



Remember  
your why

FEBRUARY 5-7 • JW MARRIOTT AUSTIN



Learning  
LABS

# February 5



**Room 3:00 - 4:00 PM**

**4:30 - 5:30 PM**

<b>Lone Star A-B</b>	<b>Everything You Need to Know About Chat GPT</b> Beth Ziesenis	<b>Everything You Need to Know About Chat GPT</b> Beth Ziesenis
<b>Lone Star C</b>	<b>Adaptations: Working Restoratively with Individuals with Disabilities</b> Dr. Ann H. Lê	<b>Significant Disproportionality in Discipline: Alternatives that Work!</b> Fabiana Bezerra, ESC Region 6
<b>Lone Star D</b>	<b>IEP Implementation: Don't Fail to...</b> David Hodgins, Arlene Gonzalez, Thompson & Horton LLP	<b>You Made that Up: Special Education Folklore that is Making Your Life Hard</b> Elvin Houston, Walsh Gallegos Trevino Kyle & Robinson P.C.
<b>Lone Star E</b>	<b>Creating a Courage Ready Culture™</b> Candace Doby, The Can Do Company	<b>Proportionate Share Funds &amp; Services - Not As Easy As It Looks!</b> Cindy Moses, TCASE Services by Design
<b>Lone Star F</b>	<b>Collaborative Partnerships: Believe in the Power of 2!</b> Shelley Bratcher, Lubbock ISD	<b>Nurturing the Heart of Education: A Journey to Empower Educators' Mental Well-being</b> Rebecca Hooper, Rebecca Martinez, Midland ISD
<b>Lone Star G-H</b>	<b>Days Lost: The Perils of Informal Disciplinary Removals</b> Kendra Yoch, Thompson & Horton LLP	<b>Vocational Victory! Supporting Positive Behavior in Secondary, Post-Secondary, and Vocational Settings</b> Anissa Moore, Anissa Moore Educational Consulting
<b>Room 301-302</b>	<b>Lessons to Me: Things I Wish I Would Have Known as a New Director</b> Kami Finger, Lubbock ISD, Holly Lambert, Ingram ISD, Michele McKinley, Manor ISD, Krista Garcia, TCASE Services by Design	<b>Think You Have too Many Speech Students? Let's Find Out</b> Dr. Jay Weidenbach, Denton ISD, Brandi Breaux, Stetson & Associates
<b>Room 303-304</b>	<b>Transforming Community and Collaboration To Support Special Education Outcomes</b> Nadine Hogan, Anna Roch, Dripping Springs ISD, Dr. Jo Ann Marie Steinbauer, Goalbook	<b>Excellence Beyond High School – Burleson School for Innovation and Education, Powered by Texas A&amp;M University</b> Joe Hinojosa, Chriselda Bazaldua and Deliliah Treviño, Edgewood ISD

