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PENNSYLVANIA



## 2020 VIRTUAL CONFERENCE PROGRAM

Sponsored By:

UPMC HEALTH PLAN



CLARION UNIVERSITY | COLLEGE OF  
EDUCATION, HEALTH  
AND HUMAN SERVICES

**Act 48 hours available**

## Conference Overview

*The Pennsylvania Council for Exceptional Children (PACEC) is collaborating with the Parent Education and Advocacy Leadership (PEAL) Center to present a virtual conference focused on equity for students with diverse abilities. PACEC and PEAL share a commitment to education and empowering youth and young adults with diverse abilities and their families.*

*This event will provide families and professionals opportunities to connect with experts and collaborate – with a focus on high quality, evidence-based educational practices. The impact of COVID-19 has been magnified for students with disabilities and/or special health care needs. The challenges of distance learning have been magnified for students with disabilities, their teachers and families. Strategies leading to strong educational outcomes during this unprecedented time will be interwoven throughout the conference presentations. While entering a school year filled with uncertainty, the conference provides a venue to learn about current best practices, locate resources, and share ideas.*



## Helpful Hints for the Conference

- Register for the conference and view more details at [www.pa-cec.org/conference](http://www.pa-cec.org/conference) or [www.pealcenter.org/peal-conferences](http://www.pealcenter.org/peal-conferences).
- Sessions will be live streamed on Zoom
  - If you don't already have a Zoom account, sign up for free at [www.zoom.us](http://www.zoom.us) prior to October 9th.
  - Links for the sessions will be emailed to all conference registrants prior to the conference.
- Handouts for sessions will be available to download on the day of the conference.
- Some sessions are listed as Conversation Sessions. These are 20-30 minutes each, and allow for maximum participation from attendees, discussing specific talking points introduced by the presenter.
- Many sessions will be recorded. These sessions, as well as some additional sessions will be available to conference attendees after the conference is over, with transcripts included.
- Limited technology assistance will be available via text messaging and email on the day of the conference.
- After attending your last session of the day, please complete the post-conference evaluation at [www.surveymonkey.com/r/PACEC-PEAL-postconferenceeval2020](http://www.surveymonkey.com/r/PACEC-PEAL-postconferenceeval2020)

**8:30 - 9:30 AM**



*Keynote by Natasha Strassfeld, J.D., Ph.D,  
Assistant Professor of Special Education,  
NYU Steinhardt*

**Staying Close While Teaching Remotely:  
Supporting Parents and Students with Disabilities  
During the COVID-19 Pandemic**

The conference will kick off with a keynote presentation from Natasha Strassfeld, J.D., PhD, focused on collaboration between educators and families in the midst of COVID-19 and virtual learning.

Natasha Strassfeld is a teacher educator whose research examines the lives of parents and families within special education, with a particular focus on how special education laws and policies guide service delivery for families. In addition, her work examines minority disproportionate representation within special education and juvenile justice supports for students with disabilities.

Her recent work has explored special education teacher preparation programs and the use of curriculum that instructs and provides resources regarding home-school collaboration, advocacy, conflict resolution, and federal legislation and programmatic support to enhance parent involvement within an ever-changing and increasingly diverse society.

Natasha has published peer-reviewed research in leading special education journals including *Exceptional Children*, *Teacher Education and Special Education*, and *Journal of Disability Policy Studies*. She received her Ph.D. in Special Education from the Pennsylvania State University and J.D. from the University of Wisconsin Law School. She has been an assistant professor of special education at New York University in the Department of Teaching and Learning since 2016.

**9:40 - 10:40 AM**

Presentation Session 1

**Resources and Services for Resolving Special Education Disputes between Schools and Families**



A due process hearing is not the only way to resolve a special education dispute. This session will provide an overview of alternative dispute resolution resources and services available through the Pennsylvania Office for Dispute Resolution.

PRESENTER: Samantha Pudloski, Office for Dispute Resolution



Presentation Session 2

**Challenging Goals and High Expectations for All Learners**

Learning opportunities for students with disabilities can be limited if adults do not presume competence. This session will share how high expectations and access to the general education curriculum can be provided to all learners using the special education evaluation, individualized education plans (IEPs), and progress monitoring processes. We will share strategies for providing access to and learning of grade level content for students with complex instructional needs.

