

Teach4ME-207 Summer Conference for Special Educators and Paraprofessionals Breakout Presentation Descriptions

Becoming Part of the School Community for Ed Techs

Discover the importance of becoming part of the school community through examples and success stories. Learn about the importance of clear communication and tools for building strong working relationships.

Presented by Deb Murphy, Ed.D., Special Education Administrator, KIDS RSU #2,
Past-President of MADSEC

Careers in the Field of Blindness and Getting a Master's Degree with Little or No Cost

Have you ever thought working with a student with a visual impairment would be interesting? How do you feel about traveling from school to school to see students of all abilities who have a visual impairment. One minute you could be working on the floor with a baby helping the parents figure out how to help them learn about their environment, and the next working with a learner who is losing vision on learning braille so they can take Calculus or Physics. Working with students with all types of visual impairment and helping them to succeed in the classroom is a rewarding career. Learn about 3 careers in the blindness field, what they do, programs for learning how to do it, and possible funding opportunities.

Presented by Nancy Moulton M.S.ED, C.A.S., Program Director, Education Services for Blind and Visually Impaired Children, Catholic Charities Maine

Ecologically Valid Social Skills Instruction

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.

Presented by: Sarah Howorth, Ph.D., BCBA-D, Assistant Professor, Graduate Program Coordinator, University of Maine at Orono

Educational Technicians Within the Schoolhouse

Ed techs have become some of the most important professionals in our schoolhouses. This presentation is designed to introduce some strategies for giving and receiving support when necessary. Time will also be dedicated to understanding some of the unique challenges we are finding in our classrooms today. Professional expectations and suggestions will be outlined in order to optimize the ed tech's contributions to the school as a whole.

Presented by: Jennifer McGee, Principal of Atwood Primary School, RSU #18

Getting Familiar with the What Works Clearinghouse Reading Intervention Practice Guide (focused on grades 4-9, however open to all)

In March of 2022 the US Department of Education, the Institute of Education Sciences (IES) and the What Works Clearinghouse collaborated to release a guide that outlines practical recommendations for evidence based practices that help teachers meet the needs of students in grades 4-9 that struggle with reading. During this session we will look at the 4 recommendations and highlight important aspects of the guide.

Presented by Dee Saucier, Office of Special Services Specials Projects Literacy Specialist/Interdisciplinary Instruction Specialist, Maine Department of Education

I Have a Student in My Classroom with a Visual Impairment. Oh My! What to Do and Resources to Help

Have you ever worked with a student with a visual impairment? Likely you haven't. This session will explore resources and strategies to help you navigate meeting the needs of learners with visual impairment in your classroom. You will explore the impact of a visual impairment and how to help students access the curriculum and be independent learners.

Presented by Nancy Moulton M.S.ED, C.A.S., Program Director, Education Services for Blind and Visually Impaired Children, Catholic Charities Maine

I'm a Case Manager, TOO?? Special Education Case Management

A special educator (and some speech therapists) in Maine typically serves a dual role as both a teacher and a case manager. Beside teaching, a special educator must manage their caseload so that students' individual education programs (IEPs) are appropriately ambitious, that they are being implemented effectively, and that student needs are being met. The role of the case manager is complex and constantly changing. This introductory session will explore and define the role and typical responsibilities of the special education case manager across settings and grade spans using available resources and providing strategies for working with school teams and families.

Presented by: Deb Mullins, MS Ed, Special Services Consultant, Maine Department of Education

Maine CEC's Top 10

The Maine Council for Exceptional Children (CEC) is the official Maine chapter of the oldest national organization serving individuals with disabilities and their families. CEC provides important resources and support for special educators, in Maine and nationally. This session will provide information about Maine CEC's mission, goals, and purpose as well as the valuable teaching resources that special educators can access through CEC. Participants will learn who the current Maine CEC leaders are, how to join and get involved, and online resources for more information.

Presented by Rachel Brown-Chidsey, Ph.D., NCSP Assistant Professor, Special Education Department, University of Southern Maine; Karen G. Smith, Ed.D, Director of Curriculum, Instruction, and Assessment, RSU #38 Maranacook Area Schools; Sara Flanagan, Ph.D., Assistant Professor, Special Education Department, University of Maine at Orono; Sarah Howorth, Ph.D., BCBA-D, Assistant Professor, Graduate Program Coordinator, University of Maine at Orono

Maine PBIS Overview and Highlights of PBIS for Paraprofessionals

Positive Behavior Interventions and Supports is an evidence-based systems approach for establishing the social culture needed for schools to be effective learning environments for all students. PBIS eliminates barriers to learning, creates and maintains a safe and effective learning environment in schools and ensures that all students have the social and emotional skills needed to succeed in school and beyond. Learn more about School-Wide PBIS in this overview and how various practices impact learning and the educational community.