# February 6

**Room 10:30 - 11:30 AM**

**1:00 - 2:00 PM**

<b>Lone Star A-B</b>	<b>Using AI in Special Education: Opportunities and Legal Risks</b> Kendra Yoch, Rebecca Bailey, Thompson & Horton LLP	<b>Using AI in Special Education: Opportunities and Legal Risks</b> Kendra Yoch, Rebecca Bailey, Thompson & Horton LLP
<b>Lone Star C</b>	<b>BIP Trainings: How to Ensure Implementation with Fidelity</b> Tiffany Roberts, Forney ISD	<b>Documentation Doesn't Have to be Difficult: Making Documentation Efficient &amp; Effective</b> Dr. Amy Mathews-Perez, Robinson ISD
<b>Lone Star D</b>	<b>The Evolving World of Section 504</b> Kaylyn Kirkpatrick, Jamie Turner, Walsh Gallegos Treviño Kyle & Robinson P.C.	<b>Teacher Training Throwdown: Adding Competition and Connection for Success!</b> Stacie Davis, Elizabeth McDowell, Karen Leon, Cypress-Fairbanks, ISD
<b>Lone Star E</b>	<b>Leadership Strategies to Accelerate Systems-Change: Research, Recovery, and Results</b> Dr. Frances Stetson, Stetson & Associates, Dr. Dru McGovern-Robinett, Dr. Cherry Lee, Austin ISD	<b>Behavior Renaissance: A Moderated Panel Discussing Systems for Transformative Change</b> Jennifer DeGraaf, Rethink, Dr. Deena Hill, Ashley Ashna, Fort Bend ISD
<b>Lone Star F</b>	<b>Every Campus, Every Student, Every Time: Achieving Independence</b> Rebecca Bloxham, Chelsea Long, Seguin ISD	<b>The Secret Weapon to Boost Districtwide CCMR!</b> Brittany Edwards, Aldine ISD
<b>Lone Star G-H</b>	<b>Effective Induction Practices for Educational Diagnosticians: Needs and Knowledge</b> Dr. Edward Schultz, Midwestern State University, Aimee Seaberry, Robin Hudson, ESC Region 11	<b>What Happens in the First 40 Hours?</b> Denise Carter, Mary McFarlin, TASB
<b>Room 301-302</b>	<b>Think You Have too Many Speech Students? Let's Find Out</b> Dr. Jay Weidenbach, Denton ISD, Brandi Breaux, Stetson & Associates	<b>Expanding The Continuum of Services for Young Learners</b> Dr. Cindy Lee, Region 10 ESC, Linda Smith, Prosper ISD
<b>Room 303-304</b>	<b>Defusing Defiance in the Classroom</b> Karen Sanders, Forney ISD	<b>High Quality Instruction in the Life Skills Classroom: Integrating Critical Components &amp; Instructional Planning Guides</b> Jana Severyns, Laura Trevor-Wilson, North East ISD

# February 6



**Room 2:30 - 3:30 PM**

**4:00 - 5:00 PM**

<b>Lone Star A-B</b>	<b>Navigating Proportionate Shares: IDEA Requirements, Best Practices, and Pitfalls</b> Amy Foster, Emma Lynch, Eichelbaum Wardell Hansen Powell & Muñoz, P.C., Sonia Cain, Heart of Texas Co-op	<b>Redefining Support for the Special Educator to Increase Retention and Reduce Burnout</b> Dr. Elizabeth Orme, Creatively Focused
<b>Lone Star C</b>	<b>Teamwork Makes the Dream Work: But What Makes Teams Work?</b> Emily Whitsett, Emily Lambert, Irving ISD	<b>HELP! Behavioral Interventions through MTSS Implementation</b> Kathleen Lapham, Sarah Brady, Evelyn Sifford, New Caney ISD
<b>Lone Star D</b>	<b>Better Know Your Private Schools</b> Elvin Houston, Walsh Gallegos Treviño Kyle & Robinson P.C.	<b>From Chaos to Collaboration: Pasadena ISD's Model on Dyslexia Evaluations</b> Deborah Scanapico, Dayanara Ramos, Erika Chapa, Pasadena ISD
<b>Lone Star E</b>	<b>Leadership Strategies to Accelerate Systems-Change: Research, Recovery, and Results</b> Dr. Frances Stetson, Stetson & Associates, Dr. Dru McGovern-Robinett, Dr. Cherry Lee, Austin ISD	<b>From Identification to Intervention - Giving All Children Back Their Childhood</b> Karen Avrit, Stephanie Forbis, Scottish Rite for Children
<b>Lone Star F</b>	<b>Empowering Educators: Cultivating Proactive Behavior Management Across Diverse Classroom Environments</b> Jennifer Glick, Carroll ISD	<b>Building a Bridge from Childhood to Adulthood: Transition Practices that Lead to 18+ Programs (Mosaic)</b> Janice Jackson, Nicole House, Lisa Swindull, Humble ISD
<b>Lone Star G-H</b>	<b>Building a Learning Framework for Increasing Knowledge of Specially Designed Instruction</b> Lorin Furlow, Brazosport ISD, Rebecca Faulkner, Brownwood ISD	<b>Re-examining the Role of SPED Teachers: Inclusion and MTSS Implications</b> Dr. Edward Schultz, Midwestern State University, Amy Collins, Hallsville ISD
<b>Room 301-302</b>	<b>Manipulation, Opposition, and Aggression OH MY!</b> Jessica Garen, Garen Behavioral Special Consulting LLC	<b>A Better Way to Document Accommodations</b> Crissy McDaniel, River Road ISD, Jacob Landrum, Digital Accountability Tools
<b>Room 303-304</b>	<b>In-Class Support: Realizing a Return on Your Investment</b> Dr. Judith Moening, Dr. Cyndi Short, Stetson & Associates	<b>Building Capacity in Your Special Education Paraprofessionals</b> Laura Trevor-Wilson, Jana Severyns, Northeast ISD

