

THE ANNUAL FOCUS ON INCLUSION CONFERENCE



10th Anniversary

February 2–3, 2022

INFORMATION AND REGISTRATION BROCHURE

Indiana's Statewide Conference on Inclusive Education for General Educators, Special Educators and Administrators

Conference Information

Registration

To register for the Tenth Annual Focus on Inclusion Conference, complete the online registration form at www.indianaieprc.org/foi2022.

There are two registration options:

Register to attend the face-to-face conference on February 2-3. Full conference attendance is \$300. Participants who attend the live conference will have access to all recordings from February 28 - March 11. Recordings are noted with one asterisk within the conference brochure under concurrent sessions.

For those unable to attend the face-to-face conference, register as a virtual attendee for \$100. Virtual attendees will not attend conference sessions on February 2-3 but will have access to selected recordings from February 28 - March 11. Selected recordings are noted with two asterisks within the conference brochure under concurrent sessions.

Payment by check, purchase order, or credit card (Visa and Mastercard) is accepted. All registrants will receive an email confirmation after payment is received.

Register early as space is limited. The registration deadline is Monday January 10, 2022 space permitting.

Cancellation Policy

Requests for registration cancellations must be received in writing to Jenifer Pollom at Jenifer.Pollom@indstate.edu no later than Monday, January 10, 2022 in order to receive a refund. Payments made by credit card are non-refundable.

Lodging

Hyatt Regency Downtown Indianapolis is the conference venue. Lodging is available at the rate of \$127 per night plus taxes and fees for those participants who make arrangements by Monday, January 10, 2022. A limited number of rooms are available at this special group rate. To reserve your room, visit <https://www.hyatt.com/en-US/group-booking/INDRI/G-INDD> or call 1-800-233-1234 and give the group name "G-INDD".

Highlights

Dr. Nancy Holsapple, Indiana State Director of Special Education, along with the Indiana Council for Exceptional Children (IN-CEC), will kick off the conference with the IN-CEC Awards. Then, Shelley Moore will present the keynote address *The Evolution of Inclusion*. Two rounds of concurrent sessions will follow.

Day two will commence with a welcome from Kim Dodson, Executive Director of the Arc of Indiana, followed by three rounds of concurrent sessions. The keynote address titled *Building a Road Map for an Inclusive Life* will be presented by Dan and Samuel Habib and a general session, *Inclusion: What's Your Why?*, with Shelley Moore will conclude the conference.

Our nonprofit partners will be on hand to share information about their organizations' services.

Dining

Conference registration includes breakfast and lunch on February 2-3. A list of downtown restaurants with dinner choices will be included in your conference packet.

Certificates of Attendance

Certificates of Attendance will be available for face-to-face conference participants as documentation for Professional Growth Points (PGP). Certificates will be emailed within two weeks following the conference.

For participants viewing recorded sessions, please complete the PGP Tracker documenting each session attended. Certificates will not be provided by the IEPRC. Rather the PGP Tracker can be used to verify virtual attendance. This document is for your records only and does not need to be returned to the IEPRC. Additional information on how to access the PGP Tracker will be provided via email once recordings are available.

Questions

Questions regarding registration or payment may be directed to Jenifer Pollom at (812) 237-2842 or Jenifer.Pollom@indstate.edu.

Conference Schedule

Conference – Wednesday, February 2

8:00 AM - 9:00 AM	On-site Check-in and Breakfast Buffet
9:00 AM - 9:15 AM	Welcome and Announcements <ul style="list-style-type: none">• Jolly Piersall, Director, IEPRC
9:15 AM - 9:45 AM	Indiana CEC Awards <ul style="list-style-type: none">• Dr. Nancy Holsapple, State Director, IDOE• Dr. Tara Rinehart, President, IN-CEC
9:45 AM - 10:00 AM	Keynote Introduction
10:00 AM - 11:30 AM	Keynote: <i>The Evolution of Inclusion</i> <ul style="list-style-type: none">• Shelley Moore, Teacher, Researcher, Speaker, and Storyteller
11:30 AM - 12:00 PM	Book Signing with Shelley Moore
12:00 PM - 1:00 PM	Lunch Buffet
1:00 PM - 2:30 PM	Concurrent Sessions #1
2:30 PM - 3:00 PM	Dessert Break
3:00 PM - 4:30 PM	Concurrent Sessions #2
4:30 PM	Adjourn for the Day

