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| **Wednesday, January 17, 2018** | | |  |
| 8:00-9:00 | **Pre-Conference Registration**: **Salem** | | |
|  | **Corpening** | **Hearn C** | **Hearn D** |
| 9:00-12:00 | **Positive Behavior Interventions and Supports in NC**  Dr. Ed Sabornie | **Early Childhood Education**  Dr. Amanda Bock & Gay Lytton | **Special Education Compliance and Procedures**  Jacki Russell and Shiloh Lewis |
| 12:00-1:00 | **Lunch:** **Hearn B** | | |
| 1:00-4:00 | **Establishing** and Maintaining a Safe Environment  Dr. Alicia Brophy | **Achieving Meaningful Outcomes for Students with Autism**  Dr. Ann Sam, Dr. Kristi Morin, & Dr. Melissa Savage | **Multi-Tier Systems of Support**  Amy Jablonski |

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| **Thursday, January 18, 2018** | | | | | | | |
| 7:30-8:00 | **General Conference Registration**: **Salem** | | | | | | |
| 8:00-6:00 | **Exhibit Hall Open:** **Hearn Foyer** | | | | | | |
|  | **Corpening** | **Hearn C** | **Hearn D** | **Winston** | **Piedmont** | |  |
| 8:00-8:50 | **Are Your Students Seeing RED? Explicit Strategies to Address Significant Behaviors in the Elementary Classroom**  Harwood, Singletary, & Zimmerman | **High-Probability Request Sequence: Practical Applications for Addressing Noncompliance in the Classroom for Students with Developmental Disabilities**  Fisher | **21st Century Professional Development for Educators: Improving Student Outcomes Through Improved Practice**  Morin | **Aligning Transition Planning Across Grade Levels**  Rusher | **The Art of Taking Notes and Studying**  Pesacreta & Goray | |  |
| 9:00-10:30 | **Continental Breakfast: Hearn AB**  **Opening Remarks and Keynote Address: Dr. Marilyn Friend** | | | | | | |
| 10:40-11:30 | **Understanding Word Level Written Expression Difficulties: Characteristics, Assessment and Intervention**  Loeser & Holahan | **How to Incorporate Technology as an Evidence-Based Practice in Support of Students with Autism**  Hedges & Alkhattabi | **Interagency Collaboration by Having a Transition Fair**  Bennett | **Project SEARCH at High Point Regional: Successful school-to-work transition strategies**  Pittman | **How to Make EC Work within the MTSS Framework**  Hollar & Hartsell | |  |
| 11:40-12:30 | **Formative Assessment in Action: Improving Student Learning: Including Students with Significant Support Needs**  Warren | **How to Write the Best IEP Goals Ever!**  Hedges, Perkins, & White | **Where There's a Will, There's a Way! How One Rural District Builds Capacity with Limited Funds**  Kamada & Bryan | **It's Just Behavior**  Ezell & Stratton | **Globally & Culturally Responsive Ready: Service Learning in the Dominican Republic**  Kea | |  |
| 12:30-1:30 | **Lunch & Awards: Hearn AB** | | | | | | |
| 1:40-2:30 | **The Discourse of Disability: Exploring the Impact of Language in Inclusive Classrooms**  Bieber | **Literacy Instruction for Students with Significant Support Needs**  Bock & Vincent | **Reflecting on our Experiences: Insights from an International Practicum Experience in Northern Ireland**  Weiss, Weis, Moseley, Marinello,  Caryl, Aycock, & Algard | **TEACCH School Transition to Employment and Post-secondary Education Program for Adolescents with ASD**  Klinger & Osborne | **Preparing Intensive Interventionists: Project CREED: A Collaborative Model**  Kea | |  |
| 2:40-3:30 | **Implementing UDL in IHE: Strategies to Improve Greater Access**  Rush & Barron | **What is Multisensory Structured Language?**  Cork | **Beyond the Textbook: Strategies for Supporting Students with Externalizing and Internalizing Behaviors**  Weiss | **Making Meaningful LRE Decisions**  Bost | **Critical Multiculturalism Beyond the Buzz**  Davis | |  |
| 3:30-3:50 | **Cookie and Coffee Break: Hearn Foyer** | | | | | | |
| 4:00-4:50 | **Applied Behavior Analysis & Academic: They can work together!**  Cleeland & Tapp | **Dyslexia in the Schools: “What You Really Need to Know”**  Cork | **Matching Evidence-Based Practices to IEP Goals for Students with Autism Spectrum Disorder**  Sam, Waters, & Figuerado | **Including Exceptional Children and English Language Learners in the General Education Classroom**  Bost & Oliveira | **Ins and Outs of MDRs**  Ray & Enter |  | |