PRESENTERS: Jeannine H. Brinkley & Lorie Brew, PEAL Center



Presentation Session 3

**Keeping Up with Technology Tools that Support Access to Learning**

Participants in this session will learn about technology to provide students with a high incidence disability, such as a learning disability, ways to access academic and lifelong learning. Resources will be shared on how to keep up with technology as it is continuously changing.

PRESENTER: Tammy Bertel, PaTTAN East



Conversation Sessions 1a  
(9:40 – 10:10)

**Yes They Can! Access to Standards-Aligned General Education Curricula for Students with Complex Instructional Needs**

Multidisciplinary committees composed of special educators developed ELA and math curriculum frameworks and instructional resources to provide students with complex instructional needs access to engaging, rigorous K-12 lessons. The next phase of implementation focuses on resources and training to support teachers to use curriculum tools to deliver effective instruction.

PRESENTERS: Amanda Helman & Jackie Chovanes, Colonial Intermediate Unit 20/Shippensburg University

Conversation Session 1b  
(10:10 – 10:40)

**Let's Talk About It! A conversation between professionals and families will begin to define what's needed to create comprehensive and effective life skills programs for students ages 5 to 12 years old.**

Elementary level life skills support programs need a scope and sequence to best support student's academic, social/emotional, functional, behavioral and inclusive needs. Let's talk about it!

PRESENTERS: Katie Veneziale & Kristyn DeCarlo, Pennsbury School District/Drexel University

Conversation Session 2a  
(9:40 – 10:10)

**Reducing Suspension & Expulsion in Early Childhood Education Settings within Pennsylvania**

This session will provide the audience with statistics about suspension and expulsion in the United States and specific to PA. This session will also provide evidence-based alternatives to suspending and/or expelling preschoolers and allow participants to share their suggestions and use of suspension/expulsion within their settings.

PRESENTERS: Samantha Riggleman & Kaitlin Moran, Saint Joseph's University

Conversation Session 2b  
(10:10 – 10:40)

**Manifestation Determination: Re-Defining Challenging Behavior as a Tool for Advancing Equity**

Manifestation Determination (MD) hearings should protect students with disabilities from excessive exclusionary discipline. This conversation considers whether MD truly function to protect students, given the high rates of exclusionary discipline for students with disabilities, and particularly for Black students. Participants will consider strategies for advocating for student's MD hearings.

PRESENTER: Olivia Enders, University of Pittsburgh

**10:50 - 11:50 AM**

Presentation Session 4

**Solutions to Challenges of Providing Virtual Special Education Services:  
Perspectives of Parent & School District Attorneys**

COVID-19 left both Local Educational Agencies (LEAs) and parents in a quandary on the delivery of FAPE to special education students. Questions abound--about modes of instruction, staggered attendance, health and safety plans, transportation, utilizing social distancing and masks, and current DOE guidance. Experienced presenters will tackle these questions from LEA and parent perspectives.

PRESENTERS: Jane M. Williams, Esq. & Liliana Yazno-Bartle, Esq.

Presentation Session 5

**Integrating Comprehensive Trauma-Informed Practices in Teacher  
Preparation**

Given the impact of trauma, special educators need to provide trauma-informed practices to meet student needs. Teacher preparation programs can provide pre-service teachers with knowledge and practices for social emotional learning and trauma-informed care. This presentation provides an overview of one framework for embedding mental health literacy into pre-service training. Target audience of school personnel and higher education faculty

PRESENTERS: Stephanie Gardner & Robin Drogan, Bloomsburg University

Presentation Session 6

**Building a Good Life: A Toolkit for Understanding and Facilitating  
Friendships**

An interactive session for participants to understand how they can make a difference in someone's life by facilitating natural opportunities for friendship building. Participants will review the principles and philosophy regarding the importance of friendship development, identify possible barriers to friendship development, and discuss strategies for active friendship facilitation across the elements of friendship development.