Conference – Thursday, February 3

8:00 AM - 9:00 AM	On-site Check-in and Breakfast Buffet
9:00 AM - 10:15 AM	Concurrent Sessions #1
10:15 AM - 10:30 AM	Break
10:30 AM - 11:45 AM	Concurrent Sessions #2
11:45 AM - 12:45 PM	Lunch Buffet
12:45 PM - 2:00 PM	Concurrent Session #3
2:00 PM - 2:15 PM	Dessert Break
2:15 PM - 2:30 PM	Welcome and Keynote Introduction <ul style="list-style-type: none">• Jolly Piersall, Director, IEPRC
	Opening Remarks <ul style="list-style-type: none">• Kim Dodson, Director, The Arc of Indiana
2:30 PM - 3:30 PM	Keynote: <i>Building a Road Map for an Inclusive Life</i> <ul style="list-style-type: none">• Dan Habib, Filmmaker, Public Speaker, and Disability Rights Advocate• Samuel Habib, High School Graduate and Community College Student
3:30 PM - 4:30 PM	General Session: <i>Inclusion: What's Your Why?</i> <ul style="list-style-type: none">• Shelley Moore, Teacher, Researcher, Speaker, and Storyteller
4:30 PM	Conference Ends

KEYNOTE — DAY 1

Wednesday, February 2, 2022

The Evolution of Inclusion

How we understand inclusion is shifting. Rather than trying to include a few students who are different, we are striving to teach TO the difference. In this session we will look at how we can get to know our students so that we can respond to, plan for and create space for all of their diverse strengths and identities.



Shelley Moore

Originally from Edmonton, and now based in Vancouver, British Columbia, Shelley Moore is a highly sought-after teacher, researcher, speaker and storyteller and has worked with school districts and community organizations around the world, in supporting and promoting equity for all learners. Her first book entitled, *One Without the Other* was released in July 2016 to follow up her TEDx talk. Shelley completed an undergraduate degree in Special Education at the University of Alberta, her masters at Simon Fraser University, and is currently a Ph.D. candidate at the University of British Columbia.

GENERAL SESSION — DAY 2

Thursday, February 3, 2022

Inclusion: What's Your WHY?

In this session, Shelley will share her own story about inclusion, and what key moments have helped her to understand why inclusion is worth fighting for.

KEYNOTE — DAY 2

Thursday, February 3, 2022

▶▶▶ Building a Road Map for An Inclusive Life

Before Samuel Habib was diagnosed with a disability at age 1, the Habib family rarely thought about the inclusion of people with disabilities. Since then, they have advocated for Samuel's inclusion nearly every day – in their schools, city, and even in their extended family. Samuel, who was featured in his father Dan's seminal 2008 film *Including Samuel*, is now leading the advocacy charge for his own life. Samuel is a student at his local community college in Concord, New Hampshire. In high school, Samuel was on the school yearbook staff, the school television station, and played Unified Sports track, basketball, and soccer. Samuel is working toward a career as a multi-media storyteller in film and other mediums. Yet he still faces challenges on many levels due to his rare GNAO1 neurodevelopmental disorder, including periodic seizures, movement disorders, hospitalizations, fatigue and the inaccessible homes of his extended family and friends. Samuel and Dan Habib will share a short preview of their new work-in-progress film, *The Disability Road Map*, and discuss their strategies for creating a culture of inclusion in the family, school district, and community, and planning for a full adult life.



Dan Habib

Dan Habib is the creator of award-winning documentary films *Intelligent Lives*, *Including Samuel*, *Who Cares About Kelsey?*, *Mr. Connolly Has ALS* and many other films on disability-related topics. Habib is a filmmaker at the University of New Hampshire's Institute on Disability.

Habib received the Champion of Human and Civil Rights Award from the National Education Association, and the Justice for All Grassroots Award from the American Association of People with Disabilities. In 2014, Habib was appointed by President Barack Obama to the President's Committee for People with Intellectual Disabilities.

Samuel Habib

Samuel Habib is an aspiring filmmaker and community college student. In 2016, he made a film about disability rights leader Judith Heumann that was featured in the Breaking Down Barriers Film Festival in Moscow, Russia. Samuel was also a story editor on Dan's nationally broadcast film *Mr. Connolly Has ALS*.



Concurrent Sessions

Acknowledging Student Behavior: Methods for Promoting Positive and Constructive Feedback*

Presenter: Todd Whitney, Ph.D.

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

Positive and constructive feedback is a form of positive reinforcement essential to effective instruction and classroom management. This presentation will provide a range of realistic positive and constructive feedback strategies and descriptions of how such feedback can be implemented in schools and classrooms.

Advanced Universal Design for Learning (UDL): Getting into the Guidelines**

Presenter: Paula Kluth, Ph.D.

****In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.**

What does it mean to recruit interest or sustain effort and persistence? Come and find out. If you are ready for understanding that goes beyond the three principles of UDL, this session is for you. In this session, participants who have a working understanding of UDL will explore the nine guidelines in the framework and consider some of the checkpoints as well. Strategies explored will help educators consider how to use UDL to plan lessons and support students with and without identified needs.

Availability vs. Accountability: Purpose of Intervention

Presenter: Kristin Souers

Feel like you are on a rotating hamster wheel with students who are struggling? That nothing seems to be working and the same issues keep presenting themselves over and over again with no shift? In this engaging session we will explore the true purpose of intervention and managing the balance between being safe, predictable, and consistent for students and holding them to high expectations for learning and growth. Incorporating #TraumaInformed practices into existing interventions is the goal of this session—exploring staff and student mindset and how that may also be playing a factor in intervention.

