

**TENNESSEE
COUNCIL FOR
EXCEPTIONAL
CHILDREN
CONFERENCE**

October 21, 2022

hosted by

Tennessee Tech University



Better Together!

TN-CEC Conference
October 21, 2022

Better Together!

On behalf of the Executive Board of TN-CEC we would like to welcome you to the 2022 TN-CEC Conference. We have an exciting event planned for all of you and hope you enjoy your day with us. If there is anything else we can do to make this day exceptional, please let us know.

Thank you for your commitment to the field and to TN-CEC!

Amy Callender
TN-CEC Executive Board President

TN-CEC Executive Board Members

Amy Callender President Cookeville			Cindy Lang Past President Jefferson City	
Alicia Pence President-Elect Murfreesboro			Missy Drinnon Secretary Knoxville	
Callie Welch Treasurer Sparta			Joan Grim Member-at-large Knoxville	
Luann Ley Davis CAN Coordinator Memphis			Cate Smith Communications Knoxville	
Heather LeMay Membership Jefferson City				

SCHEDULE AT-A-GLANCE

8:30-8:55

Registration

WiFi: TTU-GUEST

Enter your e-mail to create guest account and get access

9:00-9:25

Welcome remarks

Amy Callender, Executive Board President, TN Council for Exceptional Children, Room 282

9:30-10:20

Breakout Sessions 1

- *A call to action: Brown boys and behavior, Room 282*
- *Creating student resource maps using Google My Maps, Room 101*
- *Using interactive slideshows to increase functional skills, Room 371*

10:30 -11:20

Breakout Sessions 2

- *Powerful co-teaching: Special education and general education with behavior challenging students, Room 282*
- *Using transition Tennessee's resources to support students and families with transition, Room 101*

11:30 - 12:40

Lunch and Table Talk, Room 282

12:40 - 1:20

Poster Sessions, Room 282

- *#1 Better together: Working with families to increase academic achievement of students*
- *#2 Teacher Perceptions Following Trauma Informed School Training*
- *#3 Using IEPs as literacy blueprints for students with complex communication needs*
- *#4 Data from teacher perceptions of trauma within the classroom*

1: 30 - 2:20

Breakout Session 3

- *Support your teachers! Effects of a rigorous and supportive coaching cycle, Room 282*
- *Hear Ye, Hear Ye: CEC National News, Room 101*
- *Manifestation determination meetings made easy, Room 371*

2: 30 - 3:20

Breakout Sessions 4

- *Volunteer advocacy project: Preparing, advocating, and leading in IEP meetings, Room 282*
- *Assistive Devices to Support Invisible Disabilities in the Classroom, Room 101*
- *Co-teaching: What is it good for?, Room 371*

3:30- 4:15

TN-CEC Members and Executive Board Annual Meeting

Conference closing, prize drawings, open board meeting

***Complete an online survey verifying your attendance (use the QR code available at the conference for a direct link) and we will send you a certificate by email*



Acknowledgements

The Executive Board of TN-CEC would like to thank Tennessee Tech University for their gracious support and hosting the 2022 TN-CEC Conference.

We would also like to thank the following individuals for their invaluable assistance and support:

- The Council for Exceptional Children
- TN Tech University
- Tennessee Association for Administrators in Special Education (TAASE)
- Signal Centers
- Independence Program
- The Exceptional Bean

Our Presenters and Attendees

The Executive Board of TN-CEC is very excited to announce that we have representatives from across the state in the 2022 TN-CEC Conference. Our presenters and attendees are coming from:

Community Partners

- STAR Center, Inc.
- Transition Tennessee
- Independence Program

School Districts

- Diocese of Nashville
- Knox County Schools
- Loudon County Schools
- Memphis Shelby County Schools
- Meigs County Schools
- White County Schools

Universities

- Austin-Peay State University
- Carson-Newman University
- Cumberland University
- Lee University
- Middle Tennessee State University
- Tennessee Tech University
- University of Tennessee, Knoxville
- Vanderbilt University
- Johnson University
- University of North Carolina, Charlotte