PRESENTERS: Jane Stadnik & Diane Perry, PEAL Center

## 10:50 - 11:50 AM, cont.

### Presentation Session 7

#### **Problem Solving for Problem Behavior: An Equitable and Instructive Approach to Behavior**

This interactive session is designed for special educators, general educators, counselors, administrators, and other support staff, and focuses on a student-centered problem-solving process as an instructive and data-driven way to address challenging behaviors and reduce disparities in disciplinary practice.

PRESENTERS: Nichole Corsi & Alicia Reiss, Centennial School of Lehigh University

### Conversation Session 3a (10:50 – 11:20)

#### **Making Access to Orton-Gillingham Training and Tutoring Equitable**

A two-year pilot training program prepared literacy specialists to deliver Tier 3 structured literacy intervention. Training followed certification program guidelines with tutoring during the school day. This pilot evaluated scheduling to allow a greater range of student participation in free tutoring associated with a rigorous tutor practicum.

PRESENTERS: Emily Sharp & Amanda Helman, Colonial Intermediate Unit 20/Shippensburg University

### Conversation Session 3b (11:20 – 11:50)

#### **Using Data to Support Co-Teaching Best Practices in High School: Increasing Inclusion**

Discover how special education and building level administrators worked side by side to create a continuum of inclusive services at the secondary level. Participants will discuss how co-teaching practices can be used to support LRE. The session will focus on the utilization of data to support an expansion of inclusive practices.

PRESENTERS: Mollie Anzinger & Sarah Schreiber, St. Marys Area School District

**12:00 - 1:00 PM**



*Keynote by Kristen Betts, Ed.D., Clinical Professor,  
School of Education at Drexel University*

**Facing the “New Normal”: How Science Can Help  
Educators Meet the Needs of All Learners**

Kristen Betts, Ed.D. will present a keynote focused the application of mind, brain, and education science to teaching and learning in face-to-face and virtual environments. This interactive presentation examines how educators can hurdle the barriers linked to misconceptions about brain research through appropriate application of research to everyday instruction. As K-12 institutions continue to navigate the uncertainty of the “new normal,” this presentation will share how flexible instructional strategies and increased accessibility can transform teaching and learning to support student success across in-class/onsite, blended, and online formats.

Kristen Betts is a Clinical Professor in the Ed.D. Program in Educational Leadership & Management in the School of Education at Drexel University. She has over 20 years of experience in higher education serving in key leadership positions within private, public, and for-profit institutions.

Dr. Betts is currently serving as a national faculty member with the Urban Special Education Leaders for Tomorrow (USELT) Project, which is a collaborative grant initiative with Drexel University's School of Education, four partner schools, the National Urban Special Education Leadership Initiative (NUSELI), and national and international special education leaders.

Dr. Betts’ expertise is in higher education, online and blended learning, curriculum and instructional design, strategic planning, and evaluation. She has received distinguished national awards for her work in higher education and online learning.





**1:00 - 1:30 PM**

**Lunch & Poster Presentations in Slide Format**



### **Alternative and Augmentative Communication for Special Olympics**

Guided by scholarly literature on alternative and augmentative communication (AAC), the researcher conducted interviews with stakeholders in a regional Special Olympics event. The researcher designed symbolic AAC for swimming, track and field. Viewers will learn about AAC, interview results, and view AAC designed for Special Olympics that can be replicated elsewhere.

Poster by: Shannon Hogan & Melinda Burchard

### **Becoming a Virtual Teacher: Back to Basics with Accessibility**

Due to COVID 19, the move to online learning was quick and in some cases accessibility was not in the forefront. As teachers, we should be designing online learning with ALL in mind first, not an afterthought. This poster focuses how we can design with ALL in mind in an online learning space.

Poster by: Samantha Fecich, Grove City College

### **Developing Actionable Change: Teacher Voices about Student Mental Health Research**

Exploring teacher perceptions is key. This poster presentation focuses on reviewing a 2018-2019 quantitative study of seven districts and 320 teachers' perceptions of student mental health issues and services within their schools. Join us as we discuss the recommendations and share actionable items for change you can implement.

