



Arizona's 2022 IDEA Conference

Rise Up: Reimagining and Transforming Educational Practices Program

Wednesday, September 7, 2022

- ★ Sessions marked with a blue star are recommended for youth/young adults.
- Sessions marked with a yellow circle are recommended for family members and caregivers.
- ▲ Sessions marked with a red triangle are recommended for Early Childhood Special Education professionals.

7:00 a.m.–8:30 a.m. Grand Canyon Foyer	Registration
7:00–8:30 a.m. Grand Saguario	Breakfast Buffet
8:30–9:00 a.m. Grand Canyon 6–8	Opening Remarks James Rivera, Director of Special Projects, Exceptional Student Services
9:00–10:45 a.m. Grand Canyon 6–8	Welcome and Introduction of Keynote Speaker Alissa Trollinger, Deputy Associate Superintendent, Exceptional Student Services Opening Keynote Address <i>Dr. Christopher Emdin, Reality Pedagogy, Recovery, Discovery, and Reimagining for Post-Pandemic Teaching and Learning</i> Through a merging of theory and practice, Professor Emdin offers an approach to teaching and learning that is rooted in recognizing the genius in all children. The address describes the landscape of contemporary education and offers a new lens for making sense of how and why we teach post pandemic. The talk offers pathways to transformative, youth-centered teaching that activates learning. Through narratives, stories, and descriptions of teaching tools, the talk reimagines academic success.

10:45–11:00 a.m. Break, Vendor/Exhibitor Hall Open

11:00 a.m.–12:15 p.m.

Concurrent Sessions

Wildflower Ballroom

Specially Designed Instruction (SDI) Part I: Is This Help or Is This SDI? by *Carol Kosnitsky*

Few aspects of education have been as adaptive and flexible as that of special education: the ever-changing needs of students, increased expectations for greater alignment with general education, and the emergence of multi-tiered systems of support. It's not uncommon for special educators to ask, "Am I providing help, or am I providing SDI?" If you've ever found yourself asking this question, this session will review high leverage practices and criteria every special educator can consider when planning students' specially designed instruction.

★ **Grand Canyon 1**

Youth to Youth: Putting the I in Identity by *Arizona Youth Leaders of Diverse Ability Incorporated*

Join the Arizona Youth Leaders of Diverse Ability Incorporated for an interactive session to assist youth with embracing their intersectant identities, valuing their lived expertise, and recognizing the power of their personal experiences.

● **Grand Canyon 2**

Engaging Parents in the IEP Process by *Engaging Parents in the IEP Process* by *Kathy Gray-Mangerson and Jenn Olson*

Professionals attending this session will understand the family perspective and will learn strategies they can use to engage parents in the IEP Process. Family members will present ideas on how to better work with school personnel during the child's IEP meeting. Several parent volunteers will share their child's story and journey through school. Those parents will also discuss methods that were used to engage them as an active member of their child's IEP team.

● **Grand Canyon 3**

Pathways to Further Education, Employment, and Independent Living through Benefits Management by *Ivan Rivera and Jamie Moore*

Parents of youth with disabilities as well as individuals with disabilities struggle with the thought of entering the work force. Many do not realize that benefits do not end; actually, they just shift. There are numerous work incentives that can assist youth and adults to achieve financial wellness and independent living. This presentation breaks the barriers to employment, postsecondary education, career exploration, and life skills by discussing the untapped resources that can support one's decision to take that first step. It will include much-needed information regarding Social Security rules, Social Security benefits, and healthcare. We will discuss savings programs that will allow one to save earned income and not count as resources against one's Social Security cash benefits while working or seeking further education, how to retain healthcare benefits when one has entered the work force, and learn about work incentives and safety nets that can be used when considering employment without losing one's benefits. We will provide information on how you can gain free access to a Community Work Incentives Coordinator that will work

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with you one-on-one to ensure that you are taking advantage of the numerous resources available without compromising your benefits.

