



Arizona's 2022 IDEA Conference

Rise Up: Reimagining and Transforming Educational Practices

Program

Thursday, September 8, 2022

- ★ Sessions marked with a blue star are recommended for youths/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.

7:00–8:30 a.m.
Grand Canyon Foyer

Registration

7:00–8:30 a.m.
Grand Saguaro

Breakfast Buffet

8:30–8:45 a.m.
Grand Canyon 6–8

Opening Remarks

James Rivera, Director of Special Projects, Exceptional Student Services, Arizona Department of Education

Mike Mannely, Associate Superintendent, Highly Effective Schools, Arizona Department of Education

Kathy Hoffman, Arizona Superintendent of Public Instruction

8:45–9:00 a.m.
Grand Canyon 6–8

Presentation of Transition Services Awards

James Rivera, Director of Special Projects, Exceptional Student Services, Arizona Department of Education

9:00–9:15 a.m.

Break, Vendor/Exhibitor Hall Open

9:15–10:45 a.m.

Keynote Addresses

Grand Canyon 6–8

Introduction of Keynote Speaker

Jeff Studer, Director of Dispute Resolution, Exceptional Student Services, Arizona Department of Education

Professional Keynote Address

Art Cernosia, *Special Education Law Year in Review: Lessons Learned*

This session will provide a review and analysis of special education legal developments within the last year. Both new federal policy and judicial decisions under the IDEA and Section 504 will be covered, with an emphasis on Ninth Circuit cases.

★ **Wildflower Ballroom**

Introduction of Keynote Speaker

James Rivera, Director of Special Projects, Exceptional Student Services, Arizona Department of Education

Youth and Family Keynote Address

David Edward Garcia, *Pathway to Power*

This comedic keynote gives the audience the steps to write/re-write their own powerful narrative. David shares his experience of growing up as an “at-risk” student on the Texas-Mexico border. He shares how he went from failing high school classes to earning five college degrees, learning five languages, and traveling to six continents. He shows his audience how they can find their superpower and build a successful life.

10:45–11:00 a.m.

Break, Vendor/Exhibitor Hall Open

11:00 a.m.–12:15 p.m.

Concurrent Sessions

★ **Wildflower Ballroom**

Succeed Anyway by *David Edward Garcia*

The world is changing quickly, students (and teachers) are fatigued, and we face an abundance of stimuli on multiple fronts. Many people are working 12–15 hour-days, and it seems like the day ends with “how less behind will I be today?” While this is the first time that we have faced such unique crises in our lifetime, this is by no means the first time that we have undergone such an immense challenge in the history of humanity. And every time in human history, the grit, creativity, and resilience inside the human race is the winner! Today will be no different. David uses his hilarious, motivational comedy to talk about what goes on in the brain when there is constant change and disappointment and how to re-wire the brain to find success, regardless of what is happening. This session gives his audience the steps to find the fire to succeed and thrive in all climates.

Grand Canyon 1

The Price is Right: Free Assistive Technology Tools for Schools by *Margaret Egan, Mitch Galbraith, Mary Keeney, and Laura Wooten-LaFranie*

A common misconception about assistive technology is that it is always a budget-buster. But is that true? Not always! Come to this session to learn about **free** and easily available options to support students who struggle with literacy, math, and executive function. These same tools can be used as a part of Universal Design for Learning (UDL), IEPs, transition plans, or 504 plans. Feel **free** to attend this session presented by the ADE/ESS AT team—you might even win a **free** prize.

Grand Canyon 2

What's in Your Toolbox? Strategies and Resources for Successfully Transitioning Students with Intellectual and/or Developmental Disabilities into Postsecondary Education Opportunities by *Sakenya McDonald*

Students with intellectual and/or developmental disabilities are advocating for their right to pursue postsecondary education opportunities and this presentation will equip faculty, staff, family, and community members with resources to assist students with I/DD to be successful in their transitions. Successful, evidence-informed transition strategies will be offered to empower students with intellectual and/or developmental disabilities to self-determine their educational paths and to reach career-related goals. Examples from the postsecondary transition program, Supporting Inclusive Practices in Colleges, will be offered and will center the voices of students in Northern Arizona who are succeeding in navigating the college environment. At the end of this presentation, attendees will leave with resources and tools needed to continue the important work of transitioning students with intellectual and/or developmental disabilities into postsecondary settings.

