



# Arizona's 2022 IDEA Conference

## *Rise Up: Reimagining and Transforming Educational Practices*

### Program

**Friday, September 9, 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.

**7:00–8:00 a.m.**                      **Registration**  
Grand Canyon Foyer

**7:00–8:00 a.m.**                      **Breakfast Buffet**  
Grand Saguaro

**8:00–9:15 a.m.**                      **Concurrent Sessions**

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|--------------------------------|--|
| <p>▲ <b>Grand Canyon 1</b></p> | <p><b>Best Practices for Preschool Transition: Successful Preschool Transition by <i>Erika Argueta, Lenka Studnicka, and Camille Verdugo</i></b></p> <p>We will discuss how to support a child-centered Preschool Transition Conference with an emphasis on family or caregiver engagement and involvement. We will discuss the components of cooperation and collaboration of all members involved as part of the transition team that ensures successful placement of preschool children with special needs in safe and welcoming classroom environments. Possible roadblock scenarios will be explored, and resources will be highlighted</p> |
| <p><b>Grand Canyon 2</b></p>   | <p><b>Career and Technical Education 101 by <i>Cindy Gutierrez</i></b></p> <p>Today's cutting-edge, rigorous, and relevant career and technical education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers. Arizona's middle and high schools offer a variety of programs that allow them to explore career education and opportunities while still in school. This session will explore the purpose, value, and benefits for all students to participate in CTE.</p>  |

**Grand Canyon 3**

**Level Up Your Outcomes: Postsecondary Success for All Students by *Lisa Livesay and Elizabeth Brunk***

Are you ready for a successful end to your 2022 PSO season? Post School Outcomes (PSO) is a year-round process of gathering and analyzing data about the post-school engagement of students with disabilities in postsecondary education/training or employment. Come prepared to gather essential resources and to take your best practices strategies to the next level for **your** school's unique populations. Bring your PSO stories and questions and make room in your PSO toolkit for innovative strategies you can use in these final weeks of data collection.

**Grand Canyon 4**

**The Vocational Rehabilitation and Division of Developmental Disabilities Partnership by *Fiona Donohoe, Shawn Thompson, Kelly Thomas, and Betty Schoen***

We invite you to attend a collaborative presentation by Vocational Rehabilitation (VR) and the Division of Developmental Disabilities (DDD) to find out how they work together to help mutual students with disabilities in achieving employment. We will provide an overview of DDD eligibility, how to apply, DDD supports, and employment services. VR topics will include how VR supports students with disabilities with preparing for, obtaining, and maintaining employment, how to refer to VR/request services, how to qualify for VR, what kinds of services VR may be able to provide, and the important steps to know throughout the VR process, along with what to expect during each step. This session is appropriate for families, educators, service providers, agency staff, and anyone else who works with students who have developmental disabilities.

**Grand Canyon 5**

**The 411 on PBIS by *Celeste Nameth***

This session provides an overview of PBIS. Foundational components and benefits of system-wide PBIS implementation. Integrating PBIS into the classroom has proven to increase time on task and decrease disruption for all students. Participants will leave with examples, ideas, and templates for how to implement PBIS in the classroom setting, whether they are at a site that has schoolwide implementation or not.

**● Grand Canyon 6**

**Teach Children to Manage Their Time, Space, and Materials (and Keep Their Emotions in Check). Powerful Strategies to Help Children Develop Independent Executive Function Skills at Home by *Sarah Ward***

For parents and for those educators who support parents! Executive function skills refer to the mental skills we use to pay attention, to organize and plan tasks and materials, to start tasks and stay focused on them, to manage emotions and be flexible, and to keep track of what we are doing. Young children rely on these skills to follow a sequence of instructions for daily tasks, while older children need these skills to “break a task down” into a sequence of steps and organize a timeline as the demands for independent learning increases. These skills can impact students at

home, at school, and in social situations. In this practical-strategies seminar, parents will develop a solid understanding of what the executive function skills are and how they impact a student's academic and personal performance.

- Learn how to promote the development of the executive function skills by weaving them naturally into everyday activities.
- Learn easy-to-implement strategies help children to initiate tasks, follow routines, transition between tasks, think in an organized way, and encourage self-initiative to manage homework and tasks.
- Easy strategies to help students to understand time demands and internally feel the sweep of time to focus and complete tasks in allotted time frames. Show students the process of how to plan and complete homework, tasks, and chores with less supervision and fewer prompts.