Grand Canyon 4

A National and Arizonian Perspective—Partnering for Transition Assessment: Putting it into Action for Youth and Young Adults with Complex Support Needs by *Michael Stoehr (NTACT:C) and Christy Hegebush*

Transition and career assessment drive the transition planning process but are often misunderstood. This interactive session focuses on participants building core knowledge of interagency assessment practices to promote a holistic approach in transition planning with a focus on students with complex support needs. Be prepared to learn about and share various assessment tools, strategies, and resources. Most importantly, participants will discuss synthesizing assessment data so that youth can be empowered through the assessment process to achieve their post-secondary goals.

Grand Canyon 5

Inside Edition: Taking a Closer Look at Compliance and Best Practice by *Ana Núñez and Heidi Putnam*

This session is geared toward educators new to transition planning as well as those who are experienced and need a refresher. This session covers the compliance components and some best practice strategies for transition planning and the differences between the two. Participants will gain an understanding of the legal requirements for transition planning under the IDEA. Participants will also get an overview of a new tool that can serve as a checklist for reviewing transition plans and identifying the best practices included.

Grand Canyon 6–8

Reality Pedagogy and the Rights of the Body: From Theory to Practice by *Dr. Christopher Emdin*

This interactive workshop offers participants an opportunity to debrief from the keynote address and to make connections between the major themes from the address and their practice. Through a naming, modeling, and reflection on transformative techniques for forging connections with youths, participants will be equipped with practical and tangible tools for engaging and inspiring youths.

Grand Canyon 9–10

Transition and the Americans with Disabilities Act: Disclosure, Documentation, and Workplace Accommodations by *Alexis Popa (JAN)*

This session will provide information on individuals' rights under the Americans with Disabilities Act (ADA) to help them as they navigate their way from the school system to the world of work, post-secondary education, or training, otherwise known as the transition process. Topics to be discussed include the differences between the Individuals with Disabilities Education Act (IDEA) and the ADA, self-advocacy, disclosure, sufficient medical documentation, and types of accommodations that might be needed. Real-life accommodation situations and solutions will be

interspersed throughout the session. A question-and-answer period will be included at the end.

▲ Grand Canyon 11

Maximizing Data, Improving Preschool Outcomes by *Elizabeth Hamilton*

This session will review state-level data and discuss trends over the past few years of preschool outcomes data. In the session, we will discuss causations and suggest possible solutions for future improvement of preschool outcomes. We will review tools from the Early Childhood Technical Assistance Center and the national Division of Early Childhood to support practitioners in providing specially designed instruction and early intervention.

Grand Canyon 12

Project SEARCH: How Successful Collaboration Leads to Competitive Integrated Employment After High School by *Heather Wolff-Holstein and Marcia Edwards*

In this session, participants will learn about the International Project SEARCH Model Fidelity and best practice for successful transition for students with intellectual and developmental disabilities from high school to competitive integrated employment. This session focuses on how to develop collaborative relationships between a business (Mayo Clinic Phoenix) and a school district (Paradise Valley Unified School District—PVUSD) for students to participate in Work-Based Learning (WBL) internships in a business. Through this collaboration, Project SEARCH interns spend one whole academic year immersed in learning employability skills by spending the entire school day at Mayo Clinic. Within the Project SEARCH fidelity model, each intern spends 1.5 hours in a classroom learning the employability curriculum and then spends the rest

Grand Canyon 13

Exploring ESS Vouchers by *Jeff Rhodes*

An overview of residential and institutional vouchers, statutory responsibilities for public education agencies, and upcoming changes in the process.

12:15–1:15 p.m. Lunch
Grand Saguaro

1:15–2:30 p.m. Concurrent Sessions

Wildflower Ballroom

Specially Designed Instruction (SDI) Part II: A Deeper Look into Practice by *Carol Kosnitsky*

Building on SDI Part I, this session will take a deeper look into three specific, high leverage practices:

1. Increase opportunities for response and feedback
2. Embed cognitive and metacognitive strategies
3. Focus on transfer and generalization

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Participants will leave with an understanding of the importance of each practice, tips for implementation, and practical resources to embed into your instruction.

