15 YEARS

OCALICONLINE
2021

November 16-19, 2021

Tuesday, November 16, 2021

8:45 - 9:45 am

Effects on Language and Literacy Development for Students Who Are DHH

Janelle Huefner, Bobbi Colatruglio, Prashant Malhotra

This session will contain an overview of hearing loss, technology, and medical management presented by a pediatric ENT; summary of effects of hearing loss on language and learning by a school-based SLP; and a brief discussion about the foundations of literacy instruction by a clinical SLP with specialized literacy training.
*This session is an introductory session to a more in-depth discussion on literacy and students who are Deaf/hard of hearing titled "Literacy Instruction for DHH Students – Promising Practices."

Type: Lecture   **Level: Introductory**

Inclusivity by DESIGN!

Barb Gentille Green, Ashley Smith, Stephanie Coffman

Do you desire an inclusive, equitable education system? Inclusive systems require a thoughtful DESIGN process. This session addresses the power of Universal Design for Learning (UDL) and Specially Designed Instruction (SDI) in creating those environments for students with disabilities. We'll discuss the mindset of UDL, describe instructional design so that students can access the core curriculum, clarify the purpose of SDI and how to integrate it into the general education setting, and highlight how the DESIGN relationship between UDL and SDI leads to inclusivity and expert learners!

Type: Lecture   **Level: Intermediate**

How to Start a Support Group: Let's Get You Connected!

Ginny Bryan, Sara Walker, Ashley Wilson, Kathi Machle

Support groups can truly be a life saver for someone who wants to connect with others in a like situation. Many parents, caregivers, and individuals whose lives are touched with autism or other disabilities feel alone and isolated. Support groups offer a safe place for families to meet and network with others living the same journey. Organizing and sustaining a strong support group takes time and effort. We are here to help! In this session we will discuss the benefits of a support group, provide a template on how to start a support group and equally as important, how to keep it going!

Type: Lecture   **Level: Introductory**

Learning through Play with LEGO® Braille Bricks

Marc Angelier, Marie Oddoux, Jennifer Govender

LEGO® Braille Bricks is a playful tool to teach braille to visually impaired children aged 4 to 18. Not only do they learn braille and acquire academic skills through play, but are also able to play with sighted peers.The toolkit is comprised of adjusted LEGO® bricks that correspond to braille. Each colorful brick has a printed letter or symbol allowing the sighted and blind to interact and play on equal terms. The pedagogical concept, based on National Education curricula and built on Learning Through Play principles ensures an optimal teaching and learning experience that empowers children to become creative, engaged, lifelong learners, whatever their impairment is.

Type: Lecture   **Level: Intermediate**

What Do I Do Now? Early Intervention and Other Early Childhood Partners

Nathan DeDino, Melissa Courts, Charisse Montgomery

In this introductory level presentation aimed at professionals working with young children, presenters will explain what Early Intervention is, how to make a referral, and tips for ongoing interaction with Early Intervention. With a particular focus on childcare professionals, presenters will explain who is eligible for Early Intervention, when it is appropriate to make a referral, the type of follow up referral sources one can expect for Early Intervention, and how best to support ongoing intervention for eligible children.

Type: Panel   **Level: Introductory**

Supporting Transitions Across the Lifespan: A Framework

Catherine Fowler, Michael Stoehr

Transitions occur naturally from one stage to the next. During this session, the presenters will provide a structure for a coordinated approach to education and service delivery across a student's educational career into adulthood. The five areas of the Taxonomy for Transition Programming 2.0 will be examined in the context of elementary, secondary, and postsecondar education and inter-agency service delivery to enhance both individual and program level planning. A planning tool for using the content presented across the OCALICON sessions will be shared.

Type: Lecture   **Level: Introductory**

Inclusive Education Leadership: Shifts to Improve Special Education

Jo Hannah Ward, Joseph Petrarca, Nathan Levenson

Bring a team to this inclusive leadership session that is designed for educational leaders who have the responsibility of collaborating, supervising, or coordinating special education evaluations and programs. Start your day off with this extended length session to hear from State Department of Education leaders from the Office for Exceptional Children about special education and gifted education updates, key focus areas of supports, and project updates related to Each Child Means Each Child. Learn and engage with Nate Levenson, author of *Six Shifts to Improve Special Education and Other Interventions*, as he guide us through unpacking the ideas related to these shifts. Then explore actionable items related to these six shifts and use some small group time to discuss and draft some ideas each of us might like to implement in our own processes.

Type: Lecture   **Level: Intermediate**

NETWORKING: Get to Know the Autism Network Scotland

Richard Ibbotson

Autism Network Scotland (ANS) was originally established in 2005 with funding from the Scottish Government. In 2011, ANS received further funding as part of the Scottish Government and COSLA's National Autism Strategy to develop as a hub of professional autism support and information. They continues to evolve as a small but essential center of autism knowledge, skills, and information in Scotland. Join this session to get to know more about this organization and the presenters that are here at OCALICON.

Type: Networking   **Level: Introductory**

10:00 - 11:00 am

Inclusive Education Leadership: Shifts to Improve Special Education

Jo Hannah Ward, Joseph Petrarca, Nathan Levenson

Bring a team to this inclusive leadership session that is designed for educational leaders who have the responsibility of collaborating, supervising or coordinating special education evaluations and programs. Start your day off with this extended length session to hear from State Department of Education leaders from the Office for Exceptional Children about special education and gifted education updates, key focus areas of supports and project updates related to Each Child Means Each Child. Learn and engage with Nate Levenson, author of *Six Shifts to Improve Special Education and Other Interventions*, as he guide us through unpacking the ideas related to these shifts. Then explore actionable items related to these six shifts and use some small group time to discuss and draft some ideas each of us might like to implement in our own processes.

Type: Lecture   **Level: Intermediate**

Virtual Reality Opportunities to Implement Social Skills

Sean Smith

Applying learned social skills across classrooms is a challenge. This session will feature a learning platform designed to support educators and family members facilitate and support the generalization of learned social skills across the school setting. Beginning with the initial knowledge and understanding of social skills, this interactive session will guide participants through a series of evidence-based resources designed to assist educators as they support practice and generalization efforts specific to social skill development.

Type: Lecture   **Level: Introductory**

Building Blocks for Success Using the Expanded Core Curriculum

Heather Herbster, Katie Robinson, Michelle Motil, Dan Kelley

Attend this session to learn how adults who are blind or visually impaired navigate their home and work lives using the explicitly taught skills associated with the Expanded Core Curriculum for Students who are Blind or Visually Impaired. These foundational skills are critical in all aspects of life and are the building blocks for independence at home, school, and community. Our panel of adults will share their personal experiences to help families and professionals learn ways to support students in being active, contributing members of society who are successful.

Type: Panel   **Level: Introductory**

Talk the Talk: Let's Talk About Puberty

Melissa Dubie, Ginny Bryan, Dee Marks, Jennifer Krumins, Andrea Seymour

This session will start with a quick explanation of changes that naturally occur during puberty for all boys and girls. The panel of parents will then share their experiences about their own teens, as well as students they have worked with, as it relates to the biggest challenges for their own sons and daughters during puberty. Plus, how they supported their teens' personal growth during this important stage of their lives. The panel will share resources they found useful and how they collaborated with school and community providers to support their teen.

Type: Panel   **Level: Introductory**

What's Next? Technology

Teresa Kobelt, Shea Tanis, Gregory Wellems

From assistive technology in the classroom to "smart homes" and "smart cars," technology has opened many new possibilities and increased independence for people with disabilities. Hear from people with disabilities and leaders in the technology field about what else is possible. What technologies are on the horizon? How are people with disabilities creating demand and impacting policies? One in a series of "roundtables" featuring leaders from the disability field. Attend one or all.

Type: Panel   **Level: Introductory**

Transforming Systems to Meet the Needs of Youth and Families Engaged in Multi-Systems

Elizabeth Manley

This presentation will focus on the systems transformation that is necessary to meet the needs of children, youth, and families who are engaged with multiple systems. A review of potential vehicles, funding strategies, cultural shifts, and organizational changes necessary to meet the needs of youth and family with multi-system needs. The presentation will review the work of states and communities that have embraced transformation to create seamless access, assessment, and payment structures.

Type: Lecture   **Level: Advanced**

Use of A Multi-Tiered System of Support for Autistic Students Enrolled in Higher Education

Brian Freedman, Wes Garton, Jessica Monahan

The recent increase in autistic students enrolling in higher education has led to a rise in dedicated college supports. However, the field remains new and there is a lack of data on evidence-based supports. The University of Delaware has used a multi-tiered system of support (MTSS) to create *Spectrum Scholars* – a comprehensive college-to-career initiative. In this presentation, we will discuss our process for developing *Spectrum Scholars* and how it utilizes MTSS, our process for evaluating student change, and our initial results.

Type: Lecture   **Level: Intermediate**

MEETING: Ohio Parent Mentor Project Meeting

Kenyona Walker

This session has been reserved for Parent Mentors, District Representatives, and Ohio Parent Mentor Project Partners to network and collaborate during OCALICONLINE.

Type: Networking   **Level: Advanced**

Ohio's Early Learning and Development Standards Are Changing

Elizabeth Sailer Agnew

In this session, participants will learn how Ohio's Early Learning and Development Standards (ELDS) are changing based on a review and revision period. The revision of Ohio's ELDS are a component of Ohio's Strategic Plan for Education, Each Child, Our Future: Strategy 8: "Promote the importance of early learning and expand access to quality early learning experiences." By having clear, concise, developmentally appropriate standards, early learning professionals have a common understanding of children's development and learning to guide their work.

Type: Facilitated Discussion   **Level: Intermediate**

NETWORKING: Get to Know CASDA – The Canadian Autism Spectrum Disorder Alliance

Rakhee Chowdhury, Jonathan Lai, Debbie Irish

CASDA coordinates national conversations in Canada about autism – bringing community voices to the federal government to guide their development of a National Autism Strategy. CASDA is committed to ensuring the creation and implementation of a comprehensive National Autism Strategy that addresses critical gaps in funding and policies, which are preventing autistic individuals and their families from exercising their equal rights as Canadians. Join us for this session to get to know more about this organization and its leadership.

Type: Networking   **Level: Introductory**

11:15 am - 12:15 pm

Unlocking the English Code: Instruction and Assessment of Students Who are Blind or Visually Impaired

FrancesMary D'Andrea

Nationally, prioritizing language and literacy development for all learners has been a focus for many educators. This focus requires that educators build their capacity to support evidence-based language and literacy instruction, particularly for educators supporting deaf/hard of hearing (D/HH) or blind/visually impaired (B/VI) learners, who access English and print in different ways. To help those who are assessing and teaching literacy for these learners, this professional learning event is designed to explore and connect the areas of phonological awareness, phonics, writing, fluency, vocabulary, communication, language, and comprehension specifically for learners who are Blind or Visually Impaired.

Type: Lecture   **Level: Intermediate**

Leading With Confidence: How Implementation Science Guides Leaders in UDL Implementation

Cherie Smith, Heidi Orvosh-Kamenski, Michelle Duda

This session is designed to support district or building leadership in the implementation of Universal Design for Learning. Like the UDL Framework, planning for implementation can seem overwhelming. Many leaders have a general idea of what they want to happen, but are not sure how to communicate that to their staff or the best place to start. Implementation Science provides a framework for supporting UDL implementation that can be applied to any organization. In this session, we will share Implementation Science tools to guide leaders in their role as a lead implementer.

Type: Lecture　　　　　　　　**Level: Intermediate**

Implementation of Telehealth to Replace In-Person ABA Therapy: What COVID-19 Taught Us

Patricia Wright, Paula Pompa-Craven, Meghan Herron, Jenna Aranki

COVID-19 has been documented to disproportionally affect disenfranchised populations including individuals with autism. This session will share the results of two studies that assessed the implementation of telehealth to replace in-person ABA therapy at the onset of COVID. One study retrospectively assessed known factors that affect autism treatment (e.g. severity of symptomology, behavioral excesses) and care-providers' initial acceptance or rejection of ABA telehealth services at the onset of COVID-19. The second study assessed satisfaction and outcomes of telehealth ABA service delivery.

Type: Panel　　　　　　　　**Level: Intermediate**

Braille Literacy Front and Center With Mantis and Chameleon at APH

William Freeman

This presentation will introduce the audience to the Mantis and Chameleon braille displays from APH. Participants will learn about how the local apps, especially the online libraries, can be used to make reading braille a part of daily life, just like it should be. We'll also go into the terminal and discuss what options users have there. Then we will go over who might benefit most from either a Mantis or Chameleon and why. Finally, we'll go over the difference between a notetaker, terminal, and hybrid displays.

Type: Lecture　　　　　　　　**Level: Introductory**

Social Emotional Engagement - Knowledge and Skills: Addressing the Social Emotional Needs of Learners within Academic Instruction

Emily Rubin

This session highlights the role of social emotional engagement in our academic outcomes. This topic is especially timely given the impact of remote and socially-distanced instruction. The neuroscience of learning will be discussed followed by a chance to translate science into practical strategies for measuring learner engagement and designing instruction to address the social emotional needs as well as learning standards. Strategies will be shared to enhance investment, enhance independence, and enhance initiation. Freely accessible tools for enhancing engagement will be shared and participants will share their ideas for enhancing learner engagement with one another.

Type: Lecture　　　　　　　　**Level: Intermediate**

Research Symposium: Self-Determination and Advocacy

Sheila Smith, Phyllis Holloway, Shirley Peganoff O'Brien, Richard Ibbotson, Sue Hope, Vanessa Tomas

Come hear current research about advocacy and self-determination. Several different research projects will be shared and a time of discussion will follow. Topics in this session include: self-employment, factors that influence disclosure, masking, and exploring the hastag #ActuallyAutistic.

Type: Research Symposium　　　　**Level: Intermediate**

The Art of Building Partnerships: To Be Friends or Not To Be Friends, That Is The Question

Alexis Johnson

Strategic partnerships are crucial to all organizations in a complex landscape and building relationships is important to develop partnerships. We all have our vision, mission, values, plans, and objectives so how can we build partnerships to help deliver on all of those aspects. What does "partnership" mean to an organization? Who are our partners and do they know it? Who do we really need and want as partners and do they want and need us? Effective partnerships and relationships can have a huge impact on strategic success and they are vital to authentic leadership.

