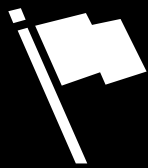


OOCALICON 2019

FEATURING



Inclusive
~~SPECIAL~~ EDUCATION
LEADERSHIP INSTITUTE

November 20 – 22
Columbus, Ohio

Monarch Center for Autism

A Division of Bellefaire JCB



Providing a Full Array of Services for Individuals Ages 3-Adulthood with Autism Spectrum Disorders



MONARCH BOARDING ACADEMY

- Residential treatment program for ages 8-21 with an ASD diagnosis, and/or dually diagnosed with a serious mental health issues
- Comfortable, secure, home-like setting designed and staffed to enhance social, behavioral, communicative, functional and academic growth
- All activities complement classroom experiences at Monarch School

MONARCH SCHOOL

- Chartered non-public school licensed by the Ohio State Board of Education for individuals ages 3-21 with an ASD diagnosis
- One-on-one and small group instruction for all students
- Intensive therapeutic intervention provided by a team of specialists

MONARCH TRANSITION EDUCATION PROGRAM

- Prepares students ages 14-21 to transition from adolescence to adulthood
- Incorporates Monarch's visual language teaching model with innovative technology, vocational training and behavior support
- Simulated onsite and community-based work experiences



www.monarchcenterforautism.org | 800-879-2522 | intake@bellefairejcb.org

Lifeworks

Adult Autism Services



Ensuring Adults with Autism Lead Independent and Enriched Lives

Lifeworks, a subsidiary of Bellefaire JCB, provides adults with autism opportunities to learn, engage socially, and participate in meaningful work. Rooted in the Monarch Model, Lifeworks' services embody the same philosophy and standards found in the other Monarch settings.



MONARCH ADULT AUTISM PROGRAM

- Available to individuals ages 18 and older with an Autism Spectrum Disorder who are no longer in high school
- Provides opportunities for skill building in the areas of communication, social skills, vocational skills, independent living and community participation
- Promotes independence in daily living skills, communication and functioning by embedding visual language into programming

SUPPORTED LIVING

- Specialized home environments with round-the-clock supervision where adults with autism thrive
- Provides all the intensive supports necessary to ensure Individuals live safe, happy, fulfilling and productive lives in the community
- Comfortable, secure home settings that are specifically designed to encourage independence, as well as strengthen social, communication and functional life skills

lifeworksadultautism.org | 216-320-8623 | contactus@monarchlifeworks.org

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Contact OCALICON

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Columbus, OH 43214
(614) 410-0321 phone | (614) 262-1070 fax
www.ocalicon.org | #ocalicon2019 #InclusiveLeadership



Inspiring Change for People
with Disabilities

Welcome to our 13th annual conference. We're really glad you're here.

At OCALI, inspiring change and promoting access for people with disabilities is at the heart of everything we do.

One of the ways that we inspire change and promote access to opportunities for people with disabilities is by bringing researchers, experts, practitioners, and families together at OCALICON to collaborate and share ideas and best practices that link research to real life.

Through this annual event, each and every one of us is contributing to a larger community of people united by a common passion—a passion to ensure that all people with disabilities have the opportunity to live their best lives for their whole lives—at school, home, work, and in society.

Together, we represent different roles and organizations, different ideas and ways of thinking, and we come from different parts of the country and the world. While we bring our different experiences and expertise to OCALICON, we are all here to learn, network, and share research, best practices, and resources to support the life-long needs of people with disabilities.

Over the next three days, I encourage you to take advantage of the opportunities to connect with colleagues from different states, industries, and sectors. From learning new ideas and strategies, to hearing real-life stories of change, it is the power of this collective community that makes OCALICON a unique and unforgettable experience. And one that can continue after you leave Columbus.

Thanks for being a part of our community.

Shawn A. Henry
OCALI Executive Director



Inspiring Change for People with Disabilities

At OCALI, we believe when we promote access and independence, people are able to grow, learn, and live their best lives.

Our work is grounded in using data, research, and evidence-based strategies to shape policy and practice. From educators, service providers, parents/families, people with disabilities, community leaders, policy makers, and more, we strive to connect and engage with people to create accessible and inclusive opportunities for all.

To learn more, visit www.ocali.org.

Conference and Events Team

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Jill Hudson
Alex Miller
Courtney Yantes

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Julie Short
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Teaching Diverse Learners Center

Shawna Benson
Tamara Clinkscales

Lifespan Transitions Center

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Casey O'Mara

Family & Community Outreach Center

Jen Bavry
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Donna Owens

Center for the Young Child

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Meledy Dawson
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Outreach Center for Deafness and Blindness

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Jennifer Catlin
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Kelli Henery
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Mackenzie Workman

Assistive Technology & Accessible Educational Materials Center

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Julie Burkhart
Julie Pashovich
Heather Bridgman
Kelly Houston
Shelley Mack
Lisa Modena
Katie Robinson
Rachel Schultz
Judy Siens
Mary Jo Wendling
Greg Wilson
Jerry Whittaker
Augusta Fisher

The Office for Exceptional Children at the Ohio Department of Education is proud to continue its ongoing partnership with OCALI by integrating the 2019 Inclusive Education Leadership Institute with OCALICON.

This year, we've expanded the Institute to provide both general and special education leaders a platform to collaborate, share research, and inspire change for every child. From principals, superintendents, curriculum directors, special education directors, building team leaders, pupil service directors, and general and special education educators, this event is intentionally inclusive to ensure there is something for everyone.

You'll find sessions throughout the next three days rooted in our ongoing work of implementing Ohio's Strategic Plan for Education. In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path, and empowered to become a resilient, lifelong learner who contributes to society.

We have designed the Institute to be a forum for leaders to work together to develop a system of coordinated partnerships to support and address the needs of the whole child. To effectively do this, we must broaden our conversations and connections. And that's exactly what you're going to experience over the next three days. Imagine engaging with experts and practitioners from around the world, learning about the latest tools and technology available, and hearing about instructional practices that are positively impacting ALL students – and all in one place.

To the many colleagues and guests attending from another state or country – thank you for being here. We also welcome your ideas, experiences, and participation as we collectively work together to improve the lives of children everywhere.

Our partnership with OCALI provides you an incredible opportunity to extend your professional learning and networking like never before. I encourage you to take advantage of everything offered and to consider how to use your experiences to positively impact your teams, colleagues, and stakeholders, and most importantly your students.



Jo Hannah Ward

*Executive Director, Center for Continuous Improvement
Interim Director, Office for Exceptional Children
Ohio Department of Education*



~~SPECIAL~~ EDUCATION LEADERSHIP INSTITUTE

The Ohio Department of Education's Office for Exceptional Children (OEC) is committed to supporting all students and building the capacity of those who lead, teach, and serve students in Ohio's schools.

In this spirit, we're excited to announce the Special Education Leadership Institute has been newly renamed the Inclusive Education Leadership Institute at OCALICON.

What are you going to do?

What kind of impact do you want to have?

Good leaders ask good questions. All the time. Of their team. Of their staff. Of their stakeholders.

Of themselves.

The answers help define where they are, and determine where they're going.

Chart your own path at the 2019 Inclusive Education Leadership Institute.

Select from over 250 sessions that best match your focus, passions, or areas of interest. Sessions focus on a wide variety of topics, including: leadership, school climate, policy and legislation, compliance, federal and state regulations, Positive Behavior Interventions and Supports, bullying, and more.

In addition to presenting updates and providing information through concurrent sessions, OEC staff will also be on-site throughout OCALICON in the exhibit hall. Be sure to set aside time to stop by ODE Connect to say hello and interact with representatives from key areas – including dispute resolution, diverse learners, support monitoring, and more.

#InclusiveLeadership #OCALICON2019

HOSTED BY



Executive Committee

Jody Beall

Monica Drvota

Jill Hudson

Sheila Smith

Shelley Beard

Tamara Dye

Alex Miller

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Self Advocate

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Jerod Smalley

NBC 4 Columbus
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Sondra Williams

Self Advocate
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EMERITUS

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Treasurer of Delaware County
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Amy Gaffney

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Gail Gallwitz

State Support Team Region 12

Barb Gentile Green

State Support Team Region 7

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Knows Autism
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Wisconsin

George Van Horn

Bartholomew Consolidated
School Corporation
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Kelly Walker

Ohio Department of Education

Sondra Williams

Parent and Self Advocate

Annette Wragge

NE ASD Network/UNL
Nebraska

Patricia Wright

NEXT for AUTISM
Pennsylvania

Barb Yavorcik

Parent



★ ★ ★ AWARDS ★ ★ ★

Congratulations to the 2019 OCALI Award recipients!

OCALI is honored to recognize and celebrate the achievements and impact of these three leaders and champions whose continued work, contributions, and stewardship help support and improve outcomes for people with autism, sensory disabilities, and low-incidence disabilities.

Candidates were evaluated for their personal achievements and accomplishments, leadership skills and abilities, innovative ideas, practices, and solutions, collaboration and mentoring efforts, and overall impact on communities. Excerpts from their nominations are included below.

Please join us in recognizing and congratulating the 2019 OCALI Award winners at the Main Stage on Thursday at 9:45 am.



LIFETIME ACHIEVEMENT AWARD

Peter Gerhardt *Weehawken, NJ*

"He has taken on and worked diligently to address the most difficult challenges that face the disability community – adulthood, employment, and supporting individuals with the most significant behavioral challenges. He could have been very successful working in the 'middle lane' of autism and disability, but instead, he travels on the rough edges because he knows very few will choose to be there. He strives to impact change in the way others think so that doors open for adults with disabilities to truly live their best lives."



KATHE SHELBY LEADERSHIP AWARD

*Presented by the Ohio Department of Education's
Office for Exceptional Children*



Cindy Tinnel *Convooy, OH*

"Mrs. Tinnel is in her 33rd year in public education. She has a strong foundational base as it relates to the academic standards, curricular needs, assessment and testing expectations, and scheduling needs relating to every student she has taught. She is the first one to fight for her students when necessary; she is also the first to maintain high academic expectations of her students as well. Mrs. Tinnel embraces the opportunity to serve as a leader, and her experiences assist her in being a great teacher and advocate for her students in her classroom."



MARGARET BURLEY FAMILY IMPACT AWARD

Amy Luttrell *Hillsboro, OH*

"For over 25 years Amy Luttrell has served parents and families in Adams, Brown, Clinton, Fayette, and Highland counties through her work as a Parent/Family Engagement Consultant at the State Support Team 14. Through her considerable efforts a very active Parent Advisory Council has been developed which has become a strong element of support for families within the school districts that they represent. Amy is extremely effective at helping families and educators collaborate for the benefit of children with disabilities."

GENERAL CONFERENCE INFO



OCALICON APP

NEW for 2019!

Use the QR code below or download the OCALICON App from the Apple App or Google Play stores. Features include:

- Ability to search entire catalog of session options by role, topic, target audience, and more
- Save your favorite sessions and build your own schedule*
- Receive optional push notifications that alert you to updates, announcements, and reminders
- Play the Exhibit Hall Scavenger Hunt for your chance to win great prizes
- Complete session and full conference evaluations

**We recommend saving several favorites for each time slot so you have a backup session, if needed. Please note that saving a session to your schedule does not reserve or guarantee a space in a session room.*



INTERNET

All OCALICON participants are welcome to connect to the conference network.

Network: OCALICON2019

Password: Columbus2019



KEEP THE CONVERSATION GOING!

Join us on social media:

Twitter: @OCALlofficial

Facebook: @OCALlofficial

Instagram: @OCALlofficial

Use hashtags #OCALICON2019, #InclusiveLeadership, #InspiringChange, #PromotingAccess.



ADMISSIONS & CONFERENCE BADGES

Admission to conference sessions and features is limited to registered conference attendees. Registered conference attendees receive an official conference badge, which serves as the "admission ticket" for gaining access to session rooms and featured areas. **All participants are required to wear a conference badge at all times while attending OCALICON 2019.** Lost or misplaced badges may be replaced at the Registration Desk. There is a \$25 charge to reprint a lost or misplaced badge.



RECYCLING

OCALI is committed to creating environmentally-friendly events. Please join us in these ongoing efforts to reuse materials and reduce consumption and waste. Recycling receptacles for office paper, glass, plastic, and aluminum cans are available throughout the convention center. Drop off your name badge at the Registration Desk before leaving.



LOST AND FOUND

The Lost and Found is located at the Registration Desk. Items not retrieved by the close of the conference will be turned over to convention center security who can be reached at (614) 827-2547.



LUNCH ON YOUR OWN

Lunch is on your own and available from food stations located inside the exhibit hall, Discovery Café across from Exhibit Hall B, or the South Café & Marketplace at the South end of the convention center. There are also a variety of restaurants, as well as the North Market food court, across the street and in the immediate area surrounding the convention center.

A map of dining options is found on p.16.

INFORMED CHOICE POLICY

OCALICON offers a wide variety of sessions, features, exhibitors, and other offerings that provide a wide range of ideas, strategies, and practices. Inclusion of sessions, features, exhibitors, and other offerings in the OCALICON program does not in any way imply or constitute an endorsement or promotion by OCALI, and are provided in the spirit of supporting the ongoing development of informed choice.

OCALICON PHILOSOPHY

Many conferences organize sessions and content by tracks or strands.

OCALICON is not one of those conferences.

Our focus and emphasis at this event is to provide numerous opportunities for learning, growth, inclusion, and connection.

We believe these opportunities can happen anytime, anywhere, and best happen when attendees select and choose the path that meets their own individual interests and passions.

We believe in choosing your own adventure.

SESSION SELECTION

Though we don't provide tracks, OCALICON offers several tools to help you figure out which sessions to attend. Use the OCALICON App or online Session Sorter tool to determine which sessions best match your needs or interests. Search by topic, role, target audience, and more. You can even build and save your own schedule.

ROOM SETS

Rooms at OCALICON are set in a variety of formats to support the session type and learning needs of adult learners. Some rooms are set theatre or classroom style to support a lecture style session. Other rooms are set with round tables to support discussion and group planning.

SESSION ATTENDANCE

All sessions are available on a first-come, first-served basis. Please plan in advance and arrive 10-15 minutes prior to the session start time to reserve a seat.

If there is a session you really want to attend, we highly recommend you arrive early to secure a seat.

When room capacity has been reached, sessions will be closed due to fire code regulations. Thank you for your cooperation and understanding.

CEUS AND GRADUATE CREDIT

OCALICON provides an opportunity for earning continuing education credits and/or graduate credit through several professional organizations and licensing boards. Be sure to stop by the CEU Desk to pick up your special CEU packet. Follow the instructions on the cover sheet and review the list of sessions that have been approved. Submit your forms at the CEU Desk before you leave the conference on Friday.

SESSION UPDATES AND CHANGES

Last-minute changes and cancellations are sent out via the OCALICON App, Twitter (@OCALIconofficial), and on the cancelled session's room sign.

SESSION HANDOUTS

Session handouts are available through both the OCALICON App and the Session Sorter. Note: You must first log in to your OCALI Pass to see the session handouts option in the Session Sorter. Sessions that have handouts available for download will include a white rectangle that says "Download."

Note: Presenters have been asked to submit their handouts for inclusion on the website and provide their audience with printed copies; however, OCALI cannot guarantee handouts will be available for every session.

EVALUATIONS

Please take a few minutes at the end of each session to complete an evaluation and provide feedback and suggestions to the presenter(s). Paper session evaluations will be available in each room, and online session evaluations are available through the OCALICON App. The overall conference evaluation is also available in paper or online format. Please complete one before or after you leave. Your ideas and suggestions are important – and help us in the ongoing pursuit of developing and offering the best event possible!

OFFICE OF RESEARCH & IMPACT

OCALI's Office of Research & Impact works to assist with program evaluation, data collection and analysis, reporting, and the synthesis of current research.

At OCALICON, the office wants to hear from you!! Fill out your full conference evaluation and turn it in at our desk located near the Registration Drea. We will scan your badge and randomly draw 20 names for gift cards after OCALICON. Use either the App or paper evaluation forms. You have until midnight on November 22 to complete your evaluation and be eligible for the drawing. The Impact Team will also be conducting on-site interviews to learn more about participants' unique experiences – so please participate!! We want to hear from you!

Please note: Events on the Main Stage may feature loud music, amplified voices, and bright lights.

Stop by the Accessibility Desk if you would like to borrow a pair of noise-canceling headphones or learn about additional accommodations.



EXHIBIT HALL HOURS

Wednesday	9:00 am – 5:00 pm
Thursday	9:00 am – 5:00 pm
Friday	8:00 am – 1:00 pm

The Exhibit Hall is an integral part of OCALICON

It's not an add on, or an afterthought. Or a side hallway. Or a ballroom across the street.

It is OCALICON's epicenter, the space where convergence creates happenings, doings, and makings. We have carefully designed the space to promote the questions, curiosity, and dialogue that leads to engagement, excitement, and enthusiasm. It is an innovation, idea, and inspiration hub where attendees continuously interact with the latest research, products, services, and solutions – and the developers, ambassadors, and change agents who make them happen.

It is the place where thousands of conversations and connections create endless buzz, boundless energy, and infinite possibilities.

Conference exhibitors include leading companies and organizations who demonstrate, showcase, and sell the latest products, services, and assistive technology in support of ASD, sensory disabilities, low-incidence disabilities, and related areas.

All exhibits are located in Hall B. Be sure to schedule several hours in the exhibit hall over the next few days to discover and learn more about their resources and solutions.

Breaks between sessions and an extended lunchtime provide multiple opportunities for meeting with exhibitors. Energy Breaks are held in Hall B on Wednesday and Thursday afternoons from 2:00 – 2:45 pm. Enjoy complimentary snacks, door prizes, and more during this mid-day boost.



EXHIBITORS

Wednesday	9:00 am – 5:00 pm
Thursday	9:00 am – 5:00 pm

Discover – and even purchase! – new products, services, and solutions from 70+ leading companies and organizations.

From sensory products to administrative tools, from professional development opportunities to the latest technology, and everything in between, the exhibit hall has something for everyone.

See complete listings and booth locations starting on page 72.



LOCAL MARKETPLACE

Friday	8:00 am – 1:00 pm
--------	-------------------

Back by popular demand! Beat the Black Friday rush, and get a jump on your holiday shopping! Added bonus – you get the chance to buy cool stuff from local small businesses!

We've invited some of our favorite Columbus-area businesses and organizations to showcase their products and merchandise. Get a jump start on your holiday shopping. **Friday only!**

See complete listings and booth locations starting on page 72.



PRESENTER MEET AND GREET

Meet keynotes Lee Stickle, Emily Rubin, Shawn Henry, and Sheila Grashinsky after their respective addresses on Wednesday and Thursday in the Presenter Meet and Greet area. LeDerick Horne will be available for a brief meet and greet in OCALI Central after his Friday closing keynote.



ENERGY BREAK

Recharge your afternoons during the mid-day break in the exhibit hall. Grab a snack and beverage, visit with exhibitors, and much more! The Energy Break is 2:00 – 2:45 pm on both Wednesday and Thursday.



TECH HELP AND ACCESSIBILITY DESK

The Tech Help and Accessibility Desk helps promote full participation by all OCALICON participants. Centrally located inside the exhibit hall near the Registration Desk, the Tech Help and Accessibility Desk provides information and resources to help you get the most out of your OCALICON experience. Stop by any time during the conference if you have a question or need some assistance with creating accessible documents or presentations. We're here to help!



POSTER SESSIONS

The Poster Sessions allow you to see and review visual displays of innovative content, data, and/or findings at your leisure. Scheduled session times during the lunch break also provide an opportunity for one-on-one discussion with presenters. Revisit them again and again as they remain hanging throughout the entire conference. Note that posters can be found on both the north and south ends of Hall B.



DOOR PRIZES

Register for your chance to win great door prizes generously donated by many of this year's exhibitors. Pick up free tickets every morning in OCALI Central. Choose your favorite items – and drop your tickets in the prize boxes for a chance to win! Note: Must be present to win. Good luck!

Drawing Times:

Wednesday and Thursday

OCALI Central – 12:15 pm, 2:15 pm
Registration Area – 5:45 pm

Friday

Main Stage – 12:45 pm



SCAVENGER HUNT

New for 2019! Download the OCALICON App to play the Scavenger Hunt! As you scan each of the necessary QR codes from participating exhibitors and other locations, one letter in a phrase is added. Complete the entire phrase and you're entered to win one of three prizes! Prizes include:

- Core First Book Set (\$169 value), donated by Tobii Dynavox
- 1-year subscription to STAR Media Center (\$299 value), donated by STAR Autism Support
- Starter Classroom Break Box, Sensory Tool Kit (\$200 value), donated by Fun and Function

Need a little motivation along the way? Stop by OCALI Central each time you complete a word, and claim extra door prize tickets or OCALI swag! Complete the entire phrase and enter to win by Thursday at 3:50 pm.

Friday Drawing

OCALI Central – 4:10 pm

Note: When public officials or employees attend conferences in their official capacity, the Ethics Law prohibits them from accepting door prizes won at the conference – even if the drawing was random and all attendees were automatically entered. Should a public official or employee win such a drawing, the door prize belongs to the official or employee's public agency. The agency may decline to accept the gift or may also choose to use or designate the gift for an appropriate public purpose. This is a potential choice since the Ethics Law does not prohibit a public agency from accepting a donation from a private party as long as no official or employee benefits personally from the donation and the donation is voluntary.

Source: Ohio Ethics Commission (614) 466-7090

EXHIBIT HALL HIGHLIGHTS



OCALI CENTRAL

Check in with OCALI on-site in OCALI Central – located in Hall B. We've created a hospitality area where you can catch up on our latest doings and offerings, meet with OCALI center directors and program staff, and learn how our programs and opportunities can align with and support your continued efforts and work.

Browse offerings from the OCALI Lending Library. Enjoy a cup of coffee. Enter to win door prizes. Take a selfie to post and tag it with #OCALICON2019. And commemorate your experience by purchasing an OCALICON 2019 t-shirt or travel mug!



Grab a cup of coffee.



Snap a selfie in the photo booth.



Purchase an OCALICON t-shirt or travel mug.



Experience virtual reality.

Learn more about OCALI's virtual reality work with the Ohio Department of Developmental Disabilities. Come try it out!



ODE CONNECT

Located right across from OCALI Central in Hall B, ODE Connect is your one stop location to meet with ODE staff and representatives and learn more about their latest offerings and initiatives. Continue the work of the Inclusive Education Leadership Institute as you interact with ODE leaders and catch up on key topics and issues.

ODE Connect is designed to complement your growth and development as a leader, educator, and service provider. Stop by, grab a cup of coffee, and connect!



**Want to connect with OCALI or ODE?
Look for the red lanyard!**

You can identify OCALI and ODE staff by the red lanyards attached to their name badges. Attendees who are blind or visually impaired – simply stop by the Accessibility Desk near the Registration Desk, and we'll connect you with the appropriate OCALI or ODE staff member.

Let us know your questions. Give us your feedback or suggestions. Or simply say "hello!" We'd love to meet you!



**Original Artwork from
2019 Accessible Expressions Tour**

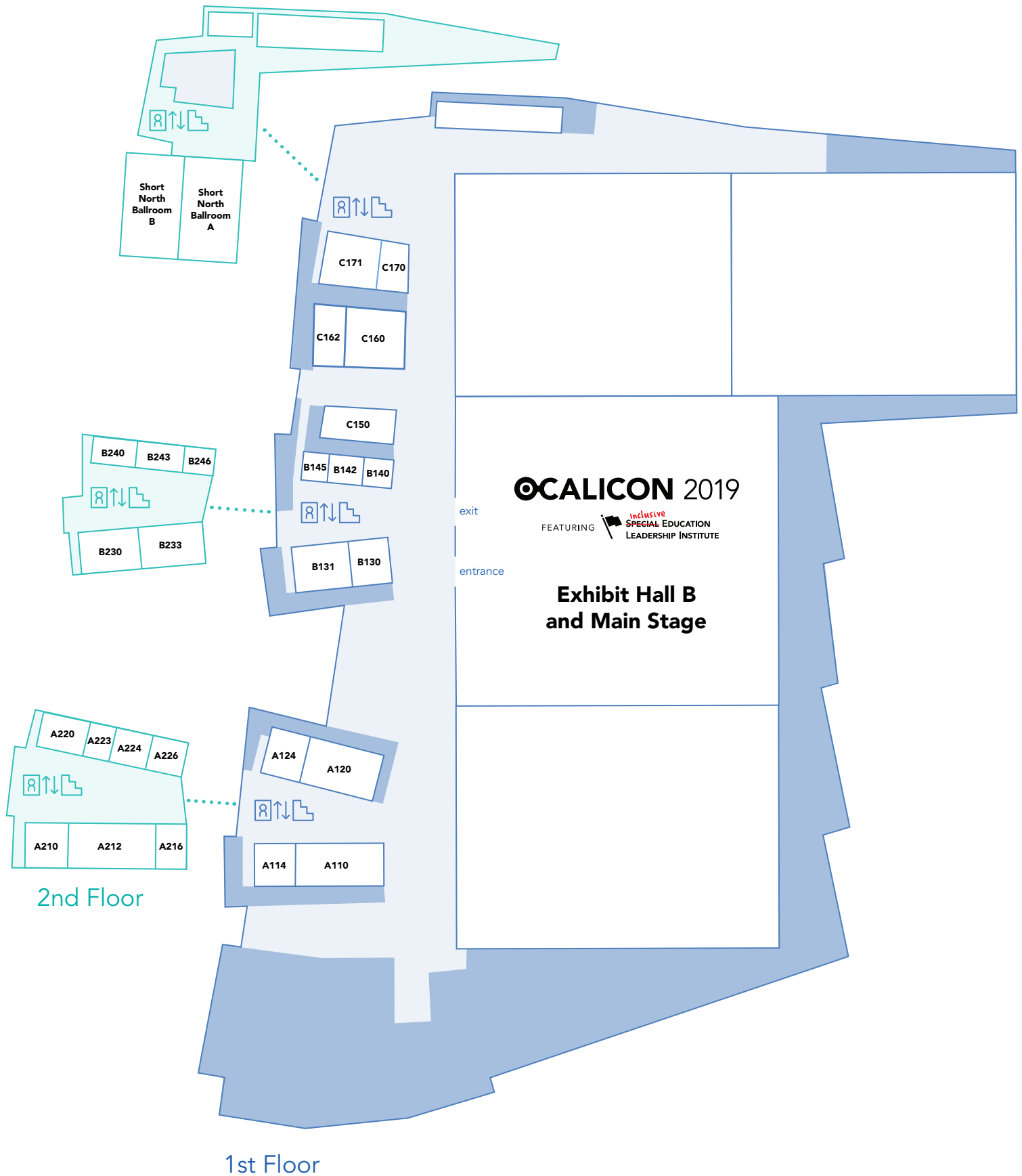
Friday | 8:00 am – 1:00 pm
Hall B

VSA Ohio. Celebrating Life Through Art.



AREA MAP





WEDNESDAY



Special Guest – Laurie VanderPloeg

Opening remarks from Laurie VanderPloeg, director of the Office of Special Education Programs (OSEP), in the Office of Special Education and Rehabilitative Services (OSERS), at the U.S. Department of Education.



Keynote

Lee Stickle, Emily Rubin, Shawn Henry

We are Better Together: Collectively Effecting Change

Come hear from leaders in three different states as they share from their experiences about where we have been, where we are headed, and why it makes a difference that we stick together. You will leave inspired as you reflect on how you are uniquely positioned both individually and collectively as you link arms together to change the course of history. With a focus on replicating elements of success, themes such as the importance of long-range goals from the early years through the transition years, areas of professional training and the allocation of resources, and the urgency to create connections beyond school into the community and across agencies will be discussed.



Meet the Keynotes! Stop by the Presenter Meet and Greet area in Hall B immediately after the keynote session to interact with Lee, Emily, and Shawn. Don't miss your opportunity to get a selfie or shake a hand!