★● Grand Canyon 3

Peer-Based, Person-Centered Planning Services for Arizona Students by *Arizona Youth Leaders of Diverse Ability Incorporated*

Person-Centered Practices include discovery and planning activities that honor the preferences, choices, interests, and strengths of each individual. Join the Arizona Youth Leaders of Diverse Ability Incorporated for a session regarding our Peer-Based, Person-Centered Planning Services, including a pilot project we are launching with the Arizona Department of Education.

Grand Canyon 4

Cross-Stakeholder Collaboration and Capacity Building at the State, Local, and Student Levels to Improve Outcomes for Students with Disabilities During and After Graduation from High School by *Michael Stoehr (NTACT:C)*

Collaboration between education, vocational rehabilitation, other agency partners, family members, and students has long been viewed as important for improving outcomes for students with disabilities and is especially essential in the implementation of the Workforce Innovation and Opportunity Act (WIOA), IDEA, and related Pre-Employment Transition Services. This interactive session will highlight a national perspective of the key components of partnership development, implementation, and sustainability and will provide examples of tools and resources that enhance collaboration at the state, local, and student levels.

Grand Canyon 5

Cultural Responsiveness: The Importance of Using a Cultural Lens when Preparing Students for their Future by *Dr. Melissa Castillo and Helen Thomas*

In this participatory session, participants will learn about the Arizona Department of Equity, Diversity, and Inclusion's approach to culturally responsive teaching, learning, and student preparation. Resources and tools for developing and applying a culturally responsive lens will be shared. Throughout the session, participants will have the chance to

reflect on their own practices and discuss areas of opportunity and possible challenges with other educators committed to embedding cultural responsiveness. Ultimately, participants will leave this session with a working understanding of cultural responsiveness and how it can contribute to increased academic achievement and educational equity for all students in Arizona.

Grand Canyon 6–8

Stump the Attorney by *Art Cernosia*

This session will provide attendees an opportunity to submit questions specific to their situations, and Art will share relevant legal cases.

● **Grand Canyon 9–10**

Increasing Parent Voice—Shaping Your Child’s IEP by *Carol Kosnitsky*

Nobody knows a child as well as the parent. However, this special knowledge can get lost in the complexities of the IEP process, leaving parents frustrated or unsure of their role. As the one continuous thread in their child’s life, parents have a unique perspective on their child: knowing their strengths, assets, personal accomplishments, vulnerabilities, and fears. This session will focus on strategies and knowledge that parents can use to become an indispensable team member—before, during, and after the IEP meeting.

Grand Canyon 11

Introduction to Restorative Practices by *Sunny Jundt*

This session will serve as a brief introduction to the overarching idea of Restorative Practices and will allow participants to learn to hold community-building circles in the classroom or other collaborative environments. Community-building circles assist leaders in emphasizing an environment where connection comes before content, thereby setting the foundation for later restorative circles, as needed. Attendees will learn how to transition to and lead a circle as both the circle keeper and participant. During this session, participants will learn to sequence circles in order to build communication and community amongst participants. Finally, those attending will participate in a community-building circle of our own.

▲ **Grand Canyon 12**

Thriving in a Social World: Making SEL Attainable and Meaningful for Students with Autism by *Darby Lasley and Mark Howard*

Self-advocates from the autism community identify social skills as one of the top knowledge areas that lead to independence and a sense of inclusion and belonging in American society. Additionally, Social and Emotional Learning (SEL) is an important component of every student’s education. SEL is commonly known as a set of non-academic skills that students need to set goals, manage behavior, build relationships, and process and remember information. These skills are essential to a student’s success in school, work, home, and community and are especially crucial for students who receive special education to be meaningfully included with their neurotypical peers. To thrive in a social world, students must learn social skills and emotional regulation strategies, such as managing their impulses, interpreting emotions, motivating themselves, identifying their strengths and areas for growth, and developing positive attitudes toward school and community. Research

has shown that curricula and programs that explicitly teach social skills and address the emotional needs of students translate into improved academic performance outcomes for students. This session explores the significance of SEL for students with autism and other developmental disabilities and how to identify specific SEL skills to teach. Participants will learn the curricular components necessary for effectively teaching and generalizing SEL skills, including how to meaningfully involve families, general educators, and neurotypical peers. Join this session for an opportunity to learn and practice evidence-based instructional methods that are used to teach SEL skills in the classroom.

