

Session Descriptions

Supporting LRE through IEP Alignment

Provides explicit IEP programming considerations when employing the IEP process for children with disabilities in the least restrictive environment. IEP alignment will address Section 6 of the IEP and its relation to the rest of the child's IEP and providing adequate instruction in the Least Restrictive Environment.

Strategies & Methods for Supporting Staff During On-going Crisis in Schools

This presentation will be based on the results from a qualitative study which examined the perceptions of effective strategies and supports when working in school environments that experience long-term, moderate to severe crisis events in Special Purpose Private Schools. Presenters will discuss the school wide implications when students engage in on-going high-risk behaviors and ways to support staff individually and collectively. Presenters will also discuss how leaders and supervisors can support staff during these challenging situations and events.

How Can Your School Psychologist Help You?

In the State of Maine, the 093 Certification is based largely on the NASP Practice Model. This is a model regarding the delivery of school psychological services. It delineates what services can reasonably be expected from school psychologists across 10 domains of practice, and the general framework within which services should be provided. Implementation of the NASP Practice Model creates the capacity to make the best, most cost-effective use of school psychologists' skills and expertise, which are an existing, but sometimes underutilized resource in schools.

Culturally & Linguistically Responsive Special Education Practices for Dually Identified Students

Follow one district's journey toward using the expertise of the English Language Teacher and the Special Educator to collaborate and inform the IEP process in developing an IEP that is culturally and linguistically responsive to the needs of the student who is identified as both an English Learner and a student with a disability under IDEA.

Survival Skills 102 for Special Education Administrators

To be updated

Coaching is for All Teachers

Maine Mathematics Coaching Project (MMCP) and Maine Partnerships in Comprehensive Literacy (MPCL) coaches are in a growing number of schools in our state. So why do so few of our coaches have the opportunity to work with and support special education teachers? Come to this session and learn how MMCP and MPCL coaches can provide targeted professional development for special education teachers.

Specific Learning Disabilities: Changes in Regulations & Expanded Choices

The State of Maine has recently joined the majority of other U.S. states and come into compliance with federal law by increasing its focus on achievement and intervention in the identification of students experiencing specific learning disabilities. During our presentation, we will briefly review recent legal guidance and the factors giving rise to changes in Chapter 101. We will then delve into the expanded choices Special Education teams now have as they identify SLD. Finally, we will use specific examples of how Maine's new regulations can lead to positive changes in the identification of, and programming for, our students with SLD.

Supporting English Learners in the RTI and Referral Process: Using Culturally and Linguistically Responsive Assessments

Follow one district's journey toward culturally and linguistically responsive practices for pre-referral and referral. Participants will follow the steps in the RTI and Referral process and address the cultural and linguistic factors that separate "difference" from "disability".

PSW Simplified for the Non-Clinical Administrator

This presentation is designed to help non-clinical persons, i.e. teachers and administrators determine whether there is adequate information to determine a Pattern of Strengths and Weaknesses in completing the SLD document. Beyond psychological processing categories, what tests/subtests are needed to provide what is necessary for successful completion and determination of eligibility.

Special Topics in Mindfulness

The University of Maine at Farmington collaborated with Kellie D. Bailey MA CCC-SLP/Mindfulness Consultant who developed, proposed and successfully taught a Special Topics in Mindfulness Course for Special Education Teachers for spring 2018 academic year. Teachers who attended this course were treated to an in-depth overview of mindfulness strategies for self as educators as well as tools and strategies to implement in their classroom settings to improve attention and focus for optimal learning for students on their caseloads.

Kellie is an SLP with 28 years of experience working with children with varying degrees of social/emotional learning difficulties, autism, developmental and neurological delays as well as executive functioning, generalized anxiety and executive functioning disorders. Kellie is a certified meditation and yoga instructor for children and holds certifications in mindfulness fundamentals and essentials for teachers, as well as certificates in Masgutova Methods for neurosensory movement integration, and Brain Gym for Special Needs. Kellie is also the co-founder of The Children's Collaboration Center in Warren, ME, and works as a contracted SLP for RSU #40, as well as Mindfulness Consultant for RSU #71 K-3rd grade with expansion to include 4th-8th grade classes in the fall 2018. Participants who attend this presentation will learn about UMF's first Mindfulness in Special Education course offered and the learning outcomes for the students who attended this 15 week class. Additionally, participants will experience mindful moments and strategies to reset, reframe and refocus their own central nervous systems for optimal day to day professional and personal life. Participants should plan to be inspired and reenergized during this dynamic sensory motor, mindfulness presentation.

Free and Inexpensive Resources for Accessible Educational Materials

Recent research data from two national vendors of free and inexpensive Accessible Educational Material (AEM) reveal Maine schools are clearly underutilizing these services for their students with Print Disabilities. In this presentation, we will review these findings, discuss the resources and offer ideas on how directors, and their IEP Teams, can improve their services to students with Print Disabilities.

When you have a student with a Visual Impairment in Your District

This session will describe what Visual Impairment, how a determination is made as to adverse effect, the Expanded Core Curriculum for students who are visually impaired, and what services and resources are available to schools. You will have the opportunity to experience some tasks under simulation to give you a clear picture of the challenges students with visual impairment face every day and some of the accommodations we may suggest to help the student achieve success.

