

19th Annual
Special Education Conference

**For Regular and Special Education Teachers,
Paraprofessionals, Specialists, Consultants,
Administrators and Service Providers**

Deerfield Academy
1 Albany Road
Deerfield MA 01342

March 10 and 11, 2009

Sponsored by the

**Western Massachusetts
Association of
Special Education Administrators
and the
Mary Lyon Foundation**

Directions to Deerfield Academy

From the South: I-91 North to exit 24. Right at the end of the exit ramp. North on Routes 5 & 10 for five miles; left at the "Historic Deerfield" sign onto Main Street. 1/2 mile on the left is Deerfield Academy.

From the North: I-91 South to exit 25. Left at the end of the ramp. At the stop sign, turn left onto Routes 5 & 10. Go north for approximately four miles. Turn left at the "Historic Deerfield" sign onto Main Street and proceed a half mile to the Academy.

From the East: I-90 West to exit 4. North on I-91 and follow "from the south" directions above. Or take Route 2 west to I-91 South and follow "From the North" directions above.

From the West: I-90 East to exit 4. North on I-91 and follow "From the South" directions. Or take Route 2 east to I-91 South and follow "From the North" directions.

*** TUESDAY, MARCH 10, 2009 ***

8:00 - 8:30 AM REGISTRATION and BREAKFAST: KOCH CENTER
8:30 - 9:30 AM WELCOME AND OPENING KEYNOTE ADDRESS

Opening Keynote Address

Massachusetts Secretary of Education Paul Reville

Remarks by the 2009 Massachusetts Teacher of the Year

George Watson, Walpole High School

9:30 - 12:00 PM CONCURRENT SESSIONS: KOCH CENTER
12:00 - 1:00 PM BUFFET LUNCHEON: DINING HALL
1:00 - 3:30 PM CONCURRENT SESSIONS: KOCH CENTER

*** WEDNESDAY, MARCH 11, 2009 ***

8:00 - 8:30 AM REGISTRATION and BREAKFAST: KOCH CENTER
8:30 - 9:30 AM WELCOME AND KEYNOTE ADDRESS

Keynote Address by Colby C. Brunt, Esq.

Stoneman, Chandler and Miller LLP

9:30 - 12:00 PM CONCURRENT SESSIONS: KOCH CENTER
12:00 - 1:00 PM BUFFET LUNCHEON: DINING HALL
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(A) after a workshop designates Administrative Track.

Conference Registration Deadline is March 2

For further information contact Sue Samoriski, Ed.D.

Mary Lyon Foundation 413-625-2555 booklady2@hotmail.com

*Opening Keynote Address
Massachusetts Secretary of Education Paul Reville*

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TUESDAY ALL DAY

1. Who's In Charge? Understanding & Assisting Distracted & Disorganized Children ALL DAY Garry L. Earles, M.S.W., L.I.C.S.W.

Executive Function challenges are inherent in those with Attention Deficit Hyperactivity Disorder and other co-morbid neuro-biological/developmental conditions. These brain-based functions are responsible for the ability to effectively plan, organize and make decisions, among others. Kids that are easily distracted and lack focus find it difficult to stay on task and complete projects, thereby increasing their risk of underachieving academically. The accompanying emotional inconsistency engenders additional social and behavioral difficulties, often resulting in alienation, ridicule, bullying and depression. These kids and adolescents are often misunderstood and unappreciated by others, as their chronic "misbehaving" generates frequent and unproductive confrontations with authority figures. Behavioral interventions and their frustrations will be contrasted with an approach that helps to support a more realistic way of assisting these young people. See: www.garryearles.com for more information and resources.

2. The Glass Ain't Half Full, Heck It's Overflowing –The Power of a Strength-Based Approach in Maximizing Student Performance All DAY Charlie Appelstein, MSW, President of Appelstein Training Resources

Strength-based practice is an emerging approach to helping at-risk children and youth that is exceptionally positive and hope-inspiring. Its focus is on strength-building rather than flaw-fixing. It begins with the belief that all students have - or can develop - strengths that can be utilized to stop problem behavior and enhance decision making and academic performance. This two-part workshop will highlight many of the key principles and techniques of this life-changing modality. Areas covered include: The power of a positive attitude; strength-based communication principles and techniques - including reframing, solution focused techniques, metaphors that inspire, and de-escalation strategies; self-esteem building; bringing out the best in inflexible and explosive children & youth; why, how, and when to create effective incentive plans; the importance of controlling personal emotions (i.e. managing number one first); respectful limit setting; and a host of creative cognitive behavioral interventions – including innovative strategies using music and rhythm.