Poster by: Ann Marie Lucas, North Penn School District

### **Enhancing Family-School Collaboration with Positive Behavioral Intervention Support (PBIS)**

Most students with disabilities have more success when they have predictable routines and structures in school. There is growing evidence to suggest home-school collaboration can successfully implement PBIS strategies in the home. Focus will be on implementing PBIS in home settings to support student's social and emotional growth.

Poster by: Maura Roberts, Amanda Gestl, Angela Hall & Greg Llewellyn, Woods Schools



**1:00 - 1:30 PM, cont.**

**Lunch & Poster Presentations in Slide Format**



### **Implementing Rapid Response Teams to Reduce Exclusionary Practices in Early Childhood Settings**

This poster presentation provides an overview of the Rapid Response Team which was created to provide immediate response and support for children in childcare centers at risk of suspension or expulsion. Team members work with staff and families to observe children and develop strategies to modify the environment. The goal is to foster positive climates and build relationships.

Poster by: Jamie Gordon, Beth-Ann McConnel, Johanna Tesman & Irene Reedy, Capital Area Intermediate Unit

### **The National Pre-Service Teacher Resource Center**

The purpose of this poster presentation is to highlight the development and launch of the National Pre-Service Teacher Resource Center. This comprehensive website will feature resources related to supporting children with disabilities in school and community settings.

Poster by: Sara Rutledge, Mount Aloysius College

### **Teaching Transition and Post-Secondary Skills**

This poster presents transition and post-secondary programs for students with intellectual disabilities crucial for developing independence and daily living skills. Many visionary programs expand the future of students with intellectual disabilities. To maximize a student's academic growth, the best tools available include explicit instruction (Archer & Hughes, 2011).

Poster by: Sujata Pisharoty-Norman & Jenifer C. Dempsey, Edinboro University

### **Translating PDE's Secondary Transition Guidelines for an Independent School**

For students whose families have chosen non-public schooling and are not attending an approved private school that implements IEPs, Secondary Transition Planning is individualized and flexible. This is a review of considerations to add to the existing Secondary Transition framework from PDE. Transition includes facilitating connections with colleges and universities.

Poster by: Fran de la Torre

### **Transportation Questionnaire for IEP Meetings**

IEP teams often neglect transportation considerations as a part of program decisions. This poster highlights an effective form that will assist IEP teams in questions that should be asked about every student during a meeting.

Poster by: David Bateman & Amelia Blanton, Shippensburg University

**1:30 - 2:30 PM**

Presentation Session 8

**Avoiding Due Process Pitfalls - Update 2020: Hearing Officers' Perspectives**



This session will provide an overview of some current trends observed in due process hearings, including virtual hearings before and during the pandemic. Questions from the floor that are not specific to particular cases or circumstances will be entertained.

PRESENTERS: Brian Jason Ford, Esq., & Cathy A. Skidmore, Esq.,  
PA Hearing Officers

Presentation Session 9

**Skills for Effectively Advocating for Your Child**

When you have a child with an IEP, it is critical to be an informed decision maker and active participant in the special education process. At times, this requires advocating for your child's needs to be met. Join us to learn the principles of advocacy, ways to identify and clarify the issue(s), and a process and strategies for educational advocacy.

PRESENTERS: Ana Pacheco & Jeanine Schultz, PEAL Center

Presentation Session 10

**Let's Talk About Sex: Effective Sexuality Education for Students with Disabilities**

Effective sexuality education for students with disabilities (SWD) is critical to safety and quality of life. Participants will learn information and strategies regarding puberty and sexual development, creating multidisciplinary teams to implement high-quality sexuality education, and integrating sexuality education into transition planning for SWD.

PRESENTERS: Jacquelyn Chovanes, Anne Papalia & Thomas Gibbon

## 1:30 - 2:30 PM, cont.

### Presentation Session 11

#### **Enhancing Gifted Education Programs through Partnerships with Higher Education**

Participants will learn about an exciting collaborative partnership between East Stroudsburg Area School District and East Stroudsburg University. Learn how this partnership has made inroads to the gifted education of both populations and develop ideas of how you can bring this type of programming to your local educational community.

