

**FLORIDA COUNCIL FOR  
EXCEPTIONAL CHILDREN**

**Barefoot on the Beach  
and Ready to Race  
for Special Education**

**Daytona Beach, Florida**



Organized by the  
***VOLUSIA & FLAGLER  
CEC CHAPTERS***

**October 8-10, 2009**

# 2009-2010 FCEC Board Members

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<b>Advisor</b>	Diane Johnson	<b>Newsletter &amp; Membership</b>	Jamie Mastro

# 2009-2010 FCEC Conference

## Local Leaders

<b>Program Chair</b>	Paula Evans	<b>Budget/Finance</b>	Dr. Janet Raney
<b>Local Conference Chairs</b>	Cassie Meyers-Flagler Shirley Wilson-Volusia	<b>Entertainment</b>	Kim Halliday
<b>Registration</b>	Bianca Stidham	<b>Program</b>	Trace Hines
<b>Exhibitors</b>	Rena Presti	<b>Publicity</b>	Kim Vegter
<b>Evaluations</b>	Dr. Michele Gregiore Dr. Kathy Piechura-Couture	<b>AV Equipment</b>	Valerie Watson



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On behalf of the Florida Council for Exceptional Children (FCEC), I want to extend a sincere welcome to the 63<sup>rd</sup> annual state conference. The journey begins on Thursday with pre-conference workshops followed by an incredible line up of keynote speakers, session presentations, poster displays and outstanding exhibits. We hope the 2009 FCEC Conference will exceed all of your expectations. I'd like to extend a personal welcome to the President's Welcome reception Thursday evening and the Awards Reception on Friday night. I look forward to meeting each of you personally.

Be sure not to miss a minute of exciting opportunities for professional development. This year we have seven strands of current critical topics in exceptional student education. There are sure to be many sessions to help you personally whether you are a teacher, parent, student, or other professional. If there is something you would like to see more of, please, let us know. If you are not already a member, make sure you visit Jamie at the FCEC Membership booth to learn all about the benefits of membership.

Finally, I'd like to provide a big thanks to the Volusia and Flagler CEC Chapters for hosting us on your beautiful beach. I'd also like to show my strong gratitude to Paula Evans, Program Chair. You have done an outstanding job of providing staff development of the highest caliber.

Now I invite you to make the most out of the next few days enjoying the conference, your colleagues, and Daytona Beach. Be sure to say hello when I see you.

Sincerely,  
Liz Cramer



Dear Conference Attendees,

On behalf of FCEC, it is my pleasure to welcome you to the 63rd Annual State FCEC Conference. We have an amazing conference planned for you and we hope that you are able to take full advantage of this jam-packed schedule! We have eight pre-conference workshops, three renowned keynote speakers, the FDLRS Assistive Technology lab, and over 100 exciting full sessions and poster sessions under seven different strands. There are surely enough topics to cover everyone's interests! Additionally this year we have a NASA workshop on Saturday, exciting special events and entertainment, top-notch exhibitors, and built-in networking opportunities. Much effort and time and patience has gone into the development of this conference for each of you and today's economy concerns brings extra challenges to be worked through. All things considered, I pray this proves to be the best experience you've had at a conference yet! Please let me or other conference staffs know if there is anything we can do for you to make this a better experience.

My heartfelt thanks go to all of the local and state committee members who made this conference possible, to Cassie and Shirley, our local committee chairs, to Janet Raney and to my program review committee including Susan Hentz, Jamie Mastro, Sara Aronin, Kelly Grillo, Michael O'Neal, Heidi Trotta, Diane Brown, MaryEllen Byrne, and Suan Magers. A big sense of pride and gratitude goes out to each and every presenter for sharing their knowledge, and to our generous exhibitors and sponsors, and most importantly, to you, the attendees for your participation. We do this all to meet your and our need to better the world for students with exceptionalities and their families. Finally, may I send a Big hug and kiss to my husband, Mike, for his understanding of my many hours spent at the computer working on the program.

Sincerely,  
Paula Evans  
President-Elect FCEC  
Program Chair FCEC 2009 State Conference



Dear Conference Attendees,

On behalf of the Volusia Chapter 563 and Flagler Chapter 1195, we'd like to welcome you to the 43<sup>rd</sup> Annual State FCEC Conference. We are delighted to provide a multitude of events during your stay, including renowned keynote speakers, informative sessions, special events, top notch exhibitors, and opportunities to network with others. We hope to promote professional and personal growth by addressing current realities and future trends in the educational world, especially in the area of special needs.

We'd like to express our gratitude to the local and state committee members who have been working diligently to make this conference possible and a success. We'd also like to thank all of the presenters and exhibitors who sponsored various events.

We hope you enjoy the conference, beautiful setting, the hotel, the beach, and local area attractions.

Feel free to go "Barefoot on the Beach and Ready to Race for Special Needs". Have an awesome time!!!

Sincerely,  
Cassie Myers (Flagler) and  
Shirley Wilson (Volusia)



## General Conference Information

Registration	Conference Etiquette									
<p>Registration times for the Florida Council for Exceptional Children Conference are listed below. The registration area is located in the South Tower Convention Area. FCEC Local arrangements staff will be available throughout the conference to assist you. Please notify the Local Chairpersons if you need any special accommodations. An Information and Membership Table is located by Registration.</p> <p style="text-align: center;"><b>Conference Registration Times</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">Thursday</td> <td style="padding-right: 20px;">Oct. 8</td> <td>7:00 am – 4:00 pm</td> </tr> <tr> <td>Friday</td> <td>Oct. 9</td> <td>7:00 am – 4:00 pm</td> </tr> <tr> <td>Saturday</td> <td>Oct. 10</td> <td>7:00 am – 9:00 am</td> </tr> </table>	Thursday	Oct. 8	7:00 am – 4:00 pm	Friday	Oct. 9	7:00 am – 4:00 pm	Saturday	Oct. 10	7:00 am – 9:00 am	<ul style="list-style-type: none"> <li>Please be sure to wear your conferences name badge to all events and sessions.</li> <li>The conference schedule doesn't permit for a long lunch break. There will be food available to our group at the hotel restaurant and nearby restaurants.</li> <li>Sessions must begin and end on time. Please adhere to the time schedule and respect that presenters may only be able to address a limited number of questions.</li> <li>When attending a session, please turn cell phones to silent mode.</li> </ul>
Thursday	Oct. 8	7:00 am – 4:00 pm								
Friday	Oct. 9	7:00 am – 4:00 pm								
Saturday	Oct. 10	7:00 am – 9:00 am								
Membership Assembly Registration	CEC Membership Opportunity									
<p>Each unit should have a representative (officer) registered to vote at the Membership Assembly Meeting. Please visit the membership table to make sure a designated person from your unit (chapter, subdivision) will be in attendance. The meeting will take place Friday, October 9 from 4:30 to 5:20pm in Volusia B. In this meeting, our annual budget is to be approved.</p>	<p>If you are not a member of CEC, give special consideration to the benefits of CEC while at the FCEC Conference. Information will be available at the Membership Table near Registration. We encourage parents and paraprofessionals to take advantage of the Associate Membership Opportunity.</p>									
Exhibits	Poster Sessions									
<p>A wide variety and extensive selection of educational materials, products, and services will be displayed in the exhibit area located throughout A1A/Atlantic Avenue and Tomoka Pre-Convention hallways.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">Friday, October 9</td> <td>7:30 am-6:00 pm</td> </tr> <tr> <td>Saturday, October 10</td> <td>7:30 am-12:00pm</td> </tr> </table>	Friday, October 9	7:30 am-6:00 pm	Saturday, October 10	7:30 am-12:00pm	<p>Poster Sessions will be held Friday, October 9, in the <b>Tomoka/Halifax Hallway</b>. Please make time to visit the presenters to personally discuss their projects. Presenters will be available at their displays at the designated time 1:00-3:20. (The posters will be up during display and exclusive presenter time. Please see pages 21-22 for descriptions and times of each session.)</p>					
Friday, October 9	7:30 am-6:00 pm									
Saturday, October 10	7:30 am-12:00pm									



## Receptions and Special Events

President's Welcome Reception <b>Co-Sponsored by JanWar Educational Consultants and Talent Assessment</b>	Thursday, Oct. 8	7:30 pm – 10:00 pm	Beach Deck
Jumpstart Your Day: Walk/Run	Saturday, Oct. 9	6:00 am – 7:00 am	Meet at Clock Tower
Continental Breakfast <b>Co-Sponsored by Psychological Software Solutions and FCEC</b>	Friday, Oct. 9	7:30 am – 8:30 am	Atlantic Avenue Pre-Convention Hallway
President's Breakfast	Friday, Oct. 9	7:15 am - 8:15 am	President's Suite
SCEC Breakfast	Friday, Oct. 9	7:15 am - 8:15 am	TBA
Teacher of the Year Luncheon <i>By Invitation Only</i> <b>Sponsored by istation</b>	Friday, Oct. 9	12:00 pm – 1:00 pm	Oceanview Room
Very Special Arts Exhibit and Artist Reception	Friday, Oct. 9	6:00 pm – 6:30 pm	Crystal Ballroom
"Barefoot on the Beach" Awards Reception <b>Co-Sponsored by Psychological Software Solutions and FCEC</b>	Friday, Oct. 9	6:30 pm – 8:00 pm	Crystal & St. John's Ballroom
Jumpstart Your Day: Yoga	Saturday, Oct. 9	6:00 am – 7:00 am	Meet at Clock Tower
Continental Breakfast <b>Sponsored by FCEC</b>	Saturday, Oct. 9	7:30 am – 8:30 am	Lower Lobby



## **FCEC AWARDS AND RECOGNITIONS**

### **Chapter Membership Awards:**

FCEC provides two chapter membership awards annually. One award is given for the unit that has the largest increase in membership by percentage. One award is given for the unit that has the largest increase by actual number.

### **President's Award for Units:**

FCEC presents Unit President's Awards as earned annually. The process for this award takes place during the fiscal year prior to the annual state FCEC Conference when the award is given.

### **Jack R. Lamb Rookie Teacher of the Year:**

FCEC selects a Jack R. Lamb Rookie Teacher of the Year annually who is named at the annual state conference. Information/Nomination forms can be found on the FCEC website

### **Landis M. Stetler Award:**

FCEC annually provides members with the nomination process for the Landis M. Stetler Award. This award is presented at the annual FCEC state conference. Award is designated for individuals who have made a significant contribution to the education of children and youth with exceptionalities

### **Marjorie Crick Teacher of the Year Award:**

FCEC annually selects the Marjorie Crick Teacher of the Year. This award is presented at the annual FCEC state conference. Information/Nomination forms can be found on the FCEC website

### **Nancy Givens Instructional Grants:**

FCEC annually awards Nancy Givens Instructional Grants. FCEC annually budgets for the Nancy Givens Instructional Grants.

### **Landis M. Stetler ESE Leadership Scholarship:**

A scholarship program established by FL-CASE to award a financial scholarship in the name of Dr. Landis Stetler, a pioneer and great leader in exceptional student education in the state of Florida and the nation. The award will be made annually at the Florida CEC conference, and Florida CEC will maintain the fund for the scholarship. Applicant must be a Florida resident and currently enrolled in a graduate program leading to certification in ESE and/



# Florida Council for Exceptional Children Past Years Award Winners



## Marjorie Crick Teacher of the Year Award Recipients

1980-81	Judy Logan, #176	1990-91	Penny Hirsch, #155	2000-01	Karen Voytecki, #176
1981-82	Judith Moody, #176	1991-92	Laura Prenzel, #194	2001-02	Deborah Wichmanowski, #944
1982-83	Irma Sheard, 311	1992-93	Barbra Gardner, #176	2002-03	Susan Hentz, #296
1983-84	Patty Mastin, #1024	1993-94	Matty Rodriguez-Walling, #121	2003-04	Carol Dinsdale, #176
1984-85	Peggy Ware, #75	1994-95	Brenda Robbins, #311	2004-05	Diane Weherly, #243
1985-86	Barbara Bock, #121	1995-96	Ann Marie Armstrong, #194	2005-06	Evelys P. Ubiera, #121
1986-87	Jan Schorr, #260	1996-97	Kim Carlisle, #194	2006-07	Robert Sinibaldi, #176
1987-88	Beth Langley, #176	1997-98	Terry Parker	2007-08	Gayle Zavala
1988-89	Nancy Sardinias-Lambert, #194	1998-99	Mamie Evans, #176	2008-09	Mary Ellen Byrne #296
1989-90	Martha Fletcher, #311	1999-00	Brian Raub, #296		

