

Charting the Cs 2024 Conference

Keynotes

Title: Making Your Mark: Embracing Disability, Challenging Ableism, and Cultivating Impact

Presenter: Brittanie Hernandez-Wilson

Description: Join Brittanie Hernandez-Wilson, Equity and Justice Director at The Arc Minnesota, in a session titled "Making Your Mark: Embracing Disability, Challenging Ableism, and Cultivating Impact." Brittanie will share personal experiences about her journey as disabled adult. She will discuss the importance of addressing ableism and the crucial role language plays in shaping perceptions about disability. Explore the disability justice movement and take a moment to reflect on your role as an educator or professional. Learn skills and strategies to break down barriers and advocate for inclusivity in education and beyond. Don't miss this opportunity for a meaningful dialogue on creating a more inclusive future for people with disabilities!

Title: Empowered to Make Change: My Journey as a Person with a Disability

Presenter: Vicki Stewart

Description: Vicki Stewart will share her personal perspective as a person with the rare disease Osteogenesis Imperfecta (OI). Vicki has broken down barriers by advocating for herself and others with disabilities. She will share resources to build a more inclusive society and encourage others to reach for their dreams despite the challenges they face.

Title: Minnesota's NEW Transition Framework

Presenter: Alyssa Klein

Description: The Minnesota Departments of Education (MDE), Employment and Economic Development (DEED), and Human Services (DHS) have come together to define high-quality transition programming for youth with disabilities. Learn how the Transition Framework strengthens partnerships, sets common goals and supports professionals and youth.

General Breakout Sessions

More Information Coming Soon!

Title: 30-Second Expert Strategy

Presenter: Lila Kahmann, Kristin King-Aasum

Description: The 30-Second Expert Strategy will explore ways students can become "experts" in a topic or subject quickly. Participants will learn the strategy, step-by-step implementation guide, and practice how to implement the strategy. During the practice portion of the presentation, participants will become "experts" on a specific strategy they can use within their classroom. Strategies may include behavior-related topics, instructional topics, paraprofessional management, game-based, social-emotional, or other evidence-based practices.

Title: A Deep Dive into Visual Supports for Students with Significant Needs

Presenter: Kathy Castor, Ginny Running

Description: During this presentation, participants will reflect on the importance of the visual cues we use in our day-to-day lives. We will explore the ways in which everyday visuals support us to successfully navigate and engage in/with the world and others. We will then apply these principles to our students in order to understand the importance of using visuals to support their progress in the educational setting (and beyond). A variety of visual examples will be shared along with "things to consider" in the creation and implementation of tools to increase the likelihood of success for both students and staff. In addition to the "why" and "what" of visual supports, we will collectively discuss some of the real-life barriers to the successful implementation of the tools we know are so beneficial. The presentation will include video examples and opportunities for discussion.

Title: Active Engagement Activities Make & Take

Add On Fee: \$25

Presenter: Jessica Radniecki, Anne Bajzer

Description: In this class, participants will create a tactile apron and CVI book, be provided materials for a CVI kit to create various activities, and a demonstration of how everyday items can simulate daily activities. Materials list, checklists, and strategy plans will be included. A collaborative 'idea bank' will be created with attendees and sent at a later date directly to your email with a link to access the information shared at the conference to refer back to for future use. Activities are geared toward students with visual impairments and/or students with multiple impairments.

Title: Active Engagement for Beginning Device and Eyegaze Users

Presenter: Julie Luedke

Description: Learning to use an Augmentative Communication Device could be compared to learning a new language. During this presentation I will provide ideas and activities to begin to engage new device users into classroom activities that are real and meaningful to authentic classroom opportunities.

Title: An Artificial Intelligence Toolkit for Special Ed Service Providers

Presenter: Amanda Peters

Description: This presentation will walk through emerging Artificial Intelligence (AI) Tools that benefit teachers and other special education service providers as well as their students. These tools will save staff prep time so they can focus on their students. The tools will help staff customize classroom activities to help meet the unique needs of their students. Tools will also be discussed that can help students be more independent in reading, writing, and creating images. Specific AI tools that will be covered include Magic School AI, Curipod, Chat GPT, Goblin Tools, Seeing AI, Google Lookout, and Canva Magic Studio. This list may expand as new technology emerges over the next several months. However, we will be sure to cover how to use the tools to complete the tasks laid out in the outcomes for participants below.

