

2019 OSEP Leadership Conference

Poster Session Agenda

Monday, July 22, 2019
1:30–2:45 p.m. ET
Grand Ballroom Foyer and Sky View

Grand Ballroom Foyer

Engaging All Parents and Bridging Language and Cultural Differences

Table 1

Presenters: **Ruth Diaz**, Federation for Children with Special Needs; **Olga Lopez**, Federation for Children with Special Needs

Description: Increasing parent representation from diverse communities is the focus for many organizations and State agencies, including Parent Centers and school districts. This panel of two cultural brokers will discuss their strategies to broaden outreach to diverse communities, as well as their insights on the challenges and successes of those strategies.

Audience: Parent Centers

Introducing Advocacy in Action: A Guide to Local Special Education Parent Advisory Councils (SEPACs)

Table 2

Presenter: **Jessica Wilson**, Center for Parent Information and Resources (CPIR)

Description: The CPIR offers *Advocacy in Action: A Guide to Local Special Education Parent Advisory Councils* as a road map to help bring stakeholders together to improve local educational agency (LEA) programs and services for children and youth with disabilities. The guide suggests strategies for engaging in constructive dialogue and discusses best practices that are being used in States where local SEPACs have been in operation for decades.

Audience: Parent Centers

Meeting the Health and Education Needs of Students with Special Needs

Table 3

Presenters: **Rene Averitt-Sanzone**, The Parents' Place of Maryland; **Jeannine Brinkley**, Parent Education & Advocacy Leadership (PEAL) Center; **Carrie Woodcock**, Maine Parent Federation

Description: Parent Centers provide families of students with disabilities information and support around early intervention, special education, and transition to adult life. Family to Family Health Information Centers (F2Fs) offer families of children with special health care needs information and support about accessing needed health services. A panel of Parent Centers that also house F2Fs will discuss their models for giving families the information and tools they need to ensure that their children's education and health needs are met, and how they partner with their State education and health agencies in this work.

Audience: Parent Centers

Know Better, Do Better: Developing Capacity in My Child

Table 4

Presenters: **Ellen Coulston**, Delaware Transition Conference; **Kevin Fortunato**, Team Empowerment

Description: Parents have a role in their child's transition planning, but how are we preparing them for this role, as required under IDEA Indicator 8? Building capacity in families and helping them take stock of their own social capital and skills enhance postsecondary employment outcomes for students. Listen how two parents learned that transition is not only what we want for our children, but also what they want for themselves!

Audience: Parent Centers; Part B

Using Salesforce to Combat Time Thieves in Your Data Management

Table 5

Presenters: **Joe La Belle**, Family Network on Disabilities; **Aimee Heintz**, Sputnik Moment

Description: Learn how to make your data work better for your organization in this interactive session given by the Florida Parent Training and Information Center (PTIC): Family Network on Disabilities. Together we will explore strategies to identify hidden data and inefficient data processes that steal your time, and learn about innovative database management practices that you can easily implement in your organization.

Audience: Parent Centers; Data

Implementing Data Processes and Business Rules for Better Data Quality

Table 6

Presenters: Lee Anne Sulzberger, IDEA Data Center (IDC); Lindsay Wise, IDC

Description: Documenting and implementing data collection processes and business rules are key to achieving high-quality data for Federal reporting and for making informed policy and program decisions. This session will highlight use of the IDC's *IDEA Data Processes Tool Kit* to document data processes and will introduce the newest protocol in the tool kit: the *Business Rules Documentation Protocol*. Join us for an opportunity to learn about the value of documenting data processes and to hear how States are using the tool kits as part of their data management practices.

Audience: Data

Data Dissemination and Use: New Tools for IDEA Data

Table 7

Presenters: Danielle Crain, IDC, Center for IDEA Fiscal Reporting (CIFR); Laura Taylor, IDC

Description: The IDC will introduce and demonstrate two powerful data dissemination and use tools: the *Interactive Public Reporting Engine* and the *Indicator Data Display Wizards*. Presenters will discuss how States can use the tools to meet—and then go beyond meeting—compliance reporting requirements to make data accessible to the public and usable for multiple purposes.