Type: Facilitated Discussion　　　　**Level: Intermediate**

NETWORKING: Get to Know the Urban Collaborative

Lauren Katzman, Bruce Watson, Kate Roberts

The Urban Collaborative is a national network of school districts committed to improving outcomes for students with disabilities. Their mission is to improve educational outcomes and life opportunities for children and youth with disabilities in urban schools through leadership development. The Collaborative seeks to bring timely and critical issues in the field, as well as solutions, to the forefront of district leadership. Join us for this session to get to know more about this organization and its leadership.

Type: Networking   **Level: Introductory**

MEETING: Ohio Parent Mentor Project Meeting

Kenyona Walker

This session has been reserved for Parent Mentors, District Representatives, and Ohio Parent Mentor Project Partners to network and collaborate during OCALICONLINE.

Type: Networking   **Level: Advanced**

12:45 - 1:45 pm

Language and Literacy for DHH Learners: A How To for Two Evidence-Based Classroom Strategies

Stacey Tucci

Nationally, prioritizing language and literacy development for all learners has been a focus for many educators. This focus requires that educators build their capacity to support evidence-based language and literacy instruction, particularly for educators supporting deaf/hard of hearing (D/HH) or blind/visually impaired (B/VI) learners, who access English and print in different ways. To help those who are assessing and teaching literacy for these learners, this professional learning event is designed to explore and connect the areas of phonological awareness, phonics, writing, fluency, vocabulary, communication, language, and comprehension specifically for learners who are Deaf or Hard of Hearing.

Type: Lecture   **Level: Intermediate**

Project Inspire: Inspiring Youth With Visual Impairments and Their Teachers in STEM

Tiffany Wild, Tina Herzberg

This session will give an overview of the resources provided as part of Project Inspire to youth with visual impairments and their teachers when learning Nemeth Code as well as innovative pedagogy in STEM education.

Type: Lecture   **Level: Introductory**

Evidence-Based Strategies to Support Transition into Adulthood

Amy Gaffney

Strategies that provide structure and predictability can help people with disabilities better understand a given situation, which leads to greater success and independence. This session will explain 3 structured strategies that can be used throughout a person's day: structured language supports, visual schedules, and work systems. This session will show easy, user-friendly ways to create these evidence-based strategies to support people as they transition out of school and into their adult lives.

Type: Lecture   **Level: Intermediate**

Making Sense of Interoception

Kelly Mahler, Kim Clairy, Rachael Thompson, Chloe Rothschild, Amy Bixler Coffin, Nicholas Pink

Are you familiar with the Eighth Sensory System, Interoception? Have you considered how internal body sensations enable individuals to understand emotions and manage feelings? What if you were unable to identify and understand what was happening internally, like hunger, rapid heart rate, tense muscles? Facilitated by Kelly Mahler OTD, OTR/L, a national leader in Interoception, this panel of autistic individuals, including occupational therapists, will share personal and professional experiences as well as strategies that supported them as they built their own interoceptive awareness.

Type: Panel   **Level: Intermediate**

One District's Roadmap to Engaging all Stakeholders in Building an Inclusive, Equitable, and Healthy Learning Environment

Tracy Blankenship, Nicole Blake

After multiple dispute resolutions, the Richland School District partnered with the Urban Collaborative to conduct an extensive Special Education audit. The audit revealed 18 findings and recommendations. What initially felt like an organizational failure turned into a positive opportunity to establish collaborative partnerships, engage in productive discourse around crucial systems change, and the development of a roadmap to build a more inclusive, equitable, and healthy learning environment for students and families.

Type: Lecture   **Level: Intermediate**

Expect More: An Autism Adventure

Mike Lake

This session highlights the incredible work being done at the global level to reduce the stigma around autism and increase opportunities for people with autism throughout their lives. It will challenge attendees to rethink their definition of normal and to move towards a world where everyone's normal includes people who are different from them.

Type: Lecture   **Level: Introductory**

Unlearning to Design for Inclusion and Equity

Allison Posey

Many times, we do things in a certain way simply out of habit – including in our classrooms. In order to support every student, we need to unlearn some of our tried and true practices that may not meet the needs of our diverse students. The process of unlearning can be uncomfortable, but this discomfort is necessary for growth to develop more equitable educational practices. In this session, we will explore how we can use the unlearning cycle to implement UDL to unlearn some outdated beliefs, assumptions, and teaching practices.

Type: Facilitated Discussion   **Level: Introductory**

NETWORKING: OCALI's Center for the Young Child

Laura Maddox-Bechard, Maggie Gons

Join us to talk with staff from our Center for the Young Child (CYC). The CYC is dedicated to giving children with disabilities the best possible start in life because early experiences impact lifelong outcomes. They do this by informing policy, creating and sharing resources, and providing training and technical assistance so that young children (0-8) with disabilities have the foundation they need for a lifetime of learning, growth, and opportunities in their community.

Type: Networking   **Level: Introductory**

2:00 - 3:00 pm

Incidental Learning and Students Who Are Deaf or Hard of Hearing: Expanded Core Curriculum

Heather Herbster, Abbey Weaver, Kara Bull, John Moore

Meeting the needs of the whole child means supporting their physical, social-emotional, and intellectual well-being. School settings provide access to instruction related to the academic curriculum; however, incidental learning opportunities are not always available to students who are deaf or hard of hearing. To help teams address this, the Expanded Core Curriculum for Students who are Deaf or Hard of Hearing was developed. The purpose of this session is to discuss the role this information plays in a person's life and how the components of the ECC-DHH can improve achievement.

Type: Panel   **Level: Introductory**

Think Differently to Appreciate What Works by Using an Inquiry Approach to UDL

Jen Townsend

Think Differently! After what we've been through ... this just makes sense. Together we will explore ways to notice what's working and dig into the 3i's of engagement by sharing SEE-KS tools, along with educator stories that include the good, bad, and the ugly aka real-life. This past year has been different and the focus of this session is to discover what is working, dream about what might be, design what could be, and deliver what will be – all while valuing ourselves. I hope you choose to think differently and join me in this session.

Type: Lecture   **Level: Intermediate**

Collaborative Care: Explore Ohio Parent Mentor Engagement Statewide Collaboration for Students With Disabilities

Kenyona Walker, Megan Horstmeier, Chris Ondrus, Darlene LaFontaine

The State of Ohio offers a variety of programming, services, and resources to families of children with disabilities. The Ohio Parent Mentors have a history of providing some of these critical services. Now receiving oversight and professional development at The Ohio State University, the Ohio Parent Mentor Project will continue to increase connections with educators, state agencies, and supporting special education agencies to provide the most robust services to Ohio's students receiving special education services. This session explores the collaborative role that Ohio Parent Mentors play as a part of Ohio's systems of care.

Type: Lecture   **Level: Introductory**

Mastering Google Classroom on the BrailleNote Touch Plus

Peter Tucic

This session will spotlight working within Google Classroom on the BrailleNote Touch Plus. Participants will examine best practices for accessing a variety of assignments that are found within a typical Google classroom environment and will also walk-through various workflows associated with submitting content.

Type: Lecture   **Level: Intermediate**

Policy Barriers to Implementing Evidence-Based Practices for Behavior Support for Children With ASD

Peter Doehring

The impact of behavioral crises on life outcomes for children with ASD cannot be underestimated. We have identified many effective practices for preventing and managing these crises, but policy barriers at the local, state, and national level can prevent these practices from being implemented. We summarize these practices, with a special emphasis on those identified as evidence-based. We describe examples of policy barriers related to funding, placement, training, and intervention, and offer solutions to leaders and advocates eager for change in their own district and state.

Type: Lecture   **Level: Advanced**

Family Engagement Across the Transition Years

Alex Corwin, Amy Szymanski, Dawn Rowe

This session will present the research supporting Family Engagement and describe the impact on post-school outcomes for youth with disabilities. Understanding each family is unique and diverse, we will discuss strategies for preparing, involving, and empowering families.

Type: Lecture   **Level: Intermediate**

Research Symposium: Language Development

Sheila Smith, Linsey Zanchetti, Morgan Oates, Allison Bean

Come hear current research on language development. Several different research projects will be shared and a time of discussion will follow. Topics in this session include: effects of gender differences on structural language, and using AAC with core vocabulary.

Type: Research Symposium   **Level: Intermediate**

Training Our Teams: How to Help New Staff in Child Care Centers Work With Parents

Maggie Gons, Lisa Welsh

Parents are a child's first and best teacher; however, they rely on early care and education professionals to support them. Helping new staff understand the core life skills adults need to manage work, family, and relationships along with how stress affects skills will be reviewed. The session will discuss tools, resources, and best practices to support professionals and administrators in preparing staff to work with parents in ways that reduce stress, are culturally responsive, and help build a positive relationship to promote the best start for children in your setting.

Type: Facilitated Discussion   **Level: Intermediate**

NETWORKING: OEC Urban Support Team

Andrea Faulkner

Join OEC representatives to talk about urban supports. Connect with others in the field and join in a conversation around frequently asked questions.

Type: Networking   **Level: Introductory**

NETWORKING: OCALI's Lending Library

Samantha Brown

Join us to learn more about the Lending Library and talk with the OCALI librarian. Come ask your questions about books, AT devices, and resources you can borrow or chat about how you have used these in your own setting.

Type: Networking   **Level: Introductory**

3:15 - 4:15 pm

What's Next? Research

Jacquelyn Fede, Amy Laurent, Kara Ayers, Jessica Kramer, Elijah Thomas, Cyril Nonga-Mann, Teresa Kobelt

People with disabilities are often not represented in research. Some studies are inaccessible, some are exclusionary, and most do not include people with disabilities in the development or design. People at the leading-edge of research will share how they see this changing. Why does it matter? What might it mean for public health, disease prevention, or overall quality of life in the future? One in a series of roundtables featuring leaders from the disability field. Attend one or all.

Type: Panel   **Level: Introductory**

UDL and OTES 2.0

Colleen Kornish, Julie Weyandt

Come discover how Universal Design for Learning connects to the OTES 2.0 rubric AND boosts your chances of receiving an accomplished rating. We will walk you through the accomplished category and highlight the UDL connections in each component of OTES. UDL promotes opportunities for ALL students to be expert learners by providing multiple options to meet their individual needs and empowering them to own their learning. You will walk away with a plan to implement UDL and improve student outcomes. UDL has many connections to high-quality, accomplished teaching!

Type: Lecture   **Level: Introductory**

Did You Notice? An Exploration of Communication

Jen Bavry, Nick Miller, Steve Beha

All people want to interact. And our ability to take notice of the many ways people communicate is key to building intentional, meaningful experiences. Join the Ohio Department of Developmental Disabilities and OCALI as they share a groundbreaking learning experience that pairs online learning with virtual reality enabling users to practice and build confidence, learn about communication, and refine their observational skills. The *Did You Notice?* training increases professionals' skills to notice, understand, and respect people with disabilities and their communication preferences.

Type: Lecture   **Level: Introductory**

Shooting for the Stars! Making Astronomy Accessible for Students With Visual Impairments

Tiffany Wild, Thomas Madura

This session will provide teachers of students with visual impairments resources and lessons for making astronomy accessible for students with visual impairment incorporating 3-D printing and pedagogical content from university astronomy experts and NASA scientists.

Type: Lecture   **Level: Introductory**

Fostering Resilience and Giving Grace

Kristin Souers

Childhood trauma is real, and it is more prevalent than we might believe, especially now. In this session, learn about the importance of incorporating trauma-invested practices into the work we do with each other, caregivers, and our youth. In this training, staff will be invited to reflect on their current states, and what they are doing to ensure their own regulation. We will acknowledge the reality of trauma and be reminded to build empathy for ourselves and for those we serve. If we're going to be good to others, first and foremost we've got to be good to ourselves.

Type: Lecture   **Level: Intermediate**

Inspiring Equity and Inclusion With Infant and Early Childhood Mental Health Consultation

Grace Schoessow

Infant and Early Childhood Mental Health Consultation (IECMH-C) in Ohio is improving equity and inclusion in innovative ways. We know the earlier the social, emotional, mental, and behavioral health needs of children are addressed the better the outcomes. Ohio's IECMH-C Model addresses the needs of the individual child facing expulsion, improves the relational health amongst peers, while promoting adult wellness. An IECMH Consultant and Master Trainer with 20+ years in the field will explore how we can work together to put policy into practice.

Type: Lecture   **Level: Intermediate**

Autism and Innovation

Aaron Bouma

Autism for every autistic every day is different for each experience. Each one of us is unique in skills, interests, and disability that comes with autism. This session explores the spectrum and outdated terms that often do not fully or accurately describe an individual, and elaborates on how assumptions about some characteristics inhibit opportunities. Changing this view in society is important – creating adaptations in school, university, and in the workplace. There are jobs for autistic people and skills that fit many fields such as government, military, police, private companies, and entrepreneurs. Autism comes with different challenges and skills for each individual. Come learn more about autism and innovation.

Type: Lecture   **Level: Introductory**

NETWORKING: More Talk About Puberty

Amy Bixler Coffin, Melissa Dubie, Jennifer Krumins, Andrea Seymour, Dee Marks, Ginny Bryan

Join us for a time of networking and conversation with the presenters from today's earlier panel about puberty. This panel of parents will be available to answer your questions and further elaborate on topics from their earlier session. Come hear them share their experiences about their own teens, as well as students they have worked with, as it relates to the biggest challenges for their own sons and daughters during puberty. It's sure to be a lively discussion!

Type: Networking   **Level: Intermediate**

Lessons We Learned That Will Continue When We Return Onsite

Sarah Ott, Andrea Vinson, Edward Baisley

There are many examples of lessons we have learned from our experience with online teaching. Some examples include: (a) developing an online community for our educators in our moderate/severe programs to share tools and resources, attend trainings that highlight educators' successful practices, and allow for educators' questions and feedback, (b) coaching conversations with teachers and leaders to develop ways to embed universal supports to engage students, (c) the effective use of technology and the learning platforms, and (d) the partnerships we developed with families. Our goal is to share our lessons with collaborative members and hear about successes from other members.

Type: Facilitated Discussion   **Level: Intermediate**

NETWORKING: Meet and Greet With Nate Levenson

Nathan Levenson, Jo Hannah Ward

Join us for an live conversation with Nate Levenson. Learn more about his work and publications, ask a follow up question from his presentation this morning, or listen in to get to know him better.

