Cobb County teachers, paraprofessionals, and instructional staff are invited to participate in Cobb’s first Special Education Academy, held on July 16 and 17 (8:00-3:00) at McEachern High School.

The conference will showcase many of Cobb’s exemplary practitioners and provide quality learning time with national-level educational consultants and authors! Over 60 concurrent sessions will offer a variety of content-related topics developed to advance teacher effectiveness and improve student performance.

**KEY INFORMATION:**

1. All participants who complete the full, two-day conference are eligible to earn one PLU and a $150 stipend.

2. Online registration is open May 13 through June 3.

3. Please follow the Registration Directions on the following page. Note: If a session is full and you are placed on a “Wait List”, you should select an alternative session to attend. **We will NOT use the wait list process for the conference.**

4. You will find it helpful to print and review this Conference Program before you register on the CCSD Academic Portal.

5. Once you have completed your online registration, please PRINT your Course Schedule and bring it with you to the conference.

6. You will receive a Conference Session Guide with room locations upon arrival at McEachern HS.
REGISTRATION is May 13 through June 3

Registration Directions

Log in to the Academic Portal
Select: Professional Learning > Staff > Course Catalog
Select: NON-CREDIT WORKSHOPS
Select: Special Education Academy

*All concurrent sessions are listed as “ SPD”, followed by the alphabetized Session Time. For example: “SPDA01” represents the first workshop offered in Session A time slot (8:30-9:45) on June 12.

Select single sessions to design your full-day schedule (8:30-3:30) for each of the two days of the conference.

*Use the Conference Program and the chart below to make your selections BEFORE registering online in PLS.

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VERY IMPORTANT PLEASE PRINT YOUR SCHEDULE!
Tuesday, July 16

**Keynote A – 8:00 – 10:00**
All conference participants will meet in the McEachern theater.

**Session B – 10:00 – 12:00**

*How to Complete an FBA from Start to Finish* (Grade Levels: K-12) **SPDB01 - WS130461**
Steven Benson
Participants will walk through a scientific based process that helps determine why a behavior is occurring based on direct data, as well as indirect data (Using an ABCD data form). From this data, a behavior intervention plan (BIP) can be implemented that will be much more valid and reliable.

*High School Math Therapy: Helping You Solve Problems* (Grade Levels: 6-12) **SPDB02 - WS130462**
Cara Hamilton
Be rational, get real, and come to the nerd side to do some math! Learn about some key topics that will be taught in high school Common Core Coordinate Algebra and Analytic Geometry. This session will not prepare you for a zombie apocalypse, but you will leave better prepared to teach high school mathematics.

*The Writing Process- Untangling the Tangled Writer* (Grade Levels: K-5) **SPDB03 - WS130463**
Rezenia Wilson
Students who develop strong writing skills at an early age acquire valuable tools for learning, communication, and self-expression. In order to write effectively, writers must skillfully and flexibly coordinate their writing process from conception to the completion of a text. This session will focus on
evidence and research based recommendations and will focus on activities and strategies teachers can implement in their classrooms to increase their students’ writing achievement.

Helping Students with Disabilities Achieve the Goals of the Common Core through Universal Design for Learning (UDL) (Grade Levels: K-5) SPDB04 - WS130464
Kathy Arnold
This session will provide participants engaging ways to help students with disabilities access the Common Core standards. Participants will be able to explain the history of UDL and provide examples that can be implemented in the classroom. The presenter will provide attendees with resources and strategies they can implement in their classrooms.

"Whose Role Is It Anyway? Creating A Classroom Partnership" (Grade Levels: P-12) SPDB05 - WS130465
Shari McCrary
Each participant will have a concrete understanding of the roles and responsibilities of the teacher and paraeducator in the classroom. This session will bring to the forefront the importance of this partnership and critical areas of discussion that enhance the building of a positive relationship. Activities will provide an opportunity for the participants to reflect on their own experiences to identify ways in which they can build a stronger professional partnership within their classroom environment.

Visualizing the future for our students! (Grade Levels: 6-12) SPDB06 - WS130466
Elisabeth Sisson
This is a presentation on preparing students with intellectual disabilities for a smooth transition from school life to adult life. Anticipation of how students will respond and react to new situations will be emphasized along with concrete methods for dealing with various behaviors. Job preparation at the school and in the community will be discussed.