## Jack R. Lamb Rookie Teacher of the Year Award Recipients

1990-91	Lyman Zabel, #	1996-97	Garth Peral, #176	2002-03	Meredith Taylor, #1024
1991-92	Deanna DeCario, #121	1997-98	Angela Owens, #176	2003-04	Janessa Duttry, #17
1992-93	Lawson Horak, #311	1998-99	Jessica Jelks, #296	2004-05	Carolynne Spaulding, #303
1993-94	Rhonda Roddam, #243	1999-00	No Winner	2005-06	Jennifer Dorn, #176
1994-95	Melanid Green, #121	2000-01	William Simms, #1024	2006-07	Mildred Boveda, #121
1995-96	Sally Mancheno, #296	2001-02	Melinda Forehand, #260	2007-08	Rafael Mendiola
				2008-09	Diana Moran-Lare176

## Landis M. Stetler Award Recipients

1989-90	Jack R. Lamb, Pinellas County	1996-97	Bill Delp, Sarasota County	2002-03	Ronald K. Felton, Miami Dade
1990-91	Fred Miller, Volusia County	1997-98	Oma Pantridge, Pasco County	2003-04	Steven Palmer, Lake County
1991-92	Bob Connors, Florida DOE	1998-99	Ron Bobay, Brevard	2005-06	Denise Gudwin, Miami Dade
1992-93	Kay Young, CEES Tallahassee	1999-00	Mary Kay Kykes, Alachua County	2006-07	Matty Rodriguez-Walling Miami Dade
1993-94	Ellen Bryant, Gadsden County	2000-01	Susan Avery Mitchell, Pinellas County	2007-08	Ann Nevin
1995-96	Diane Johnson, Leon County	2001-02	Joy Suldo, Osceola County	2008-09	Marilyn Jackson-Lee #563

For additional information about these Awards go to

[www.floridacec.org](http://www.floridacec.org)



# Conference At-A-Glance

## Wednesday, October 07

Local Arrangements Chairs Meeting	5:30 – 7:00 pm
FCEC Board Meeting	6:30 – 8:30 pm

## Thursday, October 08

Conference Registration	7:00 – 4:00 pm
Pre-Conference Institutes	9:00 – 4:00 pm
CEES Meeting	9:00 – 4:00 pm
Conference Kickoff-Keynote Bambi Lockman	5:30 – 7:30pm
President's Welcome Reception	7:30 – 10:00 pm

## Friday, October 9

Walk/Run	6:00– 7:00 am
Conference Registration	7:00 – 6:00 pm
FSCEC Breakfast	7:15 - 8:15 am
President's Breakfast	7:15 - 8:15 am
Continental Breakfast	7:30 – 8:30 am
General Opening Session- Keynote Cheryl & Rebecca Hines	8:30 – 10:00 am
Exhibitor Display	7:30 – 6:00 pm
FDLRS Hands-On Technology Lab	10:00 – 4:00 pm
Awards Interviews	10:00 – 11:50 am
Award Nominees Luncheon	12:00 - 1:00 pm
Various Division Meetings-Working Lunch	12:00-12:50 pm
Poster Sessions	1:00-4:00 pm
Concurrent Sessions	10:10 – 5:20 pm
Membership Representative Assembly	4:30 – 5:20 pm
Very Special Arts Exhibit w/wine and cheese	6:00 – 6:30pm
Awards Reception with entertainment and buffet	6:30-8:30pm

## Saturday, October 10

Yoga	6:00– 7:00 am
Conference Registration	7:00 – 9:00 am
Continental Breakfast	7:30 – 8:10 am
General Session- Keynote Tom Smith	8:15 – 9:30 am
Exhibitor Display	7:30 – 12:00 pm
Concurrent Sessions	9:40 – 12:30 pm
NASA Workshop Sessions	9:40-12:30 pm



# CEC DIVISIONS & MEETING SCHEDULE

## CEC DIVISIONS

Divisions are organizations within the Council whose members are interested in a particular aspect of special education. Critical issues and substantive trends related to the mission of each division are addressed through Division meetings, sponsored workshops, and special events.

*The COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION (CASE)* promotes professional leadership and provides special education administrators with opportunities for personal and professional advancement. CASE's members include administrators, directors, and supervisors of special education programs and services.

### ***CASE Meeting, Friday October 9 – Working Lunch 12:00-12:50 in Flagler B***

*The COUNCIL FOR CHILDREN WITH BEHAVIORAL DISORDERS (CCBD)* is committed to promoting and facilitating the education and general welfare of children and youth with behavioral and emotional disorders. CCBD's members include educators, parents, mental health personnel, and a variety of other professionals and related service providers.

### ***CCBD Meeting, Friday October 9 – Working Lunch 12:00-12:50 in Tomoka A***

*The DIVISION FOR RESEARCH (CEC-DR)* is devoted to the advancement of research related to the education of individuals with disabilities and/or who are gifted. CEC-DR's members include university, public, and private school teachers; researchers; administrators; psychologists; speech/language clinicians; parents of children with special learning needs; and other related professionals and service personnel.

*The CEC PIONEERS DIVISION (CEC-PD)* promotes activities and programs to increase awareness of the educational needs of children with disabilities and/or who are gifted, and the services available to them. The division supports CEC's programs and activities. Membership in CEC-PD is open only to CEC members who are life members, retired life members, retired regular members, or to personal who have been members of CEC for 20 years or more.

### ***Pioneers Meeting, Friday October 9 – Working Lunch 12:00-12:50 in Tomoka B***

*The COUNCIL FOR EDUCATIONAL DIAGNOSTIC SERVICES (CEDS)* promotes the highest quality of diagnostic and prescriptive procedures involve in the education of individuals with disabilities and/or who are gifted. CEDS' members include educational diagnosticians, psychologists, social workers, speech and language specialists, physicians, and other professionals and related services personnel.

*The DIVISION FOR COMMUNICATIVE DISABILITIES AND DEAFNESS (DCDD)* is dedicated to improving the education of children with communicative disabilities or who are deaf or hard of hearing. DCDD's members include professionals serving individuals with hearing, speech, and language disorders in the areas of receptive and expressive, verbal and nonverbal, spoken, written, and sign communication.

*The DIVISION ON CAREER DEVELOPMENT AND TRANSITION (DCDT)* focuses on the career development of individuals with disabilities and/or who are gifted and their transition from school to adult life. DCDT's members include professionals and others interested in career development and transition for individuals with any exceptionality at any age.

*The Division on Autism and Developmental Disabilities (DADD)*, focuses on the education and general welfare of individuals with cognitive disabilities/mental retardation, autism, and related disabilities. Members receive Education and Training in Mental Retardation and Developmental Disabilities and the DADD Express newsletter. The name represents a 2009 change to include Autism.

### ***DADD meeting, Friday October 9 – Working Lunch 12:00-12:50 in Tomoka C***



*The DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS (DDEL)* is dedicated to advancing and improving educational opportunities for culturally and linguistically diverse learners with disabilities and/or who are gifted, their families, and the professionals who serve them. DDEL's members include teachers, administrators, parents, paraprofessionals, teacher educators, policymakers, researchers, and related service providers.

*The DIVISION FOR EARLY CHILDHOOD (DEC)* is an organization designed for individuals who work with or on behalf of children with special needs, birth through age 8, and their families. DEC's members include early childhood intervention professionals as well as parents of children who have disabilities, are gifted, or are at risk of future developmental problems.

*The DIVISION OF INTERNATIONAL SPECIAL EDUCATION AND SERVICES (DISES)* focuses on special education programs and services in other countries. DISES activities cut across categorical lines and cover all age groups, from infants through adults. DISES' members include teachers, students, administrators, faculty members, and others.

*The DIVISION FOR LEARNING DISABILITIES* promotes improved services, research, and legislation for individuals with learning disabilities. DLD's members include teachers, teacher educators, administrators, policymakers, researchers, parents, and related service providers.

***DLD meeting, Friday October 9 – Working Lunch 12:00-12:50 in Halifax A***

*The DIVISION FOR PHYSICAL AND HEALTH DISABILITIES (DPHD)* advocates for quality education for individuals with physical disabilities, multiple disabilities, and special health care needs served in schools, hospitals, or home settings. DPHD's members include classroom teachers, administrators, related service personnel,

*The DIVISION ON VISUAL IMPAIRMENTS (DVI)* advances the education of children and youth who have visual impairments that impede their educational progress. DVI's members include teachers, teacher educators, other practitioners, and administrators. Members receive the DVI Quarterly newsletter.

*The ASSOCIATION FOR THE GIFTED (TAG)* focuses on the delivery of information to both professionals and parents about gifted and talented children and their needs. TAG's members include teachers, administrators, parents, paraprofessionals, teacher educators, and others.

*The TECHNOLOGY AND MEDIA DIVISION (TAM)* promotes the availability and effective use of technology and media for individuals with disabilities and/or who are gifted. TAM's members include special education teachers, speech and language therapists, rehabilitation therapists, counselors, researchers, teacher educators and others.

*The TEACHER EDUCATION DIVISION (TED)* promotes the preparation and continuing professional development of effective professionals in special education and related service fields. TED's members include persons involved in the education and continuing development of professionals in special education and related fields, such as general education, allied health, speech and language pathology, rehabilitation, legal services and more.

**STANDING COMMITTEES & SUPPORT GROUPS**

*FLORIDA STUDENT COUNSEL FOR EXCEPTIONAL CHILDREN (FSCEC)* Please check conference schedule for special session designed especially for FSCEC members. FSCEC will also be having a breakfast and meeting on Friday morning.

*COALITION FOR EDUCATION OF EXCEPTIONAL STUDENTS (CEES)* is an advocacy coalition composed of more than 30 separate groups and organizations. CEES issues an annual legislative platform which is supported by all member groups and organizations.

***CEES meeting, Thursday October 8 from 9:00 AM to 4:00 PM in Volusia B***

***CEES meeting, Friday October 9 – Working Lunch 12:00-12:50 in Halifax B***



# Nationally Known Key Note Speakers

## Bambi J. Lockman

Chief of the Bureau of Exceptional Education and Student Services in the Florida Department of Education since October 2004.

Ms. Lockman is responsible for Florida's implementation of the Individuals with Disabilities Education Act (IDEA 2004) and its regulations. Ms. Lockman provides leadership in numerous statewide initiatives including the Florida Alternate Assessment, Portal to Exceptional Education Resources (PEER), transition, and Response to Intervention (RtI), and provides oversight for discretionary projects to meet state needs through research-based, effective practices.

Ms. Lockman serves on the Florida Developmental Disabilities Council, the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT), the Governor's Commission on Disabilities, and Governor's Task Force on Autism Spectrum Disorders. Ms. Lockman is actively involved in regional and national activities through the Southeast Regional Resource Center, 7-Pak, the Council for Exceptional Children, the Council of Administrators of Special Education (CASE), and secretary/treasurer of the National Association of State Directors of Special Education (NASDSE).

Before joining the Bureau, Ms. Lockman had extensive experience at the classroom, school, and district levels in the Santa Rosa School District. She was selected as the district's exceptional student education (ESE) Teacher of the Year in 1984. While in the district, she served as staffing specialist, assistant principal, director of in-service and instructional technology, supervisor of assessment, and director of exceptional student education and student services. Her accomplishments included initiation of a state-of-the-art professional development center, the district instructional television system, the district technology plan, a networked student services support system, and reorganization to ensure high-quality, school-based service delivery for exceptional students. She has served as a consultant and guest speaker in a variety of professional development venues, and was an adjunct instructor at the University of West Florida. Ms. Lockman has a sense of urgency to make Florida's educational programs meet the needs of ALL students.

\*\*The **topic** of Ms. Bambi Lockman's presentation for **Thursday evening's Opening Session** is the "Hot-off-the Press" latest news of actions and events at FLDOE with ESE.



### OPENING PRESIDENT'S WELCOME RECEPTION TO FOLLOW

TeachersCount ✓



## Cheryl Hines and Rebecca Hines

**Cheryl Hines** understands the importance of reaching an audience. The two-time Emmy nominee for her role as 'Cheryl David' on HBO's Golden Globe Award-winning series "Curb Your Enthusiasm" has starred in feature films such as "The Ugly Truth" and "RV" to name a few. In addition, she has been behind the scenes directing Meg Ryan and Timothy Hutton in the film "Serious Moonlight".

But Cheryl knows that there's more to connecting with a crowd than meets the eye, especially when that "crowd" is in the classroom. She praises her sister Rebecca's ability to reach everyone in a classroom filled with students with different abilities and different learning styles. And she should know. A strong supporter of her sister, she has often joined her in the classroom, on the stage, and before a camera.

Both sisters agree that the best thing about teaching is the energy you get from every single person in the room. **Dr. Rebecca Hines** explains that "when everyone is really engaged and you draw people into thinking about new things, there's a rush of energy that's indescribable -whether you're teaching preschoolers or graduate students."