Creating a Culture of Inclusion in Schools and Communities**

Presenter: Dan Habib

****In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.**

Dan screens and discusses some of his short documentary films (such as THASYA, AXEL, and TARIQ) and facilitates an audience and/or panel discussion, activities, and Q&A. The films and discussion focus on effective practices to create a culture of inclusion in your school and community, including:

- Augmentative and alternative communication
- Peer collaboration
- Positive Behavior Interventions and Supports
- Breaking the school-to-prison pipeline
- Universal Design for Learning
- Cultural responsiveness
- Transition practices which support higher education and competitive, integrated employment

Concurrent Sessions

Creating an Actively Engaged Classroom for All Students**

Presenter: Todd Whitney, Ph.D.

****In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.**

Teachers have an incredible opportunity to affect the lives of students through effective instruction. This presentation will highlight available strategies for engaging students, many of whom have a history of failure resulting in a lack of confidence in their ability to be successful, and do not wish to be engaged.

Creating an Equitable School Environment

Presenter: Dominique Smith, Ed.D.

In this session, we will examine an equity taxonomy and identify the tenets required for creating a successful, equitable school environment. We will explore the importance of understanding, physical integration, social emotional engagement, opportunity to learn, and teaching excellence to help create engaged and inspired learners.

Learning Intentions:

- Describe the value of equitable learning for all students.
- Analyze an equity taxonomy to determine areas of strength and opportunities for growth.
- Create an equity vision for your school.

Determining LRE: Not a Place But a Service

Presenter: Mitchell Yell, Ph.D.

The primary obligation of educators who work with students in special education is to provide a program that confers a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). It is the responsibility of students' IEP teams, including a student's general education teacher or teachers, to develop a student's Individualized Education Program (IEP). Additionally, this team is usually charged with determining the placement in which a student's program will be delivered. The purpose of this presentation is to (a) describe what placement decisions are and who makes these decisions; (b) review the placement requirements of the Individuals with Disabilities Education Act (IDEA), including the principles of individualization, parental participation, LRE, and a continuum of alternative placements requirements; (c) examine guidelines from important cases that have addressed placement issues; (d) describe the most common and serious errors that IEP teams often make and how they can be prevented.

EQ for Students: Helping My Learners Find Their Hidden Superpower!*

Presenter: Adam Saenz, Ph.D.

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

When we empower students with the ability to know and regulate their emotions, we have no need for behavior management plans: behavior manages itself. Each emotion is a particular type of fuel, and our task is to help students link that fuel with behaviors that will make them more confident and adaptive in life. Here's what you'll learn: What are the five ways to respond to student emotions? What is the five-step process to instruct student emotions?

Concurrent Sessions

EQ for Teachers: Finding My Hidden Superpower!**

Presenter: Adam Saenz, Ph.D.

****In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.**

Consider these two quotes:

“The wise man in the storm prays to God not for safety from danger, but for deliverance from fear. It is the storm within which endangers him, not the storm without.” – Ralph Waldo Emerson.

“If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.” – Dan Goleman

Both of these quotes speak to the power of our internal world. Emotional Intelligence (EQ) is defined as the ability to know and regulate our emotions and then understand and connect with others so we can make good decisions together. When we think about the challenging tasks we face each day—dealing with our own emotions, interacting with an upset parent or student, trying to function effectively as a grade or campus level team—it is easy to see how increased EQ can become our superpower. Here's what you'll learn: What is emotional intelligence, and how do I develop mine? How do I access my EQ to be more effective in my role in the classroom?

Essential Classroom Management Strategies for the Prevention of Student Misbehavior**

Presenter: Terrance Scott, Ph.D.

****In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.**

This session is focused on the key features of effective classroom management, including instruction, supervision, environmental arrangements, and a range of “teacher tricks” that can be easily used to decrease the probability of student misbehavior.

Executive Functioning Strategies to Help Reluctant Learners Increase Achievement and Improve Behavior**

Presenter: Cheryl Boucher, M.S., OTR

****In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.**

Executive functioning skills determine how a student learns. Students with executive functioning challenges often struggle with attention and focus, planning and prioritizing, starting and organizing tasks, and regulating emotions and behavior. Many of our students with learning challenges such as autism, ADHD, learning disabilities, and behavioral difficulties have executive function differences.

This session presented by an occupational therapist will focus on executive functioning skills and how they affect a student's learning and behavior. Participants will learn to recognize executive functioning learning differences in the classroom and participants will be provided with many easy to implement, evidence-based strategies to help students become successful learners.

Concurrent Sessions

FAPE – Lessons from Due Process: The Role of All Educators**

Presenter: David Bateman, Ph.D. and Mitchell Yell, Ph.D.