Ready Set Go! (Grade Levels: 6-12) SPDB07 - WS130467
Stephanie Barber/Kelly Bramblett
Tired of always being behind, staying late, feeling unorganized? This is the session for you who are teachers of students with intellectual disabilities. Leave with ideas and hands on examples to start the year stress free. This will be an opportunity to come together and meet with other professionals and get ready for the new school year. Gather ideas for grading, data collection, integrated lesson plans and community based instruction. Bring your laptop and a flash drive.

CVL: Cobb Values Learning AKA Cobb Virtual Library (Grade Levels: K-12) SPDB08 - WS130468
Ellen Adams
Explore the resources available in Cobb Virtual Library that lend themselves to UDL. Participants will explore the various categories contained in CVL: reference, science, social studies, web searches, geography, clip art, biography, etc. Various integration features will be discussed for Pebble Go, Net Trekker, and the read aloud feature in the reference materials.
Using CAFE Notebooks to Differentiate Reading Instruction (Grade Levels: K-5) SPDB09 - WS130469
Tim O’Neill/Angela Fry
In this session, participants will learn how to differentiate reading instruction while implementing CAFE (Comprehension, Accuracy, Fluency, Expanding vocabulary) Notebooks into their classroom. Participants will leave this session with multiple resources which can be implemented into their classrooms to increase rigor, relevance, and relationships while empowering students.

Current functioning to SMART goals/objectives (Grade Levels: K-12) SPDB10 - WS130470
Krystal Wallin
In this session, participants will learn how to collect, record and discuss current functioning in an IEP meeting. From this current functioning discussed, we will learn how to create SMART goals and objectives within the IEP to better serve the needs of the students.

Fluency: It takes a Village, and you're the chief (Grade Levels: Speech) SPDB11 - WS130471
Petie Bush
This mini course is designed to build your skills and confidence when working with children who stutter/clutter (prek-High school). Topics will include: stuttering and the RTI process, counseling ...it's not just for counselors, top strategies and critical items for your stuttering therapy “To Do” strategies, creative scheduling tips, cluttering/stuttering – what’s the difference, stuttering and Autism, and sources for excellent resources.
Session C – 1:00 – 3:00

Eligibility Writing - It's Always An Adventure! (Grade Levels: K-12) SPDC01 - WS130472
Lori Perkins

This session will review the many on-line resources Cobb has available for special education (plus a few secret tidbits) to help you start your journey in understanding the eligibility process. This session will explore the criteria of eligibility for EBD, SLD, OHI and ID and how to consider all information in determining eligibility. A very brief overview of SDD and AU will also be given. In addition, participants will have an opportunity to navigate through the eligibility form in Goalview. It's a trip you won't want to miss!

Improving Home School Communications: Keeping a focus on Student Achievement (Grade Levels: P-12, Speech) SPDC02 - WS130473
Judy Harvey

Communication is key to building and maintaining positive working relationships between home and school. The focus of this session is to provide strategies and tips to participants so that they can effectively communicate with parents regarding student progress and achievement.

From School to Work--What the Transition Plan Really Means for Your Student. (Grade Levels: 6-12) SPDC03 - WS130474
Dr. Judy Hardin

As special education teachers, we work diligently to make sure we meet all of the requirements of an IEP. We fill in every blank on our forms. However, in doing so, we often lose the “Big Picture.” Transition planning can be the most meaningful and exciting thing you do for your students. Learn how to take all the components of the IEP—current functioning, goals and objectives, interest and aptitude testing, and student interviews— and develop them into a meaningful Individual Transition Plan. Services available to students after high school will also be discussed.

Redeterminations: Best Practices and Recommendations (Grade Levels: P-12) SPDC04 - WS130475
Dr. Laura Dilly/Kim Richmond

This session will include discussion of some of the best practices to follow in the redetermination process and appropriate ways to request a psychological evaluation during a redetermination meeting.

Using the Smartboard and Powerpoints in the ID Classroom (Grade Levels: P-12) SPDC05 - WS130476
Sandra Powell

Participants will experience ways to actively involve students in electronic media in the ID classroom.
The Down and Dirty of Universal Design and Common Core (Grade Levels: 6-12) SPDC06 - WS130477
Erika Beck

Participants (grades 6-12) should leave with a deeper understanding of what Universal Design for Learning is, how it works with Common Core standards, and how to implement UDL in their classrooms. Participants will be able to collaborate with others in the session to design lessons that can be implemented in the coming school year.