Audience: Data

Center for the Integration of IDEA Data (CIID) and the Generate Tool

Table 8

Presenters: Bill Huennekens, Applied Engineering Management (AEM) Corporation, CIID; Anna Mark, AEM Corporation, CIID

Description: Is there a way to manage special education data within the State Longitudinal Data System (SLDS) to make *EDFacts* reporting easier? CIID will share how States are realizing benefits in sustainability and efficiency by managing and integrating IDEA Part B 616 and 618 data. Visit our poster to learn how your State can work with CIID to complete Federal data reporting more efficiently with the use of its free tool, *Generate*, and have higher quality IDEA data to inform decision making around students with disabilities.

Audience: Data

Effectively Sharing Information Using Infographics – State Spotlights

Table 9

Presenters: Jenna Nguyen, Center for IDEA Early Childhood Data Systems (DaSy); Alicia Sharma, SRI Education

Description: Infographics can be a quick and easy way to engage multiple audiences and communicate key messages in a clear and concise manner. Hear directly from State Part C staff who have gone through the process of developing an infographic describing their State Systemic Improvement Plan (SSIP). States will share their approach to using and disseminating infographics with their stakeholders, and what the response has been. Tips, strategies, and tools for producing an effective infographic will be highlighted.

Audience: Data

Collaborating to Build Montana’s Capacity to Report High-Quality Data

Table 10

Presenters: Fred Edora, AEM Corporation; Anne Rainey, Montana Office of Public Instruction; Kathy Gosa, AEM Corporation

Description: This poster will share the story of how Montana improved its capacity to report high-quality education data through collaboration with three technical assistance (TA) centers: Common Education Data Standards (CEDDS), CIID, and SLDS. Presenters will highlight milestones and discuss how Montana is working with the TA centers to continue maintaining the State’s capacity to report high-quality data in the future.

Audience: Data

Using Data Fidelity Tools to Improve Data Quality: State Strategies

Table 11

Presenter: Kristin Ruedel, American Institutes for Research (AIR)

Description: This poster session shares how States have used different data fidelity tools and collected high-quality fidelity-of-implementation data from LEAs and early intervention service providers to support ongoing continuous improvement efforts and achieve improved student outcomes. The National Center for Systemic Improvement (NCSI) worked with these States to document their recommendations to support collection, analysis, interpretation, and use of fidelity-of-implementation data. Stop by to pick up the State Spotlights and hear more about the work.

Audience: Data

Using a “4 Lenses” Approach to Determine Data Needs

Table 12

Presenters: Kyle Laughlin, Black Hills Special Services Cooperative; Anneke Nelson, Black Hills Special Services Cooperative

Description: As we move toward results-driven accountability and data-driven decision making, education entities may question if they have the varied data sources necessary to drive successful plans and decisions. While employing their “4 Lenses of Data” approach, presenters will discuss the categories of data that are essential to decision making and will assist attendees with identifying strengths and needs within their available data sets.

Audience: Data

Progress in Part C and Part B 619 State Data Systems: 2013 to 2019

Table 13

Presenters: Sara Thayer, SRI International; Kathleen Hebbeler, SRI International

Description: DaSY identified 10 key indicators of State data system capabilities in Part C and 619. DaSy surveyed States on the status of these indicators in 2013, 2015, and 2019. This poster will present an overview of the status of State data systems in 2019 and examine the changes that have occurred over the three time points.

Audience: Data; Part C/619

Supporting Meaningful Science, Technology, Engineering, and Mathematics (STEM) Learning for Children with Disabilities

Table 14

Presenters: Megan Vinh, Early Childhood Technical Assistance Center (ECTA); Chih-Ing Lim, Frank Porter Graham Child Development Institute

Description: Do you support practitioners, specialists, or families to work with young children with disabilities, birth to five? The STEM Innovation for Inclusion in Early Education Center (STEMIE) would like to hear from you. STEMIE is a new national center, funded by the U.S. Department of Education, which is charged with developing and enhancing knowledge on practices and supports to improve the participation of children with disabilities in STEM learning. Come learn about why it is important for young children with disabilities to engage in STEM learning, and share your experiences about STEM learning.