****In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.**

The essential obligation of school district personnel to students with disabilities who are eligible for special education services is to provide a Free Appropriate Public Education (FAPE). The development and implementation of a student's Individualized Education Program and (IEP) is the means by which a FAPE is conferred. It is estimated that 90% of all due process hearings and special education litigation involves FAPE-related issues. The presenters, one of whom is a State Review Officer (SRO) and the other who has conducted hundreds of due process hearings, provide practical information from the hearing front on actions that all educators and administrators should take to ensure that their school-based IEP team members are crafting and implementing educationally meaningful and legally sound IEPs. Additionally, the presenters will offer guidance to special administrators on providing a "cogent and responsive explanation for their decisions that shows the IEP is reasonably calculated to enable (students) the child to make progress appropriate in light of (their) circumstances" (Endrew F. v. Douglas County School District, 2017, p. 16).

Fostering a Trauma-Invested Learning Environment (Elementary)**

Presenter: Pete Hall, Ed.S. and Kristin Souers

****In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.**

Without a doubt, our students are experiencing trauma at unprecedented levels. In this engaging, relevant, and practical session, learn from childhood trauma expert Kristin Souers and former principal Pete Hall (authors of two key books: *Fostering Resilient Learners* and *Relationship, Responsibility, and Regulation*) about the importance of trauma informed practices in the school setting. Participants will be introduced to and provided with opportunities to reflect on information centered around the role that trauma plays in the elementary school environment, the impact of toxic stress on the developing brain, the essential components of a Culture of Safety – a safe, predictable, and consistent learning environment, and the value of self-care and the need for us as professionals to have tools and strategies to support our own well-being.

Fostering a Trauma-Invested Learning Environment (Secondary)**

Presenter: Pete Hall, Ed.S. and Kristin Souers

****In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.**

Without a doubt, our students are experiencing trauma at unprecedented levels. In this engaging, relevant, and practical session, learn from trauma expert Kristin Souers and former principal Pete Hall (authors of two key books: *Fostering Resilient Learners* and *Relationship, Responsibility, and Regulation*) about the importance of trauma informed practices in the school setting. Participants will be introduced to and provided with opportunities to reflect on information centered around the role that trauma plays in the middle/high school environment, the impact of toxic stress on the brain, the essential components of a Culture of Safety - a safe, predictable, and consistent learning environment, and the value of self-care and the need for us as professionals to have tools and strategies to support our own well-being.

Concurrent Sessions

Fostering Resilience and Giving Grace

Presenter: Kristin Souers

Childhood trauma is real, and it is more prevalent than we might believe, especially now. We recognize that educators are struggling and that we can't be good for others if we aren't good to ourselves. In this engaging, relevant, and practical session, learn from childhood trauma expert Kristin Souers (lead author of the best-selling and award-winning *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* – ASCD, 2016 and *Relationship, Responsibility and Regulation: Trauma Invested Practices for Fostering Resilient Learners*; 2019) about the importance of incorporating trauma-invested practices into the work we do with each other, caregivers, and our youth. In this training, participants will be invited to reflect on their current states, and what they are doing to ensure their own regulation. We will acknowledge the reality of trauma and be reminded to build empathy for ourselves and for those we serve. We will explore our triggers and our mindsets as well as what can impact our ability to be regulated and present. Because we're in a service-oriented profession and continuously look outward to help others, we'll turn our lenses around to build self-awareness and embrace the concept of grace as we collaboratively build a Culture of Safety for our youth, families, staffs, and communities. If we're going to be good to others, first and foremost we've got to be good to ourselves.

From Concept to Exemplary Practice: Planning, Implementing, and Evaluating Specially Designed Instruction in Co-Teaching*

Presenter: Marilyn Friend, Ph.D.

*In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.

Although understanding all the details and dimensions of Specially Designed Instruction (SDI) is a first step for co-teachers, even more crucial is their ability to move SDI from concept to practice. This session addresses the nitty-gritty of accomplishing that goal and addresses how to plan SDI, map it onto the general curriculum through the planning process, document its delivery, analyze its effectiveness, and adjust it to effectively meet student needs. Come with students in mind and lessons at hand; leave with SDI ideas that are applicable across grade levels, practical, and powerful.

Goals and Progress Monitoring in an Inclusive Setting*

Presenter: Mitchell Yell, Ph.D.

*In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.

In the U.S. Supreme Court's ruling in *Endrew F. v. Douglas County School District* (2017), the U.S. Supreme Court held that a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances. The critical component of students' IEPs that allows measurement of student progress are the measurable annual goals and the methods used to monitor a student's progress toward these goals. Annual goals are the IEP team members' best estimate of what a student will learn or be expected to do in the next school year to address his or her academic and/or functional needs. Unfortunately, writing measurable annual goals has often been a difficult task for many IEP teams. When a student's goals are not measurable, the IEP team cannot monitor his or her progress, which makes IEP goals meaningless. The result can be frustration for parents, administrators, and teachers and may lead to hearings and litigation. The purpose of this presentation is to present a clear and simple 4-step process to develop measurable annual IEP goals and a simple method by which IEP teams can determine if IEP annual goals are actually measurable.