▲ **Grand Canyon 13**

PELE Inclusion Project in Collaboration with Arizona Department of Education: Introducing LEAP Model Preschool by *Lenka Studnicka, PhD*

In this presentation, participants will be introduced to the LEAP Preschool Model, an inclusive, evidence-based model for young children that was founded in 1981 by Dr. Phil Strain and his PELE Center (Positive Early Learning Experiences). The presentation will provide a brief history of PELE Center work and research, discuss collaboration between ADE and PELE in launching LEAP Model Preschool training sites, and provide several key research findings. LEAP Preschool reflects both a behavioral as well as a developmentally appropriate approach for teaching children with and without disabilities within an inclusive early childhood environment. Learning activities are selected based upon the needs, interests, and developmental levels of individual children within the classroom. In addition, assessment of skill acquisition, maintenance, and generalization are conducted as a means of evaluating the effectiveness of instructional strategies.

12:15–1:15 p.m.

Lunch

Grand Saguario

1:15–2:30 p.m.

Concurrent Sessions

★ **Wildflower Ballroom**

Survive the 5 by *David Edward Garcia*

Statistically, the average teacher did not last more than five years (since the COVID-19 pandemic, it is now an average of one year). The global events that have transpired since 2020 have taught us that educators need a roadmap for cumulative well-being, perhaps even more so than students. While the mantra of “do it for the kids” has done a lot of good for children, many teachers have allowed their health to decline and find themselves at a breaking point. This approach leads many teachers to dismiss their own struggles, or worse, feel bad for even having challenges during COVID. This talk gives educators the necessary steps to arrive at total well-being. It also calls all of us to reframe our personal devotion and commitment through the lens of well-being. There is a way to encourage health and wellness for all: students, teachers, parents, and administration alike. This talk brings forth the necessary (and challenging) conversation that addresses teacher well-being.

Education through Sensory Cooking by *Katie Murwin and Stephanie Lucas*

Sensory Cooking works toward student success, the relationship of cooking as a life skill, and as an opportunity to improve basic learning such as math and reading. Communication skills and improvement in reading and math skills as well as improvements in fine and gross motor skills are all direct impacts. These results increase interaction with service providers, teacher, and students. Sensory Cooking is not about cooking; it's about development of life skills (safety, food preparation, self-advocacy of preferences) and longer-term goals of physical skills, communication of all engaged senses, job-appropriate language, and trying new things (food choices). One measure of success is increased independence of participants to cook by themselves, and this requires collaboration of students with caregivers and adult family members in completing the recipes. Individuals of most age and skill levels can be successful in this program due to in-home/classroom and on-screen support. Parental feedback includes improving physical strength, confidence (in self and in skills), expanding sensory awareness (or tolerance in some cases). Our partnership with Give Garden, a company owned by a registered dietician, incorporates healthy eating practices with challenging and fun recipes creating success. The measure of success may not be perfect completion of the recipe; it might be working on fractions with measuring cups, eating a red pepper, or extending the attention span versus the prior week. All aspects come together to provide a variety of opportunities, depending on individual needs.

Life lessons from Cooking

- Safety first
- Some things in life that seem the hardest, become easier with a little practice
- Nothing is easy the first time
- Success varies based on participant, and everyone learns something
- Everyone needs to know how to turn lemons into really good lemonade
- People who love to eat are always the best people—Julia Child

Grand Canyon 2

Special Education in Secure Care Settings by *Qwaye Bright, PhD*

As noted by the US Department of Education and the US Department of Justice, a student who has been charged with or convicted of a crime still has rights and protections under the Individuals with Disabilities Education Act (IDEA). During this session, participants will learn how requirements can be met within secure care settings, the unique needs of students with disabilities in secure care settings, and evidence/research-based practices and tools for providing special education to students in these circumstances. This information is useful to the field as it identifies the needs of this special population for the target audience and how to remedy them through effective practices, which attendees can immediately and effectively begin to use in their secure care institutions.

Grand Canyon 3

Integrating STEM into Transition Education and Engaging Employers

This session will describe the components of a new STEM transition curriculum for incarcerated, at-risk, and exceptional youth. Data from baseline assessments pertaining to how incarcerated students think about STEM, how they perform on STEM tasks, and what STEM jobs or careers they are interested in will be shared. Data from an employer survey and interviews on skills and characteristics they are seeking in new employees will also be shared. Findings related to STEM knowledge and career interest of youth as well as strategies for engaging employers in STEM curriculum development will be discussed.

