

20th 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 9 and 10, 2010

Sponsored by the

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

*** TUESDAY, MARCH 9, 2010 ***

8:00 - 8:30 AM REGISTRATION & CONTINENTAL BREAKFAST: AUDITORIUM
8:30 - 9:30 AM WELCOME AND OPENING PLENARY ADDRESS

Opening Plenary Address and Book Signing
Rick Lavoie, Consultant and Author
“Tales from the Road”

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

Luncheon Keynote Address
Polly Bath, Consultant, Cristia Leshner Associates
“Teaching Social Skills is an All Day Event!”

1:00 - 3:30 PM CONCURRENT SESSIONS: KOCH CENTER

*** WEDNESDAY, MARCH 10, 2010 ***

8:00 - 8:30 AM REGISTRATION & CONTINENTAL BREAKFAST: AUDITORIUM
8:30 - 9:30 AM WELCOME AND KEYNOTE ADDRESS

Morning Keynote Address
Anthony J. Mullen, National Teacher of the Year
“Recovering Lost Students”

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

Conference Registration Deadline is March 1

For registration questions contact Taffy Bassett-Fox
Hampshire RSD 413-527-7200 x 4304 or tbassettfax@hr-k12.org
For other conference questions contact Sue Samoriski, Ed.D.
Mary Lyon Foundation 413-625-2555 booklady2@hotmail.com

BOOK SIGNINGS

BOOKFAIR ~ EXHIBITS

1. Inclusion at its Best: Improving School Climate by Mastering the Magic Ingredients of Successful Inclusion Practices

Michele M. Rivers Murphy, Educational Consultant, M.Ed. Leadership **ALL DAY**

Do inclusion team members' role and responsibility perceptions and expectations sometimes not match up? Are daily and weekly communication practices a challenge? Is it difficult to find the time to plan and meet? Are you reaching the highest service delivery possible? Come join us in this group format while we **explore**, **examine** and **exert** your mind energies regarding the "magic ingredients" of successful inclusion practices that directly impact school climate such as talking tools for making connections, building working relationships, understanding comfort levels, creating individual skill sets and finding the time to best communicate. This all day workshop will be full of excitement and group exchange. It will be beneficial for all members of inclusion teams.

2. Autism Spectrum Disorders: Getting to Know Your Students

Teresa May, Central Berkshire RSD Autism Specialist **ALL DAY**

This full day workshop will begin with an overview of Autism Spectrum Disorders and the core areas of deficit (communication, social, academic, and sensory) impacting students. Many strategies to address these issues will be discussed. The afternoon session will focus on troubleshooting problem situations, difficulties encountered in organization, distractibility, sequencing, and generalization. Interventions, modifications and other effective strategies will be offered. There will be several hands on activities and time for Q & A throughout the day. Anecdotal stories will be used to illustrate important points. PowerPoint available online at www.mrsmaysautismclassroom.com.

3. REAL Socialization - Beyond Greetings and Games

Leslie Michelle Touw, M.A., Spectrum Services. Marlborough Public Schools, Teacher of Students with Autism Spectrum Disorders Since 1978 **ALL DAY**

This all day presentation will provide a complete repertoire of practical socialization techniques and their utilization for any student, and that does mean ANY student! The content and materials are those developed by the presenter as well as published experts (including Jeanette McAfee, Kathleen Quill and Michelle Garcia Winner) which actually work as proven by students' successes (in their public school classrooms and beyond). The 'how-to's' address changing problem behaviors to pluses for social acceptability and understanding the connection between behavior choices and the social consequences, providing students with tools to manage their emotions, especially anxiety and anger. We will also address social coaching for social interactions including problem solving relationship issues as well as ways schools have implemented social programs and included families.

4. Restraint Training: Part I

Michael Fredette, Principal, New Hingham Elementary School, Chesterfield-Goshen Regional School District **ALL DAY**

For the second year, the Mary Lyon Conference will provide school districts with the opportunity to send faculty to be fully trained in de-escalation and restraint as a part of the conference fee. The training will begin at 8:30 AM and end at 3:30 PM with one hour for lunch. Participants must attend both days of the training **IN FULL** and pass a test to become certified. There will **not** be an opportunity for the restraint training participants to attend keynote speeches or other workshops. Maximum of 18 participants. Be sure to wear comfortable clothing and shoes to allow for ease of movement.