Presented by Courtney Angelosante, Maine PBIS Coordinator University of Maine in Collaboration with the Maine Department of Education

Maine SEEDS: Special Educator Engagement, Development, and Support

MACM (Maine's Alternative Certification Mentoring program) is being replaced by Maine SEEDS. This session outlines the three strands of Maine SEEDS, and participants will share their experiences and ideas about improving our support for novice SED teachers, their mentors, and for paraprofessionals interested in becoming teachers.

Presented by Valerie Smith, Ph.D., Coordinator, Maine's Alternative Certification Mentoring Program.

Mathematical Representations

Learn about the importance of using physical and visual models to support deeper understanding and learning of mathematical concepts. See how all learners move through a variety of representations including concrete, semi-concrete or visual, and abstract. All students should have access to concrete mathematical tools and manipulatives to support their learning.

Presented by Jen Robitaille, Office of Special Services, Special Projects Team, Elementary Mathematics Specialist/Interdisciplinary Instruction Specialist, Maine Department of Education

McKinney-Vento Homeless Education

Learn about the provisions of the federal McKinney-Vento Homeless Assistance Act, which aims to minimize the educational disruptions experienced by students experiencing housing instability. Hear about who qualifies under McKinney-Vento, what their unique rights are, and how to identify potential signs of homelessness in students

Presented by Amelia Lyons, McKinney-Vento State Coordinator, Maine Department of Education

Person-Centered Planning for Transition-Aged Youth

The quality of transition planning can make a critical difference in the post-secondary outcomes of Maine's youth with disabilities. However, new studies have found that when a scholar with an IEP is a more active participant in planning their future, it generally correlates with more positive post-secondary outcomes. In this session, we will grapple with the active participation of the transitioning youth and their family, emphasizing self-determination and self-advocacy.

Presented by Titus O'Rourke, Extended Eligibility and Transition Specialist, Maine Department of Education, Office of Special Services

Pre-Employment Transition Services: Partnering with Vocational Rehabilitation Early to Promote Successful Transition

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.

Presented by Libby Stone–Sterling, PhD, Director, Division of Vocational Rehabilitation, Maine Department of Labor

Serving Students with IEP and 504 in CTE

We 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, student enrollment, and work to successfully engage students in the learning process.

Presented by Danielle Despin, s CTE School Review and Equity Coordinator Maine Department of Education, Career and Technical Education and Titus O'Rourke, Extended Eligibility and Transition Specialist, Maine Department of Education, Office of Special Services

Some of My Favorite Behavior Tips and Tricks

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 37 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.

Presented by Lora Perry, MS, BCBA, Consultant

The Best Ways to Use BCBA Consult

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

Presented by Lora Perry, MS, BCBA, Consultant

The Science of Reading

In recent years, the science of reading (SOR) has been more widely discussed in the media. Although it might seem like the information shared about the science of reading is brand new, these research findings go back well over 100 years. This session will start with a definition of the science of reading and then provide a brief history of research findings that are still used and referenced in current reading research. Participants will learn the instructional practices required for instruction to be based on science of reading as well as recommended additional resources to learn more about SOR.

Presented by: Rachel Brown–Chidsey, Ph.D., NCSP Assistant Professor, Special Education Department, University of Southern Maine; Karen G. Smith, Ed.D, Director of Curriculum, Instruction, and Assessment, RSU #38 Maranacook Area Schools

Understanding the Escalation Cycle: Strategies for When and How to Intervene

Are you experiencing challenging behaviors in the classroom and you're just not sure what to do? Do you find yourself wondering "How did we even get here?" This presentation will outline the escalation cycle from precursor to peak to de-escalation. Participants will learn how staff responses at each stage of the cycle either lead to further escalation or de-escalation. Participants will also learn easy to implement and actionable strategies to utilize at each point within the escalation cycle. Emphasis will be placed on early, proactive responses which are likely to de-escalate the situation, strategies to maintain dignity and safety for all, and methods of reconnecting and returning to learning.

Objectives:

By the end of this training, participants will be able to:

- A. Describe the various stages of the escalation cycle
- B. State the first point of intervention
- C. List appropriate strategies for each stage of the escalation cycle

Presented by: Amanda Wilson, Ed.S., NCSP, BCBA, LBA & Danielle Gonyea, MS, BCBA, LBA of Navigating Behavior Change

What's So Special About Mentoring Special Educators?

Novice special educators have a much fuller plate than do their general ed peers. But what are the areas of particular concern that special ed mentors need to address with their mentees? In this session, participants will discuss the "special" areas across the school year, and brainstorm strategies for mentors to anticipate the kinds of support their mentees might need and various points in the school year.

Presented by: Valerie M. Smith, Ph.D., Coordinator Maine's Alternative Certification Mentoring Program