Type: Networking   **Level: Introductory**

NETWORKING: OCALI's Outreach Center for Deafness and Blindness

Christine Croyle, Angelica Gagliardi, Heather Herbster, Michelle Motil

Join us to talk with staff from the Outreach Center. The Outreach Center for Deafness and Blindness increases access, communication, and equity for learners who are deaf, hard of hearing, blind, or visually impaired. We do this by connecting resources and providing training for professionals and fostering relationships to equip communities to support families and learners where they are, with what they need, when they need it to learn, grow, and live their best lives.

Type: Networking   **Level: Introductory**

4:30 - 5:30 pm

Strategies and Tools to Empower Parents and Caregivers During Playtime
Ciara Ousley

Best practice in early interventions capitalize on incorporating family into the child's intervention plans. In this session, we will discuss two parent-implemented research studies rooted within an empowerment framework, involving children ranging from 2 to 6 years of age. In the first study, we trained parents to lead playdates between their child and a peer. For the second study, we infused video feedback as a coaching tool with parents of children with social communication delays. We will share the promising results and discuss the strategies and tools we used to conduct these studies.

Type: Lecture   **Level: Intermediate**

Successful Transition Program Structure Begins With Leadership: A State Leaders Panel
Amy Szymanski, Shannon Komisarek, Michael Stoehr, Stacy Collins

This session will highlight how collaborative leadership within Ohio's Employment First Task Force has provided the foundation for comprehensive interagency transition programming. Several Task Force agency representatives will describe the core principles of Ohio's Transition Vision and the strategies implemented within the Transition Vision Workplan that assist youth to achieve meaningful community employment and community membership. Reflective discussions will also allow participants to identify personal action steps to become leaders in the realization of Ohio's Transition Vision.

Type: Panel   **Level: Introductory**

Getting Ready for the 2022 Federal Quota Census
Jennifer Govender, Sarah Buoni, Judy Siens, Kelly Houston

Each year, the Ohio Department of Education, Office for Exceptional Children, requests that all Ohio districts participate in the Federal Quota Registration of Blind Students, through the AT&AEM Center at OCALI. Gain more information about the overview of the Federal Quota Program, student eligibility guidelines, the registration process, and how to request accessible educational materials, including textbooks and equipment.

Type: Lecture   **Level: Introductory**

Catatonia and Autism: What You Need to Know
Ruth Aspy

Between 12-20% of people with autism have symptoms of catatonia. In 2013 the diagnostic manual, the DSM 5, included catatonia as a condition that should be considered each time a person is diagnosed with autism. Eight years later, few people in the field of autism know about catatonia and the potentially incapacitating effects. Catatonia in autism often goes unrecognized and untreated. The characteristics of catatonia will be described and explained. Strategies for addressing the needs of those with autism and catatonia will be discussed.

Type: Lecture   **Level: Introductory**

Coordinated System of Care: How Iowa's Systems Work Together to Ensure All Iowans With ASD Get a Good Start
Wendy Trotter, Erika Hertel, Rachell Swanson-Holm

In this session, learn how various organizations and state agencies across Iowa intentionally collaborated in order to coordinate efforts to improve early identification of ASD and access to evidence-based early intervention to ensure that children and their families Get a Good Start (as identified in Iowa's Strategic Plan To Improve Services and Supports for Individuals with ASD and their Families) – including public awareness efforts through LTSAE, healthcare provider training, family training, and the Autism Navigator for Early Intervention Providers initiative.

Type: Lecture   **Level: Intermediate**

Our Journey of Discovery and Knowledge
Jill Sims, Kurt Young, Jillian McFarlan, Shawna Benson, Aaron Conn

Circleville Elementary joined OCALI on a mission to learn how to support ALL learners.This journey took elementary staff down a road of discovery regarding their beliefs, practices, and how they could move towards inclusivity and understanding that supports students with unique needs. From getting to know your students, reviewing current practices, using that information to plan instruction, and diving into the need for refined literacy instruction, this team has lead critical cultural and academic change in the last 3 years together. This session will show you the power of honesty and support as a team.

Type: Panel   **Level: Experienced**

NETWORKING: Journey Towards Independence, Building Life Skills for People Who are Deaf or Blind
Michelle Motil

Come network with family members and professionals to share experiences, supporting strategies, and solutions when guiding children who are deaf or blind toward independence. Join us! Learners who are Deaf/Hard of Hearing or Blind/Visually Impaired can live independent quality adult lives. Let's share with each other some of these fundamental life skills, and how we teach them to our children and young adults.

Type: Networking   **Level: Introductory**

Special Education in Rural and Urban Settings
Matt Jameson, Brittany Hott, Kim Floyd, Jennifer Baribeau, Gerard Cortez, Lauren Katzman, Bruce Watson

Join us for a conversation about similiarities and differences in special education in both rural and urban settings such as resource management, challenges, benefits, barriers, and strengths. Representatives from ACRES and the Urban Collaborative will lead this discussion.

Type: Facilitated Discussion   **Level: Intermediate**

Research Symposium: Social Engagement for Youth and College Students
Sheila Smith, Molly King, Tyler McQueen, MaKayla Matthews, Rachel Sunderlin

Come hear current research about teen social groups and engagement activites for college students. Several different research projects will be shared and a time of discussion will follow. Topics in this session include: virtual adjustments and zoom friendship, using a bitmoji classroom for social skills groups, and mentoring peers with executive functioning challenges on a college campus.

Type: Research Symposium   **Level: Introductory**

NETWORKING: ODE Educator Effectiveness
Lori Parker, Eric Petro

Join ODE representatives to talk about educator effectiveness. Connect with others in the field and join in conversation around frequently asked questions.

Type: Networking   **Level: Introductory**

Wednesday, November 17, 2021

8:45 - 9:45 am

Access and Beyond: Strengthening Decoding and Literacy Skills for Deaf and HH Learners
Angelica Gagliardi, Abby White, Jessica Hoefler

Decoding and literacy skills have been a challenge in the field of Deaf Education for years. Deaf and Hard of Hearing children come to the table with different levels of speech and language and by using the tools they come with as early as possible, we are able to maximize their access to literacy learning which leads to more successful readers. By identifying strengths and providing early access and support, we can provide quality and individualized instruction to grow beyond the classroom.

Type: Lecture   **Level: Intermediate**

Supporting Students Executive Functioning Within the Classroom Setting
Chris Abildgaard, Nicole Murphy

Students with various neurodevelopmental disorders struggle when it comes to academics and developing social connections due to reasons we may not always see. This session is intended to expand the competencies of school staff working with individuals with various challenges that stem from executive function deficits. This seminar will define the term "social executive functioning," highlight ways to spot EF deficits, and explore different ways to help improve one's executive functioning in the classroom setting.

Type: Lecture   **Level: Intermediate**

Simple Strategies for Self-Regulation
Sondra Williams, Brigid Rankowski

For many, self-regulation is a skill that needs to be taught as it is not inherently understood. Even those without disabilities struggle with self-regulation at times in this ever-busy world. By fostering a better understanding of self-regulation, we can prevent meltdowns by promoting self-advocacy. When we know what it is we need to be successful, we can better advocate for those needs. This presentation provides evidence-based techniques used by children and adults to foster understanding of self-regulation.

Type: Lecture   **Level: Introductory**

Remote Supports and Assistive Technology for Independent Living

Carly Dauch

On May 24, 2018, former Gov. John Kasich signed the Technology First Executive Order, 2018-06K, declaring Ohio a Technology First state. This launched several initiatives within the state to increase awareness, knowledge, and access to supportive technology for Ohioans with disabilities. This interactive presentation will highlight the efforts of the Wood County Board of DD to promote supportive technology for independent living. Attendees will also hear firsthand from users how remote supports and assistive technology can open a new world of possibilities for individuals with disabilities.

Type: Lecture   **Level: Introductory**

Engaging Stakeholders for Effective and Efficient Partnerships

Daniel Irwin, Karen Berlin, Teresa Crowson, Taryn Traylor

This presentation will highlight the efforts and processes around Virginia's technical assistance centers supporting school-aged students with autism. The presenters represent the Virginia Department Education, University Training and Technical Assistance Centers (TTACs) and VCU's Autism Center for Excellence. The presentation will focus on identifying opportunities for growth, engaging stakeholders, and aligning efforts to ensure effective and efficient strategies for providing equitable support to a variety of partners.

Type: Lecture   **Level: Intermediate**

OFN:Outreach to the Self-Advocate Community and the Spanish Speaking Community

Beth Thompson, Nathan Morgan, Beverly Malone

Milestones won the Ohio Family Network Grant. As a part of this effort, Milestones is providing tools and support resources to help grow caregiver and self-advocate leadership and social skills, as well as connect families with other local families and non-disability resources. Key Initiatives: A social space on Discord exclusively for and by self-advocates. Local parent advocates have been identified to build networks and leadership capacity for families. Spanish Helpdesk Extensive training for accessing non-paid supports

Type: Lecture   **Level: Intermediate**

NETWORKING: ODE Assessment

Wendy Stoica

Join ODE representatives to talk about assessment. Connect with others in the field and join in conversation around frequently asked questions.

Type: Networking   **Level: Introductory**

How Preschool Rule 3301-51-11 Supports Inclusion in Early Childhood

Teresa Brown, Michele Bambauer, Tina DeVito

Preschool inclusion consists of the values, policies, and practices that support the right of every child to participate in a range of activities and contexts as full members. In this session, participants will be introduced to Preschool Rule 3301-51-11. Participants will learn about the continuum of service delivery options as outlined in the rule and take away ideas on how they can expand inclusive practices in their own communities/programs.

Type: Facilitated Discussion   **Level: Introductory**

NETWORKING: ODE Intensive Supports

Clairie Jones

Join ODE representatives to talk about intensive supports. Connect with others in the field and join in conversation around frequently asked questions.

Type: Networking   **Level: Introductory**

NETWORKING: OCALI's Research and Impact Team

Sheila Smith, Marika Nadel-LaMotta, Daniel Gruber

Come visit with OCALI's Research and Impact Team. Learn more about how they are using data to support all of the OCALI Centers, initiatives, and projects. Share your thoughts about OCALICONLINE or ask questions about CEU or evaluations.

Type: Networking   **Level: Introductory**

10:00 - 11:00 am

Transitions: Managing Change in a Period of Unprecedented Change

Corrie McLean, Lynsey Stewart

We will focus on recent changes in how transitions have worked for children in the pandemic. What strategies have worked and what haven't? Based on the training we have developed and delivered to stakeholders covering practical support tips. Examples include going back to school after a period of home-schooling and blended learning. We will also look at how the sensory environment can impact on transitions and provide a range of tools to support this. Using real life examples and input from autistic people and their families and supporters, the learning is contemporary and relevant.

Type: Lecture   **Level: Intermediate**

Working Toward Better Language and Literacy Outcomes for Learners With Complex Needs

Laura Jones, Argyroula Diamanti, Nancy Osko, Roni Sedor, Jessie Zink, Marcy Henry

Can ALL learners develop language and literacy skills including learners with the most complex communication, motor, cognitive, and sensory needs? Can the same instructional materials be used to support learners with complex needs? What structures can be put in place to support all professionals to teach language and literacy skills? These questions and more will be tackled by language and literacy specialists and educators from Ohio as they share how they made new decisions, and continue to take steps in planning and instruction to include a broader range of learners.

Type: Panel   **Level: Intermediate**

Parent and Professional Communication

Lisa Hickman, Robin Bryant, Tammie Sebastian, Elaine Hamilton, Ivette Sarkar

The Ohio Coalition for the Education of Children with Disabilities (OCECD) will share information on basic communication methods, techniques, and styles to utilize when communicating with parents and professionals. Good communication is essential for bringing about positive solutions for everyone.

Type: Panel   **Level: Introductory**

AT to Support Organization and Executive Function for Home, School, and Work

Diana Petschauer

Explore your Executive Function Toolkit! AT for Laptops, iPads, iPhone/ Android, Wearables, and Light Tech to Support Executive Function Skills: Organization, Task Management, Focus, Memory, Scheduling/Reminders, and more! For individuals with disabilities, components of EF can limit functional capabilities in all areas of occupation. Students and adults can experience challenges that lead to frustration and shut down. EF skills and tech are necessary for successful transition to high school, college and employment and will support confidence and independence.

Type: Lecture   **Level: Introductory**

From Planning to Shared Measurement: Working Across Agencies and Organizations to Measure the Impact of the Autism Plan for Georgia

Emily Rubin, Matthew Segall, Synita Griswell, Susan Brasher, Rachel Greene, Brian Barger, Gereen Francis

Is a high-quality, family- and person-centered, and coordinated plan accessible for all children, youth, and adults with autism in the state of Georgia? In the past ten years, agencies and organizations in Georgia have engaged in collective impact to develop the Autism Plan for GA. This past year, a step forward was taken by working toward shared measurement to identify what is working and next steps. The plan itself seeks to provide access to services that are community-based, culturally and linguistically appropriate, and designed to improve quality of life. Participants will learn about a survey that was created across organizations and how data will be shared to enhance coordination of services.

Type: Panel   **Level: Intermediate**

Opportunities for Ohioans With Disabilities College 2 Careers Program

Kristin Garrett, Dustin Schwab, Karen Grafton

Opportunities for Ohioans With Disabilities offers Ohio College2Careers at 17 colleges and universities throughout Ohio to ensure students with disabilities have the support they need to complete their degree and/or credentials, earn higher wages, and meet the demands of tomorrow's labor market. This is achieved through full-time dedicated Vocational Rehabilitation Counselors who are immersed within the disability/career services offices at partnering colleges to assist students with disabilities.

Type: Lecture   **Level: Introductory**

Advocating With Humility: Enhancing Counseling and Psychotherapy for Autistic Individuals through Cultural Humility

John Marquina

The practice of psychotherapy poses a conflict of cultural competence working with autistic individuals. Its methods are rooted in characterizing disabilities as deficits, loss, and functional limitations because of developmental, mental, or physical impairment. Integrating the practice of cultural humility as a social model supporting autistic individuals in psychotherapy and counseling asks practitioners to develop an ability to recognize how their background shapes their interactions with others. The life experiences and personal perspective of autistic individuals are essential, intersectional aspect that creates their unique journey in life. The method of cultural humility provides an environment that nurtures genuine acceptance.

Type: Lecture   **Level: Intermediate**

Uniquely Human: A Conversation with Dr. Barry Prizant
Barry Prizant, Julie Short, Denise Sawan Caruso

Join Dr. Barry Prizant and learn how others are using his best-selling book *Uniquely Human* in an online professional learning community opportunity. Barry will share his experiences in writing his book in this engaging facilitated discussion. *Uniquely Human's* impact has been broad and far ranging, including parents of newly diagnosed children, school-age and adult children, educators and therapists, autistic people, university faculty and students, and readers not directly connected to autism. Each group connects with the book in distinct ways, which will be addressed in this discussion.