5. Its So Much Work to be Your Friend: Helping the Child with Learning Disabilities Find Social Success. Rick Lavoie, Consultant

This workshop is sponsored by Cristia Leshner Associates.

Extensive studies have examined students with learning disabilities who have experienced chronic failure in mainstream classes. Invariably, these studies have clearly demonstrated that this failure is due to **SOCIAL SKILLS**, not **ADADEMIC SKILLS**. The majority of people with learning disorders have marked difficulty perceiving, understanding and responding to social situations. Social isolation, rejection and humiliation are often the result. This workshop will explore the relationship between learning disabilities and social incompetence and will identify the specific social skill deficits. Field tested strategies will be presented that can be used by parents, teachers, coaches and caregivers to assist students in gaining peer acceptance and developing age-appropriate social skills. Topics to be covered are (1) the impact of social incompetence upon the daily life of children, (2) direct correlation between social skills deficits and learning disabilities, (3) generic nature of social skills deficits, (4) history of social skills instruction & weaknesses of current approaches, (5) impact of paralinguistics (non-verbal language) on the development of social competence, (6) developing friendships & positive peer relationships, (7) use of Social Skills Autopsies to improve interaction skills, (8) teaching the Hidden Social Curriculum and (9) factors that enhance children's social acceptance. *There will be a book signing opportunity with Rick following his workshop.*

6. How to Process with Upset & Distressed Students: De-escalate, Relate, Evaluate, Teach New Skills & Reintegrate

Polly Bath, Consultant, Cristia Leshner Associates

This training is for educators who work with upset and distressed students. Some of the strategies can be used in the classroom. Others will be useful to guidance counselors, assistant principals, and staff who work with upset students. **De-escalate:** De-escalation techniques deal with the process of lowering the emotional temperature of a situation. You can use them with a student who is very distressed and needs an adult to help them reach an emotional state where they can hear and process what is going on. Or they can be used with an entire group (help a class stay focused the day before a holiday break). **Relate:** If a student doesn't trust you, then you might as well be speaking a foreign language. Learn the key elements of relating to a student in distress. **Evaluate:** You've got to make some judgments about the student's overall safety and ability to maintain control. How did they get into the escalated situation? Anger? Frustration? Misunderstanding of language? Lack of social skills for the given situation? Cognition? If you can evaluate well, you'll know what the next step is for the student. **Teach New Skills:** Once you have evaluated, you can usually see that the student lacks a specific skill or set of skills. Then you can figure out what resources you have to offer this student to help them learn new ways of behaving. **Reintegrate:** Any plan for re-integration needs to include a plan for what the student will do if s/he feels her/himself heating up again. Beyond that there needs to be a plan to solve the problem that set the student off and a plan for helping the student acquire the skills needed to succeed in the environment in which they lost control of themselves.

7. I Can't, I Won't, I Don't Want To: Stress & the Student with Hearing Loss. Kathleen Casale, M.ED., CAGS, School Psychologist, Northampton Schools & Clarke School for the Deaf. Cynthia Forsythe, M.E.D., CAGS, School Psychologist and Claire A. Troiano, M.E.D., Director, Clarke Mainstream Services, Clarke School for the Deaf

This presentation will be divided into three components: first, we will provide a brief overview of hearing loss and the assistive technology most commonly used by students in public school settings; second, we will discuss the factors that contribute to stress for students with hearing loss in regular and special education classrooms and describe how it is typically manifested; we will end the session with a list of strategies designed to reduce stress that can be implemented by those working with students in public schools.

8. Social Skills for the Real World: Using Theater in Social Skills Interventions. Teresa Dooley-Smith, M.S., CCC/SLP and Brian Smith, B.A., AEA, TDS Speech Pathology Associates, Belchertown and Longmeadow. Sponsored by TM Solution, Inc.