Audience: Part C/619

Statewide Implementation Guide for Evidence-Based Practices

Table 15

Presenters: **Katy McCullough**, ECTA Center; **Barbara Smith**, Morgridge College of Education at the University of Denver, ECTA Center

Description: Come learn about the four essential support structures needed for successful implementation and scale-up of evidence-based practices. The *Statewide Implementation Guide* is an online resource that describes these structures and provides tools for State use.

Audience: Part C/619

Building State and Local Professional Development Capacity Around Implementing the Division for Early Childhood (DEC) Recommended Practices (RPs)!

Table 16

Presenters: **Betsy Ayankoya**, ECTA Center; **Stephanie Moss**, Georgia Parent to Parent; **Peggy Kemp**, DEC

Description: The aRPy Ambassador Initiative—a unique partnership between DEC, the ECTA Center, and Georgia Parent to Parent—is spreading the word about DEC’s RPs. Come and get information on this model and on ECTA’s new “suite of products” to improve outcomes for young children and their families.

Audience: Part C/619

Writing Functional Outcomes in Early Intervention

Table 17

Presenters: **Kristen Votava**, Milestone Technical Assistance and Consulting (MTAC), LLC; **Carol Johnson**, MTAC, LLC

Description: This session will support functional outcome writing with newly developed visual guidance documents for family members and practitioners. Information about how to use the resources with staff and families, and how to use a self-assessment process (individually or as a team), will be shared.

Audience: Part C/619

Early Intervention Collaborative Professional Development Process

Table 18

Presenters: Carol Johnson, MTAC, LLC; Kristen Votava, MTAC, LLC

Description: This poster describes the collaborative approach to building a professional development system, with the goals of delineating State/local responsibilities, creating an early intervention professional development system, and including application in the foundational topics of early intervention. Stakeholders worked to bridge resources from across the State's early childhood network.

Audience: Part C/619

Developing a Multifaceted Tiered Leadership Curriculum

Table 19

Presenters: Mary Beth Bruder, University of Connecticut Health Center; Darla Gundler, Early Childhood Personnel Center (ECPC); Maureen Greer, ECPC

Description: The ECPC's TA Center is working in collaboration with organizations and TA centers to develop a leadership curriculum and competencies for leaders in early childhood intervention.

Audience: Part C/619

Strategic Implementation of a B to K System: From Roots to Results

Table 20

Presenters: Marcella Franczkowski, Maryland State Department of Education; Pam Miller, Maryland State Department of Education; Janette Guerra, Maryland State Department of Education

Description: Maryland's implementation of a birth to kindergarten system of services for children with disabilities and their families is grounded in a strategic vision. *From Roots to Results* aligns foundational, evidence-based practices to improve child/family outcomes by integrating effective teaming, coaching, and natural and inclusive learning practices through a leadership lens.

Audience: Part C/619

Building IDEA Fiscal Foundations with CIFR Tools

Table 21

Presenters: Tom Munk, Westat; Steven Smith, CIFR

Description: Are you working to address IDEA fiscal reporting requirements related to LEA Maintenance of Effort (MOE), Maintenance of State Financial Support (MFS), Part B subgrants, and Coordinated Early Intervening Services (CEIS)? Come explore CIFR's suite of freely available paper and electronic tools.

Audience: Fiscal

Leveraging State General Supervision Systems to Improve Child Outcomes

Table 22

Presenters: Susan Hayes, NCSI; Ardith Ferguson, NCSI; Anne Louise Thompson, NCSI

Description: Join us for this poster session to learn more about a new TA resource available from NCSI for Part B and Part C States, designed to support the development and implementation of results-driven general supervision systems. *Leveraging General Supervision to Improve Child Outcomes: A Process Guide for IDEA Part B and Part C* is aimed at helping State teams and stakeholders identify goals for their general supervision system, evaluate their current general supervision system, and determine what changes may be needed to align their system to their goals. The resource focuses on helping States strengthen the results orientation of their system without losing sight of compliance. NCSI staff are available to provide facilitation and implementation support to States interested in using the process guide to strengthen the results orientation of their general supervision systems.