● Grand Canyon 4

How Arizona Communities of Practice Are Impacting the Transition Process, And How You Can, Too by *Ceci Hartke and Christopher Trujillo*

How do you get to know the transition stakeholders in your area? Interagency collaboration is a key predictor of post school success for youth with disabilities. Communities of practice (CoP) are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. The Arizona Community of Practice on Transition (AzCoPT) team was formed to improve the postsecondary transition outcomes and lives of youth and adults with disabilities. AZCoPT accomplishes this mission through the coordination of transition services, professional development, and resources. AZCoPT has a core team that supports the development and growth of local communities of practice (LCoPT) across the state of Arizona. These LCoPTs provide a place where stakeholders can collaborate through shared leadership and vision to meet the unique transition needs of local communities. The principles of shared leadership and vision empower LCoPT members to build their capacity to help the youth that they serve transition to the postsecondary setting. Every stakeholder's voice counts. Through networking and collaborative initiatives, LCoPT members become aware of community supports, events, and resources that are available to youth with disabilities. At this time there are ten communities of practice in Arizona. Come learn about how you, as a professional, parent, or person with a disability, can join a local community of practice or how AZCoPT can help you start one in your area.

Grand Canyon 5

Reimagining Caregiver Expertise and Engagement in the IEP Process: How Indigenous Knowledge Systems Can Expand Our Understanding of Kinship and (Dis)ability by *Helen Thomas, Nicolas Wilson, and Heather Schlemmer*

In March 2020, educators across the nation were called upon to completely (re)imagine our work and connections to students and their families. Pushed to (re)design our instructional, classroom management, and relationship-building practices, we adjusted to accommodate the effects of a global pandemic. As we migrated into digital and/or remote instruction and learning, we became more aware of systemic barriers and challenges our students and families have had to endure. More importantly, we also had the opportunity to observe the cultural strengths, or funds of knowledge, of our students and their families that are not always affirmed in the physical school environment. As life inside and outside the classroom begins to stabilize, we recognize that returning to our pre-pandemic practices no longer makes sense. Instead, we can promote culturally responsive approaches to education that acknowledge, value, and leverage our students' and their families' individual and collective assets to create safer, healthier, and more engaging educational environments and systems. In this session, participants will learn from the perspectives and lived experiences of Indigenous Peoples with/in the IEP Process. We will specifically explore how Indigenous knowledge and kinship systems can inform our understanding of caregiver expertise and engagement and the concept of (dis)ability more broadly within the IEP process. Through guided reflection and collaborative activities participants will consider new ways of fostering caregiver expertise and engagement with/in the IEP process that better aligns with worldviews from non-dominant cultures. Resources will be provided to support participants in furthering their exploration and continued conversations with their local learning communities.

▲ Grand Canyon 6

Lessons Learned Over Five Decades of Successful Preschool Inclusion: Applications for K–12 by *Dr. Phil Strain*

This session will focus on six key lessons that have direct application for inclusion at the K–12 level. These lessons include aligning policies and practices at state, district/community, and classroom levels to facilitate quality inclusion; providing practice-based coaching to ensure fidelity of practices; having a laser focus on peer social relationships; providing the time and space for transdisciplinary planning and service delivery; focusing on functional outcomes **only**; and utilizing inclusion initiatives to address historical inequities in access.

Grand Canyon 9–10

Successful Programmatic Monitoring and CAP Closure: A Joint Venture by *Renee Donovan, Angela Odom, and Sarah Clem*

Join us for a collaborative presentation between ADE/ESS and Marana Unified School District. Together, ESS Program Support and Monitoring will provide some basics on the processes while Marana Unified provides insight into their journey through programmatic monitoring and the corrective action process. Marana Unified will share some tips as well as suggestions on how to leverage the corrective action process to improve programs.

Grand Canyon 12

Should I Stay, or Should I Go? Recruiting and Retaining Effective Special Education Teachers and Staff in Arizona by *Kim Rice and Mary Keeney*

Struggling to find special education teachers and staff for your district or charter? This session will include an overview of current Arizona special education personnel attrition data so that you can learn more about the current special educator workforce in Arizona. How will you lead the effort to find qualified staff, develop their skills, and keep them teaching? Participants will become aware of strategies and opportunities to attract, prepare, and retain educators who serve students with disabilities. Learn about resources and tools you can employ to build a more sustainable workforce.