# February 5

3:00 – 4:00 PM

## Everything You Need to Know about Chat GPT

Beth Ziesenis, Your Nerdy Best Friend

Just a few months ago, a plain little website shared a free “Research Preview” of ChatGPT, and the world as we know it changed forever. ChatGPT can write whole essays from a simple text prompt, formulate 100 social media post ideas from a single sentence, create computer code with just a description and compose poetry and songs in any artist's style in milliseconds. It'll create a summary from a long legal document, recommend resources for research and, by the time you read this, make your bed and bring you coffee. With this type of AI tool, there are ethical issues, legal issues, bias issues, quality issues, creativity issues, copyright issues, issue issues... and issues we haven't even considered. Join Beth Z, Your Nerdy Best Friend, for an in-depth look at ChatGPT and similar tools to discover: Where did it come from? How does it work? What can it do? How can it help you do your job better? Who does it hurt? And, most importantly... How far can it go?

## Adaptations: Working Restoratively with Individuals with Disabilities

Dr. Ann H. Lê

Restorative practice (RP) is a relational approach to problem solving with efforts to move away from the traditional, punitive forms of discipline. Individuals with disabilities are often the person harmed, but they can also be the one who has done the harm. Accountability needs to be an educational one for ALL parties. With that, some individuals may need adaptations to the RP process. How do we provide access and remove barriers to the RP process, so individuals with disabilities can meaningfully participate in the problem-solving process that has been so effective for those without disabilities (social justice)?

## IEP Implementation: Don't Fail To...

David Hodgins, Arlene Gonzalez, Thompson & Horton LLP

This session focuses on the key legal requirements and legal issues related to the duty and responsibilities of IEP implementation. In this session the presenters will outline and discuss the key legal guidance, and potential liabilities related to failure to implement IEPs on behalf of students with disabilities, along with practical advice and illustrations. A thorough understanding of these issues will assist in daily compliance as well as meeting the legal obligations of the IDEA.

## Creating a Courage Ready Culture™

Candace Doby, The Can Do Company

Learn and apply the real-world skills that create an empowered workplace culture, where everyone is equipped and supported to speak up, show up and step up with courage. By the end of this presentation, participants will be able to follow the courage process employees undergo to prepare themselves to own their brilliance at work and identify key opportunities within that process to deliberately engage and support their teams in taking worthwhile risks. Participants will apply key strategies to those opportunities that, when repeated, start to create a culture where employees are ready, willing and able to courageously speak up, step up and show up.

## Collaborative Partnerships: Believe in the Power of 2!

Shelly Bratcher, Lubbock ISD

During this session, participants will identify tools that can be used for effective collaborative partnerships. Participants will also analyze current practices and determine where new tools can be utilized. Participants will be able to demonstrate and model effective communication around collaborative practices.

### **Days Lost: The Perils of Informal Disciplinary Removals**

Kendra Yoch, Thompson & Horton LLP

Recent guidance from OCR and OSEP as well as high profile news articles have highlighted the perils of informal disciplinary removals. From early pick-ups on a tough day to conditions for participation on a field trip to a shortened schedule, these practices can quickly lead to both procedural and substantive IDEA violations. Lack of documentation can be obscure when campuses are relying on informal removals or when an MDR is warranted. We will review recent guidance and caselaw to identify the risks of these informal disciplinary and behavior management methods and provide practical steps to shift to proactive and compliant practices.

### **Lessons to Me: Things I Wish I Would Have Known as a New Director**

Kami Finger, Lubbock ISD, Holly Lambert, Ingram ISD, Michele McKinley, Manor ISD, Krista Garcia, TCASE Services by Design

Hear from a panel of veteran directors as they share lessons they learned when starting out as a new director. Learn as they share the things they wish they would have known when they started as a director.

### **Transforming Community and Collaboration To Support Special Education Outcomes**

Nadine Hogan, Anna Roch, Dripping Springs ISD, Dr. Jo Ann Marie Steinbauer, Goalbook

Explore a proactive systems-approach aimed to increase staff capacity, motivation and development, while simultaneously addressing improved SDI quality and compliance. This systems-approach is rooted in research and relationships, demonstrating positive impact on educator self-efficacy and practice that increases staff motivation and development. Join this interactive session to discover actionable insights in rethinking what meaningful systemic change looks like and sounds like. Participants will receive research-based tools and hands-on resources to support action-focused next steps.

