



Maine Administrators of Services for Children with Disabilities

2022 Annual Fall Conference

Description: MADSEC is pleased to announce the Annual Fall Conference hosting keynote speaker Allegra Hirsh-Wright, MSW, LCSW, several breakout sessions offering a wide variety of topics, an update from Erin Frazier, Special Services State Director, and a roundtable discussion with the Maine Department of Education Special Services team. We are also pleased to have several exhibitors on-site to provide information regarding educational programs and services.

Dates: October 27 & 28, 2022

Time: 8:30am-3:00pm

Location: DoubleTree by Hilton, Portland, Maine

Conference Room Rate: **C-CDA**

We recommend booking rooms early directly through the DoubleTree!

Conference Cost: \$299/person MADSEC members

\$349/person Non-MADSEC members

Register [here](#)

Professional Development Hours: Contact hours will be provided to attendees after the conference

Keynote: *Reconnecting to Joy* presented by Allegra Hirsh-Wright, MSW, LCSW

This 45-minute TedTalk type session is one person's experience of becoming disconnected to joy and their journey to reconnection. Utilizing humor, sincerity, and raw honesty, this session includes some specific strategies we can all use when feeling disconnected to what matters most.

Allegra Hirsh-Wright, MSW, LCSW, works within the Department of Clinical Innovation at Maine Behavioral Healthcare. Ms. Hirsh-Wright is a nationally recognized expert in the areas of trauma-informed care, secondary traumatic stress (STS), burnout, and professional resilience, has presented on the topics in both national and local fora, and has authored multiple resources on the topics. In addition, Ms. Hirsh-Wright has expertise in direct clinical practice as well as training, supervision, and implementation of multiple evidence-based child trauma treatment models and is a nationally certified TF-CBT Clinician, Clinical Supervisor, and Consultant. Ms. Hirsh-Wright has extensive experience facilitating systems change, has directed and facilitated over 10 clinical and systems improvement Breakthrough Series Collaboratives and sits on multiple statewide and national committees all working towards improving trauma-informed care.

Ms. Hirsh-Wright is a contributing member of the NCTSN STS Workgroup and serves on the STS Innovations and Solutions Center National Advisory Board, the NCTSN Affiliate Board, and the NCTSN Steering Committee. Ms. Hirsh-Wright is also an adjunct professor in the University of Southern Maine’s School of Social Work, is married and lives with her spouse in Southern Maine, is the proud mom of a 24 year old, and a lover of all things orange.

Breakout Sessions:

Title	Description	Presenter(s) & Title
Building Socio-Emotional Supports through Digital Resources to Assist Youth Transition to Adulthood	Building Socio-Emotional Supports through Digital Resources to Assist Youth Transition to Adulthood will focus on creating and using digital archives as a social emotional support, designed to be a mitigation strategy to help reduce student stress during this transition. It provides ideas and resources to assist the process of creating supports that will build confidence and help students navigate next steps to adulthood.	Sherreccia Jackson Chief Career Navigator Developing Dreaming Young Minds
Demystifying Dyslexia: History, Myths, and Best Interventions	This session will provide a brief history of both the term and condition known as dyslexia. Common myths about dyslexia will be discussed, with explanations about the symptoms and evidence-based instruction. Details about a model known as Structured Literacy will be explained, including the role of direct, explicit, and systematic instruction in relation to best practices for supporting students with dyslexia, including how such practices fit within a multi-tiered system of supports (MTSS). The session will end with a time for questions about dyslexia instruction and intervention for students suspected of, or already identified with, a specific learning disability.	Rachel Brown-Chidsey Assistant Professor University of Southern Maine Sara Flanagan Assistant Professor University of Maine
Education in the Unorganized Territories	This session will provide an overview of what the EUT is, as a SOM agency, how we are financed, how we pay for students services in special and general education, what statute allows us to do and how we, as a State Agency, are different from an SAU. The goal is to assist schools in understanding why and how things impact the EUT, and ultimately EUT students, differently than they do a typical SAU.	Barb Pineau Special Education Director, DOE/EUT Rhonda Casey Human Resources Manager, EUT