Audience: Part C/619; Part B

Data Tools for Early Childhood Teams: Implementing the Pyramid Model

Table 23

Presenters: **Myrna Veguilla**, University of South Florida, National Center for Pyramid Model Innovations; **Lise Fox**, University of South Florida, National Center for Pyramid Model Innovations

Description: The National Center for Pyramid Model Innovations has developed a suite of free data tools and data decision-making guidance documents to help teams use data in their implementation of the Pyramid Model for Promoting Young Children’s Social Emotional Competence. These resources are designed to guide teams in using visual analysis and making decisions related to program implementation, practitioner implementation, coaching, and the provision of support to children with behavior challenges.

Audience: Part C/619

Evidence-Based Practice Benefits Students Exposed to Toxic Substances

Table 24

Presenters: **Allan Phillips**, Office of the State Superintendent of Education, District of Columbia; **Molly Millians**, Emory University; **Carole Brown**, Catholic University

Description: Infants exposed to moderate levels of alcohol were found to be more likely to be irritable around the age of nine months in a national study (Brown, Olson, & Croninger, 2010). This finding leads us to consider possible interventions to support infants and toddlers at a very young age. Emory researchers Claire Coles and Julie Kable developed the GoFAR program to address impairments in self-regulation and adaptive functioning and the Math Interactive Learning Experience (MILE) to improve reading and mathematical skills in children aged 3 to 10 with fetal alcohol spectrum disorder (FASD) (2006, 2007, and 2009). Molly Millians will present information about these evidence-based interventions and other school-based interventions to improve behavioral regulation, adaptive functioning, and learning readiness in preschool and young elementary school-aged children with FASD.

Audience: Part C/619

Sky View

Establishing a Successful Community of Practice (CoP)

Table 25

Presenter: Kathy Strunk, National Center on Educational Outcomes (NCEO)

Description: In this session, you will learn seven key considerations for establishing a successful CoP. NCEO and a State CoP member will describe the initiation and evolution of NCEO's 1 percent Cap CoP, highlighting principles to consider for a successful CoP.

Audience: All

Linking Your Logic Model and Your Evaluation Plan

Table 26

Presenters: Margaret Gillis, SRI International; Debbie Shaver, SRI Education; Jill Lammert, Westat

Description: The Center to Improve Program and Project Performance (CIPP) will share a newly developed tool that discusses how and why to align logic models and evaluation plans. The poster will showcase key features of the tool, including example logic model components and corresponding example evaluation questions, data sources, and measures. Key terms and related concepts will be summarized in practical, concrete terms.

Audience: All

Making Your Project Performance Measures More Outcomes Focused

Table 27

Presenters: Hadley Moore, Westat; Jill Lammert, Westat

Description: CIPP will highlight the value of being purposeful in planning the collection of useful and informative data when evaluating project implementation and outcomes. This poster will share concrete strategies that can be used to move toward a more outcomes-focused approach to evaluation. Specific examples that may be of particular relevance for the Parent Training Centers will be shared.

Audience: All

Using IRIS Resources To Improve Educators' Knowledge and Skills

Table 28

Presenter: Naomi Tyler, IRIS Center, Vanderbilt University

Description: For nearly 18 years, the IRIS Center has created trusted, reliable online resources to improve the educational and behavioral outcomes of all students, especially struggling learners and those with disabilities. Stop by to learn about ways in which those resources can be used in professional development activities to improve the knowledge and skills of educators!

Audience: Part B; Part C/619

Building Capacity With the Center for Appropriate Dispute Resolution in Special Education's (CADRE) Online Working Together Series

Table 29

Presenter: Melanie Reese, CADRE

Description: Unresolved conflict in special education can have a significant cost for families, educators, students, and States. CADRE has developed a series of rich media resources and opportunities to foster collaborative relationships and resolve disputes early. This interactive session introduces participants to CADRE's new online *Working Together Series* and engages them in discussions on how they can promote these self-directed online learning modules and integrate them into blended-learning opportunities to build local-level capacity.