Participants will learn how to use AI tools to:

- *Create social stories in 3 clicks
- *Generate an interactive slide deck based on any topic at any grade level with 4 clicks
- *Create lesson plans in record time
- *Adapt a lesson to a student's reading level
- *Generate a Choice Board based on Universal Design for Learning principles
- *Generate comprehension questions based on text or a YouTube video
- *Generate decodable text on any topic
- *Break down any assignment into smaller, more actionable steps
- *Empower students to be more independent readers using Google Lookout and Seeing AI
- *Empower students to creatively express themselves using Canva Magic Studio

Title: Amendments to Specific Learning Disabilities Eligibility Criteria: Updates and Implications

Presenter: Victoria Weinberg

Description: The MN. Legislature has provided authority to amend the rules for determining eligibility for special education under the category of Specific Learning Disability. This session will review draft recommendations, research, and implications of the change.

Title: Come Read With ME- Creating Engaging and Interactive classroom Read Alouds

Presenter: Brittany Escobedo, Rebecca Morehouse, Lowell Buysse

Description: This presentation will focus on student centered activities within a special education classroom Read Aloud. Presenters will demonstrate the use of various strategies used to target student access, engagement, and active participation, including use of both low- and high-tech assistive technology. Ideas and resources for adapting and implementing MN

Academic Standards into Read Alouds will be shared. Time will be spent showing how to access and implement materials for students with cognitive, physical, vision and communication disabilities using platforms such as: SymbolStix, LessonPix, GoogleSlides, apps, Augmentative and Alternative Communication (AAC) devices and Switches.

Title: Creating On-Ramps and Taming Tigers: How Minneapolis Public Schools is Using Universal Design to Support Students with Special Needs

Presenter: Jesse Morgan, Alycia Lund-Busch

Description: Participants will learn about the ways Minneapolis Public Schools (MPS) is using Universal Design for Learning to help improve outcomes for students with special needs. Participants will learn about specific tools and strategies around reading and writing that MPS is using to improve access and engagement.

Title: DeafBlind with Severe Multiple Impairments: What's the Primary Disability?

Presenter: Ann Mayes

Description: Many students who have combined hearing and vision loss also have additional disabilities. When evaluating students who may be identified as having severe multiple impairments (SMI), it is critical to first consider sensory access through hearing and vision. This session will describe the impact of combined hearing and vision loss on learning, communication, access to people and the environment. It will also include some short stories about the importance of identifying DeafBlind as the primary disability. Finally, a short descriptive contrast between varying roles of support staff working with students with combined hearing and vision loss will be included.

Title: Digging Deeper: Collaboration while working with children with Hearing Loss

Presenter: Katie Barth, Deb Walters-Smith

Description: Participants will dig deeper into the ways a Teacher for the Deaf and Hard of Hearing and the Educational Audiologist can collaborate while working with students who are Deaf/ Hard of Hearing and their families, teachers, and support personnel to improve outcomes. This course will discuss best practices using research-based protocols during and after the evaluation process. It will include ideas for greater collaboration during assessments, family visits, goal setting, and progress monitoring.

Title: Don't Quit! Increasing Personal Resilience Strategies for Educators

Presenter: Lonna Housman Moline

Description: Teaching is rated as one of the most stressful occupations. Current rates of teachers leaving the field are quoted at 10-16% nationally. Improving teacher retention is at the forefront of the profession. Understanding how teacher stress and coping skills are interrelated can apprise preventive and interventions to support educators. This session will explore common strains of educators, explore strategies to build resiliency, and provide opportunities for personal reflection. Approaches for increasing personal resilience are based on research and will be modeled.