Essentials of an Effective SEL MTSS Program	This presentation will highlight the key components of an effective Social Emotional Learning Multi Tiered Systems of Support program and provide resources for helping your district develop and implement SEL MTSS programming.	Ruth Crowell School Psychologist-Specialist, Maine Association of School Psychologists
Everything (Well, Almost!) You Need to Know as a New Special Education Administrator	This session will focus on identified priority topics for new special education administrators through table talk discussion and follow-up Q&A session.	MADSEC Executive Committee members
Expanding the School Psychology Workforce in Maine	This workshop will provide special education directors with information about the field of school psychology and how to recruit and retain school psychologists within their districts. Topics covered will include current models being used to increase the numbers of school psychologists nationwide and throughout Maine, the training sequence necessary for school psychology trainees to become practicing professionals, and the comprehensive model of service delivery school psychologists provide. Special focus will be given to special education directors' role in these areas and how they can support and collaborate on key initiatives in the state. Participants will be given the opportunity to share with one another and problem solve and will receive resources to support their work with school psychologists.	Samantha Blair Assistant Clinical Faculty of School Psychology University of Southern Maine Jamie Pratt Associate Professor of School Psychology University of Southern Maine
Extended Eligibility	This session will provide Guidance and Support regarding Eligibility Extended Until Age 22	Titus O'Rourke Extended Eligibility and Transition Specialist, Office of Special Services, MDOE
How to Determine Whether a Student is Emotionally Disabled or Socially Maladjusted	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.	Ruth Crowell School Psychologist-Specialist, Maine Association of School Psychologists
Identifying and Serving Multilingual Learners	In this session, presenters will guide participants through the sections of a new	Robin Fleck ESOL Consultant, MDOE

<p>with Disabilities: Guidance Manual Overview</p>	<p>guidance manual on identifying and serving multilingual learners (formerly referred to as English learners) with disabilities. The appropriate and accurate identification of students who are multilingual learners (MLs) with a disability is a complex process requiring a team approach. We are hopeful that this guidance will provide educators with the information and resources they need to make the most appropriate determinations for students.</p>	<p>Leora Byras Education Specialist, MDOE</p>
<p>Implementation of the PEERS Curriculum: A Case Study at Mt. Blue High School</p>	<p>Three staff members at RSU 9 including two speech language pathologists and one licensed clinical social worker implemented a pilot program using the PEERS curriculum with a group of students, in grades 9-12, who were demonstrating social-pragmatic challenges. Results of rating scales will be provided as part of the presentation and overall impressions will be discussed that indicate implementation of this pilot program was successful.</p>	<p>Victoria Petersen Speech Language Pathologist RSU 9; MT. Blue School District</p> <p>Anna Peterson Licensed Clinical Social Worker RSU 9; MT. Blue School District</p> <p>Liv Gloede Speech Language Pathologist RSU 9; MT. Blue School District</p>
<p>Intersection of McKinney Vento Act and IDEA/MUSER</p>	<p>McKinney Vento Homeless Assistance Act, the Individuals with Disabilities Education Act, and Maine Unified Special Education Regulations have intersections including district of responsibility and educational surrogate parents. This session will provide an overview of working with these laws and regulations, strategies to be proactive and prepared, past scenarios and guidance provided, and state and federal resources.</p>	<p>Sarah Ferguson Education Specialist. MDOE</p> <p>Amelia Lyons McKinney Vento Specialist, MDOE</p>
<p>Introduction to Unified Champion Schools</p>	<p>This session will offer a general introduction to Unified Champion Schools programming for schools that are not yet participating. Three components of UCS: Unified Sports, Unified Youth Leadership, and Whole School Engagement. The session will cover the basics of how to become a UCS school, how to start a Unified sports team or program, how to create unified clubs and activities,</p>	<p>Lisa Bird Director of Athlete and Youth Initiatives Special Olympics Maine Unified Champion Schools</p>