8:00 – 9:15 am Concurrent Sessions	
A110	Creating Expert Learners Through Universal Design for Elementary Learning <i>Christy Walter, Stephanie Danko, Barb Gentile Green, Kelsy Arnold</i>
A114	Increasing Successful Post-School Outcomes With Evidence-Based Practices and Predictors <i>Rachel McMahan Queen, Carol Sparber</i>
A120	Xtreme Educator: The Case of the Missing Magic <i>Ruth Prystash</i>
A124	Multidisciplinary Perspective on Sexual Education Services for Individuals With I/DD <i>Mallory Workman, Elizabeth Schmidt, Sherri Walsh, Jessie Green</i>
A210	A Snapshot of Early Childhood Positive Behavior Interventions and Supports <i>Margie Spino, Michelle Smith, Deborah Bailey</i>
A212	Increasing Social Interactions for Students With Disabilities Through Peer Networks <i>Mary Barczak, Eric Anderson, Chelsea Amadi</i>
A220	Tools to Assess Assistive Technology Needs for Individuals With ASD <i>Heather Koren</i>
A223	Reading for Meaning With Read Naturally Live ▲ <i>Elaine Balum</i>
A224	Utilizing the iPad as an Instructional Tool for Students With Visual Impairments <i>Emily Adams, Rebecca King</i>
A226	Instructional Strategies for Deaf Students With Additional Disabilities <i>Tamara Burnett-Penny, Angela Moore</i>
B131	Integration of Communication Supports Throughout the School Environment <i>Abby Prentis, Sarah Starcher</i>
B142	Strategy Smackdown: Policy and State Systems <i>Teresa Kobelt, Melissa Bacon</i>
B230	An Inclusive Team Approach: Utilizing Targeted Interventions for Student Success <i>Carolyn Wilson, Heather Kinsey, Brandalyn Regula, Jamie Davis</i>
B233	Working Together to Collect and Analyze DATA <i>Lisa Orem, Karin Humble</i>
B240	How to Build a Successful State Agency Partnership <i>Alex Corwin, Janice Mader, Alissa Otani-Cole</i>
B243	Goodbye Challenging Behaviors ... Thanks to the Use of Antecedent Strategies in the Classroom <i>Megan Reister, Emily Sobeck</i>
C150	The How and When of Using Visual Supports and Schedules <i>Terri Swanson, Janelle Davey</i>
C160	Making Data-Driven Statewide Assessment Decisions for Students with Disabilities <i>Jennifer Heim, Jamie Tischer</i>



WEDNESDAY AT-A-GLANCE

C162	Working Together to Calm Your Classroom in 5 Simple Steps <i>Allison Officer, Lynn DeMange</i>
C170	Introducing Parents to the World of Autism <i>Chris Robinson</i>
C171	Are You a Dream Crusher? Career Storming and Entrepreneurship <i>Kitty Kromer, Debra Seevers, Linda Rudibaugh</i>
Short North Ballroom A	Conversations That Fuel Performance <i>Dan Rockwell</i>
Short North Ballroom B	The Good, the Bad, and the Ugly of the Monitoring Process: OEC, SST, and School Districts <i>Alycia Champion, Wendy Strickler, Betsy Ryan, Melissa Buckalew, Joe Kujkowski, Mona Burts-Beatty, Linda DiMarco</i>
9:45 – 11:15 am Keynote Session	
Main Stage Hall B	We Are Better Together: Collectively Effecting Change <i>Lee Stickle, Emily Rubin, Shawn Henry</i>
11:30 am – 12:30 pm Poster Session Presentations – Hall B	
Hall B Poster 1	Communication Modality Assessments for Students Who Are Deaf or Hard of Hearing <i>Christina Barr</i>
Hall B Poster 3	Multisensory Mindfulness: Strategies to Develop Peaceful, Focused Learners <i>Lisa Combs, Susan Aebker</i>
Hall B Poster 5	Indicators of ASD on a Standard Background and Intake Questionnaire <i>Myra Beth Bundy, Allison Simpson</i>
Hall B Poster 7	Structured Work Systems From Beginning to End <i>Shyanna Lindberg</i>
Hall B Poster 9	Am I Included? Creative Career Paths for Individuals With Disabilities <i>Sondra Williams, Brigid Rankowski</i>
Hall B Poster 11	Where Are You? Using a Mobile Device to Call and Text Location <i>Annemarie Horn, Selena Layden, Olga Karadimou</i>
Hall B Poster 13	Increasing Literacy and Independence Through Strategies and Supports <i>Raschelle Neild, Thangi Appanah</i>
Hall B Poster 15	Inclusive Effective Learning: Movement Method <i>Bianca Rimbach</i>
Hall B Poster 17	What Can We Do to Make Science More Accessible to Students With Visual Impairments? <i>Ying-Ting Chiu</i>
Hall B Poster 19	Handwriting and Autism: Perspectives From the Inside <i>Kate Gladstone, James Williams, Andrew Haber</i>
Hall B Poster 21	Using Apps to Support Students Identified as Twice Exceptional, 2e <i>Dusty Columbia Embury</i>

Hall B Poster 23	Embed and Assess! The High-Leverage Practices in Special Education Teacher Preparation <i>Christine DeWildt</i>
Hall B Poster 25	Using Behavioral Function to Develop Effective Interventions <i>Nicole Lambricht</i>
Hall B Poster 27	Smooth Transitions: Helping Caregivers Create Portfolios and Become Advocates <i>Greta Powell, Kim Garner, Mary LaRose</i>
Hall B Poster 29	Evaluating Language Learning Contexts of Preschool Classrooms for Children With ASD <i>Tricia McCollum, Sloane Burgess</i>
Hall B Poster 31	Let Go of the Lasso: Building Strong Family-Engagement Practices <i>Amanda Hedrick, Hayley Venturino, Martha Lucille Fisher Partlow</i>
Hall B Poster 33	Breaking Down the Barriers of Diversity in the Inclusive Classroom <i>Andrea Pettit-Bee, Kimberly Taylor</i>
Hall B Poster 35	Culturally Informed Recommendations for Working With Children With ASD and Their Caregivers <i>Alexandra Melchiorre, Carolyn Matthews, Alaina Miller, Gokce Ergun</i>
Hall B Poster 37	Parent Concerns About Interactions of First Responders With Children With Autism <i>Alicia Lutman</i>
Hall B Poster 39	Proactive vs. Reactive Approaches to Students With ASD and Challenging Behaviors <i>Elizabeth Shewell, Kate Vross, Debbie Farelli, Damon Buente</i>
Hall B Poster 41	Ohio Employment First Transition Framework: A Focus on Multi-Agency Planning <i>Britta Hough, Kelly Schuck</i>
Hall B Poster 43	Creating an Evidence-Based Transition Program From the Ground Up <i>Amanda Tipkemper, Elizabeth Wietmarschen</i>
Hall B Poster 45	Supporting the Needs of Young Adults With ASD Within the Community <i>Carley Matsumoto</i>
12:45 - 2:00 pm Concurrent Sessions	
A110	Using Evidence-Based Strategies to Raise Literacy Achievement for All Students <i>Pamela Kennedy, Cheryl Byrne</i>
A114	Interprofessional Collaboration Between Speech-Language Pathologists and Behavior Analysts <i>Teresa Cardon</i>
A120	Can Visual Learning Technology Improve Student Outcomes? <i>Kristine Turko</i>
A124	Supporting Students With ASD in Postsecondary Settings <i>Lee Stickle, Marc Ellison, Brenda Myles, Raven Witzigreuter</i>
A210	Virtual and Augmentative Reality: Innovations for Today's Classroom <i>Sean J. Smith</i>



WEDNESDAY AT-A-GLANCE

A212	What's the Point?: Evidence-Based Procedures for Token Economy Systems and Response Cost <i>Sara Boettcher, Samantha Banks</i>
A216	ASD: Oregon's Revised Evaluation Process and Criteria <i>Nancy Lawson, Brad Hendershott</i>
A223	Creating an Infrastructure for Students With Significant Cognitive Disabilities in General Education ▲ <i>Cami Ferguson</i>
A224	Using OLAC to Increase Collective Capacity <i>Jim Gay, Karel Oxley</i>
A226	From Sheltered Workshop to Community Employment Experiences: A 6-Week Opportunity <i>Jessie Green, Kurt Smith</i>
B130	All That and a Bag of Chips: An Overview of Strategies for Academic Instruction <i>Angela Sheets, Nicole Wingate</i>
B131	Data-Driven Social and Emotional Learning Instruction: It's Easier Than You Think! <i>Eve Muller, Lynn Cannon</i>
B142	Strategy Smackdown: Teaching Communication to Young Children With Disabilities <i>Maggie Gons, Meledy Dawson, Wendy Szakacs</i>
B230	Promoting Access for People Who Are Deaf, Hard of Hearing, Blind, or Visually Impaired <i>Heather Herbster</i>
B233	Sleep Issues for People With ASD <i>David Hamrick</i>
B240	Parent Advocacy: Navigating Pitfalls and Strengthening the Parent-School Relationship <i>Emily Haynes, Jenny Speas</i>
B243	Integrated Student Supports: Supporting Vulnerable Youth by Looking at the Whole Child <i>Brian Davis, Anna Miller, Nicholas Demetriou III</i>
C150	Co-Plan Co-Serve Regional Support and District Implementation: An SST and ESC Collaboration <i>Matt Young, Tracy Mail, Dianna Howes, John Lamanna</i>
C162	Model Programs for Cafeteria and Recess: Promoting Participation for All Students <i>Lauri Doxsey</i>
C170	Forensic Assessment and Treatment Options for Individuals With ASD <i>Allen McConnell, John Tilley, Bob Stinson</i>
C171	You CAN Be in More Than One Place at One Time! <i>Lorri Ross, Greg Rossman, Danna Casto</i>
Main Stage Hall B	The 5 Keys to Successfully Supporting the Behavioral Regulation Needs of a Person With Autism <i>Kelly Mahler, Chloe Rothschild</i>

Short North Ballroom A	Social-Emotional Learning: Dancing With UDL While Ensuring Engaged, Compassionate, Expert Learners <i>Jen Townsend, Ron Rogers</i>
Short North Ballroom B	PBIS: What It Is and What It Is Not <i>Emily Jordan, Margie Spino</i>
2:00 – 2:45 pm Energy Break	
Hall B	Enjoy complimentary snacks and beverages while you visit with exhibitors.
2:45 – 4:00 pm Concurrent Sessions	
A110	EVERY Learner Is an Expert Learner! Weaving UDL and Specially Designed Instruction Together <i>Lindsay Slater, Barb Gentile Green</i>
A114	I Can Read: Overcoming Intellectual Disability <i>Laura Jones, Argyroula Diamanti</i>
A120	They're Counting on Us: A Model for Building Early Numeracy Skills <i>Kelsey Feyes</i>
A124	From Cradle to Career: What We Need to Know From Each Other <i>Jim Taylor, Connie Hartman, Joel Vidovic, Amy Gaffney</i>
A210	Co-Teaching: From Obstacles to Opportunities <i>Jim Chapple</i>
A212	Structured Work Tasks as a Method to Link Personal Transition Goals and Academic Standards <i>Patricia Kauffman, Marissa Imondi, Terri MacDonald, Alycia Smith</i>
A216	Movin' On Up! Improving Transition Outcomes of Young Adults Who Are Deafblind <i>Leanne Parnell, Kimberly Moritz</i>
A220	Autism: As Easy as ABC and 1,2,3 <i>Mo Buti</i>
A223	Teaching Healthy Relationship Lessons to Today's Students ▲ <i>Rob Anderson</i>
A224	Change Your Aim: A Different Approach to Assessing Students With Complex Needs <i>Michelle Duncan, Rachel Hill, Shimika Duerson</i>
A226	Won't You Be My Neighbor? Collaboration for Success <i>Christen Szymanski, Heidi Burns</i>
B130	Self-Care With Flair: Teach Self-Care Skills to Children With Autism and Other Disabilities <i>Bhanu Raghavan, Ginger McDonald</i>
B131	Making IEPs Meaningful for Students With Autism: What Parents and Educators Need to Know <i>Jennifer Krumins</i>



WEDNESDAY AT-A-GLANCE

B142	Strategy Smackdown: Incidental Learning Tips for Children Who Are Blind/Visually Impaired or D/HH <i>Michelle Motil, Julie Stewart</i>
B230	Assistive Technology: A Spectrum of Possibilities <i>Kathy Zielinski, Kali Butensky, John Blair</i>
B233	A Research-Based Regional Roadmap to Improve ASD Identification <i>Peter Doehring</i>
B240	Breathe In, Breathe Out: Self-Care Tips for Individuals, Families, and Professionals <i>Julie Short, Jen Bavry, Dee Marks</i>
B243	Restorative Justice Applications in Special Education <i>Leila Peterson, Emily Lehman Miller, Rachel Szostek</i>
C150	Internal Monitoring: Beyond Compliance <i>Bethany Britt, LaNiece McKellar, Melissa Anderson, Amanda Stanoszek</i>
C160	Evidence-Based Strategies for Treating Problem Behavior Within Classroom Settings <i>Bobby Huffman</i>
C162	Virtual Reality for Teaching Social Skills <i>Justin Ehrlich, Sean J. Smith</i>
C170	Success for Life: Growing up With Autism <i>Jen Blackwell, Jordan Blackwell</i>
C171	No More Middle School Mayhem <i>Jennifer Schmidt, Megan Tomlin</i>
Main Stage Hall B	Real-World Application of Endrew F: Goal Writing, Data Collection, and Progress Monitoring <i>Christina Peer</i>
Short North Ballroom A	How Social and Emotional Engagement Impacts All Learners, Including You <i>Jen Townsend, Emily Rubin</i>
Short North Ballroom B	Work It Out! An Overview of Ohio's Special Education Dispute-Resolution Options <i>Heather Clingerman, Heidi Kleinman</i>
4:30 – 5:45 pm Concurrent Sessions	
A114	Pillars of Performance: Collaborating to Develop Social Competence at School <i>Carol Dittoe, Jackie Vollmer, Ann-Marie Small</i>
A120	How Full Is Your Cup? <i>Tera Viola</i>
A124	Becoming Social Participants in a Nonthreatening Way <i>Sondra Williams, Thomas McKean, Brigid Rankowski, Aimee Evans</i>
A210	Supporting Students' Social Cognition Through Research-Based Interventions <i>Eve Muller, Lynn Cannon</i>
A212	All in for ALL Students <i>Patti Porto, Julie Weyandt, Matthew Heath</i>

A216	It's Working: Ohio's Transition Vision for Students With Disabilities <i>Amy Szymanski, Shannon Komisarek, Stacy Collins</i>
A220	Food and Function ... Diet and Sensory Strategies That Work: The Gut-Brain Connection <i>Penny Hines</i>
A223	Developing a Professional Network to Leverage the Greatest Support for Individuals with ASD ▲ <i>Danielle DeLong, Brittany Joseph</i>
A226	Introduction to Assistive Technology for the Blind and Visually Impaired <i>Tim Schmidt</i>
B130	Parent Training Model for Treatment of Disruptive Behaviors and Sleep Disturbances in Young Children With ASD <i>Cynthia Johnson</i>
B131	Phonological Awareness Development in Emergent and Early Readers <i>Nancy Osko, Olivia Weisman</i>
B142	Strategy Smackdown: Trauma Informed Care for D/HH <i>Michelle Motil, Starr Dobush</i>
B230	How to Support Paraprofessionals to Effectively Deliver Evidence-Based Instruction <i>Matthew Brock, Emma Schnell, Jeremy Ortman, Mary Barczak</i>
B233	Closing the Gap: Mental Health and Autism <i>Kelly Mahler, Kim Clairly</i>
B240	Be Proactive, Not Reactive: Steps to Creating Your Own Internal Monitoring Process <i>Kimberly Moritz, Cherie Smith, Tiffini Flugga</i>
B243	An Introduction for New Directors of Special Education and Pupil Services <i>Valerie Riedthaler, Paul Kidd, Gwenn Spence</i>
C150	Designing Professional Development for Teachers of Students With Significant Needs <i>Ashley Quick, Heidi Brett Baker, Mary Baker-Boudissa, Jay Yampolsky</i>
C160	Make New Mistakes Every Day! But, Oh, How Hard It Is to Teach Old Dogs New Tricks! <i>Lorna Timmerman</i>
C162	Individualizing the Online Learning Experience: Designing for ALL Learners <i>Sean J. Smith</i>
C170	Navigating Sensory Experiences: Strategies From Self-Advocates and How You Can Help <i>Nathan Morgan, Molly Dann-Pipinias</i>
C171	Community-Based Instruction <i>Tammy Brinser, Emily Walker</i>
Short North Ballroom A	Building Cohesive Classroom Teams <i>Christine Reeve, Susan Kabot</i>
Short North Ballroom B	Integrating Tier 2 Behavioral Practices Within an MTSS and PBIS Framework <i>Sonia Stevenson, Michelle Nizen, Carrie McClure</i>



8:00 - 9:15 am

Creating Expert Learners Through Universal Design for Elementary Learning

A110

Christy Walter, Stephanie Danko, Barb Gentile Green, Kelsy Arnold

Do you want to develop motivated, expert learners who can assess their learning, set personal learning goals, and select appropriate activities to support those goals? Attendees will discover the qualities of expert learners and how to design instruction to nurture these qualities in students by making slight but impactful adjustments to activities that are already in place. Strategies to effectively and efficiently collaborate with colleagues will be discussed, including how to design IEPs for implementation within the UDL designed classroom.

Type: Hands-On Interactive
Level: Intermediate

Increasing Successful Post-School Outcomes With Evidence-Based Practices and Predictors

A114

Rachel McMahan Queen, Carol Sparber

In this session, evidence-based predictors and practices will be identified for promoting positive post-school outcomes for employment and postsecondary education. Engagement rates along with reasons for non-engagement will be illustrated with findings from the Ohio Longitudinal Transition Survey and compared to national data as it relates to transition-age students.

Type: Lecture
Level: Introductory

Xtreme Educator: The Case of the Missing Magic

A120

Ruth Prystash

Meet Xtreme Educator, teacher superhero, as she goes on a quest to help professionals find the missing ingredient that can save students from certain doom! Learn how to reduce behaviors, teach new skills, and improve engagement, all while addressing Common Core Standards. Examples and materials to share will round out this journey into extreme educating, so that participants not only learn how to be extremely effective, but also feel extremely excited about teaching.

Type: Hands-On Interactive
Level: Introductory

Multidisciplinary Perspective on Sexual Education Services for Individuals With I/DD

A124

Mallory Workman, Elizabeth Schmidt, Sherri Walsh, Jessie Green

Individuals with disabilities are often a neglected population when it comes to receiving sexual education services. In this session, participants will learn, from a multidisciplinary perspective, about one postsecondary program's model of providing sexual education for college students with intellectual and developmental disabilities. Participants will hear from higher education, parent, and OT perspectives on the topic and will have the opportunity to ask questions about sexual education in the field of I/DD.

Type: Panel
Level: Intermediate

A Snapshot of Early Childhood Positive Behavior Interventions and Supports

A210

Margie Spino, Michelle Smith, Deborah Bailey

PBIS is an evidence-based framework supported by federal and state legislation. Research confirms that school climate from pre-K to 12th grade is critical to academic, social, and behavioral success. The need to embrace an early childhood PBIS framework (pre-K to 3rd grade), recognizing developmental differences for our earliest learners, cannot be ignored. The investment is here! What does it look like? What needs to be considered? How do you know if you are ready? Come and hear about the successes and lessons learned from early childhood programs across Ohio.

Type: Lecture
Level: Introductory

Increasing Social Interactions for Students With Disabilities Through Peer Networks

A212

Mary Barczak, Eric Anderson, Chelsea Amadi

Do you want to help students with autism and other developmental disabilities increase their interactions with peers? Peer networks are designed to increase opportunities for students with disabilities to interact socially with their peers. In this interactive session, you will learn how to implement peer networks from teachers who successfully used peer networks with their elementary and high school students. Practical issues related to developing peer networks will be discussed, and attendees will leave with a plan to help create peer networks for their own students.

Type: Hands-On Interactive
Level: Introductory

Tools to Assess Assistive Technology Needs for Individuals With ASD

A220

Heather Koren

The AT assessment process involves evaluating a person's skills and needs. When working with an individual with ASD, the assessment process requires the assistive technology team to evaluate additional areas. Specific attention is focused on the sensory system, motor delays, the form of communication being used by the individual, challenging behaviors, types of visual supports needed, and the person's preferences, in addition to strengths and weaknesses. This session discusses tools to assist the AT team in collecting the information needed to conduct thorough AT assessments.

Type: Lecture
Level: Intermediate

Reading for Meaning With Read Naturally Live ▲

A223

Elaine Balum

Learn how to develop fluency, support vocabulary, and promote comprehension by combining three powerful research-based strategies: teacher modeling, repeated reading, and progress monitoring. Learn how to meet standards and accelerate the achievement of developing and struggling readers. These effective strategies are demonstrated using Read Naturally's web-based software program Read Live.

Type: Exhibitor
Level: Introductory

Utilizing the iPad as an Instructional Tool for Students With Visual Impairments

A224

Emily Adams, Rebecca King

This session provides hands-on examples and uses of the iPad as a teaching tool for students with visual impairments. The accessibility features on the iPad will be reviewed, along with examples of apps used to teach low vision strategies such as scanning, tracking, and targeting. Examples of how measurable data can be collected using apps will also be presented, and participants will learn to utilize the data to create IEP goals and objectives using the iPad as an instructional tool for students with visual impairments.

Type: Learning Lab
Level: Introductory

Instructional Strategies for Deaf Students With Additional Disabilities

A226

Tamara Burnett-Penny, Angela Moore

Working with deaf and hard-of-hearing students can be challenging, particularly with regard to language and reading difficulties. Working with deaf and hard of hearing students who have multiple learning challenges, cognitive disabilities, autism, deaf/blindness, and other disabilities can be extra challenging. Through examples, videos, dialogue, and role-play, the presenters will share strategies that have been successful in their classrooms as they work to prepare these populations for the world of work and life after high school.

Type: Lecture

Level: Intermediate

Integration of Communication Supports Throughout the School Environment

B131

Abby Prentis, Sarah Starcher

This presentation describes ways in which educators can implement communication supports throughout the school building in order to increase communication opportunities and communication progress of students with ASD. Evidence suggests that students with ASD benefit from repeated opportunities to practice communication skills throughout the day, with multiple communication partners across environments. Presenters will describe communication supports for students in elementary, middle, and high school with a wide range of abilities and needs.

Type: Lecture

Level: Intermediate

Strategy Smackdown: Policy and State Systems

B142

Teresa Kobelt, Melissa Bacon

This quick-paced session is participant lead, encouraging session attendees to briefly share their thoughts, ideas, and practices with the audience. Attendees will describe how it supports individuals, why it is useful or beneficial, and how it can be transferable for use by those in attendance. Come share your ideas and learn from others in the field. The session will be moderated by OCALI staff.

Type: Strategy Smackdown

Level: Intermediate

An Inclusive Team Approach: Utilizing Targeted Interventions for Student Success

B230

Carolyn Wilson, Heather Kinsey, Brandalyn Regula, Jamie Davis

Ridgewood Local Schools utilize a preschool team approach to assess all areas of child development, prioritize needs, and implement strategies. This presentation focuses on a case study to demonstrate how the needs of the whole child are addressed. Using the Underlying Characteristics Checklist, areas of need are identified in communication, sensory, fine-motor, social-emotional development, academic, behavior, gross-motor, vulnerability, medical, and biological factors. In addition, the Comprehensive Autism Planning System is used to create strategies that will allow children to be successful.

Type: Hands-On Interactive

Level: Introductory

Working Together to Collect and Analyze DATA

B233

Lisa Orem, Karin Humble

In this session, participants will have the opportunity to see a variety of models and strategies used to organize classrooms, create seamless staff transitions, and collect and use data via technology-driven techniques (Google Forms) that ultimately support and promote the unique interests of all kids, and that are purposeful, functional, and easy to use. Participants will learn how to collect data and create systems that are efficient, quick, and collaborative with their own teams through the practices and models that the presenters have implemented in their classroom.

Type: Lecture

Level: Introductory

How to Build a Successful State Agency Partnership

B240

Alex Corwin, Janice Mader, Alissa Otani-Cole

Ohio has built a successful inter-agency partnership between the Department of Education (ODE) and Opportunities for Ohioans with Disabilities (OOD), the state vocational rehabilitation agency. In this presentation, learn how, together, both agencies are aligning policy, vocabulary, trainings, and expectations between the agencies to work on smoother transitions for students from high school to adulthood. The focus of the partnership is better preparing students for competitive, integrated employment with a focus on agency neutral, outcome-focused, and person-centered planning.

Type: Facilitated Discussion

Level: Intermediate

Goodbye Challenging Behaviors ... Thanks to the Use of Antecedent Strategies in the Classroom

B243

Megan Reister, Emily Soback

Teachers have reported increasing levels of challenging behavior in school leaving both teachers and paraeducators as primary behavior interventionists. However, they also report feeling ill prepared to address these behaviors. In this session, effective antecedent behavior strategies for a variety of behaviors will be shared. Participants will learn 10 strategies to help prevent challenging behavior.

Type: Facilitated Discussion

Level: Introductory

The How and When of Using Visual Supports and Schedules

C150

Terri Swanson, Janelle Davey

Preschool and kindergarten students with autism may struggle to follow adult verbal cues, understand expectations, or know what they are going to do next. Many children with ASD have strengths in visual processing. Visuals provide concrete cues that aid in building independence to follow routines and learn/understand behavioral expectations and new skills. Using real-life examples, this session shares how to determine the type of visual support a child may understand best and how to gather and use data to make changes to the child's visual supports.

Type: Lecture

Level: Introductory

Making Data-Driven Statewide Assessment Decisions for Students with Disabilities

C160

Jennifer Heim, Jamie Tischer

Statewide testing is a requirement for ALL students; it is not a question of IF students with disabilities will participate but HOW they will participate. IEP teams must use appropriate data to make informed decisions about how students will receive instruction and demonstrate their knowledge on classroom and statewide assessments. In this session, participants will become familiar with the options for statewide testing participation in Ohio and will acquire the resources and knowledge needed to make data-driven assessment participation decisions for students with disabilities.

Type: Lecture

Level: Introductory



WEDNESDAY SESSIONS

Working Together to Calm Your Classroom in 5 Simple Steps

C162

Allison Officer, Lynn DeMange

During this informative session, an intervention specialist and an OT from the Montgomery County ESC's autism and low-incidence coaching team will share ideas for collaboration among team members to develop a plan for meeting the sensory-modulation and social-emotional needs of individuals and groups of students through a 5-step implementation process: assessment, direct instruction, proactive practice, reactive strategies, and progress monitoring. A variety of tools and calming strategies will be presented.

Type: Lecture

Level: Intermediate

Introducing Parents to the World of Autism

C170

Chris Robinson

The value and importance of early intervention in treating autism is well documented. Practitioners working with the birth-to-3 population have a responsibility to let parents know when they are observing characteristics of autism. This session reviews behaviors in young children that are indicative of autism and how to discuss pursuing a diagnosis with parents. Once a diagnosis is given, parents are faced with determining appropriate interventions. During this discussion, types of interventions will be compared including behavioral, developmental, and parent implemented.

Type: Lecture

Level: Intermediate

Are You a Dream Crusher? Career Storming and Entrepreneurship

C171

Kitty Kromer, Debra Seevers, Linda Rudibaugh

We all have dreams and aspirations. Teaching and learning have changed, so has the world of work. Enter students who aim for careers in fashion, art, auto repair, computers, medicine, or pro sports. How do I guide their transition experiences? Do I brush them off with, "You can be whatever you want to be?" Am I brutally honest and become a dream crusher? Our training didn't prepare us for THIS! It wasn't in the manual. Come explore new options using Career-Storming and entrepreneurial education to elicit attainable job possibilities without crushing dreams, through hands-on, interactive activities.

Type: Hands-On Interactive

Level: Intermediate

Conversations That Fuel Performance

Short North Ballroom A

Dan Rockwell

Leaders spend much of their day talking. This presentation provides opportunity for leaders to explore ways to maximize the positive impact of their conversations. Learn how to ignite growth with a simple conversation, even when someone doesn't think they need to grow. Participants will also explore rituals that build culture 15 minutes at a time. This session helps leaders leverage the power of conversations to achieve organizational objectives.

Type: Lecture

Level: Introductory

The Good, the Bad, and the Ugly of the Monitoring Process: OEC, SST, and School Districts

Short North Ballroom B

Alycia Champion, Wendy Strickler, Betsy Ryan, Melissa Buckalew, Joe Kujkowski, Mona Burts-Beatty, Linda DiMarco

This session covers all the emotions and steps of an on-site special education review. Topics include the shock of the initial notification, the stress leading up to and during the visit, the aftermath, and beyond the review.

Type: Panel

Level: Introductory

9:45 - 11:15 am

We Are Better Together: Collectively Effecting Change

Main Stage Hall B

Lee Stickle, Emily Rubin, Shawn Henry

Come hear from leaders in three different states as they share from their experiences about where we have been, where we are headed, and why it makes a difference that we stick together. With a focus on learning from the data and replicating the successes, areas of professional training and the allocation of resources, the importance of long-range IEP goals from the early years through transition years, and the urgency to create connections beyond school into the community and across agencies will be discussed. Leave with an understanding of our collective connectedness and its power to effect change.

Type: Keynote

Level: Advanced

11:30 am - 12:30 pm

Communication Modality Assessments for Students Who Are Deaf or Hard of Hearing

Hall B – Poster 1

Christina Barr

This session emphasizes the importance of conducting data-based assessments to guide team decisions regarding student communication modality, placement, and accommodation options. The presenter uses assessments from applied behavior analysis and the field of Deaf Education and modifies them to fit the needs of her preschool D/HH students. Bridging the two fields and learning from each other provides strategies, technologies, and assessments from which all can benefit. Assessments to be reviewed include Mand Modality, Functional Listening Evaluation (FLE), and Essentials for Living: Alternative Modes of Speaking.

Type: Poster

Level: Introductory

Multisensory Mindfulness: Strategies to Develop Peaceful, Focused Learners

Hall B – Poster 3

Lisa Combs, Susan Aebker

Many schools are recognizing the positive impact of regular instruction in and practice of mindfulness strategies with students. Such practices can contribute to a positive and peaceful classroom climate and can support students in developing emotional self management. This session will provide participants with instruction and experience in applying specific mindfulness practice utilizing auditory, visual, tactile, and kinesthetic teaching strategies.

Type: Poster

Level: Intermediate

Indicators of ASD on a Standard Background and Intake Questionnaire

Hall B – Poster 5

Myra Beth Bundy, Allison Simpson

This session reports on a study assessing the capacity for a parent-report clinic background questionnaire to contribute to predicting whether the child left a multidisciplinary autism clinic with or without a diagnosis on the autism spectrum. Scores on 6 selected questionnaire items of high qualitative interest to the team psychologist were analyzed for their prediction of ASD diagnosis vs. no ASD diagnosis. Analysis suggests mixed levels of significance for the 6 items. Further investigation of the significance of qualitative parent reports on clinic background questionnaires is warranted.

Type: Poster

Level: Intermediate

Structured Work Systems From Beginning to End

Hall B – Poster 7

Shyanna Lindberg

A work system sets expectations for a student with autism in a classroom, home, or community setting in an organized area. Work systems allow students to identify 4 questions: what work, how much work, how do I know if I am making progress, and what do I do when finished? Work systems come in a variety of forms and evolve with age, mastery, and ability level. Learn how implementing work systems allows room to grow through organization, sequencing, reducing distractions, generalization of skill acquisition, and independent initiation.

Type: Poster

Level: Introductory

Am I Included? Creative Career Paths for Individuals With Disabilities

Hall B – Poster 9

Sondra Williams, Brigid Rankowski

As individuals with disabilities grow up, there continues to be uncertainty about finding successful and enriching employment opportunities. We can support individuals on their employment journeys by looking at their individual strengths and special interests from a creative lens. This means exploring employment opportunities in the art fields in our communities. Real-life examples and supports will be discussed to help attendees think outside the box when it comes to employment opportunities.

Type: Poster

Level: Introductory

Where Are You? Using a Mobile Device to Call and Text Location

Hall B – Poster 11

Annemarie Horn, Selena Layden, Olga Karadimou

This presentation reports on research measuring the efficacy of video modeling used to teach three young adults with ASD and comorbid ID to use a mobile device (iPod) on a college campus. Participants used the iPod to communicate their location within a university building when receiving and initiating voice calls and responding to text messages from their teacher. Findings revealed some students needed support (e.g., antecedent prompt) in addition to the model to perform the target skills.

Type: Poster

Level: Intermediate

Increasing Literacy and Independence Through Strategies and Supports

Hall B – Poster 13

Raschelle Neild, Thangi Appanah

This presentation provides participants with information about strategies and models how to modify them to improve literacy and independence for deaf learners with disabilities. Participants will review scenarios to practice selecting strategies and modifying them to meet the needs of students while considering their literacy level and encouraging independence.

Type: Poster

Level: Introductory

Inclusive Effective Learning: Movement Method

Hall B – Poster 15

Bianca Rimbach

Movement Method is being implemented around the globe to create an inclusive, engaging learning environment based on research-based brain development and support through movement and ideal environment change in learning settings. This presentation gives an overview of the basic neuroscience behind the method, how to effectively implement the framework, and the positive effects it can have on behavior, learning outcomes, and coping mechanisms.

Type: Poster

Level: Introductory

What Can We Do to Make Science More Accessible to Students With Visual Impairments?

Hall B – Poster 17

Ying-Ting Chiu

The role of gender, race, ethnicity, and socioeconomic status has been discussed as a means of increasing access to science for all student populations. However, disability has not been discussed much, yet science learning typically requires visual observations and, therefore, is especially challenging for students with visual impairments if alternative methods are not provided. This session addresses issues in science education for students with visual impairments and discusses possible solutions to increase the awareness that Science for All includes students with visual impairments.

Type: Poster

Level: Introductory

Handwriting and Autism: Perspectives From the Inside

Hall B – Poster 19

Kate Gladstone, James Williams, Andrew Haber

Prepare for surprises! Listen to adults with autism share their "lives with handwriting" - their struggles mastering this skill and self-remediation strategies that empowered them to help others with handwriting issues. Their perspectives and different approaches raise the question: How can handwriting instruction become more autism-friendly?

Type: Poster

Level: Introductory

Using Apps to Support Students Identified as Twice Exceptional, 2e

Hall B – Poster 21

Dusty Columbia Embury

In this session, we introduce how/where to find promising educational apps to use with students identified as having both a disability and gifts/talents. We will share specific apps to support and enrich students in the areas of organization, communication, literacy, creativity, and remediation.

Type: Poster

Level: Introductory

Embed and Assess! The High-Leverage Practices in Special Education Teacher Preparation

Hall B – Poster 23

Christine DeWildt

The time is now to incorporate the high-leverage practices in special education into special education teacher preparation! This session explores the process of embedding and assessing the high-leverage practices in special education within preservice special education teacher preparation.

Type: Poster

Level: Intermediate

Using Behavioral Function to Develop Effective Interventions

Hall B – Poster 25

Nicole Lambright

In this presentation, participants learn to identify the 4 functions of behavior and determine which function maintains students' maladaptive behaviors. They will also learn how to develop interventions specific to behavioral function. Interventions discussed will cover increasing desirable behaviors, decreasing negative or maladaptive behaviors, and determining appropriate replacement behaviors. Development of functional hypotheses, problem solving for interventions, data collection, and data-informed decision making will also be discussed.

