

TENTATIVE OUTLINE OF SESSIONS FOR AFCEC CONFERENCE

Friday Morning Concurrent Sessions

11:00-12:00

Avon

Secondary Inclusion: Where We've Been, Where We Are, and Where We Need To Go

Secondary administrators, general education teachers, and special education teachers met with the presenter and participated in a series of round table discussions concerning inclusionary practices resulting in anecdotal reports of what is working, what is not, and future directions.

**Dr. Victoria Hulsey, Associate Professor, The University of North Alabama, Florence, AL*

Berkshire

Progress Monitoring of Spelling in Students with Disabilities: Meeting the Requirements of IDEA

Accurate spelling is a complex act that requires knowledge of the phonological, morphological, syntactical, and semantic principles of language. Students with disabilities frequently exhibit spelling difficulties. The purpose of this session is to instruct teachers in progress monitoring techniques for spelling that meet the spirit and letter of IDEA.

**Mary Beirne-Smith, Ed.D., Associate Professor, The University of Alabama, Tuscaloosa, AL*

** Chandria L. Poe, Ed.S., Doctoral Student, The University of Alabama, Tuscaloosa, AL*

Cornwall

Special Education in the 21st Century: A Reality Check

This presentation will provide a personal perspective of Special Education from an individual who has been a parent, teacher, a principal, and teacher educator during the past 4 decades. The presenter will also provide some predictions and recommendations on educating students with disabilities in the least restrictive environment.

**John J. Sachs, Ph.D., Associate Professor, University of South Alabama, Mobile, AL*

Devon

Making Alabama Extended Standards Functional

Teachers of students with significant cognitive disabilities must teach students' grade level extended standards, which are academically oriented, and functional life skills. Attempting to fit both into the daily schedule can be frustrating. This presentation demonstrates ways to combine the two.

** Dr. Anita Robertson, Ex. Ed. Teacher, Jefferson County Schools, Bessemer, AL*

Dorset

Can't Spell? Try Assistive Technology to Improve Spelling Skills

Effective writers must have proficient skills in three areas: handwriting, spelling and composition. Many students with mild disabilities have difficulties in meeting the academic demands of effective writing. This interactive, multi-media session identifies assistive technology devices that can be utilized to improve spelling.

* *Laura B. Carpenter, Ed.D., Associate Professor, Auburn University Montgomery, Montgomery, AL*

* *Kate D. Simmons, Ph.D., Assistant Professor, Auburn University Montgomery, Montgomery, AL*
Hampshire

Ten Routines that Make a Difference for Students with Disabilities

This presentation will allow educators from elementary to high school to implement ten routines to assist students with disabilities in social skills, student behaviors, classroom management, and class stability.

* *Craig Whedon, Assistant Director, Mainstay Academy (GNETS), Spalding County School System, McDonough, GA*

Riverchase B

Transdisciplinary Teaming in Early Intervention/ Education: Addressing Diversity at All Levels

This session will address the dimensions of diversity that exist at all levels of early intervention/education. "Real life" scenarios will be used to illustrate recommended practices that transdisciplinary teams can utilize to be responsive to the diversity of young children, families, and other team members.

* *Jennifer L. Kilgo, Ed.D., Professor, University of Alabama at Birmingham, Birmingham, AL*

* *Jerry Aldridge, Ph.D., Professor, University of Alabama at Birmingham, Birmingham, AL*

Wynfrey D

Toward an Ecological Approach to Choosing a Functional Communication System

This presentation analyzes current practices in individualized communication systems and offers the beginning of a unified ecological model for decisions regarding functional communication for persons with disabilities across their lifespan.

* *Abigail Baxter, Ph.D., Associate Professor, University of South Alabama, Mobile, AL*

* *Dennis Campbell, Ph.D., Associate Professor, University of South Alabama, Mobile, AL*

* *David Ellis, Ph.D., Professor, University of South Alabama, Mobile, AL*

Wynfrey E

Creative Gifted Education for Children with Asperger's Syndrome

Individuals with Asperger's Syndrome (AS) often are overlooked when identifying gifted children. Teaching social communication, providing behavioral supports, and using project-focused education may open the door for these children to receive a more appropriate education.

** Amelia Spencer, Ph.D., Assistant Professor, Birmingham-Southern College, Birmingham, AL*

** Julia Peterson, Teacher of the Gifted, Mountain Brook City Schools, Mountain Brook, AL*

WyndSOR I

Student Poster Session I

WyndSOR II- Round Table

The Effects of a Research-Based Reading Program on the Reading Fluency and Comprehension Skills of Middle School Students with Reading Difficulties

This proposal examines the viability of research-based reading programs among middle school students in a North Alabama High School who have had trouble in reading fluency and reading comprehension, specifically students with special needs.

** Isabella B. Herston, Special Education Teacher, Cedar Ridge Middle School, Decatur, AL*

** Shena Ivey, Special Education Teacher, Brookhaven Middle School, Decatur, AL*

Yorkshire

Science in Action

Middle school participants who have completed 2 years of AMSTI training will learn to secure \$20,000 grants to apply learning to more challenging science problem-solving projects in schools and communities.

** Jane Newman, Ed.D., Associate Professor, The University of Alabama, Tuscaloosa, AL*

Friday Afternoon Concurrent Sessions

1:00-2:00

Avon

C.A.R.E. Program: Classroom Alternative Resource Education

This proposal examines the increasing amount of students exhibiting behavior problems, and the legislation that has been updated to address the need for change. Particular emphasis will focus on schools ability to place potentially dangerous or disruptive students in an interim alternative educational setting.