Audience: Part B

Transition Tennessee: A Partnership for Promoting Best Practices in Transition

Table 30

Presenters: Blake Shearer, Tennessee Department of Education; Erik Carter, Vanderbilt University

Description: *Transition Tennessee: Blueprint for Student Success* (<https://www.transitiontn.org>) is Tennessee's new online home for training and resources on preparing students with a disability for life after high school. This poster session will provide an overview of the State-level partnership with families, school districts, communities, adult agencies, and higher education. In addition, presenters will share the impact this project has had on offering free, on-demand professional development resources and in-person communities of practice and TA that address the very best of what research tells us works.

Audience: Part B

It Happens in the School Building

Table 31

Presenters: **Melissa Mafnas**, Guam Department of Education; **Natasha Dela Cruz**, Guam Department of Education; **Charles Kniseley**, OSEP

Description: The impact of systems change will be seen in the school building. Guam’s SSIP has targeted increasing reading achievement in four elementary schools. Learn how the Guam Department of Education system supports given to the SSIP pilot schools have resulted in positive outcomes for all learners and acknowledgement from OSEP.

Audience: Part B

Systemic Change for Improved Outcomes

Table 32

Presenters: **Amanda Waldroup**, Kentucky Department of Education; **Kathleen Ryan-Jackson**, State Implementation and Scaling-up of Evidence-Based Practices (SISEP) Center

Description: Often we expect school staff to do magic, or we hand them a curriculum or set of practices and say “go forth and do.” Yet it is teachers and school staff who change student outcomes; therefore, it is the organization that needs to take responsibility for schools’ effective use of implementation and improvement processes to close long-standing disparities in student outcomes. Come learn how your organization can design and use an implementation and improvement infrastructure, so everyone knows they have a role to play in systemic change through collective commitment and continuous improvement.

Audience: Part B

Implementation Science Frameworks in School-Based Medicaid Programs

Table 33

Presenter: **Lauren Holahan**, North Carolina Department of Public Instruction (NCDPI)

Description: This session will present research findings from a study on school-based Medicaid programs, which are critical funding streams for special education in many States. The study leveraged implementation science frameworks (usable interventions and implementation stages) to design a practice profile for self-assessment and improvement planning for local, school-based Medicaid claiming. An overview of the tool will be provided and participants will discuss how to use/adapt it in their own contexts.

Audience: Part B

Supporting School Systems with Specialized Supports and Related Services

Table 34

Presenter: Stacy Labit-Moorehead, Louisiana Department of Education

Description: This session will discuss how Louisiana is rethinking how it supports school systems to provide students with specialized supports and related services.

Audience: Part B

A Statewide Framework to Support Services for Students with Autism

Table 35

Presenters: Heidi Carico, NCDPI; Amanda Passmore, NCDPI

Description: The NCDPI Consultants for Autism implement a unique Statewide framework designed to improve the instructional practices of educators working with students with Autism Spectrum Disorders (ASD). The rationale for the framework, professional learning offered, mechanisms of ongoing support, and external partnerships will be explored.

Audience: Part B

Place Matters: The Impact of Inclusion on Academic Outcomes

Table 36

Presenters: Sandi Cole, Indiana University; Hardy Murphy, Indiana University

Description: This presentation will focus on aspects of a recent study that looked at inclusion and academic outcomes. The concept of “place” as it relates to students with disabilities will be discussed, along with the implications of research that provide greater certainty about whether students with disabilities should be excluded from the general education classroom.

Audience: Part B

Evidence-Based English Language Arts (ELA) for English Learners (ELs) With Significant Cognitive Disabilities

Table 37

Presenters: Martha Thurlow, NCEO/University of Minnesota; Kristin Liu, NCEO/ University of Minnesota; Michael Dosedel, NCEO/University of Minnesota

Description: NCEO published a review of evidence-based practices for teaching literacy to ELs with significant cognitive disabilities in 2015. Since that time, the available literature on this topic has more than doubled. This poster summarizes the findings of a comprehensive literature review, identifying best practices and policy implications based on the current research base.

Audience: Part B

Council of Chief State School Officers' (CCSSO's) Advancing Leadership (AIPL) State Initiative

Table 38

Presenters: Kaylan Connally, CCSSO; Kathleen Airhart, CCSSO

Description: This session will share information about CCSSO's AIPL State Initiative—a new effort to help States create and implement principal leadership plans focused on improving outcomes for students with disabilities, in partnership with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center and with additional support from Oak Foundation. Through the AIPL State Initiative, five States will deepen and refine their principal development efforts to ensure an intentional focus on supporting the academic and social success of students with disabilities.

