**CONFERENCE AT A GLANCE**

**Thursday, November 4, 2021**

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| --- | --- |
| 4:00 PM - 4:30 PM | **Welcome & Raffle** |
| 4:30 PM - 6:00 PM | **Keynote Address**Spirit of Collegiality. The History of CEC and Special Education in Illinois |
| 6:00 PM -7:00 PM | **Awards** |
| 7:00 PM -8:00 PM | ITED   | General Meeting: Updates on State work and Responsiveness in Our Teacher Education Programs  |
| Student Session   | EdTPA  |
| Pioneers  | Everything You Wanted to Know But Were Afraid to Ask  |
| IDLD | Reorganization Business Meeting  |
| ILCCBD  | A Review of Evidence-Based Behavior Management Strategies for Students With or At-Risk for EBD |
| ICEC  | Effective Special Education Practices in the Spirit of Elizabeth Farrell  |
| Inclusion | Together We’re Better! Overcoming Barriers to Inclusion for Students with Significant Disabilities |

**Friday, November 5, 2021**

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| 4:00 PM - 4:30 PM | **Welcome & Raffle** |
| 4:30 PM - 5:30 PM | **Culturally Responsive Teaching Practices: Panel Discussion** |
|  | **Behavior Strategies** | **Social Justice and Diversity** | **Technology in Action** |
| 5:30 PM -6:30 PM | Co-Constructing a Vision for EBD Programming through Multidisciplinary Collaboration | Destructive to Productive: Creating a Restorative Justice Culture | Opportunities for Schools After a Year of Disrupted Learning |
| 6:30 PM -7:30 PM | Academically High-Achieving Adolescents with Autism | Erasing the Hidden Curriculum in our Learning Environments | Feel the Wind: Hands on STEAM” |
| 7:30 PM - 8:30 PM | Revisiting What Makes Special Education “Special” | Race, (Dis)ability, and Inclusion Through the Lens of Equity | The Darkside of Techno-Education  |

**Saturday, November 6, 2021**

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| 9:00 AM -9:30 AM | **Welcome & Raffle** |
|  | **Behavior Strategies** | **Classroom Practices** | **Current Issues** | **Strategies and Support** |
| 9:30 AM -10:30 AM | Kindness in “Krisis”: If What You’re Doing Isn’t Working, S.T.O.P. | Adapting Made Simple | When Field Teaching Placements Are Disrupted by a Pandemic | Could it Be Autism? Looking for the Early Signs of Autism |
| 10:30 AM-11:30 AM | An Increase in Student Aggression: Why and What We Need to Do | Reaching All Learners: Lesson Planning UDL Style | Legal Issues for Students with Special Needs After the Pandemic | 10-Minute-Take-Aways:* Project Based Learning
* Preventing Reincarceration Among Youth with Disabilities
* Using Virtual Manipulatives for Supporting Mathematics
* Implementation of IEP programs: Instruction and Supports for Early Literacy
 |
| 11:30 AM-noon  | **Raffle** |
| Noon- 1:00 PM | ***Yes, I Can*! Awards** **Virtual Lunch** |
| 1:00 PM-2:00 PM | Anxiety in Children Before and After the Pandemic | Coaching in Special Education: Supports, Strategies and Successes | Legislative Update and Its Implication for You | Unlocking Classroom Success |
| 2:00 PM- 3:00 PM | **ICEC Executive Board Meeting** |
| 3:00 PM-4:00 PM | **ICEC Delegate Assembly** |
| 4:00 PM-5:00 PM | **ICEC Executive Board Meeting** |

**Program Description**

**Thursday, November 4, 2021**

# **4:00-4:30 PM**

**Welcome and Raffle**

# **4:30-6:00 pm**

**Keynote Address: Spirit of Collegiality: The History of CEC and Special Education in Illinois: 100 years of celebration**

*E. Paula Crowley, Ph.D., President of Illinois Council for Exceptional Children, January 2021-December 2022*

Elizabeth Farrell founded the Council for Exceptional Children on August 10, 1922. This year we celebrate the 100th Year Anniversary of the Council for Exceptional Children. Today the contribution of Ms. Farrell’s life and legacy reaches far beyond the United States and back home into our local communities in Illinois. Ms. Farrell dignified the lives of students with unique learning and behavioral needs. We will explore the life and work of Elizabeth Farrell and of those who followed in her footsteps in Illinois.