Type: Poster

Level: Intermediate



WEDNESDAY SESSIONS

Smooth Transitions: Helping Caregivers Create Portfolios and Become Advocates

Hall B – Poster 27

Greta Powell, Kim Garner, Mary LaRose

This poster session will cover our program's year-long exit transition process for preschoolers with ASD. Participants will see examples of family-created portfolios, transition timelines and informative PowerPoints. Feedback and experience with the process from parents and educational service providers will also be shared. While our program is preschool-based, the tools used can easily be applied to school-age students.

Type: Poster

Level: Introductory

Evaluating Language Learning Contexts of Preschool Classrooms for Children With ASD

Hall B – Poster 29

Tricia McCollum, Sloane Burgess

Talking to children is important for their language and literacy skills. Little is known about how adults talk to young children with ASD in their preschool programs. We evaluated adult and child language characteristics (adult words, child vocalizations, child turns) of young children with ASD in their integrated and segregated preschool programs to determine in which contexts children were exposed to the richest language environments. Results from this study will be shared as valuable information for planning for the best language learning environment for preschool children with ASD.

Type: Poster

Level: Intermediate

Let Go of the Lasso: Building Strong Family-Engagement Practices

Hall B – Poster 31

Amanda Hedrick, Hayley Venturino, Martha Lucille Fisher Partlow

Are you tired of lassoing families to get them involved? Research shows family engagement is vital to the care and education of children. What does family engagement entail? Learn how to implement successful family-engagement techniques that will have parents going beyond volunteering to building authentic relationships with teachers, administration, and each other. This session will review Epstein's model for parental involvement and give strategies to support parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

Type: Poster

Level: Intermediate

Breaking Down the Barriers of Diversity in the Inclusive Classroom

Hall B – Poster 33

Andrea Pettit-Bee, Kimberly Taylor

As students from diverse backgrounds populate our classrooms, the need for culturally responsive pedagogy increases. We must create classroom cultures where ALL students feel welcomed and supported. This session is focused on diversity and inclusion, as well as the different dimensions of diversity within each of us to support diversity in the 21st century, inclusive classrooms are crucial for student success.

Type: Poster

Level: Introductory

Culturally Informed Recommendations for Working With Children With ASD and Their Caregivers

Hall B – Poster 35

Alexandra Melchiorre, Carolyn Matthews, Alaina Miller, Gokce Ergun

Cultural beliefs impact our perception, experience, and management of disability. When parents of children with ASD seek care, their understanding of the disorder and their treatment choices are influenced by their cultural norms. To better serve this population in a culturally sensitive way, the presenters will review recommendations for children with ASD who are members of the Latin, Indian, and African American communities. Due to the variability in interpretation of ASD across cultures, it is important for professionals to consider culturally humble recommendations for these individuals.

Type: Poster

Level: Introductory

Parent Concerns About Interactions of First Responders With Children With Autism

Hall B – Poster 37

Alicia Lutman

This session reports on a study to better understand parent perceptions and concerns during interactions of first responders with children on the autism spectrum to help refine future education for first responders about responding to an emergency involving an individual on the autism spectrum. Six parent participants of children in age groups 3-6, 6-12, and 12-18 were interviewed. Several connected themes arose from the interviews. These will be recommended for inclusion in future autism awareness training courses for first responders.

Type: Poster

Level: Intermediate

Proactive vs. Reactive Approaches to Students With ASD and Challenging Behaviors

Hall B – Poster 39

Elizabeth Shewell, Kate Vross, Debbie Farelli, Damon Buente

Educators today are required to differentiate to meet the needs of all students in the general education classroom. While research has proven that inclusion benefits all students, classroom teachers are not always equipped with the tools and strategies necessary to meet the needs of atypical learners. Through hands-on activities and interactive discussion, we share our journey in forming an alternative learning team and implementing practices that empower teachers with the knowledge and tools necessary to educate students with ASD and challenging behaviors in the general education classroom.

Type: Poster

Level: Introductory

Ohio Employment First Transition Framework: A Focus on Multi-Agency Planning

Hall B – Poster 41

Britta Hough, Kelly Schuck

The Ohio Employment First Transition Framework is a critical component to Ohio's Employment First structure, intended to address barriers to transition planning and services in order for transition youth to achieve meaningful adult outcomes. This session focuses on tools and resources that can be used at the individual team level. These common processes and tools assist professionals to plan, prepare, empower, educate, and connect across systems so as to consistently assist youth with disabilities in realizing meaningful community employment and other valued aspects of adult life.

Type: Poster

Level: Intermediate

Creating an Evidence-Based Transition Program From the Ground Up

Hall B – Poster 43

Amanda Tipkemper, Elizabeth Wietmarschen

This session reviews and discusses the development of the Autism Services Transition Program for 18- to 21-year-olds with autism at the Children's Home of Cincinnati. The program was piloted in the 2016-17 school year with 4 students, and is projected to begin the 2019-20 school year with 16-20 students. The program serves students who benefit from a range of supports and specialized interventions. Data-collection methods are being formalized so that outcomes can be tracked and shared as the program continues to grow and gain traction.

Type: Poster

Level: Intermediate

Supporting the Needs of Young Adults With ASD Within the Community

Hall B – Poster 45

Carley Matsumoto

The transition to adulthood is challenging, and many adults with ASD have poor outcomes compared to their peers. This presentation reports on an online needs assessment survey developed to identify priorities and unmet needs to inform community services. Respondents identified a significant need for services in the areas of community involvement, personal relationships, mental health supports, healthy living, employment skills, and daily living skills. Minnesota Independence College and Community (MICC), a transition program for individuals with ASD, used survey results to inform programming.

Type: Poster
Level: Intermediate

12:45 - 2:00 pm

Using Evidence-Based Strategies to Raise Literacy Achievement for All Students

A110

Pamela Kennedy, Cheryl Byrne

Advancing reading achievement is crucial for all learners, and some need accelerated outcomes. To meet these needs, we break the reading block into five parts, and through the lens of evidence-based strategies and universal design for learning, model how to teach and progress monitor phonological awareness, phonics, vocabulary, fluency, and comprehension. After the "I DO" portion, participants will work in small groups and independently, securing plenty of hands-on practice during the "WE DO" and "I DO" parts.

Type: Hands-On Interactive
Level: Introductory

Interprofessional Collaboration Between Speech-Language Pathologists and Behavior Analysts

A114

Teresa Cardon

Speech-language pathologists and behavior analysts provide treatment for individuals with ASD. Differences in theoretical perspectives and intervention strategies are evident and provide insight into differing intervention models. This session highlights strategies for interprofessional education along with tips for working across disciplines. Finally, practical tips to support communication for young children with ASD will be identified.

Type: Lecture
Level: Intermediate

Can Visual Learning Technology Improve Student Outcomes?

A120

Kristine Turko

The use of technology in education has skyrocketed since the birth of the Apple iPad in 2010, particularly in the form of visual learning software. However, there is very little research on its efficacy. This session is intended to support conversation related to (a) The effectiveness of visual learning software; (b) The amount of time that students need to interact with visual learning technology to show improved learning outcomes; and (c) Comparative learning outcomes for neurotypical and neurodiverse students.

Type: Hands-On Interactive
Level: Intermediate

Supporting Students With ASD in Postsecondary Settings

A124

Lee Stickle, Marc Ellison,
Brenda Myles, Raven Witzigreuter

This session broadly focuses on three areas. First, a brief review will be provided on current outcome data, an analysis of the changing job market, and a brief review of the skills that are acquired and developed in postsecondary settings in addition to academic content. Second, an overview of Marshall University's college program for students with ASD will provide participants with the evolution of the supports and a perspective of the program from a college student. Third, participants will receive a "look-for" list of features that successful programs provide to students with ASD.

Type: Panel
Level: Introductory

Virtual and Augmentative Reality: Innovations for Today's Classroom

A210

Sean J. Smith

The rapid expansion of educational technology offers tools that teachers can integrate to redefine the instructional and learning experience. Mixed reality applications, including augmented and virtual reality, offer innovative and engaging solutions. This session features ways educators can access and apply innovations to today's classrooms, such as tools that align with social skill development, addressing target behaviors, implementing principles of UDL, and other practices needed to support students with ASD and their peers. How-to steps will be introduced followed by ways to implement into current instructional, behavioral, and social-emotional efforts to enhance student outcomes.

Type: Lecture
Level: Intermediate

What's the Point?: Evidence-Based Procedures for Token Economy Systems and Response Cost

A212

Sara Boettcher, Samantha Banks

Research has shown the effectiveness of a token economy and a response cost system to decrease maladaptive behavior. In a group setting, it is difficult to deliver individualized feedback consistently. With the use of a tiered reinforcement system, a token economy system and response cost as an independent group contingency, students are more likely to engage in appropriate behavior following maladaptive behavior. This session will allow participants to learn and implement a strategy for behavior change.

Type: Hands-On Interactive
Level: Intermediate

ASD: Oregon's Revised Evaluation Process and Criteria

A216

Nancy Lawson, Brad Hendershott

States vary widely in the criteria used to establish special education eligibility under the category of ASD, with some using criteria out of step with scientific consensus. Further, differences between medical diagnosis and educational eligibility criteria result in confusion for parents. After nearly a decade of discussion and debate, Oregon adopted new rules that govern ASD evaluation and eligibility criteria that went into effect January 2019. Learn how and why Oregon made these changes and the effects they have produced thus far.

Type: Lecture
Level: Intermediate

Creating an Infrastructure for Students With Significant Cognitive Disabilities in General Education ▲

A223

Cami Ferguson

It is imperative to provide students with significant cognitive disabilities and/or behavior challenges meaningful opportunities to participate in general education settings. Although inclusion for all students has historically been a goal for school districts, building a system that supports both teachers and students can be difficult. This presentation discusses how schools can provide meaningful opportunities for these students to participate in general education settings by reviewing the components necessary for an infrastructure that not only supports, but also sustains inclusive practices.

Type: Exhibitor
Level: Introductory



WEDNESDAY SESSIONS

Using OLAC to Increase Collective Capacity

A224

Jim Gay, Karel Oxley

The OLAC website has been updated and improved. This session focuses on the new tools and resources that are available on the site along with the enhancements that have been added to make the user's experience more productive. The most popular resources that districts use to help faculty and staff better meet the educational needs of diverse learners will be highlighted.

Type: Learning Lab
Level: Introductory

From Sheltered Workshop to Community Employment Experiences: A 6-Week Opportunity

A226

Jessie Green, Kurt Smith

The Ohio State University Nisonger Center and Franklin County Board of Developmental Disabilities/ARC Industries have partnered annually to create an integrated, community-based summer project aimed at providing employment skills and opportunities for individuals with intellectual and developmental disabilities from sheltered workshops as described in this session. Participants will have the opportunity to complete internships, learn job-readiness skills, and gain access to the community through exploration of the city bus system.

Type: Lecture
Level: Introductory

All That and a Bag of Chips: An Overview of Strategies for Academic Instruction

B130

Angela Sheets, Nicole Wingate

Determining how to organize/implement all of the necessary ingredients of a functional educational experience can be overwhelming, time consuming, and stressful. Presenters will focus on practical ways to organize/implement state standards, IEP goals, AAC, and curriculum in an intense interventions setting spilling into the general education classrooms. Presenters offer a step-by-step recipe, specifying key ingredients, including state standards and functional classroom activities, that can easily be related to language and communication instruction to meet individual needs.

Type: Lecture
Level: Introductory

Data-Driven Social and Emotional Learning Instruction: It's Easier Than You Think!

B131

Eve Muller, Lynn Cannon

Data-driven social and emotional learning instruction helps ensure that we accurately assess our students' SEL strengths and needs, identify appropriate SEL skills to teach, select appropriate entry points for instruction, ensure that interventions are working, and measure student progress over time. Using a case-study format, this presentation offers a five-step framework for data-driven SEL instruction for students with ASD.

Type: Lecture
Level: Intermediate

Strategy Smackdown: Teaching Communication to Young Children With Disabilities

B142

Maggie Gons, Meledy Dawson, Wendy Szakacs

This quick-paced session is participant lead, encouraging session attendees to briefly share their thoughts, ideas, and practices with the audience. Attendees will describe how it supports individuals, why it is useful or beneficial, and how it can be transferable for use by those in attendance. Come share your ideas and learn from others in the field. The session will be moderated by OCALI staff.

Type: Strategy Smackdown
Level: Intermediate

Promoting Access for People Who Are Deaf, Hard of Hearing, Blind, or Visually Impaired

B230

Heather Herbster

This interactive session provides an overview of the online module Promoting Access for People Who are Deaf, Hard of Hearing, Blind or Visually Impaired, which is designed for independent or group learning for educators, families, and/or community members. Participants will hear perspectives on access from a range of people across environments. They will be encouraged to discuss reflective questions to spark thinking, engage in activities to apply the content, and share ideas for practical applications.

Type: Hands-On Interactive
Level: Introductory

Sleep Issues for People With ASD

B233

David Hamrick

Many people with autism experience sleep problems on a regular basis. Many of these problems can be contributed to diet, medical, sensory, and especially environmental factors. This presentation highlights how to make the bedroom a better place to sleep introduces best practices and cost-effective, easy-to-implement routines that can help the person be ready to sleep when it is bedtime and get a full night of sleep.

Type: Lecture
Level: Introductory

Parent Advocacy: Navigating Pitfalls and Strengthening the Parent-School Relationship

B240

Emily Haynes, Jenny Speas

Special education law is based on parents and schools working together to determine and meet a child's needs. What happens when parents and the school are at loggerheads and can't work together effectively? Effective parent advocacy requires good communication skills, a knowledge of special education law, and an understanding of the child's disability. Join us to learn strategies to effectively present your child's case so that the school listens and gives your child needed services. Come prepared to practice those strategies in small groups and reflect on difficulties in your own life.

Type: Facilitated Discussion
Level: Introductory

Integrated Student Supports: Supporting Vulnerable Youth by Looking at the Whole Child

B243

Brian Davis, Anna Miller, Nicholas Demetriou III

Representatives from the Ohio Department of Education's newest office, Integrated Student Supports, discuss the importance of meeting the needs of the whole child and how current and new programs support ODE's strategic plan for Ohio's most vulnerable populations. Meet the team and share in meaningful discussions, which include topics on specialized supports for vulnerable youth in Ohio's educational settings.

Type: Facilitated Discussion
Level: Introductory

Co-Plan Co-Serve Regional Support and District Implementation: An SST and ESC Collaboration

C150

Matt Young, Tracy Mail,
Dianna Howes, John Lamanna

This panel discussion describes the collaborative efforts to design and present professional development for district and building teams on how to lead and implement the co-plan co-serve service delivery model in a systemic and systematic way. The panel consists of presenters from the leadership, special education, and systems/co-plan co-serve perspectives as well as the recipient district leadership perspective, making the training actionable to implement in a planful way.

Type: Panel
Level: Introductory

Model Programs for Cafeteria and Recess: Promoting Participation for All Students

C162

Lauri Dorse

The aim of this presentation is to discuss the implementation and research findings of two model OT programs - Comfortable Cafeteria and Refreshing Recess - and to teach participants how to replicate these school-wide programs in their own settings. These are two of the model programs developed as a part of an Ohio Department of Education grant (Every Moment Counts: Promoting Mental Health Throughout the Day). Positive interactions and experiences (e.g., enjoying lunch, having fun during recess) help children feel positive and connected to school and succeed academically.

Type: Lecture
Level: Intermediate

Forensic Assessment and Treatment Options for Individuals with ASD

C170

Allen McConnell, John Tilley, Bob Stinson

The prevalence of individuals with ASD becoming linked with the criminal justice system has increased over the past two decades. However, minimal attention has been given to the best practices for properly assessing, treating, and managing the risk of this population. A review of available assessment and treatment options, as well as recommended accommodations, will be discussed. Special attention will also be given to the role that caregivers and professionals play in advocating for the needs and rights of individuals with ASD.

Type: Lecture
Level: Expert

You CAN Be in More Than One Place at One Time!

C171

Lorri Ross, Greg Rossman, Danna Casto

You can truly be in more than one place at one time in a UDL classroom! This session introduces UDL practices with standards-based curriculum, student-paced learning, and self-monitoring of achievement. The co-teachers presenting will share manageable ways to meet the needs of all learners in the classroom through technology and participation in hands-on activities. This session will utilize video clips, instructional materials, self-monitoring tools, and discussion to demonstrate the planning and implementation of specially designed instruction for all learners at all levels.

Type: Hands-On Interactive
Level: Intermediate

The 5 Keys to Successfully Supporting the Behavioral Regulation Needs of a Person With Autism

Main Stage Hall B

Kelly Mahler, Chloe Rothschild

Many times, the behavioral regulation needs of a person with autism are only supported at the surface level resulting in many underlying needs being overlooked. This session provides the 5 key areas that should be a support consideration for every person with autism: Finding the WHY, communication, sensory needs, predictability, and a structured approach to emotional understanding. This session is filled with practical evidence-based strategies as well as a first-person account from a person with autism.

Type: Lecture
Level: Intermediate

Social-Emotional Learning: Dancing With UDL While Ensuring Engaged, Compassionate, Expert Learners

Short North Ballroom A

Jen Townsend, Ron Rogers

Understanding how social connections fuel our brains to grow and how we can consider engagement through a social, emotional, and cognitive system provides opportunities to socially-emotionally engage learners with the guidance of UDL to ensure access for all. This session provides a practical inquiry tool for educators to discover what is working in their practices to enhance learner engagement, and explores resources from the Social-Emotional Engagement Knowledge and Skills (SEE-KS) framework that provide educators with a focus on ensuring learning strategies to promote access, engagement, and expression of learning that promotes the 3i's of independence, social initiation and emotional investment in learners.

Type: Lecture
Level: Intermediate

PBIS: What It Is and What It Is Not

Short North Ballroom B

Emily Jordan, Margie Spino

The Ohio Department of Education has promoted the use of PBIS for over 10 years, and PBIS has been a requirement in Ohio for over 5 years. Despite Ohio's efforts to promote, train, and coach PBIS across the state, many misconceptions remain about what PBIS is and what it is not. This session shares the core components of PBIS, discuss common myths and misconceptions of PBIS, and review federal and state requirements and guidance that support the use of PBIS.

Type: Lecture
Level: Introductory

2:45 - 4:00 pm

EVERY Learner Is an Expert Learner! Weaving UDL and Specially Designed Instruction Together

A110

Lindsay Slater, Barb Gentile Green

As teachers become more proficient at intentionally planning instruction using the UDL framework, removing barriers and proactively seeking solutions, how do services outlined within IEPs fit into the picture? This session activates background knowledge related to UDL and specially designed instruction and digs deeply into the interwoven nature of the two. The co-planning process that teams of educators use will be detailed and how to write IEPs to align with a universally designed classroom.

Type: Hands-On Interactive
Level: Intermediate

I Can Read: Overcoming Intellectual Disability

A114

Laura Jones, Argyroula Diamanti

"Presumed competence" refers to the belief that ALL learners, no matter the complexity of their disability, have the potential to grow their skills and knowledge in language and literacy. In this session, the presenters introduce the science behind how students learn to read, including the Simple View of Reading, and share strategies for putting theoretical literacy models into practice. We will explore the means and procedures used to promote literacy in a cross-categorical special education classroom with a diverse population of students with social-emotional and cognitive disabilities.

Type: Lecture
Level: Intermediate



WEDNESDAY SESSIONS

They're Counting on Us: A Model for Building Early Numeracy Skills

A120

Kelsey Feyes

Early numeracy skills are the foundation for functional mathematical literacy. This session provides strategies for the assessment and instruction of early numeracy skills for students with intellectual disabilities and autism. We will explore a systematic program for building numeracy for students who learn best through hands-on and explicit instruction with applications in resource room and general education locations. Attendees will have the opportunity to practice application of the strategy based on a case-study example.

Type: Hands-On Interactive

Level: Introductory

From Cradle to Career: What We Need to Know From Each Other

A124

Jim Taylor, Connie Hartman, Joel Vidovic, Amy Gaffney

This session explores how we inform and influence each other's practice throughout each of the stages of life - from the early years to adulthood and all points in between. The presenters represent and have experience with the full range of services for autistic people. They will demonstrate how every stage is connected and how each stage should be informed by the following one and that which precedes it. The "bigger picture" will show which skills should be prioritized so that the quality of life can be improved.

Type: Panel

Level: Intermediate

Co-Teaching: From Obstacles to Opportunities

A210

Jim Chapple

This session focuses on how co-teaching can better meet the needs of the diverse learners in a 21st-century classroom. We will explore a variety of models of co-teaching, moving from obstacles to opportunities to successfully implement co-teaching, and the presenter will share a range of strategies to make students achieve higher and co-teachers to work together successfully in a co-taught classroom.

Type: Lecture

Level: Introductory

Structured Work Tasks as a Method to Link Personal Transition Goals and Academic Standards

A212

Patricia Kauffman, Marissa Imondi, Terri MacDonald, Alycia Smith

In this session, the audience will learn how to analyze and develop structured work tasks related to individualized transition plans and how they can be correlated to the Ohio Academic Content Standards - Extended. By making these connections, we help students understand and generalize both the academic content of the activities and the personal relevance to their postsecondary goals.

Type: Hands-On Interactive

Level: Intermediate

Movin' On Up! Improving Transition Outcomes of Young Adults Who Are Deafblind

A216

Leanne Parnell, Kimberly Moritz

Studies have shown that young adults with deafblindness have low rates of employment, postsecondary education, and community involvement. Whether this is due to lack of skills, low expectations, or a poor support system, new recommendations by the National Center on Deaf-Blindness, along with recent changes in state and federal legislation, are helping to improve outcomes. This session breaks down the recommendations from NCDB to give educators and families a starting point, with an emphasis on beginning as early as possible with life skills, transferable skills, and higher expectations.

Type: Lecture

Level: Advanced

Autism: As Easy as ABC and 1,2,3

A220

Mo Buti

During the school day, there are numerous opportunities to use strategies to improve the lives of those with autism. This session shares how to use these strategies in multiple environments, including the web. At least one tip, strategy, or resource will be presented for every letter of the alphabet for use by families, educators, or therapists in the home, community, or school. This fast-paced session will add to your bag of tricks in the areas of behavior, academic access, social skills, and more. And all strategies/resources shared will be free.

Type: Lecture

Level: Introductory

Teaching Healthy Relationship Lessons to Today's Students ▲

A223

Rob Anderson

Are you challenged with how to teach health to your special education students? Are you searching the Internet for resources to teach topics like social media safety, hygiene, and true friendships? Would having access to more current videos help you teach concepts more concretely? Developed by special education teachers and school therapists, the Healthy Relationships Curriculum covers everything from hygiene and health to relationships and social media. Hear how this one-of-a-kind curriculum addresses the most important topics that your students need to become independent and productive adults.

Type: Exhibitor

Level: Introductory

Change Your Aim: A Different Approach to Assessing Students With Complex Needs

A224

Michelle Duncan, Rachel Hill, Shimika Duerson

The delivery of instruction comes in a variety of methods in order to meet the needs of all learners. For this purpose, quarterly pre- and post-assessments, aligned to the standards, have been created by the Springfield City School District. These measures of students' quarterly progress are administered through the online learning platform Vizzle. Come interact with the assessments and the accessibility features that are available through the Vizzle platform, and spend time collaborating with colleagues about authentic and meaningful instruction.

Type: Learning Lab

Level: Intermediate

Won't You Be My Neighbor? Collaboration for Success

A226

Christen Szymanski, Heidi Burns

In Mr. Rogers' Neighborhood we are taught that our neighbors are our friends and that our friends are unique, each with skills that we need to value and appreciate. What if we could take that concept and apply it to educating our deaf students with disabilities and our greater school systems? Come learn how, by reframing how we envision the roles and friendships that exist among professionals, one school in Washington, DC, is changing how collaboration is envisioned and valued. Slowly transforming the land of impossibly educating deaf children with disabilities or the land of make-believe into the land of reality!

Type: Lecture

Level: Intermediate

Self-Care With Flair: Teach Self-Care Skills to Children With Autism and Other Disabilities

B130

Bhanu Raghavan, Ginger McDonald

Teaching basic self-care skills to children with disabilities can be difficult, and is often not prioritized. Yet, these skills are critical for acceptance at school and successful transition into the community. Effective learning occurs when methods are consistent between home and school. Also, brain-based research has shown that children remember better when novelty is intertwined with learning new skills. Strategies presented in this session include catchy rhymes and pictures designed to help children generalize and master self-care skills within a short time frame.

Type: Lecture

Level: Introductory

Making IEPs Meaningful for Students With Autism: What Parents and Educators Need to Know

B131

Jennifer Krumins

Individualized education programs (IEP) are a cornerstone of a student's development while they are in school. Many parents and educators want to make the document meaningful and useful but get stuck behind frustrating roadblocks. Learn why an IEP is essential, how parents, students, educators, and professionals can work together to build a great IEP, and how to avoid or move around the roadblocks that get in the way. A child's future depends on the planning that is done now. Learn what you need to know so that you can help shape your child's future today.

Type: Lecture

Level: Intermediate

Strategy Smackdown: Incidental Learning Tips for Children Who Are Blind/Visually Impaired or D/HH

B142

Michelle Motil, Julie Stewart

This quick-paced session is participant lead, encouraging session attendees to briefly share their thoughts, ideas, and practices with the audience. Participants are encouraged to bring visuals, manipulatives, apps, and/or models to share resources, strategies, or tips for explicitly teaching those who are blind/visually impaired, deaf/hard of hearing skills that cannot be learned incidentally. Each will describe how it supports individuals, why it is useful or beneficial, and how it can be transferable for use by those in attendance. Come share your ideas and learn from others in the field. The session will be moderated by OCALI staff.

Type: Strategy Smackdown

Level: Intermediate

Assistive Technology: A Spectrum of Possibilities

B230

Kathy Zielinski, Kali Butensky, John Blair

With Ohio becoming a Technology First State, this session provides insight into what technology individuals can utilize to help them be as independent as possible in living, working, and leisure activities. Learn how to take off-the-shelf products and use them to provide an interconnected web of possibilities.

Type: Hands-On Interactive

Level: Intermediate

A Research-Based Regional Roadmap to Improve ASD Identification

B233

Peter Doebring

We have been able to diagnose ASD in toddlers for 25 years, and have invested \$3 billion in ASD research to improve outcomes. Nonetheless, ASD is still missed in many children. Why? A systematic analysis of the research reveals untapped research opportunities to improve community practice. A comprehensive review of research on prevalence and comorbidities reveals distinct routes to diagnosis that require different approaches and carry different risks for those missed. Based on these findings, this presentation offers a roadmap for the development of research and regional services to ensure prompt and proper diagnosis.

Type: Lecture

Level: Advanced

Breathe In, Breathe Out: Self-Care Tips for Individuals, Families, and Professionals

B240

Julie Short, Jen Bavry, Dee Marks

Do you find yourself tired and worn down before the day even begins? Are you running on empty? Do you think you are being selfish if you put your needs first? Awareness of and action toward self-care is vital for the well-being of any individual, family member, and professional. For many of us, the focus is often on the needs of individuals with disabilities in our care, setting aside our own needs while underestimating the effect this can have on our overall well-being. Join us and get ready to challenge yourself for a better you!

Type: Facilitated Discussion

Level: Introductory

Restorative Justice Applications in Special Education

B243

Leila Peterson, Emily Lehman Miller, Rachel Szostek

Since 2015, SchoolTalk has worked with multiple high-need schools in Washington, DC, to implement a whole-school restorative justice model, including exploring how restorative practices can be utilized to support students with disabilities and their families, create inclusive school environments, and address the gap between students with disabilities and their peers regarding discipline. This interactive presentation includes a review of several promising practices, tips for how to make restorative practices more accessible, and lessons learned from our experiences with DC schools.

Type: Facilitated Discussion

Level: Introductory

Internal Monitoring: Beyond Compliance

C150

Bethany Britt, LaNiece McKellar, Melissa Anderson, Amanda Stanoszek

This session provides insights into the how and why of establishing an internal monitoring team. The panel discussion will cover such topics as lessons learned, sample documents, types of data collection, and how to use the data. The process can not only keep you compliant but can impact your district practices, policies and procedures, and shape the district to rethink its structures to meet the needs of all students.

Type: Panel

Level: Introductory

Evidence-Based Strategies for Treating Problem Behavior Within Classroom Settings

C160

Bobby Huffman

Problem behavior can be difficult to manage in a school setting. When educators are unaware of evidence-based procedures to treat problem behavior, such behaviors may become inadvertently reinforced. Some evidence-based procedures have been reported to be too cumbersome to implement within a school setting. In this presentation, examples of evidence-based procedures that have been effective for reducing challenging behavior and increasing desired behaviors within the school setting will be discussed.

Type: Lecture

Level: Intermediate



WEDNESDAY SESSIONS

Virtual Reality for Teaching Social Skills

C162

Justin Ehrlich, Sean J. Smith

This presentation overviews the current iteration of VOISS: Virtual Reality Opportunities to Implement Social Skills. It is a virtual reality application that teaches social skills, targeting users aged 12-14 that have autism or a developmental disorder. The virtual school allows students to explore in a safe environment, providing opportunity to respond to social settings that may have them start a conversation, make eye contact, use appropriate contingent discourse, respond to bullying, or other skills in a safe, controlled environment. The application will offer the students and caregivers feedback and visualizations on how they handled situations and how to best generalize the lessons learned to the real world.

Type: Lecture
Level: Advanced

Success for Life: Growing up With Autism

C170

Jen Blackwell, Jordan Blackwell

The Blackwells, mother and son, discuss a lifetime of team building, obstacle removing and community inclusion. Topics for discussion include the importance of early intervention, inclusion, school accommodations, community involvement, bullying prevention, and transitions to high school, work, and college.

Type: Lecture
Level: Introductory

No More Middle School Mayhem

C171

Jennifer Schmidt, Megan Tomlin

In the fall of 2018 Ankeney Middle School in Beavercreek, OH, piloted a class designed to help middle school students acquire social skills through evidence-based practices. This presentation describes how this year-long class utilizes peer coaches, authentic social practice, and intentional social skills lessons. Principals, counselors, general education teachers and other staff members are amazed at the transformation of these students with autism who are attending general to advanced classes throughout their day.

Type: Hands-On Interactive
Level: Introductory

Real-World Application of Endrew F: Goal Writing, Data Collection, and Progress Monitoring

Main Stage Hall B

Christina Peer

This session focuses on the alignment of IEPs goals with student needs identified in evaluation team reports, the importance of appropriate IEP goals and data-collection practices in the wake of the U.S. Supreme Court's decision in the Endrew F. case. Attendees will learn skills needed to create legally defensible IEPs and skills related to data collection and progress monitoring, which will increase both legal compliance and student success. The session includes active participation by attendees and time for question/answer.

Type: Lecture
Level: Intermediate

How Social and Emotional Engagement Impacts All Learners, Including You

Short North Ballroom A

Jen Townsend, Emily Rubin

The Social Emotional Engagement - Knowledge and Skills (SEE-KS) program shares current neuroscience related to the social, communication, and emotional development in children with social-emotional learning differences. SEE-KS provides a mechanism that enhances educational programming for all by emphasizing a universal design for learning. This session shares elementary through high school journeys, exploring educational practices that generated a direct impact on learners and their overall engagement, sense of belonging, and the positive impact on school-based data measures.