★ Grand Canyon 1

Youth to Youth: Putting the Healthy in Relationships by Arizona Youth Leaders of Diverse Ability Incorporated

Join the Arizona Youth Leaders of Diverse Ability Incorporated for an interactive session to assist youth in developing the strength and skills to build personal safety, security, and wellness into all their relationships.

● Grand Canyon 2

Turning 18: Legal Options by Laurie Shook

Learn about the different legal options families should consider when their child becomes an adult at the age of 18. Become familiar with the steps of the guardianship process and alternatives to guardianship. Family members will learn about all of the options and decide which one is appropriate for their family and child. Participants will learn how they can stay involved in decision-making with schools, doctors and other professionals.

Grand Canyon 3

Educational Needs for Children In Foster Care by Nandi Muhammad, Eva Pena, Amanda Glass, Julee Aros-Thornton, and Jennifer Vemich

This presentation will provide you with the information and resources to improve your knowledge and advocacy skills for youth in foster care. Specific information and resources will pertain to special education needs for foster youth, the Every Student Succeeds Act (ESSA) law, the Best Interest Determination (BID) form requirements, transportation options, and the role of FosterEd Liaisons.

Grand Canyon 4

Gathering, Selecting, and Conducting Transition Assessments for Students with Complex Support Needs by Christy Hegebush and Lisa Livesay

During this presentation, we will describe different approaches to assess students and youth to meet their unique experiences as students with complex support needs (CSN). These approaches will increase participation and support students in the development of the transition section. Application of approaches will allow for participants to accurately summarize the information gathered so that the students/youth are able to receive the support that is needed for them to become active members in their community. Different tools and strategies will be shared, and all participants will leave with access to resources that can be put easily into practice.

● Grand Canyon 5

Transforming Student Work-Based Experiences through School and Community Partnerships! by Abel Young, Traci Przecioski, and Kelsey Montano

Research shows that when high school youth get the opportunity to participate in work-based learning experiences, they are more successful vocationally after they exit school. In this session, participants will learn about a partnership between the Sonoran Center for Excellence in Disabilities and Vocational Rehabilitation, which focuses on developing

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community-based, work-based learning experiences for high school students with disabilities. We will discuss our school partnership program, where the Sonoran Center assists schools in developing off campus work experiences that students participate in as part of their transition services and how we assist schools in capacity building to ensure that they become a long term, sustainable program. We will also discuss our summer work program, which gives students an opportunity to have a paid summer work experience! Finally, we will discuss the importance of community engagement and collaboration with outside agencies, which help to ensure a smooth and seamless transition after exiting high school.

Grand Canyon 6–8

Reality Pedagogy and the Rights of the Body: From Theory to Practice by *Dr. Christopher Emdin (Repeat)*

This interactive workshop offers participants an opportunity to debrief from the keynote address and to make connections between the major themes from the address and their practice. Through a naming, modeling, and reflection on transformative techniques for forging connections with youths, participants will be equipped with practical and tangible tools for engaging and inspiring youths.

Grand Canyon 9–10

Steps to Successful Employment: Disclosure and Workplace Accommodations by *Alexis Popa (JAN)*

Job accommodations can be vital for the successful employment of individuals with ADHD (or executive functioning deficits). Knowing how, when, and why it might be necessary to disclose a disability is the first and often most difficult part of the accommodation process. Disclosing a disability may be a consideration when starting a new job; transitioning from school, another job, or unemployment; or retaining a job when difficulties due to the disability become apparent. For individuals who may still be struggling with accepting their medical condition, making the decision to disclose can be overwhelming. Because some impairments are not visible, individuals may face such challenges as understanding their impairments, determining what types of accommodations are available, and effectively communicating their disability needs to others. As with any new experience, knowledge and preparation are vital. This interactive session aims to share the presenters' expertise. We will focus on disability disclosure and effective accommodation solutions for individuals with ADHD (or executive functioning deficits), but our tips and solutions will work for other disabilities as well. The information provided will be beneficial to both seasoned professionals and those new to the field, job applicants, employees, and family members. Join us for practical information that will highlight disclosure and effective job accommodations to increase participants' expertise and continue to increase employment opportunities for people with disabilities. Real-life accommodation situations and solutions will be interspersed throughout the session. A question-and-answer period will be included at the end.