Dr. Hines, an Associate Professor at the University of Central Florida, uses every means and every medium to convey her powerful lessons, and speaks to teachers across the country on topics of co-teaching and inclusion. Rebecca began her teaching career while still in college,

working as a paraprofessional at a school for kids with cognitive disabilities. She became an English teacher after graduating. From there, Rebecca returned to special education and taught kids with emotional and behavioral issues, developing her skills and expertise on co-teaching and working inclusively with students of varying cognitive abilities.



The first professional collaboration between the sisters occurred when Cheryl came and helped Rebecca teach for two solid weeks when she had surgery on her throat (Rebecca pantomimed while Cheryl delivered all the lessons as a “volunteer”). Rebecca and her sister Cheryl have worked together throughout their careers. Their collaboration continues with the summer drama institute (now partnering with the Orlando Shakespeare Festival and UCP of Central Florida) for kids with and without disabilities that takes place each summer. The institute, founded by Rebecca, was inspired by Cheryl. Cheryl and Rebecca are teaming up yet again to do a DVD called *Improv for Educators: Tips for Helping Teachers Think on their Feet*. The impressive collaboration between the two sisters makes a lot of sense for a variety of reasons, but Rebecca puts it best: “Whether you are teaching or acting, you better know your audience. If you don’t, you’d better know how to handle the hecklers!”

Rebecca and Cheryl’s **topic** for the conference presentation is: **IMPROV Tips for Successful Collaboration**

## Tom E.C. Smith, Ed.D.

University of Arkansas Professor

Dept. of Curriculum & Instruction Executive Director, and Division on Developmental Disabilities, CEC

Dr. Tom E.C. Smith is currently Professor and Chairperson, Department of Curriculum and Instruction, University of Arkansas. Prior to coming to the university, Dr. Smith was on the faculty at the University of Arkansas for Medical Sciences campus, University of Alabama at Birmingham, and University of Arkansas at Little Rock. In 1994, President Clinton appointed Dr. Smith to the President’s Committee on Mental Retardation; he was reappointed in 1998 and 2001. This national committee advises the President on issues affecting individuals with mental retardation. Since 1992, Dr. Smith has served as the Executive Director of the Division on Mental Retardation and Developmental Disabilities of the Council for Exceptional Children. This national organization of 7,000 members, advocates for educational programs for this group of students.



Dr. Smith has authored or co-authored 22 college textbooks in special education and more than 40 articles in professional journals; he has made more than 200 presentations at national, regional, and state meetings, frequently emphasizing curriculum, legal issues and special education. During the past five years, Dr. Smith has consulted with schools and held workshops on Section 504 in 40 states. He teaches graduate classes in legal issues and disabilities, behavior management, and characteristics of individuals with disabilities.

While serving as the Executive Director of DDD (Division on Developmental Disabilities), Dr. Smith has been extensively involved in the development of standards as they apply to children with mental retardation and autism. These standards have become a major component of the CEC standards used for NCATE program approval. Dr. Smith has also been involved in developing successful SPA reports for several universities.

\*\*Dr. Smith’s **topic** for Saturday’s Keynote presentation will be on social skills and self-determination interventions. He will also highlight sub-divisions and CEC/professional associations.

## FEATURED SPEAKERS Friday and Saturday:

**Sara Aronin** - National CEC Outstanding Student Graduate of the Year 2009-Thursdays Pre-Conference Sessions and Saturday NASA Workshop

**David Finkle** - Volusia County Teacher of the Year 2005, “Mr. Fitz” cartoonist, and published writer-Saturday @ 9:40 in Flagler C

**Susan Hentz** - Florida’s ESE Teacher of the Year 2002, author and internationally known speaker on RtI-Friday @ 1:00 pm in Flagler C

**Linda Laverty & Gayle Zavala** - Linda is an Instructional Technology Specialist, FDLRS-Friday @ 11:00 in Flagler C

**Richard M. Marshall, Ed. D., Ph.D.**-Nationally known authority on neuropsychology of the brain-Saturday @ 10:40 in Flagler C

**Gayle Zavala** - National CEC “Clarissa Hug” ESE Teacher of the Year 2009- Friday @ 11:00 in Flagler C with Linda Laverty

## OTHER CONFERENCE HIGHLIGHTS:

Thursday **NASA pre-conference workshop** on math accommodations and manipulatives

Saturday focus on **CEC sub-division** membership and benefits

Various **Florida State Projects** highlighted during preconference workshops and conference sessions



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- Linda Laverty** - Instructional Technology Specialist Florida Diagnostic Learning Resource Systems-Friday @ 11:00 Flagler C with Gayle Zavala
- Richard M. Marshall, Ed. D., Ph.D.** - Nationally known authority on neuropsychology of the brain-Saturday @ 10:40 in Flagler C
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**Pre-Conference Institutes**

**Thursday, October 8**

Today's sessions are planned and selected by FCEC in collaboration with Florida Department of Education state projects, and address critical issues and substantive trends related to the mission of CEC.

Room	9:00 a.m. – 12:00 p.m.
<i>Tomoka AB</i>	<p style="text-align: center;"><b>NASA-(National Aeronautics and Space Administration)-Accommodations for inclusion in STEM fields (science, technology, engineering &amp; mathematics) for elementary students</b> with <b>Dr. Sara Aronin</b> facilitating.</p> <p>Sara is the winner of the 2009 National CEC Outstanding Graduate Student Member of the Year Award. She has worked diligently with her professional connection to NASA to bring this wonderful hands-on workshop to FCEC. Participants will leave the workshop with tons of ideas, lesson plans and tips n tricks for using free NASA materials in their classrooms.</p>
<i>Tomoka C</i>	<p style="text-align: center;"><b>Problem Solving/Response to Intervention: Increase your Tool Kit of Practical Strategies to Improve Student Outcomes</b> with <b>Susan Hentz., Florida's Marjorie Crick TOY Winner 2002-03</b></p> <p>Discover techniques for accommodating and supporting all students. This is a quick overview of the essential components, multiple tiers, and problem solving steps of this collaborative process which give students and teachers the level of intervention and support needed for continued success. It will incorporate practical, easy-to-use strategies so students are engaged and acquiring the skills needed to be successful.</p>
<i>Halifax AB</i>	<p style="text-align: center;"><b>Strategic Instruction Model (SIM) with accompanying research support &amp; 1 concept enhancement routine, the FRAME</b> with <b>Dr. Janet Raney and Marilyn Jackson-Lee.</b></p> <p>This is an overview of the Strategic Instruction Model with accompanying research support. In addition, we will provide one concept enhancement routine, the FRAME. The Strategic Instruction Model (SIM), Content Enhancement (CE) Series is a state initiative through NE-FEC/FDLRS. Workbooks and manuals will be provided.</p>
<i>Halifax C</i>	<p style="text-align: center;"><b>Florida Transition Project: "Project 10: How Can We Help You?"</b> with <b>Jordan Knab, Patrick Mulvihill, and Lyman Dukes.</b></p> <p>Project 10: Transition Education Network, University of South Florida St. Petersburg, will conduct a pre-conference workshop to orient attendees to the available technical assistance, training, and web-based resources available to Florida educators in the area of transition services for youth with disabilities. Resources in the area of transition assessment, school-based enterprise, and transition IEP development will be distributed to the first 50 attendees registered for this pre-conference.</p>
<b>LUNCH BREAK 12:00- 1:00 on your own</b>	
Room	1:00 p.m. – 4:00 p.m.
<i>Tomoka AB</i>	<p style="text-align: center;"><b>NASA-(National Aeronautics and Space Administration)-Accommodations for inclusion in STEM fields (science, technology, engineering &amp; mathematics) for secondary students</b> with <b>Dr. Sara Aronin</b> facilitating.</p> <p>Sara is the winner of the 2009 National CEC Outstanding Graduate Student Member of the Year Award. She has worked diligently with her professional connection to NASA to bring this wonderful hands-on workshop to FCEC. Participants will leave the workshop with tons of ideas, lesson plans and tips n tricks for using free NASA materials in their classrooms.</p>
<i>Tomoka C</i>	<p style="text-align: center;"><b>Big Changes in SLD and an examination of the ESE teacher/specialists role</b> with <b>Heather Diamond of FLDOE.</b></p> <p>Recent changes in education law are dramatically influencing and challenging the thinking of educators and learners across the nation. In 2004, IDEA shifted the field of SLD and by 2009, the Florida State Board of Education Rules governing eligibility criteria for SLD had been completely rewritten, adopted, and became effective to reflect the most significant conceptual changes in several decades. Attend this session to discuss the "why" and the "how to" related to embracing and implementing these changes.</p>



Room	1:00 p.m. – 4:00 p.m.
<i>Halifax AB</i>	<p align="center"><b>RtI Interventions for Students with Math Delays</b> with Dr. Mary Little and Dr. Shelby Robertson from UCF.</p> <p>Attendees will be implementing the Concrete-to-Representational-to-Abstract (CRA) Approach to Increase Rigor in Mathematics Classrooms. This presentation is developed by a cadre of math and special educators from school districts, educational agencies, universities and FDOE. It is aligned with Sunshine State Standards and math standards (NCTM).</p> <p>To meet these rigorous standards and benchmarks in mathematics, it is important to implement research-based instructional methods and strategies. Research suggests that students require instruction through three different levels: Concrete, Representational, and Abstract (CRA). Students, who have received instruction using CRA, have shown long term learning gains in research in both mathematics and special education. Participants will use hands-on learning activities that address algebraic thinking concepts. These activities will demonstrate the transition from the concrete to the representational level and then the abstract level. The RtI framework will be discussed and aligned to this instructional approach.</p>
<i>Halifax C</i>	<p align="center"><b>Regional CARD Center Supports for a District Effort to Establish a New Cluster or Autism Class</b> with FAU CARD/Dr. Jack Scott, PhD, BCBA-D, Executive Director for FAU Center for Autism and Related Disabilities, Jennifer Agganis from CARD, and various staff from St Lucie County and Palm Pointe Charter lab school.</p> <p>The Center for Autism and Related Disabilities at FAU worked closely with staff from St Lucie county Schools in establishing a comprehensive ASD program. CARD played a number of roles in these developments including helping with architectural and design considerations and furniture and material selection. School and district staff as well as CARD staff will share details of how this new program was established, show video and photos of some of the many noteworthy elements of the program, and offer suggestions for how other schools/districts could work cooperatively with regional CARD sites to establish high-quality ASD programs within regular schools</p>

### **Thursday Scheduled Activities**

**Representative Assembly Meeting from 4:30 to 5:20 in room Volusia B**

### **Conference Kickoff**

**5:30 – 7:30 in Crystal/St. John’s Ballrooms**

**“Welcome to Daytona” by**

Dr. Elizabeth Cramer, President, Florida Council For Exceptional Children  
Dr. Barbara Bush, Director of Exceptional Student Education and Student Services Volusia County Schools

Dr. Myra Middleton, Exceptional Student Education Director, Flagler County School

**Keynote Address by Bambi Lockman**

**Chief Bureau of Exceptional Education and Student Services**

### **President’s Welcome Reception**

**7:30-10:00 pm on the Ocean Deck**

**Co-Sponsored by**

**JanWar Educational Consultants and  
Talent Assessment**

**Don’t miss this great opportunity to meet CEC  
members from all over the state!**



# Friday Schedule, October 24th

## Continental Breakfast

7:30-8:30am

Atlantic Ave. Preconference Hallway

**Co-Sponsored by Psychological Software Solutions and FCEC**

## **FSCEC Breakfast**

7:15-8:15am

Location TBA

## General Opening Session

**8:30-10:00am Crystal/St. John's Ballroom**

**“Welcome” by,**

**Dr. Margaret Smith, Superintendent, Volusia County Schools**

**Sabrina Crosby, Public Relations, Flagler County Schools**

**Keynote address, “IMPROV Tips for Successful Collaboration” by Dr. Rebecca Hines and sister/comedian Cheryl Hines**

**Dr. Hines, an Associate Professor at the University of Central Florida**

**Cheryl Hines, a two-time Emmy nominee actor and comedian**

## **FDLRS Hands-On Technology Lab**

**Come and Join Us**

**Join us in the Hands-on Technology lab and explore software and accommodations that can help your students learn and be successful in the classroom.**

**Friday, October 9, 2009**

**9 am – 4:00 pm**



Room	Session 1 ~ Friday October 9 <sup>th</sup> 10:00 a.m.– 10:50 a.m. Lecture Sessions
Tomoka A	<p><b>POWER Writing Strategy: Improved Writing for Students with Disabilities</b> Strand: Curriculum and Instruction</p> <p>This presentation will describe a writing strategy that educators in middle and high schools can implement to assist students with learning and emotional disabilities. The strategy instruction will focus on using the acronym POWER and self-monitoring to improve the quality and quantity of writing. The most successful classroom techniques will be emphasized.</p> <p style="text-align: right;"><b>Craig Whedon, Assistant Director, Mainstay Academy</b> <i>Spaulding County Schools</i></p>



