



Program at a Glance
Thursday, August 20, 2026

Time	Event
7:00–8:00 a.m.	Registration and Breakfast Arizona Ballroom Foyer
8:00–9:15 a.m.	Concurrent Session 1
9:15–9:30 a.m.	Break
9:30–10:45 a.m.	Concurrent Session 2
10:45–11:00 a.m.	Break
11:00 a.m.–12:15 p.m.	Concurrent Session 3
12:15–1:00 p.m.	Lunch Arizona Ballroom Foyer

Concurrent Sessions

Room	8:00–9:15 a.m.	9:30–10:45 a.m.	11:00 am–12:15 p.m.
First Floor			
Vaquero ABC	High Probability Strategies for Responding to Escalating Student Behavior Dr. Terrance Scott	No sessions	No Sessions

Room	8:00–9:15 a.m.	9:30–10:45 a.m.	11:00 am–12:15 p.m.
Vaquero E1–E2	Level Up After High School: Your Future. Your Choices. Your Move.  Stephanie Moller	Supported Decision Making and Alternatives to Guardianship—Young Adults  Audra Paletta Isaac Zwinger-Nathanson Savanna Palafox	From Philosophy to Results: Advancing Employment First in Arizona    Gina Griffiths Jessica Winchester Lisa Ayo
Vaquero F1–F2	When Parents, Students, Schools, and a City Unite for TSW Workforce Training    Nick Swanson Patrick Becker Sasha Lysy Noah Salas Andrea Salas Luke Parker	Supported Decision Making and Alternatives to Guardianship—Educators, Professionals, Parents  Melanie Mills Sey In	Building Futures: Transition From School to Work (TSW) and Ann E's Closet Dr. Jennifer Humpal Tricia Graham
Vaquero G1–G2	Starting Early, Aiming High: Transition Planning for Students with Complex Needs  Dr. Makenzie Allison Dr. Brianna Soares	Strengthening Community Partnerships Through Interagency Collaboration Dr. Makenzie Allison Dr. Brianna Soares	From Memo to Practice: Implementing the Graduation Pathways Guidance through Strong Systems  Heidi Sinkovic Lisa Livesay

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Second Floor			
Arroyo C–E	Programmatic Monitoring Data and Compliance Pitfalls  Scott Dobkovsky Heidi Putnam	Meeting Mayhem—From Chaos to Collaboration  Carrie McCulloch	The Proactive Classroom: Eliminating Behavioral Barriers through UDL-Aligned Tier 1 Systems Kim Moran Heidi Edmondson Rob Wolf
Dunes AB	AAC is Not a Last Resort: Strengthening Systems to Ensure FAPE for Students with Complex Communication Needs  Danielle Reed	Understanding the Why: Strengthening District Systems for Safe Digital Learning  Doug Cutler Laura Wooten-LaFranier Jon Castelhano Joe Ferguson Troy Harris Diana Hawari Rae Mask	Integrating Related Service Providers to Support and Build a Stronger Transition Program Tiffany MacKenzie Elizabeth (Courtney) Baumer Michelle Hazelip
Hyatt	Arizona’s Inclusion Initiative (AZII) for Early Childhood Successes and Continued Focus on Improvement of High-Quality Inclusive Early Childhood Programs   Tami Philips Kathy Eustace Nicole Valentino Kathy Gray Mangerson Angela Edington	Engaging Medically Complex Learners Strategies and Techniques for Maximizing Curriculum Access in Low Incidence Disability Classrooms Danielle Benjamin Lauren Jones	AZ ABLE Accounts: How to Protect Benefits and Save Money  Brittaney Chipley

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Markland	Building Community Partnerships for Effective Transition Programs Jennifer Munoz Heidi Sinkovic	Surrogate Parent—When, Why, & How  Stefanie Sharkey	One Classroom, Many Learners: How Flexible Grouping Supports Students With Hidden Disabilities Dr. Rebekah Dyer DD Carr
Sonoran AB	Inclusive By Design: Strengthen Inclusive Practices by Applying High-Leverage Practices (HLPs) to reduce cognitive load  Chelsey Branham Qiana Harris	Inclusive By Design: Metacognition  Jodi Walker	Beyond the Pull-Out Model: How Schoolwide Structures Transformed Math Learning for All Students  Sladjana DeAngelo Jacqueline Rios Ramirez

Individualized Session Tracks

We are excited to offer conference attendees six session tracks. If you are not sure which session to attend, our key can assist you.

Sessions marked with:

 Saguaro are recommended for youth/young adults.

 Pathway indicate a Pre-ETS session.

 Adobe Home are recommended for parents and family members.

 Desert Wildflower are recommended for Early Childhood Special Education professionals.

 Compass are recommended for Special Education Directors.

 Arizona Sun with Connected Rays are related to academic and inclusionary practices.