TUESDAY MORNING CONCURRENT SESSIONS 9:30 AM TO 12 NOON

3.Seminar for Administrators with Secretary of Education Paul Reville

This is a unique roundtable opportunity for superintendents, special education directors and their invited administrative guests to meet with Secretary of Education Paul Reville in an informal setting to discuss pertinent issues facing Massachusetts education today. There will be an opportunity for questions and answers. Adjourns at 10:45 AM. (A)

4. School Skills: Change Attitudes, Change Outcomes

Johanna Hammer, LICSW, Consultant with James Levine & Associates,

P.C. An introduction to School Skills, an innovative new Positive Behavioral Support model based on the best practices of Psychology & Education. School Skills provides support for addressing the executive function deficits associated with diagnoses such as Autism Spectrum Disorders, PTSD & anxiety disorders, mood disorders, behavior disorders, ADD/ADHD and personality disorders. School Skills also provides protocols to address such high risk behaviors as well as strategies for reducing and eliminating more chronic, lower-risk behaviors such as truancy, school disengagement, student/teacher conflict and disruptive behavior. Designed to increase overall school engagement, this workshop is appropriate for all school personnel.

5. Characteristics of a Standards-Based Mathematics Classroom: Meeting the Needs of All Learners

**Regina Pool, Director of Curriculum, Instruction & Assessment,
Hampshire Regional School District**

In May 2006, the Massachusetts Department of Education (now the Department of Elementary and Secondary Education) defined standards-based mathematics teaching and learning, and formulated clear characteristics and the corresponding indicators. But what does it look like in the daily practice of classroom instruction? How can we help all students to access the curriculum? This workshop will explore the observable best practices that define standards-based mathematics. This workshop will benefit anyone who works with K-8 students learning math.

6. Response to Intervention: A Problem Solving Model

Margery Gerard, CAGS, Director of Pupil Services, Gateway RSD

This workshop will very briefly review the research behind Response to Intervention and the meaning of Response to Intervention as it relates to education. A problem solving model using multiple tiers will be presented that can be used by student assistance teams, or consultation teams. Participants will practice using the model to determine student baselines in problem areas, proposed goals, interventions, progress monitoring, and decisions regarding tier designation.

7. An Orientation to Hearing Loss:

Listening, Learning and Living in a School Community

Claire Troiano, Director, Mainstream Center, CLARKE

This presentation includes the foundations of what educators need to know when they plan for a deaf or hard-of-hearing student. Learn about different types of hearing loss and how different assistive listening technology provides access to the school environment. Successful and practical teaching strategies that increase the opportunity for the students to achieve will be discussed. There are social and adjustment challenges that face both the student and his/her educational support team as they help students become members of the school community. What are they and what can help facilitate positive experiences? This workshop will include simulations and opportunities to see and handle hearing equipment.

8. Theater for Social Success: New Directions in Social Skills Interventions. Teresa Dooley-Smith, M.S., CCC/SLP and Brian Smith, B.A., AEA

This workshop will introduce a social skills curriculum designed to move beyond teaching rules of behavior. The program provides socially rewarding activities in a mutually supportive environment, while teaching our students how fundamental acting techniques can help them interpret and operate within complex and shifting social situations that arise in their daily lives. Our intention is to give student tools to take an analytical approach to situations most children will tend to approach intuitively. Time will also be spent discussing a program of social coaching/mentoring that provides real world experiences facilitated by trained peer mentors to prepare our students for fulfilling social and professional lives.