<p><i>Tomoka B</i></p>	<p align="center"><b>From Compliance to Compassion: Perceptions of Secondary General Educators Obtaining a Master's Degree in Special Education</b> Strand: Administrative and Personnel Issues</p> <p>Secondary general educators working towards a Master's Degree in Special Education with support from a personnel preparation grant share their experiences, including how their thoughts have changed in supporting students with special needs, and challenges they still face. The components of the grant are also shared.</p> <p align="right"><b>Dr. Patricia Alvarez McHatton, Project Coordinator, Wendy Bradshaw, Project Assistant, Christine Luoma, Masters Student, Barbara Martin, Masters Student, Deborah Pickett, Masters Student, &amp; Shae Potocki, Masters Student,</b> <i>Department of Special Education, University of South Florida</i></p>
<p><i>Tomoka C</i></p>	<p align="center"><b>Professional Development AND Technology: How We Can Work Together to Improve Teaching Students with Disabilities</b> Strand: School, District and State Administrative and Personnel Issues</p> <p>This workshop will demonstrate an online interactive and experiential-based professional development program developed for teacher convenience but still providing accountability and sound pedagogical instruction. We will demonstrate modules on learning disabilities, executive functioning, and lesson planning as well as having the audience participate in a sample module using technology such as Smart Boards in the classroom.</p> <p align="right"><b>Dr. Ted Wasserman, Associate Dean for Teaching and Learning &amp; Mr. Zachary Walker, Learning Advisor</b> <i>Lynn University</i></p>
<p><i>Halifax A</i></p>	<p align="center"><b>Navigating the Family System: A Student Support Perspective</b> Strand: Family and School Partnerships</p> <p>Parents play a critical role in their children's school experience. Come hear about some strategies that parents can use to assist their children in having a positive school experience.</p> <p align="right"><b>April Steen, LCSW, School Social Worker &amp; Chris Long, LCSW, School Social Worker</b> <i>Hillsborough County Public Schools</i></p>
<p><i>Halifax B</i></p>	<p align="center"><b>Podcasting in the classroom: An emerging technology for students with Emotional or Behavioral Disorders</b> Strand: Technology</p> <p>This session explores the benefits of Podcasting for students identified with emotional or behavioral disorders. Specifically, this presentation will demystify the steps involved in creating a student-made Podcast. Strategies to integrate this technology into the Individualized Education Program of students in this population will be presented and discussed. Attendees will leave the session with a packet of ready-to-use materials that are designed to help implement this innovative emerging learning technology into their existing classroom practice</p> <p align="right"><b>Brent Daigle, Ph.D. &amp; Jabari Cain, Ph.D.</b> <i>Mercer University, Georgia</i></p>
<p><i>Halifax C</i></p>	<p align="center"><b>Stuck at the Top of the Pyramid – Impacting RtI Students</b> Strand: Curriculum &amp; Instruction</p> <p>Fifty (50) % of the students in the RtI model will not respond to Tier I and II interventions. Many are “treatment resisters”. Listen to exciting applied research demonstration that these students can read more fluently, increase their “time on task” with appropriate reading material and improve their reading comprehension scores.</p> <p align="right"><b>Dr. Joseph Lockavitch</b> <i>Failure Free Reading</i></p>
<p><i>Flagler A</i></p>	<p align="center"><b>A Practical Approach to Mentoring Urban School Leaders</b> Strand: School Climate and Discipline</p> <p>This presentation will discuss a qualitative study on how literature shapes readers ideas about disability. The session will address how to evaluate adolescent literature using an evaluation rubric created by the researchers and how to incorporate inclusion literature into the curriculum to foster a welcoming school climate for students with disabilities.</p> <p align="right"><b>Gina Plattos, M.S., Doctoral Candidate, Bruce M. Menchetti, Ph.D., Professor, Pamela ‘Sissi’ Carroll, Ph.D., Associate Dean</b> <i>Florida State University, School of Teacher Education</i></p>
<p><i>Flagler B</i></p>	<p align="center"><b>Overview of Family Network on Disabilities of Florida Inc</b> Strand: Diverse Students with Exceptionalities</p> <p>Learn more about the project that has been nominated by the Governor Charlie Christ; and about our State wide Programs and Resources that we offer to educators, families, community representative and any one interested in serving people with disabilities, at no cost what so ever, we offer these trainings, resources and information throughout the whole state of Florida.</p> <p align="right"><b>Marilyn Ruiz</b> <i>Family Network on Disabilities of Florida, Inc.</i></p>



<i>Flagler C</i>	<p align="center"><b>Getting Over the Wall – Breaking Down the Communication Barriers Between Families and Schools</b> Strand: Family and School Partnerships</p> <p>Both parents and educators report that I.E.P. meetings are some of the most stressful events of each school year. This fun and interactive workshop examines the IEP experience from both sides of the table and explores proactive solutions for positive communication and collaborative results.</p> <p align="right"><b>Jill Fane</b> <i>Central Florida Parent Center</i></p>
<i>Volusia B</i>	<p align="center"><b>ENHANCE AND ENGAGE</b> Strand: Curriculum &amp; Instruction</p> <p>This is a workshop on the Content Enhancement Series from the University of Kansas. Learn about a series of routines to engage interest and increase success for ALL students. Receive instruction in one of the routines and information about this dynamic, research-validated program from the University of Kansas.</p> <p align="right"><b>Crystal Kimrey &amp; Michael Phillips</b> <i>Volusia County Schools</i></p>
<i>Room</i>	<p><b>Session 2 ~ Friday October 9<sup>th</sup></b> <b>11:00 a.m.- 11:50 a.m. Lecture Sessions</b></p>
<i>Tomoka A</i>	<p align="center"><b>Enhancing School-Wide Academic and Behavioral Outcomes Using Targeted Coaching and Technology in a Hybrid Professional Learning Community Model</b> Strand: School Climate and Discipline</p> <p>This engaging and interactive session will showcase a hybrid model of staff development and school-wide systems change using interactive and web-based “mini-modules.” Data and reflections from 18 participating schools and the impact on Positive Behavior Support/Response to Intervention for Behavior in the 11<sup>th</sup> largest school district in the country will be shared.</p> <p align="right"><b>Bill Donelson, Rachel Noonan &amp; Pam Schenkel</b> <i>Orange County Public Schools</i></p>
<i>Tomoka B</i>	<p align="center"><b>Collaborative Efforts to Support the Meaningful Integration of Embedded Field Work into an Online Graduate Program in Autism Spectrum Disorders (ASD)</b> Strand: Administrative and Personnel Issues</p> <p>Teacher educators face challenges in developing online coursework bridging theory and practice. This presentation offers multi-dimensional perspectives of a project including the evolution and nurturing of partnership between the University and community agencies, development of online pedagogy embedding fieldwork into coursework, and student and district mentor perspectives from one course.</p> <p align="right"><b>Dr. Phyllis Jones, Dr. Daphne Thomas, Wendy Bradshaw, Doctoral Student, &amp; Cari Barber, Project Coordinator,</b> <i>University of South Florida</i></p>
<i>Tomoka C</i>	<p align="center"><b>A Spectrum of Views: Comparative Perspectives Regarding Educating Students on the Autism Spectrum</b> Strand: Curriculum and Instruction</p> <p>What do families and teachers see as critical to the success of students with ASD? This session compares perspectives of teachers and parents of students with ASD with regard to impact on teacher education. Discussion of interventions perceived as most effective on a parent/teacher survey will lead to sharing amongst participants</p> <p align="right"><b>Susan Blanchard, PhD &amp; Danielle Eadens, PhD</b> <i>St. Petersburg College</i></p>
<i>Halifax A</i>	<p align="center"><b>-----National Urban Special Education Leadership Initiative: Innovation and Partnership in Urban Educational Settings</b> Strand: Administrative and Personnel Issues</p> <p>Special education leadership has changed from that of primary service provider to children and youth with disabilities to a collaborator, partner, facilitator and educator of the greater school community. A discussion of the National Urban Special Education Initiative Program that emphasizes the quality of mid-level special education leaders is proposed.</p> <p align="right"><b>Suzanne M. Martin, Ph.D., Professor</b> <i>University of Central Florida</i></p>
<i>Halifax B</i>	<p align="center"><b>Wild about Project W.I.L.D.</b> Strand: Technology</p> <p>Project WILD addresses Life Science Access Points for InD and ASD students using technology and an assortment of interactive, engaging strategies. Each participant will receive a set of 3CDs containing technology activities, videos, recipes, crafts, and Boardmaker overlays. In addition, each participant will receive a handbook of teaching strategies and activities to address Life Science Access Points targeted in the Project WILD initiative.</p> <p align="right"><b>Linda Lavery, Instructional Technology Specialist</b> <i>FDLRS Alpha, Department of Exceptional Student Education</i> <b>Lori Haynes, Project WILD K-12 Coordinator</b> <i>Florida Department of Fish and Wildlife</i> <b>Gayle Zavala, National CEC Teacher of the Year</b> <i>Palm Beach County Schools</i></p> <p><b>Featured Speakers</b></p>



<p><i>Halifax</i> <i>C</i></p>	<p align="center"><b>Research Based Science Instruction Strategies</b> Strand: Curriculum and Instruction for Students with Exceptionalities</p> <p>Unlocking curriculum for struggling students while addressing the standards in science education with high fidelity is extremely difficult. This session will expose research-validated practices proven to get results. Teachers, administrators and support staff who want to explore research-based tools for science instruction won't want to miss this session.</p> <p align="right"><b>Kelly J. Grillo</b> <i>University of Central Florida</i></p>
<p><i>Flagler</i> <i>A</i></p>	<p align="center"><b>Diamonds in the Rough: Dual Language Children with Dual Exceptionalities</b> Strand: Early Childhood</p> <p>The presenters will share quantitative and qualitative data collected from different states that focus on effective programs and developmentally-appropriate activities for young, linguistically-diverse children identified with dual exceptionalities (gifted plus a disability). The presenters will initiate a dialogue among participants about specific strategies that support and enhance the children's learning.</p> <p align="right"><b>Dr. Dana Fredebaugh, Program Professor &amp; Dr. Ashley Russom, Program Professor</b> <i>Nova Southeastern University</i></p>
<p><i>Flagler</i> <i>B</i></p>	<p align="center">-----<b>A Culturally Responsive Intervention Triad: A Proposed Solution for Increasing Reading Proficiency of Secondary Black Students in Urban Settings.</b></p> <p align="center">Strand: Diverse Students with Exceptionalities</p> <p>An instructional model for minority students with limited reading proficiency, a Culturally Responsive Intervention Triad (CRIT) may serve as a tool for improving the academic achievement of this population. CRIT is a balanced approach to literacy combining four factors necessary for struggling readers, in addition to authentic alternative assessments and culturally responsive teaching strategies within the context of an RtI framework.</p> <p align="right"><b>Cheryl White-Lindsay, Ed.S.</b> <i>Florida International University</i></p>
<p><i>Flagler</i> <i>C</i></p>	<p align="center"><b>What is a PIRC, and how can it help me?</b> Strand: Family/School Partnerships</p> <p>The U.S. Department of Education funds Parental Information and Resource Centers (PIRCs) to assist states, districts, schools, parents, and community organizations to engage parents to be more actively and effectively involved with their children's education. The FL PIRC of FND provides free services state-wide to build the capacity of all stakeholders to develop, implement, and evaluate meaningful parental involvement strategies and activities, with the ultimate goal of increasing student academic achievement. Come to this session to find out how your FL PIRC of FND can assist you with implementing effective parental involvement activities!</p> <p align="right"><b>Christine Stolz, Assistant Director</b> <i>The Florida Parental Information and Resource Center of FND, of FL, Inc.</i></p>
<p align="center"><b>LUNCH Break 12:00 p.m. - 1:00 p.m. on your own.</b> <b>Cash lunch station available at the Hilton.</b></p>	
<p><i>Room</i></p>	<p align="center"><b>Session 3 ~ Friday October 9<sup>th</sup></b> <b>1:00 p.m. -1:50 p.m. Lecture Sessions</b></p>
<p><i>Tomoka</i> <i>A</i></p>	<p align="center"><b>Communicating with Children when they are Experiencing a Behavioral Crisis</b> Strand: School Climate and Discipline</p> <p>This presentation will discuss, illustrate, and involve participants in discussing outside influences and communication techniques which impact students when they are in a behavioral crisis. Educators will be able to implement the techniques to assist students with disabilities regarding thier social skills, behaviors, classroom management, and class stability.</p> <p align="right"><b>Craig Whedon, Assistant Director, Mainstay Academy</b> <i>Spaulding County Schools, Georgia</i></p>
<p><i>Tomoka</i> <i>B</i></p>	<p align="center"><b>Undergraduate Research Forum</b> Strand: Administrative and Personnel Issues</p> <p>Action research conducted by undergraduate ESE majors within a classroom practicum as part of their required coursework is presented in this session. Students share their projects and insights into the importance of utilizing a research process in teaching children with special needs.</p> <p align="right"><b>Michele A. Gregoire, PhD, MT-BC</b> <i>Flagler College</i></p>