# **6:00-7:00 PM**

**Awards**

# **7:00-8:00 PM**

**Be at the Table! Chat about special education teacher education**

Illinois Teacher Education Division of CEC (ITED)

Make our voices and thoughts heard as we manage the challenges of learning to be a special educator and entering through many varied pathways.

**Everything You Wanted to Know but Were Afraid to Ask**

Iris Kerbis Cantor

ICEC Pioneers will provide a safe environment in which teachers can ask questions without fear of reprisal. All questions are welcome from class size to student issues or IEPs; from progress monitoring to grades; from being a teacher versus being a facilitator of learning; from working with paraeducators to workload; etc., etc., etc.

**IDLD Reorganization Business Meeting**

Joyce Meyer

Join us as we come together to discuss how to best meet the needs of our students with LD across the state of Illinois. This is a great chance to connect with other professionals who work with students with LD and strategies how to leverage our resources through the IDLD special interest group.

**A REVIEW OF EVIDENCED BASED BEHAVIOR MANAGEMENT STRATEGIES FOR STUDENTS WITH OR AT-RISK FOR EBD**

Dr. Skip Kumm

Evidence based practices (EBPs) are strategies shown through rigorous experimentation to be effective when implemented as designed by educators in the field. The purpose of this presentation is to summarize evidence-based practices for students with emotional and behavioral disorders that teachers can use in their classrooms. In total, this presentation will review eight interventions that were classified as EBPs for supporting students labeled with EBD in a meta-analytic literature review.

**Effective Special Education Practices in the SPirit of Elizabeth Farrell**

Dr. E. Paula Crowley

The quest to meet the educational needs of children and adolescents with special needs is the centerpiece of Elizabeth Farrell’s legacy. Everything she did focused on meeting students’ unique educational needs. Collegiality was central to her work. She believed that our shared experiences would unveil the most effective teaching practices.

**EdTPA**

Dr. Melissa Jones-Bromenshenkel

Just for Students! Dr. Melissa Jones-Bromenshenkel will update students on EdTPA. Support and guidance will be provided in how to successfully create and document your successes in EdTPA.

**TOGETHER WE’RE BETTER! OVERCOMING BARRIERS TO INCLUSION FOR STUDENTS WITH SIGNIFICANT DISABILITIES**

Dr. Jan Writer

This session is designed as a skill-building session that will employ demonstration and illustrations of information conveyed and concepts taught throughout the session. Collaborative participant practice in the identification of strategies for overcoming barriers to inclusion for students with significant disabilities (SD) will and problem solve issues and procedures related to the classroom and school inclusion of the children and youth with SD that they work.

**FRIDAY, NOVEMBER 5, 2021**

# **4:00-4:30 PM**

**Welcome and Raffle**

# **4:30-5:30 PM**

**IDDEL Presents: Culturally Responsive Teaching Practices**

Dr. Jay Bickford, Dr. Carole Collins Ayanlaja, Dr. Wendy Gonzales, & Dr. Rita Bruscha-Vega

Join IDDLD for a panel of special education and diversity education leaders discuss Culturally Responsive Teaching Practices.

# **5:30-6:30 PM**

**CO-CONSTRUCTING A VISION FOR EBD PROGRAMMING THROUGH MULTIDISCIPLINARY COLLABORATION**

Heather Volchko & Dr. Richard Van Acker

How do staff across various positions and tenures geographically stretched across a sprawling urban district work together in pursuing a common programmatic vision for students with emotional and behavioral challenges? This session is designed to explore the complexities of co-creating evidence-based programming through responsive consultation supports and collaborative professional workshops.

**Destructive to Productive: Creating a Restorative Justice**

**Culture**

Jonathan Masters

The zero-tolerance philosophy created a pipeline from school to prison. With Senate Bill 100 being enacted, schools need to create multi-tiered interventions for their most intensive populations. This workshop will challenge educators to think around the problem and outside the box.

**Opportunities for Schools After a Year of Disrupted Learning**

Kristi Porter

This session examines the lessons learned during the 2020-21 school year to identify solutions for mitigating learning loss and effectively supporting students with significant learning needs. Participants will learn how district-wide capacity building, rethinking extended services, family collaboration, and technology provide critical opportunities for educators, regardless of learning environment.