9. Opening the Oyster

Laurel Lussen, Language Trainer, Linden Hill School

Research shows Oral Language is a necessary foundation for literacy work. Many students who require reading intervention also lack oral language skills. This workshop shows how to frame inviting lessons and establish interactive patterns that make word study personal for students. We will look at the cognitive relationship between listening and speaking, and reading and writing. Participants will leave with resources and practical exercises to promote oral language in the classroom. The objective is to optimize receptivity and retention of reading lessons. This work combines the Orton-Gillingham approach with techniques drawn from Marie Clay and Research for Better Teaching. It will be most useful for educators who play a direct role in literacy training for students in 2nd Grade and beyond.

TUESDAY AFTERNOON CONCURRENT SESSIONS 1-3:30 PM

10. Characteristics of a Standards-Based Mathematics Classroom: Meeting the Needs of All Learners. Regina Pool, Director of Curriculum, Instruction & Assessment, Hampshire RSD

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12. Working with Children Who Witness and/or Experience Violence Betty Guetti, 32-Year Survivor of Domestic Abuse in Greenfield

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15. Multi-Sensory Language Instruction – from the language classroom into the content areas

PK Sanieski, M.Ed., Fellow/AOGPE, Academic Dean, Linden Hill

Participants in the workshop will learn the basic principles of multi-sensory language instruction based upon the Orton-Gillingham methodology. A variety of activities will be used to demonstrate how to bring this type of instruction into the content areas, such as Social Studies, Science, Math. Students with language based learning differences can learn and remain a part of the group with modifications to instruction that will benefit all the students in the class. Special and regular ed teachers and teachers of content at the elementary, middle or high school levels will benefit from the suggested teaching strategies.

16. There is Confidence in Knowing the Law:

A Guide to Special Education

Joyce Butler, Ed.D., Director of Pupil Personnel Services; Laurel Peltier, Out of District Coordinator, South Hadley Public Schools

Participants in this Power Point presentation will be able to define the difference between a disability and an impairment, understand why we evaluate, the purpose of IDEA, NCLB and its relevancy to reading, the need for documentation, how to close loopholes, create an action plan and prepare an IEP draft. Topics include FAPE, RtI, the resolution process, benchmarks and goals as part of the IEP, procedural vs. substantive pitfalls, functional needs and evals/re-evals. (A)

Wednesday, March 11, 2009

Keynote Address

Colby C. Brunt, Esq.

Stoneman, Chandler and Miller LLP

WEDNESDAY ALL DAY

17. Restraint Training ALL DAY

E. Lee Lowery, Consultant, PMT Associates, Inc.

The PMT Program is a unique professional approach to managing the aggressive or upset person. PMT's key concepts revolve first around PREVENTION and second around MANAGEMENT. PMT staff firmly believes that most physical crises can be prevented through the appropriate handling of pre-violent episodes. When aggression does occur, immediate, effective action is essential for the safety of your staff and students. You will acquire effective intervention skills for working with challenging behaviors. **This class will be held from 9 am to 4 pm, and the full day must be attended in order to obtain certification.**

18. OUT OF CONTROL KIDS: Intervening with Temper Tantrums, Meltdowns & Rage Attacks ALL DAY

Garry L. Earles, M.S.W., L.I.C.S.W.

Extreme displays of emotion are frightening enough for those caught up in such impulsive episodes, let alone for those in close proximity. While it is one thing to try to control the disruptive behaviors of children and adolescents, it is quite another to contend with severe emotional outbursts that appear "out of the blue." Unexpected, unpredictable, illogical and unreasonable outbursts leave us dazed, confused, frightened and wondering not only what's going on, but what can be done. Emotional and behavioral outbursts are inherent in numerous mental health conditions such as ADHD, OCD & Early Onset Bi-Polar Disorder. Understanding the biological and environmental factors underlying temper tantrums, meltdowns and rage attacks, let alone interacting with and effectively intervening with them, is challenging at best. By using analogies and metaphors, participants will be introduced to new conceptual paradigms regarding impulsive, "over-the-top" outbursts and their ramifications. See: www.garryearles.com for more information and resources.

