

# ***21st 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 15 and 16, 2011**

*Sponsored by the*

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

~ **TUESDAY, MARCH 15, 2011** ~

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

**Opening Plenary Address: Wilma Ortiz  
Massachusetts Teacher of the Year  
Amherst Regional Middle School**

***“Teaching from the Heart: A Pedagogy of Care”***

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 16, 2011** ~

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

**Keynote Address: Ross W. Greene, Ph.D.  
Author, *The Explosive Child & Lost at School*  
Assoc. Clinical Professor, Harvard Medical School  
Senior Lecturer, Tufts University**

***“Transforming School Discipline:  
Being Responsive to the  
Needs of Behaviorally Challenging 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 4**

For conference questions, please contact Sue Samoriski, Ed.D.  
Mary Lyon Foundation, P. O. Box 184, Shelburne Falls MA 01370  
Tel 413-625-2555 Fax 413-625-0065 [booklady2@hotmail.com](mailto:booklady2@hotmail.com)

~ **BOOKFAIR** ~ **EXHIBITS** ~

**1. The Nuts and Bolts of Current, Evidence-Based Literacy Designed Especially for Administrators and Teacher Leaders. Sally C. Grimes, Ed. M., Founding Director, The Grimes Reading Institute, Rockport, MA** ALL DAY

Administrators, as educational leaders, are now more involved in the details of reading instruction, but the learning curve can be daunting. In addition, it is necessary to weave the desired differentiated reading instruction into an RtI (Response to Intervention) model, which is slowly evolving in most districts. This workshop is designed specifically for school leaders and will provide the “nuts and bolts” of: 1) The 5 “plus” critical components of reading instruction, 2) Useful graphic showing how the strands of language & literacy should work together, 3) An overview of how to use critical pieces of data to drive instruction, 4) A “roadmap” of key literacy resources (templates, curricula, websites, assessment tools, checklist for reading coaches, supervisors, principals, planning sheets & key articles), 5) A “primer” of a “Reading/RtI” (Response to Intervention or Multi-Tiered Support System) framework for PreK-4, and 6) A continuum of various types of learners and how they match a continuum of various types of reading programs. (A)

**2. Autism Spectrum Disorders: Getting to Know Your Students**

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

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](http://www.mrsmaysautismclassroom.com).

**3. Reshaping the Lives of Students with Emotional and Behavioral Challenges Using Strength-Based Theories and Practices: Positive Strategies for Making a Difference**  
**Charlie Appelstein, M.S.W., President of Appelstein Training Resources** ALL DAY

Strength-based practice is an emerging approach to guiding students with emotional and behavioral challenges that is exceptionally positive and inspiring. Its focus is on strength-building rather than flaw-fixing. It begins with the belief that every student has or can develop strengths and utilize past successes to mitigate problem behavior and enhance functioning. This full-day comprehensive workshop will highlight many of the key principles and techniques of this transforming modality. Areas covered include: What is strength-based practice & the power of a positive attitude; strength-based communication principles and techniques including reframing, using solution focused questions and inspirational metaphors; self-esteem building & activities for at-risk children and youth; how to help cognitively inflexible students; the importance of being family friendly; why, how, and when to use incentive plans; the importance of controlling personal emotions (i.e. managing number one first) and key de-escalation strategies; respectful limit setting and a host of creative cognitive behavioral strategies

#### **4. The Art & Quality of Inclusion, Acceptance, Belonging & Community**

**Michele M. Rivers Murphy, Educational Consultant, “KIDS FIRST”, “Making Positive Connections & Helping One Child at a Time”** ALL DAY

This all day workshop includes role playing, movement, group work and exploration into inclusion’s best practices. Communication & cooperation are 2 essential components necessary to provide our students with the highest quality and level of service provision. Together, we will share my “KIDS FIRST” model for inclusionary success, and examine the importance of **defining** roles and responsibilities, **formulating** positive relationship building, **finding time** to plan & prep, and **practicing** the best instructional & behavioral strategies. Specific and best practices regarding inclusion strategies and interventions will be shared. There will be a discussion of the 3 tier intervention and regulation models.

#### **5. Restraint Training Part I. Michael Fredette, Principal, New Hingham Elementary School, Chesterfield-Goshen Regional School District** ALL DAY/LIMIT 18

For the 3rd year we will provide participants with an opportunity to be fully trained in de-escalation & restraint. The training begins at 8:30 AM and ends at 3:30 PM with 1 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 to attend keynote speeches or other workshops. Please wear comfortable clothing and shoes to allow for ease of movement.