Outcomes for participants include:

- Explore common strains of educators
- Review current research on teacher retention
- Examine research-based strategies for resilience
- Discover preventive and interventions for educator support
- Engage in personal reflection of being an educator
- Develop positive techniques to manage challenges

<p>Title: Empowering Excellence Through a Collaborative AAC Coaching Cohort</p>
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Presenter: Karley Sykora, Kirsten Morton-Aldous

Description: In today's dynamic educational landscape, effective communication is at the core of fostering inclusive and supportive learning environments. Recognizing the transformative power of Augmentative and Alternative Communication (AAC) in enhancing communication for individuals with diverse needs, we created an innovative AAC cohort within the Paul Bunyan Educational Cooperative in 2017.

The AAC cohort was designed to bring together a diverse group of professionals who are dedicated to advancing their expertise in AAC strategies to empower and build capacity in IEP teams. This capacity will provide expanded AAC support to learners with complex communication needs. Our continued hope is to equip our colleagues with the knowledge, skills, and confidence to create sustainable, inclusive learning spaces that support complex communication skills. This presentation will outline the process of creating the AAC cohort, the successes and challenges we have encountered, and our sustainable plan for continuing this work. This presentation will also aim to cultivate a rich discussion where participants are encouraged to share insights, challenges, and success stories, creating a valuable repertoire of ideas to bring back to their teams for immediate implementation! The impact of the AAC cohort extends far beyond the participants themselves. As educators apply AAC strategies in their classrooms, more students with communication challenges have had the opportunity to thrive academically and socially. The ripple effect of improved communication skills has contributed to a more inclusive and equitable educational experience for all.

In conclusion, the AAC cohort continues to be poised to make a significant difference in the lives of students and educators alike. By empowering professionals with the knowledge and tools to create communication-rich environments, the cohort aspires to pave the way for a future where every learner can truly unlock their communicative brilliance.

Learner objectives: Participants will describe why a coaching model may be an effective way to build the capacity of IEP teams. Participants will identify key principles and strategies involved with a coaching model. Participants will demonstrate knowledge of effective collaborative practices used within our coaching model.

Title: Exploring Effective Strategies for the Classroom a Make &Take

Presenter: Nicole Flotterud, Kori Ring

Description: Participants will gain knowledge and create hands-on examples of Evidence-Based Practices (EBPs). This 60-minute session would be comprised of 3 15-minute rotations. Each station highlights an evidence-based practice with a physical example, a short PowerPoint, 1 one-page handout, and a make-and-take experience. This presentation highlights 5 EBPs of which participants chose 3 and receive materials for all 5 before they leave. This session ends with a 15-minute Question & Answer and gallery walk. There are no additional fees for this Make & Take session.

Title: Fostering Self-Determination

Presenter: Mary Lindell, Dawn Allen

Description: This presentation will focus on supporting students with disabilities to grow in self-determination and prepare for young adult life, including college. Postsecondary education is one factor that increases quality of life outcomes for all students, including those with disabilities. However, college has not historically been an option for students with intellectual disabilities (ID). This is changing as a result of federal, state, and local support; the number of college programs for students with ID as well as funding to attend college are increasing leading to new and wonderful opportunities.

This presentation will discuss one university's efforts to provide access to a residential postsecondary experience as a way to support students with ID to achieve adult outcomes of autonomy, independence, and self-determination. The BUILD program is Bethel University's two-year integrated residential college program for students with ID. Traditional students and students in BUILD live, study, work, and recreate together while developing independent living skills, preparing for meaningful employment, and experiencing personal growth, including growing self-determination.

Three themes will intertwine throughout the presentation: the importance of presuming competence (Jorgensen, 2018); the path towards valuing those with disabilities (Van Der Klift & Kunc, 2019); and factors that contribute to increased self-determination (Lindell et al., 2021). Presenters will explore the current landscape of college and university programs for students with intellectual disabilities (ID), discuss how to help students with ID and families prepare for college, and describe Bethel's BUILD program for students with ID. In addition, research on quality-of-life outcomes for students in BUILD and the impact of the BUILD program on students with ID and the entire university community will be shared. The session will be valuable for teachers, case managers, parents, families, and others who support and interact with individuals with disabilities.

To consider how to support students to have their most self-determined life after high school, including attending college, participants will:

1. Explore the implications of presuming competence and moving towards a position of valuing all individuals, including those with disabilities.
2. Discuss the complexity of the concept of self-determination and implications for individuals with disabilities.
3. Imagine possibilities to increase opportunities across settings for individuals with disabilities to grow in self-determination and enhance adult outcomes.
4. Explore pathways for students with ID to attend and succeed in college.