WELCOME REMARKS

9:00-9:25

ROOM 282	<p>Executive Board President, Tennessee Council for Exceptional Children Amy Callender</p> <p>Tennessee Tech University, Department of Education</p>
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BREAKOUT SESSION 1

9:30-10:20

A Call to Action: Brown Boys and Behavior

Allison Oliver, Austin Peay State University

ROOM
282

Many schools across the nation struggle to understand how to effectively manage behaviors in adolescent male students of color; thus, it is crucial that school practitioners learn strategies to present a preventative, restorative approach to address behavioral challenges within this population. This presentation will review the climate of behavior and academic challenges in adolescent male students of color receiving special education services with high-incidence disabilities. While behavioral interventions are often examined in special education, based on current data reviewed, immediate attention is warranted to provide school leaders and teachers with practical strategies they can use to decrease behaviors of concern within this population. The audience will have a toolbox of strategies that includes informed, preventative, and restorative approaches to foster student-centered behavioral strategies from a multicultural lens by reimagining behavior and discipline with male students of color.

Creating Student Resource Maps Using Google My Maps

Justine Hrvatin, Vanderbilt University & Erin Maves, Vanderbilt University

ROOM
101

This presentation was created to help teachers create community resource maps with their students according to their individual needs. When students are transition-aged, the least restrictive environment is their community, so students should be integrated into their community as much as possible in preparation for their future after high school. In this presentation, we will discuss: (1) the importance of community resource mapping and why it should be done by transition-aged students; (2) Customizing and organizing community-resource maps by categories; (3) differentiated resources and supplemental materials created for teachers and students, including three teacher guides and accompanying student guides to address varying student supports needs (4) the basics of how to use Google My Maps; and (5) various examples of community resource maps using Google My Maps.

Using Interactive Slideshows to Increase Functional Skills

Cate Smith, University of Tennessee; Mari Beth Coleman, University of Tennessee; Lauryn Larraga, Knox County Schools; Allyson Stotts, Knox County Schools; Ashwag Alghamdi, University of Tennessee

ROOM
371

This presentation examines the results of two studies where teachers used interactive slideshows to increase functional skills for high school students with intellectual disabilities. Then, we will conduct hands-on instruction showing participants how to use features in Google slides. Participants will (a) know about two research studies in which Google Slides were used to improve functional skills for high-school students with intellectual disabilities, and (b) understand how to use a variety of features in Google Slides to create interactive materials for their students.

BREAKOUT SESSION 2

10:30-11:20

Powerful Co-Teaching: Special Education and General Education with Behavior Challenging Students

Thurman Tucker

ROOM
282

Students with disabilities and behaviors are in class together with no consistent plan to ensure their needs are being met. This presentation focuses on strategies to ensure special education and general education teachers understand how co-teaching can decrease challenging behaviors and increase growth/achievement. The presentation covers: (a) evidenced based co-teaching methods, (b) behavior strategies to decrease the behaviors in the classroom; (c) how to co-plan with your co-teacher and involve administration for support; and (d) brief on how the IEP is implemented at the school-level and non-negotiables that your school must guarantee for co-teaching to work successfully.

Transition Tennessee's Pre-Employment Transition Services Sequencing Guide and Using Transition Tennessee's Resources to Support Students and Families with Transition

Wendi Gearing, Transition Tennessee at Vanderbilt University and Kaylin Moss, Transition Tennessee at Vanderbilt University