### **Everything You Need to Know about Chat GPT**

Beth Ziesenis, Your Nerdy Best Friend

Just a few months ago, a plain little website shared a free “Research Preview” of ChatGPT, and the world as we know it changed forever. ChatGPT can write whole essays from a simple text prompt, formulate 100 social media post ideas from a single sentence, create computer code with just a description and compose poetry and songs in any artist’s style in milliseconds. It’ll create a summary from a long legal document, recommend resources for research and, by the time you read this, make your bed and bring you coffee. With this type of AI tool, there are ethical issues, legal issues, bias issues, quality issues, creativity issues, copyright issues, issue issues... and issues we haven’t even considered. Join Beth Z, Your Nerdy Best Friend, for an in-depth look at ChatGPT and similar tools to discover: Where did it come from? How does it work? What can it do? How can it help you do your job better? Who does it hurt? And, most importantly... How far can it go?

### **Significant Disproportionality in Discipline: Alternatives that Work!**

Fabiana Bezerra, ESC Region 6

Exclusionary discipline practices are costly and ineffective. During this presentation, participants will learn what Significant Disproportionality (SD) is, current data trends and discipline alternatives that will enhance students’ learning and wellbeing. SD is often a multifaceted problem, but a number of restorative practices can assist in providing students with positive and empowering ways to becoming accountable for their choices.

### **You Made That Up: Special Education Folklore that is Making Your Life Hard**

Elvin Houston, Walsh Gallegos Treviño Kyle & Robinson P.C.

What are the special education ‘rules’ that everyone gets wrong? With humor, legal analysis and practical guidance, the presenter will help you correct those common mistakes, get the law right, and make your special education life easier. Everyone who attends will come away surprised at what the law doesn’t say.

### **Proportionate Share Funds & Services - Not As Easy As It Looks!**

Cindy Moses, TCASE Services by Design

When setting aside proportionate share funds to serve private and/or homeschool students, there are several pitfalls to avoid. Common questions include: Do students who weren't in the count get services, too? Who is the best person to provide the service? How much should be set aside? What happens to the leftover funds? Come and learn not only the answers to these questions, but also how to make certain appropriate services are provided, that those services are accounted for correctly and that those funds do not lapse.

### **Nurturing the Heart of Education:**

#### **A Journey to Empower Educators' Mental Well-being**

Rebecca Hooper, Rebecca Martinez, Midland ISD

In the dynamic world of education, the heart of every classroom is the educator. They shape the minds and futures of our students, but often, their own mental well-being takes a back seat. This presentation is designed to guide educational leaders in empowering educators to value and care for their own mental health, fostering a positive and inclusive school environment that thrives on well-being. We'll discuss ways to identify signs of burnout, create a culture of open communication and foster a supportive community within schools. We'll emphasize the importance of self-care as a foundation for maintaining mental well-being. We'll explore how a staff that values mental health can create a safe and positive school environment.

### **Vocational Victory! Supporting Positive Behavior in Secondary, Post-Secondary, and Vocational Settings**

Anissa Moore, Anissa Moore Educational Consulting

The ultimate goal for all of our students is to be as self-sufficient and employable as possible, but when students display non-compliant or disruptive behaviors in community-based or vocational settings, it poses a problem for teachers, job coaches and potential employers. Many times, a lack of work compliance may be due to task confusion or abstract directions vs. a lack of motivation to work. During this session, participants learn how to objectively target needs and behavioral skills early-on through specific areas of the transition assessment and FVEs; student PLAAFPs; and aligning the FBA and BIP as it relates to both school AND community settings. Create vocational victory by minimizing dependence and maximizing ability!

### **Think You Have too Many Speech Students? Let's Find Out**

Dr. Jay Weidenbach, Denton ISD, Brandi Breaux, Stetson & Associates

Have you ever wondered if your speech numbers were too high, and if they were, what strategies you could employ to address it? The presenters will share how this question was addressed in their district and what steps were taken to determine if speech services were elevated. Participants will leave the session with immediate and practical tools to answer these same questions in their districts, including shared access to a state-level data set. Participants will also receive tools to assist with obtaining their district information and determining where their speech numbers fall in relation to both the Texas state percentages and other comparable districts.