Type: Facilitated Discussion　　　　**Level: Introductory**

SMILE Therapy: Supporting the Communication and Independence of Our Learners at Doncaster Deaf Trust
Lauren Woodcock

SMILE Therapy is an innovative communication skills program we use with our learners at Doncaster Deaf Trust. It is designed to support those who are Deaf or have other learning needs such as autism, and it focuses on developing the specific skills needed to communicate in a variety of community settings, improving their independence, self-esteem, and future prospects. Our learners who have engaged in the program have seen great improvements in each of these areas, with the impact of the therapy extending into their future lives after they have left the Trust.

Type: Facilitated Discussion　　　　**Level: Introductory**

NETWORKING: ODE Assessment High School Testing
Donna Williams

Join ODE representatives to talk about high school testing. Connect with others in the field and join in conversation around frequently asked questions.

Type: Networking　　　　**Level: Introductory**

NETWORKING: OEC Meet the Directors
Jo Hannah Ward, Monica Drvota, Joseph Petrarca

Join us for a special meet and greet with Office for Exceptional Children's director Jo Hannah Ward, and associate directors Monica Dvrota and Joe Petrarca.

Type: Networking　　　　**Level: Introductory**

11:15 am - 12:15 pm

Embracing the Whole Deaf Child: Meeting Needs and Strengths of Children Who Are Deaf and Hard of Hearing
Anthony Coy-Gonzalez

Do you have a Deaf or Hard-of-Hearing student in your school or child in your home? This session will provide an introduction to serving a D/HH child, including consideration for language, learning, social emotional, and cultural needs. It will lay a foundation, while also providing very practical tips, strategies, and resources to put into action. Together, we will explore a few student vignettes, learn directly from some of these children, and work toward supporting the whole child through small steps and strong partnerships.

Type: Lecture　　　　**Level: Introductory**

Stretching the Science of Reading to Better Include Learners With the Most Complex Needs
Jessica Hoffman, Stephanie VanDyke, Carrie Wood, Shawna Benson

Join us as we explore the theoretical models and assessments linked with the reading research/structured literacy and ELA standards. We will share personal reflections, PD and implementation ideas, in addition to regional collaboration examples that support language and literacy development that can reach and teach all learners, including learners with complex needs.

Type: Panel　　　　**Level: Introductory**

Integrating Assistive Technology With Power Wheelchairs
Michelle Lange

Power wheelchairs can do much more than drive from one location to another. Power wheelchairs (PWCs) can also control external assistive technology (AT) devices through the driving method, such as a speech generating device. This session will present 1) alternative driving methods which can provide direct control of external AT, 2) using the PWC electronics to control AT via Infrared or Bluetooth, 3) interfacing direct to AT through additional PWC components, and 4) new SMART wheelchair technologies.

Type: Lecture　　　　**Level: Intermediate**

Improving Outcomes in Adults With ASD by First Changing How and What We Teach
Peter Gerhardt

While there may be several reasons for continued poor outcomes with many adults with ASD, the potential of behavior analytic intervention to develop more positive adult outcomes has yet to be fully realized. But for that to happen, the contingencies governing our current behavioral repertoire will need to shift. This presentation will identify a number of areas, both internal and external to the field, where a "contingency shift" may be necessary if the ability of behavior analytic intervention to significantly improve outcomes for adults with autism is to be more fully realized.

Type: Lecture   **Level: Experienced**

Raising Ry Ry: My Teenager With Autism
Sandra Hallett

This session shares one journey about her son with autism from the age of 8 until adulthood. The presenter will discuss how they navigated transitions and its challenges.

Type: Lecture   **Level: Introductory**

What's Next? Education
Teresa Kobelt, Carrie Spangler, David Cantrell, Diana Autin, Laurie VanderPloeg

Changes in federal law have meant more inclusive education and opportunities for learners with disabilities. However, the focus of those efforts and the "hot topics" change significantly over time. Hear from national leaders on *what's next?* Will universal design, positive behavior, disproportionality, family engagement, or alternative assessment still be "hot topics"? How will lawsuits or changes in leadership shift the conversation? Where are we headed? One in a series of roundtables featuring leaders from the disability field. Attend one or all.

Type: Panel   **Level: Introductory**

NETWORKING: Get to Know ACRES – The American Council of Rural Special Education
Mark Butler, Belva Collins, Kim Floyd

The American Council of Rural Special Education (ACRES) is a non-profit committed to the enhancement of services to children/adults with exceptionalities living in rural communities. We invite you to this networking opportunity to learn more about ACRES, how we work to fulfill our mission, and consider opportunities for the future. Representing ACRES will be the current board chair, former board chairs and early members, and representation from ACRES headquarters. ACRES is the only national organization devoted entirely to special education issues that affect rural America.

Type: Networking   **Level: Introductory**

Using LifeCourse Planning Tools to Support Your Child's Journey
Melissa Jackson, Kim Mathews, Corey Ferguson

The Charting the LifeCourse framework will be shared to help individuals and families of all abilities and all ages develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live.

Type: Facilitated Discussion   **Level: Introductory**

NETWORKING: OEC Resources Management
Sarah James, Earl Focht, Randall Kempton

Join OEC representatives to talk about resources management. Connect with others in the field and join in conversation around frequently asked questions.

Type: Networking   **Level: Introductory**

NETWORKING: ODE Whole Child Supports
Brittany Miracle

Join ODE representatives to talk about the Whole Child framework and supports. Connect with others in the field and join in conversation around frequently asked questions.

Type: Networking   **Level: Introductory**

12:45 - 1:45 pm

Introducing Ohio's Inclusion Policy Statement
Wendy Grove, Julie Stone, Laurie Dinnebeil, Nathan DeDino

State Leaders will introduce Ohio's 2021 Early Childhood Policy Statement by describing the parts of the statement and sharing their hopes for what the policy will do within their respective sector.

Type: Panel   **Level: Introductory**

Membership Means Everything
Loui Lord Nelson

You're not a special educator, but you understand how crucial it is that all students view themselves as part of your learning environment. You know about and implement Universal Design for Learning, and it makes sense to you that when someone feels like they belong everything is better for them. But when students with intellectual or developmental disabilities (IDD) join your class, you're not sure how to effectively bring them into the learning community. This session will guide you to think through options and a model for membership – something all students should experience.

Type: Lecture   **Level: Intermediate**

AAC Empowers People to Communicate and Direct Their Lives

Corinne Thomas-Kersting

Everyone deserves a robust communication system so they can fully participate in the human experience. Augmentative and Alternative Communication (ACC) offers opportunities for greater independence and quality of life for adults with developmental disabilities who cannot rely on speech alone. Attendees will learn about the team process for identifying communication needs, technology and supports that can enhance the communication process, and strategies for the AAC adult learner and their communication partners to successfully implement an AAC system.

Type: Lecture   **Level: Intermediate**

South Dakota Community-Based Transition Partnership

Emily Meier

Like many states, South Dakota recognized a need to improve transition services from high school to community living, employment, and postsecondary education for youth with disabilities. To address this need, a state transition leadership team was developed with core members of State Departments of Education, Human Services, Labor and Regulation, and Social Services along with families and self-advocates. This session will describe current efforts in developing and implementing a sustainable and comprehensive state plan for improving transition services and outcomes for transitioning youth.

Type: Lecture   **Level: Introductory**

Focus on Women on the Autism Spectrum

Ruth Aspy, Amy Bixler Coffin, Kelli Yeagley, Susan Rothschild, Siena Castellon, Emma Goodall

Experience firsthand and candid conversations from three autistic women and the parent of a young woman with autism as they share their personal stories of the journey to receiving a diagnosis, as well as the challenges that they faced in obtaining appropriate resources and services. Learn about their accomplishments, hopes, and aspirations as they work to improve the understanding and acceptance of women on the autism spectrum.

Type: Panel   **Level: Intermediate**

Family Engagement in Early Care and Education: Responding With Families to Developmental Concern

Tammy Funnell, Delphia Roberts-Brown

This interactive session will focus on observing children's development together with families and approaching conversations with families in a supportive way when developmental concerns arise. In addition, we will discuss the importance of partnering with families through the process of evaluation for possible services.

Type: Lecture   **Level: Introductory**

Research Symposium: Adapting During Covid

Sheila Smith, Myra Beth Bundy, Tara Bord, Haley Ingram, Gabriella Martin, Ameena Ahmed, Arianna Constantakes, Melissa Tapp, Janet Sanchez Enriquez

Come hear current research about ways individuals, parents, and clinicians were asked to adapt during the COVID pandemic. Several different research projects will be shared and a time of discussion will follow. Topics in this session include: emerging clinician comfort with providing online groups, adapting support for parents through online delivery, parent coping, stress, and self-compassion, and students needing to wear masks.

Type: Research Symposium   **Level: Intermediate**

Disability Revolution: Discussion About Crip Camp – Option 1

Katie Robinson, Simon Buehrer, Courtney Yantes

Join OCALI staff and members of the Good Life Ambassadors from Cuyahoga County Board of DD in a discussion of the Oscar-nominated film *Crip Camp: A Disability Revolution*, featuring Judy Heumann, this year's keynote presenter. Watch the film in advance, then bring your insights and reactions to share in a lively and thoughtful discussion. Every person will be impacted in unique ways by this film. We want to hear from you!

Type: Facilitated Discussion   **Level: Intermediate**

NETWORKING: OEC Gifted

Maria Lohr

Join OEC representatives to talk about gifted. Come participate in the conversation around frequently asked questions.

Type: Networking   **Level: Introductory**

NETWORKING: ODE Improvement and Innovation

Cynthia Dewey

Join ODE representatives to talk about improvement and innovation. Connect with others in the field and join in conversations around frequently asked questions.

Type: Networking   **Level: Introductory**

Ohio's Resources to Support Learners Who Are DHH, BVI, and DB

Christine Croyle, Lynne Hamelberg, Al LaBarre

Ohio has created a strong system of supports and services for every learner, including those with sensory differences such as learners who are D/HH, B/VI, or DB. Join us in this session as we share the latest resources, services, and supports specifically for these learners. We will highlight resources and training available from the Outreach Center at OCALI, the Ohio Center for Deafblind Education, the Ohio State School for the Blind, and the Ohio School for the Deaf. Join us for this session so you will be prepared and confident when a learner who is D/HH, B/VI, or DB enters your classroom, district, community, workplace.

Type: Lecture   **Level: Introductory**

Transition from EI to Preschool: Roles, Responsibilities, and Family Support

Lisa Hickman, Kristin Hildebrant, Marbella Caceres

In this session held by OCECD and DRO, parents will learn about one of the earliest transition experiences a child may have, moving from Early Intervention to Preschool. While much of our conversation will focus on procedure and process, many parents have shared that the experience between the two "feels different," making acknowledgment of these feelings and experiences just as important. Discussion about the emotional and social aspects of transition, tips and hints, as well as a discussion of roles and responsibilities (for professionals and parents) will be covered.

Type: Panel   **Level: Introductory**

Taking Assistive Technology Along:Increased Independence in Transitions for People With DD

M. Gayl Bowser

Successful assistive technology use in a school setting use does not always transfer to adult settings. If a person has the right kind of skills and supports during a transition, continuity of AT use is much more likely. This session will describe three primary aspects of transition preparation for students with developmental disabilities who use AT. They are AT skills for Independence; self-determination in AT use; and quality planning to include AT. We will offer examples of how AT supports ISP goals and helps individuals develop independence, with less need for support.

Type: Lecture   **Level: Introductory**

Keeping with the Times: Current Evidence-Based Supports for Autistic Learners

Kelly Mahler

Typically, most fields evolve and adapt as people learn from new evidence and lived experiences. The field of autism is no different – we've come a long way, but we all have a responsibility to continue to evolve and adapt to keep pace with the latest evidence and autistic experience. This session discusses common supports used to help autistic learners thrive and encourages us all to serve in ways that are in line with the most current science and autistic voice. Practical strategies will be shared to help us keep pace within several key areas including moving from social skills instruction to building meaningful social connections; from sensory exposure to sensory safety; from deficit-focused to strength-based; from theory of mind to theory of OWN mind; from trauma-unaware to trauma-informed; and from compliance-driven to regulation-driven.

Type: Lecture   **Level: Experienced**

Perspectives Project: Conversations With Individuals on the Spectrum and Their Families

Lori Chambers, Dixie Teeter, Lynn Loving, Rhonda Danner, Meggin Funk, Megan Misegadis, Megan Hoffey

The Perspectives Project is a Tri-State initiative that captures the voice of individuals on the spectrum and their families through recorded conversations. The videos were created to be utilized in professional development opportunities to give educators and service providers a deeper understanding to enhance individualized programing. In this session, we will share our process for interviewing and creating short video conversations that give first-hand perspectives of those living on the spectrum.

Type: Panel   **Level: Intermediate**

Dispute Resolution: Insights and Lessons from the Pandemic

Heidi Kleinman, Heather Clingerman, Kelly Walker

This session will give a brief overview of Facilitation, Mediation, State Complaints and Due Process Complaints, which are the Dispute Resolution processes within the Office for Exceptional Children. We will discuss how each of the processes have changed as a result of the COVID-19 Pandemic, data trends, and lessons learned to make each of these processes more accessible to parents and school districts.

Type: Lecture   **Level: Intermediate**

NETWORKING: Get to Know NTACT:C – the National Technical Assistance Center on Transition: The Collaborative

Catherine Fowler, Michael Stoehr

The National Technical Assistance Center on Transition: The Collaborative (NTACT:C) is a Technical Assistance Center co-funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA). They provide information, tools, and supports to assist multiple stakeholders in delivering effective services and instruction for secondary students and out of school youth with disabilities. Join us for this session to get to know more about this organization and its leadership.

Type: Networking   **Level: Introductory**

The Future is Now: Virtual Reality's Role in Developing Social Skills

Sean Smith

This interactive session will feature discussion, dialogue, and an illustration of how virtual reality can be used to support the development of social skills in students with autism and their peers with social skill deficits. Together, participants will explore the virtual environment that houses 140 school-based scenarios that are meant to teach knowledge and skills of 10 unique social skill domains and over 180 specific social skills.