### **TUESDAY MORNING CONCURRENT SESSIONS** 9:30 AM to 12 NOON

#### **6. An Overview of Telepractice for Speech & Language Services. Michelle Boisvert, MA.CCC-SLP, Doctoral Candidate & Sabina Lynskey, B.S., SLP-A**

Telepractice involves the application of communication technologies (e.g., computer-based videoconferencing software & the internet) to enable specialists to deliver services in real-time over a geographical distance. Telepractice is rapidly gaining world-wide interest for the provision of special education services due to the critical shortage of highly qualified professionals such as speech pathologists, autism specialists and ESL teachers. A growing body of literature supports the use of telepractice to deliver intervention, assessment & consultation services in the field of special education. This presentation will describe telepractice, present literature that supports the use of telepractice in the field of Speech Language Pathology, discuss how telepractice meets regulations set forth in IDEA, 2004, identify policies and procedures needed for a telepractice program and demonstrate a telepractice speech and language therapy session.

#### **7. What’s in a DAISY?**

**Dr. Rick Ely, Education Services, Carroll Center for the Blind, Newton**

Digital books are revolutionizing how those of us with a reading impairment access the world of information. These same digital books can provide a whole new challenge to those of us who work with students or clients wishing to use such texts. This workshop will unveil the dark mysteries surrounding DAISY and NISO books. Topics to be covered will include description of DAISY and how it is different from the ePub format, finding resources for books, how to unpack books and find them again, what files need to be in the folder, how to make your own full featured DAISY books from existing Word documents, and where to find good free software to help you create your own DAISY materials. We will also review how to install the Save As DAISY add-on for MS Word. Participants will also learn where to find a free software reader for students or clients.

**8. “Go Ahead, Make Me” – Curbing Disruptive Behavior: The Art & Science of De-escalation & Limit Setting. Mike Saporito, Special Education Director, Farmington River RSD; Director of Berkshire Training, Evaluation, Consultation & Coaching**

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.

**9. Differentiating Math for Students with Special Needs Using Hands-on Strategies for Grades K-6: Number Sense & Operations, Fractions and Decimals**

**Tom Schersten, Math Consultant, Cristia Leshar Associates**

Participants will learn to lead students through experiences with math representation & modeling so they will 1) discover algorithms through modeling & 2) construct their own understanding of the concepts and computational procedures. Participants will: **1.** Use dice, interlocking cubes & the 99-chart to learn about counting by 1s, 10s, & 5s, forward & backward, even into negative numbers. Games will allow students to decompose numbers & recompose them in a different form, which can facilitate fluency with number facts without memorizing or counting. **2.** Use base 10 blocks & corner pieces to model place value, addition, subtraction, multiplication & division, then record the activities with abstract symbols. **3.** Use pattern blocks to model, in 2 & 3 dimensions, concepts of equivalent fractions, ordering fractions, finding common denominators & performing operations. We will roll dice, play games, add & subtract fractions without finding common denominators, multiply fractions without changing to improper fractions & divide fractions without inverting & multiplying. **4.** Use dice, graph paper, & base 10 blocks to play games & other activities as concrete models for understanding decimals, saying decimal numbers, ordering decimals by size & performing operations. Participants will be able to continually assess student performance and teach number sense and the concepts of place value, addition, subtraction, multiplication, and division.

**10. Optimize Learning with Yoga for Special Needs Children**

**Laurel Lussen, Language Trainer, Linden Hill School**

**Limit 10**

A practice thousands of years old stimulates brain activity, promotes memory & reduces stress. This workshop will be an activity-based demonstration of routines that bring fun to the classroom while promoting brain function & body health. Simple procedures that work in classrooms instruct the basics of breathing, games, yoga poses, & visualization appropriate for school. Come & get peaceful! Laurel, an experienced teacher of literacy and English, has used yoga for more than 40 years to help maintain flexibility & reduce stress. Trained at Kripalu, she is a certified practitioner of yoga for the special needs child, a graduate of "Tools for Teachers" by Yoga Ed & receives on-going coaching from Lisa Enzer. She leads yoga classes for middle school students as part of the curriculum.

**11. Cyberbullying. Cindy Boyle, Patrol Officer, South Hadley Police Department**

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 prevention, themes, trends and updated resources available on the Internet. Cindy was formerly with the Northwestern District Attorney's office.