### **Excellence Beyond High School – Burleson School for Innovation and Education – Powered by Texas A&M University**

Joe Hinojosa, Chriselda Bazaldua, Deliliah Treviño, Edgewood ISD

Because Edgewood ISD believes all individuals deserve daily opportunities to maximize their potential and learn skills that promote independence in their community, Burleson School for Innovation and Education, powered by Texas A&M University, was designed to meet the unique needs of students who have graduated from high school and continue to require instruction in employment, education/training and/or independent living. The campus provides community integration, employment training, education, independent living skills, recreational, social skills and other meaningful and productive activities in various settings. With ever changing entrepreneurship on-campus job sites, students are able to participate in hands-on learning, while gaining skills to make them more marketable for employers.



# February 6

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10:30 – 11:30 AM

## Using AI in Special Education: Opportunities and Legal Risks

Kendra Yoch, Rebecca Bailey, Thompson & Horton LLP

The potential for artificial intelligence to improve special education is exciting: new assistive technology, data analysis, IEP writing. But the legal risks are also daunting, including compliance with the IDEA, FERPA and copyright law. Join us for a dynamic presentation to delve into these issues and more. Get up to speed on the latest technology to harness AI's transformative power while safeguarding against legal pitfalls.

## BIP Trainings: How to Ensure Implementation with Fidelity

Tiffany Roberts, Forney ISD

Behavior intervention plans can be difficult to understand for many staff members. In session participants will learn how to break the BIP down to a more understandable language and examples. The session will introduce a template and resources for you to take back to your staff.

## The Evolving World of Section 504

Kaylyn Kirkpatrick, Jamie Turner, Walsh Gallegos Treviño Kyle & Robinson P.C.

During this session, participants will identify changes in the law that must be implemented in their districts. Participants will also analyze emerging best practices for integrating dyslexia students into special education.

## Leadership Strategies to Accelerate Systems-Change:

### Research, Recovery, and Results

Dr. Frances Stetson, Stetson & Associates, Dr. Dru McGovern-Robinett, Dr. Cherry Lee, Austin ISD

With three changes of leadership in three years, a serious and non-compliant backlog of referrals for evaluations for special education and a historical program/label-centric approach to providing services, Austin ISD has partnered with Stetson & Associates to build new systems, new confidence and positive outcomes for students with disabilities. In this session the presenters will share the major findings of a program evaluation and the action steps that have resulted in measurable progress, shared philosophies and improved practices across the district. While the district's transformative recovery and critical work are in progress, key results and tangible indicators of system improvement have been uncovered to sustain momentum and progress.

## Every Campus, Every Student, Every Time: Achieving Independence

Rebecca Bloxham, Chelsea Long, Seguin ISD

You can't change a person, but you can shape their environment to ensure positive outcomes. By creating a campus culture of independence for students on all levels of the autism spectrum, anxiety and aberrant behaviors will decrease, understanding will increase and social skills and independence will sky rocket. With the provision of specific supports campus-wide, students will generalize skills learned in the classroom setting to all areas of their campus community. This goes far beyond "Autism Friendly" and "Inclusivity". It empowers the student with tools necessary to take control of their journey!

## Effective Induction Practices for Educational Diagnosticians:

### Needs and Knowledge

Dr. Edward Schultz, Midwestern State University, Aimee Seaberry, Robin Hudson, ESC Region 11

The disability population has increased by 20 percent in Texas schools since 2017-2018 and shows no signs of slowing down. Demand for evaluation staff has resulted in preparation programs getting students certified quickly, resulting in under-trained and under-prepared professionals tasked with the important role of identification. This session is designed to assist and improve the special education induction processes to best support these professionals in their critical role. Specific topics will include learning gaps, professional development needs, retention and fostering efficacy.



February 6

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### **Think You Have too Many Speech Students? Let's Find Out**

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### **Defusing Defiance in the Classroom**

Karen Sanders, Forney ISD

During this session, participants will learn strategies for working with oppositional behaviors in the classroom to minimize disruption and promote successfully navigating learning for all in the classroom. These strategies can work for all students including those diagnosed with autism or emotionally disturbed.