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 the tools actors use and the questions actors ask 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. Beyond Britney: Using Assistive Technology & Educational Applications for the Popular iPhone and iPod Touch. Jennifer Corso, M.S., Ed.S., Assistive Technology Specialist

The popular iPhone and iPod Touch are everywhere. Discover how using this tool along with a variety of applications from the Apple App (Application) store you can transform your classroom. From data collection to augmentative communication, your iPod touch or iPhone can be transformed into a powerful teaching tool. Some of the applications demonstrated will include Proloquo2Go by Assistiveware, Percentally by RinnApps, Dragon Dictation, Time Timer, and iPrompts.

10. “Teaching Peace” – Three Critical Pieces

Mike Saporito, Director of Special Education, Farmington River Regional School District; Founder and Director of Berkshire Training, Evaluation, Consultation & Coaching

Violence and aggression can interfere with productive learning. This provocative workshop looks critically at what we can do to embrace non-violence and create a safe, secure environment. Through a mix of anecdotes and practical strategies workshop participants will learn the necessary skills to create a culture of respect and caring. The workshop uses a recipe metaphor to illustrate three training components; 1. Social learning & the importance of role modeling, 2. Tolerance Levels and the need to address inappropriate behavior & 3. Skill Acquisition

11. The Parents’ Perspective: Building Successful Relationships between Parents of Special Education Students and School Personnel. Panel of Parents & Staff of The United ARC of Franklin and Hampshire Counties

As members of their child's IEP team, parents have a unique perspective with much to offer as well as many questions to ask. In the interest of each child's educational program it is beneficial for parents and school personnel to establish a strong collaborative relationship. Parents come to this process with varying backgrounds, knowledge and educational experience. At times parents find the IEP and ITP process confusing and frustrating; sometimes parent-school communication breaks down. Some parents seek outside guidance and support from parent consultants. Panel members will share personal perspectives on what helps and what hinders the development of a positive relationship with other members of their child's IEP team. Panel members will dialogue with workshop participants about their own experiences in building strong parent-school communication. Participants should leave this workshop with an enhanced appreciation of the parental perspective, tips for effective ways to build collaborative relationships, and a deeper understanding of the role of parent consultants.

12. Legal Updates in Special Education

Colby C. Brunt, Esq., Stoneman, Chandler & Miller LLP.

This workshop is sponsored by Stoneman, Chandler & Miller LLP

Legal Updates in Special Education will feature a review of recent BSEA cases and hot topics facing special education administrators. There will be an opportunity for questions and answers.

13. Developing Number Sense and Computational Fluency in Mathematics in the Primary Grades. Michael Flynn, M. Ed., 2008 Massachusetts Teacher of the Year, Southamptton School District

The emphasis of this session is on helping students make sense of mathematics. Participants in this workshop will learn and create a variety of activities to help students develop a fundamental understanding of our number system. They will learn new ways to analyze student work to inform instruction. They will also learn how students move from manipulative-based strategies to numerical ones. Although this session is primarily for grade levels K-3, teachers and paraprofessionals with students whose skills fall in the range may find this helpful.

TUESDAY AFTERNOON CONCURRENT SESSIONS

1-3:30 PM

**14. Working with Children Who Witness and/or Experience Violence
Betty Guetti, 32-Year Survivor of Domestic Abuse in Greenfield and Madeleine Gorman, New England Learning Center for Women in Transition**

This powerful workshop, presented in conjunction with NELCWIT, 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 violence, recovered and became an advocate for children and families.