How Can Math Coaching Impact Your Students' Learning

Come learn about the process and supports that a math coach uses to impact student learning in the classroom. Learn how to access and utilize your district's/school's math coach. Engage in observing the coaching process and see how coaching can provide support for you and your students.

Calm Cool Kids – Mindfulness Strategies for Your Special Education

Participants will be treated to mindfulness exercises for improving their knowledge and understanding of mindfulness in the special education classroom as well as countless examples of successful implementation of mindful tools and techniques utilized by K-6 grade special education staff of Warren Community School in Warren, ME.

Increasing Student Independence

RSU #14 has increased student independence in the past two years by decreasing the number of students with extra adult support from 82% to 20%. This work was done in collaboration with Gorham Schools, as a part of Elizabeth's Special Education Director Internship last year. We will share our philosophy and how we transformed an entire district to ensure that students graduate with as much independence as possible.

Staff Professional Development Resources: Effective Strategies for Students with Impaired Cognitive Skills

This session is geared towards providing administrators with resources for professional development that can be tailored to suit an audience of both regular and special education teachers, as well as paraprofessionals and other staff who work with students who have a cognitive deficit. Topics include: Understanding Test Scores, Working Memory Primer, Reframing ADHD and Self-Regulation. A brief overview of each training will be provided and attendees will walk away with PowerPoints and other resources that can be used to deliver a series of professional development opportunities.

EFs 2 the RESCU: Executive Function Prompting with Cartoon Characters

This system is based on cartoon characters to cue 8 executive functions. Join Flexie Lexi and her 7 super heroes as we power up to better Executive Functions! Maybe even YOU can get some help from Sustain-O The Great as you gear up for meetings and paperwork this year!

Establishing a Check-In/Check-out Tier 2 Behavior Support System in a High Poverty Elementary School

Washburn Elementary, a high poverty elementary school of 268 students in the Auburn school district is on its way to implementing a comprehensive multi-tiered RtI system addressing academic, behavior, and social emotional skills. This year it has begun to add the behavioral component to its current academic efforts focusing on Tier 1 positive behavior supports schoolwide and in the classroom. Due to the high behavior support needs of its children, Washburn also chose to implement a school-wide Check-In/Check-Out (CICO) Tier 2 intervention. CICO is a research-based Tier 2 intervention (c.f., Hawken & Johnston, 2007, Hawken, MacLeod, & Rawlings, 2007; Todd, Kaufman, Meyer, & Horner, 2008), designed to (a) improve structure, (b) set students up for success, (c) increase contingent positive feedback, and (d) elevate positive rewards for behavioral improvement. During this session, presenters will share details in which Washburn School engaged to establish this intervention, including specific intervention practices, the systems to support implementation, and data collection. The success of our CICO intervention will be highlighted by our outcome data and student feedback for this school year.

Transfer of IDEA Rights, Supported Decision Making, and Self-determination as Part of the Transition Planning Process

This session will cover the responsibility of schools to provide notice of the transfer of rights at the age of majority. Recent changes to the Maine Probate Code and alternatives to guardianship will be explored, including the use of supported decision making. In addition, the session will provide practical information related to the use of self-determination goals (self-advocacy, goal setting, decision making and self-awareness) as part of the transition planning process under the IDEA.

A Potpourri of Hot Topics and Issues

The Maine Department of Education – Office of Special Services will present up-to-date information on a variety of current hot topics and issues.

Understanding the Relationship between Disability Identification and DSM Diagnosis

We will clarify the confusion around the distinction and relationship between disability identification and DSM diagnosis. What information does an IEP team need in order to make an eligibility determination? Who is qualified to make a DSM diagnosis? What is meant by “diagnostic impressions”? When does an IEP team need a DSM diagnosis to make an eligibility determination? This session will provide answers to those questions, and all of the information that Special Services Directors and School Psychologists need to navigate these systems.

Classroom Positive Behavior Support Practices: Catching Them before the Pass!

During the presentation the presenter will share an overview of Tier 1 evidence-based classroom positive behavior supports for all students. While these practices are helpful for all, students with behavior challenges REQUIRE them for academic and social success. To ensure evidence-based practices are implemented, however, requires a school-wide system. One such “system” or “procedural framework” will be shared with participants that encourages collaborative problem solving and accountability, embeds the evidence-based practices, and provides for a decision-making tool for moving a student from Tier 1 to Tier 2/3 positive behavior supports.

“Naturalistic Developmental Behavior Interventions for Pre-K Children: Achieving Results With the Meta Play Method”

Naturalistic Developmental Behavior Interventions (NDBI’s) are a well-researched and proven treatment protocol for children with autism and related disorders producing measurable results – especially when treatment is started early. In this session Dr. Cooper Woodard will present his novel program – *The Meta Play Method* and review its underlying research and efficacy data. *Meta Play* provides a proven solution to the challenges school districts face with their early intervention programs. Not to be confused with “play therapy”, *Meta Play* is unique in that it addresses the fundamental underlying challenge of treating children with autism and related disorders – an impaired ability for a child to imagine and “think about”. Please join us to see the unprecedented results this new program is producing.

Learner outcomes for participants include 1) gain an understanding of the developmental period called the "cognitive revolution in thinking" and how it relates to autism, 2) become familiar with the basic concepts and methods of meta-play, and 3) critically review the outcome data for participants using this approach.