Grand Canyon 13

Building Community through Collaborations: Exploring Potential Partnerships to Expand Resources and Improve Access for All by *Matthew Press, Michelle Wagoner, and Lisa Bries*

The Peoria School District has been working to build relationships within our community. Come learn about the collaborative projects we have been doing and how your district might do some of the same things. Examples include partnering with local engineering students to make keyguards for Augmentative and Alternative Communication (AAC) users, 3D printed symbols for visually impaired students, and printing large poster-sized core boards for every self-contained classroom in the district. Further collaboration includes a project working with the city parks and recreation department to improve access to parks throughout Peoria for individuals with mobility or sensory impairments. This session will focus on how these projects came to fruition with the intention of helping other districts to work to replicate these projects in their own community.

2:30–2:45 p.m.

Break, Vendor/Exhibitor Hall Open

2:45–4:00 p.m.

Concurrent Sessions**Wildflower Ballroom****Begin with the End in Mind: Writing Relevant and Measurable Postsecondary Goals (MPGs, Indicator 13) by *Carol Kosnitsky***

Begin with the end in mind—a simple yet powerful strategy that allows the IEP team to analyze the gap between students' present levels and their aspirations for life after high school. While Indicator 13 requirements may seem like a compliance to-do list, the formulation of MPGs should be a dynamic and on-going process throughout the year. Once we look at transition planning as a student empowerment issue, special educators can reclaim the process as an opportunity to help students develop their voices through self-awareness, self-evaluation, and self-determination.

★ Grand Canyon 1**Pick Me! Tools for Self-Exploration and Choosing a Career Path by *Nelly Sanchez and Betty Schoen***

What's in your backpack of school tools and resources for career exploration? Do you have all that you need to find out the good, bad, and ugly about any career interest? Do you know what community agencies/organizations are available to help you make a strength-based decision about your career pathway, appropriate training institutions, and whether you have or can gain the "right stuff" for the career you select? Do you have the self-determination skills to pursue your best options? Lots of questions, and if you attend this session, lots of answers, too! We will also cover the ins and outs of how Vocational Rehabilitation can help students with disabilities to get ready for life after high school and enter the adult world of work. Come and learn from the transition specialists at Vocational Rehabilitation, who will help you to get results!

Grand Canyon 2**The Skills That Matter: Transforming Instructional Practices by Embedding Social-Emotional Competency Instruction through Project EASEL (Empowering Arizona Schools Through Social-Emotional Learning) by *Pattie Noonan***

Participants will explore and practice research based instructional strategies that promote the development of the social-emotional competencies: self-regulation, self-efficacy, and assertiveness. Aligned with the CASEL indicators, these competencies can be explicitly taught, practiced and reinforced in every classroom, Pre-K through 12 to promote social emotional growth. Participants will complete a set of small group activities where they reflect on current practice, review social-emotional learning curriculum parts, learn foundational concepts, and take in examples of instructional practices in various classroom settings. Participants will leave with a clear understanding of how social-emotional growth can be measured in different student populations. Together, we can develop socially and emotionally engaged, career-equipped, lifelong learners. Project EASEL is a collaborative effort between ADE and the University of Kansas Research Collaboration designed to support Arizona educators in developing and assessing social-emotional growth in their students.

★ Grand Canyon 3

**Assistive Technology at Community Colleges and State Universities
by *Mike Buckley***

Entering college or a university is a big step for a student. Navigating available assistive technology services can make that step harder. In this session, you will learn about laws, resources, and tips concerning assistive technology in higher education. You will come away with a list of assistive technology resources that are available at the community colleges and state universities in Arizona. The intent of this presentation is to give you practical information that you can use as you prepare for and start the next stage of education.

★ Grand Canyon 4

**The Importance of Youth Voice: An Arizona and National Perspective
by *Michael Scanlon (YETI), Michael Stoehr (NTACT:C), and Arizona Youth Leaders of Diverse Ability Incorporated***

Youth voices in all levels of planning and engagement are vital to ensuring that meaningful, engaging, and successful transition projects, programs, and activities are being implemented. During this interactive session, presenters from Arizona's Diverse Ability Incorporated and the National Technical Assistance Center on Transition: the Collaborative's (NTACT:C's) Youth Engagement Transition Initiative (YETI) will provide information regarding resources and strategies to enhance inclusive youth engagement and leadership that will not only benefit your secondary transition practices but will also assist students and youth in developing self-determination and self-advocacy, which are key in promoting successful transitions from high school to adult life.