**12. Using the iPod Touch/iPad as Assistive Technology to Support Learning Disabled Students. Eva Gibavic, MA, CAGS, Assistive Technology Specialist, Collaborative for Educational Services, CCATT**

This session will focus on use of the iPod/iPad to support the assistive technology needs for students with learning disabilities. A number of Apps will be demonstrated and discussed, including using Proloquo2Go as a job coach, Dragon Dictation, Math Drills, and others that support the educational process. Issues related to the use of the iPod Touch/iPad in schools will also be addressed.

**13. From Anti-bullying Plan to Practice: Recommendations for Implementation Arthur Friedman, Ph.D., LICSW, James Levine & Associates, PC**

School districts, charter schools, approved private special education day and residential schools, and collaborative schools were required to submit a Bullying Prevention and Intervention plan to the Dept. of Ed. by 12/31/10. While all schools in MA have submitted plans, the process of operationalizing the plan and implementing the requirements can be challenging. Plans need to include details on the roles of school leaders, required professional development for all school district staff, identification of and access to appropriate and useful resources, development of age-appropriate instruction on bullying prevention for all grades and draft policies and procedures for reporting & responding to incidents of bullying & retaliation. This workshop will include an overview of the new MA Anti-bullying law, deconstruct the DESE model plan requirements and provide concrete strategies to increase “positive behavioral health” through a “whole-school” approach to address bullying. School administrators and special education directors can share their experience implementing their own plans and obtain guidance on how to change their individual school climates. (A)

**TUESDAY AFTERNOON CONCURRENT SESSIONS**

**1-3:30 PM**

**14. Updates in Special Education**

**Marcia Mittnacht, State Director of Special Education**

This seminar will feature a wide variety of updates in the area of special education from the state level. There will be an opportunity for questions and answers. This workshop is expressly intended for superintendents, special education directors, principals and other school district administrators. (A)

**15. What’s in a DAISY?**

**Dr. Rick Ely, Education Services, Carroll Center for the Blind, Newton**

Digital books are revolutionizing how those of us with a reading impairment access the world of information. These same digital books can provide a whole new challenge to those of us who work with students or clients wishing to use such texts. This workshop will unveil the dark mysteries surrounding DAISY and NISO books. Topics to be covered will include description of DAISY and how it is different from the ePub format, finding resources for books, how to unpack books and find them again, what files need to be in the folder, how to make your own full featured DAISY books from existing Word documents, and where to find good free software to help you create your own DAISY materials. We will also review how to install the Save As DAISY add-on for MS Word. Participants will also learn where to find a free software reader for students or clients.

**16. Differentiating Math for Students with Special Needs Using Hands-On Strategies to Improve Math AYP Grades 7-12: Integers & Algebra, Fractions and Decimals. Tom Schersten, Cristia Lesher Associates**

Participants will be shown how to purposefully lead students through experiences with math representation and modeling so that students will 1) discover algorithms through modeling (algorithms which have historically been *told* to them), and 2) construct their own understanding of the concepts and computational procedures. Participants will use 2-color chips & algebra tiles to represent integers & variables and to model the following: **a.** adding, subtracting, multiplying, & dividing with integers; **b.** evaluating numerical expressions involving order of operations & exponents; **c.** simplifying algebraic expressions; **d.** solving linear & quadratic equations; & **e.** multiplying binomials & factoring trinomials. We'll use pattern blocks to model the concepts & skills of equivalent fractions, ordering fractions, finding common denominators, & operations with fractions. We will roll dice, play games, add & subtract fractions without finding common denominators, multiply fractions without changing to improper fractions, and divide fractions without inverting & multiplying, learning different ways to write the operations. We will also use dice, graph paper, & base 10 blocks to play games as concrete models for understanding numbers on both sides of the decimal point & to read, order & write the numbers in various expanded forms, and to model operations with these numbers. Upon completion of the workshop, participants will be able to teach integer and algebraic concepts and skills through a progression of activities from concrete, through pictorial, and into the symbolic stages of representation & to assess student performance.

