

Charting the Cs Main Conference 2023 Sessions Description

January 20, 2023

Live Comedy – Keynote Presentation

Speaker:

Tina Friml, Sophie K. Entertainment

Session Description:

Using animated optimism about her own physical disability yet fearless honesty about the social assumptions that come with it, Tina befriends audiences of all sorts with her eccentric style, off-beat mind, and unexpected philosophy acquired through her unique circumstances.

Empowered Executive Function - Keynote Presentation

Speaker:

Sarah Kesty, Brain Tools Coaching

Session Description:

The keynote presentation will provide attendees with memorable mental tools for understanding executive function conceptually and at a daily classroom level. Inclusive practices and strategies tailored to low-incidence disabilities will be highlighted through relatable, uplifting vignettes. Attendees will achieve a clear appreciation of executive function and a perspective of unlimited strategies for their students.

January 21, 2023

Teaching and Embedding Executive Function in the Classroom - Conference Welcome & Keynote

Speaker:

Sarah Kesty, Brain Tools Coaching

Session Description:

This session will demonstrate proven, easy-to-implement strategies for identifying executive function needs in students, ideating and adjusting strategies to scaffold and directly teach skills, and reflection tools to extend teacher and student growth.

Executive Function Scaffolding for Students with Complex Communication Needs: Receptive Communication Strategies

Speaker:

Danielle Deschaine, All Voices AAC

Session Description:

This presentation focuses on supporting receptive communication for students with complex communication needs and/or moderate to severe cognitive impairment. Participants will learn strategies, corresponding scaffolds, related executive functions, and examples of implementation designed to improve students' understanding of concepts presented to them during structured lessons and activities of daily living.

Using Social Emotional Learning to Support Regulation and Mental Health

Speaker:

Jennifer Brady-Johnson

Session Description:

Special, and general education teachers, as well as paraprofessionals, will learn how they play an essential role in the delivery of social emotional learning curriculum in the classroom and in the school building. This presentation will highlight the coteaching model with occupational therapists in the classroom. The coteaching of SEL will focus on how student and educator knowledge of self-regulation improves learning and the classroom culture, which is established by all the disciplines.

The educators and students targeted in coteaching SEL by occupational therapists are students in Tier 2 and Tier 3 of the Multitier Systems Level of Support (MTSS) for Mental Health in Schools, students at risk or with mental health concerns. This includes students with autism, and developmental cognitive delays, and other students, that need support feeling connected to their school and need help develop SEL skills. Students with disabilities are considered at risk for mental health concerns.

As part of a doctoral project, I reviewed level 1 and 2 evidence that supported students with regulation and mental health difficulties.

From this work I reviewed evidence in current practice and identified current barriers to implementing self-regulation learning in school-based practice. The uses of social emotional learning lessons and occupational therapy co-teaching strategies help bridge OT practice with higher level evidence and supports for mental health that include teacher collaboration in the classroom.

Main Outcomes:

- Understand several origins of dysregulation in students.
- Explain why students with self-regulation do better at school.
- Name several ways to support student self-regulation.

Fostering a Culture of Connection by Supporting Executive Functioning Skills (Part 1)

Speaker:

Janet Peters, Independent Consultant

Session Description:

This two-part session aims to support participant understanding of Executive Function and the role Executive Function plays in fostering a culture of connection and trust in the classroom. Guided by the research supporting the CEC's High Leverage Practices, we will learn how to develop practical and effective strategies to frame student executive function through inclusive pedagogical practices and accessible and assistive technologies.

Findings from research suggest that executive functioning and its underlying components have a significant effect on general academic success (McLeskey, et. al, 2017) The first of this two-part session will set a foundation by building an understanding of the guiding principles of an inclusive pedagogical framework, Universal Design for Learning, and the High Leverage Practices framework that support executive functioning. There will be an emphasis on practical tips and examples that can help educators change practices to support effective goal-setting, create scaffolds for student planning and strategy development, utilize systems for facilitating and managing resources, and construct opportunities for reflection to enhance capacity for progress monitoring.