Type: Hands-On Interactive
Level: Intermediate

Work It Out! An Overview of Ohio's Special Education Dispute-Resolution Options

Short North Ballroom B

Heather Clingerman, Heidi Kleinman

This session offers an interactive, entry-level overview of Ohio's IDEA dispute-resolution processes. It is designed to give families and districts details on all available options for resolving disputes – from early resolution to due process. We will discuss the roles of parent, school district, and the OEC within each of the processes. After a brief description and how to access each process in a user-friendly way, we will be answering your questions about each specific process.

Type: Lecture
Level: Introductory

4:30 - 5:45 pm

Pillars of Performance: Collaborating to Develop Social Competence at School

A114

Carol Dittoe, Jackie Vollmer, Ann-Marie Small

This presentation reviews a framework for educational teams to move students from social skill knowledge to skill performance. The four pillars of performance (the 4 P's): Practice, Priming, Prompting and Praise, will be reviewed. The framework stresses team collaboration and consistent implementation of evidence-based practices. Emotional regulation will be highlighted as an important factor that impacts social competence.

Type: Lecture
Level: Intermediate

How Full Is Your Cup?

A120

Tera Viola

We can't give what we don't have. Do you wonder if you're enough or doing enough for your child? Do you pour into others and forget to take time for yourself? We can't be who we want to be if we don't take care of ourselves to. This session explores self-talk, the fear of not being/doing enough, and how to fill up our cups so that we can be who we want to be for our children.

Type: Hands-On Interactive
Level: Introductory

Becoming Social Participants in a Nonthreatening Way

A124

Sondra Williams, Thomas McKean, Brigid Rankowski, Aimee Evans

This panel of autistic adults discuss various factors that support open dialogue with individuals with ASD. More often than not, conversations directed towards us are often developmentally uneven, corrective, and/or directive, but not personal. Social communication is more about building rapport, comfort zones, and social boundaries enriched with interactive purpose, all of which support individuals to become more social as participants in a nonthreatening way. We hope to open dialogue about this topic.

Type: Panel
Level: Introductory

Supporting Students' Social Cognition Through Research-Based Interventions

A210

Eve Muller, Lynn Cannon

Social and emotional learning (SEL) instruction that incorporates a social-cognitive component (as opposed to a strictly skills-based approach) is increasingly finding support within the research literature on effective interventions for students with high-functioning autism spectrum disorders. In this session, presenters discuss what they mean by social cognition, argue that a social cognitive approach is necessary when working with students with HF-ASD, and share a variety of research-based strategies and curricular materials for teaching social cognition.

Type: Lecture

Level: Intermediate

All in for ALL Students

A212

Patti Porto, Julie Weyandt, Matthew Heath

Equity and social justice are priority focus areas for a number of SSTs in Ohio. Representatives from Regions 3, 5, and 9 share work with districts to ensure an equitable and socially just education for all students, with emphasis on marginalized populations. Three strands will be described: (a) Working with educator teams on equity mindshifts, infrastructure, and instructional practice; (b) Working with student teams in an academy focusing on identity, leadership/empowerment, and activism; and (c) Working with family and community connections.

Type: Hands-On Interactive

Level: Introductory

It's Working: Ohio's Transition Vision for Students With Disabilities

A216

Amy Szymanski, Shannon Komisarek, Stacy Collins

In this session, several members of Ohio's Employment First Task Force describe the core principles of the Transition Vision Work Plan and the strategies being implemented to assist youth in achieving meaningful community employment and community membership. Reflective discussions will allow participants to identify personal actions steps to support the realization of the state Transition Vision for youth they impact in their individual roles.

Type: Lecture

Level: Introductory

Food and Function ... Diet and Sensory Strategies That Work: The Gut-Brain Connection

A220

Penny Hines

This presentation discusses the gut-brain connection and how gut function affects how we feel (mentally and physically), think, learn, behave, and react. The presenter will engage the audience to discuss strategies for implementing change, especially related to food strategies, when cleaning up diets. Information is applicable to older children and adults as well. Discussion will include sensory strategies that help with regulation, calming and organizing, along with examples of families and children who have benefited from implementing food and sensory strategies.

Type: Lecture

Level: Introductory

Developing a Professional Network to Leverage the Greatest Support for Individuals With ASD ▲

A223

Danielle DeLong, Brittany Joseph

This session is led by the co-chairs of the Autism Provider Network of Northwest Ohio, facilitated by Great Lakes Collaborative for Autism. This session explains how the organization has developed initiatives to support regional program growth, development, and collaboration of organizations that serve individuals with ASD, and how APN started, was funded, and has brought together a large number of professionals that otherwise might not collaborate or interact with one another. The goal is that attendees will leave the session enthusiastic about creating their own professional network in their own community to better serve individuals with ASD.

Type: Exhibitor

Level: Intermediate

Introduction to Assistive Technology for the Blind and Visually Impaired

A226

Tim Schmidt

This presentation focuses on AT for the blind and visually impaired. Subjects will include, but are not limited to, built-in options within mainstream devices, third-party software options and various hardware devices. Demonstrations will be provided of a variety of technologies, such as ZoomText, Jaws, built-in iOS accessibility, video magnifiers, and more. The presentation is designed to inform new users of AT, their family and friends, or anyone who may be interested in technology solutions for the blind and visually impaired.

Type: Lecture

Level: Introductory

Parent Training Model for Treatment of Disruptive Behaviors and Sleep Disturbances in Young Children With ASD

B130

Cynthia Johnson

The challenges parents face in raising a child with ASD has sparked interest in the use of parent training (PT) in this population as it has the potential to empower parents to be the agent of change for their child. As a result PT targeting a wide range of skills in ASD are emerging as effective. This session discusses two PT programs to target the frequently co-occurring disruptive behaviors and sleep problems in ASD to include results from randomized clinical trials and applications within clinic settings and telehealth delivery. Ideas for adding PT components will be discussed.

Type: Lecture

Level: Intermediate

Phonological Awareness Development in Emergent and Early Readers

B131

Nancy Osko, Olivia Weisman

In this session, we examine the sequence of phonological awareness skills in emergent and early readers, and explore how to select explicit and systematic instructional strategies for all learners. The session will provide engaging demonstration of evidence-based practices to use with all learners.

Type: Lecture

Level: Introductory

Strategy Smackdown: Trauma Informed Care for D/HH

B142

Michelle Motil, Starr Dobush

This quick-paced session is participant lead, encouraging session attendees to briefly share their thoughts, ideas, and practices with the audience. Attendees will describe how it supports individuals, why it is useful or beneficial, and how it can be transferable for use by those in attendance. Come share your ideas and learn from others in the field. The session will be moderated by OCALI staff.

Type: Strategy Smackdown

Level: Intermediate



WEDNESDAY SESSIONS

How to Support Paraprofessionals to Effectively Deliver Evidence-Based Instruction

B230

Matthew Brock, Emma Schnell,
Jeremy Ortmann, Mary Barczak

Paraprofessionals are important members of special education teams, but often they receive little formal training. Our research shows that when given brief training that involves promising training strategies, paraprofessionals can effectively implement evidence-based instruction. This presentation involves a step-by-step guide (with examples) for how to design training for paraprofessionals. A teacher and paraprofessionals will share their experiences using promising training practices. Participants will practice some of the promising training strategies through role-play.

Type: Hands-On Interactive
Level: Intermediate

Closing the Gap: Mental Health and Autism

B233

Kelly Mahler, Kim Clairy

Many people with autism also have a co-morbid mental health diagnosis. Unfortunately, these needs are typically not effectively supported, resulting in longstanding and detrimental effects on the person. It is imperative to understand how co-morbid psychiatric conditions and autism interact. Without this understanding, treatments will invariably fail, frustrating all involved. This session features a first-hand account from an autistic adult who has navigated the mental health system for 14 years. Practical strategies for effectively addressing mental health issues will be shared.

Type: Lecture
Level: Intermediate

Be Proactive, Not Reactive: Steps to Creating Your Own Internal Monitoring Process

B240

Kimberly Moritz, Cherie Smith, Tiffini Flugga

Attendees will learn about methods and tools to be used to review their Local Education Agency's special education processes and procedures. The LEA will be able to self-monitor the fidelity of their processes, identify areas of strengths and weaknesses in their processes and procedures, and take action to proactively correct those weaknesses. Through the use of shared resources, LEAs will be able to create a cross-functional, self-monitoring team, develop a plan for implementation of the internal monitoring process, collect data through record reviews, and create an action plan.

Type: Facilitated Discussion
Level: Advanced

An Introduction for New Directors of Special Education and Pupil Services

B243

Valerie Riedthaler, Paul Kidd, Gwenn Spence

Join the members of the Ohio Association of Pupil Services Administrators Executive Board for a conversation about the responsibilities of a pupil services administrator. Bring your questions and concerns.

Type: Facilitated Discussion
Level: Introductory

Designing Professional Development for Teachers of Students With Significant Needs

C150

Ashley Quick, Heidi Brett Baker,
Mary Baker-Boudissa, Jay Yampolsky

Project SUCCESS, part of the Indiana Department of Education's resource network, strives to support teams of teachers/administrators in Indiana as they work to implement academic standards for students with significant disabilities. Project SUCCESS provides research-based resources related to content standards, instructional design, and outcomes for students with significant disabilities. This session highlights the work of Project SUCCESS and outlines the supports, coaching, tools, and resources needed to support learners with significant needs.

Type: Panel
Level: Intermediate

Make New Mistakes Every Day! But, Oh, How Hard It Is to Teach Old Dogs New Tricks!

C160

Lorna Timmerman

Many of us were raised to fear failure and taking risks. We believed that if we tried something new and were not successful, people would think less of us. So we pursued only the safe options and didn't chance opportunities where we might not succeed. But research shows that learning is enhanced when it doesn't come easy and mistakes were made. Taking the safe road is not the best path for growth. In this session, learn how to change our "old dog" minds from fearing failure to celebrating mistakes and passing this down to today's youth so they can develop growth mindsets and learn from their mistakes.

Type: Lecture
Level: Intermediate

Individualizing the Online Learning Experience: Designing for ALL Learners

C162

Sean J. Smith

Virtual, fully-online, blended, or personalized learning - take your pick on what you call it - has exploded in the past 5-10 years. Success stories as well as specific challenges have increasingly appeared, often confusing parents and educators on what works for struggling learners and their peers with disabilities. This session focuses on ways to plan and design for effective online learning. Utilizing elements of the UDL framework, along with effective strategies that support digital learning, participants will explore strategies and tools to facilitate effective instruction that produces positive student outcomes as well as ideas to apply to online learning specific to their instructional needs.

Type: Lecture
Level: Advanced

Navigating Sensory Experiences: Strategies From Self-Advocates and How You Can Help

C170

Nathan Morgan, Molly Dann-Pipinias

Self-advocates will share their personal experiences managing their diverse sensory-processing needs in their everyday lives. They will describe strategies they have found to be helpful to coping with sensory-processing differences and address barriers to inclusion they have encountered in school, employment, and other activities.

Type: Lecture
Level: Intermediate

Community-Based Instruction

C171

Tammy Brinser, Emily Walker

Community-based instruction is a meaningful way to generalize skills learned in the classroom setting and address a variety of IEP/ISP goals. In this presentation, videos of students and staff participating in a grocery store, retail store, and community-based job training sites will be shown, a brief introduction to classroom curricula will be given, and sample data-collection documents and various visual supports will be presented to demonstrate effective community-based instruction. Come take a look at IEP goals and work with each other to think outside of the box to implement ideas in a community setting.

Type: Hands-On Interactive
Level: Introductory

Building Cohesive Classroom Teams**Short North Ballroom A***Christine Reeve, Susan Kabot*

Supervising staff when you are not their boss and building cohesive classroom teams that work smoothly together can be a huge challenge for special educators. This session focuses on processes to help special educators develop teams that work well together to address the needs of the students. Participants will learn methods for creating a collaborative vision for the classroom, keeping the staff's focus on the students, and developing a well-organized team that implements effective practice across the day.

Type: Lecture**Level: Intermediate****Integrating Tier 2 Behavioral Practices Within an MTSS and PBIS Framework****Short North Ballroom B***Sonia Stevenson, Michelle Nizen, Carrie McClure*

Participants in this session will identify key features of Tier 2 practices and learn how behavioral supports fit within the positive behavior interventions and supports and multi-tiered systems of support framework. Tier 2 interventions highlighted include check-in/check-out, social skills programs and zones of regulation. Participants will become familiar with OCALI and ODE resources. Finally, time will be spent discussing Cardinal Local School District's PBIS Tier 2 journey, and participants will have the opportunity to begin to develop their own system of behavioral supports.

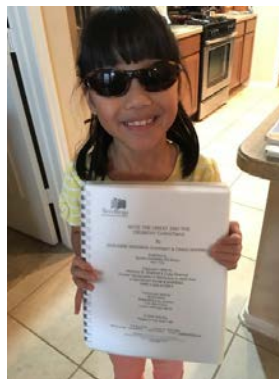
Type: Lecture**Level: Intermediate****DON'T LOSE THAT THOUGHT!**

Visit the Think Tank in B140 to debrief and discuss ideas with others before you leave OCALICON.

Need some space to sit quietly for a few minutes?

Enjoy a time out from the conference commotion and conversation by visiting the **Quiet Room** in **B145**.

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THURSDAY



Keynote

Sheila Graschinsky

Jumping the Gap to Create More Inclusion

As the mother of a child with cerebral palsy, and the founding director of a non-profit organization, Sheila Graschinsky shares the challenges she faces to improve the quality of life for individuals with neurological and motor impairments. She works to promote a diverse, inclusive society where everyone can reach their full potential and will share the process that led her to create *IAN, A Moving Story*, produced by Oscar-winner Juan Jose Campanella. The film has achieved recognition, including Best Animation at both the LA Short International Film Festival and the Delhi Shorts Film Festival, as well as the Platinum Winner for 2018 International Independent Film Awards, and qualifying for the Oscars.

Meet the Keynote! Stop by the Presenter Meet and Greet area in Hall B immediately after the keynote session to interact with Sheila. Don't miss your opportunity to get a selfie or shake a hand!

THURSDAY AT-A-GLANCE

8:00 – 9:15 am Concurrent Sessions	
A110	Hands-On Exploration of Assistive Technology Devices in the OCALI Lending Library <i>Heather Bridgman, Jennifer Govender, Julie Short, Rachel Schultz</i>
A114	Vision: The Hidden Disability <i>Jessica Stevenson</i>
A120	Fostering Student Engagement in Preschool Classrooms <i>Helene Stacho, Erin Curtis, Emily Rubin, Awny Kingsley</i>
A124	Empowering Adulthood Transitions Through Nisonger Center's Social Programs <i>Jen Wong, Erin Powers, Tracey Manz, Karen Krainz Edison</i>
A210	Embedding Communication Throughout Comprehensive Emergent Literacy Instruction <i>Tina Moreno</i>
A212	Take the Lead in Improving Outcomes for Each and Every Child <i>Genelle Eggerton</i>
A216	Language Deprivation in Children Who Are Deaf and Hard of Hearing <i>Kimberly Sanzo</i>
A220	The ABCs of an Evaluation Team Report Meeting: Preparing Teams for Productive Evaluation Team Meetings <i>Laura Anthony</i>
A223	Ensuring Quality of Life for Loved Ones With Special Needs ▲ <i>Lynn Tramontano</i>
A224	Exploring Hyperdocs Through a Personalized UDL Lens for All Students <i>Misty Ewry, Ron Rogers</i>
A226	Identifying and Serving Students Who Are Twice Exceptional: Best Practices and the Bottom Line <i>Michael Demczyk, Maria Lohr, Jeffrey Shoemaker</i>
B130	Using Charting the LifeCourse Principles to Support Families Across the Life Span <i>Steve Beha, Barbara Sapharas, Celia Schloemer</i>
B131	Occupational and Speech-Language Therapists' Role in Interventions at Recess and Lunch <i>Carol Conway, Rebecca Moskovitz</i>
B233	Token Boards and Beyond: Digging Deeper Into Problem Behavior <i>Karen Hamilton Barineau</i>
B240	Challenging Behavior: Through the Lens of Collaboration <i>Chelsea Ball, Kathleen Toth, Ali Burkett</i>
B243	Using No-Cost Tools and Products to Advance the Professional Growth of Paraprofessionals <i>Judith Monseur, Kathleen Scott, Linda Bass-Johnoff, Hillary Turner</i>
C150	Addressing Equity in Ohio: How Disproportionality Impacts Ohio Students <i>Virginia Ressa, Kara Waldron, Laurie Langenfeld, Jenine Sansosti</i>

C160	ASD and the Steps to Being Social: A Practical Model for Developing Social Skills <i>Marci Laurel, Kathleen Mo Taylor</i>
C162	Creating Neuroplasticity for Inclusive Effective Learning <i>Bianca Rimbach</i>
C170	Career 101: An Elective Series for High School Students <i>Taryn Barker, James Carter</i>
C171	Making Video Modeling Work for the Student: How-To Guide Tutorial <i>Megan Wilson</i>
9:45 – 11:15 am Keynote Session	
Main Stage Hall B	Jumping the Gap to Create More Inclusion <i>Sheila Graschinsky</i>
11:30 am – 12:30 pm Poster Session Presentations	
Hall B Poster 2	LIFE Program: A 4-Part Approach to Postsecondary Transition Services <i>Patricia Kauffman, Marissa Imondi, Terri MacDonald</i>
Hall B Poster 4	Buddy Up to Learn Social Skills <i>Lindsay Belli, Katie Foster, Mary McCaslin, Camille Thiros</i>
Hall B Poster 6	Swinging into Kindergarten: Playground Accessibility for Children With Visual Impairments <i>Maggie Capel, Anna Dodson, Sydney Klein, Catie Louwers, Claire Neibecker</i>
Hall B Poster 8	Amazing Race <i>Nicole Wingate, Angela Sheets</i>
Hall B Poster 10	An Organized Toolbox of Intervention Strategies for All Students <i>Kelli Tibbitts, Sarah West</i>
Hall B Poster 12	The Power of YET: Strategies to Support a Growth Mindset for Learners With ASD <i>Lisa Combs</i>
Hall B Poster 14	Tips for Navigating the College Search for Students With I/DD <i>Mallory Workman, Jessie Green</i>
Hall B Poster 16	Picturing Friendship: Examining the Efficacy of a Teen Autism Group Using Images <i>Sarah Critchfield, Myra Beth Bundy</i>
Hall B Poster 18	Co-Teaching Civics Using Extended Standards and Mirroring the General Education Classroom <i>Sara Hamilton, Jordan Cramer</i>
Hall B Poster 20	Understanding the Sensory Modulation Needs of Individuals With Autism <i>Susan Aebker, Lynn DeMange</i>
Hall B Poster 22	Making Classroom Jobs Inclusive for Students With Visual Impairments <i>Kayla Blanton, Katelyn Budreau, Kennedy Clement, April Rymer, Danielle Schooley</i>



THURSDAY AT-A-GLANCE

Hall B Poster 24	Teaching Students With ASD to Communicate Their Location Using Video Modeling <i>Olga Karadimou, Selena Layden</i>
Hall B Poster 26	Teaching Academic Skills to Students With Significant Disabilities <i>Mary Barczak</i>
Hall B Poster 28	A Review of the Need for Community Collaboration: The Practicality and Cost <i>Kelly Elton, Brittany Joseph, Mallory Gebers</i>
Hall B Poster 30	The Power of Peers <i>Katy Levinson, Megan Brockman</i>
Hall B Poster 32	Sign Language Use With Children Who Have Cochlear Implants: A Critical Analysis <i>Carrie Davenport, Derek Houston</i>
Hall B Poster 34	Child Parent Relationship Therapy: Parents of Children With ASD and Other Challenges <i>Kristen Gibson, Haley Ingram</i>
Hall B Poster 36	I'm Determined to Succeed <i>Kate Brenner, Amy Vincent, Patricia Logan</i>
Hall B Poster 38	Perceptions of American and Saudi Parents of Students With Autism About the IEP Process <i>Alwiah Alsaggaf</i>
Hall B Poster 40	PWC SOARS: Embedding Related Services Into a Community-Based Transition Program <i>Faleasha Wink, Kelly Reynolds</i>
Hall B Poster 42	Why Did the Chicken Cross the Road? To Get to School! Bringing Agriculture Into the Classroom <i>Bethany Harrison, Mary Kelty</i>
Hall B Poster 44	Changing Seasons: Adapting Calendars for Preschoolers With Visual Impairments <i>Emily Amundsen, Mandy Graver, Vanessa Leadbeter, Brynna Rakich</i>
Hall B Poster 46	Opportunities to Respond, Nontraditional Communicators, and the Morning Meeting <i>Chris Scally, Kelly Williams</i>
12:45 – 2:00 pm Concurrent Sessions	
A110	Want Appropriate Behavior? Teach It! <i>Krista Dickens, Kathy Jillson</i>
A114	Supporting Academic Instruction for Learners With Significant ASD and ID <i>Kathryn Doyle, Christi Carnahan, Natalie Messmer</i>
A120	Teamwork Is BEST! Facilitating Differentiated Learning for All Students <i>Lisa Orem, Karin Humble, Jessica Harris</i>
A124	Multi-Agency Planning: If You Build It, They Will Come! <i>Kitty Kromer, Kari Beil, Sarah Trout, Shirley Bowald</i>
A210	Emotion Regulation in Autism: Research to Practice <i>Kari Dunn Buron</i>

A212	Data Collection in the Classroom <i>Lisa Drumb, Argnue Chitiyo, Raschelle Neild</i>
A216	Nine Things You Must Include in Sexuality Education <i>Lindsey Nebeker</i>
A220	AAC Devices in the Classroom: A Recipe for Success <i>Jackie Vollmer, Carol Dittoe, Ann-Marie Small</i>
A223	Tackling Transition: PAES and WayPoint SCP ▲ <i>Kathi George</i>
A224	Building Ninjas <i>Megan Trowbridge, Misty Ewry</i>
A226	Parents Taking Action: A Model to Reduce Disparities for Latino Children With Autism <i>Emily Iland</i>
B130	The 10,000 Hours of Practice Theory Works: But What Do You Do When You Have Only 10 Hours? <i>Jim Taylor</i>
B131	Social Engagement and the Steps to Being Social: Early Intervention <i>Marci Laurel, Kathleen Mo Taylor</i>
B142	Your Turn: Share Your Story With the OCALI Inspiring Change Podcast Team <i>Simon Buehrer</i>
B230	Accessibility and the Expanded Core Curriculum in General Education Settings <i>Danene Fast, Ying-Ting Chiu, Tiffany Wild</i>
B233	Getting It Right: Instruction, Alternate Assessment Participation, and LRE <i>Virginia Ressa, Andrew Hinkle, Shawna Benson</i>
B240	Top 10 Family Engagement Strategies, Tools, and Resources for Literacy <i>Heidi Orvosh-Kamenski, Cheryl Byrne, Tom Main</i>
B243	Extra, Extra, Hear All About It: How Audio Description Explains Visual Information <i>Rachel Schultz, Kelli Henery</i>
C150	ASD is Not a Boys Club: Identifying and Serving Females with ASD <i>Ruth Aspy, Barry Grossman</i>
C162	Improving Executive Function, On-Task, and Flexible Behavior in School-Age Children <i>Monica Werner</i>
C170	Lessons From a School Transdisciplinary Autism Team <i>Julie Pitman, Chelsea Swain, Megan Spangenthal</i>
C171	Using eCoaching to Improve Teacher Performance: Bug-in-Ear Technology <i>Selena Layden, Annemarie Horn</i>
Main Stage Hall B	MasterMind: Big Ideas About Transition <i>Sondra Williams, Tom Iland, Janell Yonkman</i>



THURSDAY AT-A-GLANCE

2:00 – 2:45 pm Energy Break	
Hall B	Enjoy complimentary snacks and beverages while you visit with exhibitors.
2:45 – 4:00 pm Concurrent Sessions	
A110	All That Glitters: Tier II Delivery Models and Programming From a Gold-Level PBIS Program <i>Katy Ganz, Farrah Raines</i>
A114	Transition Planning for Postsecondary Education <i>Jenny Speas, Emily Haynes</i>
A120	Using Children's Literature to Teach Emotional Regulation <i>Kelsey Feyes</i>
A124	Autism in 2019: Anecdotes of a Young Man With Autism Navigating Today's Society <i>Becky Haselberger, Jennifer Earley, Stacey Bernard, Lucas Bernard</i>
A210	Cultivating Essential Early Literacy Skills <i>Teresa Brown, Susan Hirko, Leeann Weigman</i>
A212	Coaching Peer Partners to Support Successful Inclusion <i>John Schaefer, Matthew Brock</i>
A216	Supporting Learners Who Are Blind or Visually Impaired in the Classroom <i>Jennifer Govender, Lynsey Comer</i>
A220	Understanding Section 504 <i>Derek Towster, Elizabeth Braverman</i>
A223	Medical Necessity: It Is Not Just a Prescription ▲ <i>Kelli Marshall, Tara Warwick</i>
A224	Screen Readers and Spanish: Strategies for Success <i>Emily Romero</i>
A226	When Autism and Eating Disorders Converge <i>Kim Clairy</i>
B130	The Application of PBIS Strategies to Students on the Autism Spectrum <i>Karen Wilson, Cheyenne Rhodes</i>
B131	Spotlight: How to Plan and Execute Culminating Unit Showcases of Learning <i>Kathleen Pero, Carla Valles</i>
B142	A Better Me, A Better You: Share Your Self-Care Journey <i>Jen Bavry, Julie Short</i>
B230	Be Proactive, Not Reactive With UDL and Co-Teaching in the Kindergarten Classroom <i>Tina Crim, Melisa Watters, Ashlee Cuttitta</i>
B233	Did My Disability Make Me Misbehave? Discipline Issues and the Basic Mandates <i>Bernadette Laughlin, Christina Peer, Carla Leader</i>

B240	Pre-Employment Transition Services: Who, What, Where, When, and How? <i>Alex Corwin, Alissa Otani-Cole</i>
B243	What Does Autism Support Services Look Like in Minnesota <i>Maychee Mua</i>
C160	Now Trending: Trends in Due-Process Filings, Resolutions, and Decisions <i>Kelly Walker</i>
C162	Measuring the Effectiveness of Targeted School Support to Build District Capacity <i>Amy Oates, Tanya Sturgill</i>
C170	Re-Imagining Supports for Families <i>Steve Beha</i>
C171	Act for Advocacy! <i>Wendy Duke</i>
Main Stage Hall B	MasterMind: Big Questions and Empowering Ideas <i>Chris Robinson, Christen Szymanski, James Williams, Elaine Harper</i>
4:30 – 5:45 pm Concurrent Sessions	
A110	Learn by Doing! Activities for Using the Steps to Being Social Model <i>Marci Laurel, Kathleen Mo Taylor</i>
A114	The Case for Presuming Competence in Students With Significant Disabilities <i>Ashley Quick</i>
A120	Using Ohio Learning Standards: Extended and Learning Progressions <i>Christy Roshong, Kathleen Clingerman Dann</i>
A210	Mental Health Counseling for Persons With ASD <i>Tom Galperin</i>
A212	Vertically Aligning Elementary Co-Teaching to Create Expert Learners Using a UDL Framework <i>Stephanie Coffman, Ashley Smith, Jaime Chambers, Lindsay Them</i>
A216	Increasing Proficiency to Support People With ASD in the DD System: Northeast Pilot <i>Heather Leffler, Connie McLaughlin, Jodi Giesler</i>
A220	Tools to Facilitate a Professional Community of Practice to Improve Student Outcomes <i>Kathryn Doyle, Laura Saylor, Michelle Duda</i>
A223	Secondary Students With ASD ▲ <i>Cami Ferguson</i>
A224	Lights, Camera, ACTION! <i>Jennifer Schmidt</i>
B130	Welcome to My IEP Celebration! <i>Joy Nichols</i>



THURSDAY AT-A-GLANCE

B131	Deafverse: Fostering Self-Determination Through a Game-Based Curriculum <i>Beatrice Bachleda, Arlene Ngalle</i>
B230	Evidence-Based Predictors and Practices for Post-School Success <i>Amy Szymanski, Chris Filler</i>
B233	Inclusion in Sports: Unique Partnership Between Special Olympics and the Columbus Marathon <i>Danielle Levesque, Heather Turner</i>
B240	Practitioners' Professional Development Needs Around Transition <i>John Schaefer, Mary Barczak</i>
B243	Promoting Self-Regulation to Reduce the Occurrence of Meltdown <i>Sondra Williams, Brigid Rankowski</i>
C150	Special Education Disputes: How Did We Get Here? <i>Jessica Dawso, Julie Martin, Kerry Agins, Susan Tobin</i>
C160	Collaborating Together to Increase Functional Communication Skills in Students With ASD <i>Alissa Mullett, Rhonda Danner</i>



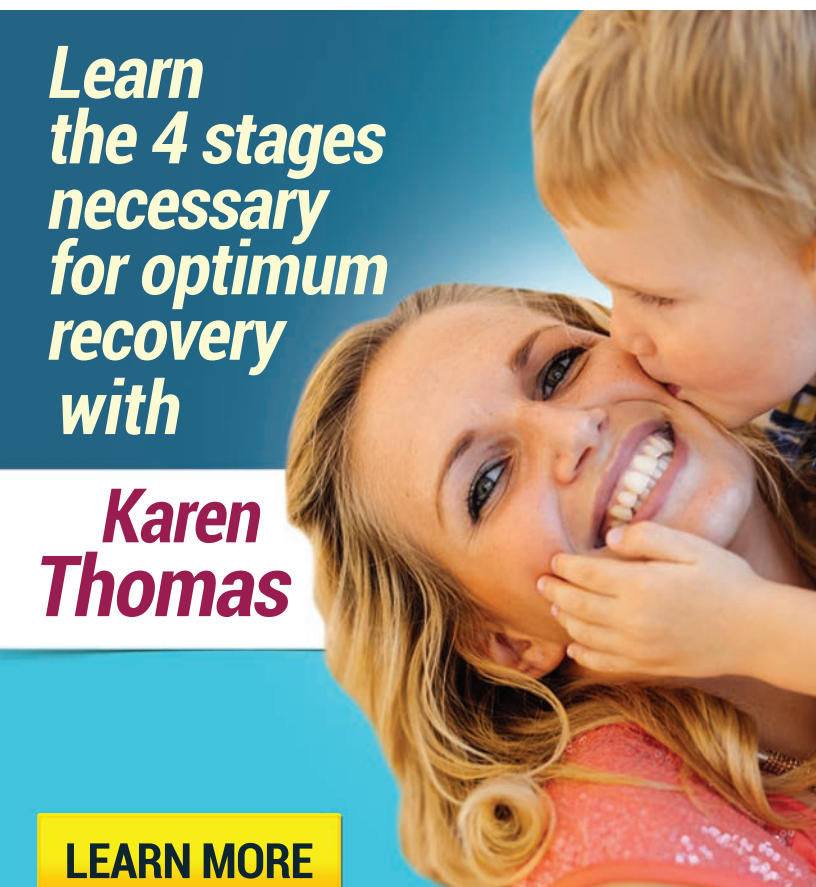
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8:00 - 9:15 am

Hands-On Exploration of Assistive Technology Devices in the OCALI Lending Library

A110

Heather Bridgman, Jennifer Govender,
Julie Short, Rachel Schultz

In order to build capacity to implement AT in the school environment, higher education, or home and community living environments, feature-matching of AT devices to the specific needs and abilities of individuals with disabilities is necessary. Feature-matching leads to selection of potential AT devices. This session familiarizes participants with many of the features of AT devices available through the OCALI Lending Library by exploring devices through a variety of theme-based, hands-on stations.