Krazy for KURZWEIL (Grade Levels: K-12) SPDC07 - WS130478
Helen Upshaw

Teachers will learn how to use this software to support students in completing the writing process, and using the text-to-speech feature to access the increased text complexity, aid in study tools, and complete research. It allows UDL for ALL students. Target audience is specifically recommended for employees at schools where the web license is owned by the school including: Still ES, Lovinggood MS, Hillgrove HS, Lewis ES, Big Shanty ES, and Awtrey MS.

Creative approaches to teaching students with autism (Grade Levels: K-12) SPDC08 - WS130479
Emily Rudd

We will be exploring a variety of research based strategies proven effective in teaching students with autism and cognitive deficits. Interventions for both behavioral and academic instruction will be discussed. Topics will include ABA, use of visuals, positive behavioral supports, classroom environment, sensory strategies, and much more.

What's the BEE havior BUZZ?“Behavior Management that Works! (Grade Levels: P-12) SPDC09 - WS130480
Sheneka Bell

In this session, we will examine ways educators manage behaviors in their classrooms. We will also look at effective and ineffective ways of managing students' behaviors. Participants will be provided with research based behavior strategies to use in their classrooms.

Number Talks-teaching kids to think about their thinking using mental math strategies (Grade Levels: K-5) SPDC10 - WS130481
Macy Sawyer

This mini course will answer the following questions: 1. What is Number Talks? 2. How do I prepare for Number Talks? 3. How to I help K-2 students learn to think about their thinking? 4. How do I design and implement purposeful Number Talks?

What do "I" want to do? (Grade Levels: 6-12) SPDC11 - WS130482
Lea Anne Hammond

All students are required to participate in the development of their Transition Plan. This can be quite challenging when your students have severe cognitive disabilities. Let's explore some ways to help students share what THEY want to do in their future.
It’s TOOL TIME:Filling Your Behavior Toolbox (Grade Levels: Preschool) SPDC12 - WS130483
Sally Vonier
The session will help educators prevent, plan and address challenging behaviors in young children with special needs. Participants will leave with numerous strategies to add to their behavior toolbox. Topics will include functions of behavior, visual supports, reinforcement, effective commands, physical arrangement, and teaching replacement behaviors.
Wednesday, July 17

Session D – 8:00 – 10:00

Making Learning Rigorous and Meaningful for ALL Learners (Grade Levels: 6-12) SPDA01 - WS130460
Pam Dingle
Session participants will learn how to help learners with Special Needs reach the rigors needed to be successful. Content topics will include an understanding of Depth of Knowledge, Text Complexity and how to make learning experiences more authentic.

Eligibility Writing-Digging Deeper (Grade Levels: K-12) SPDD01 - WS130484
Beth Holden
Participants will gain a more in depth knowledge of eligibility writing. Topics include: a brief review of categories, how to consider all information in determining eligibility, exclusionary criteria and presenting an eligibility to the team. Additionally, a CCSD school psychologist will play an important role in the presentation by discussing processing deficits and how to glean information from the psychological as it relates to the eligibility. Join us as we become more proficient in this process!
Using Transition Assessment Results to Drive Transition Planning *(Grade Levels: 6-12)* SPDD02 - WS130485
Dawn Urbano
According to IDEA 2004, students’ strengths, preferences, and interests must be included in the IEP, and subsequently translated into measurable postsecondary and annual goals; it all begins with Transition Assessment. Transition planning must begin with an individual age appropriate vocational/transition assessment. The results of transition assessments should be the basis for making recommendations for instructional strategies and accommodations in instruction and environments to meet the student’s needs, while capitalizing on their unique talents. Finally, the results should lead the student to better understand the connection between their individual academic/vocational/functional program and post-school ambitions (post-secondary goals).

IT + AT = UDL *(Grade Levels: K-12)* SPDD03 - WS130486
Helen Upshaw
Students with disabilities possess "different abilities." As special education instructors, we must provide our students with an accessible educational environment. Access to the Common Core Curriculum may be easier than you thought. Did you know that Windows OS 7 and Office 2010 products have voice recognition and text to speech available to all? Come learn about the built in accessibility features in these products and more.

