

VIRTUAL MADSEC ANNUAL FALL CONFERENCE (2021) SESSION DESCRIPTIONS

SMALL GROUP SESSIONS (Break out sessions)

Collaborating for Successful Programming for Deaf and Hard of Hearing Students - Karen Hopkins, Executive Director, MECDHH/GBSD; Angela Moore, Special Education Director, Brewer School District

The Maine Educational Center for the Deaf and Hard of Hearing (MECDHH) is Maine's state funded, statewide Deaf education agency. Its charge is to serve all Deaf and Hard of Hearing students throughout the state of Maine. MECDHH has partnerships with Brewer Community School and Portland Public School to provide programming for Deaf and Hard of hearing students within these schools. Come learn about these site-based programs and statewide services that MECDHH provides to school districts.

Ecologically Valid Social Skills Instruction -Sarah Howorth, Asst. Professor Special Education; Graduate Program Coordinator

Traditionally, teacher education programs have prepared teachers for typically developing students, with special education teacher preparation programs focusing on specially designed instruction for students with identified disabilities. Teacher preparation programs have been challenged to prepare all teachers to serve the children who arrive in schools with high functioning Autism or Anxiety, or who may have experienced adverse childhood events (ACEs) (Kankam et al., 2015; Sulek et al., 2019). In order to better prepare teachers to serve the diverse social and academic needs of their students, it is important to know their current understanding of ecologically valid social skills.

Teachers who attend this professional development training will be invited to complete a pre-training anonymous survey of their social skills knowledge. After attending the 1-hour professional development workshop they will then be invited to complete the same survey as a post-training measure of their social skills knowledge.

Training will include a presentation on the importance of evidence-based, ecologically valid social skills instruction for school-aged children with and without disabilities, explicit instruction on the elements of evidence-based social skills curriculum for school-based professionals, and opportunities for participants to role-play the social skills and receive specific iterative feedback from the presenters.

How to Determine Whether a Student is Emotionally Disabled or Socially Maladjusted - Ruth Crowell, School Psychologist-Specialist; Mary MacLennan, School Psychologist-Specialist, MASP

This presentation will provide a clear understanding of the distinction between Emotional Disability and Social Maladjustment. We will explore the distinct characteristics of Emotional Disability and of Social Maladjustment; both what they are and how they are identified. Case examples will be used to walk through the process of distinguishing between ED and SM within the framework of Chapter 101.

Maine State CEC Panel Discussion - Rachel Brown-Chidsey, Asst. Professor Maine's CEC; Debrajean Scheibel, Special Education Director, Veazie Community School; Sarah Howorth, Asst. Professor Special Education

Maine's CEC state unit provided an important resource for special educators to access professional learning at the local level. This panel presentation will share the experiences of Maine CEC leaders who re-started the Maine chapter with the goal of creating a sustainable state-level organization.

Moving on Up: Preparing Students for Post-Secondary Employment - Michael Williams, Student Transition Counselor, N. Carolina DJJ Education Services

Moving on Up Preparing Students for Post- Secondary Employment will assist participants engage students in data informed and student driven career exploration, identification, and immersion opportunities. We will discuss the "Holland Code" and explore various assessment tools to initiate the career exploration process. The workshop will explore barriers to employment and empower the participants with the tools needed to assist their students develop the internal resources and acquire the external resources to overcome those barriers. Engaging community partners to include Chamber of Commerce, and other employment assistance agencies will be a focal point of the workshop. We will explore initiating resource fairs, career day activities, signing days with on-the-spot interviews and employment offers. The workshop will review job readiness and soft skills necessary for students to maintain employment. Vocational training opportunities through community colleges, WIOA, and other entities will be explored including admissions process, financial aid, length of programs, etc. Participants will also be equipped with the tools needed to advocate for their students and teach self-advocacy in the workplace. This interactive workshop integrates humor, music, and information to reach consumers on all levels.

Additionally, this session will assist participants implement student centered, data driven information to prepare and place students in vocational/career fields which will enable them to become self-sufficient. Sustainable employment is achieved when interest and income intersect. If rehabilitation counselors can help students discover their interest and explore opportunities within those fields it will minimize itinerant employment experiences and allow the students to build long and fulfilling careers.

MTSS and Social Emotional Learning: Universal Screening, Intervention and Assessment - Kathryn Hawes, Director of Special Services, MSAD #6; Julie Buckley, School Psychologist, MSAD #6

This interactive session will provide the field with an example of an online universal screening tool for social / emotional needs (based upon the BASC), a structure and process for MTSS and interventions in this realm, and a tool kit of practical resources and templates. Presenters will focus on their work at the middle school level while offering ways to apply this work K-12.