1:00 – 2:00 PM

### **Using AI in Special Education: Opportunities and Legal Risks**

Kendra Yoch, Rebecca Bailey, Thompson & Horton LLP

The potential for artificial intelligence to improve special education is exciting: new assistive technology, data analysis, IEP writing. But the legal risks are also daunting, including compliance with the IDEA, FERPA and copyright law. Join us for a dynamic presentation to delve into these issues and more. Get up to speed on the latest technology to harness AI's transformative power while safeguarding against legal pitfalls.

### **Documentation Doesn't Have to be Difficult: Making Documentation Efficient & Effective**

Dr. Amy Mathews-Perez, Robinson ISD

What does documentation mean? What does it include? Unfortunately, documentation can be tricky because it is typically determined by the situation, context, timing and the experience of each person involved. What if we had a way to teach others how to document things in a way that minimizes the risk of misinterpretation? During this session, participants will learn an easy format for effective and efficient documentation in order to be sure all elements are covered without getting buried in stories, opinions, tangents or assumptions.

### **Teacher Training Throwdown: Adding Competition and Connection for Success!**

Stacie Davis, Elizabeth McDowell, Karen Leon, Cypress-Fairbanks, ISD

Teacher Training Throwdown is an interactive training designed to enhance special education professional development success by promoting competition and connection. During this session, participants will learn effective strategies to engage and motivate special education teachers on state, local and federal compliance while also fostering a sense of community and collaboration among their peers. The presenters will share a variety of hands-on activities and discussions, as well as opportunities for participants to share their own experiences and insights. By the end of the session, administrators will walk away with a toolbox of ideas to make their special education professional development engaging.

### **Behavior Renaissance: A Moderated Panel Discussing Systems for Transformative Change**

Jennifer DeGraaf, Rethink, Dr. Deena Hill, Ashley Ashna, Fort Bend ISD

Hear from district leaders as they share the principles, strategies and best practices used to establish systems for tiered behavior support and intervention. Panelists will reflect on the critical components needed to unite all educational stakeholders to make district behavior goals achievable. Attendees will gain insight into the challenges and outcomes encountered during the implementation of a layered intervention system. An open Q&A time provides the opportunity to pose questions and discuss solutions to build positive school climates through data-driven systems that encourage and reward positive behaviors, decrease unwanted behaviors and address growing issues related to disproportionality and over-referral.

### **The Secret Weapon to Boost Districtwide CCMR!**

Brittany Edwards, Aldine ISD

This session will discuss the impact transition specialists have on College, Career and Military Readiness (CCMR). We will discuss the impact of transition services, innovated programs and events, collaboration amongst different departments and parent involvement that has directly improved our CCMR accountability. This interactive session will give you new ideas to take back to your district. Learn how your transition specialists can be your secret weapon for success.

### **What Happens in the First 40 Hours?**

Denise Carter, Mary McFarlin, TASB

We know staff in all areas, especially special education, are overworked and overwhelmed. Join the presenters as they talk through the importance of reviewing the day to day activities of staff to determine how closely individual workloads align to the available amount of time in a work week. The presenters will also highlight areas to consider including individual and campus schedules, required IEP services, job expectations, individual time studies and the importance of knowing your staff.

### **Expanding The Continuum of Services for Young Learners**

Dr. Cindy Lee, Region 10 ESC, Linda Smith, Prosper ISD

Successful inclusion in early childhood education supports the needs of all young learners. In this session, participants will explore the collaborative journey between Region 10 ESC and Prosper ISD to expand the continuum of services provided to support the educational and developmental outcomes for all young learners. Participants will also discuss funding implications, Results Driven Accountability, teacher recruitment and retention and strategies to create a welcoming and inclusive environment for all children. Special education leaders will leave with strategies and knowledge to help build a successful continuum of services to meet the needs of all young learners.

### **High Quality Instruction in the Life Skills Classroom**

Jana Severyns, Laura Trevor-Wilson, North East ISD

This session will focus on how North East ISD utilizes the critical components document to support rigorous and high quality instruction in Life Skills classrooms. The session will cover what the critical components are, how to use this tool and how it supports instructional planning guides for teachers.