ROOM
101

The Workforce Innovation and Opportunity Act defines 5 Pre-ETS students should receive to encourage preparation for postsecondary education, independent living, and employment. This presentation provides anyone involved in transition services with an overview of the Pre-ETS Sequencing Guide. This presentation was created to help those delivering transition instruction improve the quality of their services. This presentation will provide an in-depth overview of the Pre-Employment Transition Services (Pre-ETS) Sequencing Guide that has been developed by Transition Tennessee in partnership with Vocational Rehabilitation. In this presentation we will discuss: (1) strategies for identifying a student's current transition needs as they relate to the 5 required Pre-ETS; (2) how using a person-driven approach ensures individualized skill development; (3) ways to use instructional scaffolding to build on existing knowledge, (4) the importance of collaboration among a student's support system; and (5) tracking a student's progress and skill proficiency throughout their transition instruction. After this presentation, participants will learn how to locate and use resources to meet specific student and family needs. Participants will be able to use Transition Tennessee to support their instruction and family engagement, and will gain a better understanding of resources that can inform transition planning and instruction.



LUNCH BREAK (provided) 11:30-12:40

Fajita Station including chicken, beef, vegetables,
rice, beans, toppings, drinks, and dessert
Room 282 (multi-purpose room)

Table Talk

POSTER SESSIONS

Room 282

12:40-1:20

#1 Better together: Working with families to increase academic achievement of students

Katherine Gilligan, Diocese of Nashville

#1

This presentation of a qualitative case study highlights the importance of working with families to increase the academic achievement of students. A second grade female was performing more than two grade levels below her peers in the area of reading, until a learning specialist began working with her and her parents. A recently completed case study from Middle Tennessee highlights how building relationships between school and home benefits the academic achievement of the student. A second grade student - with severe Dyslexia - who read at a pre-primer level was caught up to grade-level reading in one calendar year once a learning specialist worked with her parents and the entire team diligently focused on the academic achievement of the child.

#2 Teacher perceptions following implementation of Trust-based Response to Intervention

Sheri Masters, Middle Tennessee State University and Alicia R. Pence, Middle Tennessee State University

#2

Trauma, its effects on students and teachers, and the behavior it causes, is an important topic for anyone in education. As practitioners, sharing the findings from our research has the potential to open up further quantitative research in this much needed area. "Trauma-informed" can mean many different things and a clear definition and a new standard of care is needed. Educators, students, and families will also benefit from knowing about this intervention model because it utilizes best practices in caring for children for children with trauma rather than just managing behavior. Topics covered include: (a) recognizing three (3) invisible disabilities; (b) identifying five (5) technologies to support students in the classroom; and (c) be aware of at least three (3) resources for students' educational success.

#3 Using IEPs as literacy blueprints for students with complex communication needs

Elizabeth Burnett Rossi, Vanderbilt University

#3

The presentation supports research-informed practice for students with complex communication needs (CCN) by leveraging findings from a study examining the quality of IEPs related to students' language and literacy goals. Practical suggestions for IEP development are provided to increase individualized literacy growth. In this session the presenter will explain how high-quality IEPs for students with complex communication needs can be used as a comprehensive literacy blueprint for students with complex communication needs

#4 Data from Teacher Perceptions of Trauma within the Classroom

Kim Moffett, Lee University

#4

A study was conducted to explore teacher's perceptions on behaviors in their classroom and trauma. It includes questions on the types of trauma teachers expect to see and a ranking of which Adverse Childhood Events (ACEs) the teachers deemed most invasive or prevalent in their classrooms. Participants will: (a) Identify types of ACE's affecting students. (b) Identify multiple variables which affect teachers' perceptions on trauma. (c) Understand the impact of training for teachers.



BREAKOUT SESSION 3

1:30-2:20

Support your teachers! Effects of a rigorous and supportive coaching cycle

Joshua Reese, Loudon County Schools; Beth Disney, Loudon County Schools; Jessica Williams, Loudon County Schools

ROOM
282

The Loudon County team discusses the effectiveness of a rigorous and supportive coaching cycle on teacher morale and retention as well as quality instruction and compliance. Loudon's team will explain how they utilize regular scheduled coaching sessions that keeps teachers accountable yet supported. Participants will: (a) learn new strategies for supporting both new and veteran teachers through coaching, (b) new strategies to support instructional quality, and (c) IDEA compliance through coaching. Participants will explore district created tools (forms, rubrics, etc...) used in coaching conversations.