Type: Hands-On Interactive
Level: Intermediate

Vision: The Hidden Disability

A114

Jessica Stevenson

This presentation gives an overview of how the developing visual system works. It will answer the question "How can a dysfunctional visual system affect school, work, sports, and all areas of our lives?" Parents, adults with visual concerns, educators, and other professionals will benefit from the session. We will discuss how vision difficulties can be misdiagnosed as other disorders and how they can magnify behaviors and symptoms of other disorders, including ASD.

Type: Lecture
Level: Introductory

Fostering Student Engagement in Preschool Classrooms

A120

Helene Stacho, Erin Curtis,
Emily Rubin, Awny Kingsley

Engaging young children in all phases of development is a rewarding, yet challenging process that is supported by opportunities to reflect, and collaborate. This session describes a unique model of professional learning through a collaboration between State Support Team 11, Emily Rubin, MS, CCC-SLP, and educators. The work is based on the Social Emotional Engagement – Knowledge and Skills (SEE-KS) framework, co-authored by Emily Rubin, that emphasizes the role of relationships as a context for engagement. SEE-KS tools evaluate engagement and guide access and participation for all.

Type: Hands-On Interactive
Level: Intermediate

Empowering Adulthood Transitions Through Nisonger Center's Social Programs

A124

Jen Wong, Erin Powers,
Tracey Manz, Karen Krainz Edison

Nisonger Center's Social Programs (Aspirations; Autism College Experience (ACE!)) aim to empower individuals with autism and their caregivers during the transition to adulthood. This interdisciplinary panel begins with an overview of the barriers associated with adulthood transitions followed by a presentation on Aspirations, a group-based social and vocational skills program that supports adults with autism and their parents. The panel concludes with an overview of ACE – a program that equips undergraduates on the autism spectrum with strategies to effectively navigate the college experience.

Type: Panel
Level: Introductory

Embedding Communication Throughout Comprehensive Emergent Literacy Instruction

A210

Tina Moreno

Theoretically, AAC communicators can say anything they want, but only if they are able to spell. This session shares strategies for delivering language and literacy instruction for emergent literacy learners with complex communication needs, especially students who use AAC. Participants will obtain tools for embedding aided language stimulation into motivating literacy routines such as predictable chart writing, shared reading, independent reading, independent writing, and alphabet and phonological awareness activities. Alternative pencils will be reviewed to ensure every student can write.

Type: Lecture
Level: Intermediate

Take the Lead in Improving Outcomes for Each and Every Child

A212

Genelle Eggerton

Effective education leadership makes a difference in improving learning for all students. In this session, leaders who want to change their culture and create an inclusive framework will hear about integration for all students, instructional planning, building strong co-teaching teams, creating buy-in, and moving a building and a district into evidence-based practices. The session utilizes conversations around leadership, evidence-based practices, and student learning as it relates to dyslexia, UDL, co-teaching, inclusion, and social emotional development.

Type: Hands-On Interactive
Level: Intermediate

Language Deprivation in Children Who Are Deaf and Hard of Hearing

A216

Kimberly Sanzo

Language deprivation is a condition that can occur in any child, but is seen much more often in children who are deaf and hard of hearing. It qualitatively differs from language delay and language disorder and therefore requires specialized training and education. This presentation focuses on the characteristics of language deprivation, differential diagnosis, and treatment techniques as well as preventive measures.

Type: Lecture
Level: Introductory

The ABCs of an Evaluation Team Report Meeting: Preparing Teams for Productive Evaluation Team Meetings

A220

Laura Anthony

The evaluation process can be difficult to navigate for both parents and educators. In this session, our narrator guides you through the legal standards of the evaluation process from start to finish required under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act, while the mock ETR team demonstrates various vignettes to provide audience members with an understanding of what during the evaluation process.

Type: Lecture
Level: Intermediate

Ensuring Quality of Life for Loved Ones With Special Needs ▲

A223

Lynn Tramontano

This session addresses issues faced by families of loved ones with special needs when making future plans. Families face a complicated maze when dealing with government benefits, understanding legal issues, and wondering how to handle it all financially. Participants will learn when and how to consult a financial advisor, who can assist clients/families through the process to ensure quality of life for their loved one with special needs.

Type: Exhibitor
Level: Introductory



THURSDAY SESSIONS

Exploring Hyperdocs Through a Personalized UDL Lens for All Students

A224

Misty Ewry, Ron Rogers

Come to this learning lab to experience the power of a personalized mini-hyperdoc, a digital lesson, that models the UDL framework. Too often assumptions are made about student technology competencies, and the learner variability is often overlooked. In this session, participants will begin to craft a Hyperdoc, reflecting upon the choices provided within the student tasks, by applying the UDL framework to support expert learners.

Type: Learning Lab
Level: Intermediate

Identifying and Serving Students Who Are Twice Exceptional: Best Practices and the Bottom Line

A226

Michael Demczyk, Maria Lohr, Jeffrey Shoemaker

This session raises awareness of twice-exceptional students (students with disabilities who are gifted) and addresses strategies that districts can use to better address the needs of these students. The session also addresses federal and state guidance related to identifying and serving twice-exceptional students in gifted education programs. Emphasis will be placed on issues of equity in identification procedures and testing practices for students who are twice exceptional, as well as equitable access to gifted education services.

Type: Lecture
Level: Introductory

Using Charting the LifeCourse Principles to Support Families Across the Life Span

B130

Steve Beha, Barbara Sapharas, Celia Schloemer

Everybody has the right to live, love, work, play, and pursue their life aspirations in their community, but not all families have access to the strategies and tools necessary to work towards these goals. Using Charting the LifeCourse principles, this session focuses on the framework families and professionals can use to keep their trajectory on track for a good life.

Type: Lecture
Level: Introductory

Occupational and Speech-Language Therapists' Role in Interventions at Recess and Lunch

B131

Carol Conway, Rebecca Moskovitz

A critical role of school-based OTs and SLPs is to support social participation in nonacademic settings of schools. Related service providers' role in facilitating social participation and communication will be examined through the lenses of the law, the evidence, and practice. The presenters will discuss a peer-mediated intervention buddies program as a strategy to promote inclusion and social skills at recess and lunch. Everymomentcounts.org recess and cafeteria programs are adapted and embedded in the presentation.

Type: Lecture
Level: Intermediate

Token Boards and Beyond: Digging Deeper Into Problem Behavior

B233

Karen Hamilton Barineau

Few topics attract as much attention as problem behavior in the school setting. The focus of this presentation is on understanding why a student engages in problem behavior and establishing a behavior support plan. This session will address such problem behaviors as aggression, tantrums, property destruction, and social skills deficits within the school setting. The presenter will share a variety of educational materials, teaching techniques, and strategies for navigating issues that arise when supporting behavior in the academic setting.

Type: Lecture
Level: Introductory

Challenging Behavior: Through the Lens of Collaboration

B240

Chelsea Ball, Kathleen Toth, Ali Burkett

This presentation focuses on the collaborative process between intervention specialist, paraprofessional, and BCBA during the FBA (functional behavioral analysis) process. We will cover topics such as communication, collaboration, and data collection. Throughout the presentation, we will share our real-life experiences and a case study, the data we collected, and the progress of our focus student.

Type: Facilitated Discussion
Level: Introductory

Using No-Cost Tools and Products to Advance the Professional Growth of Paraprofessionals

B243

Judith Monseur, Kathleen Scott, Linda Bass-Johnoff, Hillary Turner

The Ohio Partnership for Excellence in Paraprofessional Preparation Initiative builds the capacity of school districts to use paraprofessionals effectively by, in part, providing no-cost tools and products to help build upon the existing strengths of paraprofessionals and teachers with whom they work, including building efficacy with content knowledge, quality instruction, and supporting students' variable needs. Presenters will share OPEPP tools and products and explain how they have been used to advance the knowledge and skills of paraprofessionals and teachers in districts across Ohio.

Type: Facilitated Discussion
Level: Intermediate

Addressing Equity in Ohio: How Disproportionality Impacts Ohio Students

C150

Virginia Ressa, Kara Waldron, Laurie Langenfeld, Jenine Sansosti

This session provides background on Ohio's work to improve disproportionality in special education. Disproportionality generally occurs when students of one racial or ethnic group are more likely to be identified with a disability, to be placed in a restrictive setting, or experience out-of-class discipline compared to all other students. Panelists will share their views from multiple perspectives - state and federal policies, data collection and analysis, and support for educators - with the goal of helping districts reduce the impact of disproportionality.

Type: Panel
Level: Introductory

ASD and the Steps to Being Social: A Practical Model for Developing Social Skills

C160

Marci Laurel, Kathleen Mo Taylor

Social Engagement and the Steps to Being Social is a unique, visual tool developed to guide assessment and intervention across severity levels and age groups for individuals with ASD. The model addresses the need to break pivotal social skills into smaller steps that can be easily measured and targeted for growth. In this presentation, the components of social engagement and specific steps of being social will be identified, and evidence-based practices will be linked to teaching specific social skills. Emphasis will be on practical application.

Type: Lecture
Level: Intermediate

Creating Neuroplasticity for Inclusive Effective Learning

C162

Bianca Rimbach

From autism to strokes, from trauma to ADD/ADHD, using specific rhythms to target the cerebellum, purkinje cells, prefrontal cortex, and neurotrophic factors can build an effective-functioning brain. This presentation will introduce strategies for teaching families how to create a culture of brain building at home. The presenter uses Movement Method daily at a public school in Colorado and also with the Wounded Warrior program at the United States Air Force Academy.

Type: Lecture

Level: Intermediate

Career 101: An Elective Series for High School Students

C170

Taryn Barker, James Carter

Interested in finding valuable electives for your high school students with disabilities? The Career 101 Series offers courses – Career Exploration (9th), Career Orientation (10th), Workplace Onboarding (11th), Industry Internship (12th) – that guide students towards career readiness. In this session, intervention specialists will discuss curricula, share materials, and highlight the curricular integration of Ohio's Work Readiness Seal and ACT WorkKeys. The series scaffolds development of skills, strategies, and industry credentials, and it provides authentic experiences that allow students to reach transition and postsecondary goals.

Type: Lecture

Level: Introductory

Making Video Modeling Work for the Student: How-To Guide Tutorial

C171

Megan Wilson

Repetition of skills is crucial for individuals with disabilities, but finding the time to develop necessary supports can be challenging. This session covers task analysis and video modeling for students with disabilities, along with the most up-to-date research and strategies for implementation. Attendees will develop a task analysis on a topic of their choosing and then develop a video model with technology that is available at their fingertips. Throughout the session participants will work to create supports that can be utilized quickly and efficiently for individuals with disabilities.

Type: Hands-On Interactive

Level: Intermediate

9:45 - 11:15 am

Jumping the Gap to Create More Inclusion

Main Stage Hall B

Sheila Graschinsky

As the mother of a child with cerebral palsy, and the founding director of a non-profit organization, Sheila Graschinsky shares the challenges she faces to improve the quality of life for individuals with neurological and motor impairments. She works to promote a diverse inclusive society where everyone can reach their full potential and will share the process that led her to create *IAN, A Moving Story*, produced by Oscar-winner Juan Jose Campanella. The film has achieved recognition, including Best Animation at both the LA Short International Film Festival and the Delhi Shorts Film Festival, as well as the Platinum Winner for 2018 International Independent Film Awards, and qualifying for the Oscars.

Type: Keynote

Level: Introductory

11:30 am - 12:30 pm

LIFE Program: A 4-Part Approach to Postsecondary Transition Services

Hall B – Poster 2

Patricia Kauffman, Marissa Imondi, Terri MacDonald

In this session, the audience will learn about the LIFE transition program in Champaign county and the use of grant funding from the Ohio Department of Education for its expansion. The session provides information, resources, and visual examples of the four components of the program: (1) Training for LIFE: professional development; (2) LIFE Class: functional curriculum with community-based experiences; (3) LIFE Skills Lab: hands-on experience destination for career exploration, independent living, and soft work skills; and, (4) LIFE Lending Library: transition-related material exchange system.

Type: Poster

Level: Intermediate

Buddy Up to Learn Social Skills

Hall B – Poster 4

Lindsay Belli, Katie Foster, Mary McCaslin, Camille Thiros

Social skills are a measure of well-being as students learn to initiate conversations, learn good sportsmanship, and make friends when these skills are developed. These are skills that can be a predictor of successes in life. This poster is designed to share tools that can assist in developing social interactions between all students, including those with visual impairments. Specifically, it talks about the use of buddy systems as a valuable resource in all types of settings.

Type: Poster

Level: Introductory

Swinging into Kindergarten: Playground Accessibility for Children With Visual Impairments

Hall B – Poster 6

Maggie Capel, Anna Dodson, Sydney Klein, Catie Louwers, Claire Neibecker

Transitioning from preschool to kindergarten can be a difficult time for parents, teachers and students. Add in a visual impairment and the challenges this brings to complex environments - and this transition can be even tougher. The purpose of this poster is to provide team members of best practices in assisting kindergarten students with visual impairments to feel safe and comfortable at recess, as they transition from a preschool to elementary school setting. Through the use of simple adaptations, collaboration, and patience, the playground can be a safe space for students to navigate and learn through play while creating connections with their peers.

Type: Poster

Level: Introductory

Amazing Race

Hall B – Poster 8

Nicole Wingate, Angela Sheets

Staff members from Bluffton-Harrison Elementary share their "Amazing Race" in using AAC (augmentative and alternative communication) use with students who have a wide range of abilities. These methods include no-tech, low-tech, and high-tech examples of AAC systems trialed and used in the Intense Interventions classroom, school environment, and eventually spread to the community. The presentation also includes case studies and practical methods of incorporating AAC into the classroom. Be ready to leave the session and begin your own "Amazing Race" using communication, collaboration, and core vocabulary.

Type: Poster

Level: Introductory



THURSDAY SESSIONS

An Organized Toolbox of Intervention Strategies for All Students

Hall B – Poster 10

Kelli Tibbitts, Sarah West

Educators and staff are expected to support students through interventions and support processes following the Response to Intervention (RTI) model. While there are many evidence-based intervention strategies for all areas, including academics and behavior, it may become difficult to select the appropriate intervention(s) depending on the student and/or situation. This poster provides information on how to organize and develop appropriate techniques to select the best strategies for the individual student or situation.

Type: Poster

Level: Intermediate

The Power of YET: Strategies to Support a Growth Mindset for Learners With ASD

Hall B – Poster 12

Lisa Combs

This presentation summarizes strategies to support a growth mindset for learners with autism. Growth mindset refers to the ability of a person to recognize that his or her intellectual and personal qualities can be developed in steps, rather than seeing them as unchangeable. A person with growth mindset is able to frame up a new skill as "I can't do that ...YET!" This is important for goal setting, self-advocacy, and self-actualization. Strategies will be presented that can help students develop persistence, resilience, and confidence in their own goal setting and progress tracking.

Type: Poster

Level: Introductory

Tips for Navigating the College Search for Students With I/DD

Hall B – Poster 14

Mallory Workman, Jessie Green

The transition to life after high school can be daunting, but it does not have to be! In this session, participants will learn how to make the transition easier, from discovering what makes for an accessible college campus to learning about programs specifically for students with disabilities at local colleges and universities. Participants will also receive guidance on how to determine what college or university program is the "best fit" for students and other details to keep in mind during the college search process.

Type: Poster

Level: Introductory

Picturing Friendship: Examining the Efficacy of a Teen Autism Group Using Images

Hall B – Poster 16

Sarah Critchfield, Myra Beth Bundy

This session introduces Picturing Friendship, designed as part of a social skills group for teens with ASD. In group, teens learn social skills with which individuals with ASD may have difficulty. Instead of typical social skills instruction, teens learn how to navigate social situations through structured activities, including movie nights, games nights, and outdoor fun. Before the first session, participants are asked to take and describe a picture of what friendship means to them; they do the same after the final session. Then, differences between the pictures are examined.

Type: Poster

Level: Introductory

Co-Teaching Civics Using Extended Standards and Mirroring the General Education Classroom

Hall B – Poster 18

Sara Hamilton, Jordan Cramer

Civics 1 and 2 was created to be a co-taught class composed of extended standards from language arts and social studies for students within a resource room setting. The class is modeled to mirror what is being taught in the general education setting for American history, world history, English 1 and English 2. Students have access to a modified curriculum while still being able to read the same books and complete similar assignments as their general education peers. Come learn the details.

Type: Poster

Level: Introductory

Understanding the Sensory Modulation Needs of Individuals With Autism

Hall B – Poster 20

Susan Aebker, Lynn DeMange

Many individuals who have a disability struggle managing information that comes in through their sensory systems. Research shows that up to 90% of individuals with autism have difficulty prioritizing relevant sensory cues, a lifelong issue that can create a disruption within their daily activities. This presentation aims for participants to better understand the theory of sensory modulation, and therefore, more accurately create effective supports.

Type: Poster

Level: Intermediate

Making Classroom Jobs Inclusive for Students With Visual Impairments

Hall B – Poster 22

Kayla Blanton, Katelyn Budreau, Kennedy Clement, April Rymer, Danielle Schooley

In elementary school, teachers who assign classroom jobs encourage students to learn about community and responsibility. This poster is designed to explain the importance of these jobs within the classroom setting and provide suggestions for involving children with visual impairments as active participants in these job placements.

Type: Poster

Level: Introductory

Teaching Students With ASD to Communicate Their Location Using Video Modeling

Hall B – Poster 24

Olga Karadimou, Selena Layden

This presentation reports on a study using a multiple-probe-across-behaviors-replicated-across-participants design to evaluate the effectiveness of video modeling (VM) delivered from a mobile app on an iPodTouch to teach students with ASD and comorbid intellectual disability to communicate their location on a college campus via text and voice calls. Three young adults, ages 18-21, participated in this research. Results showed VM was effective in teaching three target behaviors. Implications for future research and practice are discussed.

Type: Poster

Level: Intermediate

Teaching Academic Skills to Students With Significant Disabilities

Hall B – Poster 26

Mary Barczak

IDEA states that academic programs for students with disabilities must be designed to enable them to make progress in the general education curriculum. Teachers of students with intellectual and developmental disabilities, however, report challenges identifying appropriate evidence-based interventions. This presentation summarizes the literature on academic instruction for students with significant I/DD. Analysis indicates most students were successfully taught a variety of academic skills. Trends in academic intervention research and the implications for educators will be reviewed.

Type: Poster

Level: Introductory

A Review of the Need for Community Collaboration: The Practicality and Cost

Hall B – Poster 28

Kelly Elton, Brittany Joseph, Mallory Gebers

A needs assessment completed in NW Ohio highlighted poor employment and postsecondary opportunities for students with disabilities. As a result, nonprofit advocacy groups formed Venture Bound to assist schools in creating unique and individualized transition programs for their students. This session reports on how the NW Ohio community has taken a new approach to supporting students, recognizing the diverse needs of each student.

Type: Poster

Level: Intermediate

The Power of Peers

Hall B – Poster 30

Katy Levinson, Megan Brockman

Participants will learn about the evidence-based benefits of using peers to teach social skills to students with disabilities through Peer (PtP) programs. Through research and direct experience, session facilitators will share guiding principles of PtP programs, how to facilitate them in a secondary setting and how to capitalize on the power of peers outside of the classroom. They will discuss outcomes of PtP programs at a high school, how to gain buy-in from staff, students, and families, and how to start/maintain a thriving peer support program.

Type: Poster

Level: Introductory

Sign Language Use With Children Who Have Cochlear Implants: A Critical Analysis

Hall B – Poster 32

Carrie Davenport, Derek Houston

The primary goal of a cochlear implant is to support listening and spoken language development in children who are deaf. However, some families want to know if using sign language (American Sign Language, Total Communication, or any other form) with their child will support or hinder achieving that goal. This presentation shares findings from an ongoing review of the literature related to sign language and spoken language with deaf children who use cochlear implants and to move the debate forward by clarifying issues found in the extant research and identifying knowledge gaps.

Type: Poster

Level: Introductory

Child Parent Relationship Therapy: Parents of Children With ASD and Other Challenges

Hall B – Poster 34

Kristen Gibson, Haley Ingram

This session introduces child parent relationship therapy created to positively impact the mental health of future adults by equipping parents with therapy skills and thereby strengthening the parent-child bond and assisting the child with reaching his or her full potential. CPRT allows concepts of such treatments to exist in children's daily life by providing parents with therapy skills. Parents responded to measures gauging their perception of their relationship with their child before and after participation in CPRT. Data demonstrative of participant perception of this treatment were also collected and will be discussed.

Type: Poster

Level: Introductory

I'm Determined to Succeed

Hall B – Poster 36

Kate Brenner, Amy Vincent, Patricia Logan

Come learn how the Muskingum Valley Educational Service Center's Multiple Disabilities Program has been using the I'm Determined Curriculum for Students in Grades 6 - Adult Success Program. The program focuses on providing direct instruction, models and opportunities to practice skills associated with self-determined behavior. The project helps youth, especially those with disabilities, to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger.

Type: Poster

Level: Introductory

Perceptions of American and Saudi Parents of Students With Autism About the IEP Process

Hall B – Poster 38

Alwiah Alsaggaf

This presentation reports on a qualitative study of the perceptions of American and Saudi parents of students with autism about their involvement in the IEP process to determine the best strategies that have an impact on parents' involvement in two different cultures. Data collection involved interviewing 10 parents whose children study in public schools. Findings revealed that American parents were more knowledgeable about the IEP process and their rights compared to Saudi parents. Yet, all participants suggested that more parental training is needed to improve services for their children.

Type: Poster

Level: Intermediate

PWC SOARS: Embedding Related Services Into a Community-Based Transition Program

Hall B – Poster 40

Faleasha Wink, Kelly Reynolds

Implementation of meaningful and realistic community-based programs for individuals with ASD and low-incidence disabilities who have complex needs can be a challenge. Come learn about a program using an interdisciplinary approach and preference assessments in order to increase participation in novel, age-appropriate experiences. Outcomes support community programs in allowing students with complex needs exposure to realistic activities with same-aged peers, resulting in a desire for inclusion and participation in a naturalistic setting as well as decreasing negative behaviors.

Type: Poster

Level: Introductory

Why Did the Chicken Cross the Road? To Get to School! Bringing Agriculture Into the Classroom

Hall B – Poster 42

Bethany Harrison, Mary Kely

Bringing agriculture into the classrooms of students of all ages and abilities can connect and create cross-curriculum activities that not only help with academics but also with life skills. This session describes how one school brings agriculture into the classroom with the help of the community, a greenhouse, some chickens, and a rabbit. The session will show how teachers can help students create meaningful learning experiences, develop social skills, follow directions and routines, and have empathy for others.

Type: Poster

Level: Introductory

Changing Seasons: Adapting Calendars for Preschoolers With Visual Impairments

Hall B – Poster 44

Emily Amundsen, Mandy Graver, Vanessa Leadbeter, Brynna Rakich

The use of calendars and the aspects associated with them such as the idea of time, recording events, and daily scheduling is a necessary skill for all students. Adapting calendars for students with visual impairments will allow them to gain organizational skills, independence, and stay reliable. Considering how parents and teachers can utilize an accessible calendar allows students to start working on lifelong skills.

Type: Poster

Level: Introductory



THURSDAY SESSIONS

Opportunities to Respond, Nontraditional Communicators, and the Morning Meeting

Hall B – Poster 46

Chris Scally, Kelly Williams

During the first year of the JCPS Opportunities to Respond Project, "morning meeting" emerged across grade levels as a successful springboard for communication. In short information-packed videos, expert teachers in real classrooms model lessons in which all students (including those using partner-assisted strategies and AAC devices) can and do communicate. Using project videos to jump-start discussion, participants in this session will discuss strategies for implementing AAC, maximizing staff collaboration, and encouraging peer interaction.

Type: Poster

Level: Intermediate

12:45 - 2:00 pm

Want Appropriate Behavior? Teach It!

A110

Krista Dickens, Kathy Jillson

How do children learn social emotional skills? We teach them! This session focuses on key social-emotional skills to teach young children. Participants will be exposed to a variety of hands-on materials they can use to plan and implement lessons immediately in their classroom.

Type: Hands-On Interactive

Level: Introductory

Supporting Academic Instruction for Learners With Significant ASD and ID

A114

Kathryn Doyle, Christi Carnahan, Natalie Messmer

Teaching academic content to students with significant disabilities is an essential outcome of our schools. Inclusion of students with disabilities into content-based general education is no longer a choice. For students to make adequate progress, teachers need access to the most effective instructional procedures available. This session emphasizes the use of the principles of ABA to design effective, systematic instruction. The session offers concrete, practical instructional strategies teachers can implement to help students access academic content supplemented with video examples.

Type: Lecture

Level: Introductory

Teamwork Is BEST! Facilitating Differentiated Learning for All Students

A120

Lisa Orem, Karin Humble, Jessica Harris

In this session, you will have the opportunity to become a participant in reenacting how team meetings, communication groups, fine-motor groups, and sensory/break times can be collaboratively run by all adults within a specialized learning center. You will learn a variety of models and strategies to facilitate communication, differentiate for each learner, develop fine-motor skills, and build capacity amongst adults that ultimately support and promote the unique interests of all students, and that are purposeful, functional, and fun.

Type: Hands-On Interactive

Level: Intermediate

Multi-Agency Planning: If You Build It, They Will Come!

A124

Kitty Kromer, Kari Beil, Sarah Trout, Shirley Bowald

Transition-aged students with disabilities face many challenges and barriers. Navigating transition to adulthood is often left to school personnel who may not know the availability or scope of adult services. As a result, students reach graduation without the knowledge of how or where to receive the support needed for postsecondary transition; school has been their main support. In this session, learn about PACT, Promoting Agency Collaboration for Transition, a team of agency representatives working together to provide information on adult services for students before they leave the school support system.

Type: Panel

Level: Intermediate

Emotion Regulation in Autism: Research to Practice

A210

Kari Dunn Buron

Emotion regulation is an oft-used term among parents and educators who support someone with autism. However, it is sometimes misunderstood or too broadly used. This session presents information from two recent studies, including a framework for understanding compromised emotion regulation and autism, and interventions that can be used to address emotion regulation in the school setting.

Type: Lecture

Level: Intermediate

Data Collection in the Classroom

A212

Lisa Drumb, Argue Chitiyo, Raschelle Neild

This session dives into data collection. First, participants will learn how to write operational definitions and will have an opportunity to practice writing definitions. Participants will learn five different data-collection methods as well as when to use them. Participants will also be able to see and discuss data sheets from classrooms and have an opportunity to practice data collection. Lastly, participants will be taught what to look for in the collected data to make the best next step to support students.

Type: Hands-On Interactive

Level: Introductory

Nine Things You Must Include in Sexuality Education

A216

Lindsey Nebeker

Traditional sex education has its flaws, especially for educating learners with autism and other developmental disabilities. This presentation opens a conversation on the nine building blocks that are essential in setting up the framework of a comprehensive sexuality education with a goal to empower both the educator and the learner. Topic areas include (but are not limited to) instruction styles, suggested learning materials for nontraditional learners, social/sexual awareness, sex positivity, safety and consent, and inclusion.

Type: Lecture

Level: Introductory

AAC Devices in the Classroom: A Recipe for Success

A220

Jackie Vollmer, Carol Dittoe, Ann-Marie Small

Using the metaphor of a recipe, this presentation reviews how AAC (augmentative and alternative communication) devices can be meaningfully integrated throughout the elementary school setting from the speech room to the classroom, and all settings within and related to the school. We will review collaboration with staff, implementation within the classroom, and common barriers to implementation. The presentation stresses team collaboration and evidence-based practices.

Type: Lecture

Level: Intermediate

Tackling Transition: PAES and WayPoint SCP ▲

A223

Kathi George

Come to this session for a hands-on trial of the PAES simulated work lab and to discuss how the five ongoing embedded assessments will point your students to the most reasonable path. Students will have training and exploration in five different component areas. Find out how WayPoint SCP can take assessments and find actual jobs in your community. This comprehensive assessment, planning and placement program, with its detailed transition checklists, will ensure that no student falls through the cracks.

Type: Exhibitor

Level: Introductory

Building Ninjas

A224

Megan Trowbridge, Misty Ewry

Interested in how to become a Ninja in the classroom? Let's face it, the classroom can seem like one giant obstacle course requiring a stealthy Ninja at the helm. No worries, for this session no stars, spikes, or swords are needed. Join us in determining how learner variability can influence your teaching style while collaborating with other Ninjas to learn the invisible walk.

Type: Learning Lab

Level: Introductory

Parents Taking Action: A Model to Reduce Disparities for Latino Children With Autism

A226

Emily Iland

Come learn about the design and results of a replicable educational intervention for Latino parents of children with ASD. Latino children with ASD in the U.S. are underserved. Their parents often face multiple, complex obstacles, including limited knowledge about ASD and difficulty navigating service systems. Parents Taking Action is an in-home parent education intervention delivered by promotoras, experienced mothers of children with ASD. Content includes information on autism, advocacy, and evidence-based treatments. The model can be adapted for other underserved communities.

Type: Lecture

Level: Advanced

The 10,000 Hours of Practice Theory Works: But What Do You Do When You Have Only 10 Hours?

B130

Jim Taylor

The relevance and importance of the 10,000 hours of practice theory was explored by the presenter at OCALICON 2018. In real-life situations, however, practitioners may be afforded significantly less time to make critical changes. The session explores what effective actions can be taken when time is limited or when things have gone very wrong and there is a greater need for recovery from crisis.

Type: Lecture

Level: Intermediate

Social Engagement and the Steps to Being Social: Early Intervention

B131

Marci Laurel, Kathleen Mo Taylor

Social Engagement and the Steps to Being Social is a unique visual tool developed to guide assessment and intervention across severity levels and age groups for individuals with ASD. The model is broken down into four skills sets. This presentation focuses on early social engagement and the beginning steps toward social reciprocity for young children. Red flags for early social challenges will be discussed and evidence-based practices linked to teaching specific social skills. Emphasis will be on group participation and practical application.

Type: Lecture

Level: Advanced

Your Turn: Share Your Story With the OCALI Inspiring Change Podcast Team

B142

Simon Buehrer

Note: This session will be audio recorded. Inspiring Change is not just OCALI's tagline – it's our brand new podcast! Want to be part of a future episode? Sit down with us for a face-to-face interview! The room will be set up like a mini recording studio – with seating in the round for anyone who wants to watch and listen. We want to know – how you are inspiring change and promoting access in your work and community? Share your story through a short (and painless – we promise!) audio recorded interview where we'll talk about whatever you want to talk about – your highlights, your successes, your challenges, your next steps. We'll squeeze in as many interviews as we can during the session time. After the conference, we'll edit our favorite interviews and include them in an upcoming episode (or two! or more!) of Inspiring Change.

Type: Podcast

Level: Introductory

Accessibility and the Expanded Core Curriculum in General Education Settings

B230

Danene Fast, Ying-Ting Chiu, Tiffany Wild

The nine areas of the Expanded Core Curriculum are used to identify the learning needs and living skills that are essential to students with visual impairments. Within this presentation attendees will be provided with information about accessibility for students with visual impairments, examples of general education lesson plans, and opportunity to make accommodations to these plans. Implementation of participant accommodations in simulated, small-group sessions will conclude the presentation.

Type: Hands-On Interactive

Level: Intermediate

Getting It Right: Instruction, Alternate Assessment Participation, and LRE

B233

Virginia Ressa, Andrew Hinkle, Shawna Benson

This session provides background on ESSA policies regarding participation in state-wide alternate assessments. Discuss the use of Ohio's extended standards for instructional planning, the relationship between extended standards and alternate assessment and least restrictive environment, and other considerations for alternate assessment participation will also be addressed. Participants will be encouraged to share examples of how they are meeting the needs of students with significant cognitive disabilities.