**15. Social Skills for the Real World: Using Theater in Social Skills Interventions.
Teresa Dooley-Smith, M.S., CCC/SLP and Brian Smith, B.A., AEA, TDS Speech Pathology Associates, Belchertown and Longmeadow. Sponsored by TM Solution, Inc.**

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16. Working with Parents who have Intellectual Disabilities: Guidance for Teachers & School Personnel. Susan Jones, Director of the Positive Parenting Resource Center, The United ARC of Franklin and Hampshire Counties & Leslie Kinney, Family Support Director, The United ARC

In the US about one million households are headed by parents with intellectual disabilities. This workshop will help educators better understand the challenges faced by these parents, learn how to recognize when a parent might have intellectual disabilities and develop strategies for effective communication with parents in order to maximize school success for the parents' children. The presenters have worked with parents with cognitive limitations for more than 25 years and have developed innovative services to support families. Ms. Jones, with the collaboration of Ms. Kinney, founded the *Positive Parenting Resource Center* and the *New England Coalition for Supporting Parents Cognitive Challenges*. Both presenters are involved with the national supported parenting movement and sit on the board of a new national organization, *The Association for Successful Parenting*.

17. Managing and Changing Lunchroom & Recess Behavior

Polly Bath, Consultant, Cristia Lesher Associates

Kids need happy and safe breaks in their school day, but recess and lunchtime can sometimes also be the breeding ground for behavior problems that erupt on the spot or pop up later in the classroom. This workshop is especially for paraprofessionals who supervise lunch and recess. It focuses on how to (1) establish a desirable climate on the playground and in the lunchroom from day one, (2) head trouble off at the pass, (3) encourage responsible behavior, (4) respond effectively when undesirable behavior erupts and (5) make lunch and recess a pleasant and safe experience for kids and adults.

18. Legal Updates in Special Education

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Legal Updates in Special Education will feature a review of recent BSEA cases and hot topics facing special education administrators. There will be an opportunity for questions and answers.

19. “Go Ahead, Make Me” – Curbing Disruptive Behavior: The Art and Science of De-escalation and Limit Setting. Mike Saporito, Director of Special Education, Farmington River Regional School District; Founder and Director of Berkshire Training, Evaluation, Consultation & Coaching (BTECC)

Each day students present challenges to educators with a variety of behaviors that interfere with learning. This workshop provides a positive approach to setting reasonable limits and responding versus reacting to misbehavior. Concrete skills and interventions that can be used with equal effectiveness both to avoid potential crisis and establish and enforce school norms will be reviewed with workshop participants.

20. Beyond Britney: Using Assistive Technology and Educational Applications for the Popular iPhone and iPod Touch. Jennifer Corso, M.S., Ed.S., Assistive Technology Specialist

The popular iPhone and iPod Touch are everywhere. Discover how using this tool along with a variety of applications from the Apple App (Application) store you can transform your classroom. From data collection to augmentative communication, your iPod touch or iPhone can be transformed into a powerful teaching tool. Some of the applications demonstrated will include Proloquo2Go by Assistiveware, Percentally by RinnApps, Dragon Dictation, Time Timer, and iPrompts.

WEDNESDAY, MARCH 10, 2010

ALL DAY WORKSHOPS

21. Restraint Training: Part II

**Michael Fredette, Principal, New Hingham Elementary School,
Chesterfield-Goshen Regional School District**

ALL DAY

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22. Anxiety, Trauma & Stress: The Effects on Children & Adolescents

Garry L. Earles, M.S.W., L.I.C.S.W. Sponsored by Brightside

ALL DAY

The interplay of these aspects, “The Big Three,” accounts for numerous mental health conditions that have an enormous impact on a student’s ability to learn. Anxiety, compounded by trauma from various sources is very stressful to the individual. Conversely, stressful situations are traumatic and generate an abundance of anxiety. These dynamics appear in a variety of conditions such as Panic Attacks, Obsessive-Compulsive Disorder and Post Traumatic Stress Disorder, among others. They pose emotional, behavioral and learning challenges to students, parents and educators alike. This workshop will discuss each of these three aspects with regard to their brain-based features, their “co-mingling” and how they appear in specific conditions. Participants will gain useful insight and realistic notions about what is helpful, including the use of new digital technology, to assist these individuals in achieving educational goals. For more information, and resources please visit: www.garryearles.com.