Type: Facilitated Discussion   **Level: Introductory**

NETWORKING: Meet and Greet With Barry Prizant

Barry Prizant, Julie Short, Denise Sawan Caruso

Join us as we host a broader conversation with Dr. Barry Prizant. In addition to his book *Uniquely Human*, Dr. Prizant also hosts a podcast, featuring many guests who are autistic self-advocates. Bring your questions for Dr. Prizant, or join us just to listen in!

Type: Networking   **Level: Introductory**

NETWORKING: OCALI's Family and Community Outreach Center

Gwendolyn Harshaw, Jen Bavry

The Family and Community Outreach Center equips and empowers families with knowledge, information, and resources. They believe that families are an important asset in the equation of ensuring people with disabilities have the opportunity to live their best lives. They strive to build families' confidence and encourage a vision for the possibilities and opportunities for their whole family. To do this, they offer online tools, connect families to information and resources, and raise awareness and acceptance within the community.

Type: Networking   **Level: Introductory**

3:15 - 4:15 pm

Autism and Skilled Employment: Lessons from Employees, Supervisors, and Support Experts

Dora Raymaker

Autistic adults with skilled training experience barriers to employment. We interviewed employees, supervisors, coaches, and experts about employment success. Participants discussed high stakes of disclosure, unconventional pathways, service disconnects, mental health challenges, autistic advantages, discrimination, and defined success. Facilitators included flexible, accepting workplaces, respectful supervisors, and direct communication. We recommend holistic approaches to intervention that include supervisors, mental health support, safe disclosure, and destigmatizing disability.

Type: Lecture   **Level: Intermediate**

The Barriers that COVID Conquered: Shining a Light on Equitable Ed For All

Kelli Suding, Katie Taylor, Jena Fahlbush

While the pandemic tested our patience and resilience, there have been many silver linings. Attendees will find a high-energy, interactive discussion highlighting the learning barriers that were overcome during the pandemic. Presenters will model the principles of Universal Design for Learning through demonstrations of tools and strategies that bridged the gap during COVID. These tools are essential for equitable access and engagement in the classroom. Attendees will leave the session being able to discuss the continued need for implementation of these practices.

Type: Panel   **Level: Intermediate**

What's Next? Intersectionality

Teresa Kobelt, Talila Lewis, Johnson Cheu, D'Arcee Neal

People at the intersection of disability and race, ethnicity, and/or gender experience multiple "layers" of discrimination or marginalization. How do advocates see the conversation changing and advancing over the next few years? What or who are the drivers for change and where are they taking us? One in a series of roundtables featuring leaders from the disability field. Attend one or all.

Type: Panel   **Level: Introductory**

Discover The Joy of Making Assistive Technology

Therese Willkomm

This workshop explores the joy of rapidly making hundreds of AT devices for individuals with developmental or multiple disabilities. This session will discuss and demonstrate over 50 different assistive technology solutions that can be made in minutes using everyday simple tools and materials. Examples will include devices for reading and writing, life skills, holding and reaching, relaxation and self-regulation, eating and drinking, blind and low vision, mounting solutions for mobility impairments, solutions for communication impairments, and making solutions for work.

Type: Lecture　　　　　　　　**Level: Introductory**

Growing Forward, Together: Cincinnati Public School's Cross-Departmental Approach to Access and Equity

Bridget McComas, Sarah Morales, Debra Crawford, Dawn Williams, Lanisha Simmons

From the onset of school closures through the uncertainties of our current educational climate, Cincinnati Public Schools' departments of Curriculum and Instruction, Student Services, and district educators, used quality improvement systems to provide guidance for educators, students, and families supporting accelerated learning and learning recovery year round. This focus is on UDL practices, implementation of standards-aligned core curriculum, a robust Summer Scholars program and implementation of two-week cycle assessments to monitor progress and provide just-in-time interventions to our diverse learners district-wide. This session overviews systems and resources our educators are learning and implementing to reach each child.

Type: Panel　　　　　　　　**Level: Intermediate**

Self-Determination Assessment and Intervention

Karrie Shogren, Sheida Raley

This session will define self-determination and highlight how self-determination contributes to in-school and post-school outcomes for all youth, including youth with autism. The Self-Determination Inventory, a validated measure of self-determination, and ways it can be used to plan for and evaluate instruction will be described. The Self-Determined Learning Model of Instruction, an evidence-based approach to build self-determination abilities, and ways it can be implemented in inclusive general education classes and transition planning will be highlighted.

Type: Lecture　　　　　　　　**Level: Introductory**

Finding Resources to Help Children With Special Healthcare Needs

Melissa Jackson, Kim Mathews

The presenters will share a collection of state services and supports for families with children with autism. Additionally, they will showcase a variety of community supports and how to find them.

Type: Facilitated Discussion　　　　**Level: Introductory**

Valuing, Engaging and Empowering Fathers to Improve Family and Child Outcomes

Jen Bavry, Corey Ferguson, Mark W. Butler, Thomas Hess, Kimberly Dent, Kari Jones, Joshua Counceller

Engaging families at every level and inclusive of all voices lends to greater family and child outcomes, especially if the child has a disability. Oftentimes, the social norms and expectations are not inclusive of fathers. Additionally, various life experiences may hinder the ability of fathers to engage or simply recognize their role to engage in the outcomes of their children throughout various life stages. Join a conversation with Ohio fathers and professionals to examine the barriers in engaging, supporting, and empowering fathers and explore the possibilities to improve outcomes.

Type: Facilitated Discussion　　　　**Level: Introductory**

NETWORKING: OEC Low Incidence Disabilities

Sarah Buoni, Megan Flowers

Join OEC representatives to talk about low incidence disabilities. Connect with others in the field and join in conversation around frequently asked questions.

Type: Networking　　　　　　　　**Level: Introductory**

NETWORKING: ODE Learning and Instructional Strategies

Sherry Birchem, Kerry Martinez

Join ODE representatives to talk about learning and instructional strategies. Connect with others in the field and join in conversation around frequently asked questions.

Type: Networking　　　　　　　　**Level: Introductory**

The Past, Present, and Future: Look Back on Professor Tony Attwood's Inspiring Actions

Josie Santomauro

Writing the biography of professor Tony Attwood has allowed the speaker to see the notable and inspiring actions founded by him. The aim is to share the Professor's 50-year impact on autism and how the field has progressed particularly in the last fifteen years. What in particular were the changes he created, and what actions did he inspire? Speaker will highlight some takeaways that are transferable and applicable. The author will touch on her own journey as mother, writer, presenter and consultant and what changes she has seen and lessons learned along the way.

Type: Lecture   **Level: Intermediate**

ASD and the Steps to Being Social: A Practical Model for Developing Social Skills

Marci Laurel, Kathleen Mo Taylor

Social Engagement and the Steps to Being Social is a unique, visual tool developed to guide assessment and intervention across levels of support and age groups for individuals with ASD. The model addresses the need to break pivotal social skills into smaller steps that can be easily measured and targeted for growth. Components of social engagement and specific steps of being social will be identified. Evidence-based practices will be linked to teaching specific social skills. Emphasis will be on practical application.

Type: Lecture   **Level: Intermediate**

Empowering Kids With a Strong Home and School Connection

Lisa Orem, Janette Rondy

In this session, you will have the opportunity to see a variety of models and strategies we use to create a positive and collaborative connection with parents/families to work as a team. You will then learn how to use technology, create meaningful activities, and use a variety of strategies that foster collaboration and positive communication on behalf of students between school and home.

Type: Lecture   **Level: Introductory**

Using Songs and Synthetic Speech Singing as Boost to Universal Human Need of Self-Esteem

Jeff Moyer

This session will review the history of synthetic speech and synthetic speech singing and present readily-available, free musical resources to support individuals with disabilities. Moyer will provide an entertaining and informative overview about his free materials which can help those working with individuals with disabilities in numerous ways concerning social inclusion, positive behavior, and community engagement.

Type: Lecture   **Level: Introductory**

Disproportionality: Appropriate Identification for Special Education

Bernadette Laughlin, Debra Shirley, Shauna Schramke

Disproportionality is a measure of educational equity when students from specific racial groups are identified for special education at significantly higher rates than their peers. Students may suffer under misidentifications in special education. Overidentification may result in students placed in overly restrictive settings. Under-identification means students may not receive needed services. Inappropriate identifications lead to disproportionality. Join staff from the Office for Exceptional Children to learn how appropriate identification prevents disproportionality.

Type: Panel   **Level: Intermediate**

Itinerant Teachers and Their ECE Partners: Supporting Inclusion One Step at a Time

Laurie Dinnebeil

Community-based ECE programs are great settings to support the development of young children, including young children with disabilities. School districts and local education agencies are mandated to provide itinerant services for young children if the IEP team decides that one of these programs can best meet the child's needs. Find out the best way that professionals can work together to support inclusive experiences.

Type: Lecture   **Level: Intermediate**

Research Symposium: Using Technology to Support Mobility

Sheila Smith, Kaetlyn Culter, Madelyn Betz, Bethany Frick

Come hear current research on technology and mobility. Several different research projects will be shared and a time of discussion will follow. Topics in this session include: assistive technology focused on public transportation, rehabilitation technology and policy, and video modeling to teach new skills.

Type: Research Symposium   **Level: Introductory**

Applying a Framework to the OCALICON Content: Participant Dialogue

Catherine Fowler, Michael Stoehr

Presenters will guide participants as they apply the framework of the Taxonomy for Transition Programming 2.0 to reflect on current practice, knowledge, and content presented during OCALICON. This session will give participants the opportunity to consider and discuss learning and program needs with their colleagues, as they prepare to engage in the remainder of the OCALICON experience.

Type: Facilitated Discussion   **Level: Intermediate**

NETWORKING: Meet Teacher of the Year Anthony Coy-Gonzalez and Other Deaf Educators

Anthony Coy-Gonzalez, Dennis Williams, Tamara Burnett-Penny, Leslie MacFarland

Join this meet and greet session to talk more with Teacher of the Year Anthony Coy-Gonzalaez and other fellow deaf educators.

Type: Networking   **Level: Introductory**

NALS Networking

Lee Stickle

This closed session for the National Autism Leadership Collaborative provides an opportunity to hear updates from states about work and initiatives that have continued to excite us since we last met in May. We will also discuss sessions you have already attended and those you are looking forward to throughout the conference. Join us for a time of networking and catching up!

Type: Networking   **Level: Experienced**

Thursday, November 18, 2021

8:45 - 9:45 am

Ensuring Technology Access for Students Who Are DHH Across Multiple Learning Spaces

Carrie Spangler, Gail Whitelaw, Abbey Weaver

Access for DHH students is critical to maximize communication and learning. The presenters address considerations in working with students with hearing loss, describing functional communication needs in the classroom. Hearing technologies will be highlighted and current options will be described. Options and solutions to support digital access of language in the classroom will be suggested. The goal of the session is to empower classroom teachers and related personnel with options for students and to provide a starting point to explore tools and technology that ensure access.

Type: Panel   **Level: Intermediate**

UDL Move Your Curriculum Materials Above the Average

Heidi Orvosh-Kamenski, Cherie Smith, Matt Bergman

Participants will learn how to make lessons and curriculum materials more accessible to learners by exploring and infusing technology apps, extensions, and tools. Participants will explore ClassKick, Mote, HelperBird, and Hyperdocs. Participant's will be empowered to remake any lesson materials and redesign them to make them accessible for learners.

Type: Lecture   **Level: Intermediate**

Understanding and Implementing Certified Youth Peer Support Programs

Angela Lariviere, John Dellick, Kaylea Dillon, Elizabeth Bee

Ever wonder about Youth Peer Support? This session discusses Youth Peer Support and how to use it to support youth in their communities. A panel of youth leaders discuss the foundation and function of Youth Peer Support and share their experiences as certified youth peer supporters and advocates. Participants will learn about the Ohio's Certification Process and curriculum. The panel will also share their experience developing supports for youth during COVID. Discussion will include virtual support groups, care packages, check-ins, and an exciting new HIPAA-certified app that will allow peers to connect in new and innovative ways.

Type: Panel   **Level: Intermediate**

Diagnosed at 90! Autism and Aging Well

Richard Ibbotson, Lynsey Stewart

The presentation is based on participatory research and findings from a co-produced pilot project, delivered in 3 areas of Scotland. We will look at the impact of the increase in diagnosed autistic people entering into older peoples services as well as older people being diagnosed late in life. Physical, sensory, social, and cognitive changes happen as you age, but what does that mean if you already have differences in these areas? The presentation will give an overview of the autism and ageing training developed and delivered to support staff in older people's services.

Type: Lecture   **Level: Intermediate**

The Four Keys to Success in Dual Diagnosis
Julie Gentile

This session utilizes clinical vignettes, each with a need for specialized linkages and resources. The intricacies of specific areas of pharmacologic management for ID will be reviewed, as well as variations in laboratory values in different ethnic populations. Adapted interventions shown to be effective in patients with ID with gender diversity, and structural racism in treatment relationships will be discussed. Many individuals with ID have undiagnosed or undertreated medical conditions; expanded laboratory panel and strategies to prevent emergency department visits and hospitalizations will be discussed.

Type: Lecture   **Level: Intermediate**

What's Next? Home and Community
Teresa Kobelt, Jeremy Morris, Kelly Buckland, Thomas Foley, Maria Town

Our country has a long, complex history moving away from institutions toward community. While the promise hasn't been fully realized, what's next? Where do we go from here? Representatives working in independent living and community-based services will discuss the future. What will it take to get us there? One in a series of roundtables featuring leaders from the disability field. Attend one or all.

Type: Panel   **Level: Introductory**

Research Symposium: Screening, Early Identification, and Access
Sheila Smith, Hyo Jung Lee, Youngsun Lee, So Yoon Kim, Shirley Peganoff O'Brien, Myra Beth Bundy

Come hear current research from various countries about screening, early identification, access, and providing services. Several different research projects will be shared and a time of discussion will follow. Topics in this session include: health disparities in urban and rural settings, and the development of a screening tool instrument in South Korea.

Type: Research Symposium   **Level: Intermediate**

NETWORKING: ODE Transition
Amy Szymanski

Join ODE representatives to talk about transition. Connect with others in the field and join in conversations around frequently asked questions.

Type: Networking   **Level: Introductory**

NETWORKING: OEC Diverse Learners
Sarah Buoni

Join OEC representatives to talk about diverse learners. Connect with others in the field and join in conversations around frequently asked questions.