Type: Lecture

Level: Intermediate

Top 10 Family Engagement Strategies, Tools, and Resources for Literacy

B240

Heidi Orvosh-Kamenski, Cheryl Byrne, Tom Main

Family engagement is essential to school reform. Therefore, it is imperative that schools increase their capacity-building efforts in connecting evidence-based practices and strategies in literacy with families. This session exposes participants to free tools, resources, and strategies to build their capacity, create equitable access, and increase engagement opportunities for students and families in the area of literacy. Participants will leave with 10 strategies, tools, and resources to harmonize and amplify their family engagement and literacy efforts.

Type: Facilitated Discussion

Level: Intermediate



THURSDAY SESSIONS

Extra, Extra, Hear All About It: How Audio Description Explains Visual Information

B243

Rachel Schultz, Kelli Henery

Audio description (AD) is a verbal narrative representing relevant visual information through words. Initially, AD was developed to support people with blindness or visual impairments; however, descriptive narratives benefit many people accessing videos or live events. Although AD is just now gaining momentum in creating accessible content and media, WCAG 2.0 Level AA (the industry standard) requires AD for all prerecorded video content. During the session, participants will learn about the basics of AD, watch exemplar videos with AD, and work collaboratively to draft a script for a short video.

Type: Facilitated Discussion

Level: Introductory

ASD is Not a Boys Club: Identifying and Serving Females With ASD

C150

Ruth Aspy, Barry Grossman

There are more males than females with ASD; however, the imbalance may be exaggerated. The description of ASD, and consequently the tools used to identify ASD, is based on what ASD looks like in males. As a result, females with ASD are often not referred or are misidentified - they fall through the cracks. Unidentified/misidentified, and poorly served, their path is a difficult one. One disorder may cascade into others, such as anxiety and depression. This session provides strategies and solutions for better identifying and serving females with ASD.

Type: Lecture

Level: Introductory

Improving Executive Function, On-Task, and Flexible Behavior in School-Age Children

C162

Monica Werner

This presentation introduces participants to executive functioning and the EF difficulties often experienced by individuals on the autism spectrum. Participants will learn how to identify when EF difficulties interfere with an individual's success at home, school, and the community. Through engaging case examples, participants will learn how to use research-validated supports and interventions to teach individuals how to leverage their strengths to improve cognitive flexibility, goal setting, and planning, as well as improved social interaction and participation across settings.

Type: Lecture

Level: Introductory

Lessons From a School Transdisciplinary Autism Team

C170

Julie Pitman, Chelsea Swain, Megan Spangenthal

Pickerington Local Schools Autism Team was established in 2012, and over the years, has developed a process for completing high-quality evaluations for autism. Presenters will outline the process, share some of the important lessons learned from students, and discuss the adjustments made when evaluating females.

Type: Lecture

Level: Intermediate

Using eCoaching to Improve Teacher Performance: Bug-in-Ear Technology

C171

Selena Layden, Annemarie Horn

Bug-in-ear technology is becoming a viable tool for providing real-time performance feedback to teachers and increasing evidence-based practices. BIE technology allows for a trained specialist to provide on-the-spot feedback to improve instructional performance. Have you ever wondered what it is like to use BIE technology? This hands-on session allows participants to try it out. Participants will get to experience BIE technology being both the coach and the individual being coached. Participants will also leave with an action plan for how to use BIE technology.

Type: Hands-On Interactive

Level: Intermediate

MasterMind: Big Ideas About Transition

Main Stage Hall B

Sondra Williams, Tom Iland, Janell Yonkman

Join us for this MasterMind session where various presenters will offer innovative approaches, new perspectives or ways of thinking, or a big question from their personal experience, narrative or perspective they learned along the way. Hear from self-advocates as they explore ideas for transition along the themes of planning early, self-awareness and self-acceptance, coping with communication, social, and sensory challenges, and providing practical strategies and tools to maintain employment.

Type: MasterMind

Level: Introductory

2:45 - 4:00 pm

All That Glitters: Tier II Delivery Models and Programming From a Gold-Level PBIS Program

A110

Katy Ganz, Farrah Raines

In this session, educational professionals, parents, and therapists will learn how PBIS can be taken beyond a school-wide Tier I level and be specialized at the Tier II level to address behavioral patterns impacting the achievement of small groups of students. We discuss successful Tier II interventions employed at Starlight School, a school awarded a Gold-Level PBIS rank by the Ohio Department of Education, including calming maps, sensory tool boxes, social circles group, food and nutrition groups, and no speech conversation hours.

Type: Hands-On Interactive

Level: Intermediate

Transition Planning for Postsecondary Education

A114

Jenny Speas, Emily Haynes

While often ignored for higher-functioning students, the transition section of the IEP provides an opportunity to develop essential skills that can improve preparedness and outcomes for students seeking postsecondary education. The focus of this discussion is on specific topics for transition activities and how they can be individualized and incorporated into the IEP.

Type: Lecture

Level: Intermediate

Using Children's Literature to Teach Emotional Regulation

A120

Kelsey Feyes

Students with intellectual disabilities and autism have the capacity to understand complex emotions. However, emotional labels are often limited to sad, mad, happy, tired, and sick. It is important to explicitly teach students language for other emotions they may experience as well as strategies for responding to them. This session provides a children's text for 24 emotions related to the zones of regulation. Further, interactive strategies for discussing emotions and practicing emotional regulation based on texts will be shared.

Type: Hands-On Interactive

Level: Introductory

Autism in 2019: Anecdotes of a Young Man With Autism Navigating Today's Society

A214

Becky Haselberger, Jennifer Earley, Stacey Bernard, Lucas Bernard

What it is like to be a young adult in today's society living with autism? Luke has been the prom king, a well-known and loved high school student, and a high-energy intern (just to name a few), whose interest in autism - and those who research it - is a high-interest hobby. More importantly, Luke is a young man in his 20s living with a diagnosis of autism, trying to figure out who he is and what matters to him, the same as his typical peers. Come hear about life as a young adult in today's society from a young man who is experiencing the positives and struggles each day!

Type: Panel
Level: Introductory

Cultivating Essential Early Literacy Skills

A210

Teresa Brown, Susan Hirko, Leeann Weigman

The National Early Literacy Panel (2008) identified essential components of proven reading outcomes and strategies to support the needs of all learners. Research-based reading models, developmental sequences, and explicit instructional strategies will be presented for application in preschool settings.

Type: Lecture
Level: Introductory

Coaching Peer Partners to Support Successful Inclusion

A212

John Schaefer, Matthew Brock

Peer support is an evidence-based practice for supporting the successful inclusion of individuals with autism or other developmental disabilities. Based on our experience both implementing and training others to use peer supports, we will prepare participants to implement peer supports with their own students. We will provide step-by-step directions and guide audience members to draft individualized peer support plans, and make practical recommendations based on the latest research, including recommendations for how to promote peer support across the school day.

Type: Hands-On Interactive
Level: Introductory

Supporting Learners Who Are Blind or Visually Impaired in the Classroom

A216

Jennifer Govender, Lynsey Comer

Each visually impaired student is unique and offers his/her own set of strengths and challenges. Students' types of visual impairment not only differ, ranging from low vision to total blindness, but they might also have any number of other disabilities. A student's vision can also change throughout their lifetime, so understanding how instruction can be affected and how materials, strategies, or environment can be adapted is crucial. This session highlights strategies, resources, and supports that teachers can use to increase the student's access to learning.

Type: Lecture
Level: Introductory

Understanding Section 504

A220

Derek Towster, Elizabeth Braverman

This presentation focuses on public school districts' legal obligations under Section 504. A strong emphasis will be placed on a comparison between Section 504 and IDEA, with an emphasis on student eligibility, child find obligations, evaluation procedures, and the development of individual 504 plans.

Type: Lecture
Level: Introductory

Medical Necessity: It Is Not Just a Prescription ▲

A223

Kelli Marshall, Tara Warwick

As practitioners, it is our responsibility to know the components of medical necessity when billing insurance. When working with individuals with developmental disabilities and other long-term disabilities, justifying medical necessity can be complicated. The purpose of this session is to provide practitioners with tools for determining medical necessity, paying special attention to patients with life-long disabilities and/or developmental disabilities.

Type: Exhibitor
Level: Intermediate

Screen Readers and Spanish: Strategies for Success

A224

Emily Romero

The session discusses how to empower students to utilize screen readers in their foreign language classes. Using Spanish as the guiding example, we discuss some basic phrases, the importance of accented characters in foreign languages, how to enter accented characters, how to read Spanish text with an appropriate screen reader voice, reading Spanish text, and any questions the students may have. In addition to students of foreign languages, teachers of students with visual impairments may be interested in this session as well as parents of these students.

Type: Learning Lab
Level: Introductory

When Autism and Eating Disorders Converge

A226

Kim Clairry

Research shows autism is overrepresented in individuals battling an eating disorder (ED) and those with both disorders have the poorest outcomes. Unfortunately, providers lack knowledge about working with this vulnerable mix. This presentation offers a unique perspective of combined clinical and personal experiences. Participants will see the world as it is experienced by someone with autism and an ED. They will not only gain insight into how autism and ED intersect, but also learn effective treatment strategies and interventions to facilitate positive recovery outcomes.

Type: Lecture
Level: Intermediate

The Application of PBIS Strategies to Students on the Autism Spectrum

B130

Karen Wilson, Cheyenne Rhodes

Students with high-impact learning and behavioral challenges need a positive, strength-based approach to manage these challenges and support success. This session describes an evidence-based framework that provides a solid foundation for successful student outcomes and meets the unique needs of children and young adults with mental health challenges, intellectual disabilities, and those on the autism spectrum.

Type: Lecture
Level: Introductory



THURSDAY SESSIONS

Spotlight: How to Plan and Execute Culminating Unit Showcases of Learning

B131

Kathleen Pero, Carla Valles

This innovative session demonstrates how to plan 7 interdisciplinary unit “showcases.” We will illustrate how we involve students, colleagues, and community members for each culminating event. Learn how to incorporate state standards, IEP goals, related services, and Ohio Teacher Evaluation System (OTES) goals. The results are rewarding and motivating for students, families, and educators. We will walk participants through the planning process and give specific planning steps for their own spectacular events. At the end of the session, participants will be equipped to lead their own events with confidence.

Type: Lecture

Level: Intermediate

A Better Me, A Better You: Share Your Self-Care Journey

B142

Jen Bavry, Julie Short

Note: This session will be audio recorded for a future episode of OCALI's From My Perspective podcast. Each person's journey with self-care and finding a more balanced life is unique. Inspiration can often be found in the experiences of others. In that spirit, we invite you to share with us your own self-care journey. During this session, we will record your stories for possible inclusion in an upcoming episode of *From My Perspective*, OCALI's Family & Community Outreach Center's podcast. The room will be set up like a mini-recording studio with space for anyone who wants to watch and listen. We welcome as many interviews as we can fit during the session time. Your story might just be the one that inspires someone else to take the first step on his or her journey to a better self!

Type: Podcast

Level: Introductory

Be Proactive, Not Reactive With UDL and Co-Teaching in the Kindergarten Classroom

B230

Tina Crim, Melisa Watters, Ashlee Cuttitta

After receiving 2 years of professional development in UDL and high-impact instructional strategies, this team of presenters implemented the strategies that best met their students' needs within the classroom. Participants will hear about/see co-teaching in an integrated classroom, the struggles and the successes, Standard Walls With Success criteria, vocabulary strategies, scaffolds to integrated learners with intensive support needs within the general education setting and mastery learning, and how administration supports and builds capacity in the implementation of UDL.

Type: Hands-On Interactive

Level: Intermediate

Did My Disability Make Me Misbehave? Discipline Issues and the Basic Mandates

B233

Bernadette Laughlin, Christina Peer, Carla Leader

A student pulls the fire alarm as a joke, another impulsively shoots at the school with a paintball gun, and a third hides a weapon in his backpack. These students are students with disabilities, so will consequences follow? Because the law affords students with disabilities rights and protections not enjoyed by other students who misbehave, school staff and parents often feel overwhelmed and perplexed. The presenter will direct you through discipline issues under the Individuals With Disabilities Education Act, and a school district attorney and a parent attorney will share their perspectives.

Type: Lecture

Level: Intermediate

Pre-Employment Transition Services: Who, What, Where, When, and How?

B240

Alex Corwin, Alissa Otani-Cole

Pre-Employment Transition Services (Pre-ETS) are a group of services offered by Opportunities for Ohioans with Disabilities (OOD), Ohio's state vocational rehabilitation agency. These services were authorized in the Workforce Innovation and Opportunity Act (WIOA), and are designed to engage students with disabilities as young as 14 years old with competitive, integrated employment. They help students develop career interests, understand workplace expectations, and offer opportunities to engage with employers. Learn about the different ways schools can use these services.

Type: Facilitated Discussion

Level: Introductory

What Does Autism Support Services Look Like in Minnesota

B243

Maychee Mua

Minnesota Department of Human Services staff will present on Minnesota autism supports and services and talk about the Autism Benefit (Early Intensive Developmental and Behavioral Intervention). Prevalence autism data and what Minnesota is doing currently to work with the findings will be presented. There will also be a discussion on existing and current autism work projects with the surrounding diverse communities in Minnesota along with cultural competency training for autism service providers.

Type: Facilitated Discussion

Level: Intermediate

Now Trending: Trends in Due-Process Filings, Resolutions, and Decisions

C160

Kelly Walker

IDEA requires the provision of dispute resolution options such as mediation, state complaints, and due-process complaints. Due-process complaints are the most adversarial option available under IDEA. With studies documenting the dissatisfaction of parents and districts with due process, why are due-process filings on the rise in Ohio? Join us for a review of due-process procedures, why parents choose due process over other options, and a look at what the data say about the trends regarding Ohio's due-process complaints.

Type: Lecture

Level: Introductory

Measuring the Effectiveness of Targeted School Support to Build District Capacity

C162

Amy Oates, Tanya Sturgill

Kentucky's Fayette County Public Schools currently provides special education services to over 700 learners with autism. In response to these growing numbers, the Autism Services and Supports Team created a framework for implementing evidence-based practices to build district capacity to meet the needs of our learners with autism. In this session, The Foundational 5 Program Essentials for Learners With Autism will be shared, along with the coaching and data-collection procedures used to monitor teacher growth in targeted schools.

Type: Lecture

Level: Advanced

Re-Imagining Supports for Families

C170

Steve Beha

What if, instead of creating family support programs, we created programs that support families? What if support was not defined by program eligibility, but instead by the needs of the person and their family? What if the role of family was defined functionally to include not just parents, but also siblings, grandparents, and any other person who serves in the role of family for a person who may need support? In this session, let's re-imagine supports for families using a myriad of strategies, policies, and practices.

Type: Lecture

Level: Intermediate

Act for Advocacy!**C171***Wendy Duke*

The ability to self-advocate and advocate for others is a skill that can be learned. Many people are intimidated by authority figures and find that the words they need do not come easily. This session will illustrate how a dedicated theatre class can give people a safe space to rehearse appropriate responses. Additionally, theatre games can help people with developmental disabilities learn to read body language and understand differences in vocal inflections or mimed communications to determine the emotional content being communicated.

Type: Hands-On Interactive**Level: Introductory****MasterMind: Big Questions and Empowering Ideas****Main Stage Hall B***Chris Robinson, Christen Szymanski, James Williams, Elaine Harper*

Join us for this MasterMind session where presenters will offer innovative approaches, new perspectives or ways of thinking, or a big question from their personal experience, narrative, or perspective they learned along the way. The session explores ideas through themes such as the value and importance of early intervention, building community and collaboration for support, using special interests for social skills instruction, and understanding trauma-sensitive care and its effect on instruction.

Type: MasterMind**Level: Introductory**

4:30 - 5:45 pm

Learn by Doing! Activities for Using the Steps to Being Social Model**A110***Marci Laurel, Kathleen Mo Taylor*

Social Engagement and the Steps to Being Social is a unique visual tool developed to guide assessment and intervention across severity levels and age groups for individuals with ASD. The model addresses the need to break pivotal social skills into smaller steps that are easily measured and targeted for growth. Participants will practice specific social activities and link them to the skill sets of the model. Sample activities will be provided across age and ability levels. Participants will be actively engaged throughout the session.

Type: Hands-On Interactive**Level: Advanced****The Case for Presuming Competence in Students With Significant Disabilities****A114***Ashley Quick*

This session makes the case for why we need to presume competence in every student, but especially those with the most significant disabilities. The assumptions we make about students' educational abilities impact the quality of outcomes achieved throughout students' lives. Addressing barriers without prejudgment of ultimate capabilities is critical in supporting students to reach their true potential. The session examines how the concepts of presumed competence, least dangerous assumption, and shared responsibility come together to improve outcomes for all students.

Type: Lecture**Level: Intermediate****Using Ohio Learning Standards: Extended and Learning Progressions****A120***Christy Roshong, Kathleen Clingerman Dann*

In this session, attendees will develop an understanding of how to use Ohio's Learning Standards - Extended and Learning Progressions as a resource within their role as an administrator, teacher, or service provider. We will analyze actual student work samples and build consensus around students' performance relative to the grade-level standard. We will also generate ideas for using the extended standards and learning progressions to create or modify assessments, provide student and families feedback, and plan instruction to ensure students are making progress toward the rigor of the grade-level standard.

Type: Hands-On Interactive**Level: Introductory****Mental Health Counseling for Persons With ASD****A210***Tom Galperin*

This session reviews the approach of the Children's Home of Cincinnati's supporting the mental health of teenagers on the autism spectrum, including the seven areas to assess when providing mental health care for this population. Traditional mental health approaches and their reasons for lack of success with persons with ASD will be examined, adaptations to existing methodologies will be discussed, and new discoveries will be presented. The importance of collaboration between counselors and those who support the person on the spectrum will also be demonstrated.

Type: Lecture**Level: Advanced****Vertically Aligning Elementary Co-Teaching to Create Expert Learners Using a UDL Framework****A212***Stephanie Coffman, Ashley Smith, Jaime Chambers, Lindsay Them*

After a two-year professional development in UDL and high-impact instructional strategies, two co-teaching teams designed instruction to best meet student needs. This unique perspective allows vertical alignment and seamless transition between grade levels. In this session, participants will hear about instructional planning, standard walls, vocabulary strategies, and scaffolds to integrate learners with intensive support needs in the general education setting. The session utilizes video clips, materials used within instruction, and discussion to demonstrate classroom activities and effect on student learning.

Type: Hands-On Interactive**Level: Intermediate****Increasing Proficiency to Support People With ASD in the DD System: Northeast Pilot****A216***Heather Leffler, Connie McLaughlin, Jodi Giesler*

The Northeast pilot "Supporting Youth in Transition and Adults with ASD: Building Awareness, Accessing Resources and Using Tools" targeted middle management DD providers and case managers at county boards of DD to spread awareness and evidence-based strategies to direct line staff in home, work, and community environments. Come learn how DODD interdepartmental collaboration among investigative, regulatory, and residential units has enabled us to share these resources at various connections in the system to further our efforts in building capacity to serve people with ASD.

Type: Lecture**Level: Intermediate****Tools to Facilitate a Professional Community of Practice to Improve Student Outcomes****A220***Kathryn Doyle, Laura Saylor, Michelle Duda*

Are you a teacher leader or administrator charged with supporting your professional peers in learning? Then this session is for you! The session will lay out the framework and tools for creating and sustaining a meaningful community of practice (CoP) with various professional stakeholders. The presenters will discuss how implementation science technology can be utilized to define an evidence-based practice across a variety of settings. They will also share examples from their thriving UDL CoP, which includes various professionals working in a variety of educational settings.

Type: Lecture**Level: Intermediate**

THURSDAY SESSIONS

Secondary Students With ASD ▲ A223

Cami Ferguson

This session presents practical strategies for teaching secondary students the critical skills necessary for success in school and beyond. Learn how districts are building capacity to provide appropriate education to all students while transitioning them into postsecondary life. Our Links Curriculum web-based application allows educators and others to conduct global and targeted autism assessments. Educators can immediately review the results through a variety of easy-to-understand reports. The Links Curriculum autism assessment is comprehensive and provides exceptional value to educators and parents who subsequently choose to utilize the knowledge.

Type: Exhibitor
Level: Introductory

Lights, Camera, ACTION! A224

Jennifer Schmidt

In this session, participants will learn how to use movie and video clips to teach social skills to students with autism. Using clips is a form of video modeling and, as such, is 1 of the 27 evidence-based practices for students on the spectrum. This easy-to-implement strategy catches students' attention, is highly effective, and is easier to implement than you might think. Participants will leave with an understanding of the how and why of using film and video to teach social skills along with a list of topics and suggested clips.

Type: Learning Lab
Level: Introductory

Welcome to My IEP Celebration! B130

Joy Nichols

This presentation shares a unique approach to the IEP process. By using the IEP as a celebration of the child's gifts and the family's dreams, we begin to foster self-advocacy for the child. The session will present a detailed approach to transform your IEP meetings through person-centered planning, and introduce MAPS - Making Action Plans - as a powerful strategy for visioning with families and individuals with special needs and utilizing this to guide the IEP document.

Type: Lecture
Level: Introductory

Deafverse: Fostering Self-Determination Through a Game-Based Curriculum

B131

Beatrice Bachleda, Arlene Ngalle

This session showcases the National Deaf Center's innovative game-based learning approach allowing youth to safely engage in different roles and respond to situations they will encounter in real life. Designed with educational professionals in mind, the session will share strategies on how to instill independence, increase opportunities for self-advocacy, and foster self-determination skills for deaf youth. Participants will engage in interactive discussions and strategize how this resource can be integrated and aligned with current transition practices and curricula.

Type: Lecture
Level: Intermediate

Evidence-Based Predictors and Practices for Post-School Success B230

Amy Szymanski, Chris Filler

This session describes practical strategies to implement the National Technical Assistance Center on Transition (NTACT) Evidence-Based Predictors and Practices (EBPP) for Post-School Success for Youth with Disabilities, including the strategies that are most relevant for individuals with ASD. Attendees will explore resources to support implementation in school, community, and home environments, and receive examples and contact information of groups utilizing these strategies and resources.

Type: Hands-On Interactive
Level: Introductory

Inclusion in Sports: Unique Partnership Between Special Olympics and the Columbus Marathon

B233

Danielle Levesque, Heather Turner

Team Finish Line gives athletes with disabilities the opportunity to train for and participate in a marathon with accommodations. It began in April 2018 with 11 athletes and 2 coaches, partnering with Special Olympics Ohio and the Nationwide Children's Hospital Columbus Marathon. Athletes train during the spring and summer, and run or walk 25.2 miles in the months leading up to race day. They also participate in cross-training events and seminars on healthy habits. On the day of the marathon, they complete their final mile on the course, with fireworks, music, and the city cheering them on. Come to hear more about this inspirational program.

Type: Lecture
Level: Introductory

Practitioners' Professional Development Needs Around Transition

B240

John Schaefer, Mary Barczak

We need to hear from teachers and providers in the field. What professional development content do you want and how do you want to engage with it? This facilitated discussion describes what research-based resources are available to support practitioners working with young adults with autism or intellectual disability transitioning to adulthood. The audience will also engage in small- and whole-group discussions about their current professional development needs across domains of transition including employment, independent living, and postsecondary education.

Type: Facilitated Discussion
Level: Introductory

Promoting Self-Regulation to Reduce the Occurrence of Meltdown

B243

Sondra Williams, Brigid Rankowski

For many, self-regulation is a skill that needs to be taught as it is not inherently understood. Even those without disabilities struggle with self-regulation at times in this ever-busy world. By fostering a better understanding of self-regulation, we can prevent meltdowns by promoting self-advocacy. When we know what it is we need to be successful, we can better advocate for those needs. This presentation provides evidence-based techniques used by children and adults to foster understanding of self-regulation.

Type: Facilitated Discussion
Level: Introductory

Special Education Disputes: How Did We Get Here?

C150

Jessica Dawso, Julie Martin, Kerry Agins, Susan Tobin

This panel presentation focuses on the dispute-resolution processes under IDEA. The session will include perspectives from school board attorneys, as well as attorneys who represent families and parents of students with disabilities. We will explore the alternative dispute-resolution tools available to IEP teams to resolve special education disputes, as well as strategies to avoid conflicts.

Type: Panel
Level: Intermediate

Collaborating Together to Increase Functional Communication Skills in Students With ASD

C160

Alissa Mullett, Rhonda Danner

Teaching functional communication skills to students/individuals with ASD is a critical piece of educational/IEP team collaboration. Behavior and communication are two closely related aspects of development, but are often seen as discrete, unrelated skills. While SLPs, educators, and behavior specialists can often overlap within a student's IEP goals, the fields and approaches tend to be compartmentalized. In this session, we focus on collaborative practices.

Type: Lecture

Level: Introductory



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FRIDAY



Keynote

LeDerick Horne

A Path to Pride and Success

LeDerick Horne is a poet, advocate, and co-author of the book *Empowering Students with Hidden Disabilities: A Path to Pride and Success*. Within this closing keynote, Horne shares his own experience as a student with a learning disability who was able to graduate from college with a BA in mathematics. He is now one of the nation's most sought after speakers dedicated to improving the outcomes of youth with disabilities. Horne provides advice to help all students develop positive identities as people with disabilities. Strategies for helping students reach their transition goals will as be shared as well as advice on helping students develop positive relationships in school and the adult world.

Meet the Keynote! Stop by OCALI Central in Hall B immediately after the keynote session to interact with LeDerick. Don't miss your opportunity to get a selfie or shake a hand!

8:00 – 9:15 am | Concurrent Sessions

A110	Social Circus Programs: Promoting Creativity, Skill Development, and Social Skills <i>Brigid Rankowski</i>
A114	Accessing Autism Treatments for Teenagers Through Adults Utilizing Insurance Benefits <i>Marla Root, Terri Farrell, Chaunta Tsegaye</i>
A120	Empowering Children Through Literacy: Educators Engage Families <i>Amy Freeman, Judith Lozada</i>
A124	What's the Plan? Charting the Life Course as a Postsecondary Tool or Curriculum Support <i>Celia Schloemer, Jan Goings, Keith Banner, Kelley Flodder</i>
A210	General Education Supports and Strategies for Students on the Autism Spectrum <i>Ruth Aspy, Barry Grossman</i>
A212	Tearing Down the Walls: Construction of Team Teaching in a Co-Taught Secondary Classroom <i>Jacklyn LeMaster, Jill McClure, Patricia Jackson</i>
A220	Peer Collaboration: Support Students Through Authentic Peer Relationships <i>Karen Brothers</i>
A223	Communication Construction: Meeting the Communication Needs of Learners who are Deaf or Hard of Hearing <i>Julie Stewart, Carrie Davenport, Tabitha Belhorn</i>
A224	We Are One <i>Loren Marie McKeon, Kathleen Norris</i>
B130	Behind and in the Chair: Creating Positive Relationships Between Schools and Families <i>Brette Hartman</i>
B131	The What Works for Work Website: Supporting the Implementation of Evidence-Based Practices <i>Rachel McMahan Queen, Chris Filler</i>
B142	Beyond the ADA: Making Accessibility Part of Our DNA <i>Teresa Kobelt, Melissa Bacon</i>
B230	Remote Supports and Assistive Technology: Exploring the Future of Independence <i>Kelly Faeth, Brenda Housh</i>
B233	The Intersection of Innovation and Impact: Achieving Breakthrough Results in ASD <i>Greg Firn, Teresa Clevidence, Elena Ghionis, Lisa Raiford</i>
B240	Universal Design for Learning and Behavior Management <i>Angela Allen, Amber Wolf, Bethany Scruton</i>
B243	Healing in Action: Moving From Trauma to Resiliency <i>Rachel Sorg, Thomas Dean Swartz, Maggie Center</i>
C150	Collaboration, Communication, and Consistency: A Key to a Successful Classroom <i>Chelsea Bilger, Amber Crow, Lindsey Kalb</i>

FRIDAY AT-A-GLANCE

C160	Strategies for Managing a Busy Classroom Environment <i>Lynsey Comer, Shelley Wyckoff, Cindy Casserly</i>
C162	Autism Social-Emotional Tools and Resources Connect the Dots for ASD <i>Heidi Cooley-Cook, Darcie Taggart, Tal Curry</i>
C170	Teaching Together: Interdisciplinary Teacher Education at The Ohio State University <i>Tiffany Wild, Danene Fast</i>
C171	Hands-on Learning Through the Arts: Academics, Behavior, SEL, and More <i>Courtney Cruz, Caroline Lorimer, Edward Davis</i>
9:45 – 11:00 am Concurrent Sessions	
A110	Connecting Executive Function Skills to UDL <i>Wendy Szakacs, Tracy Mail</i>
A114	Creating Spaces of Support on College Campuses: How Counseling Can Help Students With ASD <i>Bethany Painter, Paige Rader, Brittany Joseph</i>
A120	Netflix Has Nothing on Us! A Series Approach: Systems Change for Inclusive Practices <i>Barb Gentile Green, George Csanyi, Steve Short, Stacy Hunsinger</i>
A124	Collaborative Goal Writing With the ELSA: The Goals Never Bothered Me Anyway! <i>Carol Conway, Emily Hertz, Rebecca Moskowitz, Chelsea Koss</i>
A210	Beyond Sensory Rooms: Addressing the Movement Needs of Students With ASD at School <i>Ann Griffin, Monica Packard, Michelle Nuehring</i>
A212	Group Contingencies: Managing Student Behavior in Large and Small Groups <i>Mary Barczak, Eric Anderson</i>
A216	Why Don't We Identify Visual Impairments <i>Rachel Bigham</i>
A220	Effective Job Coaching Strategies and Interventions <i>Julie Collison</i>
A223	Transition Planning: Maximize SSI and Maintain Medicaid With STABLE Accounts and Trusts <i>Logan Philipps, Doug Jackson</i>
A224	A Working Triad Partnership: Teacher, Parent, Student Together as One: In It to Win It! <i>Courtney Cruz, Lisa John, Melissa Walker</i>
A226	The Good, the Bad, and the Ugly of the Monitoring Process: OEC, SST, and Career Technical Centers <i>John Magee, Harry Snyder, Nancy Mulvey, Kevin Abt, Amy Luttrell</i>
B130	A Whole-Person Approach to Complex Needs and Challenging Behaviors <i>Bradley Wyner</i>

B131	Go and Show Vocabulary: Increasing Engagement With AAC <i>Angela Sheets, Nicole Wingate</i>
B142	It's Different for Girls: A Conversation With Women on the Autism Spectrum <i>Kim Clair, Lindsey Nebeker, Chloe Rothschild, Sondra Williams, Ruth Aspy, Barry Grossman</i>
B230	Disability, Faith, and Access <i>Teresa Kobelt, Melissa Bacon</i>
B233	Helping Children Succeed in Early Learning Environments With ECMHC <i>Grace Schoessow</i>
B240	PBIS Family Engagement Resources to Strengthen Your PBIS Framework and Family Partnerships <i>Anthony Pizzuti, Marla Peachock, Barbara Boone</i>
B243	Applying Literacy to Your Intervention Assistance Team and Evaluation Team Reports <i>Patricia Dreher, Maria Hoffmaster</i>
C150	The Road to Independence: Transition-Planning Strategies for All Grade Levels <i>Melissa Haskins-Berger, Tabatha Devine, Christa Holt</i>
C160	A Special Need for Music: How to Create a Performing Group for Students With Special Needs <i>Jim Howell</i>
C162	Strategies to Teach Today So I Can Be Successful Tomorrow <i>Amy Gaffney</i>
C170	Impacts of Summer Camp on Deaf Youth <i>Beatrice Bachleda, John Bechhold, Arlene Ngalle</i>
C171	The Road Less Traveled ... Might Be the Best Route! Connect the Dots With Career Connections <i>Julie Frankl, Heidi Orvosh-Kamenski, Ed Kapel</i>
11:30 am – 12:45 pm	
Main Stage Hall B	A Path to Pride and Success <i>LeDerick Horne</i>

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FRIDAY SESSIONS

8:00 - 9:15 am

Social Circus Programs: Promoting Creativity, Skill Development, and Social Skills

A110

Brigid Rankowski

There has been a rise in the number of social circuses specifically designed for individuals with disabilities or those who are part of at-risk communities. These programs address a need for creative expression, provide a physical outlet, promote skill development, and a way to let participants have fun. Many options exist for creating programs targeting a variety of skill levels, ages, and abilities. This presentation examines current social circus practices, the literature supporting the benefits of these activities, and allows participants to try activities first-hand.