Hear Ye Hear Ye: CEC National News

Kim Moffett, Lee University

ROOM
101

Participants will become more knowledgeable about the legislation affecting special education and how to advocate on behalf of their students and families. The presentation will provide information about their elected representatives where the participant is a constituent. Participants will take away talking points and suggestions on how to reach out locally and share the unified concerns of CEC and legislation affecting special education and services for children with disabilities in schools.

Manifestation Determination Meetings Made Easy

Page Baker, Memphis Shelby County Schools

ROOM
371

Manifestation determination reviews (MDR) are often seen as intimidating or combative in nature. For a teacher, this can be a worst-case scenario. Parents are often upset, and the meeting can become confrontational quickly. It is important to set a purpose at the beginning of the meeting, and to clearly define what a MDR is, and what it is not. This presentation gives educators a roadmap for the process including how to structure the meeting, how to keep meeting members on topic, and what information to look at in the IEP, discipline report, and student evaluations to make an informed determination as a team. The process and purpose of the MDR is presented including structuring the meeting and maintaining focus during the meeting if emotions become heightened.

BREAKOUT SESSION 4

2:30-3:20

Volunteer Advocacy Project: Preparing, Advocating, and Leading in IEP Meetings

Brittney Goscicki, Vanderbilt University; Elizabeth Rossi, Vanderbilt University; Alysia Green, Vanderbilt University

ROOM
282

This presentation covers an advocacy training program called the VAP. Such trainings are needed because many parents experience a power imbalance and logistical challenges with school personnel. Parent advocacy is associated with improved access to services for students with disabilities. Many participants are practitioners, some of which also have a child with a disability. The VAP covers broad content such as special education law, parent and student rights, and non-adversarial advocacy strategies. Practitioners benefit from the VAP by reviewing content related to their practice and supporting students. The VAP training fills a critical need by training special education advocates, including parents, educators, and self-advocates, to provide instrumental and affective support for both their own families and others in need. In addition, this session will provide an overview for effective strategies in successfully conducting an IEP meeting.

Assistive Devices to Support Invisible Disabilities in the Classroom

Lindsey Wilkerson, STAR Center, Inc.

ROOM
101

The classroom can be a frustrating environment for students who struggle with invisible disabilities. Their academic performance may deteriorate due to lack of focus or understanding. This presentation will cover low tech and high tech options that provide assistance in the educational setting. Using assistive technology can make learning more engaging for students with invisible disabilities. This session will provide educators and their families with information about devices that may be used in the classroom with minimal disruption to peers throughout instruction.

Co-Teaching. What is it good for?

Callie Welch, Tennessee Tech University; Emma Fox, Tennessee Tech University

ROOM
371

In this presentation, focus will be placed on the six main co-teaching models as well as how they should be utilized in the classroom. Emphasis will be placed on building co-teaching relationships and developing successful classrooms and students using the co-teaching models. The presentation will help educators become more familiar with co-teaching and best practice when collaborating with others. Not only will the discussion focus heavily on the six models and how to effectively use them, but it will also give educators a chance to see and hear about good co-teaching in practice. The presentation will include real-life co-teaching examples, questions, and stories from co-teaching partners in the state of Tennessee. By including real-time data and survey results, the presentation will be more impactful and meaningful to those in the audience.

CLOSING SESSION ANNUAL OPEN BOARD MEETING

3:30-4:15

Annual TN-CEC Members and Executive Board Meeting (all members invited)
Amy Callender, TN-CEC Executive Board President

ROOM
282

Meeting agenda:

- Vote on amended by-laws
- Plans and suggestions for 2023-2024
- Members Q&A

Thank you for joining us this year!
Stay tuned for an email with next year's conference information

For updates and resources visit our website: <http://community.cec.sped.org/tn/home>

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