Audience: Part B

UDL Science Notebook: Supporting Sense-Making in Science Inquiry

Table 39

Presenters: Tracey Hall, Center for Applied Special Technology (CAST); Karen Harris, Arizona State University

Description: CAST has developed a technology-rich learning environment called “SNUBLE” (Science Notebook in a Universal Design for Learning Environment) that supports elementary schools to provide all students with a UDL experience as they learn and apply science concepts using the scientific inquiry process. This poster session will illustrate how the team developed, piloted, and provided training and professional learning communities to elementary teachers as they leverage emergent technology in the service of understanding science concepts, and improve motivation for their learners in science.

Audience: Part B

High-Leverage Practices (HLPs): A Professional Development Guide for School Leaders

Table 40

Presenters: Deborah Ziegler, Council for Exceptional Children (CEC); Lynn Holdheide, AIR; Jocelyn Washburn, Virginia IDEA Training and Technical Assistance Center at Virginia Tech

Description: This poster will showcase the recently released professional development guide developed by CEC and the CEEDAR Center to support school district leaders in introducing and sharing HLPs with their staff members. This downloadable online guide offers practical tools and materials about HLPs in three sections: Getting to Know HLPs, Sharing HLPs, and Reflecting on HLPs.

Audience: Part B

Implementation Science in States: Measuring SSIP Implementation

Table 41

Presenters: **Sophia Farmer**, Virginia Tiered Systems of Supports (VTSS) Research and Implementation Center; **Wendy Sawtell**, Colorado Department of Education; **Jeff Adams**, Arkansas Department of Education

Description: The National Implementation Research Network's Implementation Drivers reflect the core components needed to develop, improve, and sustain a systems-change process over time—a direct corollary to SSIP implementation. This session will share how States are using NCSI's *SSIP Infrastructure Development Rubric* and *SSIP Infrastructure Development Planning Tool*. Presenters will show how they are using this tool to evaluate and determine where they are now in the SSIP implementation process, how they know, and where they need to go next.

Audience: Part B

Improvement Science and the Research-to-Practice Connection at the National Deaf Center on Postsecondary Outcomes (NDC)

Table 42

Presenter: **Stephanie Cawthon**, NDC

Description: This poster illustrates how NDC uses improvement science to support States in the development and implementation of accessible programming for deaf youth through research summaries, lessons learned, videos of perspectives from deaf students, facilitated online courses, and State collaborative work. Using an example of summer programming for deaf youth, this approach brings together universal, targeted, and intensive TA approaches to provide a suite of resources that addresses the rationale for the activity, as well as practical information on how to implement accessible programming and measure its effects.

Audience: Part B

Personnel and Systems Development Resources Supporting Deaf-Blindness

Table 43

Presenters: **Julie Durando**, National Center on Deaf-Blindness (NCDB); **Linda McDowell**, NCDB

Description: Did you know that only 15.8 percent of the 10,000 children identified with deaf-blindness were reported under that category in Part B counts last year? Most educators and parent organizations are unaware that children with deaf-blindness are in their schools and are unfamiliar with approaches to improve their results. This poster will describe the deaf-blind TA network support for these approaches, free professional development resources, the role and certification option for interveners, and TA available to meet local- and systems-level needs.

Audience: Part B

What To Do When Interventions Aren't Working? Intensify!

Table 44

Presenters: **Nick Croninger**, National Center on Intensive Intervention and American Institutes for Research (NCII/AIR); **Amy Colpo**, National Center on Intensive Intervention and American Institutes for Research (NCII/AIR)

Description: When a student doesn't respond to an intervention, educators often struggle to know what to do next. This presentation introduces the Taxonomy of Intervention Intensity and how it may be used to both select and adapt interventions using evidence-based strategies that address a student's individual needs. We will show how data can be used to individualize instruction and make systematic modifications, and we will highlight freely available resources to support implementation.

Audience: Part B