Type: Hands-On Interactive
Level: Introductory

Accessing Autism Treatments for Teenagers Through Adults Utilizing Insurance Benefits

A114

Marla Root, Terri Farrell, Chaunta Tsegaye

Transitions are hard, and even more challenging for individuals with autism. Transitioning into high school, college, employment, and community living can result in increased anxiety, depression, and new challenging behaviors. Adding noneducational services can support healthy and successful transitions. Learn from real cases where access to insurance-funded social skills groups, applied behavior analysis, therapeutic counseling, and peer mentoring can lead to positive transition outcomes. Learn about mental health parity law and its impact on health plans.

Type: Lecture
Level: Intermediate

Empowering Children Through Literacy: Educators Engage Families

A120

Amy Freeman, Judith Lozada

Participants in this interactive session will learn about a resource tool linking the learning that is happening in the classroom to the support that we want to develop at home. Goals for parents/families include functional knowledge of foundational literacy skills using evidence-based reading mentoring materials. These reading materials address the 5 Big Ideas for Teaching Reading, including alphabetic principle, phonemic awareness, vocabulary, fluency, and comprehension.

Type: Hands-On Interactive
Level: Intermediate

What's the Plan? Charting the Life Course as a Postsecondary Tool or Curriculum Support

A124

Celia Schloemer, Jan Goings, Keith Banner, Kelley Flodder

Charting the Life Course was front and center at OCALICON 2017. Success stories of how this framework supports the visions of individuals and families across Ohio continue to grow. We want to continue this connection by sharing the strength of this framework/tool as students transition out of high school into adulthood and employment. The CTLC framework has been built into several postsecondary programs and is used as support at the high school, college, and employment level. This panel of professionals have experienced the impact of this approach and are ready to share how you can, too.

Type: Panel
Level: Introductory

General Education Supports and Strategies for Students on the Autism Spectrum

A210

Ruth Aspy, Barry Grossman

Many students on the autism spectrum participate in general education. This is important because it is the most direct path to access the general education curriculum and the least restrictive environment. This means that it is essential for ALL teachers and staff members to know the strategies and supports that lead to success for these students. Understanding the needs of students on the spectrum and how to address them is critical in order to improve outcomes for students with ASD. The purpose of this session is to provide easy-to-use strategies for general educators and a framework to ensure that needs are addressed. Common classroom concerns will be discussed.

Type: Lecture
Level: Intermediate

Tearing Down the Walls: Construction of Team Teaching in a Co-Taught Secondary Classroom

A212

Jacklyn LeMaster, Jill McClure, Patricia Jackson

This hands-on interactive session by three high school teachers, two English team teachers, and an intervention specialist, demonstrates effective strategies for academic and character growth utilizing standards-based systems organized around both choice and mastery. The demonstration will set up immediate plans for co-teaching and team teaching to increase engagement and integration of professionalism and character development into your community with the Career Connections framework.

Type: Hands-On Interactive
Level: Intermediate

Peer Collaboration: Support Students Through Authentic Peer Relationships

A220

Karen Brothers

This session introduces the Peer Collaboration Program, a high-impact, student-driven program that provides peer support and authentic friendships and fosters a school and community climate that battles bullying. Peer collaboration provides an excellent method for speech-language pathologists, occupational therapists, and intervention specialists to support generalization of goals. The peer collaborators support these goals daily and help with practice in an authentic environment. Friendships are established as social, communication, and self-regulation goals are achieved.

Type: Hands-On Interactive
Level: Intermediate

Communication Construction: Meeting the Communication Needs of Learners who are Deaf or Hard of Hearing

A223

Julie Stewart, Carrie Davenport, Tabitha Belhorn

This session walks families and professionals through a step-by-step process to create a fully accessible learning environment for students who are deaf or hard of hearing. A communication plan guides educational teams through accessibility considerations specific to the unique needs of Deaf/Hard of hearing learners. The communication plan provides an accessibility outline that is unbiased towards the student's language and communication mode and creates action plans to address the individual needs of the student. The Communication Planning Guide tool aligns with federal and state standards regarding communication and social-emotional needs.

Type: Lecture
Level: Introductory

We Are One

A224

Loren Marie McKeon, Kathleen Norris

Based on data collected from over 2,500 classroom teachers, this presentation describes a special education program that encompasses classroom teacher education, cross-age teaching, peer tutoring, and working in partnership with organizations to enhance a school's education program and develop community within the school. Best practices will be described that ensure every child is given every opportunity to reach his or her potential. In addition, all members of the school community will be invested because *Together We Are One*.

Type: Facilitated Discussion
Level: Intermediate

Behind and in the Chair: Creating Positive Relationships Between Schools and Families

B130

Brette Hartman

This session is intended for both parents and educators to aid in taking the perspectives of others sitting at the IEP table and understanding the IEP process from both sides. As a parent of a student with autism and a school psychologist, the presenter knows what it is like to be both behind the chair and in it. Learn strategies and techniques to ensure the relationship between you and the IEP team remains healthy and increases the likelihood of a positive outcome for the benefit of the student.

Type: Lecture

Level: Introductory

The What Works for Work Website: Supporting the Implementation of Evidence-Based Practices

B131

Rachel McMahan Queen, Chris Filler

The What Works for Work website is the end result of a project studying the implementation of evidence-based practices at the individual level. Stakeholder teams developed and implemented EBP plans based on the preferences, interests, needs, and strengths (PINS) of target students. Session participants will explore the website, the EBPs and supporting materials available for free, and experience more deeply the session on self-determination to illustrate how educators and adult service providers can easily adapt and use it for staff development in their districts and agencies.

Type: Lecture

Level: Introductory

Beyond the ADA: Making Accessibility Part of Our DNA

B142

Teresa Kobelt, Melissa Bacon

Note: This session will be audio recorded for a future episode of OCAL's Inspiring Change podcast. In August, OCAL's Office of Policy brought together business and industry leaders from around Columbus and asked, "What can you do over the next six months to make ours the most accessible city on the planet?" Join us for the three month check-in as we hear what that conversation sparked.

Type: Podcast

Level: Intermediate

Remote Supports and Assistive Technology: Exploring the Future of Independence

B230

Kelly Faeth, Brenda Housh

On May 24, 2018, Governor Kasich signed the Technology First Executive Order, 2018-06K, declaring Ohio a Technology First state. This launched several initiatives within the state to increase awareness, knowledge, and access to supportive technology for Ohioans with disabilities. This interactive presentation highlights the innovative grant project at the Wood County Board of DD and allows attendees to explore various types of supportive technology. Attendees will also get a first-hand glimpse into the remote support experience.

Type: Hands-On Interactive

Level: Introductory

The Intersection of Innovation and Impact: Achieving Breakthrough Results in ASD

B233

Greg Finn, Teresa Clevidence, Elena Ghionis, Lisa Raiford

This moderated session features three education experts representing three different roles – State Department of Education, Regional Service Center, and program director. Panelist will individually and collectively discuss and share how innovation and impact intersect to create unprecedented learning and growth for individuals on the autism spectrum. Presenters will share their vision, the role of leadership, support, progress monitoring, and program evaluation to create greater, consistent outcomes.

Type: Panel

Level: Advanced

Universal Design for Learning and Behavior Management

B240

Angela Allen, Amber Wolf, Bethany Scruton

This session discusses the principles of universal design for learning and how they can be applied to behavior management in the classroom setting. We will discuss behavior management strategies that can be utilized for the whole classroom and scaffolded to meet the needs of those requiring additional support.

Type: Facilitated Discussion

Level: Intermediate

Healing in Action: Moving From Trauma to Resiliency

B243

Rachel Sorg, Thomas Dean Swartz, Maggie Center

Working with individuals who have challenging behaviors can be difficult and overwhelming, especially, if they have a history of traumatic experiences. In this session, participants will learn simple strategies and interventions that can be used before and during moments of challenging behaviors.

Type: Facilitated Discussion

Level: Intermediate

Collaboration, Communication, and Consistency: A Key to a Successful Classroom

C150

Chelsea Bilger, Amber Crow, Lindsey Kalb

One general education teacher and 2 intervention specialists have been teaching and collaborating together at Mohawk Schools for 6 years in various positions. This team of teachers will share how they developed and expanded their communication, collaboration, and consistency to improve outcomes for students with diverse needs in the district. Participants will have an opportunity to hear and see evidence of systems of support that the teams developed, including coteaching, classroom materials, small-group instruction strategies, staff, and parents.

Type: Hands-On Interactive

Level: Intermediate

Strategies for Managing a Busy Classroom Environment

C160

Lynsey Comer, Shelley Wyckoff, Cindy Casserly

We are all aware of how unpredictable a multiple disabilities classroom can be – schedule changes, behaviors, external precipitating factors beyond our control, etc. But with a strong classroom team able to manage these kinds of environments and unpredictable changes, your students can continue to flourish and grow. During this session, we share some of our favorite classroom management strategies, programs that have been successful for us, and ideas to take back to your setting and implement immediately.

Type: Hands-On Interactive

Level: Introductory

FRIDAY SESSIONS

Autism Social-Emotional Tools and Resources Connect the Dots for ASD

C162

Heidi Cooley-Cook, Darcie Taggart, Tal Curry

Kentucky's popular "Connect the Dots: Addressing Challenging Behaviors" tools and resources have been modified for parents and caregivers of children with ASD. This program, focused on early childhood, combines the easy-to-remember 4-step process for addressing challenging behaviors with fun make-and-takes specific to ASD for home and school. Participants will leave with access to free high-impact training tools and online resources!

Type: Lecture

Level: Intermediate

Teaching Together: Interdisciplinary Teacher Education at The Ohio State University

C170

Tiffany Wild, Danene Fast

How can we meet the needs of students in inclusive classrooms? What about the needs of students with multiple disabilities? This session will introduce 2 teacher education programs at The Ohio State University that are working to provide answers to those questions. Both programs provide unique interdisciplinary opportunities for preservice teachers. An overview of the Early Childhood Education and Visual Impairments (ECEVI) and Visual Impairment M.Ed., and Applied Behavior Analysis M.A. in Education (Project VIBE) programs will be provided.

Type: Lecture

Level: Introductory

Hands-on Learning Through the Arts: Academics, Behavior, SEL, and More

C171

Courtney Cruz, Caroline Lorimer, Edward Davis

"Arts integration is an approach to teaching in which students construct and demonstrate their understanding through an art form" (The Kennedy Center). The arts increase students' engagement and motivation as they learn, gain social-emotional skills, and increase in executive functioning. In addition, the arts can positively affect group and individual behaviors. This session is filled with engaging techniques and strategies for classroom teachers to utilize within their own environments.

Type: Hands-On Interactive

Level: Introductory

9:45 - 11:00 am

Connecting Executive Function Skills to UDL

A110

Wendy Szakacs, Tracy Mail

This interactive session allows participants to consider how the manifestations of executive function (self-management, time management, materials management, information management) can be applied across UDL guidelines, including multiple means of engagement, representation, and action/execution. We will work together to create a resource that matches evidence-based programs and strategies that help develop executive function skills in the framework of UDL.

Type: Hands-On Interactive

Level: Intermediate

Creating Spaces of Support on College Campuses: How Counseling Can Help Students With ASD

A114

Bethany Painter, Paige Rader, Brittany Joseph

As the number of college students with ASD continues to grow, so does the number of students arriving at the doors of college counseling centers. Many professional counselors are unprepared to support this growing population and, as a result, end their counseling sessions feeling confused. In an attempt to bridge this gap, this presentation discusses ways to prepare students for the transition to college by talking through the available supports (including counseling services on campuses), navigating the disclosure of a disability like ASD in college, and what to expect from college counseling services.

Type: Lecture

Level: Introductory

Netflix Has Nothing on Us! A Series Approach: Systems Change for Inclusive Practices

A120

Barb Gentile Green, George Csanyi, Steve Short, Stacy Hunsinger

State Support Team 7 has been providing professional development and coaching using a series approach, guided by implementation science, for the past 5 years. This session highlights lessons learned from our Closing the Gap, IDEA, and Ohio Improvement Process series. Several components are essential to truly impact systems. This session will address shared beliefs; system development, support and monitoring; curriculum, instruction, and assessment; and specially designed instruction for students with disabilities.

Type: Hands-On Interactive

Level: Intermediate

Collaborative Goal Writing With the ELSA: The Goals Never Bothered Me Anyway!

A124

Carol Conway, Emily Hertz, Rebecca Moskovitz, Chelsea Koss

Social behaviors and daily living habits are soft skills, but are essential skills for students at risk and students with disabilities to prepare for positive post-school outcomes. This session describes how an interdisciplinary team jointly develops, addresses, and evaluates collaborative goals within an integrated, co-taught model for students with significant needs. An introduction to the Employability/Life Skill Assessment (ages 6-13) (ELSA) and goals developed based on the ELSA will be provided. Collaborative, integrated intervention strategies will be shared.

Type: Panel

Level: Intermediate

Beyond Sensory Rooms: Addressing the Movement Needs of Students With ASD at School

A210

Ann Griffin, Monica Packard, Michelle Nuehring

All students have movement needs. Students with ASD have additional sensory motor needs. In response, some school teams have developed sensory rooms. Although well intentioned, this is not an evidence-based practice nor the ideal way to meet these needs at school. Student needs are best addressed across all school environments and within the context of the student's day and routine. This session provides the rationale, guidelines, and suggestions for embedding movement across school environments and within routines.

Type: Lecture

Level: Intermediate

Group Contingencies: Managing Student Behavior in Large and Small Groups

A212

Mary Barczak, Eric Anderson

Could you use some new strategies to ensure that groups of students meet your behavioral expectations and stay engaged in the classroom? In this session, we will share some proven strategies for managing groups of students by rewarding positive behavior. Attendees will be guided through a step-by-step process for planning and implementing group-management strategies.

Type: Hands-On Interactive

Level: Introductory

Why Don't We Identify Visual Impairments

A216

Rachel Bigham

In this session, attendees will explore the reasons why visual impairments are not readily identified for school-aged children. The presenter will discuss the barriers that keep identification from occurring and propose possible solutions as well as changes in state guidelines and how to expand teacher awareness. Attendees will also learn about the types of services available for identified students and their potential impact on educational access.

Type: Lecture

Level: Introductory

Effective Job Coaching Strategies and Interventions

A220

Julie Collison

This session provides resources for teaching individuals with autism new job tasks; becoming independent on the job; interacting with coworkers, supervisors, and the public; knowing what natural supports are and the best ways to utilize natural supports; and coming up with strategies and interventions to assist individuals in becoming independent. Different types of job coaching (work training, assessment, permanent placement) will be discussed.

Type: Lecture

Level: Intermediate

Transition Planning: Maximize SSI and Maintain Medicaid With STABLE Accounts and Trusts

A223

Logan Philipps, Doug Jackson

Many families are concerned about transition to adulthood and independent living for their child. Trusts and the STABLE account offer solutions to issues facing parents and individuals. In this session, learn how to use these tools to their full potential. The STABLE Account offers an opportunity for a person with a disability to save and control money like never before without risking eligibility for benefits. Combining the powers of a discretionary trust established by third parties with the STABLE Account provides saving and spending opportunities to enhance the independence of individuals with disabilities.

Type: Lecture

Level: Introductory

A Working Triad Partnership: Teacher, Parent, Student Together as One: In It to Win It!

A224

Courtney Cruz, Lisa John, Melissa Walker

Positive student outcomes can be attributed to successful teacher-family-school partnerships. In special education, it is crucial to build these partnerships with core foundations such as reducing the barriers, giving equal weight to all voices, and providing skills and strategies needed for relationship building. In this session, the audience will hear varying perspectives (teacher, parent, student) explain the value of the working triad partnership while sharing personal struggles and victories, tips for advocacy, and strategies for working with students with exceptionalities.

Type: Facilitated Discussion

Level: Introductory

The Good, the Bad, and the Ugly of the Monitoring Process: OEC, SST, and Career Technical Centers

A226

John Magee, Harry Snyder, Nancy Mulvey, Kevin Abt, Amy Luttrell

This session covers all the emotions and steps of an on-site special education review. Topics include the shock of the initial notification, the stress leading up to and during the visit, the aftermath, and beyond the review.

Type: Panel

Level: Introductory

A Whole-Person Approach to Complex Needs and Challenging Behaviors

B130

Bradley Wyner

When a person is living with multiple, co-occurring challenges (such as a mix of ASD with a significant mental health diagnosis, ID, trauma history, and medical complications), diagnostic overshadowing and complexity can make it challenging to find treatment success. When typically reliable models repeatedly do not work, and challenges fall outside of the realm of known diagnoses, it is easy to lose hope. If a team pivots away from trying to directly address challenging behaviors and instead focuses on what brings the person happiness and a sense of wellness, there may be success, as discussed in this presentation.

Type: Lecture

Level: Advanced

Go and Show Vocabulary: Increasing Engagement With AAC

B131

Angela Sheets, Nicole Wingate

With a hands-on understanding of the challenges that arise in public school classrooms, the presenters will offer a systematic and engaging approach to instruct emergent AAC users in vocabulary acquisition. Given that engagement stems from enjoyable experiences, the presenters will outline steps to increase student participation by utilizing a concept called "Go and Show Vocabulary." Participants will gain exposure to the implementation steps, data collection, and suggestions for using the process in a classroom setting to increase meaningful and practical AAC usage.

Type: Lecture

Level: Introductory

It's Different for Girls: A Conversation With Women on the Spectrum

B142

Kim Clair, Lindsey Nebeker, Chloe Rothschild, Sondra Williams, Ruth Aspy, Barry Grossman

Note: This session will be audio recorded for a future episode of OCALI's Inspiring Change podcast. There are more males than females with ASD; however, the imbalance may be exaggerated. The description of ASD, and consequently the tools used to identify ASD, are based on what ASD looks like in males. As a result, females with ASD are often not referred or are misidentified – and they can fall through the cracks. Join Drs. Ruth Aspy and Barry Grossman for an honest and open conversation with four women on the autism spectrum.

Type: Podcast

Level: Introductory

Disability, Faith, and Access

B230

Teresa Kobelt, Melissa Bacon

Over the summer, OCALI's Office of Policy convened a group of faith leaders to discuss the intersection of disability, faith, and access. One of the attendees reminded the group, "Faith communities have been at the forefront of almost every social action for centuries." Join us as we take a deeper dive into this topic, consider the role you might have in your faith community, and the role faith communities might have in creating greater access and opportunity.

Type: Facilitated Discussion

Level: Intermediate

FRIDAY SESSIONS

Helping Children Succeed in Early Learning Environments With ECMHC

B233

Grace Schoessow

Early childhood mental health consultation helps children succeed in early learning environments by developing adult capacities and capabilities. Many families rely on community programs in order to work. The earlier the social-emotional and behavioral health needs of children are understood, identified, and addressed, the better the outcomes. But many challenges can derail early intervention efforts, so team effort is required. This session illustrates how successful implementation of ECMHC requires strong school-family-community partnerships involving communication, curiosity, inclusion, and connections.

Type: Lecture
Level: Introductory

PBIS Family Engagement Resources to Strengthen Your PBIS Framework and Family Partnerships

B240

Anthony Pizzuti, Marla Peachock, Barbara Boone

In a welcoming, supportive school climate, family engagement is central. Parents and caregivers are poised to be our strongest partners in supporting positive behavior/ well-being. PBIS family engagement resources and rubrics for Tier I, II, III help school teams see the possibilities for family partnerships and develop a plan of action. In this session, participants will learn how to strengthen their PBIS system by integrating families into their PBIS framework and receive PBIS family engagement rubrics and learn how to use these tools to enhance their PBIS practices.

Type: Facilitated Discussion
Level: Intermediate

Applying Literacy to Your Intervention Assistance Team and Evaluation Team Reports

B243

Patricia Dreher, Maria Hoffmaster

LETRS® is a reading framework that can be utilized to help enhance building an intervention assistance team through determining student needs, intervention, and progress monitoring. The framework provides information on specific skills needed in the area of reading for each grade level as well as informal/formal assessments to determine student needs. The presenters share the impact of using this framework through the lens of special education directors and school psychologists.

Type: Facilitated Discussion
Level: Introductory

The Road to Independence: Transition-Planning Strategies for All Grade Levels

C150

Melissa Haskins-Berger, Tabatha Devine, Christa Holt

This presentation introduces the Employment First Initiative and its impact on students with disabilities across grade levels. We will discuss different types of strategies to use when working with students to promote independence at an earlier age and how to assist students in the transition process as they move across grade levels, including job training and transition assessments. Participants will gain a greater understanding of how to prepare students for integrated competitive employment and additional resources to consider within the community.

Type: Hands-On Interactive
Level: Introductory

A Special Need for Music: How to Create a Performing Group for Students With Special Needs

C160

Jim Howell

This presentation describes and demonstrates how to create a performing group for students with special needs. Participants do not need a background in music. Topics include fundamentals of playing, rhythm and speech, needed materials, and performance practices. This is a hands-on session. Participants will leave with the ability to teach a song to a group of students.

Type: Hands-On Interactive
Level: Introductory

Strategies to Teach Today So I Can Be Successful Tomorrow

C162

Amy Gaffney

Structured communication and teaching strategies, including schedules and work systems, are not just for the classroom. These strategies can offer support to a person throughout his or her life. This session gives examples of how the strategies can begin at school and be extended into the home and community to help the child be more independent and successful while transitioning into adulthood. Participants will have the opportunity to make an action plan as they think of more ways they could be utilizing structured strategies throughout the day.

Type: Lecture
Level: Introductory

Impacts of Summer Camp on Deaf Youth

C170

Beatrice Bachleda, John Bechhold, Arlene Ngalle

Are summer camps just all fun and games? Summer programs may appear to just be a fun opportunity to keep busy during break from school; however, a closer look reveals long-lasting positive impacts on youth development. This session explores the power of camp in youth, education, and career development. Representatives from the National Deaf Center and co-directors of OYO Camp will discuss how specific components of summer camps can support overall youth development, raise differences between summer camp and the classroom setting, and share resources that can be used in developing similar programs.

Type: Lecture
Level: Advanced

The Road Less Traveled ... Might Be the Best Route! Connect the Dots With Career Connections

C171

Julie Frankl, Heidi Orvosh-Kamenski, Ed Kapel

Since 2015, the Career Advising Law has encouraged us to refocus the purpose of school, offering a way to engage ALL learners in the design of and journey to their future life as contributing citizens of the community. Why should we take the time to implement this when there is no compliance police? How will we plan and deliver a manageable path with measurable student outcomes? In this interactive working and learning session (bring a device), we will share the What-Why-and-How tools to get on the path and connected to the vision of IDEA.

Type: Hands-On Interactive
Level: Intermediate

11:30 am - 12:45 pm

A Path to Pride and Success

Main Stage Hall B

LeDerick Horne

LeDerick Horne is a poet, advocate, and co-author of the book *Empowering Students with Hidden Disabilities: A Path to Pride and Success*. Within this closing keynote, Horne shares his own experience as a student with a learning disability who was able to graduate from college with a BA in mathematics. He is now one of the nation's most sought after speakers dedicated to improving the outcomes of youth with disabilities. Horne provides advice to help all students develop positive identities as people with disabilities. Strategies for helping students reach their transition goals will as be shared as well as advice on helping students develop positive relationships in school and the adult world.

Type: Keynote
Level: Intermediate

Russell Lehmann: Speaker, Author, Poet, Advocate

"A very effective speaker!"

Dr. Julie Vargas
B.F. Skinner Foundation
(Daughter of B.F. Skinner)

From a boy whose symptoms of autism led him to become a societal outcast, to a man whose empathy and resilience propelled him to international acclaim, Russell Lehmann's journey has never been expected. But by taking his audience deep inside his mind through stories, poetry, lessons learned and insights gained, it is a journey that makes sense.

"A phenomenal keynote. His poetry was personally moving to me, and the stories he told of overcoming adversity were highly inspirational to all of the people at our conference."

Robert Peyton, Ph.D.
President, Autism Society of Wisconsin

**Keynotes, Workshops, Trainings, Programs
and More!**

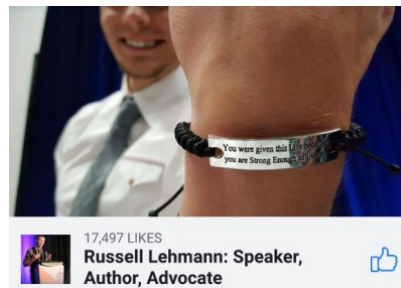
www.TheAutisticPoet.com



"Russell is as dynamic as they come. His storytelling and poetry, along with his passion, sense of self and the connection he fosters with people is simply stunning."

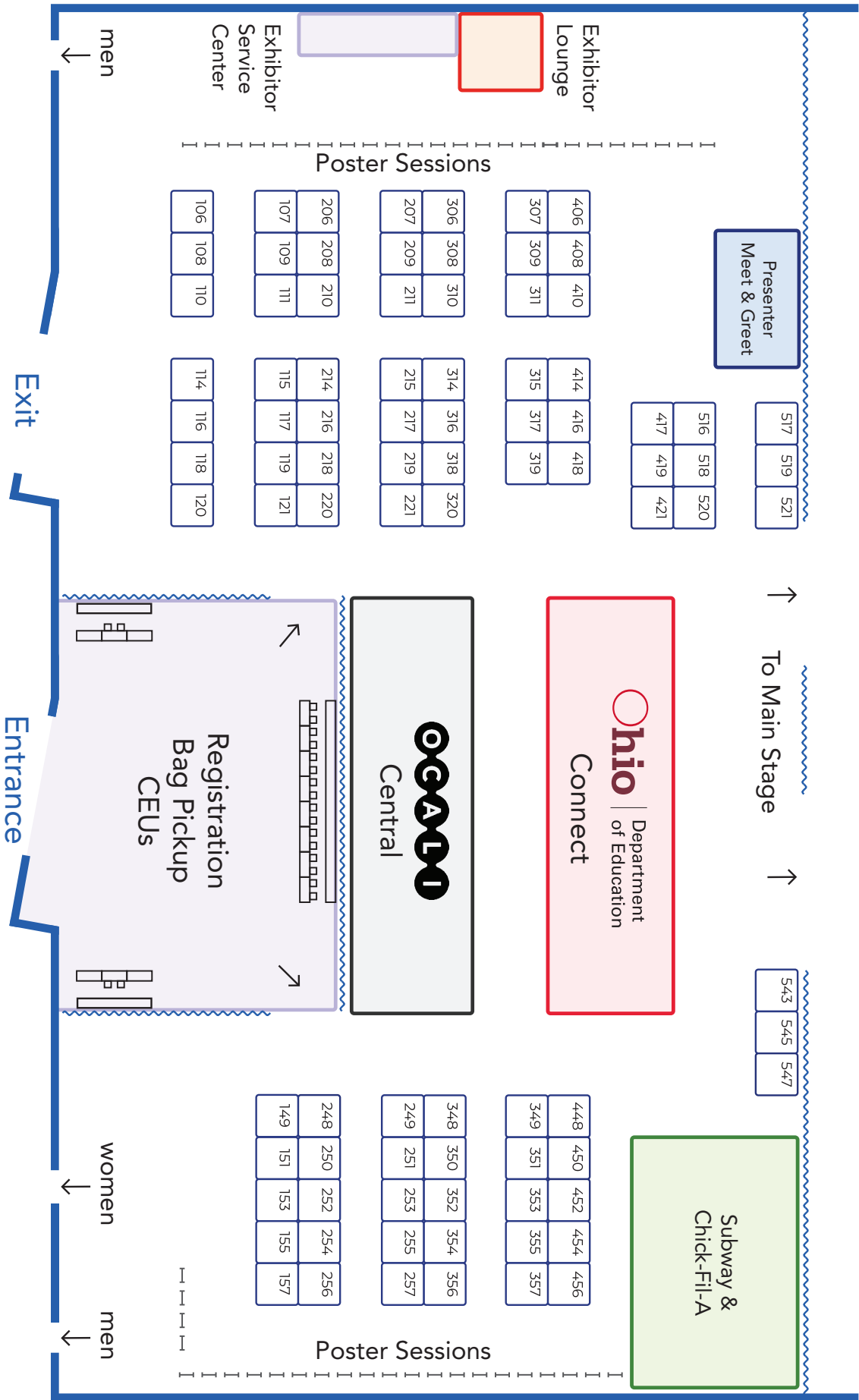
-Jane Estes

Lark & Owl Booksellers, Georgetown, TX



autism_advocate_
450 posts 10.4k followers





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EXHIBITORS

AAPC Publishing **545, 547**

www.aapcpublishing.net

AAPC publishing is dedicated to providing practical research-based solutions and promoting autism awareness and advancement through books and resources for individuals with ASD and related disorders across the lifespan. Founded in 1999 with a mission of helping people with autism reach their full potential by providing the highest quality and affordable resources for parents, educators, individuals with ASD, and the community, we strive to empower those with autism and beyond.

American Printing House for the Blind **311**

www.aph.org

The American Printing House offers products and services for children and adults that enable them to do what is necessary, to do what is possible, and ultimately to do the impossible. Our publications and educational aids support all learners – including learners who have deafblindness with intellectual and developmental disabilities, teens with low vision and autism, adults with glaucoma striving to meet new mobility goals, or sensorimotor learners of all ages.

Autism Aspirations **348**

www.autismaspirations.com

At Autism Aspirations and Autism Aspirations Academy, our aim is to ease the sense of overwhelmingness, of self-doubt, and confusion that can sabotage your best efforts in serving those with autism. Jennifer Krumins, autism educator, leadership coach, author, and most importantly, mother to three young adult children (one of whom has autism) provides the practical tools, resources, and mentorship needed for those who are raising, educating, or supporting an individual with autism.

Autism Learning Partners **307**

autismlearningpartners.com

Autism Learning Partners is a national leader in the treatment of autism and other developmental disabilities. They are a specialized organization that offers applied behavior analysis therapy based on the specific needs of the client. Their focus is providing exceptional care and support for the entire family. Autism Learning Partners provides in-home and community-based services to the Columbus and surrounding areas. They accept most major insurance plans.



Autism Provider Network of Northwest Ohio **519, 521**

avenuesforautism.org/autism-provider-network

Autism Provider Network of Northwest Ohio (APNNWO) serves as a platform for partners and providers, including schools and treatment centers, to come together in dialogue and action to better serve individuals with autism spectrum disorder and their support networks.

Autism Society of Ohio **257**

www.autismohio.org

The Autism Society of Ohio is an affiliate of the Autism Society of America, the nation's leading grassroots autism organization. The Autism Society exists to improve the lives of all affected by autism. We do this by increasing public awareness about the day-to-day issues faced by people with ASD and their families, advocating for appropriate services across the lifespan, and providing the latest information about treatment, education, and advocacy. ASO is a coalition of local Autism Society affiliates, focusing on statewide advocacy and awareness, as well as the provision of services in areas not covered by a local affiliate.

Best Friend Books, LLC **220**

www.bestfriendbooks.com

Best Friend Books publishes books that celebrate and support social emotional learning using fun and engaging verses, combined with fun, bright illustrations. Our books and associated workshops support concepts from all five areas of social emotional development: self-awareness, social awareness, relationship awareness, self-management, and responsible decision-making. Perfect as a compliment to classroom instruction, Best Friend Books also provides FREE standards-based lessons for each book.