Type: Networking   **Level: Introductory**

NETWORKING: OCALI's Autism Center
Amy Bixler Coffin, Julie Short, Wendy Szakacs, Denise Sawan Caruso

Join us to talk with staff from our Autism Center. The Autism Center works to build the capacity of school districts and other education agencies to improve their instruction and support for individuals with autism. They do this by serving as a trusted, high-quality source of information on research, resources, and trends and by providing evidence-based training, technical assistance, and consultation that equips professionals to foster learning and growth that meets individual student needs.

Type: Networking   **Level: Introductory**

10:00 - 11:00 am

Gathering Ideas for State and National Literacy Models for Complex Learners
Matthew Martinez, Beth Gilchrist, Nancy Childress, Shawna Benson

Gathering Ideas for State and National Literacy Models for Complex Learners will discuss how two states, North Carolina and Ohio, have developed a collaborative relationship regarding professional learning for teachers of students with significant and complex disabilities. This panel will discuss the parallel journey between two states around comprehensive literacy assessment and instruction professional learning.

Type: Panel   **Level: Introductory**

No Tech, No Way! Now What??
MoE Buti

Some students don't have internet access at home/school, a computer, or cannot attend or access information through a computer. Now what? Don't worry – unplugged is not the same as not being taught. There are many ways to utilize items around home/school, hands-on activities, and other assistive technologies. We will explore ways to continue learning and improving skills during remote learning and/or the classroom. These will keep students learning through things in their environment. This will be fast-paced and fun!

Type: Lecture   **Level: Intermediate**

Including Students with ASD in Tier 2 of School-Wide Positive Behavioral Interventions and Supports
Megan Carpenter, Ya-yu Lo, Virginia Walker, Melissa Tapp, Andy Werner

School-wide positive behavior interventions and supports (SWPBIS) is a tiered framework to support the behavioral needs of all students in a school. However, students with ASD are not always included. Researchers will present results on the effects of Check-In/Check-Out, a Tier 2 intervention, on the behaviors of students with ASD and extensive support needs.

Type: Lecture   **Level: Intermediate**

Bibliotherapy: The Original Social Narratives

Kari Dunn Buron

In early childhood and throughout elementary school years, typical children spend thousands of hours interacting with other children in increasingly complex ways learning how to solve social problems. Social play involves planning, negotiating, problem solving, and flexible thinking. Children who have difficulty with peer interactions often miss out on these rich play experiences that form the foundation of friendships and shared memories. Research suggests that reading a story about a character with a similar issue to your own exercises the same part of the brain that you would exercise if you were interacting with another person. This session will address bibliotherapy.

Type: Lecture   **Level: Intermediate**

Dispelling Myths about Funding Inclusionary Environments Part 1: Provider Experiences

Wendy Grove, Suzanne Prescott, Jennifer Haddow, Amy Wise, Aliceson Carver

This session will provide a facilitated panel of early care and education providers who have created safe and healthy environments for very young children with disabilities. The session facilitator will ask the panelists to describe their experiences in identifying what their program needed and how they created spaces where young children with disabilities thrive.

Type: Panel   **Level: Introductory**

Housing through an Autism Lens

Maddy Dever, Courtney Weaver, Pari Johnston

How can we support housing for autistic adults so it meets their needs throughout their life? This session explores centering housing needs on what autistics and their families say they need, making housing access equitable over the long term, meeting changing needs, making things more accessible (universal design), and making the system itself more navigable. Respecting autistics' agency regarding making their own housing decisions can lead to stable housing which encourages the participation and inclusion of autistics in their wider community. Housing is the foundation of community and workforce participation and those needs may change over their lifetime.

Type: Lecture   **Level: Intermediate**

NETWORKING: ODE Federal Programs

Diane Neal

Join ODE representatives to talk about federal programs. Connect with others in the field and join in conversation around frequently asked questions.

Type: Networking   **Level: Introductory**

Supporting Deaf People into Employment

Suzie Beaumont

Communication Specialist College supports deaf young adults into employment. Students engage in a supportive curriculum that empowers them and allows opportunity to experience the world of work with real employers.

Type: Facilitated Discussion   **Level: Intermediate**

NETWORKING: OEC Dispute Resolution

Heidi Kleinman, Sandy Kaufman

Join OEC representatives to talk about dispute resolution. Come participate in the conversation around frequently asked questions.

Type: Networking   **Level: Introductory**

NETWORKING: OCALI's Executive Director

Shawn Henry

Join us for a time to meet and learn more about OCALI's executive director Shawn Henry.

Type: Networking   **Level: Introductory**

11:15 am - 12:15 pm

What's Next? Federal Policy

Teresa Kobelt, Denise Rozell, John Moore, Jennifer Johnson, Andres Gallegos

Ten months into a new administration – what might the next few years hold? Agency leaders share what's happening on the federal level. What changes can we expect in policy, practice, or priorities? How is their work shifting as a result of self-advocates and allies? One in a series of roundtables featuring leaders from the disability field. Attend one or all.

Type: Panel   **Level: Introductory**

UDL: Beyond the Classroom

Lisa Arthur, Jaclyn Disibio

This session is designed to take UDL Beyond the Classroom and into professional development, staff meetings, collaborative planning sessions, DLTs, BLTs, and more. With a focus on adult learner environments, participants will: 1) learn how to identify high-probability barriers and leverage the UDL framework to provide options for engagement, representation, and action and expression; and 2) utilize tools to support the universal design of environments and content in order to expand educators' practices in reaching each child.

Type: Lecture   **Level: Intermediate**

Counseling for Autistic Adults: The Good, Bad and Indifferent
Richard Ibbotson, Lesley Evans

Why are autistic people referred to counseling and with what expectations? Are mainstream counseling approaches suitable? What adaptations are needed? What additional skills or knowledge are required of the counselor? What are the experiences of autistic people? Considering current thinking around counseling for autistic people, we will draw on the experiences of autistic people, autistic counselors, and counselors who specialize in working with autistic adults. We will consider this in context of recognized best practice in counseling ending with recommendations and observations.

Type: Lecture   **Level: Intermediate**

A Reflection of the Pandemic's Impact on the Education of Students With Visual Impairments
Tiffany Wild, Danene Fast

As little was known about COVID-19, the impact abruptly closed schools and forced many families to make decisions regarding caretaking and jobs – and forced teachers to instruct using modalities not previous used. While we all may have thought the impact would only be in spring 2020, impacts to education remained the entire 2020-2021 school year. This presentation will present data collected to discuss how the education of students with visual impairments was impacted. Suggestions on how to use the data presented to advocate for students with visual impairments will be provided.

Type: Lecture   **Level: Intermediate**

PEERspective: Because Everyone Deserves A Friend
Jennifer Schmidt, Megan Barrett

In 2007, Beavercreek High School piloted their first Communication Class based on the PEERspective model with six trained peer coaches. The district has trained more than 50 peers with classes across the district. The PEERspective model teaches students with autism social skills through intentional lessons, high level curriculum, and evidence based practices in the field of autism, including the use of peer coaches. In this session, participants will learn about the evidence based practices that are the foundation of the PEERspective Learning Approach and how to implement a class in their setting.

Type: Lecture   **Level: Introductory**

Loving Lincoln and Oskar: A Mom's Journey Through Autism
Erin Simmons

This session is an honest and emotional look into the day-to-day life of raising children. The presenter has 6 kids, two of whom have autism. The struggles, obstacles, supports, and joys of raising children will be shared. The main focus will be on her boys: Lincoln is 7 years old, he has severe non verbal autism, OCD, ADHD, severe anxiety and challenging behaviors. Oskar is 6 years old and he has autism, anxiety, and ADHD. Come learn about the feelings and experiences from the first time these parents noticed a difference through the older son entering 1st grade.

Type: Lecture   **Level: Introductory**

NETWORKING: OEC Related Services
Bernadette Laughlin

Join OEC representatives to talk about related services. Connect with others in the field and join in conversations around frequently asked questions.

Type: Networking   **Level: Introductory**

All About AIM: Autism Internet Modules
Wendy Szakacs, Kathleen Quill, Bobby Huffman, Paul LaCava

Do you have questions about video modeling? Or language and communication of individuals with autism? Or how to use special interests in the classroom? Join us to hear authors Dr. Paul LaCava, Dr. Kathleen Quill, and Bobby Huffman tell about their Autism Internet Modules and answer your questions on these topics.

Type: Facilitated Discussion   **Level: Introductory**

NETWORKING: ODE Community Schools
Karl Koenig

Join ODE representatives to talk about community schools. Connect with others in the field and join in conversations around frequently asked questions.

Type: Networking   **Level: Introductory**

NETWORKING: OCALI's Lifespan Transition Center
Chris Filler, Alex Corwin, Starr Dobush, Jenna Allen

The Lifespan Transitions Center works to equip communities to support the successful and unique transition of individuals with disabilities to ensure they can live their best lives for their whole lives. They do this by being agency-neutral, outcome-focused, and person-centered in offering resources, training, and technical assistance to create successful support systems that incorporate community living and employment.

Type: Networking   **Level: Introductory**

12:45 - 1:45 pm

Mission Accessible: Literacy in Action

Angelica Gagliardi, Kelly Lusk, Michelle Motil

Would you like to know how to read with a child who is D/HH or B/VI? Don't know ASL yet? Don't know braille yet? No problem. Attend our session to learn interactive literacy strategies and routines that will build your child's reading and writing skills. Specifically, find out how to support children who are deaf/hard of hearing or blind/visually impaired and walk away with a list of use-today resources to guide you on your reading and writing journey with your child. Literacy can be accessible to everyone when we are willing to accept the challenge, so come jump into action with us.

Type: Panel　　　　　　　　　**Level: Introductory**

Focus on the Fence: Policy, Practice, and Positive Outcomes for Children

Charles Barrett

This session will encourage attendees to critically examine how policies and practices affect children. Using a social justice orientation that critiques systemic structures and processes, and Bronfrenbrenner's Ecological Systems Theory, the session will highlight how fences (e.g., systemic racism, discipline policies and practices, inadequate access to opportunity and resources) affect children, families, schools, and communities. Policymakers, principals, central office administrators, teachers, and mental health providers will learn how social justice practices promote equitable outcomes.

Type: Lecture　　　　　　　　**Level: Intermediate**

Strategies to Improve Mental Health Outcomes and Daily Life for ASD Adolescents and Adults

Barry Grossman, Kim Clairy, Ruth Aspy

People on the spectrum often cope with the sense of being different and feeling the need to mask those differences along with a sense of shame. Addressing these feelings and the characteristics of autism itself is central to improving mental health outcomes and developing self-care strategies. In order to be effective, those who work with ASD individuals need to expand their approach and adapt well-worn strategies. Five key categories of questions guide individuals on the spectrum and providers in developing effective supports and improving outcomes.

Type: Panel　　　　　　　　　**Level: Intermediate**

Digital Learning: APH Hive Courses Built For You

Amy Campbell

In the past twenty years e-learning increased globally by 900%. Its self-paced, student-centered, and quick delivery of instruction makes it appealing for many whom want to learn more. Now professionals in the field of Visual Impairment have access to a hub of learning opportunities called the APH Hive. Attend this presentation and discover how this free resource equips educators to meet the service needs of individuals with visual impairment, including blindness.

Type: Lecture　　　　　　　　**Level: Introductory**

Rural Special Education Quarterly: Discussion of Issues Facing Rural Special Educators

Caroline Fitchett, Brittany Hott, Ann Berry, Ginevra Courtade

Rural Special Education Quarterly (RSEQ) is produced by the American Council on Rural Special Education (ACRES). RSEQ is the only national journal devoted to rural special education issues. The journal's purpose is to provide articles concerning laws and policy and other events relevant to rural individuals with disabilities, progressive service delivery systems, reviews of relevant conferences and publications, and resources for rural special educators. The purpose of this panel is to disseminate findings recently published in RSEQ and discuss practitioner-focused results.

Type: Panel　　　　　　　　　**Level: Intermediate**

Dispelling Myths About Funding Inclusionary Environments Part 2: How To Do It

Wendy Grove, Aliceson Carver

The session will outline various funding sources and tips for accessing funds to serve a young child with a disability that are publicly funded including Publicly Funded Child Care, Special Needs Subsidy, Preschool Special Education, Early Childhood Education, and others.

Type: Lecture　　　　　　　　**Level: Introductory**

Unstuck: Stepping Into An Intervention Framework to Improve Our Own Teaching Practices

Robert Pennington

Maintaining a high-quality educational program for students with ESN is a rewarding but difficult endeavor. New and experienced educators alike often find themselves stuck in patterns of teaching behavior that may adversely affect student outcomes and reduce job satisfaction. The presenter will describe how the educational environment shapes our teaching behaviors, outline essential features of strong educational programs, and offer a roadmap for arranging circumstances to facilitate professional growth towards our most effective teaching selves and ultimately, best outcomes for students.

Type: Lecture　　　　　　　　**Level: Intermediate**

NETWORKING: ODE Nonpublic Educational Options

Jacqueline Cheadle

Join ODE representatives to talk about nonpublic educational options. Connect with others in the field and join in conversation around frequently asked questions.

Type: Networking **Level: Introductory**

Creating Great Meetings for Schools and Families

Thomas Capretta, Megan Horstmeier, Kimberly Moritz

This presentation will provide an overview of considerations for school staff when hosting meetings with families. We all know meetings can be overwhelming for families and stressful for educators. With the information and resources presented today, we intend to shift meetings with families in your organization from a "battleground" to a "middle ground" where all families are valued and feel comfortable collaborating with educators to ensure appropriate opportunities for all students.

Type: Facilitated Discussion **Level: Intermediate**

NETWORKING: Family Engagement in the Transition Years

Dawn Rowe, Alex Corwin, Amy Szymanski

Interested in learning more about family engagement and the impact on post-school outcomes for youth with disabilities? Join us for a meet and greet with presenters Dawn Rowe, Alex Corwin, and Amy Szymanski as they discuss these topics further. Bring your questions or listen in to learn more!

Type: Networking **Level: Introductory**

NETWORKING: Get to Know OAR – The Organization for Autism Research

Michael Maloney, Kimberly Ha, Amanda Rioux

OAR's mission is to apply research to the challenges of autism. They strive to use science to address the social, educational, and treatment concerns of self-advocates, parents, autism professionals, and caregivers. The studies they fund and the information they provide have meaning in the day-to-day lives of persons with autism and their families. Rather than fund research relative to cause and cure, they funds pilot studies on topics of every day relevance such as education, parent and teacher training, communication, self-care, social skills, employment, behavior, and adult and community issues. Come join this session to get to know more about this organization and its leadership.