● **Grand Canyon 7–8**

**Creating Schools of Belonging for Students with Disabilities: What Matters Most by *Dr. Erik Carter***

Students learn best and flourish most when assured of their belonging. Yet too many schools still struggle to become places of widespread and meaningful inclusion for children and youth with disabilities. In his presentation, Dr. Carter will share a powerful framework for reflecting upon and fostering belonging within our schools and classrooms. Together, we will explore the implications of this work on the ways we welcome, support, educate, and embrace students with disabilities.

★ **Grand Canyon 9–10**

**It Takes a Mentor: Supporting Effective Transition through Career-Focused Mentoring for All Youth by *Ebony M. Watson, Sandra McBride, and James Saunders (IEL)***

Mentoring, at its core, empowers young people to go through the self-journey of creating the best version of themselves. The Ready to Achieve Mentoring Program (RAMP) utilizes a career-focused approach to mentoring that supports mentees along their journey to personalize their goal planning and community and career connections and to increase their knowledge, skills, and abilities to better prepare for their transition into adulthood. Come join our session led by one of our very own RAMP youth for an interactive dialogue about what works: connecting mentors, employers, educators, and youth.

**Grand Canyon 11**

**Tuited-Out Students: Private School Approval Process and PEA Responsibilities by *Victoria Naser***

This is an informative session for PEAs who are interested in placing their students in private special education schools. This presentation aims to outline what private day schools are expected to submit to ADE for approval for serving students with different special education needs. This presentation will also go over the responsibilities of the private school vs. those of the PEA and how PEAs should be working and communicating with private day schools to ensure that their responsibility to the student is fulfilled.

**Grand Canyon 12****Spring 2022 Assessment Accommodations Requests: Lessons Learned by *Audra Ahumada and Sabiha Klepk***

In this session, ADE's Assessment team will share lessons learned about the process of identifying and selecting assessment accommodations for AZELLA, AASA, AzSCI, ACT Aspire, and ACT to ensure that students have access to the allowable accommodations during the statewide assessments. This session will also highlight the assessment manuals for each test.

**Grand Canyon 13****The Multidisciplinary Evaluation Team Report as a Tool to Facilitate Transition by *Claudia Weiss***

This session will provide an overview of best practices in conducting evaluations for high school students that provide postsecondary institutions and agencies with information relevant to eligibility and the appropriate provision of services. As a required part of IDEA, three-year reevaluations often meet the minimum standards in terms of reviewing existing data and determining special education eligibility. There is an opportunity, however, to include additional data that will enhance students' transition. Information regarding study habits, self-determination, and self-advocacy may be helpful in informing transition goals as a student nears graduation. Thorough and updated information regarding current academic levels, intellectual functioning, adaptive skills, and specific accommodations required to address areas of need would also benefit students and inform postsecondary institutions and agencies. Participants of this session will learn what information is required from various agencies (e.g., college office of disability services, Department of Economic Security) and how to ensure that student METs address these requirements. This session will be relevant to evaluators, parents, students, special educators, and agency personnel.

**9:15–9:30 a.m.****Break****9:30–10:45 a.m.****Concurrent Sessions****▲ Grand Canyon 1****Universal Design for All Learners by *Lenka Studnicka and Erika Argueta***

In this presentation, participants will be introduced to the components of the Universal Design for Learning. UDL provides flexible approaches to instruction that can be modified and individualized for students across the learning spectrum. This approach helps to create a sense of emotional safety and a climate of more nurturing, equitable, and inclusive learning. UDL delivers choices and provides opportunities for all students to access, participate, and engage in their learning. UDL helps students to become knowledgeable and goal-oriented learners.

**●★ Grand Canyon 2****Equity in Education Focus Group: How Equity, Diversity, and Inclusion Can Make a Difference in Education by *Dr. Brittani Roy, Marisa Peña, and Chenita Dix Young***

In this participatory session designed specifically for parents and students, participants will learn how ADE is implementing and embedding equity,

diversity, and inclusion (EDI) in its practices, policies, programs, and procedures to better serve Arizona students and families. Participants are encouraged to share their thoughts on EDI issues that they encounter in schools, providing their thoughts, challenges, and suggestions on what EDI changes they would like to see come from ADE and their school districts.