Blue Sparrow Therapy Consulting **119**

www.bluesparrow.co

Blue Sparrow has a mission to transform the lives of patients by helping therapists do their best work. Blue Sparrow offers customized consulting, interactive training, and educational workshop services to assist therapists in becoming more effective and efficient in their day-to-day practices. Blue Sparrow specializes in practice management topics. A few of our most popular topics include defensible documentation, functional outcomes, and medical necessity.

Bridgeway Academy **310**

www.bridgewayohio.org

Bridgeway Academy is a non-profit with a mission to inspire the potential and celebrate the ability of every child. Founded in 2005 to serve children with autism and developmental disabilities, our goal is to help each child reach their highest potential. Bridgeway Academy provides outstanding school, summer camp, and outpatient therapy services (speech, music, physical and occupational), plus psychological services and family partnership services, all in one place.

CAI Autism2Work **309**

www.cai.io/capabilities/autism2work

Autism2Work provides workforce training and employment opportunities for adults with autism spectrum disorder (ASD) through partnerships with disability employment organizations and like-minded businesses. The program supports individuals who are eager to enter a work environment that values their contributions and supports their needs.

Certified Restraint and De-Escalation Training **357**

certifiedrestraint.com

CRT is a restraint and de-escalation program that teaches trainees to recognize the warning signs of stress and anger and to react in a way that de-escalates the dangerous or violent situation. In the event that physical restraint becomes necessary, CRT instructs trainees in safe, effective restraint techniques to keep all parties safe.

Columbus Speech & Hearing Center **320**

www.columbusspeech.org

Columbus Speech & Hearing Center provides specialized services to Central Ohio through our core program areas of speech, audiology, and our Careers for People with Disabilities Jobs Program. Speech services include: autism diagnostic evaluations, speech-language evaluations, individual, and group therapy programs. Audiology services include: hearing aids and audiological care, and the CPD Jobs Program includes employment support for people with disabilities.

Council for Exceptional Children – Ohio

448

www.cec-ohio.org

The Council for Exceptional Children - Ohio advocates for the rights of individuals with exceptionalities. CEC - Ohio is especially committed to an effective and comprehensive educational service delivery system based on best practice and research. All persons have common rights and therefore CEC-Ohio promotes a positive quality of life for all persons. CEC - Ohio also provides resources and support for teacher candidates, educators, and families throughout the state.

Designs By Siri

207

www.designsbysiri.com

At Designs By Siri, we believe that people with autism are capable of producing high-quality goods, given the right environment of training and support. Siri is a young lady with autism whose talent for making jewelry was discovered in her early 20s. Currently, she has an online business at www.DesignsBySiri.com, where she sells her handmade jewelry. Her inspiring story has been shared through various media channels. A documentary of her amazing life, *My Name Is Siri*, is in the making.



Disability Rights Ohio

211

www.disabilityrightsohio.org

Disability Rights Ohio is designated under federal law as the system to protect and advocate the rights of people with disabilities and as the Client Assistance Program under the Rehabilitation Act. The mission of Disability Rights Ohio is to advocate for the human, civil, and legal rights of people with disabilities in Ohio.

Drawings By Trent

121

drawingsbytrement.com

Trent has always been different. He carried full gallons of milk around the house at 2. He was violently aggressive from ages 4-14. He struggles socially and emotionally. He draws incredible animals and captures their emotions brilliantly. In many ways he's different from the world around him, but he's got more going on. Trent may not have conversational speech but you can sure tell what his animals are thinking. Stop by booth 121 and help others see the ways we're all "drawn to be different."

Dublin City Schools PATHS Program

456

www.dublinschools.net/paths.aspx

Dublin City Schools' postsecondary program opportunities are for students that have met all secondary academic requirements, completed four years of high school, and whose IEP team has determined there is a need for ongoing skill development in the areas of employment, education, and independent living. Levels of support and content instruction are varied across the tiered continuum to meet the needs of each student.

Edward Jones Investments

Lynn Tramontano

454

www.edwardjones.com

Lynn Tramontano has the unique experience and heartfelt passion to work with families of loved ones with special needs through the complicated maze of government benefits, estate concerns, and financial decisions. She provides solutions for families with the often-conflicting goals of trust funds, retirement plans, and short-term objectives, all while prioritizing the protection of their loved ones.

ESC of Central Ohio

350

www.escoco.org

The ESC of Central Ohio responds to the needs of its partners and provides services to support quality educational opportunities for all students. Services provided include campus-based transition opportunities, early learning peer model programs, instructional coaching for staff, specialized on-site supports, structured teaching programs for students with autism, and much more.

Exceptional Child

218

www.vectorsolutions.com/brand/exceptional-child

With the Exceptional Child Online Professional Development System, you can easily deliver evidence-based special education-related training on key topics like ADHD, behavior management, autism spectrum disorder, and more, to all staff who support students with exceptionalities. Our management system makes assigning, tracking, and customizing training easy! It's the perfect solution to provide online PD for general education teachers, special education teachers, paraeducators, and more.

Eye to Eye National

206

eyetoeyenational.org

Eye to Eye is a national, award-winning mentoring program for students with learning and attention issues. We train high school and college students with learning differences, including dyslexia and ADHD, to mentor similarly-identified middle school students. Mentors and Mentees grow together, shaping skills that help them transition to the next stages of education, work, and life. We are an easy-to-implement social-emotional intervention with high-impact results.

Florida Institute of Technology

351

aba.fit.edu

Florida Tech's Continuing Education offers courses in ABA. Students receive the coursework necessary for certification and CE courses to maintain certification. Dr. Jose Martinez-Diaz shares his passion and dedication to helping improve the lives of others by providing students with the education to master the concepts and principles of applied behavior analysis.

Fun and Function

115

funandfunction.com

Fun and Function develops unique and innovative sensory resources that help support people across all environments, whether for school, work, or on-the-go. We are passionate about providing supportive infrastructure and resources to empower people of every ability to be as successful as possible. The resources we provide for schools include classroom tools, adaptive environments, sensory spaces as well as training/professional development for teachers and staff.

Grand Canyon University

410

www.gcu.edu/uc/denise.mckenna

Grand Canyon University is Arizona's premier, nonprofit, private, Christian university committed to delivering affordable and transformative higher education. GCU's nine colleges offer more than 200 academic programs, including 150 online academic programs, for traditional students and working professionals. Students may learn on GCU's vibrant campus or as part of a dynamic online learning community. Find your purpose at gcu.edu.



EXHIBITORS

Handwriting Repair/Handwriting That Works

416

www.handwritingthatworks.com

Handwriting Repair/Handwriting That Works teaches/remediates handwriting through inclusive, universal-design methods, and resources rooted in the experiences and research-based data/practice syntheses of its founders, who are individuals on the autism spectrum with other neurological issues affecting handwriting. They self-remediated their handwriting issues after failures with conventional/best practice approaches.

Healthmaster

209

www.healthmaster.com

Healthmaster is one of the largest software companies in the U.S. dedicated solely to providing secure, hosted, school nursing electronic medical record (EHR) software, special education IEP case management, mental and behavioral health case management, risk management, advanced reporting, and integrated Medicaid claim processing to public and private school districts throughout the country.

Healthy Relationships Curriculum

421

www.healthyrelationshipscurriculum.org

The Healthy Relationships Curriculum was developed for schools and organizations that serve special education students or those with developmental disabilities. Created by special education teachers and therapists, this one-of-a-kind program covers everything from hygiene and health education to relationships and social media. This comprehensive enhancement to the classroom includes over 50 videos, a nationwide online resource library, and the myHRC Portal!



Heidt Center of Excellence by the Children's Home

414

www.thechildrenshomecinti.org/page/autism-services

Heidt Center of Excellence by The Children's Home is proud to offer a continuum of specialized services for individuals on the autism spectrum, including support services for families. Their programs include a specialized school that serves middle school and high school students on the spectrum as well as innovative transition and work readiness programs for young adults who have graduated high school. They also have behavioral health counseling available for grade school students with ASD who would benefit from mental health counseling.

Hopebridge

408

www.hopebridge.com

Hopebridge was founded in 2005 to serve the growing need for autism treatment services and to improve the lives of affected children and families. Hopebridge is committed to providing personalized outpatient ABA, occupational, feeding and speech therapies, and diagnostic services for children touched by ASD, behavioral, physical, social, communication, and sensory challenges. Through state-of-the-art autism therapy centers across Ohio, Indiana, and Kentucky, Hopebridge provides a trusted place where they can receive the care, support, and hope they need.



I Am Boundless

118

www.iamboundless.org

Behavioral health services including counseling, psychological testing, and pharmacology. We also offer educational services for children with autism.



Kurzweil Education

210

www.kurzweilededu.com

Kurzweil Education enables learners to access curricula, build literacy skills, and make real academic progress with Kurzweil 1000 for students with blindness or low vision and Kurzweil 3000 – a software platform for students with learning differences that promotes individualized learning experiences with embedded customizable tools.

LearnTools, Inc.

319

www.learntools.org

Children enjoy learning math with our colorful, wordless Mac's Abacus Basic supplementary early math curriculum. Hands-on curriculum includes a special teaching abacus and a full-color workbook filled with 360 very attractive examples and picture lessons. Workbook includes a lesson planner and a teaching guide, complete with detailed answers to all lessons. Stop by to discuss your children's needs and see our solutions. We will work with you in developing new materials.

Lifeworks Adult Autism Services

518

lifeworksadultautism.org

Lifeworks Adult Autism Service is a nonprofit organization committed to ensuring that adults with autism have more independent and enriched lives by providing opportunities to learn, engage socially, and participate in meaningful work.

Merrill Lynch – Lars Olson

208

https://fa.ml.com/ohio/marion/lars_olson/

Lars Olson is not only a senior vice president and wealth management advisor at Merrill Lynch, but also a father to a 14-year old son with autism. As a certified financial planner practitioner and a chartered special needs consultant, he knows the process can be complicated when it comes to long-term planning for a child or adult with special needs. Merrill Lynch has developed unique special needs planning tools to help families ensure the quality of life for special needs family members after their caregivers have passed on.

Milestones Autism Resources

219

www.milestones.org

Founded in 2003, Milestones Autism Resources improves the lives of individuals on the autism spectrum throughout Northeast Ohio by educating, coaching, and connecting the autism community with evidence-based information. Milestones is the first call for help at each transition of an individual's life. Milestones envisions a community in which individuals on the autism spectrum reach their full potential as contributing members of society, recognized for their strengths, and supported in their challenges. Each year, Milestones serves more than 3,100 parents, professionals, and individuals of all ages and abilities, through an annual conference, trainings, and coaching services. The website, milestones.org, connects 55,000 unique visitors to more than 1,000 autism resources.

Monarch Center for Autism

520

www.monarchcenterforautism.org

Monarch Center for Autism operates under the auspices of Bellefaire JCB. Our dynamic and multidimensional residential treatment and educational programs offers the ultimate in individualized treatment for children on the autism spectrum. Our partnership with Harvard Medical School and Boston Children's Hospital provides a state-of-the-art teaching model that is philosophy neutral. All of our programs are located on one campus, allowing for a wider breadth of treatment possibilities.

Nasco Education 315, 317

www.enasco.com/c/Education-Supplies

At Nasco Education, we are dedicated to partnering with teachers and therapists with the shared goal of creating more secure, productive, and happier classrooms. From social and emotional learning to daily living skills, active seating and more, you can rely on Nasco to have the items you need and the solutions you require. Our broad selection of unique products allow you to create the right learning environment for today's students with special needs.

National Autism Resources 417

www.nationalautismresources.com

The purpose of National Autism Resources is to make life easier for individuals on the autism spectrum and for those who support them. This dream has led us to create partnerships with therapists, teachers, and parents to provide innovative products that support success. Our advisory board includes an award winning author, former LAUSD teacher of the year recipient, adults on the spectrum, and therapists with over 20 years of experience working with individuals on the spectrum.



Naturally Recovering Autism 306

naturallyrecoveringautism.com

THE natural, results-based autism recovery solution, offering parents a step-by-step roadmap to drug-free recovery from the symptoms of autism. Results include improved speech and communication, a healthier immune system, better sleep, ability to focus and learn, and greater digestive absorption of nutrition, and calmer moods.

Nova Southeastern University 517

www.nova.edu

Nova Southeastern University provides programs in autism and applied behavior analysis at the undergraduate, master's, and doctoral levels. These programs are offered on-site, online, or through blended delivery systems. Also, on the main campus in Fort Lauderdale, FL, there are a range of direct service programs and clinics serving individuals with autism and their families.

Ohio Association of Pupil Services Administrators 543

<https://portal.clubrunner.ca/100906>

OAPSA is a state-wide organization of school administrators currently charged with district-wide administrative responsibilities for pupil services and/or special education. OAPSA is an affiliate of both the National Association of Pupil Services Administrators and the Council of Special Education Administrators. OAPSA has a comprehensive email communication system and excellent networking conferences to promote excellent practices for special education/student services administrators.



Ohio Federal Quota – AT and AEM Center 308

<https://ataem.org/obtaining-aem/federal-quota>

The AT & AEM Center conducts the annual Federal Quota Registration for students who are blind. Visitors will learn about student eligibility, how to register students, and how to submit material requests. Engaging materials will be on display to learn about the process to Register-Request-Receive. Opportunities will also be available to explore some of the materials that can be purchased through the Federal Quota program.

Otterbein University 356

www.otterbein.edu/graduate

Otterbein's graduate programs in special education are small by design, forward thinking, and practical for the teaching professional. At Otterbein, instructors and classmates become your colleagues. Our class sizes are small and focused on community. Otterbein instructors capitalize on the small class sizes, building professional relationships with students, and creating supportive learning environments to inspire students to apply what they learn in the classroom immediately.

Parent Mentors of Ohio 250

www.ocecd.org/ParentMentorsOfOhio.aspx

Parent Mentors work to educate parents in the necessary supports so that families will feel empowered as a member of their student's educational team. With education and empowerment, parents are engaged in their child's educational present and future outcomes. Because a parent mentor is a parent of a child with disabilities, they already know first hand the joys and the struggles of raising, educating, and loving an exceptional child. They help guide and mentor parents so they can navigate the special education process and develop their skills as the best advocate for their child.

Positive Education Program 155

www.pepcleve.org

PEP helps troubled and troubling children (0-22) successfully learn and grow, blending quality education and mental health services in partnership with families, schools, and communities.

Praises, Prizes, & Presents 214

praisesprizespresents.com

Praises, Prizes, & Presents specializes in products that motivate and reward children with special needs.

PRC-Salttillo 418

www.prc-salttillo.com

For over 50 years, PRC-Salttillo has been led the way in giving a voice to those who cannot speak for themselves, paving the way in the development of speech-generating devices, and innovating in the field of language development.

ProgressBook 221

www.progressbook.com

ProgressBook is an integrated student information and learning management platform recognized by school districts for its ability to streamline administrative processes and improve student learning outcomes. Our fully integrated system unites our core applications to provide a cohesive, uncomplicated solution.

Public Consulting Group 216

www.publicconsultinggroup.com/education

Public Consulting Group, Inc., offers consulting services and technology solutions that help schools, school districts, and state education agencies/ministries of education to promote student success, improve programs and processes, and optimize financial resources.



EXHIBITORS

Puzzle Pieces **406**

puzzlepiecesohio.com

Puzzle Pieces is your one-stop-shop for all your sensory and learning needs. We are located in Montgomery, OH, and have a full-size sensory room on site. Most products are available to touch and try before you buy.

QABA Credentialing Board **318**

qababoard.com

The Qualified Applied Behavior Analysis (QABA®) Credentialing Board was established to meet the needs of individuals providing behavior health treatment. The QABA Credentialing Board oversees the Applied Behavior Analysis Technician (ABAT®) certification examination for entry level behavior technicians, the Qualified Autism Services Practitioner Supervisor (QASP-S) certification examination for assistant behavior analysts, and the Certified Autism Behavior Analyst (CABA) for behavior analysts.

QBS, Inc. **217**

<https://www.qbscompanies.com>

QBS, Inc., a leading national behavioral training company, offers Safety-Care™ Behavioral Safety Training. Much more than the typical "crisis prevention course," Safety-Care is founded on the principles and procedure of applied behavior analysis and positive behavioral supports and trains staff in evidence-based practices toward the prevention, minimization, and management of behavioral challenges. QBS offers a variety of other behaviorally-based training and consulting.

Read Naturally **149**

www.readnaturally.com

Read Naturally provides research-proven reading interventions for struggling readers. The flagship program has improved reading fluency and comprehension skills for over 20 years. The newest version, Read Live, is completely web-based and compatible with iPads and Chromebooks. Read Naturally also offers programs targeting specific skills like phonics and vocabulary.

SameGoal IEP Anywhere **419**

samegoal.com

IEP Anywhere is Ohio's leading Special Education Management Solution, helping over 500 LEAs increase compliance and streamline EMIS reporting. IEP Anywhere allows districts to collaboratively and compliantly document student participation in K-12 special programs such as special education, gifted education, English language learning and Third Grade Reading Guarantee.

School Choice Ohio **117**

<https://schoio.org>

Do you want some help finding a great school that is a great fit for your child? Do you want to help spread the word about school choice in Ohio? We're the only statewide organization promoting quality education options for every Ohio child, and we're here to help! We are committed to helping you find a learning environment that allows your child to grow and thrive.

Sheryl Yeager / Autistic Impressions **355**

sites.google.com/view/sheryl-yeager/home

Original and award-winning artwork and prints, greeting cards, the children's book *Emma the Giraffe*, and more, from artist Sheryl Yeager.

Silverlady II **157**

www.silverlady2.com

The Silverlady II presents an exclusive private collection of jewelry from around the world. We personally travel to Mexico, Thailand, Bali, Tucson, Las Vegas, and Atlanta to select silver pieces handmade by local artisans and offer them for sale at professional conferences, fundraisers, and conventions at wholesale prices.

Simons Foundation – SPARK **153**

sparkforautism.org

We need 50,000 families to SPARK answers for autism. SPARK is the largest study of autism ever. Are you the parent of a child with ASD? Join us! Are you a person with an ASD diagnosis? We need you. It's simple. It's free. Visit our website and join us.



SpedTrack **248**

www.spedtrack.com

SpedTrack™ is web-based software (IEP's, Evaluations, Section 504s) that allows school districts to centralize information and processes into one comprehensive application. SpedTrack™ was designed to ease the burden of managing special education for both teachers and administrators. Staff will spend less time on paperwork and more time with their students.

Springbrook Autism Behavioral Health **352**

springbrookautismbehavioral.com

Located in Travelers Rest, SC, Springbrook is a residential, therapeutic, and educational environment designed for children and adolescents with a diagnosis on the autism spectrum, who exhibit severe and profound behavioral problems. Springbrook utilizes a combination of specialized programs designed to achieve positive behavioral outcomes. The program's design helps create individualized structures for a child that minimize stimulation, promote learning, and decrease destructive behaviors.

STABLE Accounts: Ohio Treasurer of State **316**

www.stableaccount.com

The STABLE Program provides tax-advantaged savings and investment opportunities to individuals with disabilities without risk of losing means-tested benefits. Individuals are able to save above their resource limit for their needs, while still keeping their benefits.

STAR Autism Support **314**

www.starautismsupport.com

STAR Autism Support (SAS) provides curriculum materials, workshops, and training to school and agency staff who work with students with autism and other developmental delays. Ensuring compliance under IDEA, SAS takes a districtwide approach to improving student outcomes, and increasing efficiency and staff satisfaction. This model allows districts to build a sustainable local infrastructure to support the implementation of evidence-based strategies, including applied behavior analysis strategies.

Sunshine Communities **349**

www.sunshine.org

Sunshine began supporting people with intellectual and developmental disabilities in Northwest Ohio in 1950. We support more than 400 adults and children with waiver and ICF living options, day programming, transportation, and community-supported employment. Sunshine supports people who are also medically fragile, including people who are ventilator dependent. Additionally, we operate Georgette's coffee shop and Sunshine Studios, a collaborative art studio. At our core is a mission of building relationships.

Talent Assessment, Inc. (TAI) 450

www.talentassessment.com

TAI has been publishing and selling programs for students with intellectual and developmental disabilities for over 40 years. TAI's programs have helped students and young adults with hands-on assessment, teaching, training, and planning for their life and career skills. TAI's programs have also helped adults in need of vocational rehabilitation.



The Awesome Company 353

www.theawesomecompany.com

The Awesome Company is a design and screen printing studio based in Columbus, OH. We employ awesome adults with autism. It was founded with a simple, powerful idea: awesome is everywhere. If you need a kick of optimism and you believe in the awesome power of autism, you've found your people and your custom apparel partner. It's time to celebrate what makes us unique in our own awesome way.

The Childhood League Center 114

www.childhoodleague.org

The Childhood League Center is an inclusive, nonprofit offering early intervention for special needs children. The Center provides evidence-based, innovative practices with teams of experts and a family-centered approach. We strive to build awareness of the importance of intervening early through animated videos "Meet the Meeples" and trainings. In 2016, The Center became the nation's first PLAY Project Center. The PLAY Project is an effective, evidence-based, parent-applied autism intervention.

The I Feel ... Children's Book Series 111

www.ifeelbook.com

Award-winning social-emotional learning children's book series which focuses on acknowledging feelings, recognizing behaviors, and offering proactive suggestions. Celebrated by therapists, speech-language pathologists, and educators. Incredibly simple, fun, and honest!

The Learning Spectrum 151

thelearningspectrum.com

The Learning Spectrum provides educational, ABA, and therapy programming for children with autism spectrum disorder and other disabilities.

Thomas Iland 120

thomasiland.com

Thomas Iland, a self-advocate with autism, serves others through professional speaking, personal coaching, and professional consulting in the autism community and beyond. His speaking platforms have included the United Nations and the TEDx stage. His designations include certified public accountant, certified human potential coach, and Distinguished Toastmaster. He's the world's only Toastmasters Accredited Speaker with autism and specializes in self-discovery, empowerment, and preparing for transition.

Tobii Dynavox 452

www.tobiidynavox.com

A division of Tobii, the global leader in eye-tracking, Tobii Dynavox is the leading provider of touch and eye tracking based assistive technology hardware and software for those with communication and mobility impairments. By harnessing Tobii's award-winning eye tracking technology, Tobii Dynavox has helped thousands of individuals with disabilities such as aphasia, autism, cerebral palsy, Lou Gehrig's disease (ALS), muscular dystrophy, Rett syndrome, and spinal cord injury lead fuller and richer lives. For over three decades, the company has stood at the forefront of assistive technology and continues to push the boundaries of what is possible for delivering the most advanced, effective, and empowering communication and computer access tools available.

Trumpet Behavioral Health 215

www.tbh.com

Trumpet Behavioral Health is a national autism treatment provider that specializes in providing home and center-based ABA therapy to children. ABA uses an evidence-based approach to measure behavior, teach socially significant skills, and evaluate children's progress in using these skills. ABA looks different for each child because it is tailored to the individual client's needs.

Tummy Time Method 516

www.tummytimemethod.com

TummyTime!™ Method is a unique program for precrawling babies and families designed to optimize health, posture, movement, and connection. The program is based on coregulation and communication while facilitating optimal postural and play skills without fussing or dysregulation. Because of the special emphasis on social, emotional, interactional, sensory processing, and postural skills, it is uniquely helpful for babies who have difficulties in these areas.



vitalxchange 256

vitalxchange.com

vitalxchange is a private network created for the information and support needs of ASD caregivers. With smart matching technology, vitalxchange pairs each caregiver with similar peers to privately chat about concerns and also finds matched information from its information hubs. vitalxchange will be released to a select group of users in January 2020, as a free mobile app. We also welcome partnerships with organizations supporting ASD families (visit www.vitalxchange.com).

Westminster Technologies 249, 251, 253

www.westminstertech.com

Westminster Technologies offers a wide range of specialized assistive technology solutions. We offer AT assessments, consulting, and professional development. Our product lines include the TAPit, Robots4Autism, ProxTalker, Beamz, and a wide variety of computer access tools.



LOCAL MARKETPLACE

Friday, 8:00 am – 1:00 pm
Hall B

Art and Alibi 254, 256

www.artandalibi.etsy.com

Featuring officially-licensed, hand-stenciled collegiate products, Art and Alibi offers home decor and Christmas ornaments with a rustic flair.

Bend 454, 456

www.bendactive.com

Bend is a locally inspired fit-fashion apparel brand focused on providing the highest quality products along with style.

Chuck Evans' MONTEZUMA Brand Sauces and Salsas 452

www.montezumabrand.com

Ohio & America's oldest small-batch salsa and hot sauce manufacturer, "fresh out of the jar," since 1986.

EXHIBITORS

Cliff Original **249**

www.clifforiginal.com

Inspired by founder Jared Friesner's grandpa Cliff, Cliff Original was created with the belief that the products on our skin should be healthy – for both our bodies and for the environment. With the help of farmer and maker partners and supporting community projects along the way, Cliff produces all natural men's grooming products free of chemicals and toxins, injecting each product with care and craftsmanship.

Columbus Recreation and Parks – Therapeutic Recreation **255**

www.columbus.gov/recreationandparks/programs/Therapeutic-Recreation

Therapeutic Recreation sponsors recreational activities that are modified to meet the needs of individuals with disabilities. They enhance an individual's physical, social, and lifetime recreational interests in a broad spectrum of leisure experiences. Everyone is welcome and encouraged to participate, including the non-disabled. Their certified therapeutic recreation specialists will work with participants on accommodations necessary to join in classes at their community centers.

Elder Forest Soap **352, 354**

www.elderforestsoap.com

Our handmade, all natural soaps are enriched with ingredients that come straight from the earth with herbs, spices, clays, botanical extracts and essential oils – which have naturally occurring minerals and unique benefits. All of our products are carefully handcrafted in small batches with the intent to nourish, regenerate, and pamper your skin. We use only the highest quality ingredients so you can feel good about treating yourself daily.

Eleventh Candle Co. **248**

www.eleventhcandleco.com

Eleventh Candle Co employs survivors of human trafficking, addiction, abuse, and exploitation. Our hand-poured candles are 100% soy.

Friends and Neighbors **348, 350**

Friends and Neighbors offers handmade quality gifts for home décor. They have been in business since 1982 and specialize in one-of-a-kind items for seasonal decorating. They paint everything that doesn't move, from small ornaments and pins to large chairs, tables, and shelves. They work with woolens and fabrics to create table toppers, pillows, mini quilts, banners, and lots of cats! You are certain to find a unique gift for that special person or something you always wanted for yourself.

Glass Axis **448**

www.glassaxis.org

Glass Axis' continuing mission is to celebrate the art and science of glass. We do this by providing and maintaining a destination for vibrant possibilities. We encourage creativity, provide opportunities for artists of all ages, and foster a sense of community between all of our visitors, members, and artists.

Glass Sky Jewelry **355, 357**

glassskyjewelry.com

Glass Sky is restorative jewelry made to celebrate and embolden your strong, natural spirit. From simple everyday favorites to bold statements, these sterling silver pieces blend nuance and geometry with a touch of storytelling – all with the hope that the pieces can inspire and support, and become staples of your style and spirit!

Griffen Hollow Studio **356**

griffenhollowstudio.com

Griffen Hollow Studio was created to break up the dull projects that flood the world of fabrication. Through the creative process and open dialogue, we bring a unique touch to any project. We call it transformational craftsmanship. We are continuously creating new art and developing innovative products. Our creations are made in America from local resources and each product is handcrafted or hand-assembled in Ohio.

Growlers Dog Bones **349**

www.growlersdogbones.org

Growlers Dog Bones is a registered nonprofit whose goal is to provide adults with disabilities viable employment and vocational opportunities. We serve man and man's best friend one bone at a time!

Keep It Simple Socks **251**

www.keepitsimplesocks.com

We design and sell unique, bold, and fun (unisex) socks, as well as create custom socks for other companies, organizations, and events!

OhioTRUE **250, 252**

www.ohiotrue.com

Based in Columbus, OhioTRUE delivers locally-inspired apparel designs on the softest tees, tanks, and sweatshirts available at prices that won't leave your wallet empty.

Peace + Love + Bling **253**

www.peacelovebling.com

An ethically handcrafted jewelry collection that challenges obstacles like poverty, abuse, and trafficking that marginalize women. Our designs are lovingly made with genuine pearls and exotic stones because we believe every girl deserves to wear the real thing for less than the fake stuff.

Planning Made Easy **351, 353**

www.thislifemadeeasy.com

Planning Made Easy is a small business which sells stickers primarily for planners, as well as a variety of cups and cup decals, including everything from tumblers to mason jars to shaker cups to water bottles. They currently have nine different styles of cups which they sell along with their individual vinyl that you can add to your own cups at home.

Wild Cat Gift & Party **450**

www.wildcatgiftandparty.com

Wild Cat Gift & Party is the premier destination for fun, creative gifts and unique party supplies in Columbus. We're as dedicated as ever to our DIY roots and feminist ethics. We love filling our tiny space on earth with laughter, creativity, and fun and sharing that space with you. The creativity of our vendors and the helpfulness of our always welcoming team will make your visit to Wild Cat Gift & Party a memorable one!

zerOz **257**

www.zerOz.com

We are designers, inventors, artists, people that love making cool stuff that works. ZerOz was invented as a fresh take on the everyday. What used to be called a wallet, we call it a zerOz. It's so skinny-thin, and while we've been flying under the radar, our super fans and minimal wallet aficionados are helping us spread the word.



Need help at OCALICON 2019?

Ask a Volunteer!
Look for the bright shirts!

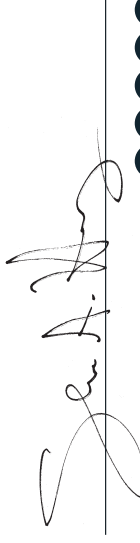
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November 20 - 22, 2019 | Greater Columbus Convention Center | Columbus, OH

Presented to: _____ License #: _____

District/Agency: _____ Contact Hours: _____



OCCALI

Shawn Henry
Executive Director

American Speech-Language Hearing Association
This course is offered for up to 1.85 ASHA CEUs
(Professional area, Various levels.)
Course #: ACFA0219

Note: This certificate neither awards ASHA CEUs nor verifies that ASHA CEUs have been awarded to the person named above. ASHA CEUs are awarded to those that meet eligibility criteria by the ASHA CE Registry upon receipt of the CEU Participation Form from the ASHA Approved CE Provider.

Ohio Speech and Hearing Professionals Board
Approved: 18.75 hours

Ohio DODD
Approved: 1 hour per approved session.
1.5 hours per approved 90 minute session.

Professional Development Contact Hours (PDCH)
Approved 18.75 hours

Ohio Psychological Association – MCE
Provider Number: 310914093
Approved: Up to 16.75 hours

Ohio Occupational Therapy Division of the Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board
Approval Number: 161544
Approved: 18.75 hours

National Association of Social Workers
Approval Number: 886787377-5974
Approved: 14 hours

Ohio Counselor, Social Worker and Marriage and Family Therapist Board
Division of Counselor and Marriage and Family Therapist
Approved: 16.75 hours

Credit offered by RID and ACET



Academy for Certification of Vision Rehabilitation & Education Professionals (ACVREP)
Approved: 16.75 hours



Professional Development Reflection

Complete the reflection on this document as soon as possible, and file it according to the guidelines established by your Local Professional Development Committee

1. How will this professional development experience relate to your professional growth of your Individual Professional Development Plan?

2. How will this professional development experience:
Improve your students' achievement?

Meet your building-level goals?

Increase involvement and support from your community?

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