Participant Outcomes:

- Participants will be able to describe what Executive Function is and how it is supported in the Universal Design for Learning and High Leverage Practice frameworks.
- Participants will construct a scaffold for student planning and learning development by exploring examples and models provided in the session.
- Participants will learn and apply two self-reflection strategies that can be used with students to enhance their capacity for progress monitoring.

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J.,

Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for

Exceptional Children & CEEDAR Center.

Executive Function Scaffolding for Students with Complex Communication Needs: AAC Considerations

Speaker:

Danielle Deschaine, All Voices AAC

Session Description:

This presentation focuses on supporting expressive communication for students with complex communication needs and/or moderate to severe cognitive impairment who use (or could benefit from) augmentative and alternative communication (AAC). Participants will learn considerations, strategies, and augmentations that can be utilized in order to decrease the executive function load of expressive communication and to support more fluent expression via AAC. Participants should have basic to intermediate understanding of AAC principles and terminology.

Trauma and Learning: The Impact on Executive Functioning

Speaker:

Cara McGlynn, MSW, LICSW, Lead School Social Worker Northeast Metro 916 ISD

Session Description:

Using foundational knowledge of Executive Functioning (EF), this presentation will explore what can disrupt EF development, how trauma & mental illness impact EF, and explore & apply ways to develop and support EF in all students, using trauma informed practices.

Fostering a Culture of Connection by Supporting Executive Functioning Skills (Part 2)

Speaker:

Janet Peters, Independent Consultant

Session Description:

This two-part session aims to support participant understanding of Executive Function and the role Executive Function plays in fostering a culture of connection and trust in the classroom. Guided by the research supporting the CEC's High Leverage Practices, we will learn how to develop practical and effective strategies to frame student executive function through inclusive pedagogical practices and accessible and assistive technologies.

Part 2 of this two-part session will continue with the foundational pillars acquired in part 1 and dive deeper into the technology that supports executive function in context. High Leverage Practice 19 (HLP 19), Use Assistive and Instructional Technologies, will guide this session. HLP 19 requires an understanding of how technology impacts student performance on a wide range of tasks, including

academic, behavior, mobility, and communication. Because the right technology solutions can alleviate barriers in learning environments, HLP 19 is all about helping teachers be more conscientious and planful about matching technology with students' individual needs (Peters, et. al 2021). The session will explore and demonstrate, through student examples, how educational, accessible assistive technologies support executive function and social-emotional learning more broadly. Part 2, will focus on how reflection, mindfulness, and social-emotional learning can be fostered through digital and physical learning environments with the use of accessible and assistive technology. Ultimately, to cultivate aware, conscientious learners who help themselves in the service of helping others and giving back to the environments they've learned from.

Participant Outcomes:

- Participants will be able to understand and describe what High Leverage Practice 19 is and how it supports Executive Function.
- Participants will learn and apply two technology applications that can be used with students to support executive function.
- Participants will learn and apply two self-reflection strategies that can be used with students to enhance their capacity for progress monitoring.

Curry, C., Perez, L., Zabala, J., Peters, J., Kennedy, M., & Howorth, S. (2021) HLP 19: Use Assistive and Instructional Technology.

Executive Functions: Foundations for Self-Regulated Reading

Speaker:

Kelly B. Cartwright, Ph.D. Professor of Psychology, Neuroscience, and Teacher Preparation
Christopher Newport University

Session Description:

Many times, students seem to have the research-based skills they need to be good readers (things like phonemic awareness, phonics knowledge, fluency, vocabulary, and comprehension strategies, to name a few), but somehow, they still struggle with putting all of these things together when reading. In this session, we will explore essential thinking skills, called executive functions, that underlie skilled reading. Executive functions are self-regulatory mental skills that help students manage their thoughts, emotions, and actions, and they are often invisible to teachers and students. Importantly, executive functions are foundational skills needed for the kinds of self-regulated reading we hope to see in our students. However, when readers have weak executive functions, the results are often painfully obvious in the classroom. In fact, research shows that students who struggle with reading comprehension, despite appropriate word reading skills, show deficits in executive functions. Likewise, students with word reading difficulties may also have weak executive functions. The good news for educators is that reading-related executive function processes can be supported and strengthened in students, resulting in improvements in these and in reading.