### **Grand Canyon 3**

#### **How Sunnyside Unified School District Made Their District into an Effective TSW District by *Vito Peppitoni, Alan King, Karissa Waters, and Elizabeth Carrazco Angluo***

The Transition School to Work (TSW) team from the Sunnyside Unified School District (SUSD) will present about how our district has built and implemented a successful TSW program. This presentation will cover how the district started a TSW program with just 15 students and has expanded into providing services for nearly 100 students as we go into our fifth year. We will reflect on how this has positively impacted our Post School Outcomes (PSO) data by boosting the number of students successfully accessing postsecondary work, training, and education opportunities. This presentation will also examine how our methodology has changed and developed over the course of the past four years and how each member of our team, including the transition specialist, plays a vital role within the program. We will close with a sampling of opportunities offered through our program, including transition classroom curriculum, school-based labs, and work-based learning experiences/internships.

### **Grand Canyon 4**

#### **Integrating Behavioral Health in Transition Planning by *Janette Lopez and Lauren Tomchak***

This interactive presentation will provide you with the tools and knowledge to impact change in the social and emotional outcome of students. Participants will learn how to collaborate with families and outside agencies (specifically, behavioral health agencies). This collaboration will support student learning and secure needed services. Transition is a 100% compliance indicator that can lead to increased post school outcomes for students. Behavioral health services are often overlooked within the transition planning process. In this session, we will address how to integrate collaborative behavioral health supports into the transition planning process. Effective communication strategies will be reviewed, to ensure family and student engagement. All participants will leave this session with the tools and readymade resources to get you and your staff started.

### **▲ Grand Canyon 5**

#### **PBIS Goes to Preschool by *Celeste Nameth and Laura Anderson***

This session will explore the integration of schoolwide PBIS into preschool settings. In this session participants will learn why preschool classrooms should be included in schoolwide implementation of PBIS and how that preschool implementation must be adapted for the developmental level of the students. Paradise Valley will share their experience adapting PBIS and the successful implementation of PBIS into preschool classrooms at several sites.

## Grand Canyon 6

### **The Graduates: Preparing Students to Develop Executive Function Skills to Be Prepared for Postsecondary Opportunities by *Sarah Ward***

The transition from high school to postsecondary opportunities has always placed high demands on students' executive function (EF) skills. Now more than ever, students need to relearn/learn how to be situationally aware, plan over extended time frames, manage distractions, and increase their 'workability.' Learn interventions that do not merely compensate for but facilitate the neurological development of EF skills to ensure success toward adulthood in time and task management, information management, attention, organization, and independent living.

## ● Grand Canyon 7–8

### **The Power of Peers: Strategies for Supporting Relationships and Inclusion in Schools by *Dr. Erik Carter***

Far too often, the pathways we use to support inclusion in schools do not actually lead toward friendships and belonging. What can we do to move past beyond the veneer of inclusion? How might prevailing practices stand in the way of shared learning and new relationships for students with autism and other developmental disabilities? This session will address critical components for fostering social relationships and shared learning among students with and without disabilities in inclusive classrooms, clubs, cafeterias, and other secondary school activities. Learn about practical and powerful interventions that you can advocate for in schools, including peer support arrangements, peer network interventions, and peer partner programs.

## Grand Canyon 9–10

### **It's not a Trip, It's a Journey. Make it Personal: Individualized Career Development Plans by *Ebony M. Watson and Francine Catalla (IEL)***

All young people need opportunities to identify their interests and values, explore career and postsecondary options, set goals and make decisions about their future, and develop skills for planning and managing their own career development. Come hear about personalized and career-focused strategies that national programs are using with success. Participants will have the opportunity to learn and share innovative strategies and best practices, and to identify new ways to implement a hands-on tool for individualizing youth planning.

## Grand Canyon 11

### **Data Management Updates: What You Need to Know Now and Later by *Peggy Staples and Chris Brown***

ESS Data Management has been hard at work to improve, enhance, and modernize our data reporting applications. Come to this session to learn about these changes, which will impact the way you submit required special education data. We will provide updates on several applications that have been enhanced as well as future changes that be incorporated over the next few years.

## Grand Canyon 12

### **Everything Alternate Assessment by *Bethany Spangenberg and Sarah Han***

Alternate Assessment Test Coordinators and Special Education Directors must navigate several isolated systems to complete tasks and deadlines related to Alternate Assessment. This session will provide an overview of



each system and instructions for each step to ensure that all tasks are completed on time. This session will also provide information and resources needed to comply with eligibility determination and documentation. Lastly, test coordinators will have an opportunity to review Multi-State Alternate Assessment (MSAA) and Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP) resources to support classroom teachers and related service providers in preparing for and understanding assessment administration for both MSAA and Alternate English Language Proficiency Assessment (Alt ELPA).