▲ Grand Canyon 11

Pyramid Model: A Framework by *Erika Argueta*

Participants will be introduced to the tiers of the Pyramid Model framework and how its evidence-based practices promote healthy social and emotional development and inclusion of young children. The tiered

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framework of prevention and intentional intervention involves using effective strategies in building relationships with children and providing a supportive environment in which to learn routines and expectations. It really is more about what we, the adults, do to support all children by targeted social skills intervention and teaching and, when needed, more intensive individualized interventions for children who display severe and consistent problem behavior.

Grand Canyon 12

Us Against the Agenda: Utilizing Standardized Meeting Procedures to Prevent and Resolve Conflict by *Heather Schlemmer*

As special education professionals, much of our time is spent in IEP meetings. Most are predictable and routine. However, when even one goes sour, it can cause strife within teams. IEP facilitation helps to ensure that teams follow a structured, collaborative, decision-making process in alignment with the requirements of the IDEA. IEP facilitation can also support teams in resolving conflicts as they arise, further strengthening family-professional partnerships. This session will introduce FIEP meeting procedures and supports available through the ADE's FIEP Program.

Grand Canyon 13

Special Education Landscape through Data Analysis for Arizona by *Chris Brown and Heather Dunphy*

Participants will gain a wider awareness of special education sub-groups and how special education is reported between them. Though an analysis of the 2020–2021 school year, participants will gain different perspectives of students with disabilities in various sub-groups through the lens of race and ethnicity. Areas explored will include graduation, dropping out, assessments, and more.

2:30–2:45 p.m.

Break, Vendor/Exhibitor Hall Open

2:45–4:00 p.m.

Concurrent Sessions

Wildflower Ballroom

Evaluations and Monitoring: Documenting Best Practices by *Angela Odom, Jennifer Ostrom, Kristen Lilly, and Claudia Weiss*

Join us for a collaborative presentation between ADE/ESS and the Arizona Association of School Psychologists (AASP). Together, ESS Program Support and Monitoring and AASP will provide clarification on some commonly misunderstood evaluation topics and share some tricks of the trade. This content will include specifics on evaluation content and methodology.

★ Grand Canyon 1

Youth to Youth: Putting the Self in Self-Determination and Self-Advocacy by *Arizona Youth Leaders of Diverse Ability Incorporated*

Join the Arizona Youth Leaders of Diverse Ability Incorporated for an interactive session to assist youth with building their knowledge, confidence, and initiative related to making more informed choices and

decisions and sticking up for themselves and their beliefs as they navigate their journeys.

● **Grand Canyon 2**

Imagining a Great Life by *Janna Murrell*

This workshop is for parents and families of youth and young adults who have disabilities and are transitioning into the adult world. The topics of the workshop include independent living, education, employment, relationships, recreation, and community connections. Discussion will include how families can help their youth to have high expectations, define success, and create a vision for their future.

Grand Canyon 3

Fostering Positive Outcomes and Pathways to Employment: Understanding and Addressing the Transition Needs for Youth with Disabilities in Foster Care by *Wendy Parent-Johnson and Jacy Farkas*

Youth with disabilities in foster care experience unique challenges in their transition to adulthood. This session presents two initiatives in Arizona aimed at improving outcomes for these youth. These initiatives include a statewide needs assessment that utilizes community participatory and youth-centered approaches to develop an agenda for serving youth as they age out of care to adult living, and a school-based model development that prepares them for the workforce through work-based learning experiences. In collaboration with Arizona's Title V agency, a statewide needs assessment was conducted to explore the experiences, needs, and availability of services and supports for youth with disabilities and special health care needs in foster care in their transition to adulthood across state and tribal child welfare agencies in Arizona. A summary of findings, including an innovative approach, group concept mapping, will be presented that provides a visual representation of the important issues on which to take action in improving outcomes for these youth. Our process and findings will be presented.