In this session, participants will learn:

- Basic information about executive functions
- Insights into the ways that executive functions support self-regulated reading
- Research-tested take-home strategies for assessing, supporting, and strengthening executive functions in students' reading

Mental health promotion and executive function skills to improve occupational performance in the academic setting and beyond

Speaker:

Sarah Greene

Session Description:

This presentation will outline ideas and interventions to support executive function skills and mental health promotion to improve occupational engagement using multi-tiered systems of support.

At the conclusion of this presentation, participants will:

- Describe the important difference between mental health and mental illness
- Recognize the foundational need for positive mental health on executive functioning and occupational performance
- Identify strategies to use, based on MTSS, in the school-based setting to address mental health promotion, executive functioning, and occupational performance
- Summarize effective approaches, ideas, and advocacy measures to move mental health promotion into the everyday activities within the school-setting

Partnering with Parents to Support Executive Function

Speaker:

Lea Anne Paskvalich

Session Description:

Parents are the experts on their children. While their expertise is deep, supporting parents and caregivers with executive function information, tools and resources can positively impact the educational journey for students of all abilities. Participants will learn strategies to help parents navigate executive function topics and increase parents' understanding of how executive function affects their child in and out of school. This session will provide a variety of executive function resources that participants can share with parents.

Using Person-Centered Practices for the Many Transitions, from Infanthood to Adulthood

Speaker:

Garrett Petrie, Education Specialist, Minnesota Department of Education

Mary Cashman-Bakken, Minnesota State Specialist: Deaf and Hard of Hearing Minnesota Department of Education

Session Description:

This presentation focuses on supporting persons with disabilities, their family members and their educators to implement person-centered practices that have the following core features:

- Strengths-based.
- Person and family led.
- Involves people from across home, school and community.
- Awareness and sensitivity to issues of culture, race, age, sexual orientation and gender identity.
- Information about student and family preferences to ensure each team member's preparedness.
- Informed choice that balances information that is both important to and for the person.

The session will include a couple of person-centered practice resources available to try out.

- Participants will learn how to find access to resources to get started with person-centered practices, then go more in-depth with a skill they can practice developing for themselves.
- Participants will get access to templates and examples that show them how to include the needed pieces that must be included to develop One-Page Descriptions as a positive way to share key information about what is important to a person, what people like about a person, and how to best support a person across different settings like school, home and the community.

Executive Functioning: The Gateway to Success!

Speaker:

Tracy Mail, Ohio State Support Team Region 8 (SST8)

Session Description:

Every person develops executive functioning skills from birth through adulthood. Attend this session and understand how executive functions impact diverse learners in every aspect of their educational

experience and beyond. All learners, including students with disabilities, can learn skills and utilize strategies, tools, and routines more successfully engage with their environment to meet high expectations!

Learn and Grow: Online AAC Training and Resources

Speaker:

Meghan Kunz

Heather Prenovost, Training and Implementation Specialist PRC-Salttillo

Session Description:

It can be so overwhelming to search for resources to support AAC online. A Google search will lead you to so many options. Where do you start? Come join us for this 45-minute session and learn about five different online resources designed specifically to help families and professionals provide engaging, research-based implementation strategies that will improve language and communication for AAC learners. You will get an overview of these online resources, including:

- What they are and where they are located
- Who they were designed for
- How these resources can support AAC learners