Type: Networking **Level: Introductory**

2:00 - 3:00 pm

Supporting Equity Through Access: Deaf, Hard of Hearing, Blind, or Visually Impaired

Heather Herbster

Information empowers us and promotes independence. When we understand what it takes to engage with others, we cultivate environments that reduce barriers and build connections. Since its release, the "Promoting Access for People who are Deaf, Hard of Hearing, Blind, or Visually Impaired" module has been used to increase awareness on access and equity for individuals and within learning communities. The purpose of this session is to provide an overview of the tool with examples of ways it is being used to contribute to meaningful conversations about equity and access.

Type: Lecture **Level: Introductory**

UDL: The Good, The Bad, and The Ugly!

George Van Horn, Tina Greene, Rhonda Laswell

Bartholomew Consolidated School Corporation's Universal Design for Learning journey began over two decades ago. In an effort to serve more students in the general education learning environment, BCSC determined that UDL was the framework that could support the design and delivery of instruction for all their students. As a result, BCSC has experienced the good, the bad, and the recursive of UDL implementation. In this session you will have the opportunity to hear from a team that has experienced the beauty of success, the challenges of change, and barriers of both bureaucracy and mindset.

Type: Panel **Level: Intermediate**

What Have I Gotten Into? Leadership Skills For New Administrators

Andrea Faulkner

This session provides those new to leadership with the skills needed to successfully navigate leadership responsibilities in today's world. Content focuses on school leaders with less than 3 years of leadership/administrative experience and/or those who desire to lead.

Type: Lecture **Level: Introductory**

Leveling UP! Providing Valid and Useful Regulatory Support

Amy Laurent, Jacquelyn Fede

Neurodivergent individuals often exhibit behaviors deemed to be problematic and challenging. This presentation reframes typical perceptions of challenging behaviors by examining them in relation to a complex array of factors that influence a person's regulatory profile (e.g., physiological, sensory, motor, etc.). Discussion will center on how factors interact and compound. Topics will be explored from a first-person autistic perspective and a developmental perspective. Practical strategies for supporting energy regulation developed by Autism Level UP! will be discussed.

Type: Lecture **Level: Intermediate**

Collaboration in Action Across Minnesota: Improving and Providing Support for Individuals With ASD

Erin Farrell, Nicole Berning

This session will provide an overview of the process of collaboration across agencies and how it benefits streamlining communication and access to resources for families, educators, and individuals with ASD. The presenters will share information for early identification, early access to services, dissemination of resources created, collaboration with agencies, and collaboration with stakeholders. Participants will leave the session with examples of documents and resources that have been provided through these collaborative efforts. Presenters will share data on growth of access to services that support individuals with ASD in home, school, and community environments.

Type: Lecture   **Level: Intermediate**

Supporting Parents and Professionals: What We Do In Ohio

Lisa Hickman, Dee Marks, Jacqueline Howley, Sandy Brickner, Rachel Barnhart

OCECD and the Parent Mentors of Ohio have a history of service, but many are unaware of their existence or how each can assist. Both groups will present information regarding supports and services available to assist parents of children with disabilities, students, and professionals. This review will allow families another way to learn about processes and increase engagement in their child's education, and share with professionals resources to assist families. All will leave with information about resources, tools for learning, and be aware of direct support that is offered.

Type: Panel   **Level: Introductory**

Research Symposium: Young Adults

Sheila Smith, Tara Bord, Caycie Smith, Laurel Snider, Matthew Segall, Hannah Batsche, Carson Barnett

Come hear current research about transition, college students, and young adults. Several different research projects will be shared and a time of discussion will follow. Topics in this session include: social groups for adults with developmental disabilities, effects of mentorship on autistic college students, and the alignment of needs to transition activities.

Type: Research Symposium   **Level: Intermediate**

Growing Family Resilience: Why Caring for Others Requires Caring for Oneself

Claudia Lopez

Difficulties, challenges, and pain are unavoidable in life. We cannot control stressful situations, but we can choose to respond differently to them. How can we respond differently when faced with stress? What does it even mean to respond differently? It all sounds daunting – just one more thing to add to the long to-do list for caregivers. When talking about mindfulness and self-care it seems we need more time – a special time – for these practices and to care for ourselves. Based on solid research, this session will offer knowledge to navigate stress and practices to take wherever you go.

Type: Facilitated Discussion   **Level: Intermediate**

NETWORKING: ODE Career Technical Education

Rebecca Crance

Join ODE representatives to talk about career technical education. Connect with others in the field and join in conversation around frequently asked questions.

Type: Networking   **Level: Introductory**

NETWORKING: OCALI's Office of Policy

Teresa Kobelt

The Office of Policy works to connect research, real life, and policy so people with disabilities can live their best lives for their whole lives. They work across public and private sectors to inform decision makers, create practical, innovative policy, and establish partnerships that improve the lives of people with disabilities.

Type: Networking   **Level: Introductory**

3:15 - 4:15 pm

The Role of the University in Preparing and Supporting Special Education Professionals

Melissa Jones-Bromenshenkel, Megan Reister, Brittany Hott, Melinda Ault, Emily Sobeck, Melinda Leko, Ginevra Courtade, Lori Slater, Brian Reid

Rural students need and deserve effective teachers – those who are well-prepared and can provide high quality services. However, there is a serious (and growing) shortage of special education professionals with rural areas often feeling the most significant impact. It is clear that preparation, recruitment, and retention matter. This session will bring together university faculty who are committed to helping rural schools fill their need for qualified special educators and related service professionals to share their programs and initiatives.

Type: Panel   **Level: Introductory**

Mastering Executive Function Skills from School to Adult Life

Carol Burmeister, Sheri Wilkins

Students with autism and related disabilities often struggle with executive function skills. The good news for parents and educators is that EF skills can be taught. Furthermore, students can be taught to select and use strategies for building EF skills independently, leading to greater self-determination and success in school and life after school. Teaching through a gradual release of responsibility, teachers can prepare students to use strategies effectively across environments.

Type: Lecture   **Level: Intermediate**

A Holistic Approach to Transitions in Health, Education and Employment

Emily Meier, Celina Urquidez, Wendy Parent-Johnson

Transitions in health, education, employment, and independent living for youth with disabilities or significant healthcare needs are intertwined and most effectively achieved through collaboration. This session describes South Dakota and Arizona's innovative, comprehensive, multidisciplinary team approach to facilitating transitions. It will provide strategies used and lessons learned that guide and support the adolescent and family's role as unofficial care coordinator in healthcare, employment, personal supports, education, independent living, self-determination, and future planning.

Type: Lecture   **Level: Introductory**

Racial and Ethnic Disparities in the Identification of Autism Spectrum Disorders

Amy Bixler Coffin, Marbella Caceres, Iliana Martinez, Gwendolyn Harshaw, Gene Harshaw, Reginald Fields

Research has shown in the last decade that race and ethnicity have affected the diagnosis/identification of autism spectrum disorder in children of color. The impact of delayed intervention, access to services and treatment, and overall understanding of the underlying needs of children/youth with ASD can influence the opportunity for them to live their best lives. Join this panel of parents as they share their journeys of attaining a diagnosis for their children and the lessons that they learned.

Type: Panel   **Level: Introductory**

Planning for the Future: Maximize and Maintain Benefits With STABLE Accounts and Trusts

Logan Philipps, Doug Jackson

Many families are concerned about the transition to adulthood and independent living. The STABLE Account and trusts offer solutions to many of the issues facing individuals with disabilities. The STABLE Account offers a unique opportunity for a person with a disability to save and control money like never before without risking eligibility for government benefits. Combining the powers of a Discretionary Trust established by third parties with the STABLE Account offers saving and spending opportunities than can enhance the independence of individuals with disabilities.

Type: Lecture   **Level: Introductory**

How To Make The Work Of Special Education Easier and Better For Kids

Nathan Levenson

Being a special educator has always been a hard job. A year of remote and hybrid learning has pushed some staff to the breaking point and addressing learning loss will further tax staff. This session will share practical and impactful strategies to make the work of special educators, school psychs, and related service staff easier, more rewarding, and more impactful.

Type: Lecture   **Level: Intermediate**

NETWORKING: Loving Lincoln and Oskar: Meet the Mom

Erin Simmons

Bring your questions about this earlier presentation. Listen in as the presenter will continue to discuss future plans, how they handle stress, and obstacles they face. Learn about supports that have helped this family and share your own ideas and resources that have been beneficial to you.

Type: Networking   **Level: Introductory**

NETWORKING: Reflections on Literacy for Learners Who Are Blind or Visually Impaired

Angelica Gagliardi

Participants will reflect on the information they engaged with relating to literacy for learners who are blind or visually impaired during their OCALICONLINE experience. What did you learn? How will this look in your classroom? What do you hope to dig deeper with when the conference ends?

Type: Networking   **Level: Introductory**

NETWORKING: OEC Supports and Monitoring

Monica Drvota

Join OEC representatives to talk about supports and monitoring. Connect with others in the field and join in conversations around frequently asked questions.

Type: Networking   **Level: Introductory**

NETWORKING: ODE Early Learning and School Readiness

Wendy Grove

Join ODE representatives to talk about early learning and school readiness. Connect with others in the field and join in conversations around frequently asked questions.

Type: Networking **Level: Introductory**

4:30 - 5:30 pm

Literacy Instruction for D/HH Students: Promising Practices

Janelle Huefner, Bobbi Colatruglio

Literacy instruction for individuals who are D/HH will be explored during this session including the science of reading, OG principles, evaluation considerations, treatment principles, and case studies will be highlighted. Implications for instruction will be considered for individuals who communicate with spoken language, sign language, or use both modalities.
This session will be a more in-depth look at literacy development and builds on concepts from the session titled "Effects on Language and Literacy Development for Students Who Are D/HH."

Type: Lecture **Level: Intermediate**

UDL: Going Beyond Access

Nicole Herbert, Lisa Hite

This session will examine how the Universal Design for Learning Framework takes teaching and learning beyond access and into socially-just education. Reviewing data on marginalized populations will reveal that the time is now; to eliminate the barriers and inequalities of teaching and learning that exist as well as the need to continue the work of the UDL framework. We will discuss key concepts and ideas from Katie Novak and Mirko Chavin's book *Equity by Design* along with providing ways to put them into action.

Type: Lecture **Level: Intermediate**

Supporting Parents to Make Social and Emotional Learning Stick!

Elizabeth Sautter

Our world is filled with complicated social situations that can be sticky to navigate – both emotionally and socially, especially for those with autism or social challenges. This presentation provides research-based, practical strategies that will empower parents and caregivers, and the educators who support them, to embrace teachable moments in developing social emotional learning through daily routines and activities.

Type: Lecture **Level: Introductory**

DPS's Inclusion Journey: Building the Capacity of School Leaders to Lead for Inclusion

Robert Frantum-Allen

In 2017, Denver Public Schools was directed by the board of directors to develop a long-term strategic plan to improve special education services. This presentation outlines the journey with recommendations for school districts who are interested in a similar path. As the result of the process from a listening tour to task force recommendations being presented to the board, the special education department created a long-term strategic plan which focused on building the capacity of school leaders with three key strategies: a school-wide vision for inclusion, a school calendar that allows for collaboration, and a commitment to ongoing professional learning for all staff on inclusive practices.

Type: Lecture **Level: Intermediate**

Early and Often: Ohio's Innovative Efforts to Strengthen Infant and Early Childhood Mental Health With Cross Systems Collaboration

Grace Schoessow, John Kinsel, Pam Hamer, Lillian McCree, Malissa Doster, Jennifer Frey

This session will provide an aerial view and a ground level look at Ohio's innovative efforts to strengthen Infant and Early Childhood Mental Health through cross-systems collaboration. Participants will explore the local IECMH provider perspective on the cross-systems innovations, and learn about the opportunities available statewide to develop the capacity to intervene early and often.

Type: Panel **Level: Introductory**

College and Career Readiness for Youth with Complex Support Needs: Moving Toward Inclusion

Mary Morningstar

This session shares evidence-based practices for preparing students with complex support needs to be college and career ready (CCR) through IDEA transition planning and services. The session will introduce a supports framework for CCR specifically for students with severe disabilities (CCR-SD, Morningstar, Zagona et al., 2018). Participants will learn about evidence-based transition practices within schools and communities leading to: inclusive employment, postsecondary education, and community participation/independent living.

Type: Lecture **Level: Intermediate**

Research Symposium: Instruction and Implementation

Sheila Smith, Michelle Tofte, Natalie Andzik,
Carissa Jackson, Paul LaCava

Come hear current research about instruction, evidence-based practices, and implementation. Several different research projects will be shared and a time of discussion will follow. Topics in this session include: adjusting project-based learning for students, and understanding, valuing, and using evidence-based practices.

Type: Research Symposium **Level: Intermediate**

Disability Revolution: A Discussion About Crip Camp - Option 2

Simon Buehrer, Courtney Yantes, Will Gallup,
Sean Walker, Jill Hudson

Join OCALI staff and members of the Good Life Ambassadors from Cuyahoga County Board of DD in a discussion of the Oscar-nominated film *Crip Camp: A Disability Revolution*, featuring Judy Heumann, this year's keynote presenter. Watch the film in advance, then bring your insights and reactions to share in a lively and thoughtful discussion. Every person will be impacted in unique ways by this film. We want to hear from you!

Type: Facilitated Discussion **Level: Intermediate**

NETWORKING: OCALI's Assistive Technology and Accessible Educational Materials Center

Jan Rogers, Rachel Schultz, Jennifer Govender,
Heather Bridgman, Judy Siens, Kelly Houston,
Katie Robinson, Lisa Modena

Join us to talk with staff from the Assistive Technology & Accessible Educational Materials (AT&AEM) Center. The AT&AEM Center is committed to ensuring access for all people with disabilities. The center promotes accessibility and personalization, creates and disseminates accessible materials, and offers specialized training and technical assistance.

Type: Networking **Level: Introductory**

Friday, November 19, 2021

8:45 - 9:45 am

How Do You Make Language and Communication Happen in 2021?