In collaboration with the state Vocational Rehabilitation agency and with high schools, efforts are focused on model development aimed at building capacity for school communities to provide work-based learning opportunities at local businesses. The experiences of participating youth with disabilities in foster care has contributed to identifying effective strategies for supporting them and ensuring that they have the opportunities to engage in pre-employment transition services that lead to gainful employment prior to aging out of care. We will present initial progress and lessons learned in engaging this population.

Grand Canyon 4

There's Always a Story Behind Transition Planning by *Elizabeth Brunk and Ana Núñez*

Join us for a conversation that focuses on the story behind one individual's experience through the transition planning process. The session will focus on two of the transition planning components, age-appropriate transition assessments and individualized transition activities. Some best practice strategies that will enhance your professional practices will be covered. There is a story behind every student. Join us in the challenge of focusing on the value and never forgetting about the story behind the transition plan.

● Grand Canyon 11

It's a Good Move—Using the Brain-Body Connection to Promote Learning by *Linnea Lyding and Lisa Bernier*

Executive function and self-regulation skills are the mental processes that facilitate one's ability to plan, focus attention, remember instructions, and manage multiple tasks effectively. How can using movement in the classroom help these students learn more effectively? The link between physical movement, cognition, executive functions, and learning is well established. While physical movement clearly has a positive impact on learning, many teachers wonder where to start. In this interactive and highly engaging session, you will learn concrete and easy-to-use strategies that teach content and engage all students in learning, thus leading to better retention for all students, especially those with executive function difficulties. The strategies that will be introduced and practiced in this session promote universal design for learning. Further, this session aligns with the following instructional high-leverage practices identified by CEEDAR:

14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
18. Use strategies to promote active student engagement.

Grand Canyon 12

Taking a Closer Look: IEP Facilitation Through a Trauma-Responsive Lens by *Heather Schlemmer and Lauren Blocher*

The social, emotional, and mental well-being of youth has been a growing area of focus in communities around the nation. As education professionals seek to respond to the needs that are presenting in our classrooms, there is increasing awareness of the prevalence of trauma and its impact on school success. However, it is also important to understand the on-going influence of adverse experiences on individuals of all ages, especially when faced with situations involving stress or conflict. This may surface for both caregivers and school personnel when working through differing perspectives within an IEP team.

▲ Grand Canyon 13

Preschool Child Outcomes and Least Restrictive Environment: Observations of Environments to Outcomes by *Suzanne Perry and Heather Dunphy*

The IDEA's requirement to conduct general supervision activities include providing technical assistance to local education agencies (LEAs) to improve outcomes for all children with disabilities. While Arizona has experienced a 7% increase in children attending Regular Early Childhood Programs (RECP) over the past five years, at the current rate, it will be 2030 before half of the children have access to more inclusive settings.

4:15–7:00 p.m.

Post-Conference Activities

Grand Canyon 5

Professional Event: *Crip Camp* Screening and Virtual Q&A

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Enjoy a screening of the Oscar-nominated documentary, *Crip Camp: A Disability Revolution* followed by a virtual Question and Answer session with co-director and producer, Jim LeBrecht.

Down the road from Woodstock, a revolution blossomed in a ramshackle summer camp for teenagers with disabilities, transforming their lives and igniting a landmark movement into the American disability rights movement in the 1970s.

Youth/Young Adult Event

★ **Grand Canyon 9–10**

Carnival: Join us for fun carnival games and snacks. We will have a great time playing games and meeting new friends.

★ **Grand Canyon 11**

Assistive technology room: Come join us for music, games, technology exploration, play, and fun! Brought to you by the Arizona Department of Education AT team.

● **Grand Canyon 13**

5:00–6:00 p.m.

Parent and Family Event

The family event is a perfect opportunity to network in a relaxed environment. Join other families and agency representatives to ask questions about conference presentations and your child's transition to adulthood. Come explore resources and share ideas.