Title: From Highway to Hallway: Unpacking Lessons Learned in Itinerant Teaching

Presenter: Lyndsey Raffelson, Ann Vail

Description: This presentation is designed for teachers of the deaf/hard of hearing who work in itinerant roles, providing them with valuable insights and practical strategies to enhance their teaching practices while on the go. The focus will be on three key areas: effective methods for gathering materials, important strategies for scheduling to optimize travel time, and collaborative approaches to maximum communication. Participants will hear real-life scenarios, gain actionable tips and tricks to navigate the challenges of itinerant teaching, ensure practical systems to enhance teaching practices and ultimately benefit learning experiences for their students.

Title: Gestalt Language Processing and AAC

Presenter: Mary Baumann-Spooner, Prachi Bengeri, Dr. Sarah Schaefer

Description: This presentation will review the definition and functions of echolalia and the characteristics of gestalt language processors (GLPs). Marge Blanc's Natural Language Acquisition framework and its implications for assessment and intervention will be discussed. Strategies that focus on collaboration with multiple school professionals, along with families, to promote communicative competencies in the areas of social and linguistic skills will be reviewed. In addition, modifications to Augmentative and Alternative Communication (AAC) devices will be shown to address the needs of GLPs who use AAC. Real-life examples of this process will be given, along with a list of the research known in this area. Attendees will leave with an understanding of this developmental language process and strategies to assist your students in improving their communication skills.

Title: Got Support? MMP: Uniquely Matching Mentors and Proteges of Low-Incidence Disability Fields

Presenter: Ann Mayes

Description: The Minnesota Mentor Program (MMP) continues to be a hidden gem in the field of low-incidence disabilities education. The MMP has unique benefits including matching special education teachers in low-incidence disability fields, including autism spectrum disorders (especially those in settings III and IV), blind/visually impaired, deaf/hard of hearing, developmental cognitive disabilities, and physical/health disabilities.

- Protégés are matched with mentors who have experience in the same area of low-incidence disability licensure. Sometimes this pairing is within the same region or district, however, sometimes it's between different regions.
- A mentor-protégé relationship can continue as long as needed to support the retention of teachers.
- Mentors often share disability-specific adaptations, IEP/evaluation tips, teaching methods and strategies, and how to individualize materials for student-specific needs, and other support. These resources expand what protégés learn in teacher preparation programs as well as those unique strategies specific to each field.

Come and learn more about how you can get support as a new(er) teacher or one in a geographically isolated area or become a mentor.

Title: How to Foster Independence, Confidence, and Social Emotional Skills Through Inclusive Student Leadership and Whole School Engagement

Presenter: Suzi Pierce Fish; Lindsey Neubert

Description: Over 55% of students receiving special education services spend less than 10 minutes a day with students outside of their special education classrooms. Ten years of evidence and evaluations show that Special Olympics Unified Champion Schools are transforming our education system, resulting in students and staff reporting a positive change in their school environment, reduction of bullying, and increased development of meaningful life skills. Whether you are an educator, student, parent, or administrator, learn how Special Olympics Minnesota can partner alongside your school to reduce barriers to meaningful inclusion.

Title: Improving Practice in Sensory Processing & Integration: Including Direct Teaching Through a Social Emotional Learning Format.

Presenter: Jennifer Brady-Johnson

Description: A social-emotional learning (SEL) curriculum will be shared that was developed to encourage classroom teachers to co teach sensory integration & processing learning for student regulation. In this curriculum, students with and without disabilities learn about their sensory preference that support their education alongside their peers. Lessons will be shared, and the audience will participate in the SEL lessons and reflect on how they may implement this learning with their students and educational teams. Outcomes include:

1. Participants will learn how to develop SEL lessons targeting sensory processing needs.
2. Participants will recognize how classroom culture and peer relationships support regulation.