Grand Canyon 5

Arizona's Literacy Tapestry: Weaving Recent Legislation into Current Practices by *Amy Boza, Kim Piranio, and Karen Ten Napel*

This session is designed for K–5 administrators and educators. Recent legislative actions have resulted in more expectations for those impacting K–5 literacy instruction. We will define and discuss the recent legislation and how schools can weave the changes into their current practices, adding to the literacy tapestry already in place.

▲ Grand Canyon 6

Key Ingredients to Successful Inclusion in Preschool by *Dr. Phil Strain*

This session will provide a description and video segments to demonstrate the power of the following ingredients in preschool inclusion: ratio of typically developing children to those with disabilities, focus on children's peer relationships, providing routines within routines within routines, providing visual supports, and maximizing practice opportunities.

Grand Canyon 9–10

Trauma-Responsive Social Emotional Learning for Students of all Developmental Levels by *Leslie Anway and Anthony Guillen*

The components of trauma-responsive social-emotional learning can be infused into any educational content and used with students of all developmental stages and levels. As educators, when we understand brain responses to trauma and toxic stress (including developmental and in utero trauma which can manifest as educational disabilities), we can create new pathways to learning and managing behaviors. This session

will discuss some practical applications of utilizing the neurosequential principles of regulation, co-regulation, regulatory dosing, brief therapeutic moments, reward setpoints, and state dependence in alignment with recognized social-emotional competencies. We will discuss how the neurosequential and other trauma-responsive concepts crosswalk seamlessly with social-emotional learning (and PBIS) to create more productive and equitable learning environments for the students in your classrooms.

Grand Canyon 11

Integrating Social-Emotional Learning in the Math Classroom by *Jenifer H. Fernandez and Rob Hilliker*

Problem-solving in math classrooms is not only pertinent to success for all students in mathematics but also in our everyday life. The Standards for Mathematical Practice specify that students solve real-world and mathematical problems by working effectively with peers; formulating, communicating, and critiquing arguments; and persevering through difficult challenges. As students experience these mathematical practices, they engage in interpersonal and intrapersonal skills, also known as social and emotional learning (SEL) competencies. In this session, we will make connections among the mathematical practices and SEL competencies as well as demonstrate how to provide support for integrating them in the math classroom. We will experience together how to engage students in deep mathematical problem solving while practicing appropriate social skills and behavior.

Grand Canyon 12

Supporting Special Education Teachers with Using Social, Emotional, and Behavioral High Leverage Practices in the Classroom by *Julie Blair, Danielle Remy-Tauaese, Jessica DeBiase, Christina Rivera, and Kathleen Puckett*

The Arizona Coalition for Educator Preparation and Practice (ACEPP) is a collaboration of faculty and staff from Arizona colleges and universities and the Arizona Department of Education (ADE), and the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR). Our The mission of ACEPP is to improve educator preparation and practice in Arizona so that all leaders and teachers can provide each student, including students with disabilities, an equitable opportunity to achieve. The purpose of our presentation is to support educators entering the classroom with knowledge and resources about High-Leverage Practices (HLP) to best serve students with disabilities in the area of social/emotional/behavioral HLPs. Through explicit instruction, collaborative activities, and independent practice, participants will understand how the HLPs can be utilized at varying levels of the educator career continuum (e.g., teacher candidates, new teachers, mid-career professionals, and veteran teachers) who are new to HLPs. Participants will learn to identify which of their current practices are high-leverage practices and enhance their ability to collaborate with colleagues in the field of education.

Grand Canyon 13

SLP-SLPA Teams: Adding Value to Your District's Service Delivery Model by *Amy Hill and Jeffery Meeks*

SLP-SLPA teams are becoming more common as a greater number of SLPAs receive licenses and pursue ASHA certification. For many SLPs and school administrators, working with an SLPA is new territory and they often lack a clear understanding of the role they play as the SLPA's supervisor. In addition, many SLPAs are recent college graduates and lack the experience to know what to expect of their supervisor or the role they play in the school system. This can create challenges related to unknown and unmet expectations. This session addresses ASHA and AZDHS expectations for supervision, the unique roles of each profession, common concerns from the field, and practical solutions. Presenters will use direct instruction as well as audience interaction to discuss everyday challenges and practical solutions.

4:15–7:00 p.m.

Post-Conference Activities

Grand Canyon 7–8

Reception and Raffle Drawing

Connect, learn, and have fun! We look forward to a fun-filled evening with conference participants to enjoy some food, music, and interactive activities.