	and ways to get the entire school unified.	
Math Asynchronous Professional Development Offerings	This session will focus on the availability of asynchronous professional learning modules for all educators focused around mathematics. All educators - classroom teachers, special education teachers, and ed techs - can benefit from math content support, routines and strategies, and introductions to mathematical tools to support their work with all students. These modules are available to interact with on your schedule and will provide contact hours for completion of each module.	Jen Robitaille Office of Special Services, Special Projects, Mathematics Education and Inclusion
Overcoming Learning Disabilities in Reading	<p>Paula Brayson, special educator at Wells Jr. High School will share how she uses the MindPlay Virtual Reading Coach (MVRC) as a supplemental reading intervention tool to help her students with learning disabilities in reading. Specifically, she'll discuss not only her best practices of the program but how it has significantly improved her students' reading abilities, including oral reading, decoding, and encoding, and comprehension in ELA and other content areas.</p> <p>Suzanne Rickard, Education Consultant for MindPlay in the New England region will share other success stories from schools across New England, and provide a brief overview of MVRC as well as highlight other products from MindPlay, including Dyslexia Screener, Teacher PD products and their new Math Intervention product.</p>	<p>Paula Brayson Special Educator</p> <p>Suzanne Rickard Education Consultant MindPlay Education</p>
Serving Students with IEPs and 504s in CTE	This session will identify strategies for better serving students with IEP's and 504's in CTE by identifying best practices for strong partnerships between CTE schools and sending schools as they navigate the IEP process and student enrollment, and work to successfully engage students in the learning process.	Danielle Despins CTE School Review and Equity Coordinator Maine Department of Education, Career and Technical Education
The Literacy Fish Tank	This session will provide an introduction to the Dyslexia statute and what the responsibilities of the district are to follow the guidelines; look at literacy through the lens of MTSS and how the literacy screening	Dee Saucier Literacy Specialist/Interdisciplinary Specialist, MDOE

	<p>process fits into the bigger picture; look at the data that a literacy screener provides and determining what reading interventions will be best for the skill deficit; explore what resources and supports are available for the process; and supporting educators in the intervention and referral process.</p>	<p>Anne-Marie Adamson Education Specialist/Special Education, MDOE</p>
<p>What is Alternate Assessment and the 1%?</p>	<p>While many of us may have heard of alternate academic achievement standards, alternate assessments, and "the 1%," there are also many who don't know what that means. In this session, participants will learn about Maine's alternate assessments for students with the most significant cognitive disabilities, federal requirements related to state assessments, and most importantly, how data can be leveraged for positive impact on schools, students, and families.</p>	<p>Jodi Bossio-Smith State Coordinator, Alternate and ELP Assessments, MDOE</p> <p>Leora Byras Education Specialist, MDOE</p>
<p>Young Athletes Unified Program (A component of Unified Champion Schools)</p>	<p>This session will provide an overview of the Young Athletes Program, which is a Unified program that can be done right in the classroom, gym, cafeteria or outside. It is incredibly flexible and teachers can work it into any schedule and customize it for their students' specific needs. There is ZERO COST to the school, student or teacher with all equipment, shirts, and medals provided, and a suggested curriculum. The program shows that all children should be valued for their talents and abilities.</p>	<p>Lisa Bird Director of Athlete and Youth Initiatives Special Olympics Maine Unified Champion Schools</p>

“The whole purpose of education is to turn mirrors into windows.”

—Sydney J. Harris

Must be registered to attend; cancellations must be submitted in writing at least 10 days prior to the event for refund, minus 10% administrative fee. MADSEC reserves the right to amend the agenda or presentation format at any time.