High Leverage Practices in Special Education: Increasing the Probability of Student Success*

Presenter: Todd Whitney, Ph.D.

*In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.

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Special educators must employ highly effective practices to meet the needs of their students with complex academic and behavioral difficulties. This presentation will highlight a set of effective practices, also known as High-Leverage Practices (HLPs), which have shown through research to increase the probability of student success across different content areas as well as grade levels.

How to Support Inclusive Education? – A Session for Administrators

Presenter: David Bateman, Ph.D.

To support the achievement of ALL children, administrators need to understand a set of critical topics. This presentation focuses on these key issues: appropriate education, leading IEP meetings, discipline, Least Restrictive Environment (LRE), progress monitoring, serving students with 504 plans, teacher/administrator accountability, and the very important responsibility of working with parents. All of these are necessary for creating a sense of community for all.

“I Hate to Write”: Strategies to Support Elementary Students*

Presenter: Cheryl Boucher, M.S., OTR

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

“I Hate to Write!” How often have we felt the frustration of our reluctant writers as they face yet another writing task? Writing in today's classroom is a high stakes skill. It affects both academic achievement and behavior. In order to meet today's academic standards in ANY subject, students must be able to demonstrate proficiency through written expression. All too often the language, organization, motor, and sensory demands of writing overwhelm our reluctant writers. Teachers report that a simple request to “Do your work!” (i.e., “Write something!”) often results in frustration and behavior outburst.

This session presented by an Occupational Therapist, will help educators look at the writing process through the eyes of an elementary student with executive functioning differences such as Autism Spectrum Disorder, Specific Learning Disability, ADHD, Emotional Disability, etc. We will explore the organization, sensory, motor, and language challenges students experience during the writing process. The presenter will share frustrations frequently expressed by teachers as they try to help students meet state academic standards for writing: “He shuts down every time he picks up a pencil” or “He has great ideas but only writes the bare minimum.” Evidence based, easy to use strategies to help teachers address writing challenges in the classroom will be presented to help our students become happy, successful writers.

“I Hate to Write”: Strategies to Support Secondary Students*

Presenter: Cheryl Boucher, M.S., OTR

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

Writing affects both behavior and student achievement. Many of our reluctant writers have executive functioning differences that make the act of writing very difficult. Even simple writing tasks require skills in language, organization, sensory regulation, and motor control which are very problematic for these students. This affects behavior. Teachers report that a simple request to “Do your work!” (i.e., “Write Something!”) often results in refusal or a behavior outburst. And the ability to write is a high stakes skill. In order to meet today's state academic standards, transition to college, or enter the workplace, students must be able to demonstrate proficiency through written expression.

This session presented by an Occupational Therapist, will help educators look at the writing process through the eyes of a secondary student with executive functioning differences such as Autism Spectrum Disorder, Specific Learning Disability, ADHD, Emotional Disability, etc. We will explore the organization, sensory, motor, and language challenges secondary students experience during the writing process. The presenter will share frustrations frequently expressed by teachers as they try to help students meet state academic standards for writing: “He can't seem to stay on topic” or “He

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has good ideas but he just refuses to write!." Evidence based, easy to use strategies to help teachers address writing challenges in the classroom will be presented to help our students become happy, successful writers.

I Know How to Spell MTSS But What Does It Really Look Like in a Classroom? Understanding the Must Haves of MTSS*

Presenter: George Batsche, Ed.D.

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

This session could be called MTSS 101! But it is really more than that. Participants in this session will leave with the knowledge and understanding (mindset??) of what effective MTSS practices look like in a school and classroom. A common-sense approach (not jargon) to understanding MTSS will be the focus of our session. Each participant will be able to give a "1-minute elevator" speech to any stranger who asks, "What is MTSS?" at the end of our session.

IEPs: Why Do They Need to Change?*

Presenter: Shelley Moore

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

In this session, we will look at an ongoing project that has aimed to evolve IEPs to become inclusive and competency based. We will look at the rationale about why the shift was needed, and consider examples that we can pull from to reflect on our own contexts.

Inclusion: It's Not More Work, It's Different Work**

Presenter: Shelley Moore

****In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.**

In this session, we will build on our understanding of what inclusion is and start to dig into how we can make it happen! We will look at an overall framework that puts students in the center of our planning, and aims to adjust the contexts to respond to their needs (instead of the other way around).

Instructional Leadership for Sustainable Success*

Presenter: Pete Hall, Ed.S.

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

How do we increase student achievement? The research is clear that teacher effectiveness is the #1 determinant of student success. And every teacher is unique and has strengths, weaknesses, goals, ambitions, gaps, and special qualities. Learn from award-winning former principal and best-selling author Pete Hall how to support teachers' growth as reflective practitioners through individualized motivation, personalized feedback, customized coaching, and differentiated supervision. Participants will discuss the application of two powerful tools (the Reflective Cycle and the Continuum of Self-Reflection) and collect practical strategies for drawing the most out of every teacher...one teacher at a time. Whether you are an appraiser or have non-evaluative responsibilities, you'll collect multiple tools for your instructional-leadership toolkit that you can apply immediately.