Orthographic Processing: Facts, Theories & Myths About Dyslexia/Reading Disorders - Hilarie Kennedy and Lisa Howe - School Psychologist-Specialist

Orthographic Processing is a "buzzword" right now in special education, but it's a concept that's been familiar to school psychologists for a while now. We all know the 5 pillars of reading, but where does orthographic processing fit in? While most students pick up these skills through the general curriculum, others struggle. Many schools are exploring ways to incorporate orthographic processing skills into their students' instruction, but literature and information specifically on this can be time consuming and hard to find. Join Gorham public school psychologist-specialists as they walk you through what Orthographic

Processing is, how teachers can recognize if a student might be struggling with these skills, ways for specialists to measure and assess it, what kind of interventions are believed to be most effective in teaching skills, and how to document it on the SLD form.

Pre-Employment Transition Services: Partnering with Vocational Rehabilitation Early to Promote Successful Transition - Libby Stone-Sterling, Director, ME Division of Vocational Rehabilitation; Brenda Drummond, Director, Division for the Blind & Visually Impaired

Have you been hearing about Pre-Employment Transition Services and wanted to learn more? If so, here's an opportunity to find out more about these services that are available to your students through partnership with Vocational Rehabilitation. In this session you'll learn how the services can benefit transition planning and increase opportunities for students ages 14 -21. You'll leave with concrete examples and templates from across Maine. Of special interest will be targeted services for students with low incidence disabilities.

Some of My Favorite Behavior Tips & Tricks - Lora Perry, BCBA Consultant - Lora Perry, BCBA Consultant

After raising my two kids with autism to adulthood, and being a BCBA since 2004, I've probably tried every trick in the book to help human behavior be the best it can be. Some tactics fall into the category of useless; others I'd label "a worthy endeavor, but not for me." But some stand out as "Holy cow, where have you been all my life?" "Whoever invented that is a genius," and "I'm pretty proud of coming up with that." I speak not only as a professional who works with a wide variety of special kids, but also as one who works with a wide variety of adults. The kind of adults who teach students, or birthed kids (or married me 39 years ago.)

This session is like Oprah's "Favorite Things," without the iPad. Like Oprah, I keep some old favorites, and delight in the new I've discovered over the last year. We'll explore tips and tricks you can bring to your teams to shape the behavior of ourselves and others from where it is, to where we'd like it to be.

Student Transitions, MaineCare Covered Services and Reimbursement - Trista Collins, OMS State Medicaid Educational Liaison

Presentation of MaineCare Services available for students as they transition from children to adult services. A representative from OMS and OADS will be provide details regarding what Covered Services are reimbursable in schools, and what additional services are available. I am working with OADS now on a plan for the release of this information. Due to internal vetting and review procedures, I do not yet have the final presentation to share. Information will include questions that have come up in recent transition discussions with DOE, and questions that continue to come in from SAUs.

The Best Ways to Use BCBA Consult - Lora Perry, BCBA Consultant

What's the best way to harness BCBA expertise across schools, populations, administrators, teachers, student needs and budgets? This workshop explores different models, including what I've found to be highly effective and cost-efficient after 17 years as a BCBA.

Using Teaching Interactions to Explicitly Teach & Generalize Social Skills - Danielle Lindquist, Special Education Teacher/BCBA, Navigating Behavior Change, LLC; Amanda Wilson, School Psychologist/BCBA, Navigating Behavior Change, LLC

Do your students struggle to independently use taught replacement behaviors, social skills, or even coping skills? Can they demonstrate the skill during lessons, but not when they actually need to use it? Generalization of these skills is often difficult to achieve and typically requires explicit and individualized practice. Participants in this webinar will learn to use Teaching Interactions, an expansion of Behavior Skills Training and an evidence-based methodology, as a method to explicitly teach, practice, and generalize behavior and social skills. A practical, step-by-step outline of Teaching Interactions will be presented to increase your skill set and ultimately increase student outcomes.

We All Have Executive Function Issues: Supporting the Staff - Diane Jackson, Special Education Faculty, University of Maine

We all face executive function gaps in our everyday lives. Work performance might need a boost. Our staff in schools might also be in need of support. What questions should I ask and what solutions are out there? Likely the pandemic impact has magnified the gaps.

What is Maine Relay? - Debra Bare-Rogers, Advocate of Telecommunications Relay Services, Disability Rights Maine

Maine Relay Services are for individuals with varying disabilities who are unable to use a standard telephone. These no-cost relay services are fairly easy to use, with simple registration. In my presentation, I will share about Sprint IP Relay, Spring Web CapTel, Relay Conference Captioning and Speech-to-Speech Relay. See brief descriptions below.