# **6:30-7:30 PM**

**Academically High Achieving Adolescents with Autism Need the Support of High School General Education TEachers in Content SPecific Inclusion Courses: A Call for Educators**

Amy Fritsch & Dr. Lisa Cushing

Support of Teachers. Little research exists around the needs of academically high-achieving adolescents with ASD or the needs of their teachers. This presentation highlights needs for research on preservice preparation, professional development, coaching opportunities, and special educators being allowed to support colleagues and students. Discussion includes needed research, needed paradigms, and next steps.

**Erasing the Hidding Curriculum In our Learning Environments**

Dr. Anni Reinking

Hidden Curriculum is influenced by our implicit biases and infiltrate every learning environment. In this presentation, participants will understand the cycle of socialization, how it impacts planning, and plan ways to erase it from learning environments as a way to create a more inclusive and equitable environment.

**Feel the Wind: Hands on STEAM**

Dr. Margaret Kelly Carroll

Participants will identify STEAM opportunities as we read Feel the Wind by Arthur Dorros. We will plan activities and explore strategies for teaching physical science concepts using multiple modalities, inexpensive materials, and the natural interests of students. Several activities will be demonstrated and an annotated bibliography of will be shared.

# **7:30-8:30 PM**

**Revisiting What Makes Special Education “Special”**

Dr. Quentin Wherfel

Learning/ behavior specialists are tasked with multiple demands. Despite all the demands, their main focus should be on implementing specially designed instruction (SDI) that is centered on individual student needs. Discussions about creating SDI from informal assessment through maintenance, and how SDI can be incorporated in co-taught classrooms will be explored.

**Race, (Dis)ability, & Inclusion Through the Lens of Equity**

Evelyn Green & Emily Ropars

The intersection between race and (dis)ability is one of the key places to examine with an equity lens. Learn how race &amp; (dis)ability impacts classrooms and educational systems from daily interactions between students and staff, to curriculum choices, to discipline, to placement decisions. Walk away with ideas to reflect on your own practices and systems with an equity lens.

**The Darkside of Techno-Education**

Jonathan Masters

Technology has made leaps and bounds over the past few decades to dramatically change the lives of every person in the world. But, are there any negative side-effects? This seminar asks honest questions about what we are using tech for and most importantly WHY.

**SATURDAY, NOVEMBER 6**

# **9:00-9:30 Am**

**Welcome and Raffle**

# **9:30-10:30 AM**

**KINDNESS IN “KRISIS”: IF WHAT YOU ARE DOING ISN’T WORKING, S.T.O.P**.

Jonathan Masters

We all have tools to deal with difficult people, but what happens when we reach the end of our utility belt? Using the acronym S.T.O.P. to counteract the tendency to repeat ourselves, make threats, and/or get closer and louder, this presentation will equip responders to pursue the gentlest, most beneficial resolutions.

**Adapting Made Simple**

Meghan Wurst

The program will include simple curriculum adaptations that can be made during, before, or after lessons. Adaptations will be demonstrated for participants and participants will have a chance to practice curricular adaptations on their own materials. Technological adaptations using google extensions will also be covered.

**When field teaching placements are disrupted by a pandemic, special educators do what they always do-think creatively**

Dr. Sturm, Dr. Buss, & Dr. Doherty

The Lewis University Special Education Program partnered with the Disability Resource Center in Joliet providing peer-taught online life skills classes for local transition programs. Learn from multiple perspectives how this partnership thrived.

**Could It Be Autism? Looking for the Early SIgns of AUtism**

Dr. Cori More & Dr. Jennifer Buchter

In this session, participants explore how the science of Applied Behavior Analysis is used in everyday classroom activities. By using ABA, teachers help students to make progress towards their IEP Goals and Objectives. Participants will leave with ideas to embed more ABA strategies to their daily classroom routines and instruction.

# **10:30-11:30 Am**

**An Increase in Student Aggression: Why and What to DO**

Beverley H. Johns

What is low-level aggression and why does it play a key role in setting the trend for increased aggression. The term was originally used by Arnold Goldstein and has strong relevance today. This session defines low-level aggression, why it is tolerated in schools, and why it is a dangerous path that jeopardizes safety in schools and teaches students negative habits that stay with them during their school years and often afterwards. Examples of incidents of low-level aggression are provided and how we can prevent them from happening through practical strategies is discussed.