3. Participants will reflect on how direct teaching in sensory processing could be implemented in their classrooms.

Title: Improving Workflow, Productivity and Interaction in the classroom using Braille

Presenter: Earle Harrison

Description: In this session, HIMS National Account Manager Earle Harrison will demonstrate several BrailleSense apps developed by HIMS that enable students to interact with teachers and classmates, and complete their schoolwork with ease and efficiency.

Title: Integrating Occupational Therapy within Secondary Education Outcomes

Presenter: Davia Christiansen

Description: Integrating occupational therapy (OT) within secondary education outcomes can be instrumental in supporting students' overall development, independence, and lifelong success. Occupational therapists work to address challenges that may impact a student's ability to engage in everyday activities, both academic and non-academic. Areas discussed will include students with significant physical impairment however, in general academics, transitions to secondary programming as well as post-secondary, collaborative goal setting, classroom environment modification considerations, time management and organization, adaptive technology training, transition planning, self-advocacy training as well as parent and educator collaboration and communication. Including analysis and integration of functional needs to support student outcomes and achievement across implemented goals related to supporting lifelong learners. Through a functional lens, occupational therapy can support secondary-setting students in achieving these goals. Participants will examine the mindset change towards function when addressing IEP goals, and interactive tools and will engage in conversations about specific occupational therapy best practices to see the whole learner. Challenges as well as success will be discussed. Through a multimedia presentation as well as large group discussion, participants will learn about the needed components of function in secondary outcomes, understand and examine what is function within school-based interventions and the role of secondary occupational therapy may support these outcomes.

Participants will become familiar with specific functional terms, resource tools, rubrics, and checklists that align with the function as an outcome and analyze goal areas of secondary students and how to increase functional outcomes. By integrating occupational therapy within secondary education outcomes, schools can create a more inclusive and supportive environment that addresses the diverse needs of students, promoting their overall well-being and success in both academic and life skills.

Title: Looking Through a Trauma Sensitive Lens

Presenter: Lonna Housman Moline

Description: This session will provide a brief overview of the work of Kristin Souers and Pete Hall, as well as firsthand experiences of the presenter. All information is grounded in research with the purpose of creating a trauma-sensitive environment for learning. Information and specific examples will be shared regarding trauma, self-awareness, relationships, belief systems, responsibility and regulation, and self-care. The session will cover the following:

1. defining trauma, including chronic stress, and what forms it may take;
2. examining our own needs and address them with action;
3. defining relationships and strategies for building positive connections, and shifting perspectives;
4. exploring personal beliefs regarding trauma and students that have or are experiencing traumatic events;
5. reviewing strategies for instilling responsibility in students; and
6. shifting blame to grace and self-care. Strategies for both educators and students will be shared with a focus on fostering resilient learners by creating a trauma-sensitive classroom.
7. Outcomes for participants
8. Define various forms of trauma
9. Explore personal beliefs and perspectives around trauma
10. Define relationship strategies for building positive connections
11. Review strategies with a focus on resilience
12. Identify personal needs when working with students who have experienced trauma
13. Establish strategies for self-care and grace

Title: Life Skills that Last a Lifetime
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Presenter: Paige Bellig, Jody Wehking

Description: Janesville-Waldorf-Pemberton High School has a true-life skills program for students in special education. The Life Skills classroom is connected to a commercial kitchen, where students learn to read recipes, cook, count money, make change, learn customer service, clean, and even do laundry. This program prepares students to jump into food service jobs smoothly, directly after high school. This presentation will show the benefits of this program and how it can be implemented in any school, whether or not you have a kitchen. The skills that the students learn go above and beyond the food industry. They learn to become more independent before they leave high school. Working in the cafe has taught the students so many skills. Just a few are: reading and following recipes, measurements, food safety, customer service, organizational skills, time management, self-advocacy, cooking methods, cleanliness, hygiene, communication skills, team work, problem solving, leadership skills, and emotional intelligence.

The three takeaways that participants will take away from attending the session would be:

- 1) Providing examples of how to start up a "cafe" for students, with or without a kitchen.
- 2) Laying out the benefits of instructing real life experiences for students with low incidence disabilities.

3) Providing examples of real life social skills beyond the classroom.