PRESENTERS: Michelle LaBadie & Susan Eden, East Stroudsburg University & East Stroudsburg Area School District

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### Presentation Session 12

#### **Web-Based Tools for Teaching and Learning**

With COVID-19 a number of excellent Web 2.0 tools are being used to teach online. This presentation will demonstrate those used by herself in preparing future teachers, as well as those used in the K-12 classroom. Time will be devoted for participants to share tools that they are using.

PRESENTER: Vicki McGinley, West Chester University of PA

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## 2:40 - 3:40 PM

### Presentation Session 13

#### **Understanding the IEP and Reevaluation Process - Part 1**

The Reevaluation and IEP processes are complex and can be confusing if you are not familiar with them. Join us for these 2 sessions to learn the details about the reevaluation process, the many parts of the Individualized Education Plan (IEP), the importance of each section, and ways that families can provide meaningful input throughout the processes.

PRESENTERS: Cindy Duch & Diane Perry, PEAL Center

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**2:40 - 3:40 PM, cont.**

Presentation Session 14

**Race, Poverty, and Trauma: The Makings of Educational Inequity in Special Education**

This presentation will consider the intersection of race, trauma, and poverty by examining the effects of these issues on students receiving special education services. Research-based strategies to circumvent the exacerbation of trauma that marginalized students often experience at school will be highlighted.

PRESENTERS: Ilaynna Brown & Shannon Haley-Maze, Elizabethtown College



Presentation Session 15

**Using Itinerant Emotional Support to Promote Social Emotional Learning in Elementary School**

The goal of this session is to provide professionals in the educational field with resources and researched based practices on implementing social emotional learning for all students while utilizing a structured itinerant emotional support model. This model will be focuses on how to differentiate and scaffold to ensure all students at the elementary level receive inclusive instruction with an emphasis on social intelligence issue(s), a process and strategies for educational advocacy, and dispute resolution options.

PRESENTERS: Matt Schuck, Morgan Stepanchick, Theresa Kreider, Melissa Mealy & Eric Howe, Penn Manor School District



Presentation Session 16

**Paraprofessional Knowledge of Student Disruptive Behaviors and Evidence-Based Practices**

Research addressing paraprofessional behavior management skills and understanding of student behaviors is very limited. This study examines 86 paraprofessionals' perceptions of common student behavior problems in 36 elementary schools. Results indicate that paraprofessionals have limited knowledge of how to operationally define behavior and often identify behaviors that are not well suited for interventions and supports. This includes mixed-methods and qualitative analysis of themes and categories.

PRESENTERS: Briana Bronstein & Nicole Breeden, Rutgers University



## 2:40 - 3:40 PM, cont.

### Presentation Session 17

#### **Knowing How to Prevent, Recognize, and Report Restraints**

Participants will learn about the School-Wide Positive Behavior Support process, the Restraint Information System Collection Process (RISC) is and why we use it in Pennsylvania, what a restraint is and is not, the specific timelines of an IEP/waiver as it related to a restraint, and what regulations in Pennsylvania guide the restraint process.

PRESENTERS: Keith Focht, Pennsylvania Bureau of Special Education & Sandy Shacklady-White, PaTTAN East

## 3:50 - 4:50 PM

### Presentation Session 18

#### **Understanding the IEP and Reevaluation Process - Part 2**

*(Continuation from previous session)* The Reevaluation and IEP processes are complex and can be confusing if you are not familiar with them. Join us for these 2 sessions to learn the details about the reevaluation process, the many parts of the Individualized Education Plan (IEP), the importance of each section, and ways that families can provide meaningful input throughout the processes.

PRESENTERS: Cindy Duch & Diane Perry, PEAL Center

### Presentation Session 19

#### **Service Dogs in Schools: Legal, Access, and Programming Considerations**

The use of service dogs in schools is complicated and controversial. This presentation addresses factors determining service dog access in schools, conditions under which service dogs are allowed in classrooms, federal legislation providing public and educational access to service dogs in schools, and recommendations for incorporating service dogs support into IEPs.

PRESENTER: Anne Papalia, Shippensburg University

**3:50 - 4:50 PM, cont.**

Presentation Session 20

**Trauma-Informed Strategies for Supporting Students with Disabilities during Remote Learning**

Students exposed to trauma demonstrate emotional and behavioral difficulties that can dramatically interfere with their abilities to engage with others and can impact learning. This presentation will offer strategies and best practices to support child victims of trauma to engage, learn, and thrive in various instructional delivery formats.