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It Takes a Village: Collaboration to Provide Services for Success – SAS and SDI*

Presenter: David Bateman, Ph.D.

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

The VAST majority of students with disabilities are educated in the general education classroom (at least part time). However, few teachers receive training on how to meet these students' needs or how to navigate the legally mandated processes enumerated in the Individuals with Disabilities Education Act (IDEA). What can be done to promote all students' success? What is the teachers role in IEPs, evaluation, and goal setting? How to work with parents? This presentation will highlight the important role of general and special education staff working together, collaborating to provide success for students with disabilities.

Leading the Implementation of MTSS at the District and School Levels: The Must Haves*

Presenter: George Batsche, Ed.D.

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

This session is designed for district administrators, building principals, teacher leaders who have or will have the responsibility for implementation of MTSS at the district and/or school levels. Although there are many elements that comprise an MTSS framework, a small number of “must haves” truly define where to start and sustain implementation. This session will focus exclusively on those “must haves.” Participants in this session who will be implementing MTSS will leave with a clear understanding of how to lead with the “must haves.” Participants who are implementing MTSS currently can calibrate their current work in the context of these “must haves.”

Managing Behavior Through Teaching: Key Features of Effective Instruction*

Presenter: Terrance Scott, Ph.D.

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

This session provides an overview of how key components of effective instruction can positively impact classroom behavior. Strategies for differentiation by classroom and student will be discussed and video examples will clarify how these strategies are best used.

Managing Escalating Behaviors: Probability for Success*

Presenter: Terrance Scott, Ph.D.

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

This session provides an overview of the cycle of student escalation, discussing both what to look for and how to respond. While prevention is emphasized, video examples will be used to demonstrate appropriate responses to behaviors that are already escalating.

Mindfulness for Busy Educators*

Presenter: Chase Mielke

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

No time to meditate? Normal. Not feeling zen? Yup. Overwhelmed? Definitely. This workshop is for you. Mindfulness is one of the most well-documented and effective strategies for helping improve well-being. But how does an overworked educator practice mindfulness? Chase Mielke, a full-time educator, and expert on teacher burnout, will share the most

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impactful strategies — and impactful moments — to reap the benefits of Mindfulness-Based Stress Reduction.

Learning Outcomes:

- Strategy – What are the most influential mindfulness practices for a busy educator?
- Precision – When are the most critical times to practice?
- Mastery – Which reframes make us more effective teachers and leaders?

Planning for Paraprofessionals in the Inclusive Classroom*

Presenter: Paula Kluth, Ph.D.

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

Paraprofessionals supporting students in general education classrooms are critical members of inclusive schooling teams. Many, however, feel they do not have adequate background knowledge about the “what” and “how” of inclusive education. This lack of information and knowledge can be a barrier to successful experiences for both students and staff members.

This workshop is designed to support general and special educators who work in inclusive classrooms. This strategy-packed session will provide teams with a few big ideas about supporting students with disabilities. It will also be filled with practical, easy-to-integrate techniques and strategies that can be used in K-12 inclusive classrooms (e.g., prioritizing peer supports, encouraging independence and interdependence).

Removing Labels: Understanding Who Students Truly are Using Restorative Practices

Presenter: Dominique Smith, Ed.D.

Each student that walks into a school, classroom or program brings his or her own personality and unique characteristics. As human beings, it is natural to look at an individual and create an assumption about that person. In this session we will discuss that having an assumption is not wrong, it is a natural occurrence. The focus will be on shifting that as an assumption is made that it is a must to understand whom that student truly is. If there are no clarifying questions these assumptions will turn to labels and labels can harm how students are treated within their classrooms. We will discuss strategies to help remove labels from students to allow for the greatest chance of success. We will also discuss how implementation of restorative practices has allowed adults to create and build relationships so that when students cause harm, there is repair and labels are removed.

Sensory Strategies for Classroom Success for All Elementary Students

Presenter: Cheryl Boucher, M.S., OTR

Join this session with the focus on elementary students and learn strategies for how to create a learning environment that supports all students. Many students have challenges with emotional and sensory self regulation which impacts their learning and behavior. A student who is overactive, underactive, refuses to work, invades others' space, or shuts down may be showing us the need for help with sensory and emotional regulation. In order for ALL students to be ready to learn and grow, we need to provide a sensory-friendly learning environment, with sensory-based strategies including the power of movement integrated into the classroom. This session, presented by an occupational therapist, will focus on effective, easy, fun ways teachers can integrate sensory based strategies into the classroom that will support all students. When students' sensory needs are met, ALL students benefit.