Title: NEW state resource: Teachspedmn.org

Presenter: Katie Roby, Paul Dols

Description: Newly designed website launched to serve as a resource for prospective and current special education teachers to explore, become, grow, and thrive in the teaching profession. The vision of this project is to recruit, support and retain excellent special educators and to help shift the public narrative about teaching special education in Minnesota.

Join us in exploring special education, becoming a special educator, growing personally and professionally, and thriving in the role you have as an educator.

Come to learn, ask questions, and provide feedback on ways to enhance the resources available to all Minnesota special education teachers.

Title: New Tools, Yes Please!

Presenter: Annie Minske

Description: In this 60-minute presentation, you will learn the basics of using CANVA and GOOGLE DRAW to create worksheets, posters, behavioral charts, and more in your classroom setting. Educators will learn about two different simple tools to aid them in creating visuals for students to share with parents as well as easy-to-use templates for student use for problem-solving, advocacy as well as point sheets. The presenter is willing to share all templates, and teachers will be shown how to use each program (Google Draw and Canva) to make their days easier! The best part, no programs to buy with easy-to-use tools for YOU and YOUR STUDENTS!

Title: Playful Possibilities: Crafting Meaningful Connections with Adapted Toys – PART 1

Presenter: Lori Warner, Lori Holm

Description: PART 1 Join us for an engaging presentation that explores the transformative world of adapted toys, and how these playful tools can foster meaningful connections and enrich the learning experiences of students with disabilities. Led by Region 10 Assistive Technology Specialists, this session will seamlessly bridge theory to practice, offering a comprehensive understanding of the principles behind adapted toys and practical strategies for implementation. Discover the profound impact of play on cognitive, social, and emotional development in children with disabilities, and learn how adapted toys can be powerful tools to unlock their potential. Our speakers will guide you through the theoretical foundations underpinning the use of adapted toys, shedding light on the importance of individualized approaches in creating inclusive learning environments.

Title: Playful Possibilities: Crafting Meaningful Connections with Adapted Toys – Part 2 – Make & Take

Add On Fee: \$25

Presenter: Dani Gatzke, Monica Capra

Description: PART 2 Participants will learn the essential skills to adapt a standard battery-powered toy for use with a switch, promoting inclusivity and accessibility in play. This Make-n-Take session aims to provide participants with the knowledge and practical experience needed to make toys more accessible for individuals with various abilities. Participation in PART 1 required to participate in PART 2.

Title: Practical Behavior Interventions and Data-Driven Decision-Making

Presenter: Kelley Foerhkolb

Description: Designed to equip educators with practical strategies for behavior interventions and data-driven decision-making in special education settings. This session goes beyond theory, providing participants with tools they can integrate into their classrooms for effective and immediate results.

Key Features:

1. Discover quick and practical behavior interventions that can be easily implemented in special education settings. From simple strategies to more targeted interventions, participants will leave with a repertoire of techniques ready for immediate use.
2. Learn efficient and user-friendly methods for collecting and analyzing behavioral data. Understand how to use data to pinpoint areas of concern, track progress, and make informed decisions about intervention effectiveness.
3. Understand the importance of individualization in behavior interventions. Gain insights into tailoring strategies to meet the unique needs of each student, ensuring a personalized and effective approach.

Title: Sensory Supports for Autistic Students

Presenter: Ellie Hamilton, Barb Niessink

Description: This session describes sensory supports for Autistic students in PK-12 educational learning environments. Do-it-yourself/DIY and classroom hacks will be shared for participants to have resources to use immediately in their classroom following the session. During the session strategies and tools for team collaboration will be shared to encourage, support, and provide sensory intervention for Autistic students.

Participants will:

- Participants will recognize the sensory needs of Autistic Students in PK-12 Educational settings.

- Participants will identify a collaborative team in their educational setting to support the sensory needs of Autistic students.
- Participants will determine and reflect on the sensory supports available in their PK-12 Educational settings for supporting Autistic Students.

Title: Sexuality for All Abilities

Presenter: Katie Thune

Description: All people have the right to healthy and safe relationships. Unfortunately, there is a lack of education out there to support healthy relationships for people with disabilities.