19. The Art of Understanding Autism ALL DAY
Michelle M. Rivers Murphy, M.Ed., “Kids First” Educational Consultant and Autism Specialist and Teresa May, Autism Specialist, Central Berkshire Regional School District

This workshop will be full of general and essential information regarding autism including terms, facts, characteristics and responsibilities of service providers. Paraprofessionals, teachers, service providers and administrators are all welcome. This session is full of action packed fun! We will give participants the tools and background knowledge to be able to increase the quality of delivery service provided to children with autism. There will be an in-depth focus on autism, including “How to Set up a Program”, “Behavioral and Educational Strategies”, a “Sensory Component” and “How to Write a Social Skills Story”. A question & answer session and exciting group work are included.

WEDNESDAY MORNING CONCURRENT SESSIONS 9:30 AM – 12 NOON

20. Learn to Reduce Conflict within the IEP Setting
Attorney Andrea Chasen, Founder and principal of RESOLUTIONS, Mediator, Trainer and Facilitator

Conflict happens. Even when our objective is to reach a positive outcome that benefits everyone, we can get caught in a cycle of conflict that reduces our best intentions to rubble. The good news is that there are ways to reduce the conflict and reach a better result. This workshop will help you understand the cycle of conflict and learn some simple steps to get you through the most problematic conversation you have. Participants will practice these skills within a comfortable, non-judgmental environment that enhances their current capabilities. **Workshop Objectives:** Through interactive exercises and role-plays, participants will challenge themselves to develop a comfortable and personal style to manage conflict:

- ◆ Recognize and understand what creates conflict in the workplace
- ◆ Diagnose the problems
- ◆ Assist others in recognizing their contribution to the conflict
- ◆ Reach resolutions that will work
- ◆ Create allies out of adversaries and help others to maintain and/or improve their relationships

21. Special Education Legal Update
Attorney Colby C. Brunt, Stoneman, Chandler and Miller LLP

This seminar will provide an opportunity for school district administrators to discuss pertinent special education issues with Attorney Brunt. Topics may include student records, preparing for hearings, tips to avoid hearings, 504, due process, student discipline, team meetings, & following procedures. Participation will be limited to superintendents, special education directors and their administrative guests. (A)

22. Workstation Ergonomics

Sheila Litchfield, RN, COHN-S, Health and Safety Consultant

No matter where your office is located, whenever working at a computer your ergonomic health should be considered. Proper posture, support and positioning will enhance your ability to work more comfortably and prevent musculoskeletal fatigue, wrist/arm strain and eyestrain. This workshop is designed to help you identify the key ergonomic factors for workstation design and will teach participants to use a workstation evaluation checklist to identify necessary improvements in their own workstations. We will also learn specific stretches for computer users.

23. Team Learning Strategies

Pat McGiffin, Ed.D., Educational Consultant

Help your students achieve academically while improving their interpersonal skills. In this workshop you will learn how to set the Frameworks in place for motivation, comprehension and evaluation. This workshop is designed for both elementary and secondary level educators.

24. An Administrator's Overview to Curriculum-Based Measurement (CBM). Carol Kosnitsky, Cristia Leshner Associates

Expectations to increase student outcomes abound for both principals and special education directors. A solid understanding of the unique features and applications for Curriculum-Based Measurement (CBM) can assist these administrators in making sound decisions on guiding their schools' improvement efforts. Curriculum-Based Measurement is designed to assess students' rates and levels of progress in basic academic skills. Developed over 30 years ago, CBM is re-emerging as a critical component of RtI systems and overall school improvement processes. The defining characteristics of CBM will be reviewed, examples of reading, math, and writing probes will be demonstrated, and resources on how to assess your district's readiness for using CBM will be provided. (A)

25. Technology Applications to Assist Students on the Autism Spectrum

Gayle Alexander, Teacher of elementary students with autism and severe disabilities, Granby Public Schools

Dr. Richard Ely, Coordinator, Intensive Learning Classrooms, Amherst Public Schools

This workshop will examine a range of technologies that have been developed specifically for students with autism spectrum disorder. It will also explore hardware and software that though intended for wider application, can assist these students. Topics will include assessment of student skills, implementing discrete trials as a computer activity, and video modeling.