**Reaching All Learners: Lesson Planning UDL Style Support of Teachers**

Dr. Kim Fisher & Dr. Allison Kroesch

Participants will learn the UDL Framework to design standards-based plans using Universal Design for Learning (UDL; Rao & Meo, 2016). Participant learning outcomes include examining and analyzing existing lesson plans, brainstorming ways to integrate the UDL Framework, a draft lesson plan that integrates UDL principles into standards-based lesson planning.

**Legal Issues for Students with Special Needs After the Pandemic**

Neal Takiff & Sherman Ali (Attorneys at Whitted and Takiff at Law)

As schools return to In-person teaching, schools need to know what steps do we need to take for students with disabilities? What new laws need to be considered and how do we look at compensatory education?

**10-minute take-aways**

Join us as the following presenters share a variety of ideas in this fun and invigorating 10- minute presentations

* **Project Based Learning: Adaptations for Students with Autism**

Michelle Toffee & Natalie Andzik

Presenters will describe how Project Based Learning (PjBL) can be an innovative approach to promote life skills through the process of inquiry, research, collaboration, and the creation of projects. Although adjusting PjBL can be challenging, it can be designed to fosters the learning of students with autism.

* **Preventing Reincarceration Among Youth with Disabilities**

Lauren Prather & Natalie Andzik

Youth with disabilities who are incarcerated before the age of 18 are likely to be reincarcerated. Overwhelming evidence indicates that these youth are not adequately supported at school and have a decreased chance of getting a diploma. We will discuss strategies educators should implement to decrease this growing trend.

* **Using Virtual Manipulatives for Supporting Mathematics Learning for Children with Special Needs**

Dr. Myoung Whon Jung & Dr. Greg Conderman

Over the past decades, technology has been increasingly implemented in the school curriculum, including mathematics. One area that is gradually gaining more attention is virtual manipulatives. For this presentation, we will share 1) the benefits of using virtual manipulatives; 2) research-based practices; and 3) available virtual manipulatives (e.g., apps, programs).

* **The Implementation of Individualized Education Programs: Instruction and Supports for Reading and Literacy**

Mohammad Nasr

The study investigates how special education teachers use the IEP when they implement literacy-related goals and the instructional practices they use to implement these goals. In addition, the study investigates who special education teachers go to for consultation and collaboration about the IEP implementation.

# **11:30 AM-12:00 PM**

**Raffle**

# **12:00-1:00 PM**

**Yes I Can Awards and virtual Lunch**

# **1:00 PM-2:00 PM**

**Anxiety in Children, Before and After the Pandemic**

Beverley H. Johns

This program provides an overview of anxiety in children that existed before the pandemic and the problems that these children may be facing after the pandemic, including difficulties in recalibrating, social skills, fear of taking any risk, and intellectual and emotional overload. The majority of the time will be devoted to ways that educators can support the students. Practical suggestions will be provided.

**COACHING IN SPECIAL EDUCATION: SUPPORTS, STRATEGIES, AND SUCCESSES**

Sarah Westberg & Melissa Mills

This session will focus on the role of coaches in special education contexts. Coaching serves as a support connected to professional growth and retention of effective educators. Field tested tools and strategies will be shared. Additionally, the presenters will describe how to establish a support system for the coaches themselves.

**Legislative Update and Its Implication to You**

Dr. Vinni Hall

An interactive session including Information on bills passed by the Illinois General Assembly about the needs of Stakeholders (students, teachers, parents, and administrators). Legislation regarding Playtime, sex education, transition end date, sharing of confidential student Information, teacher evaluation, Autism Acceptance Week, and others.

**3 Key Components to Unlocking Classroom Success**

Adrianna Schmidt

In this 60-minute webinar/presentation, participants will learn the importance of the 3 key components when building a successful classroom environment: structure, routines, and motivation. We will dive into specific teaching strategies, Dos and Don’ts when motivating students, and implementation of each support including different ideas for virtual instruction. Attendees will gain a practical understanding of how to easily embed these supports to promote the success and independence of their students. All participants will receive access to the presentation handouts, and supplemental resources.