| 5:00-5:50 | **Strategies for Tomorrow**  Stewart | **Effects of SRSD Opinion Writing and Self-Monitoring on Writing and Off-Task Behaviors of African American Students with Emotional and Behavioral Disabilities**  Werunga & Lo | **Engagement Strategies for Building Advanced Vocabulary**  Robinson | **Promoting Self-management Skills of Students with Behavior and Learning Difficulties**  Short, Keller-Bell, & Covington | **Strategies to Teach Math to Struggling Learners**  Person |  | |
| 6:00-8:00 | **Research Poster Session, Reception and Silent Auction: Hearn AB**  **The Role of Empowerment in the Development of Young Children-**Riley  **Using a Peer-Delivered SP (Simultaneous Prompting) Strategy to Improve Core Content Learning of Students with Moderate to Severe Intellectual Disability**-Park, Collins, Lo, & Haughney  **The Experiences of Reluctant Writers at Summer Writing Camp**-Whitehurst  **Using Technology to Support the Writing of Students with Learning Disabilities: A Mixed Methods Literature Review**-Whitehurst  **Multi-Tiered Systems of Support: A Review of Literature**-Rivera, Robinson, & Scott  **A Content Analysis of Vocabulary and Reading Comprehension Interventions: Twelve Years of Change, 2004-2015**-Alzahraney, Whitehurst, and Alamer  **Comparing Technology to Manipulatives To Enhance Math Skills and Motivation**-Parlier  **PBIS in Schools**-Forman | | | | | | |
| 8:00-10:00 | **SCEC Social** | | | | | | |

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| **Friday, January 19, 2018** | | | | | | |
| 7:30-8:00 | **General Conference Registration**: **Corpening** | | | | | |
| 8:00- 1:30 | **Exhibit Hall Open: Hearn Foyer** | | | | | |
| 7:30-8:00 | **Continental Breakfast: Hearn AB** | | | | | |
|  | **Corpening** | **Hearn C** | **Hearn D** | **Winston** | **Piedmont** | **Hanes Boardroom** |
| 8:00-8:50 | **Using the iPad to Facilitate Instruction for Students with Disabilities**  Smith & Werts | **The Critical Role of Advanced Phonemic Awareness and Orthographic Mapping for Adolescent Readers**  Bilbro & Gilchrist | **Promoting Student Involvement in the IEP Planning Process**  Rusher & Chang | **Expanded Core Curriculum for the Visually Impaired: A Team Approach**  Campbell | **I See You: Strategies for Creating a Person Centered Climate**  LeFevers |  |
| 9:00-9:50 | **The 30-day behavior challenge: Teaching students self-control**  Holden and Lail | **Using Reflective Coaching Conversations to Promote Use of Evidence-Based Practices and Content Specific Pedagogy**  Townsed, Aligood, Barefoot, Bostian, Blum, Pyle, Snider, & Young | **Navigate NTACT's Website**  Chang & Rusher | **Beyond Academics: Taking Students with Intellectual Disabilities Above and Beyond**  Holzberg & Harrington | **Use of Natural Supports to Enhance Academic Access for Individuals with Intellectual Disability**  Kelley, Garrison, Garrison, & Garrison |  |
| 10:00-10:50 | **The Effectiveness of a Tier 2 Reading Professional Development Intervention for Students at Risk for Reading Difficulties**  Bratsch-Hines | **The Use of Technology to Enhance Communication Skills of Children with Developmental Disabilities in the Classroom**  Muharib | **Person-Centered Planning: Education and Life Planning**  Blackwood & Brickhouse | **Orthographic Mapping: Bringing Research to the Classroom**  Sullivan | **Establishing Effective Family and Student Partnerships in Inclusive College and Community Living**  Kelley, Thompson, & Garrison | **10:00-11:30**  **NC CEC Executive Board Meeting** |
| 11:00-11:50 | **Best Practices for Conducting FBAs and Writing BIPs in North Carolina**  Holden | **Supporting Children's Social-Emotional Needs through the Pyramid Model**  Muharib | **Emergent Literacy for Students with Severe Intellectual Disabilities**  Cheek | **The Wonderful World of Sign Language**  Smith & Highfill | **11:30-1:00**  **NC- TED General Membership Meeting** |
| 12:00-1:00 |  |  | **NC-DADD Board Meeting** | **NC-CCBD Board Meeting** |  |