**17. There Just Aren't Enough Hours in the Day. Charlie Guimond, MSW, School Social Worker and Adjustment Counselor/Consultant, Pioneer Valley RSD**

Teachers lose an average of 5-9 hours a week dealing with minor misbehavior. It doesn't have to be that way! Imagine how much more instruction could be accomplished with those hours available. Positive, appropriate, productive classroom behavior can be taught systematically. It's worth the time and effort to show students, teachers and administrators a better way to interact in the classroom. Learn strategies for effective classroom management that will end the student-teacher power struggles; improve academic performance and greatly reduce the need for discipline referrals. Forget the gimmicks. Forget the paperwork overload for teachers and administrators. Discover a way to create a positive, productive classroom. Take back your teaching time. This workshop is ideal for anyone working in a classroom.

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

**19. An Overview of Telepractice for Speech & Language Services. Michelle Boisvert, MA.CCC-SLP, Doctoral Candidate, and Sabina Lynskey, B.S., SLP-A**

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**21. Using Augmentative Communication Devices to Promote Social Language and Interactions. Diane Gumaer, M.Ed., Assistive Technology Specialist, Collaborative for Educational Services, Northampton**

This session will focus on creating opportunities for students with communication challenges to engage in social conversations. The presenter will demonstrate how using a variety of visual and auditory supports can provide students with the scaffolding they need to successfully interact with others. Attendees will learn how to use a wide array of support materials from simple written scripts, Step-by-Step recorded switch, Cheaptalk, Springboard and the application Proloquo2go on an iPad or iTouch. For many students, social interaction is very motivating and we as educators need to remember that it is the foundation of successful communication!

**22. From Anti-bullying Plan to Practice: Recommendations for Implementation**

**Arthur Friedman, Ph.D., LICSW, James Levine & Associates, PC**

School districts, charter schools, approved private special education day and residential schools & collaborative schools were required to submit a Bullying Prevention and Intervention plan to the Dept. of Ed. by 12/31/10. While all schools in Massachusetts have submitted plans, the process of operationalizing the plan and implementing the requirements can be challenging. Plans need to include details on the roles of school leaders, required professional development for all school district staff, identification of

and access to appropriate and useful resources, development of age-appropriate instruction on bullying prevention for all grades and draft policies and procedures for reporting and responding to incidents of bullying and retaliation. This workshop will include an overview of the new Massachusetts Anti-bullying law, deconstruct the DESE model plan requirements and provide concrete strategies to increase “positive behavioral health” through a “whole-school” approach to address bullying. School administrators and special education directors can share their experience implementing plans & obtain guidance on how to change their individual school climates. (A)

**WEDNESDAY, MARCH 16, 2011**

**ALL DAY SESSIONS**

**23. Restraint Training Part II. Michael Fredette, Principal, New Hingham Elementary School, Chesterfield-Goshen Regional School District ALL DAY**

For the 3rd year, we will provide participants with the opportunity to be fully trained in de-escalation and restraint. The training begins at 8:30 AM & ends at 3:30 PM with 1 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 to attend keynote speeches or other workshops. **Maximum 18 participants.** Please wear comfortable clothing & shoes.

**24. The Nuts and Bolts of Current, Evidence Based Literacy Designed Especially for Administrators and Teacher Leaders. Sally C. Grimes, Ed.M., Founding Director, The Grimes Reading Institute, Rockport, MA ALL DAY**

Administrators, in their roles as educational leaders, are now more and more involved in the details of reading instruction, but the learning curve involved can be daunting. In addition, it is necessary to weave the desired differentiated reading instruction into an RtI (Response to Intervention) model, which is slowly evolving in most districts. This workshop is designed specifically for school leaders and will provide the “nuts & bolts” of the following: 1) The five “plus” critical components of reading instruction, 2) Useful graphic showing how the strands of language & literacy should work together, 3) An overview of how to use critical pieces of data to drive instruction, 4) A “roadmap” of key literacy resources (templates, curricula, websites, assessment tools, a checklist for reading coaches, supervisors, principals, planning sheets, key articles, etc.), 5) A “primer” of a “Reading/RtI” (Response to Intervention or Multi-Tiered Support System) framework for PreK-4 and 6) A continuum of the various types of learners and how they match a continuum of various types of reading programs. (A)

**25. Implement-AAC-ation. Hillary Jellison, MS.CCC-SLP & Nerissa Hall, MA.CCC-SLP, Speech Pathologists/AAC Consultants ALL DAY**

