotes self-determination skills. Find out what this project is all about and how teachers, students, and parents use this project’s many resources that help us to coach our youth to voice their own needs. Learn how parents and youth can attend the annual Youth and Parent Summit. Special presenters will include I’m Determined Youth and Parent Leader(s).

Strand: Self-Determination

Oh My WORD! I Didn’t Know It Did That! (Elementary, Secondary)  
Eric Fleming and Alicia Kuehn

Do you have students who struggle with writing? Do you have students who don't like to look different because they are using assistive technology? Come learn how to use Microsoft Word to help your students through the writing process. There are tools, strategies, and features in Word that are surprisingly useful! There will be some time at the end of the presentation dedicated to an Introduction to Google Apps for Education and how MS Word strategies can be integrated for use in the Google platform.

Strands: Technology, Writing

Supporting Preschoolers’ Fine Motor Development (Preschool)  
Peggy Smorodin and Claire Donahoe

In this workshop, the presenters will discuss how parents and preschool teachers can support the development of preschoolers’ fine motor skills. Topics of discussion include: a definition of fine motor skills; the relationship between fine and gross motor skill development; hand strength and control; prewriting and precutting activities; and other related topics, including hand dominance and sensory integration.

Strand: Motor Skills
Avoiding Power Struggles with Kids (All Grades)  |  Tanya D. Hardy
Do you find yourself negotiating with your student/child? Do you also find yourself engaging in power struggles with children time and time again? This workshop will equip you with the understanding of why this happens and how to avoid it by filling your “toolbox” with strategies that will eliminate those occurrences and allow everyone involved to move forward.
Strand: Behavior

Strategies to Support Elementary Students with Dyslexia (Elementary)  |  Dottie Skrincosky
This workshop, specifically designed for parents, will feature high-yield strategies and resources to support reading, writing, and mathematics for students with a language-based learning disability, including dyslexia. Come and learn ways to improve your child’s study and self-advocacy skills.
Strands: Math, Reading, Self-Advocacy, Writing

Proactive Planning for Postsecondary Transition: How the Transition IEP Guides Planning Toward Successful Outcomes (Secondary)  |  Janelle Ellis and Amy Crane
This workshop will help participants understand the secondary to postsecondary planning process. Presenters will highlight the importance of transition assessment and student self-determination. Resources available to help ensure successful outcomes in postsecondary education, employment, and independent living will be explored. Transition services are mandated at age 14 or 8th grade as part of the IEP but the planning process can begin as early as elementary school.
Strand: Postsecondary Transition

Strengthening the Connection Between School and Home—Practical Tips for Parents (Secondary)  |  Kelly Brady and Catherine Thompson
This workshop, specifically designed for parents, will feature strategies and resources to support strengthening the connection between student’s work at school and reinforcing skills at home. Come and learn ways to improve your middle-school or high-school child’s study and self-advocacy skills through coordinated home and school support.
Strands: Self-Advocacy, Study Skills

Meeting the Needs of Diverse Learners through Capstone Projects (Secondary)  |  Chris Powell and Erin Sikes
Engaging students in capstone projects during middle and high school allows students to have choice, benefit from individual investigation and apply a talent or passion with the opportunity afforded by the project. Capstone projects demonstrate a consolidation of learning and provide a forum for exploration and application of skills, written composition. This workshop will highlight what schools are currently using as capstone projects.
Strand: Capstone Learning Project