Angelica Gagliardi, Julie Stewart, Mark Campano

Where do we begin language and communication development? Often language and communication development happens gradually; small changes occurring over time are hard to see when you experience them every day. This is why formal assessments for students who are deafblind, deaf, and hard of hearing are critical to our educational planning and service provision. By utilizing assessment tools and technology with consistency, educators can more clearly see the trajectory of students' skills and use the information to intervene and foster our students' communication and language skills.

Type: Lecture **Level: Introductory**

Creating Inclusive Workplaces for the Autistic Jobseekers

Anne Nagel, Josh Cobbs, David Kearon

Recently Autism Speaks introduced its evidence-based Workplace Inclusion Now (WIN) employment initiative. WIN incorporates an ecosystem model that focuses on 1) the autistic job seeker/employee, 2) the employer, and 3) the community, including educators and VR providers. The three groups collaborate to create inclusive workplaces. The employment of autistic job seekers doesn't fall to one group and doesn't end when people transition to adulthood. This session highlights the self-advocacy in the workplace training available for autistic students who are transitioning to adulthood.

Type: Panel **Level: Intermediate**

Surrogate Parents Training Overview

Karen Johnson, Chrissy Cline

Who can become a Surrogate Parent in Ohio? How can I obtain more information on becoming a Surrogate Parent? Where can I obtain the Surrogate Parent training? Join us as we answer these questions and provide more information.

Type: Lecture **Level: Introductory**

The Power of Healthy Interactions

Grace Schoessow

As we process the impact of the pandemic on our lives and our educational environments, it is important to recognize and place value on the classroom as a place for relational recovery. Classrooms contain a web of relationships and interactions that can promote growth and healing, but also lessen opportunities to thrive. Explore the importance of creating a classroom climate full of healthy interactions that support learning and development, improve emotional wellbeing, and promote good relational health.

Type: Lecture   **Level: Intermediate**

Understanding and Using Evidence-Based Practice Guidelines for Children With ASD

Peter Doehring

Various groups have identified specific methods for teaching children with ASD based on systematic reviews of empirical research. These evidence-based practice (EBP) guidelines can be confusing to practitioners. Groups may recommend different practices; the children or outcomes targeted may not seem like a good fit for a specific need; an educator might want to try a new practice for which little research is available. We compare and contrast these EBP guidelines, and help educators to understand and adapt these to the needs of particular students, and the skills or behaviors targeted.

Type: Lecture   **Level: Intermediate**

Charting the Life Course: Empowering Students and Families for Success

Theresa Warren, Emily Johnson,
Janet Maine, Celia Schloemer

This session will provide an overview of how Charting the Life Course has been incorporated into IEP and transition planning at Princeton City Schools. Participants will learn how students, families, and teachers are using the Charting the Life Course tools to develop individualized, personalized transition plans to help individuals with disabilities create a vision and pathway to their "good life."

Type: Panel   **Level: Intermediate**

Research Symposium: Depression, Hoarding, and Psychotherapy Trends

Sheila Smith, Soo Youn Kim, Richard Ibbotson,
Alesha Cooper, Margaret Rosencrans

Come hear research current research on depression, hoarding, and psychotherapy trends across the lifespan. Several different research projects will be shared and a time of discussion will follow. Topics in this session include: depression and the psychometric properties of self-reported measures, hoarding behaviors, and trends on psychotherapy accommodations for adults.

Type: Research Symposium   **Level: Intermediate**

NETWORKING: Get to Know the Doncaster Deaf Trust

Stacey Betts, Rebecca Loosemore, Sharon Rhodes

Doncaster Deaf Trust can trace its history back to 1829 when Reverend William Carr Fenton set up a school to help young deaf people receive an education to equip them to become self-supporting adults. Throughout the Trust's history, there has been a consistent belief in the importance of deaf and hearing-impaired children and young people receiving a specialist intervention to help them achieve their full potential. Their mission to provide outstanding specialist education and care services for people who are deaf or have other communication difficulties and learning disabilities. Join this session to get to know more about this organization and the presenters that are here at OCALICON.

Type: Networking   **Level: Introductory**

NETWORKING: Meet the Good Life Ambassadors

Grace Blatt, Will Gallup, Patrick McMyler, Shaye Taylor,
Sean Walker, Courtney Yantes, Simon Buehrer

You have seen them host the conference all week, now come and get to know them a little more! Join this meet and greet with the Good Life Ambassadors!

Type: Networking   **Level: Introductory**

NETWORKING: OCALI's Teaching Diverse Learners Center

Shawna Benson

Join us to talk with our director from the Teaching Diverse Learners center. The Center for Teaching Diverse Learners works to ensure that learners with low-incidence disabilities have access to equal and effective educational opportunities.

Type: Networking   **Level: Introductory**

10:00 - 11:00 am

Reducing Restraint and Seclusion: Understanding Ohio's Revised Rule

Emily Menker, Deborah Turner

Ohio rule, Standards for the Implementation of Positive Behavior Intervention Supports and the Use of Restraint and Seclusion, was revised in June 2021. The intention of the rule is for Ohio schools to develop consistent policies and practices to create supportive environments that reduce the need for the use of restraint and seclusion and increase the safe use of emergency crisis interventions. This session will provide an overview of the revised rule and what parents and school staff need to know moving forward.

Type: Lecture   **Level: Introductory**

UDL Plus Digital Tools Equals Innovative Instruction for ALL Learners

Sean Smith

This session will feature digital solutions that align with the UDL Framework to meet the needs of an increasingly diverse learner. Looking back to the previous academic year, participants will explore the silver lining aspects of 2020-2021 through the lens of UDL and consideration of the growing technology-based solutions. Together, we will identify seamless, effective, and increasingly efficient ways to implement the UDL framework through available digital tools.

Type: Lecture   **Level: Introductory**

Teaching Mathematical and Social Problem Solving to Learners With ASD or ID

Jenny Root, Sarah Cox

This session presents the results of two recent investigations that used a combination of evidence-based practices to teach mathematical and social problem solving skills to secondary students with autism and intellectual disabilities. Recommendations for providing instruction that addresses the social skills necessary to execute mathematical tasks in real-world settings in order to generalize those skills will be discussed.

Type: Lecture   **Level: Intermediate**

Addressing Challenges to Improve Programming for Learners With Complex Communication Needs

Robert Pennington, Virginia Walker, Leslie Bross, Melissa Tapp

In this session, presenters will describe the results of three recent investigations, highlighting barriers to supporting students with complex communication needs in educational settings. They will provide recommendations for overcoming these obstacles at a systems level and within the classroom.

Type: Lecture   **Level: Intermediate**

What's Next? Advocacy

Teresa Kobelt, Chloe Rothschild, Julia Bascom, Judy Heumann, Elijah Armstrong, Mia Ives-Rublee

From the ADA to Employment First, people with disabilities have been behind every major shift in the last 40 years. Hear from some of the advocates behind these changes. What's on their radar? What's in store for the "next generation"? How do they envision the future? What lessons can they share from the past? One in a series of roundtables featuring leaders from the disability field. Attend one or all.

Type: Panel   **Level: Introductory**

Practices to Support Infants and Toddlers With Disabilities or Suspected Delays Through Embedded Learning Opportunities

Delphia Roberts-Brown, Tammy Funnell

Infants and toddlers have very unique needs and diverse abilities. It can be a challenge for education staff to provide quality learning opportunities for all children, including infants and toddlers with disabilities or suspected delays. Research shows that embedded learning can be a powerful way to meet this challenge. It is a strategy where early childhood educators, parents, and caregivers provide learning opportunities within activities, routines, and transitions. In this presentation, explore recent research on the effectiveness of using embedded learning to support all infants and toddlers.

Type: Lecture   **Level: Introductory**

New Family Resource Guide

Erin Simmons, Lisa Hickman, Kristin Hildebrant

The Family Engagement subcommittee of the State Leadership Team has been developing a Family Resource Guide. This will be for families and professionals. It will focus on ages birth to third grade. This guide is being designed so that anyone working with a child/children who has special needs can reference it. Our goal is to help empower families to be more engaged in their teams and to help professionals understand why and how they can engage families in their child/children's development. We are creating a comprehensive, inclusive, and easy to use site. Our hope is this will be available in early 2022.

Type: Facilitated Discussion   **Level: Introductory**

Prioritizing Social Inclusion

Terry Batley, Judy Hanson

This session overviews a local model for global solutions and recommends how to replicate the model. Details of the model, and how to identify service and delivery gaps in the community will be explained. Participants will engage in discussions around identifying barriers for diversity within the autistic community, data collection questions, and potential research results. They will reflect on social supports, budgets for socializing, and what current programs are offering. Best practices for social engagement will be shared.

Type: Facilitated Discussion   **Level: Intermediate**

NETWORKING: OCALI's Multi-System Navigation Center

Chris Filler, Amy Bixler Coffin

coming soon

Type: Networking   **Level: Introductory**

NETWORKING: Reflections on Literacy for Learners Who are Deaf and Hard of Hearing

Angelica Gagliardi

This session provides an opportunity for participants to reflect on the information they engaged with relating to literacy for learners who are Deaf and Hard of Hearing during their OCALICONLINE experience. What did you learn? How will this look in your classroom? What do you hope to dig deeper with when the conference ends?

Type: Networking   **Level: Intermediate**

11:15 am - 12:15 pm

Early Literacy for Children With Cortical Visual Impairment (CVI)

Kelly Lusk, Barb Williams, Melanie Sargent, Alisha Waugh

This session will briefly discuss how children with CVI may learn and how to best facilitate teaching new skills. We will present activities and strategies for introducing emergent literacy (reading and writing) skills to children with CVI and give examples of books and other materials/multimedia to use.

Type: Panel   **Level: Intermediate**

Leading Curriculum Review and Alignment: The Transformation of Instructional Leaders

Lorraine Flick, Connie Schneider, Shawna Benson, Craig Ludwig, Meaghen Tidwell

In this session, DODD and ESC program administrators will share their ongoing journey with teacher teams to review, screen, and redesign instruction and assessment to better provide FAPE through well-planned access to the general education curriculum. They will describe overcoming critical barriers along the way. The presenters will reflect on and share pivotal examples of positive unintended outcomes. Developing new mindsets for instruction changed the path of teaching and learning for the participating students, families, and educators. Please join us for this inspiring session!

Type: Panel   **Level: Introductory**

The Steps to Being Social: A Deeper Dive Into Implementation

Marci Laurel, Kathleen Mo Taylor

The Social Engagement and the Steps to Being Social model provides professionals, self-advocates, and family members a visual task analysis of pivotal social skills needed to succeed in real life. Participants should be familiar with the STEPS model as presenters identify common obstacles encountered when teaching the social skill sets. In this session, presenters discuss the reasons behind these identified stumbling blocks and provide creative ideas to try tomorrow.

Type: Lecture   **Level: Experienced**

Creating and Sustaining Inclusive Family Engagement Practices Pre and Post COVID-19

Trinell Bowman, Beth Diaite, Marsie Torchon

Parent engagement is a high priority in Prince George's County Public Schools. With over 135,000 students and 11% who receive special education services, the Department of Special Education strives to engage our families while promoting inclusivity and equity. The pandemic created an additional layer that has required the department to shift from the traditional forms of engagement and begin to engage families virtually. PGCPS has adapted and continues to provide families with opportunities for support and engagement. Our families participate in both synchronous and asynchronous activities with the integration of expert staff from across the district with the ultimate goal of keeping them connected.

Type: Lecture   **Level: Intermediate**

Navigating Engagement and Advocacy on the International Stage

Rebekah Kintzinger, Maddy Dever, Megan Krasnodembski

International advocacy can be critical to increasing an organization's ability to influence domestic policy and for raising awareness of the lived experiences of advocates from the disabled community. But, the institution is one that is guarded by countless unspoken norms and dominated by long-established organizations. With these barriers to entry, how can organizations and advocates break through and gain influence?

Type: Lecture   **Level: Intermediate**

FACES: A Parent Advocacy Intervention for Black Families Raising Autistic Children

Jamie Pearson

Despite increased prevalence of autism, Black parents raising children with autism experience additional and unique barriers to accessing and using autism-related services compared to their non-Black peers. Increasing parent advocacy capacity may be one way to reduce these disparities. This presentation will highlight the findings from the FACES advocacy program for Black families and provide implications for both educators and families.

Type: Lecture   **Level: Intermediate**

Applying a Framework to the OCALICON Content: Action Planning

Catherine Fowler, Michael Stoehr

Presenters will structure this session to apply the framework presented on Day 1 as an organizing structure for action planning beyond OCALICON. Participants will distill their learning from OCALICON sessions and reflections on their own work. The session will provide an opportunity for "take aways" and "ahas" to be organized into next steps for practice to improve individual- and program-level services.

Type: Facilitated Discussion   **Level: Intermediate**

Co-Regulation: The WHAT and HOW of Calming Down Together

Sarah Buffie, Amy Rebekah Chavez

This session will unpack one of the newest concepts for managing stress and healing from trauma. Family members and staff of DD and mental health agencies will be able to directly and immediately apply the content to family and work life. In our time together we'll be exploring the following questions: What does it mean to 'co-regulate'? What does co-regulation have to do with trauma and stress? What's the difference between co-regulation and self regulation? What does co-regulation mean for caregivers and family members?

Type: Facilitated Discussion   **Level: Introductory**

NALS Next Steps Planning

Lee Stickle

This closed session for the National Autism Leadership Collaborative offers a time of debriefing together as we close out the conference. Come share highlights from what you have heard and who you have met throughout the conference. We will discuss avenues and actions to help implement our next steps as we reflect on and consider our own states.

Type: Networking   **Level: Experienced**

NETWORKING: OCALI's Universal Design for Learning Center

Ron Rogers

Join us to talk with our director of the Universal Design for Learning center. The Universal Design for Learning Center at OCALI increases access and equity though purposeful planning that leads to meaningful, effective instruction for all students.

Type: Networking   **Level: Introductory**

12:30 - 2:00 pm

KEYNOTE: Judy Heumann   Keynote

Judy Heumann

Join us for the keynote session as we have a discussion with Judy Heumann about her lifelong advocacy and work around disabilities. She contracted polio in 1949 in and began to use a wheelchair for her mobility. She was denied the right to attend school because she was considered a fire hazard at the age of five. Her parents played a strong role in fighting for her rights as a child, but Judy soon determined that she, working in collaboration with other disabled people, had to play an advocacy role due to continuous discrimination. She is now an internationally recognized leader in the disability rights community, and featured in the Oscar-nominated Netflix documentary *Crip Camp*, released in 2020.

Type: Keynote   **Level: Experienced**