<p><i>Tomoka C</i></p>	<p style="text-align: center;"><b>Enhance Learning with Accessible Instructional Materials</b> Strand: Technology</p> <p>Students with disabilities who cannot read standard print effectively require appropriate and accessible instructional materials to participate in general education curriculum. From language and reading level; to layout and organization; to digital text or print audio; this session will include demonstrations of technology tools teachers can use to match and adapt instructional materials to specific student needs. Participants will leave with a list of tools they can start to use today.</p> <p style="text-align: right;"><b>David Davis</b> <i>FDLRS /Tech CU</i></p>
<p><i>Halifax A</i></p>	<p style="text-align: center;"><b>The Parent Involvement Components of No Child Left Behind</b> Strand: Administrative and Personnel Issues</p> <p>No Child Left Behind requires levels of parental involvement and engagement never seen before! However some of these requirements may be confusing to schools, districts, and parents. This presentation will provide an overview of the parental involvement requirements of NCLB, as well as provide practical strategies to address those requirements.</p> <p style="text-align: right;"><b>Christine Stolz, Assistant Director</b> <i>The Florida Parental Information and Resource Center of FND, of FL, Inc.</i></p>
<p><i>Halifax B</i></p>	<p style="text-align: center;"><b>Understanding and Improving Parental Involvement of Culturally Diverse and LEP Parents</b> Strand: Family/School Partnerships</p> <p>Participants will examine their perceptions and misconceptions about the educational involvement of parents who come from culturally and linguistically diverse backgrounds. They will recognize obstacles to meaningful parental involvement; learning strategies to improve parental involvement and take away tools and resources that can be put to immediate use.</p> <p style="text-align: center;">Let Catapult Learning share the benefits of contracting with a third-party provider for private school ESE services.</p> <p style="text-align: right;"><b>Sheila A. Fernley, Director of School Partnerships</b> <i>Catapult Learning</i></p>
<p><i>Halifax C</i></p>	<p style="text-align: center;"><b>Impact of the Arts</b> Strand: Curriculum and Instruction</p> <p>VSA arts of Florida will lead a workshop on effective instructional practices and impact of the arts for students with disabilities. Information and resources concerning strategies and best practices, adaptations, classroom management, and technical assistance will be presented for physical, emotional, and developmental disabilities. The session participants will leave with tools to successfully include all students to learn in and through the arts.</p> <p style="text-align: right;"><b>Marian Winters, Executive Director &amp; Marilyn Farber, Professional Development Coordinator</b> <i>VSA Arts of Florida</i></p>
<p><i>Flagler A</i></p>	<p style="text-align: center;"><b>Response to Intervention (RtI): Changing the Way Schools Respond to Behavioral Issues</b> Strand: School Climate and Discipline</p> <p>This presentation provides an overview of how the Response to Intervention (RtI) tiered model will require increasingly intensive implementation of research based behavioral interventions for all at risk students; how implementing RtI will affect schools' approaches to behavior; and how schools' organizations and behavioral focus must change to accommodate RtI</p> <p style="text-align: right;"><b>Dr. Catherine Roberts &amp; Dr. Judy Harris-Looby</b> <b>Exceptional Student Education Program</b> <i>Barry University</i></p>
<p><i>Flagler B</i></p>	<p style="text-align: center;"><b>Sexuality Education for Students with ASD: Aligning Florida State Standards with Evidence-Based Instructional Strategies</b> Strand: Curriculum and Instruction</p> <p>This presentation will provide information about issues of sexuality related to individuals with ASD and suggestions for aligning mandated Florida state curriculum standards into sexuality education instruction for secondary students with ASD. Participants will be given information about evidence-based practices for students with ASD in relation to the provision of sexuality education instruction relating to mandated state standards for general education. Recommendations for the development of relevant and measurable IEP goals and objectives in this area will be provided along with suggestions for the creation of visual support materials.</p> <p style="text-align: right;"><b>Kim Spence-Cochran, Ph.D.</b> <i>UCF Center for Autism and Related Disabilities</i></p>
<p><i>Flagler C</i></p>	<p style="text-align: center;"><b>Collaborative and Co-Teaching Partnerships: A Response to Improving Student Outcomes</b> Strand: Curriculum and Instruction</p> <p>This session provides both general and special education teachers with tools and tips for developing effective skills to establish successful collaboration and co-teaching partnerships. Discussion includes an emphasis on communication, expectations, roles and responsibilities, and planning classroom strategies that will benefit all students.</p> <p style="text-align: right;"><b>Susan Hentz</b> <i>View Inc./Teach Smart</i></p> <p><b>Featured Speaker</b></p>



<p><i>Volusia</i> <b>B</b></p>	<p align="center"><b>A Motivational Intervention for Teaching Replacement Behaviors: The Lucky 7</b> Strand: School Climate and Discipline</p> <p>The presentation will report on a motivational intervention that uses research validated practices in Applied Behavior Analysis for teaching replacement behaviors (i.e. asking, accepting “no”, waiting and sharing) with children with developmental disabilities in a school setting.</p> <p align="right"><b>Cynthia P. Rekort, BCABA &amp; Lori Fraser</b> <i>Pinellas County Schools</i></p>
<p align="center"><b>Friday October 9<sup>th</sup></b> <b>Poster Sessions</b> <b>1:00 p.m. - 1:50 p.m. Tomoka/Halifax Hallway</b></p>	
<p align="center"><b>The Effects of Self-Monitoring in Increasing On-Task Behavior of Middle Schools</b> Strand: Curriculum and Instruction</p> <p>This session shows the effectiveness of Self-Monitoring on middle schools students with EBD in increasing on-task behavior on a study conducted in a K-8 center school. Information given to participants will help determine if Self-Monitoring would be useful as a behavioral management technique for students with EBD.</p> <p align="right"><b>Kayasa Cobb, SPED Teacher/Graduate Student, Florida Memorial University</b></p>	
<p align="center"><b>Meta-cognition in Middle School Mathematics: An Exploratory Analysis of the Differences between Students with and without Learning Disabilities</b> Strand: Curriculum and Instruction</p> <p>Through the use of Think-Aloud Protocols eighty-four, eighth grade students with (n = 17) and without (n = 67) learning disabilities were assessed for their use of meta-cognitive skills while solving 1-step, 2-step and 3-step math word problems.</p> <p align="right"><b>Carly Sweeney &amp; Jennifer Krawec, University of Miami</b></p>	
<p align="center"><b>Developing an Informal Reading Assessment Instrument from Secondary Textbooks</b> Strand: Curriculum and Instruction</p> <p>Many special education students typically have problems reading secondary content textbooks. Accurate assessment of these problems will enable ESE specialists to recommend appropriate remediation and accommodations. Using content textbooks, the process of developing an informal reading assessment tool which measures recognition, comprehension and utilization of meta-cognitive strategies will be presented.</p> <p align="right"><b>Beverly Warde, &amp; Peggy Goldstein, Associate Professors, Exceptional Student Education Department, Florida Atlantic University</b></p>	
<p align="center"><b>Effects of Graphic Organizers on Reading Comprehension with Students Classified with Learning Disabilities</b> Strand: Curriculum and Instruction</p> <p>In this study, the effectiveness of graphic organizers on reading comprehension in secondary students classified with learning disabilities was investigated. Pre and post test measures were conducted and results demonstrated as increase in reading comprehension.</p> <p align="right"><b>Starsheema Greene, Florida Memorial University</b></p>	
<p align="center"><b>Teaching Safety Skills to Children with Autism and Other Developmental Disabilities</b> Strand: Curriculum and Instruction</p> <p>Presentation will review current literature and data on the prevalence of injuries and mortality in children with autism and other developmental disabilities. This data will be compared with safety perception survey data from parents and educators. Considering this information, a number of curricular approaches and strategies will be suggested and described.</p> <p align="right"><b>Toby Honsberger MEd, BCBA, Renaissance Learning Center</b></p>	
<p align="center"><b>The Development of the Math Problem Solving Self-efficacy Scale</b> Strand: Curriculum and Instruction</p> <p>This study was: 1) to examine the factor structure of a research developed instrument titled the <i>Math Problem Solving Self-Efficacy Scale (MPSSSES)</i> using EFA and refine items, 2) to test the factor structure gleaned from the EFA using CFA and, 3) to determine the relationship between MPSSSES scores and math problem solving performance with middle school students.</p> <p align="right"><b>Jia Huang, Department of Teaching and Learning, School of Education, University of Miami</b></p>	
<p align="center"><b>Social Skills Training for Students with Autism Spectrum Disorder (ASD)</b> Strand: Curriculum and Instruction</p> <p>Mailman Segal Institute's Baudhuin Preschool of Nova Southeastern University, offered in partnership with Broward County Public Schools, provides a high quality instructional program for three to five year old children with Autism Spectrum Disorders (ASD). This presentation will provide the participants with the identification of an effective preschool social skills program, the characteristics of the ASD student candidates, the strategies used and the performance results of the students. Additionally, information will be shared on how to use the program in an inclusion setting.</p> <p align="right"><b>Melanie Kottke, M.Ed., ESE Teacher &amp; Nancy Lieberman Ed.S., CCC-SPL, Director, Baudhuin Preschool</b></p>	



**Social Stories for Children With Autism Spectrum Disorders**

Strand: Curriculum and Instruction

The presentation will display an Honors Thesis, including a synthesis of research concerning the characteristics of Autism Spectrum Disorders, Social Stories and the effectiveness of Social Stories. A Practitioners' Guide Book for Social Story development and two authentic sample Social Stories at different developmental levels will also be presented.  
**Molly McCann, University of South Florida**

**Effects of a treadmill exercise program on health-related fitness of students with Autism in high school**

Strand: Curriculum and Instruction

The session will show the effects of a treadmill exercise program on health-related fitness of students with Autism in high school. The treadmill exercise program resulted in significant improvement in the mile run test and reduction in body fat percentage. All data recorded will be displayed on graphs and tables.  
**Annie Perez, Florida Memorial University**

**School Counselors' Involvement in Transition: Implications from Research and Practice**

Strand: Curriculum and Instruction

The presentation will review the professional literature which identifies the perceived inadequate level of participation of school counselors in the transition process for secondary students with disabilities and will progress to a discussion of the need to increase their involvement as well as examine strategies in which they may participate.  
**Theresa A. Quigney, Ph.D., Cleveland State University, OH**

***Exclusive Time--All Poster Sessions listed above and below will be on display with their presenters from 1:50 until 2:30.***

**Friday October 9<sup>th</sup>**

**Poster Sessions**

**2:30 p.m. -3:20 p.m. Tomoka/Halifax Hallway**

**The Effects of Self-Monitoring in Increasing On-Task Behavior of Middle Schools**

Strand: Curriculum and Instruction

This session shows the effectiveness of Self-Monitoring on middle schools students with EBD in increasing on-task behavior on a study conducted in a K-8 center school. Information given to participants will help determine if Self-Monitoring would be useful as a behavioral management technique for students with EBD  
**Kayasa Cobb, SPED Teacher/Graduate Student, Florida Memorial University**

**Meta-cognition in Middle School Mathematics: An Exploratory Analysis of the Differences between Students with and without Learning Disabilities**

Strand: Curriculum and Instruction

Through the use of Think-Aloud Protocols eighty-four, eighth grade students with (n = 17) and without (n = 67) learning disabilities were assessed for their use of meta-cognitive skills while solving 1-step, 2-step and 3-step math word problems.  
**Carly Sweeney & Jennifer Krawec, University of Miami**

**Developing an Informal Reading Assessment Instrument from Secondary Textbooks**

Strand: Curriculum and Instruction

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**Beverly Warde & Peggy Goldstein, Associate Professors, Exceptional Student Education Department, Florida Atlantic University**

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In this study, the effectiveness of graphic organizers on reading comprehension in secondary students classified with learning disabilities was investigated. Pre and post test measures were conducted and results demonstrated as increase in reading comprehension.  
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**Teaching Safety Skills to Children with Autism and Other Developmental Disabilities**

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**Toby Honsberger MSEd, BCBA, Renaissance Learning Center**

**The Development of the Math Problem Solving Self-efficacy Scale**

Strand: Curriculum and Instruction

This study was: 1) to examine the factor structure of a research developed instrument titled the *Math Problem Solving Self-Efficacy Scale (MPSSSES)* using EFA and refine items, 2) to test the factor structure gleaned from the EFA using CFA and, 3) to determine the relationship between MPSSSES scores and math problem solving performance with middle school students.  
**Jia Huang, Department of Teaching and Learning, School of Education, University of Miami**