PRESENTER: Collen Lelli, Cabrini University



Presentation Session 21

**Effective and Efficient Strategies to Improve Paraeducator Delivered Interventions**

Research has demonstrated the effectiveness of multi-component approaches at increasing implementation fidelity of paraeducator delivered interventions for students with disabilities. However, implementation of these training strategies may require increased amounts of time and resources, thus compromising the feasibility of paraeducator training in the special education classroom.

PRESENTER: Miguel Ampuero, Berry College



Presentation Session 22

**Implementing School-Wide Positive Behavior Support in an Alternative Setting**

The evidence base for School-Wide Positive Behavior Support (SWPBS) in alternative settings is emerging. In this presentation, the current practices, processes and common features of SWPBS in an alternative setting will be shared as well as outcome data which indicates a decrease in problem behaviors overtime.

PRESENTERS: Maura Roberts, Greg Llewellyn, Ki Brosovich & Nathaniel Arrington, Woods Schools



**Student PACEC Meeting**      See details on next page

**5:00- 6:00 PM**

**PACEC Membership Meeting**

All are welcome to attend!



## Student PACEC

### Attention Pre-Service Teachers:

This virtual session is included with your registration!

**MOCK INTERVIEW/RESUME BUILDING**  
**DATE: 10/8      SESSION      TIME: 6-8PM**

<b>Dr. Gina Scala</b> Chair of SPED/Rehabilitation Department, Region V Director for Northeast PA	<b>Mrs. Sharon Bennett</b> Retired SPED administrator
<b>Mrs. Donette Dalcin</b> SPED administrator/teacher current president of PACASE	<b>Dr. Betsy Gustafson</b> Retired SPED administrator

**Hosted by: PACEC Student Board**

Contact Stephanie (PACEC Student Board President) at [stephabc@gmail.com](mailto:stephabc@gmail.com) for additional information.

**If you're interested in becoming a member of the PACEC Student Board, join their meeting at 3:50 pm during the conference on October 9th.**



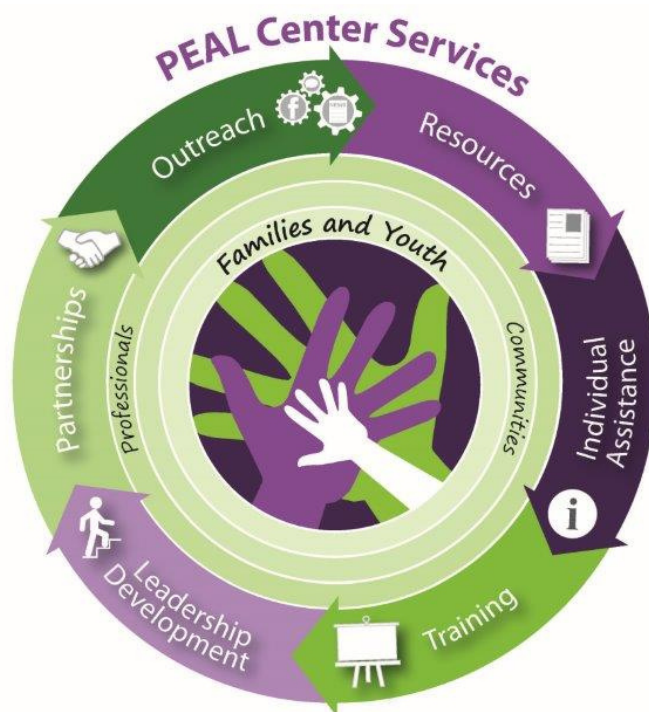




**PENNSYLVANIA**

The Council for Exceptional Children exists to improve the education and quality of life for children and youth with exceptionalities and to enhance the engagement of their families, through advocacy and with excellence.

**For more information on becoming a member of PACEC,  
please visit [www.pa-cec.org/membership](http://www.pa-cec.org/membership).**



[www.pealcenter.org](http://www.pealcenter.org) • [info@pealcenter.org](mailto:info@pealcenter.org) • 866-950-1040



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