## Grand Canyon 13

### **Students in Foster Care Receiving Special Education by *Stefanie Sharkey and Joey Taylor***

When a student enters foster care and is a student with a disability or a student being considered for special education eligibility, there are requirements outlined in the Individuals with Disabilities Education Act (IDEA) and in the Every Student Succeeds Act (ESSA) to protect our most vulnerable population. This presentation will be an overview of those provisions, provide best practices, and will empower schools to fully support students in foster care receiving special education services.

10:45–11:00 a.m.

**Break**

11:00 a.m.–12:15 p.m.

**Concurrent Sessions**

## ▲ Grand Canyon 1

### **Itinerant Early Childhood Special Education Services Core C Components of Implementation by *Tami Philips and Lenka Studnicka***

This session highlights content developed by Drs. Laurie Dinnebeil and William McInerney authors of *A Guide to Itinerant Early Childhood Special Education Services*. The six core components of the model for Itinerant Early Childhood Special Education and the research- and evidence-based practices that define those components support programs to develop and implement a successful preschool inclusion model for young children. In this session participants will learn and master the six core components of the Itinerant Early Childhood Special Education Services Model, assess participant and/or program implementation (use) of the six core components, and acquire knowledge and resources to successfully launch and maintain the model.

## ★● Grand Canyon 2

### **AZ ABLE Accounts: Protect Benefits and Build Financial Security! by *Brittaney Chipley***

The federal Achieving a Better Life Experience Act of 2014 (ABLE Act) was enacted on December 19, 2014, as part of the Tax Increase Prevention Act of 2014 (Public Law 113-295). The ABLE Act amends the Internal Revenue Code to exempt a qualified ABLE program from taxation. According to the ABLE Act, a qualified ABLE program is defined as “a program established by a state, or agency or instrumentality thereof under

which a person may make contributions for a taxable year, for the benefit of an individual...to an ABLE account which is established for the purpose of meeting the qualified disability expenses of the designated beneficiary of the account.” Public Law 113-295. H.B. 2388, signed into law on May 12, 2016, established the state’s Achieving a Better Life Experience (ABLE) Program, AZ ABLE, through which contributions may be made to an account of an eligible disabled person to meet qualifying disability expenses. ABLE accounts allow individuals with disabilities, their families, and friends the opportunity to contribute to a tax-exempt savings account without affecting the designated beneficiary’s federal and state means-tested benefits. Millions of individuals with disabilities and their families depend on a wide variety of public benefits for income, health care, food, and housing assistance. Unfortunately, these individuals are ineligible for benefits if they have more than \$2,000 in cash savings and retirement funds. However, opening an AZ ABLE account will not only protect benefits but also build savings and financial security.

### **Grand Canyon 3**

#### **Tying it Together: My Future AZ and the Transition Planning Process by *Ana Núñez and Susan Farretta***

Allowing space for students to participate in and create an Education Career Action Plan (ECAP) is a graduation requirement in Arizona. ECAP is an ongoing process that empowers students to create a meaningful and individualized plan toward a postsecondary pathway. The ECAP process results in a student portfolio in which students outline their secondary and postsecondary plans aligned to their career aspirations. The ECAP process portfolio has four attributes (academic, career, postsecondary, extracurricular) that should be documented, reviewed, and updated annually. Come learn about ADE's new platform (My Future AZ) and how it can support the ECAP process and the Transition Planning Process.

### **★● Grand Canyon 4**

#### **You Can Work! Setting the Expectation of Work! by *Lorie Sandaine, Neal Hallihan, and Raylah Pillar***

In Arizona, there is confusion for families, students, and schools about employment for individuals with disabilities. This is a dynamic and engaging presentation on employment for people with disabilities after high school. It will explore our values and beliefs around employment and will challenge us to elevate the expectations of work, recognizing that it starts with families, individuals, and partners. Simple action steps will be discussed that move the employment needle. The benefits of competitive integrated employment and overcoming many of the fears when thinking about work will be addressed through evidence-based practice of supported employment. All audience participants from school staff to students with disabilities to family members to state agencies will come away hopeful that employment in the community is attainable. Myths and facts will be discussed to help understand supported employment and the impact of transition activities to reach employment outcomes. Most importantly, participants will come away with what role they can play to elevate employment for all.