### **Navigating Proportionate Shares: IDEA Requirements, Best Practices, and Pitfalls**

Amy Foster, Emma Lynch, Eichelbaum Wardell Hansen Powell & Muñoz, P.C., Sonia Cain, Heart of Texas Co-op

Confused by calculations? Challenged by child find? Curious about meaningful consultation? Learn the ins and outs of IDEA's equitable service requirements for parentally-placed private school students from an experienced special education director and special education attorneys. This session will answer all your questions about determining the proportionate share services to offer, consulting with private schools and families, developing service plans, conducting evaluations and keeping up with documentation and reporting requirements.

### **Teamwork Makes the Dream Work: But What Makes Teams Work?**

Emily Whitsett, Emily Lambert, Irving ISD

The demands on departments and their teams increase each school year. More evaluations, more staff cuts, more changes from TEA and more turnover increases the need for more outside of the box thinking. While you do not control all these factors, you can control team culture. Positive culture generates better employee engagement, productivity and retention. When leaders develop a learning philosophy that balances employees' skill levels with the degree of challenge, employees flourish. Learn how Irving ISD has spent years building teams while successfully navigating the pandemic and changes in leadership.

### **Better Know Your Private Schools**

Elvin Houston, Walsh Gallegos Trevino Kyle & Robinson P.C.

Join this session for a fast-paced review of your school district's special education legal obligations to students enrolled in private schools. The speaker will address topics that include child find, evaluation and proportionate share services. This session will answer all your questions--including who must evaluate when a student lives in your district but attends school somewhere else.

### **Leadership Strategies to Accelerate Systems-Change: Research, Recovery, and Results**

Dr. Frances Stetson, Stetson & Associates, Dr. Dru McGovern-Robinett, Dr. Cherry Lee, Austin ISD

With three changes of leadership in three years, a serious and non-compliant backlog of referrals for evaluations for special education and a historical program/label-centric approach to providing services, Austin ISD has partnered with Stetson & Associates to build new systems, new confidence and positive outcomes for students with disabilities. In this session the presenters will share the major findings of a program evaluation and the action steps that have resulted in measurable progress, shared philosophies and improved practices across the district. While the district's transformative recovery and critical work are in progress, key results and tangible indicators of system improvement have been uncovered to sustain momentum and progress.

### **Empowering Educators: Cultivating Proactive Behavior Management Across Diverse Classroom Environments**

Jennifer Glick, Carroll ISD

In today's ever-evolving educational landscape, fostering a positive and productive classroom environment is paramount. This session will outline a systems-wide approach that incorporates skill-building for all educators, allowing them to understand, teach and establish a proactive approach to common behavior concerns across a continuum of classroom settings. Participants will leave with practical ideas to establish a positive classroom culture, explicitly teach replacement/preferred classroom behaviors and intervene at all levels of concerning behavior.

February 6

2:30 - 3:30 PM

### **Building a Learning Framework for Increasing Knowledge of Specially Designed Instruction**

Lorin Furlow, Brazosport ISD, Rebecca Faulkner, Brownwood ISD

Join directors from Brownwood and Brazosport ISDs as they share their districts' frameworks for increasing teacher knowledge of specially designing instruction for students with disabilities to increase outcomes for all students. Participants will leave with tools and templates to institute learning frameworks within their own district to support administrators, teachers and parents' understanding of intentionally designing instruction for their student's specialized learning needs.

### **Manipulation, Opposition, and Aggression OH MY!**

Jessica Garen, Garen Behavioral Special Consulting LLC

This session will address students that are exhibiting behaviors such as manipulation to control their environment but are spiraling out of control, opposition that is disrupting their learning and others and aggression. These behaviors are becoming a hot topic in schools and leaving educators finding themselves asking at times questions such as "Who comes up with this behavior?", "What do we do to fix this?", "Where do we go from here?" and "Why are they doing this?".

### **In-Class Support: Realizing a Return on Your Investment**

Dr. Judith Moening, Dr. Cyndi Short, Stetson & Associates

For a variety of reasons, districts encounter barriers to co-teaching, providing quality services for students with disabilities and producing measurable outcomes in terms of student achievement. However, the answer is not always within the control of special education administrators, but instead requires collaborative alliances across the educational continuum of the district. This session will present ways special education administrators can collaborate with central office leaders and campus leaders to craft expectations and outcomes that will be beneficial to both general and special education. A variety of tools will be used to highlight planning options, classroom walkthrough tools and interim monitoring tools to assess the ongoing progress of individual campuses.