People with intellectual disabilities are seven times more likely to be sexually assaulted than those without. We need to change this. Let's lower that statistic together by supporting the sexual health of this population through conversations, education, and awareness. Join us in learning how to support healthy and safe relationships.

Benefits:

- Tools for healthy relationships & boundaries, specifically for people with I/DD.
- Education needed to start conversations about health and sexuality.
- A community to work with on issues of disability, health and sex ed.

Title: SpOT Time: Collaborating and Programming Between Speech and Occupational Therapy Services

Presenter: Katie Juaire, Molly Dickerson, Meghan Hendricks

Description: Get ready to re-energize your practice by leaning on each other to incorporate a multidisciplinary approach to fostering independence across students and staff. But wait... it's also fun?! You betcha! Join us while we dive into practical and functional strategies and techniques to use in your everyday therapy approach. We will explore how the collaboration between occupational therapists and speech therapists in a school setting promotes a more comprehensive, coordinated, and effective approach to addressing the diverse needs of students, ultimately contributing to their overall success and well-being.

Key takeaways:

- Learn how to collaborate across disciplines to ensure that overlapping challenges related to both sensorimotor skills and communication can be addressed in a coordinated manner.
- Understand the benefits of whole group vs. one-on-one service delivery models.
- Explore curriculum-based, individualized, and modified lessons for each student's unique learning needs.

Title: Supporting Speaking and Writing Across the School Day

Presenter: Jodi Dezale, Colleen O'Connor

Description: This session will focus on integrating expressive communication (speaking and writing) opportunities throughout the school day. Discussion will include how writing instruction is implemented in our special education classrooms for students (k-8th) that are early emergent to conventional, including daily independent writing time. Topics will include choosing alternative pencils, measuring student progress, and providing meaningful and motivating writing opportunities. Additional discussion will relate to helping students engage with peers about writing and supporting the author's chair experience. We will also share ways that speaking and writing are integrated into other parts of the student day. Session participants are encouraged to bring their own successes and challenges relating to expressive communication in the classroom to discuss with peers.

Title: Understanding and Supporting Behavior in Special Education

Presenter: Kelley Foerhkolb

Description: This conference session is designed to provide educators with a comprehensive understanding of behavior management for students with special needs. Participants will explore the fundamental science of behavior, strategies for creating a positive and inclusive learning environment, and the role of data-driven decision-making in shaping effective interventions.

Key Topics:

1. Gain insights into the foundational principles of behavior in the context of special education. Understand how various factors contribute to behavior, and learn to differentiate between different types of behaviors. Delve into the basics of behavior analysis, including antecedents, behaviors, and consequences.
2. Learn how to design physical spaces, establish routines, and promote positive peer relationships to enhance the overall learning experience for students with special needs.
3. Learn practical methods for collecting and analyzing behavioral data. Discover how data collection can be used to track progress, identify patterns, and make informed decisions about interventions.

Title: Unlocking Communication within Standards: Strategies for AAC Implementation with Gestalt Language Processors

Presenter: Lowell Buysse, Kelsey Grommesh

Description: Participation in State Academic Content areas requires our learners to be actively engaged as learners, as well as having means of communicating their understanding and expression of ideas. Individuals who are identified as Gestalt Language Processors often require adaptations and supports unique to their learning styles. This presentation will address the use of Augmentative and Alternative Communication and its role in increasing

engagement and output within content areas. Participants will examine features of various Augmentative and Alternative Communication (AAC) apps that may best fit the unique learning styles of Gestalt Language Processors and examples of implementation within academic content areas. Participants will gain a better understanding of what to look for in regard to AAC app features as matched with gestalt language processors' learning styles and preferences.

Title: Universal Screening for Congenital Cytomegalovirus (cCMV) in Minnesota: The Importance of Early Identification and Special Education Programming

Presenter: Jess Moen, Gina Liverseed

Description: This presentation will explain congenital Cytomegalovirus (cCMV) and its potential neurodevelopmental impacts, review the process for newborn screening and the initial evaluation, referral process to early intervention and supports, and identify opportunities to ensure that all children in Minnesota with congenital CMV are receiving the services and support that they need to thrive.