Math 101 for High School *(Grade Levels: 6-12)* SPDD04 - WS130487
Bianca Walker
Let’s be honest--Common Core standards and the deficits of students with disabilities can seem worlds apart, especially when we consider high school level math classes. As educators, how can we bridge our knowledge of Common Core standards with the needs of students with disabilities? In this session, we will examine specific strategies and prerequisite skills necessary to address the processing deficits commonly associated with higher level mathematics. By the end of this session, teachers should have a deeper knowledge of math-related processing deficits, in addition to research-based strategies to address such deficits.

Extending Thinking During Extended Text *(Grade Levels: K-5)* SPDD05 - WS130488
Angela Fry/Tim O’Neill
Are your students disengaged during extended text? In this session, we will discuss strategies that will encourage student participation through journaling and deep conversation amongst peers. We will also share ideas for holding students accountable during this time!

Reading Closely Through the Common Core *(Grade Levels: K-5)* SPDD06 - WS130489
Leila Barber
In this session, participants will learn how to read multiple texts closely while comparing and contrasting elements and noticing stop signs of the text. Participants will leave this session with a better understanding of how to assist students in accessing Common Core State Standards with increased rigor and relevance.
Evidence Based Vocabulary Strategies for Content Area Teaching to Increase the Achievement of Students with Disabilities (Grade Levels: K-12) SPDD07 - WS130490

Kathryn Dix

Participants will learn about how to choose appropriate vocabulary to teach, the understanding of words in context, strategies for teaching vocabulary before, during and after a unit of study, RTI data collection and assessment.

“Social Skills”- Kids Connecting with Kids (Grade Levels: P-12, Speech) SPDD08 - WS130491

Stacey Holland

This workshop will give participants hands-on experience and ideas to work on social skills throughout their day and in "social skills" groups from K-12. This session will focus on how to help students that may be socially "quirky" fit into the social norms of society. Participants should walk out with a whole new bag of tricks!

Title: Motivating and Engaging Students: High Impact - Low Prep Strategies (Grade Levels: 6-12) SPDD09 - WS130492

Mitchell Askew

Join us to experience and customize strategies that motivate, engage and assess student learning. Learn how one simple tweak to a lecture or power point presentation can instantly engage any student. Experience everything from use of technology, kinesthetic movement, to silent desk drills. The only limitation is your imagination.

Getting It All In: Effective Planning for the ID Teacher (Grade Levels: K-12) SPDD10 - WS130493

Laura Hamm

This session is for MID, MOID and SID teachers that struggle with "getting it all in" during their instructional day. Participants will learn how to embed IEP goals and objectives into their instructional day. Teachers will walk away with a completed daily instructional plan.

“Can you hear me now 'cause I have a lot to say” :Building Functional, Relevant, Social Communication Across the Day (Grade Levels: Preschool) SPDD11 - WS130494

Tammy Baird/Cindy Beasley

This session will focus on building and incorporating ways for students to communicate across the instructional day. We will explore low tech and high tech ways to provide students appropriate choice making, communication options and discuss use of transactional supports. The focus will be on the preschool to kindergarten level child, but strategies are appropriate for the population of students with intellectual disabilities as well.
**Session E – 10:00 – 12:00**

**Data Collection with a Dose of Caffeine (Grade Levels: P-5) SPDE01 - WS130495**

Catherine Wood

Participants will learn to take SMART data. (specific, measureable, achieveable, reasonable and time bound). Participants will have understanding of the different types of data collection, (i.e. frequency, duration, whole time sample, partial time sample, momentary time sample and latency), how to take the data, what types are best used for different assessments and how they compare to each other. Participants will receive data collection sheets/charts for various collection methods.

**Reading and Interpreting Psychological Evaluations (Grade Levels: P-12) SPDE02 - WS130496**

Dr. Christy Jaffe/ Dr. Fran Moon

This is an introductory session and is a prerequisite for the session on how to complete an eligibility. This session will cover the sections of a psychological evaluation and will give a foundation for understanding the information presented in the psychological report.

**Are ESY services required for FAPE? (Grade Levels: K-12) SPDE03 - WS130497**

Allison King

Participants will be instructed on how to assist IEP teams in determining whether or not a student qualifies for Extended School Year Services by interpreting data. The instructor will give participants different scenarios to help them better understand ESY qualifications.