Concurrent Sessions

Sensory Strategies for Classroom Success for All Secondary Students

Presenter: Cheryl Boucher, M.S., OTR

Join this session and learn strategies for how to create a learning environment that supports all secondary students. Many students have challenges with emotional and sensory self-regulation which impacts their learning and behavior. A student who is overactive, underactive, refuses to work, displays poor organization or shuts down may be showing us the need for help with sensory and emotional regulation. In order for ALL students to be ready to learn and grow, we need to provide a sensory friendly learning environment, with sensory-based strategies including the power of movement. This session, presented by an occupational therapist, will focus on effective, easy, fun ways teachers can integrate sensory based strategies into the classroom. When students' sensory needs are met, ALL students benefit.

Supporting and Creating a Culture of Safety for Adults

Presenter: Pete Hall, Ed.S.

A lot of our energy in establishing a trauma-invested school is dedicated to supporting the students under our care. This makes sense, because by nature, we're givers. The reality is this: if we're not also creating a Culture of Safety — a safe, predictable, consistent environment — for the adults in our midst, they're less likely to have the strength, stamina, and strategies to be able to suitably nurture and educate the children. Join former principal Pete Hall in an exploration of the structures, strategies, and supports that ensure our adults are in a safe place for teaching, collaborating, caring, and committing to the challenging work ahead.

The Burnout Cure: Learning to Love Education Again*

Presenter: Chase Mielke

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

Chase was moments away from quitting teaching — a career he loved. He was burned out, bitter, and beaten by the external challenges of modern education. But he didn't quit. He doubled-down, using the same science of well-being he had taught his students for over a decade.

In this engaging, humorous, and heartfelt talk, Chase shares his experience as a veteran educator and provides key insights on how the science of small, positive moments creates thriving adults, learners, and communities. Participants will be empowered to take care of themselves, so they can better take care of the young adults who need them.

Learning Outcomes:

- Optimism – Refocus on the good in order to reignite our love for teaching and parenting
- Ownership – Take control of our own well-being through simple, research-based actions that boost purpose and happiness
- Mindfulness – Be present and turn minor moments into major momentum to thrive personally and professionally
- Community – Cultivate positive relationships with kids and adults to build supportive and resilient cultures

The EASEL: Knowing My Personality and How It Impacts My Relational Style

Presenter: Adam Saenz, Ph.D.

Understanding and regulating our personality is a key component of emotional intelligence. In fact, our personality style strongly influences how we connect with our peers and our students—particularly through times of crisis. This workshop will give you the opportunity to know your personality style via the Educator Assessment of Social and Emotional Learning (EASEL). After we take the online measure, we will discuss the strengths and challenges associated with each personality style and how those strengths and weaknesses tend to play out in all of our relationships.

Concurrent Sessions

The Guiding Conditions of Inclusion*

Presenter: Shelley Moore

*In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.

In this session, we will dive into the research of inclusion. We will look at literature and strategies and be reminded of the building blocks needed for inclusion's advocacy, from kindergarten all the way through to high school and beyond.

The Opportunity: Creating a Culture of Achievement

Presenter: Dominique Smith, Ed.D.

What does it feel like to walk into your school? Is it a welcoming place, where everyone feels valued? Most school improvement efforts focus on academic goals. But sometimes what can make or break your learning community are the intangibles—the relationships and connections that make up its culture. In *How to Create a Culture of Achievement in Your School and Classroom*, Fisher, Frey, and Pumpian believe that no school improvement effort will be effective unless school culture is addressed. They identify five pillars that are critical to building a culture of achievement:

1. Welcome: Imagine if all staff members in your school considered it their job to make every student, parent, and visitor feel noticed, welcomed, and valued.
2. Do no harm: Your school rules should be tools for teaching students to become the moral and ethical citizens you expect them to be.
3. Choice words: When the language students hear helps them see their own possibility and potential, students perform in ways that are consistent with that language.
4. It's never too late to learn: Can you push students to go beyond the minimum needed to get by, to discover what they are capable of achieving?
5. Best school in the universe: Is your school the best place to teach and learn?

Drawing on years of experience in the classroom and the school building as an administrator, Dominique will describe how these pillars support good teaching and learning.

The Resilient School: Empowering Educators to Be at Their Best**

Presenter: Chase Mielke

**In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.

Burnout is not new. Nor is it the “wild west” of educational research. There is ample research on what burnout is, how to prevent it, and why that matters for adult and student well-being and achievement.

An expert on teacher burnout, Chase Mielke will help teachers and school leaders translate the research on burnout into strengths-based strategies. Participants will learn the three Thriving Levers that help educators increase work engagement, decrease stress, cultivate resilience, and most importantly improve student performance.

Learning Outcomes:

- Insight – Understand the research of burnout in order to take more strategic action for supporting teachers
- Reflection – Make personal connections of how to help both a team and oneself rise above burnout
- Strategy – Learn dozens of practical strategies that can be implemented in any school context to build agency, relatedness, and efficacy

Concurrent Sessions

The Science of Stress Resilience*

Presenter: Chase Mielke

*In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.