Sprint IP Relay allows individuals to make calls with Sprint IP Relay on your smartphone, tablet or computer to type and view messages. This relay service allows the user to make phone calls using text (no voice or hearing required). How does it work? You type what you want to say in the app. The operator relays the message to your caller and types their response back to you. Register at: www.sprintrelay.com/sprintiprelay

Sprint Web CapTel works different than the other relay services. You can read captions while using your own voice. It requires a phone and connection via computer/tablet to read captions on the call. Go to: <https://sprintcaptel.com/products/webcaptel>

Relay Conference Captioning (RCC) is a free service available for Maine residents who are deaf or hard of hearing to actively participate in multi-party teleconference calls or web conferences by reading live captions through a web browser on a computer or mobile device. Using RCC, read captions of what is said during the meeting - on your laptop, tablet, or mobile device - options to print, email or save transcripts. To submit an RCC event, visit: mainercc.com

Speech-to-Speech (STS) allows speech-disabled persons to voice their conversation. A specially trained Sprint STS operator repeats the words of the person with a speech disability or synthesizer output to the other person. You do not need special equipment to use this free service.

For more information about these free relay services, or to schedule a presentation, visit the TRS website: <https://www.maine.gov/trs/home> or email me at: DRogers@DRME.org

WHOLE GROUP SESSIONS

Key Note- It Takes A Calm Brain To Calm A Brain.... What every school staff needs to know right now... - Kellie Bailey, Social Emotional Learning/Restorative Practice Specialist, MDOE

Please join Maine Department of Education Social Emotional Learning Specialist Kellie Doyle Bailey for this inspirational keynote presentation where she will provide participants with knowledge, understanding and practical steps to embrace the purposeful cultivation of adult Emotional Intelligence to support one another during this unprecedented time in education. Adult Regulation is a KEY factor in keeping our schools safe and certain during uncertainty. SEL is long researched as an effective primary prevention for students, but this begins with the commitment of all adults in our schools looking beyond assessments, academics and outcomes and embracing- empathy, compassion and perspective taking for self and others. It takes a calm brain to calm a brain isn't just for kids. It's a lifeline that we all need to embrace to weather this pandemic together.

Bio

Kellie Bailey, Social Emotional Learning/Restorative Practice Specialist, Maine Department of Education

Kellie Doyle Bailey is the SEL Specialist for the Maine Department of Education. Kellie brings to the field 30 years of experience working in Maine public schools as a speech/language pathologist and more recently mindfulness and SEL educator. She is the founder of The Children's Collaboration Center and Calm Cool Kids Educate™. Kellie has a deep knowledge and understanding of the neuro-developmental sequences of humans' birth to adult and in assisting educators with understanding reactive and responsive learner patterns of dysregulated children.

She is passionate about building educator awareness of development of adult emotional intelligence and for assisting adults working directly with youth in schools to find ways to embed Social Emotional Learning into everyday academic instruction and believes in SEL as an evidenced based trauma informed primary prevention knowing that SEL begins with educators who commit first to the expansion and knowledge of their own emotional intelligence.

Kellie encourages educators to understand that children can only work optimally when they feel safe and connected. Assisting all students in the development of a strong foundational in social emotional learning allows each in becoming responsive rather than reactive to the demands of learning. Kellie is a firm believer that embedding SEL into everyday instruction is a strong step in building trauma informed, best practice schools. Kellie serves as an adjunct instructor for The University of Maine- Farmington, teaching Mindfulness in Education and she is the author Some Days I Flip My Lid and Some Nights I Flip My Lid -Learning to be a Calm Cool Kid- mindfulness books in publication through PESI publishing, her newest book Some Days I Breathe On Purpose will release in November 2021

Maine DOE Presentation

Erin Frazier, State Special Services Director, and her team will provide a presentation to attendees following focused areas:

- Age 22 Eligibility Extension & Transition Planning
- Child Development Services (CDS) Legislative Initiatives
- State Performance Plan/Annual Progress Report

Collegial Conversation with MADSEC Executive Committee

Join members of the MADSEC Executive Committee for this networking opportunity to engage in collegial conversations regarding current special education topics of interests and concerns. This interactive session will be a “thought partnership” for all to share ideas and experience with others and a time to ask questions, share concerns, and explore solutions. Although there will be planned topics of discussion, the floor will be open to discuss other pertinent pressing issues in the field of special education.