23. REAL Socialization - Beyond Greetings and Games

**Leslie Michelle Touw, M.A., Spectrum Services. Marlborough Public Schools,
Teacher of Students with Autism Spectrum Disorders since 1978**

ALL DAY

This all day presentation will provide a complete repertoire of practical socialization techniques and their utilization for any student, and that does mean ANY student! The content and materials are those developed by the presenter as well as published experts (including Jeanette McAfee, Kathleen Quill and Michelle Garcia Winner) which actually work as proven by her students’ successes (in their public school classrooms and beyond). The ‘how-to’s’ address changing problem behaviors to pluses for social acceptability and understanding the connection between their behavior choices and the social consequences, providing students with tools to manage their emotions, especially anxiety and anger, and social coaching for social interactions including problem solving relationship issues as well as ways schools have implemented social programs and included families.

WEDNESDAY MORNING CONCURRENT SESSIONS

9:30 AM – 12 NOON

24. Using a Depth-of-Knowledge Framework to Close the Achievement Gap

**Morgan Williams, Principal, and Robert Douglas, Data Coach,
John T. Reid Middle School, Pittsfield**

Almost 10 years after Mike Schmoker warned America’s educators to avoid a “Crayola Curriculum,” we still see it in classrooms around the country. This is especially dangerous in an age of high-stakes testing. In this workshop, you will learn about using the Depth-of-Knowledge framework to ensure that the instruction and assessment in your classroom or building is aligned with state frameworks and assessment in depth as well as breadth. DOK provides a structure that helps teachers to be mindful of and maintain high expectations for all learners and to close the achievement gap. There is no need to wonder any longer if the instruction your students are receiving is preparing them adequately for your state assessments when you can know for sure.

25. Social Thinking via Michelle Garcia Winner

**Deb Lanou and Leslie Anderson, Inclusion Specialists,
Pioneer Valley Regional School District, Mentor Certification TSP**

This workshop is an introduction to the work of Michelle Garcia Winner about “social thinking”. MGW has developed a way of teaching individuals with social-cognitive deficits such as autism, AD/HD, non-verbal learning disorders and Tourette’s. Her work encompasses concepts such as expected/unexpected behavior, thinking with your eyes, social mapping, and perspective taking. In this workshop you will explore one of her many books, “You Are a Social Detective!”

26. Multi-Sensory, Structured Language Instruction – from the Language Classroom into the Content Areas. PK Sanieski, M.Ed., Fellow/AOGPE, Academic Dean, Linden Hill School, Northfield

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

**27. Internet 101: An Educators Guide
Cindy Boyle, Director of Community Education & Outreach
Northwestern District Attorney's Office**

The Internet's "super highway" runs right through the middle of our children's lives. It opens up a world of entertainment, communication and educational opportunities. However, it also allows direct access to people and Web sites that can expose kids to age-inappropriate content and risky social contacts. This workshop offers a glimpse into the online lives of young people. Participants in this workshop will become familiar with those web sites that are popular with the youth in our community. Topics covered will include: social networking sites, online gaming, and "sexting".

28. Who is in Charge? Roundtable Discussion with State Agencies

After many shifts in state agency responsibilities and financial cutbacks, state agencies need to work closely to facilitate the best care for students and their families. Come prepared to ask questions of representatives from state agencies that interface and support services provided to students in public schools settings. Join this Round Table Discussion with State Agency Representatives: Desiree Hopkins, Mass Rehab, Greenfield; Sean Barry, Dept. of Mental Health, Western Regional Office; Deborah Sicilia, Dept. of Children and Families, Western Regional Office; Sandy Whiteman, Clinical Support Options, Greenfield; David Chevalier, Dept. of Developmental Services; Pat Bell, Director of PPS from Mohawk Trail Regional School District will moderate.

29. Helping the Traumatized and Behaviorally Challenging Child in the Early Childhood Classroom: The Importance of Early Intervention and its Impact on Behavior, Kindergarten Readiness, and Learning

Allison Berman, LICSW, James Levine & Associates

This presentation is designed for Special Education Directors, Principals, Superintendents, and Early Childhood/Intervention Program Directors. The focus will be on the impact of psychological trauma on the social, emotional, physical and cognitive functioning of the preschool student. A singular traumatic event or ongoing, repeated trauma can impact a child's ability to function within the classroom setting. Trauma can manifest in many ways, including behavior that may be difficult for the teacher to both understand and negotiate. Participants in this training will learn how trauma impacts these multiple areas of a child's functioning, the consequences for the child, the impact on other children in the classroom and the teacher, and how mental health consultation and training for school staff can be an imperative part of a successful early childhood program. The training will also discuss ways to create and support a successful early childhood program from an administrative perspective.