4:00 - 5:00 PM

### **Redefining Support for the Special Educator to Increase Retention and Reduce Burnout**

Dr. Elizabeth Orme, Creatively Focused

With shortages in special education at an all-time high, retaining the teachers and paraprofessionals you have has never been more important. During this session, the presenter will share research and ways to empower special educators to be experts as they enter and advance in the field. Learn more about why the research matters, how these strategies are impacting the retention rates of special educators in districts using them and what next steps you can take to redefining how to support your special educators. The strategies shared can be implemented immediately without adding your team's workload.

### **HELP! Behavioral Interventions through MTSS Implementation**

Kathleen Lapham, Sarah Brady, Evelyn Sifford, New Caney ISD

Participants will explore MTSS-based behavioral interventions in this session. From universal supports benefiting all students to intensive and individualized interventions for select students, this session equips educators with the necessary tools to prevent, teach, and effectively respond to students' social, emotional, and behavioral needs. The gathered data from these interventions not only facilitates decision-making across intervention tiers but also serves as crucial evidence in special education evaluations and maintains legal defensibility in due process hearings.

**From Chaos to Collaboration: Pasadena ISD's Model on Dyslexia Evaluations**

Deborah Scanapico, Dayanara Ramos, Erika Chapa, Pasadena ISD

This session will review the stepping stones that lead to the pathway that Pasadena ISD utilizes to complete their dyslexia evaluations. How the dyslexia teacher, diagnostician and LSSP participate in the multidisciplinary team as well as the collaboration between are parties will be the focus. Pasadena ISD utilizes a peer-review consultation to ensure each evaluation is not only legally defensible, but user friendly for teachers and parents.

**From Identification to Intervention - Giving All Children Back Their Childhood**

Karen Avrrit, Stephanie Forbis, Scottish Rite for Children

During this session, presenters will discuss identification of dyslexia, including early childhood and secondary students and ways that special education and dyslexia services can work together. Specific ways dyslexia intervention can be modified to meet the individual needs of children will be reviewed. Suggestions for administrators to effectively provide dyslexia intervention will be shared. Additionally, the Dyslexia Handbook (Revised 2021) will be reviewed regarding implications for dyslexia intervention providers and administrators.

**Building a Bridge from Childhood to Adulthood: Transition Practices that Lead to 18+ Programs (Mosaic)**

Janice Jackson, Nicole House, Lisa Swindull, Humble ISD

18+ Programs are designed to assist students, who need additional transitional services, with obtaining their desired post-secondary goal outcome. Mosaic is an 18-plus transition program in Humble ISD that is focused on building the bridge between high school and post-secondary life for students with disabilities. The program includes a variety of aspects including community-based learning, practicing independent living, building self-determination, job coaching and much more. Learn how Mosaic's transition services strive to bring each student to their full potential upon leaving our school district.

**Re-examining the Role of SPED Teachers: Inclusion and MTSS Implications**

Dr. Edward Schultz, Midwestern State University, Amy Collins, Hallsville ISD

As schools move to more inclusive practices (i.e., co-teaching) and models of prevention and intervention (e.g., MTSS, dyslexia screenings), schools need the specialized knowledge and skills of special educators more than ever. Co-teaching leads to improved student outcomes when all necessary components of the model are incorporated. According to some research, special educators report taking on a subordinate role to general education, philosophical differences and lack of content knowledge as barriers to effective co-teaching. This session is designed to clarify the role and responsibilities of the special educator and empower them to improve student outcomes in inclusive environments.

**A Better Way to Document Accommodations**

Crissy McDaniel, River Road ISD, Jacob Landrum, Digital Accountability Tools

How do you know what accommodations are being used by which teachers in classrooms? Wouldn't it be nice if you could know exactly which accommodations were being used, by which teachers and how often in real time? This session will provide you with a digital framework for bringing accommodation monitoring into the 21st century.

**Building Capacity in Your Special Education Paraprofessionals**

Laura Trevor-Wilson, Jana Severyns, North East ISD

When paraprofessionals are hired, typically they are not coming from educational backgrounds. How does your district support your paraprofessionals throughout the year by increasing their knowledge in working with students? Is time a concern? Do you have teachers who struggle with working with paraprofessionals? Presenters will share how North East ISD builds capacity with special education paraprofessionals starting from the day they're hired and throughout the year. Learn how to bridge gaps to increase student engagement and achievement.