26. Software to Support Literacy and Writing in the Classroom

Diane Gumaer, Assistive Technology Specialist

Hampshire Educational Collaborative, CCATT

This session will focus on three software applications that support reading and writing for regular and special education students. The programs are Inspiration, Intellitools Classroom Suite, Start-to-Finish Core Content and Literacy Books. You may even have seen one of them sitting on a shelf in your school and may not be aware of it's potential. The presenter will demonstrate the basic elements of each program and show a variety of ways in which they can be used with students. There will also be the opportunity to go to the website for each company and explore the resources offered. All of these programs have trial downloads available for you to check them out at home or back at your school.

WEDNESDAY AFTERNOON CONCURRENT SESSIONS 1 PM – 3:30 PM

27. Stress Management: Pampering the Para's and the Pro's

Sheila Litchfield, RN, COHN-S, Health and Safety Consultant

This workshop is especially suited for anyone with stress in their lives and in particular for those working in stressful situations. We will identify various stressors and stress triggers and practice skills for stress reduction. We will develop a personal stress management plan of strategies that work for you. Each person will receive a complimentary copy of the Channing L. Bete Company's book *Self Care Handbook/Stress Management*. Participants will learn effective stress management techniques and be pampered by a chair massage during the session. **Susan Clark, Licensed Massage Therapist**, will provide chair massage to participants throughout this workshop.

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Help your students achieve academically while improving their interpersonal skills. In this workshop you will learn how to set the Frameworks in place for motivation, comprehension and evaluation. This workshop is designed for both elementary and secondary level educators.

29. The Paraprofessional Conundrum: An Exploration of the Effective Utilization of Paraprofessionals; Carol Kosnitsky, Cristia Lesher Assoc.

Administrators and team leaders will explore the increased reliance on paraprofessionals. While no one can dispute the important role they play in educating students with disabilities, the number of para positions has exploded in recent years. Unfortunately, schools have not implemented processes for determining the effectiveness or the possible unintended consequences of paraprofessional assignments. Participants will look at the factors that contribute to over-relying on paraprofessionals, along with a growing body of evidence that indicates there are alternatives. Participants will receive tools they can use within their schools/districts to assess their own practices and develop improvement plans that build internal capacity to ensure all students are appropriately educated. This workshop is based on the work of Michael Giangreco. (A)

**30. Working with Children Who Witness and/or Experience Violence
Betty Guetti, 32-Year Survivor of Domestic Abuse in Greenfield**

This powerful workshop, presented in conjunction with a local agency, is designed to enable educators to recognize and help solve some of the problems associated with domestic violence and domestic abuse. Participants will learn about the signs and symptoms of domestic violence and abuse, learn what the red flags are, where to get resources and what actions to take. Hear a survivor's incredible story, how she lived through the domestic violence, recovered and became an advocate for children and families.

31. Text Unbound: Meeting the Multiplicity of Reading Needs for Students

**Dr. Richard Ely, Coordinator, Intensive Learning Classrooms,
Amherst Public Schools**

The tenets of UDL, Universal Design for Learning, call for lessons and materials to be developed with accessibility in mind. This is done instead of having to retrofit them to meet the needs of students with learning differences. As classroom teachers, how can we provide these materials, particularly books? This workshop will review the variety of approaches to providing all students effective text access. It will examine the growing wealth of technologies to support these various needs. Topics will include altering visual display, augmenting text with speech, software and hardware tools and sources for books and other text.

32. How One Public School is Creating Seamless Transitions from School to Adult Services. Laurel Peltier, Out of District Coordinator and Joyce Butler, Ed.D., Director of Pupil Personnel Services, South Hadley Public Schools

While the new individual transition planning form (ITP) has added to our paperwork, it has also provided a framework for changes in transition services in the South Hadley Public Schools. Join us to learn more about practical strategies South Hadley has used to partner effectively with community service providers at very little (and some at no) cost.

**33. Educational Technology to Support Learning Disabled Students
Eva Gibavic, MA, CAGS, Assistive Technology Specialist
Hampshire Educational Collaborative, CCATT**

This session will focus on three software applications that support learning disabled students' access to the curriculum. The programs are Kurzweil 3000, SOLO (Co:Writer, Write:OutLoud and Read-OutLoud) and TestHELP. The presenter will demonstrate the basic elements of each program and show a variety of ways that they can assist students. Part of the session will be spent on the website for each product to explore resources available to you. All of these programs have trial versions that can be downloaded for you to get to know them better at home or in your school.