30. 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 Dragon Naturally Speaking, Kurzweil 3000, SOLO (Co:Writer, Write:OutLoud and Read-OutLoud) and TextHELP. The presenter will demonstrate the basic elements of each program and show a variety of ways that they can assist students. 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.

WEDNESDAY AFTERNOON CONCURRENT SESSIONS

1 PM – 3:30 PM

31. Updates in Special Education

Marcia Mittnacht, State Director of Special Education

This session will cover a variety of updates in the area of special education including updates on ARRA, the Massachusetts State Performance Plan for Special Education and other initiatives from the state level. This workshop is for superintendents and special education administrators.

32. Working with Children Who Witness and/or Experience Violence

Betty Guetti, 32-Year Survivor of Domestic Abuse in Greenfield and Madeleine Gorman, New England Learning Center for Women in Transition

This powerful workshop, presented in conjunction with NELCWIT, 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 violence, recovered and became an advocate for children and families.

33. Using a Depth-of-Knowledge Framework to Close the Achievement Gap

Morgan Williams, Principal, and Robert Douglas, Data Coach,

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Kindergarten Readiness & Learning. Allison Berman, LICSW, James Levine & Assoc.

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35. Cyberbullying 101

**Cindy Boyle, Director of Community Education & Outreach
Northwestern District Attorney's Office**

Bullying is not what it once was. What used to be confined to the schoolyard has now expanded to cyberspace, often with devastating consequences. This workshop will include discussion of current events in the media highlighting this important topic. Updated data on cyberbullying will be shared as well as what Massachusetts criminal laws can be applied in cyberbullying situations.

36. The Disability Simulation

**PK Sanieski, M.Ed., Fellow/AOGPE, Academic Dean and
Laurel Lussen, Language Trainer, Linden Hill School, Northfield**

The disability simulation, "Put Yourself in the Shoes of a Dyslexic", is a hands-on workshop designed to increase awareness of the difficulties and frustrations dyslexics and language learning disabled individuals encounter daily. The simulation leads to greater empathy and understanding of the problems and gives insight into working effectively with these individuals. Participants in the workshop rotate among numerous learning stations which simulate various language related tasks similar to classroom tasks and situations in the workplace. The stations may cover some of the following areas of difficulty: beginning reading problems, visual-motor and writing tasks, fine motor problems, visual perception and processing problems. A leader guides the participants at each station for 10 minute periods with a 2-3 minute debriefing after each task. When all stations have been completed, participants come together for a final debriefing. The simulation is designed to be stressful; some participants may become fatigued and even emotional. Although the experiences represent a "worse case scenario", in no way is it implied that teachers or parents deliberately make life stressful for these dyslexic or language learning disabled individuals. However, the experiences and frustrations experienced in this workshop are typical of those experienced by dyslexics in their life and work.

37. Mad Science: Anger Work with Adolescents

Stephen C. Simmer, LICSW, PhD

Along with the various academic challenges during adolescence, there is the developmental adventure we might call the building of emotional character. Powerful emotions—fear, depression, anger, and shame—run untempered and untamed over the landscape. This workshop will focus on anger work, a central task in developing emotional conditioning. It will explore six different Vicious Circles of anger addiction that can cause problems in adolescence. It will outline a Mad Science approach to anger work—specific cognitive-behavioral strategies for working with anger—that can be used with individuals or with groups.

38. Using Intellitools Classroom Suite 4: Software to Support Literacy and Writing in the Classroom. Diane Gumaer, Assistive Technology Specialist, Hampshire Educational Collaborative, CCATT. This workshop is sponsored by Eutactics.

This session will focus on software applications that support reading and writing for regular and special education students. The programs are Inspiration, Intellitools Classroom Suite 4, 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.

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.

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