<b>Social Skills Training for Students with Autism Spectrum Disorder (ASD)</b> Strand: Curriculum and Instruction Mailman Segal Institute's Baudhuin Preschool of Nova Southeastern University, offered in partnership with Broward County Public Schools, provides a high quality instructional program for three to five year old children with Autism Spectrum Disorders (ASD). This presentation will provide the participants with the identification of an effective preschool social skills program, the characteristics of the ASD student candidates, the strategies used and the performance results of the students. Additionally, information will be shared on how to use the program in an inclusion setting. <b>Melanie Kottke, M.Ed., ESE Teacher &amp; Nancy Lieberman Ed.S., CCC-SPL, Director, Baudhuin Preschool</b>	
<b>Room</b>	<b>Session 4 ~ Friday October 9<sup>th</sup></b> <b>2:30 p.m. - 3:20 p.m. Lecture Sessions</b>
<i>Tomoka A</i>	<p style="text-align: center;"><b>New Technologies Engage the Student with Autism Spectrum Disorder</b> Strand: Technology</p> <p>During this session the presenters will discuss their research on autistic students' increased engagement with learning using interactive white board technology. Using video, the presenters will showcase elementary students with autism spectrum disorder actively engaged with the technology through lessons designed to increase their language, cognitive, and social behavior skills.</p> <p style="text-align: right;"><b>Dr. Carol Todd, Assistant Professor &amp; Dr. Karen Hahn, Assistant Professor</b> <i>Saint Leo University</i> <b>Miriam Showalter &amp; Beverly Hild</b> <i>Fruitville Elementary School Sarasota, Florida</i></p>
<i>Tomoka B</i>	<p style="text-align: center;"><b>Preparing Diverse Special Educators Using Alternative Methods: How Does On-line Learning Lead to Learning Communities?</b> Strand: Technology</p> <p>Three doctoral students, their mentor, along with the Co-PI from a personal preparation grant want to share their experiences from a five year long project. This session aims to analyze the journey of this team, while engaged fully on-line. How does on-line collaboration lead to a learning community?</p> <p style="text-align: right;"><b>Rebecca Hines <a href="mailto:rhines@mail.ucf.edu">rhines@mail.ucf.edu</a>, Kelly Grillo <a href="mailto:kgrillo@mail.ucf.edu">kgrillo@mail.ucf.edu</a>, Angel Lopez <a href="mailto:alopez@mail.ucf.edu">alopez@mail.ucf.edu</a>, Carrie Straub <a href="mailto:carriestraub@gmail.com">carriestraub@gmail.com</a></b></p>
<i>Tomoka C</i>	<p style="text-align: center;"><b>Quick and Easy Visual Supports</b> Strand: Curriculum and Instruction</p> <p>Integration of visual supports in the classroom helps students access educational opportunities by enabling them to participate in the general environment and/or curriculum. This session will provide a hands-on opportunity to create ready-to-use visual supports for students with disabilities. We will create materials that can be used across educational settings.</p> <p style="text-align: right;"><b>Michelle Yoder, M.Ed, Shannon McMahon, M.A., CCC-SLP, &amp; Lona Sims, M.Ed.</b> <i>Sarasota County Schools</i></p>
<i>Halifax A</i>	<p style="text-align: center;"><b>NIMAS ... Soup to Nuts!</b> Strand: Technology</p> <p>Join us as we sprinkle the latest acronym into our ESE Alphabet Soup! Session participants will explore the mysterious ingredients of this new soup. First, we blend in the National Instructional Materials Accessibility Standard (NIMAS) and the National Instructional Materials Accessibility Center (NIMAC). Stir into the mixture: eligibility criteria, "competent authorities," "certifying professionals," and DRMs. Finally, dice the NIMAS/Florida Implementation Plan into bite-sized pieces, add to the ESE soup, and cook on medium high. In this highly-digital world, your eligible students will certainly appreciate the opportunity to access their textbooks using electronic files!</p> <p style="text-align: right;"><b>Suzanne A. Dalton, Supervisor</b> <i>Florida Instructional Materials Center f/t Visually Impaired</i></p>
<i>Halifax B</i>	<p style="text-align: center;"><b>How DO You Do UDL? Using Universal Design for Learning in Our Classrooms</b> Strand: Curriculum &amp; Instruction</p> <p>Most teachers have heard of Universal Design for Learning (UDL), but do most teachers know how to implement it? This session will provide teachers with the tools and strategies they need to actually start using the principals of UDL in the classroom right away.</p> <p style="text-align: right;"><b>Cassandra Keller, Mayra Camacho, Zachary Walker, Lynn University</b> <b>Lindsey Price, Berkshire Elementary School</b> <b>Rehana Seedeem, Forest Hill High School</b></p>
<i>Halifax C</i>	<p style="text-align: center;"><b>ESE Digital Video Success Stories</b> Strand: Curriculum and Instruction</p> <p>Come share our student project success successes. See how students demonstrated their curriculum knowledge using 21<sup>st</sup> century technology skills. Discover how a free, simple to use program can engage your students in projects that go beyond basic curriculum and include the knowledge and skills used to create digital video projects.</p> <p style="text-align: right;"><b>Marie Brancato, Robyn Kaminski &amp; Valerie Simons</b> <i>Cherokee School, Orlando, Florida</i></p>



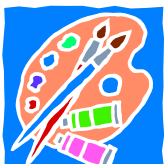
<i>Flagler A</i>	<p align="center"><b>MONARCHY OR ANARCHY...WHO IS RUNNING THE CASTLE??</b> Strand: School Climate and Discipline</p> <p>Do you...A) Retreat and wait for an onslaught or B) Fortify and strike first? NEITHER!...Regain the rights of your "kingdom" in the classroom. Learn effective, research-based strategies and techniques to secure your reign and get all your subjects engaged and learning.</p> <p align="right"><b>Ayala Linder Baum</b> <i>Miami-Dade County Public Schools</i></p>
<i>Flagler B</i>	<p align="center"><b>Job Talk and Practical Assessment Exploration System – PAES</b> Strand: Curriculum and Instruction</p> <p>Job Talk and PAES provide a proven Work Development Program with a Work Related Basic Reading Program to help the lower functioning Middle, High and Adult Individuals. <b>PAES</b> provides Training, Assessment, Exploration, and Work Behavior Development. <b>PAES</b> provides a proven Assessment of an individuals Work Skills, Work Knowledge, and levels of Performance.</p> <p align="right"><b>Elizabeth Playdon &amp; Ben P. Borden</b> <i>Talent Assessment, Inc.</i></p>
<i>Flagler C</i>	<p align="center"><b>Para-educator Training and Support</b> Family/School Partnerships</p> <p>In this session, the presenters will discuss a survey used to gather information about paraprofessionals' knowledge and use of evidence-based practices. Session participants will be provided with information regarding paraprofessional practices followed by a description of instrument construction, dissemination, collection, and analysis. Results, limitations, and implications for practice will be discussed</p> <p align="right"><b>Charles Dukes, Department of Exceptional Student Education</b> <i>Florida Atlantic University</i></p>
<i>Volusia B</i>	<p align="center"><b>Has Going "green" Got you Seeing "red"? Don't Keep Recycling Misbehavior!</b> Strand: School Climate and Discipline</p> <p>Multiple warnings and repeated requests, the cycle never ends! Draining low level behaviors in the classroom will keep you needing to recharge after every lesson! Learn how to keep your batteries fresh, your lessons full of energy and toss those exhausting behaviors in the can.</p> <p><b>Wright</b></p> <p align="right"><i>Washington DC City Schools</i></p>
<b>ROOM</b>	<p><b>Session 5 ~ October 9<sup>th</sup></b> <b>3:30 p.m. - 4:20 p.m. Lecture Sessions</b></p>
<i>Tomoka A</i>	<p align="center"><b>The Effective Instruction of Explicit, Systematic Phonics</b> Strand: Curriculum and Instruction</p> <p>In this hands-on workshop, experience a phonics method which is easy to learn and easy to teach. This systematic approach and unique marking system help students break the code. It is the ideal research-based solution to provide a solid foundation for exceptional education students who are beginning and struggling readers.</p> <p align="right"><b>Geri Michelsen</b> <i>Third Wave Learning</i></p>
<i>Tomoka B</i>	<p align="center"><b>Bullying Prevention: From Current Research and Best Practices to the Classroom and School</b> Strand: School Climate and Discipline</p> <p>This session will focus on bullying prevention. Current research and best practices will be reviewed and applied to the classroom and school settings. Handouts and websites will be available to attendees. Selected commercial materials will be mentioned briefly.</p> <p align="right"><b>Dr. Walter J. Ceglka, Professor and ESE Graduate Coordinator</b> <i>St. Thomas University</i></p>
<i>Tomoka C</i>	<p align="center"><b>Dueling Computers</b> Strand: Technology</p> <p>Do you have struggling readers in your classroom? Come to a lively, digital showdown, exploring exciting internet, Web 2.0, and assistive technology resources. Presenters will "compete" with one another to demonstrate relevant technology resources across the curriculum.</p> <p align="right"><b>Melissa Bisessi</b> <i>FDLRS East Center Technology Specialist</i> <b>Shari Hill</b> <i>Volusia ESE Reading Programs</i></p>
<i>Halifax A</i>	<p align="center"><b>Steps Toward a Career in Special Education: Reflections of Students in a Master's of Art in Teaching (MAT) program</b> Strand: Administrative and Personnel Issues</p> <p>Teacher attrition is a major contributor to the shortage of well-prepared special educators. The revolving door that is created when teachers stay for a few years in a school and then leave needs to be addressed. One way to address attrition is through teacher preparation. The Masters of Arts in Teaching (MAT) programs are designed to target individuals who do not hold a professional certificate in teaching. This presentation highlights the reflections of students in the MAT program, including what brought them to the program, and what their future plans are.</p> <p align="right"><b>April Steen, LCSW</b> <b>Special Education Doctoral Student</b> <i>University of South Florida</i></p>



<i>Halifax B</i>	<p align="center"><b>Employing the Best Practices for Inclusive Education</b> Strand: Curriculum and Instruction</p> <p>What are the Best Practices for Inclusive Education (BPIE)? How can systemic change occur in your school system? How can inclusionary practices work in all schools? Professional Development is necessary to everyone in order to develop the best practices for inclusive education in all schools for all students. Everyone must work together to make inclusion work.</p> <p align="right"><b>Bill Tomlinson, Director of ESE &amp; Susan C. Smith, Program Specialist</b> <i>St. Lucie County Schools</i></p> <p align="right"><b>Dr. Laura Verry-Sidoran, FIN representative</b> <i>University of Central Florida</i></p>
<i>Halifax C</i>	<p align="center"><b>The Individual Education Plan for the General Education Teacher: "What is My Responsibility?"</b> Strand: Curriculum and Instruction</p> <p>General Education Teachers will gain knowledge of required responsibilities for implementation of the ESE students' Individual Education Plan in the general education classroom.</p> <p align="right"><b>Ingrid Cumming &amp; Mildred Morales</b> <i>Orange County Public Schools</i></p>
<i>Flagler A</i>	<p align="center"><b>New Perspectives on Special Education</b> Strand: Curriculum and Instruction</p> <p>Special education teachers face difficult decisions everyday and work very hard to meet the needs of their students. Madama Dama Leenda will provide an entertaining and pleasurable perspective on special education and exceptionalities. This role play presentation brings real life classroom experiences to the participant in a humorous yet sensitive perspective. Teachers attending this presentation will be uplifted and will come away re-energized with a renewed commitment to serve their students.</p> <p align="right"><b>Linda Knowles,</b> M.S. <i>Volusia County Schools</i></p>
<i>Flagler B</i>	<p align="center"><b>Inclusion That Works!</b> Strand: Curriculum and Instruction</p> <p>If you want to get it done, "Inclusion That Works" will do this. This high impact presentation will give you the nuts and bolts tools to design, train, and maintain a high producing inclusion program. Components are presented to show you how to create competent learners out of lowest performing 25% who achieve Annual Yearly Progress. Inclusion That Works is a research based program developed by educators for educators. You too can have success using the inclusion process!</p> <p align="right"><b>Michele M. Milano &amp; Jessica Jelks-Cook</b> <i>Palm Beach County Schools</i></p>
<i>Flagler C</i>	<p align="center"><b>Secondary Programs for Students with Intellectual Disability: Does the Definition of Success Need to Change?</b> Strand: Curriculum and Instruction</p> <p>Students with intellectual disability (ID) often are judged successful if they gain employment upon school completion. However, low employment statistics for people with ID makes alternative measurements desirable. This presentation will share results of a qualitative study on quality of life as an alternative success measurement for students with ID.</p> <p align="right"><b>Whitney Moores-Adool, ABD, MSW</b> <i>Florida International University</i></p>
<i>Volusia B</i>	<p align="center"><b>3D Geo: How to Teach Geometry to Special Needs Students with Hands-on Approach</b> Strand: Curriculum and Instruction</p> <p>This session will present a hands-on approach to teaching special needs children three-dimensional geometry (3D Geo). Session attendees will be invited to participate in the hands-on exercises and to create their own 3D Geo shapes by following along with the presenter and using their fine motor skills and creativity.</p> <p align="right"><b>Dr. Luis Conde, Assistant Professor</b> <i>Barry University, School of Education</i></p>
<b>Representative Assembly Meeting from 4:30 to 5:20 in room Volusia B</b>	
<b>Room</b>	<p><b>Session 6 ~ Friday October 9<sup>th</sup></b> <b>4:30 p.m. - 5:20 p.m. Lecture Sessions</b></p>
<i>Tomoka A</i>	<p align="center"><b>Transition Planning with Sticky Notes</b> Strand: Curriculum and Instruction</p> <p>Developing a Transition IEP does not have to be a difficult process and can be mastered in just six easy steps. This workshop; will show an alternative way to look at transition planning and get the creative juices flowing. It will show you that with a little creative and an open mind, all you really need to develop and implement an effective Transition IEP is a sharpie and a package of sticky notes.</p> <p align="right"><b>Marilyn Ruiz</b> <i>Family Network on Disabilities of Florida</i></p>
<i>Tomoka B</i>	<p align="center"><b>Positive Behavior Support: Can It Work at Your School?</b> Strand: School Climate and Discipline</p> <p>Thinking about establishing a Positive Behavior Support system in your school? Learn about the challenges, pitfalls, and rewards of implementing a program that can provide a positive and effective climate in your school. Learn what to look for in terms of making positive behavior supports work for you!</p> <p align="right"><b>Mary Taber &amp; Jamie Worrell</b> <i>Florida Atlantic University</i></p>