This seminar will provide an overview of different high & low-tech augmentative and alternative communication (AAC) devices and how AAC provides individuals with different abilities access to the educational system. We will review ways of incorporating communication devices into the classroom and academic curriculum (reg & special ed) as well as other functional, school-based environments. The prompting hierarchy utilized when facilitating augmentative communication will be discussed. In addition, peer acceptance & ways of facilitating peer interaction will be reviewed. Following an overview of AAC implementation and presentation of implementation activities the ideas learned will be applied to case studies, activities, lesson ideas, and more. This seminar is designed to stimulate group discussion pertaining to frequent road blocks associated with

integrating AAC into the classroom and academic curriculum, as well as devise ways to support multiple communication methods in the classroom & other school-based activities. This workshop is designed for school-based regular & special ed professionals, special education directors, paraprofessionals/ETA's & speech pathologists. Upon completion of the course participants will be able to 1) Provide examples of at least 3 ways to incorporate AAC devices into common classroom and school-based curriculum tasks, 2) Demonstrate basic awareness of different AAC devices both high & low technology that are available and 3) Discuss how to support peer acceptance of devices.

**26. REAL Socialization - Beyond Greetings & Games. Leslie Michelle Touw, M.A., Spectrum Services, Marlborough Public Schools 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 & 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. (Due to popular request this workshop is a repeat from last year.)

**27. Functional Behavioral Assessments. Tom Byrne, Professor and Chair of the Department of Psychology, Massachusetts College of Liberal Arts ALL DAY**

This full day workshop will provide a detailed overview of conducting and interpreting functional behavioral assessments. We will discuss common functions of problem behaviors & designing practical interventions based on those functions. This workshop is appropriate for anyone who encounters behavior problems.

**WEDNESDAY MORNING CONCURRENT SESSIONS 9:30 AM – 12 NOON**

**28. Collaborative Problem Solving: Getting the Ball Rolling  
Ross W. Greene, Ph.D., Associate Clinical Professor, Harvard Medical School;  
Professional Staff, Cambridge Health Alliance; Senior Lecturer, Department of  
Education, Tufts University; author of *The Explosive Child* and *Lost at School***

Following his keynote, Dr. Greene will provide further details about the assessment and intervention methodologies associated with the CPS model.

**29. Audiological Management for Mainstreamed Students with Hearing Loss.  
Kathryn Girardin, Au.D., Director, Clarke Hearing Center, Clarke Schools for  
Hearing and Speech, Northampton, MA**

You have a child with hearing loss in your school. You've bought an FM for them. You're done, right? Wrong! An FM system is not a "plug and play" device, nor is it a one size fits all device. Come find out the *real story* behind providing adequate audiological services to children with hearing loss in today's world of changing technology. This workshop is designed for parents, professionals and paraprofessionals working with a child with hearing loss.

**30. Here Today, Here Tomorrow: Why Discipline Problems Don't Go Away & What to Do About Them. Charlie Guimond, MSW, School Social Worker and Adjustment Counselor/Consultant, Pioneer Valley Regional School District**

Every year it is more challenging to keep students engaged, appropriate and on task. As administrators we want to do our best to help teachers & students succeed. However, we often lack the tools to accomplish this daunting task! In this jam-packed session, you will learn time-tested, research based strategies & techniques designed to: Improve student behavior, Decrease teacher & student frustration, Improve student focus, Systematically teach appropriate, on-task behavior, Drastically reduce problem behavior, Increase instruction time, Decrease discipline & special education referrals and Create methods for successful inclusion. This workshop is designed for administrators & teacher leaders. (A)

**31. I'm Afraid for my Child - ADHD Treatment Options. Stefan Topolski, MD, Assistant Professor, U of MA Medical School, Clinical Instructor, University of New England; Founder and Director of Caring in Community, Inc. 501(c)3**

A family physician and UMass faculty member with years of psychiatric experience will survey the problem of a diagnosis of Attention-Deficit/Hyperactivity Disorder. A discussion of standard and alternative treatment options will follow. Participants are encouraged to bring their curiosity, questions, and an open mind.

**32. Extended Year Services. Chris Maguire, M.Ed. CAGS, SPED Teacher and Early Childhood Specialist, Pioneer Valley Regional School District**

This workshop will examine the regulations regarding extended year or summer school services. What is the obligation of the school district? What is the standard as it pertains to our students? Is there a way to determine eligibility that is objective and clear? We'll take a quick look at the regulations and easy ways to collect data that you're probably already doing.