## Grand Canyon 5

### **Supported Decision-Making: A Less Restrictive Alternative to Legal Guardianship by *George Garcia, Jon Meyers, Juliana Huereña, and Sey In***

As young adults transition into adulthood, parents and guardians are faced with the dilemma of whether or not to pursue legal guardianship. While legal guardianship may be a good choice for some individuals, it may not be the best option for all. Supported decision-making provides a less restrictive alternative to legal guardianship. By developing a support team around an individual, people with disabilities are able to maintain their independence while receiving the support they need to make decisions for themselves. In this presentation, participants will learn the difference between legal guardianship and supported decision-making, learn to identify and develop working relationships with supporters, and learn how to develop supported decision-making plans and agreements.

## ▲ Grand Canyon 6

### **From Play to Planning: Strategies to Shape the Development of Executive Function Skills in Young Learners by *Sarah Ward***

We have adapted our 360 Thinking Executive Function Method to the early childhood classroom to support the development of the early building blocks of the executive function (EF) skills. Acquiring these fundamental capacities in early learning environments is critical to developing the ability to focus, hold, and work with information in mind, filter distractions, and flexibly shift to be ready to succeed in the school setting. This presentation of practical strategies will introduce our 'Stop and Play' program with a multitude of EF strategies to infuse into dramatic play, therapy, and classroom activities to develop the executive skills of situational intelligence, mental imagination, working memory, visual future thinking, time awareness and task visualization, self-regulation, and meta-cognition.

## ● Grand Canyon 7–8

### **Changing the Conversation: Engaging Communities in Expanding Employment for Youth with Disabilities by *Dr. Erik Carter***

A "community conversation" is a powerful approach for engaging a cross-section of diverse community members—including people from both within and (especially) beyond the school or adult service system—in improving transition programming and outcomes for students with disabilities. This presentation will focus on this practical approach to spurring community-level changes and developing strong, local partnerships. Learn a creative, fun, and free way of improving the quality and impact of your school's transition services.

## ★ Grand Canyon 9–10

### **Tips for College Success by *Betty Schoen and Nelly Sanchez***

Are you thinking about college after high school? Have you decided where you want to go and what you will study? Do you know how to get prepared before you go so you can have the best experience and benefit the most from your education? How might Vocational Rehabilitation help you reach your career and education goals? These are a lot of questions that beg answers. Join Transition Specialists from Vocational Rehabilitation to learn some critical information that you need to know as you get ready for

that next step. You will also find out how Vocational Rehabilitation may help you reach your goals.

**Grand Canyon 11**

**IDEA Funding 101—What New Directors Need to Know by *Candice Trainor***

Join the ESS Program Management Team for an overview of federal funding for special education. The IDEA Consolidated-Entitlement funding application can seem overwhelming for new and veteran special education directors. In this session, participants will receive resource links on allowable costs under the IDEA, funding application tips and tricks, and updated information about additional federal funds dedicated for special education.

**Grand Canyon 12**

**Introducing Alt ELPA, Arizona's Alternate English Language Proficiency Assessment by *Bethany Spangenberg***

Arizona will now participate in Alt ELPA, our new Alternate English Language Proficiency Assessment, developed under the grant awarded to the Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP). The Alt ELPA will be an operational field test administered in the Spring of 2023. This session will highlight the available resources and provide timelines to prepare for the assessment. The session will also focus on the Alternate ELP standards that providers will use to support English Language Acquisition for students with the most significant cognitive disabilities. Through guided questions, participants can reflect on current policy and practice to ensure that practices support

**Grand Canyon 13**

**Surrogate Parent: When, Why, and How by *Stefanie Sharkey***

Parents play an integral role in the special education process. When a parent is not available to participate in this process, the IDEA has procedures in place to ensure that a child's rights are represented. These procedures involve the federal initiative known as the Surrogate Parent Program. Exactly when is a surrogate parent needed? Who can and can't serve as a surrogate parent? What is the application process for requesting a surrogate appointment? This session will help PEA staff cultivate an understanding of the Surrogate Parent Program so that they may both serve Arizona's most fragile population and comply with federal law.

**12:15 p.m.**

**Lunch Buffet**

**Grand Saguaro Foyer**