**Classroom CHAOS! (Grade Levels: K-12) SPDE04 - WS130498**

Stephen Culver

Let this class take you on the roller coaster ride of your life! What do you do when there is “CHAOS IN THE CLASSROOM?” When you’ve implemented every strategy you could think of, then what? Can’t get a handle on that one specific child? Then try this! Experience positive and practical behavioral strategies that promote positive student behavior.

**Giving Words a Voice with Bookshare (Grade Levels: K-12) SPDE05 - WS130499**

Angie Joines

Participants will be able to help students access grade-level text using screen-readers; such as, Bookshare and Snap and Read. Participants will learn how to locate and open digital books and select and hear text from varied platforms (documents, web, etc..). This session will be most helpful for those who serve students with accommodations in reading.
Stay calm and ask AL (Atomic Learning) (Grade Levels: K-12) SPDE06 - WS130500
Kelly Brown

Atomic Learning is a library of online tutorials for teachers and students. It provides a comprehensive framework to bring technology and instruction together, through targeted solutions to address the needs of K-12 educators and students. With technology being a key component in engaging students, Atomic Learning is a valuable tool for students and educators alike.

Hook, Line & Sink'em!!! (Grade Levels: K-5) SPDE07 - WS130501
Michelle Infante

Hook your students into reading through engaging modeling of best reading practices. Line them up for success through guided practice. Let them sink their teeth into it during independent practice......

Boarding the Ship: Anchoring Reading and Writing Standards for the Common Core Cruise (Grade Levels: 6-12) SPDE08 - WS130502
Shirley Carroll

What islands of Common Core will participants visit? Where will the ship drop anchor? Set sail for our navigation. By looking at the Common Core Anchor Standards for Reading and Writing, participants will set sail on the journey of "3 Big Shifts," the urgency of their implementation, and argumentative writing which results from gathering evidence from multiple texts. Using a balance of easy, intermediate, and complex texts for struggling readers, a teacher can lead students to gather, evaluate, and present evidence from the texts—a trait that differentiates strong from weak student performance.

What Works? Science or Fad?? (Grade Levels: P-12, Speech) SPDE09 - WS130503
Kay Muething/Erin McCurley

A presentation of several scientifically validated strategies that work for children diagnosed with autism will be delivered. Participants will be exposed to several scientific strategies to use in their classroom settings. Examples will be provided, and there will be one make and take activity to complete.

Students In The Spotlight (Grade Levels: 6-12) SPDE10 - WS130504
Jennifer Corbelli

This session will focus on getting students out of their seats and involved in the classroom and the curriculum. The examples given will revolve around the low incidence population, but the ideas can be applied to a variety of classrooms. There will be a specific focus on introducing literacy through drama and turning students into teachers.
**Rotate Through the DOK Quadrants** *(Grade Levels: 6-12) SPDE11 - WS130505*

Robert Lohuis

Have you been challenged to come up with ways to reach each student by providing varying levels of complexity on the same topics? Is it often difficult to take the lesson plans provided by the general education teacher and create DOK assignments and assessments (obtrusive and non-obtrusive)? You will learn strategies and methodologies that are research-based that will empower you to provide individualized instruction that is meaningful and contributes to the development of students' critical thinking skills.

**Community Based Instruction and Skills Training** *(Grade Levels: K-12) SPDE12 - WS130506*

Sarah Jones

This section will be part of the Transition Strand of presentations. The presenter will explain how to plan and implement effective community based instructional (CBI) trips for teachers of students with intellectual disabilities. CBI will be the main focus of the presentation, however, the presenter will also briefly explain Community Based Skills training which is a component of the Transition Academy program.
Session F – 1:00 – 3:00

Campus Based Skills Training (Grade Levels: 6-12) SPDF01 - WS130507
Wendy Sorkin

Participants in this workshop will learn how to implement campus-based work experience programs to prepare students for successful Career Readiness or Community Based Skills Training. The presenter will demonstrate examples of environments within the school community that can be structured and modified to meet each student’s emerging skills and needs.

Data Driven Decision Making: Applying the Goldilocks Theory to Placement Discussion (Grade Levels: K-12) SPDF02 - WS130508
Meredith Poteet/Dr. Elizabeth Turnage

Participants will identify the information that plays a key role in determining the appropriate placement for a student with a disability. Participants will learn how to use data to drive placement discussion so that a student’s IEP is reasonably calculated to provide the student with a free appropriate public education (FAPE). In other words, participants will learn how to determine a placement that is not too little, not too much, but just right!