<i>Tomoka C</i>	<p align="center"><b>Reaching the Mind with a Foreign Language</b> Strand: Curriculum and Instruction</p> <p>Teaching a foreign language to students with a learning disability is very difficult and challenging. Teachers can face this challenge by creating a classroom atmosphere which is fun and engaging. The session will include hands-on activities, which are easy to implement in any foreign language classroom.</p> <p><b>Mrs. Vita Holguin</b> <i>PACE Brantley Hall School</i></p>
<i>Halifax A</i>	<p align="center"><b>When Your Plate's Too Full: Benefits of Using a Third-Party to Deliver Services to Private Schools</b> Strand: Administrative and Personnel Issues</p> <p>Most district administrators responsible for special education have their plate full simply managing the IDEA requirements for students with disabilities enrolled in public schools. Add the responsibility of identifying and meeting the needs of parentally-placed students with disabilities in private schools - well your plate's overflowing.</p> <p>Let Catapult Learning share the benefits of contracting with a third-party provider for private school ESE services.</p> <p align="right"><b>Sheila A. Fernley, Director of School Partnerships</b> <i>Catapult Learning</i></p>
<i>Halifax B</i>	<p align="center"><b>Use FREE Web 2.0 Tools to provide Web-based distance learning!</b> Strand: Technology</p> <p>During this presentation you will learn to use FREE Web 2.0 tools to support virtual instruction and networking! Find out how to use WIKI's to create, store and share online content, Adobe Connect for virtual conferencing, Bubl.us for online brainstorming, and Adobe Buzzword to create store, and share documents online.</p> <p align="right"><b>Rena Carney, M.S.</b> <i>FDLRS Miccosukee Region 1/Technology Services</i></p>
<i>Halifax C</i>	<p align="center"><b>Response to Intervention Made Easy: Automated and Real Time Results Prescribe Instruction</b> Strand: Technology</p> <p>An automated online system to benchmark and progress monitor K-5 students for reading frees up teacher instructional time and is extremely useful with RtI, Early intervention Services, and programs where reading progress must be noted. Progress Monitoring is automated and can be demanded by the teacher as many times as needed. From assessment results, on-line intervention can be prescribed and delivered and may be also done in small groups. Teachers and administrators receive immediate feedback on the results of instruction and teachers can be free to actually teach!!</p> <p align="right"><b>Marsha Sonnenberg, Literacy Consultant</b> <i>iStation Company, Texas</i></p>
<i>Flagler A</i>	<p align="center">-----<b>Keeping Our Children Safe: Child Maltreatment and the Role of Educators</b> Strand: Family/School Partnerships</p> <p>All children are vulnerable, but those with disabilities are at even higher risk for maltreatment. Educators need to recognize the signs and understand the procedures for reporting suspected maltreatment, based on federal and state laws. Educators need strategies for supporting these children and their families, using school and community resources.</p> <p align="right"><b>Dr. Dana Fredebaugh, Program Professor &amp; Dr. Ashley Russom, Program Professor</b> <i>Nova Southeastern University</i></p>
<i>Flagler B</i>	<p align="center"><b>Made by Individuals with Disabilities, for Children with Disabilities</b> Strand: Diverse Students with Exceptionalities</p> <p>A collaborative Sandbox Project implemented at an elementary school incorporating service learning empowered elementary, high school and college students. This project was coordinated by a Student Chapter of CEC, a teacher and his high school class of Students with Varying Disabilities while enhancing their social, academic, and vocational and life skills.</p> <p align="right"><b>DesaRay Cochran, 1st year Teacher, Molly McCann, Final Intern, Jack Gilbert, Master Teacher Elizabeth Doone, SCEC Faculty Advisor</b> <i>University of South Florida</i></p>
<i>Flagler C</i>	<p align="center"><b>Hey Teacher, Include My Kid! Current Research on Access to the General Curriculum</b> Strand: Curriculum and Instruction</p> <p>Access to the general curriculum is often interpreted as simply students with disabilities being placed in general education classrooms. However, placement does not equal access. This presentation will uncover current research done on providing access to the general curriculum for students with a broad variety of disabilities.</p> <p align="right"><b>Whitney Moores-Abdool, ABD, MSW</b> <i>Florida International University</i></p>
<i>Volusia B</i>	<p><b>Regional Representatives Annual Meeting</b></p>



**Very Special Arts Reception & Display**  
**with Appetizers served ~ 6:00 to 6:30pm**  
**Friday, October 9 - Crystal Ballroom**



**Awards Reception**  
**Co-Sponsored by**  
**Psychological Software Solutions and FCEC**  
**Friday, Oct 9, 6:30 – 8:30 pm**  
**Crystal/St. John's Ballroom**

**Saturday Schedule, October 10th**

Continental Breakfast

7:30-8:30am

A1A Prefunction Lobby

**Sponsored by FCEC**

General Opening Session

8:150-9:30 am Crystal/St. John's

Welcome by,

Cassie Meyers-Flagler & Shirley Wilson-Volusia Local Conference Co-Chairs

Keynote Address

Dr. Tom E. C. Smith ~ Professor/Chairperson of Department of Curriculum and Instruction, University of Arkansas and Executive Director of CEC Division of Autism and Developmental Disabilities

Topic: Social Skills and Self-Determination Interventions and CEC Subdivisions

NASA Workshop in Volusia B all morning sessions starting at 9:40

~ UDL with DI and free NASA materials ~

Select your best time and make sure you see this workshop

**Room**

**Session 1 ~ Saturday October 10<sup>th</sup>**

**9:40 a.m. - 10:30 a.m. Lecture Sessions**

*Tomoka  
A*

**What Special Education Teachers Need to Know about Mathematics Instruction in Fractions**

Strand: Curriculum and Instruction

This presentation engages audiences in understanding of mathematics standards used in the inclusive instructional environment. Participants explore the use of standards to drive instruction in mathematics and their role in allowing all students to construct meaning in mathematics in conjunction with pedagogical strategies. Examples provided are based in fraction concepts.

**Jessica H. Hunt**

*University of South Florida*

*Tomoka  
B*

**Your Best Kept Secret for Supporting Reading and Effecting Student Outcomes!**

Strand: Curriculum and Instruction

This session will give teachers, administrators, and reading coaches insight into a valuable, and sometimes untapped, resource at their school to help meet the needs of struggling students in vocabulary and comprehension. SLPs will find useful information in the clear connection made between language and reading. Collaboration among SLPs, teachers, reading coaches, etc to increase hers and others at the school. The connection between language and reading and will be explored.

**Pat Kicklightner, MS, CCC-SLP & Joann Doyle, MS, CCC-SLP**

*Volusia County Schools*

*Tomoka  
C*

**Picture This! Helping Student Writers Elaborate Using Word Pictures**

Strand: Curriculum and Instruction

Creating word pictures is the key to good writing in all genres. This presentation will offer strategies for helping all students create vivid, focused imagery in all kinds of writing: fiction and personal narrative, expository and persuasive. Includes instructions for a school-wide weekly writing contest.

**David Lee Finkle**

*Volusia County Schools*

*Halifax  
A*

**Creative Activities for Building Character in an Entertaining Way**

Strand: Curriculum and Instruction

This presentation will demonstrate creative ways (balloon art, magic, literature) to easily and effectively begin or enhance a character development curriculum for students which focus on bullying prevention and emphasizing positive character traits. We will have a blend of demonstration and hands-on in this presentation. Each participant will make and take a balloon art integrity hat.

**Dr. Dan Ezell**

**SCEC #1050 Students**

*University of Central Florida-Brevard Campus*



<i>Halifax B</i>	<p align="center"><b>Developing Oral Language or Writing Skills with Digital Photos</b> Strand: Technology Strand: Curriculum and Instruction</p> <p>Students make authentic connections to activities that are engaging, hands on and/or experienced based. This session will demonstrate how to use digital cameras purchased with a CEC mini-grant and a free download to make books and slideshows that showcase students writing or oral language skills.</p> <p align="right"><b>Michelle Yoder, M.Ed.</b> <i>Sarasota County Schools</i></p>
<i>Halifax C</i>	<p align="center"><b>Planning an Effective 50 minute Tier 3 Intervention in Reading</b> Strand: Curriculum and Instruction</p> <p>This presentation will focus on building a 50 minute per day Tier 3 intervention in reading instruction. Using a Scientifically Based Reading intervention, this session will focus on fidelity of instruction and a demonstration of solid teaching. Video taped student/teacher interactions will be shown and an overview of the fundamentals of Orton Gillingham Reading Instruction will be demonstrated. Participant interaction is encouraged.</p> <p align="right"><b>Ann C. Ryan</b> <i>University St. Thomas, Minneapolis, MN</i></p>
<i>Flagler A</i>	<p align="center"><b>Project 10: Transition Education Network</b> Strand: Curriculum and Instruction</p> <p>This presentation will outline the responsibilities of Project 10: Transition Education Network and how they relate to the Florida Department of Education's State Performance Plan, specifically those indicators that focus on the transition of students from school to post-school environments. Project 10's focus is to assist school districts in reducing their drop-out rate for students with disabilities; improve their standard diploma graduation rate for students with disabilities, ensure that students with disabilities have quality transition IEPs; and that their students with disabilities have positive outcomes.</p> <p align="right"><b>Patrick Mulvihill, Northeast Regional Representative, Lead Presenter &amp; Dr. Lyman Dukes III, Principal Investigator</b> <i>Project 10: Transition Education Network</i></p>
<i>Flagler B</i>	<p align="center"><b>WayPoint: Assessment - Plan – Placement</b> Strand: Curriculum and Instruction</p> <p>WayPoint provides: Hands-on Assessment of Real Work Potential, Career Interest, and Work Personality. WayPoint matches these assessment results to Real Job Opportunities. WayPoint maps out a real plan for school and training. This plan provides year by year career directions, school courses, activities, and requirements. This plan is laid out in detail, incorporating Transition Plans and IEPs.</p> <p align="right"><b>Ben P. Borden</b> <i>Talent Assessment, Inc.</i></p>
<i>Flagler C</i>	<p align="center"><b>Maybe It's NOT the Kids!</b> <b>Transforming Learning Centers with Universal Design for Learning</b> Strand: Curriculum and Instruction</p> <p>This session advocates for the incorporation of universal design for learning (UDL) elements when creating learning centers, focusing on small steps a teacher can take to improve learning outcomes. Basic UDL concepts and benefits, along with examples of center activities will be demonstrated. Sample center activity plans will be provided.</p> <p align="right"><b>Kathleen Milburn</b> <i>Polk County Schools Department of Professional Development</i></p>
<i>Volusia B</i>	<p align="center"><b>Using universal design for learning (UDL) and differentiated instruction (DI) with free NASA materials.</b></p> <p>Topics: 1) Reasons for the seasons; 2) Rockets; and 3) pod casts, TV shows, Wikis and other free technology for students using NASA materials</p> <p align="right"><b>Sara Aronin</b> <i>University of Central Florida</i></p>
<b>Room</b>	<p><b>Session 2 ~ Saturday October 10<sup>th</sup></b> <b>10:40 a.m. -11:30 a.m. Lecture Sessions</b></p>
<i>Tomoka A</i>	<p align="center"><b>Inclusive Practices for Students with Significant Intellectual Disabilities</b> Strand: Curriculum and Instruction</p> <p>This presentation will provide an overview of how to plan and implement research-based, inclusive practices for students with significant intellectual disabilities. Participants will discover how to create opportunities for students with significant intellectual disabilities to learn meaningful content alongside typical peers in general education classrooms and settings. Join us to learn about schools in Florida that are re-defining expectations and outcomes for students with significant disabilities!</p> <p align="right"><b>Vicki Barnitt, Coordinator &amp; Mike Muldoon, Facilitator</b> <i>Florida Inclusion Network</i></p>
<i>Tomoka B</i>	<p align="center"><b>A Case Study: Reading Interventions for Culturally Diverse Students with Learning Disabilities</b> Strand: Diverse Students with Exceptionalities</p> <p>Students who are from culturally diverse backgrounds that are also diagnosed with learning disabilities demonstrate unique patterns of improvement in reading. Bridges Academy shares a case study demonstrating the varied improvements in the fundamental skills required for reading proficiency: word attack, sight word, comprehension and oral fluency.</p> <p align="right"><b>Jacqueline Egli, M.S. Executive Director</b> <i>Bridges Academy</i></p>