Congenital cytomegalovirus (CMV) is the most common infectious cause of birth defects and the most common cause of non-genetic sensorineural hearing loss in children in the United States. About 1 out of 5 babies born with congenital CMV will develop long-term health problems, such developmental or motor delay, vision loss, seizures, or hearing loss. In February 2023, Minnesota became the first state to begin screening all newborns for congenital CMV, which will result in identification of approximately 200 children per year with the infection. Congenital CMV is an established condition with high probability to affect development. Therefore, it is crucial for special education leaders and staff to understand congenital CMV disease and the recommended monitoring and follow-up guidelines because they will be supporting these children and their families through their early intervention journey.

Transition Breakout Sessions Strands

To Be Determined – More Information Coming Soon!

Title: Customized Employment and Visual Resumes

Presenter: Margie Webb

Description: This session is an overview of the customized employment “Discovery” process (an in-depth, nationally recognized process to secure competitive integrated employment) and how to put together a visual resume to highlight a student’s skills, interests, and ideal conditions of employment.

Title: Disability Hub MN

Presenter: Marcy LaCroix

Description: Disability Hub MN is a free statewide resource network that helps people with disabilities (and those that support them) solve problems, navigate the system, and plan for the future. Learn how Disability Hub MN can help professionals best serve youth with disabilities and their families.

Title: Disability Hub MN’s My Vault, a Resource for Transition Planning

Presenter: Marcy LaCroix

Description: Learn about My Vault, a free, private, and secure personal account youth and adults with disabilities (and those that support them) can use to explore their options around work, benefits, and housing, store and share files, and save favorite articles and tools.

Title: Partnering with Vocational Rehabilitation Services in Providing Transition Services

Presenter: Holly Sunderman, Alyssa Klein

Description: Vocational Rehabilitation Services (VRS) has two staff assigned to every high school in Minnesota. They collaborate with all school staff in ensuring students with disabilities get their transition needs met. Learn more about VRS and discuss how they can be a partner to you in supporting students you serve.

Title: Resources in Minnesota’s Transition Framework

Presenter: Alyssa Klein

Description: Minnesota’s new Transition Framework is supported by the Youth in Transition Toolkit on the Disability Hub MN website. Learn about this toolkit and the resources available, such as the Transition/Pre-Employment Transition Services Inventory which helps IEP teams understand a youth’s transition strengths and needs.

American Sign Language (ASL) Breakout Sessions Strands

To Be Determined – More Information Coming Soon!
ASL Continuing Education Credits (CEUs) will be offered!

Title: A Day in Our Lives

Presenter: Chelsea Paulson, Paula Olson

Description: Chelsea Paulson and Paula Olson will empower professionals (teachers/educational interpreters/paraprofessionals) in supporting Deaf/Hard of Hearing

children through an ASL professional development focusing on essential daily routine signs. Enhancing communication and understanding in school or after school.

Title: Mental Health in Deaf/Hard of Hearing/DeafBlind Children

Presenter: Chelsea Paulson, Lori Vigesaa

Description: Lori Vigessa, Clinical Supervisor of Therapeutic Services Agency's DHHDB Program and Chelsea Paulson, MSA DHH Outreach Specialist are co-presenting about mental health in D/HH children. When do you gauge it is necessary to have intervention and what does it look like? We will be sharing the resources available in Minnesota.

Title: Social Emotional

Presenter: Chelsea Paulson, Lori Vigesaa

Description: Lori and Chelsea will share what a harmonious collaboration looks like for the DHH teacher case manager and mental health team on the IEP looks like and how to encourage a successful sessions for long-term return on investment on DHH children.

Title: Resources in Reading!

Presenter: Matt Kevan

Description: The participants will learn about what reading looks for the Deaf/Hard of Hearing learners, and different signed vocabulary in American Sign Language, and obtaining ASL related resources for reading from Minnesota Resource Libraries, Literacy Night events sponsored by MSA.

Title: Unlocking Math Mystery: From Befuddled to Confident!

Presenter: Chelsea Paulson

Description: The participants will come with resources from different entities of how to sign specific mathematical concepts in ASL and learn about student-centered resources for students using Math. The resources will be included within this workshop to bring to your workplace.