From Start to Finish: Facilitating an IEP Team Meeting (Grade Levels: P-12) SPDF03 - WS130509
Laura Dessecker/Jane Griffeth

The participants will understand (1) what data is needed to assist an IEP team in developing an appropriate IEP to meet individual student needs and (2) how to anticipate issues that may arise during the course of an IEP team meeting. The participants will be provided with strategies and tips on how to effectively conduct an IEP team meeting so that the IEP team members remain focused on the student and individual student achievement.

From Psychological to Eligibility (Grade Levels: P-12) SPDF04 - WS130510
Dr. Ilisha Auld/ Beth Holden

This session is for those who have more familiarity with the process of reading and understanding psychological evaluations and using information from the psychological evaluation for eligibility completion – but may need a refresher.

Making Connections: Connecting Processing To Learning (Grade Levels: K-12) SPDF05 - WS130511
Nadiah Trotman

Participants will learn and discuss the role of psychological processing deficits as it relates to Specific Learning Disabilities. In addition, participants will learn to understand and recognize what processing deficits look like in the classroom and how to specialize instruction for students with these deficits, as well as, provide appropriate accommodations to support their learning.
Using News2You and Unique to support Transition Training (Grade Levels: K-12)  
**Merrie Weiss**  
SPDF06 - WS130512

The News-2-You and Unique programs provide useful and age appropriate materials that teach, reinforce and support classroom lessons. Monthly topics are current, relevant, language based and geared for AU and ID classes. Check out ways to access pre-made lessons and current events - all with a click of a button.

Word (Prediction) with Friends (Grade Levels: K-12)  
**Angie Joines**  
SPDF07 - WS130513

Now that students are writing across the curriculum, this research based software is a powerful tool that will empower struggling writers. Co:writer expands vocabulary, reads text, supports spelling, topic dictionaries, on screen word banks, and it interfaces with any application that receives typed text (Word, Word pad, Excel, email, etc). It is like "virtual ink" to your paper.

iPads for the Special Education Classroom (Grade Levels: K-12)  
**Jamie Pearson**  
SPDF08 - WS130514

iPads are all the rage right now. Is there a use for them in the special education classroom? Absolutely! In this session, learn how to use just one iPad or many to engage students and increase their learning.

Building a Bridge to Success in Math (Grade Levels: K-5)  
**Marcia McComas**  
SPDF09 - WS130515

In this session for K-5 special education teachers, participants will learn about processing strengths and weaknesses and how teachers can use strategies and accommodations to improve student’s success in math. Teachers will leave this session with a better understanding of how to adapt instruction and utilize math materials to best help their students with disabilities.

Targeting Specialized Instruction for Common Core (Grade Levels: 6-12)  
**Rhonda Williams**  
SPDF10 - WS130516

Using relevant data in conjunction with research based instructional practices, participants will be able to create effective learning activities for students. Participants will understand how to develop specialized instruction that targets the common core standards.

Braidy? Who is this guy and why do I want to know him? (Grade Levels: K-5)  
**Kathryn Dix**  
SPDF11 - WS130517

Participants will get an overview of Braidy, the Story Braid. They will learn about how the materials and ideas taken from Braidy and Mindwing Concepts can be incorporated into their literacy toolbox. Braidy and Story Grammar Marker help improve story retelling, comprehension and written expression.
Lazy Summer Days of R & R...Rigor & Relevance *(Grade Levels: 6-12)* SPDF12 - WS130518
Marianne Mitchell
This session will have a logistic focus of rigor, relevance and specialized instruction in the content area of mathematics. How can we meet the numerous demands put upon us and meet the needs of our students?

How "Reverse Inclusion" Can Increase Rigor & Relevance For All Students *(Grade Levels: K-12)* SPDF13 - WS130519
Tim Villegas
Many times, the idea of "reverse inclusion" (general education students coming into self-contained environments) is solely for the purpose of socialization. It can be so much more than just something "fun". With the right planning and collaboration, using the principles of Universal Design for Learning, all students (even those students with severe and profound disabilities) can benefit from lessons based on the Common Core State Standards. Learn the basics of reverse inclusion and how to develop lessons so that they are meaningful for all students.