Chase knows stress. As a parent and veteran high school teacher, he has spent over a decade studying — and living — how stress affects our thinking, learning, and behaving. But this talk is not a boring lecture. It's a captivating and practical exploration of how we can use the science of stress to become happier, healthier, and more resilient. Chase combines critical research with heartfelt and hilarious stories from his students, his teaching, and his parenting. Learn how to manage and leverage stress, using the "5 D-Stress" strategies to not just survive but thrive in these stressful times.

Learning Outcomes:

- Compassion – Use the science of stress to be more empathetic toward others and forgiving of ourselves
- Optimism – Reframe stress into positive actions that help us persevere
- Resilience – Apply simple, powerful actions to move from stress-resistant to stress resilient

There is No "I" in "Team: How Does a Team Delivery Integrated Instruction and Supports to Ensure Effective Inclusive Practices?***

Presenter: George Batsche, Ed.D.

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.

This session will focus on a discussion and conversation about what processes and practices should be present to ensure effective inclusive practices. The discussion will focus on Universal Instruction Strategies, Integrated Scope, Sequence and Pacing of Curriculum, and Behavior Support Strategies integrated into the delivery of instruction and Teacher/Support Staff collaboration models.

Understanding Stress Through the Lens of the Hero's Journey

Presenter: Adam Saenz, Ph.D.

Understanding and effectively managing stress is a significant part of self-awareness and self-regulation. This session enhances adult SEL by guiding participants in a process of identifying the sources of their stress and creating a plan for adaptive stress management. Stress is a fuel source that can empower us to be Life-Givers or Life-Suckers, and we alone make the decision. Here's what you'll learn: How is stress defined? What are the physiological symptoms and risks of stress? What is the relationship between stress and performance? In the context of the fight-or-flight model, in our best moments, how do we engage and disengage to be Life Givers and Life Suckers? Which four people make everyone's Dream Team, and how can I be my own Dream Team?

Understanding Universal Design for Learning (UDL): Providing Support for ALL**

Presenter: Paula Kluth, Ph.D.

**In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.

What is UDL? Why use UDL? How are the principles of UDL applied? If you are new to UDL or simply want to learn more about this model, this session is for you. In this presentation, Dr. Kluth will define UDL and outline all three principles (engagement, representation, expression). Learn through video clips, classroom stories, examples, and illustrations. Come for the knowledge and stay for the sophisticated show and tell, the enormous foam-filled pencil, and the drumming dog.

Concurrent Sessions

We Know the Six Approaches... Now What?*

Presenter: Marilyn Friend, Ph.D.

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

Many professionals are familiar with co-teaching basics, and they are comfortable with their co-teaching practice. However, co-teaching has many dimensions, and this session is designed to provide a sampler of co-teaching innovations that goes beyond the basics. It will emphasize variations on the six co-teaching approaches that usually do not appear in any book or video; ways to challenge high achievers while still meeting the needs of those who struggle; ideas for effectively and efficiently grouping students; and strategies for creating co-taught classrooms that are data-driven, flexible, and inclusive. Leave this session with co-teaching gems to improve your elementary, middle, or high schools students' outcomes!

What We Valued in Virtual: 5 Practices to Continue in Face-To-Face Classrooms*

Presenter: Paula Kluth, Ph.D.

***In addition to the live session, this session will be recorded and available for two weeks for all conference attendees.**

As schools closed in response to COVID-19, many teachers, advocates, and families became concerned that inclusion would no longer be a priority. As weeks became months, many of these same teachers, advocates, and families got creative and designed structures and strategies to keep kids with and without disabilities connected to one another and to make sure that inclusion continued in virtual lessons and beyond.

This presentation is a call to action and a reminder that the pandemic and virtual instruction provided challenges, but also opportunities for creativity and change. This session highlights a range of teacher-tested practices that K-12 inclusive educators used to reach and teach students in their diverse virtual and face-to-face classrooms. Featured ideas include Teacher TV, "going big" to adapt instruction, and letting families lead.

Where's the Special Education in Co-Taught Classes? Understanding Specially Designed Instruction**

Presenter: Marilyn Friend, Ph.D.

****In addition to the live session, this session will be recorded and available for two weeks for all conference attendees and those who register to view selected recordings.**

When students are identified as having disabilities, they must receive Specially Designed Instruction (SDI), that is, educational services tailored to their unique needs and addressing their IEP goals and other characteristics. Traditionally offered in separate settings, the challenge now facing professionals is to integrate SDI into the co-taught classroom. Doing so is the focus for this session. Topics to be addressed include clarifying what SDI is and, importantly, distinguishing it from differentiation, accommodations, and other instructional practices; examining why SDI is part of co-teaching; outlining types of SDI co-teachers may use; and exploring issues and concerns related to its provision. Keeping the "special" in students' education is not just possible, it's imperative.



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