**33. Visual Supports in the Classroom. Beth Campanelli M.S.CCC-SLP & Leslie Paterson OTR-L, Gov. Pothier Elementary School (Early Childhood Center), Woonsocket, Rhode Island**

This workshop is designed to support the understanding and implementation of visual strategies and therapeutic setting to support a positive approach to diverse and individualized learning. The workshop will introduce the research behind visuals, the use of visuals to teach social skills, using visuals to teach academic content area, to support independent work habits, to reduce behavioral issues and to encourage appropriate communication among students and teachers. Visual supports such as schedules, organizational tools, social stories and behavioral supports will be explored. These supports enhance teaching for children with various developmental delays including the autism spectrum disorder, communication disorders and sensory processing disorders. This presentation was developed for the early childhood level (PreK-2); however, all are welcome as this concept can be adapted to all levels.

**34. Legal Updates in Special Education for Teachers, Paraprofessionals Alisia St. Florian, Esq., Murphy, Hesse, Toomey and Lehane, LLP**

This workshop on legal updates in the field of special education will feature an overview of special education laws and a review of pertinent topics including bullying. This session will also include basic information pertaining to such topics as 504, due process, FAPE,

discipline issues, BSEA cases, free and appropriate education, IEPs and eligibility; it is intended for teachers, paraprofessionals, counselors, specialists and consultants. There will be an opportunity for questions and answers.

### **35. Evidence-Based Interventions for Educating Students with Autism**

**Jason Travers, PhD, BCBA-D, Asst. Professor of Special Education, U of MA**

Autism is a spectrum disorder that impacts communication, social, and behavioral development. These characteristics manifest in varying ways and degrees of severity. Despite this complexity, schools are mandated to provide evidence-based interventions to students with autism. This session will overview best and promising practices, as well as emerging and invalidated interventions for students with autism.

## **WEDNESDAY AFTERNOON CONCURRENT SESSIONS**

**1–3:30 PM**

### **36. Visual Supports in the Classroom. Beth Campanelli M.S.CCC-SLP & Leslie Paterson OTR-L, Gov. Pothier Elementary School (Early Childhood Center), Woonsocket, Rhode Island**

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### **38. Extended Year Services. Chris Maguire, M.Ed. CAGS, SPED Teacher, Early Childhood Specialist, Pioneer Valley Regional School District**

This workshop will examine the regulations regarding extended year or summer school services. What is the obligation of the school district? What is the standard as it pertains to our students? Is there a way to determine eligibility that is objective and clear? We'll take a quick look at the regulations and easy ways to collect data that you're probably already doing.

### **39. Working with Children Who Witness and/or Experience Violence**

**Betty Guetti, 32-Year Survivor of Domestic Abuse and the New England Learning Center for Women in Transition**

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### **40. Audiological Management for Mainstreamed Students with Hearing Loss**

**Kathryn Girardin, Au.D., Director, Clarke Hearing Center, Clarke Schools for Hearing and Speech, Northampton**

You have a child with hearing loss in your school. You've bought an FM for them. You're done, right? Wrong! An FM system is not a "plug and play" device, nor is it a one size fits all device. Come find out the *real story* behind providing adequate audiological services to children with hearing loss in today's world of changing technology. This workshop is designed for parents, professionals and paraprofessionals working with a child with hearing loss.

### **41. Legal Updates in Special Education for Administrators**

**Alisia St. Florian, Esq., Murphy, Hesse, Toomey and Lehane, LLP**

This afternoon seminar on legal updates in the field of special education will feature a review of pertinent topics including bullying. We will look at where we have been in special education and where we are headed. There will be an opportunity for questions and answers. This session is intended for superintendents, special education directors and other school district administrators. The morning session is designed for teachers, paraprofessionals and others with an interest in legal issues. (A)

### **42. Evidence-Based Interventions for Educating Students with Autism. Jason**

**Travers, PhD, BCBA-D, Asst. Professor of Special Education, U of MA, Amherst**

Autism is a spectrum disorder that impacts communication, social, and behavioral development. These characteristics manifest in varying ways and degrees of severity. Despite this complexity, schools are mandated to provide evidence-based interventions to students with autism. This session will overview best and promising practices, as well as emerging and invalidated interventions for students with autism.

### **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 5 miles; left at "Historic Deerfield" sign onto Main St. 1/2 mile on 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 4 miles. Turn left at "Historic Deerfield" sign onto Main St; go 1/2 mile.

**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.

**BOOKFAIR      ~      EXHIBITS**