<i>Tomoka C</i>	<p align="center"><b>School-based Interventions for Early Onset Bipolar and Disruptive Behavior Disorders</b> Strand: School Climate and Discipline</p> <p>Students with severe mood dysregulation (SED) will likely exceed Tier 3 interventions and end up in E/BD placements. Although some of these students are under-socialized, many have serious mental illnesses that pose special challenges to school personnel. This presentation provides a glimpse into the neurobiological structures that are related to disorders of mood and behavior. Knowledge of these systems will inform teachers who are charged with developing effective interventions. <b>Dr. Richard Marshall, Licensed School Psychologist</b> <i>University of South Florida Polytechnic</i></p>
<i>Halifax A</i>	<p align="center"><b>Differentiation in Math Instruction: Its Time Has Come!</b> Strand: Curriculum and Instruction</p> <p>This presentation will focus on strategies that can be implemented for differentiated math instruction. Classroom activities can be tailored to individual students' needs and access to the general education curriculum can be provided for all students. Curriculum based assessment will be explored in order to determine students' learning level. <b>Mary R. Taber</b> <i>Florida Atlantic University</i></p>
<i>Halifax B</i>	<p align="center"><b>Digital Flashcards: A method to actively engage your students</b> Strand: Technology</p> <p>Because students with learning disabilities struggle with mastering vocabulary terms, and many students are interested in technology, we decided to combine the researched practice of using imagery to facilitate vocabulary acquisition and MS PowerPoint software to teach students with learning disabilities how to create digital flashcards. Laptops welcome in session. <b>Kimberly Pawling, COMS &amp; CVRT Doctoral Candidate &amp; Tanya Moorehead Doctoral Candidate</b> <i>University of Central Florida</i></p>
<i>Halifax C</i>	<p align="center"><b>Study of Graduate Level Education Majors' Teaching, Thinking and Learning Styles</b> Strand: Diverse Students with Exceptionalities</p> <p>This study investigated the relationship among variables pertaining to the learning and teaching process in diverse graduate education students. Significant results will be presented which emphasize the need for differentiated instruction for culturally diverse students. <b>Jennifer J. Lesh, Palm Beach County School District and Barry University, Miami Shores, FL</b> <b>Tricia Clarke, American Heritage Academy and Barry University, Miami Shores, FL</b> <b>Jennie Trocchio, Casablanca Academy and Barry University, Miami Shores, FL</b></p>
<i>Flagler A</i>	<p align="center"><b>Video Modeling Victories: Successful Use of Video Modeling Strategies for Students with ASD</b> Strand: Curriculum and Instruction</p> <p>This presentation will provide an overview of Video Modeling strategies for use in school-based settings for teachers and school-based staff of students with ASD. Participants will be provided with practical applications, resource materials, and general information to support the development and use of video modeling techniques within their classrooms. <b>Jason Klazon, M.A. &amp; Kim Spence-Cochran, Ph.D.</b> <i>UCF Center for Autism and Related Disabilities</i></p>
<i>Flagler B</i>	<p align="center"><b>Behavior and Social Skills: Tools for Assessment and Intervention</b> Strand: Curriculum and Instruction</p> <p>Assessing behavioral, emotional, and social functioning of children and adolescents can be an effective practice in promoting student success. This workshop will address this need within the Florida Response to Intervention Model. This new tool will be demonstrated for Tier 1, 2 and 3 assessment and Tier 1, 2 and 3 interventions: the SSIS. <b>Heather G. Warfel, M.Ed., Assessment Consultant-FL</b> <i>Pearson Clinical Assessments</i></p>
<i>Flagler C</i>	<p align="center"><b>Helping Teachers Develop School Based Enterprises as Part of Self-Determination Learning Communities</b> Strand: Curriculum and Instruction</p> <p>Self-Determination Learning Communities have been used as a professional development method to encourage the use of Self Determination skills in the classroom, resulting in the development of School Based Enterprises. Information will be provided on developing the learning community, developing school based enterprises and their effect on the classroom and curriculum. <b>Rusty Holmes</b> <i>FDLRS/PAEC</i></p>
<i>Volusia B</i>	<p align="center"><b>Using universal design for learning (UDL) and differentiated instruction (DI) with free NASA materials.</b></p> <p>Topics: 1) Reasons for the seasons; 2) Rockets; and 3) pod casts, TV shows, Wikis and other free technology for students using NASA materials <b>Sara Aronin</b> <i>University of Central Florida</i></p>
<b>Room</b>	<p><b>Session 3 ~ Saturday October 10<sup>th</sup></b> <b>11:40 a.m. -12:30 p.m.</b></p>
<i>Tomoka A</i>	<p align="center"><b>Mathematics Performance in Number Sense of Students With and Without High Incidence Disabilities in Florida</b> Strand: Diverse Students with Exceptionalities</p> <p>This presentation will report on a recent study conducted to better understand mathematical performance patterns in sixth grade number sense over the past three years among students with learning disabilities, students with emotional disabilities, and general education students in light of recent federal legislation and the promotion of national mathematics standards. <b>Jessica H. Hunt</b> <i>University of Central Florida</i></p>



<p><i>Tomoka B</i></p>	<p align="center"><b>Adapting Curriculum to Support Instruction for Students with Significant Disabilities</b> Strand: Technology</p> <p>Participants will learn how integrating assistive technology with adapted reading, math and science materials can provide access to the general curriculum. We will demonstrate scaffolded literacy extension activities to support comprehension, vocabulary and writing instruction based on Karen Erickson, David Koppenhaver's Children with Disabilities: Reading and Writing the Four-Blocks Way.</p> <p align="right"><b>Karen Hancock &amp; Marian Page</b> <i>FDLRS Technology Specialists</i></p>
<p><i>Tomoka C</i></p>	<p align="center"><b>Establishing a Brain Based Classroom</b> Strand: Curriculum and Instruction</p> <p>The knowledge base and strategies for establishing a brain friendly classroom to raise student achievement and minimize inappropriate student behavior will be modeled and examined. The rationale and expected effects on teaching-learning will be integrated throughout this active learning session. All attendees are expected to participate.</p> <p align="right"><b>Dr. Barbara A. Block, Senior Coordinator, Learning Interventions</b> <i>Polk County School Board</i></p>
<p><i>Halifax A</i></p>	<p align="center"><b>Accessing the General Curriculum</b> Strand: Curriculum and Instruction</p> <p>This session will provide information on the Curriculum Learning and Assessment Support Project (CLASP) which was created to support the education of Students with Significant Cognitive Disabilities. □In addition the staff from CLASP will present Module 1 "Access" from a series they are developing on "Accessing the General Curriculum" and students with significant cognitive disabilities.</p> <p align="right"><b>Gina Horton, Project Manager &amp; Curriculum, Learning, and Assessment Support Project</b> <i>TCC Capitol Center</i></p>
<p><i>Halifax B</i></p>	<p align="center"><b>The Great Kapok Tree: Integrating Mid-Tech Assistive Technology into Thematic Units</b> Strand: Technology</p> <p>This session presents a model for adapting high quality literature across the curriculum, with strategies for teaching literacy, language, math and science based on the book, "The Great Kapok Tree," by Lynn Cherry. This presentation includes demonstration of light and mid-tech devices for inclusion with a wide range of student abilities for differentiated instruction. Participants receive a CD with activities, Power-Point books, and templates for adapting other books.</p> <p align="right"><b>Cheryl Libbert, Regional Assistive Technology Support Services</b> <b>Teresa Pinder, MOLS/AT, OTR/L, ATP Regional Assistive Technology Support Services</b> <i>FDLRS – Region 2</i></p>
<p><i>Halifax C</i></p>	<p align="center"><b>I've Lost Control &amp; It's Only 8:15!</b> Strand: School Climate and Discipline</p> <p>Warnings, Warnings, Warnings.....How Many Is Enough? So much of a teacher's time is committed to the handful of students who are continuously disrupting the classroom and having to be addressed. We will investigate "Time To Teach" strategies that can be used so you will no longer have to deal with constant classroom discipline disruptions!</p> <p align="right"><b>Sylvia M. Watkins, Associate Trainer</b> <i>Time-To-Teach – Center for Teacher Effectiveness</i></p>
<p><i>Flagler A</i></p>	<p align="center"><b>Transition to College: Practical Strategies for Improving the Chances of Success for Students with Disabilities</b> Strand: Curriculum and Instruction</p> <p>This session will help secondary level personnel address the differences between secondary and postsecondary legal requirements, align high school accommodations with those available in college, and promote student independence. Other topics include providing students with college-appropriate academic and technology skills, and college disability documentation requirements.</p> <p align="right"><b>Lyman L. Dukes III, Ph.D. &amp; Associate Professor, Special Education</b> <b>Principal Investigator, Project 10: Transition Education Network</b> <i>University of South Florida St. Petersburg</i></p>
<p><i>Flagler B</i></p>	<p align="center"><b>Using Miscue Analysis to Inform Instructional Decision-Making</b> Strand: Curriculum and Instruction</p> <p>This presentation will show how using miscue analysis can help teachers obtain insight into how struggling readers use language cues in their attempt to read. The data from the analysis can be used as the basis for instruction.</p> <p align="right"><b>Dr. Iris Abdoulaye</b> <i>School of Education, Florida Memorial University</i></p>
<p><i>Tomoka B</i></p>	<p align="center"><b>Adapting Curriculum to Support Instruction for Students with Significant Disabilities</b> Strand: Technology</p> <p>Participants will learn how integrating assistive technology with adapted reading, math and science materials can provide access to the general curriculum. We will demonstrate scaffolded literacy extension activities to support comprehension, vocabulary and writing instruction based on Karen Erickson, David Koppenhaver's Children with Disabilities: Reading and Writing the Four-Blocks Way.</p> <p align="right"><b>Karen Hancock &amp; Marian Page</b> <i>FDLRS Technology Specialists</i></p>



<i>Flagler C</i>	<p><b>Learning to Earn-Preparing Special Diploma Students to Successfully Enter the World of Work Through Participation in Taylor County High School Bulldog Enterprises</b> Strand: Curriculum and Instruction</p> <p>The presentation will describe a school based work experience program for special diploma high school students who attend Taylor County High School. The educational enterprise builds and sells wood products and students share the profits of the enterprise and earn a paycheck for their efforts. Paychecks are based on student performance, including daily peer ratings of each student's work effort.</p> <p><b>Mr. Robert Stefanelli, VE/Vocational Instructor</b> <b>Ms. Diane Whitfield, Transition Specialist</b> <i>Taylor County Schools</i></p>
<i>Volusia B</i>	<p><b>Using universal design for learning (UDL) and differentiated instruction (DI) with free NASA materials.</b></p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1) Reasons for the seasons</li> <li>2) Rockets</li> <li>3) pod casts, TV shows, Wikis and other free technology for students using NASA materials</li> </ol> <p><b>Sara Aronin</b> <i>University of Central Florida</i></p>

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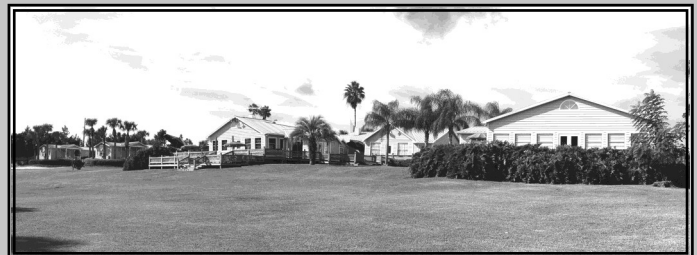
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