* *Kinte' Welch, Special Education Teacher, Lee High School, Huntsville, AL*

* *Donna Epps-Peavy, Special Education Teacher, Lee High School, Huntsville, AL*

* *Clarice Pippin, Special Education Teacher, Lee High School, Huntsville, AL*

* *Patricia Jones, Graduate Student, Alabama A & M University, Huntsville, AL*

Berkshire

Word Warm-ups: Quick Exercises for Word Mastery

Educators need research-based reading curricula that provide additional practice for developing readers served in Tier 1 and additional support for at-risk readers served in Tiers 2 or 3 of an RTI model. This session will inform educators about Read Naturally's Word Warm-ups, an independent, supplemental, research-based curriculum.

* *Sandra Strong, Educational Consultant, Read Naturally, College Station, TX*

Cornwall

Does our training of teachers need change: Project THEP (Training Highly Qualified Effective Practitioners) thinks so!

Training Highly-Qualified Effective Practitioners (Project THEP) is a federally funded program at the University of Alabama at Birmingham that seeks to redesign both special and general education courses to prepare beginning teachers to impact the achievement of all students.

* *Renitta Goldman, Ph.D., Professor, University of Alabama at Birmingham, Birmingham, AL*

* *Jerry Aldridge, Ph.D., Professor, University of Alabama at Birmingham, Birmingham, AL*

Dorset

Family: The Lynchpin of Exceptional Education

This interactive session will examine the effects of the family relationship on the child and how educators can make the most of this relationship. Participants will receive information related to family systems, individual developmental issues, and techniques to improve academic behavior and performance.

**Jonathan Davis, Ph.D., Assistant Professor, Samford University, Birmingham, AL*

**Kristie Chandler, Ph.D., Assistant Professor, Samford University, Birmingham, AL*

Hampshire

Factors that Support Implementing Research-Based Practices with Students with Learning Disabilities: A Case Study of Six Teachers in Alabama

This study examined selected teachers in Alabama trained in a research-based practice (i.e., graphic organizers from Makes Sense Strategies) and the factors that supported the implementation of graphic organizers in inclusive classrooms.

** Pamela W. Howard, Ph.D., Clinical Assistant Professor, The University of Alabama, Tuscaloosa, AL*

**Edwin S. Ellis, Ph.D., Professor, The University of Alabama, Tuscaloosa, AL*

**Mary Beirne-Smith, Ed.D., Associate Professor, The University of Alabama, Tuscaloosa, AL*

Wynfrey D

Functional Curriculum and Life Skills Instruction for Students with Moderate to Severe Disabilities through the Unit Approach

The instructional unit approach facilitates learning and transfer of essential life skills for students with disabilities. The guiding principles and key components of instructional units will be presented.

**Marilyn W. McGowan, Ph.D., Assistant Professor, University of South Alabama, Mobile, AL*

**Terry G. Cronis, Ph.D., Professor Emeritus, University of South Alabama, Mobile, AL*

Wyndsor I

Student Poster Session 2

Wyndsor II- Round Table

Introducing the Food Pyramid in the Classroom

This session will be designed to show participants integrated activities that can be adapted to a variety of levels in the classroom in order to introduce the Food Pyramid in the classroom.

**Patricia K. Lowry, Ph.D., Professor, Jacksonville State University, Jacksonville, AL*

**Karen Nemeth, Faculty Emeritus, Jacksonville State University, Jacksonville, AL*

Yorkshire

Reading Magic

A classroom teacher and an ARI coach will discuss the correlation of read-alouds and student achievement; providing opportunities for students to converse with a text deepens their understanding and comprehension. This session will model how to incorporate questions from each level of Bloom's taxonomy in daily read-alouds, meeting the needs of all learners.

**Perry Phillips, Ed.D., Teacher, Jefferson County Schools, Birmingham, AL*

**Mary Hardin, ARI Reading Coach, Jefferson County Schools, Birmingham, AL*

Friday Afternoon Concurrent Sessions

2:15-3:15

Avon

Putting the Pieces Together: Co-Teaching and Small Group for the Secondary Classroom

This presentation outlines Oxford High School's collaborative teaching model. The presentation is designed for administrators, general, and special education teachers to provide better co-teaching practices and outline the small group setting within the secondary classroom.

**Crystal Sparks, Special Education Teacher/Chairperson, Oxford High School. Oxford, AL*

**Becky NeSmith, English/Inclusion/ESL Teacher, Oxford High School. Oxford, AL*

Berkshire

Incorporating Visual Supports into the Preschool/Early Childhood Classroom

This session will provide information on the importance and benefit of using visual supports in the preschool/early childhood classroom. Methods to effectively incorporate visual supports in the classroom to increase student engagement, minimize problem behaviors, and increase time on task will be discussed.

**Jeannie Watson, Ed.S., Special Education Preschool Lead Teacher, Cobb County School District, Marietta GA*

**Sally Vonier, M.Ed., Special Education Preschool Behavior Interventionist, Cobb County School District, Marietta GA*

Cornwall

Variables Affecting Students with Learning Disabilities' Decision to Drop Out

The purpose of this presentation is to present the results of a study that examined factors predictive of dropping out of high school for students with learning disabilities and mental retardation. The results will be discussed within the context of research-based strategies for school completion.

* *Cari Dunn, Auburn University, Auburn, AL*

* *Karen Rabren, Auburn University, Auburn, AL*

* *DaLee Chambers, Alabama Department of Education, Special Education Services, Montgomery, AL*

Devon- PANEL

Changing the Face of Teacher Preparation Programs to Prepare General and Special Educators to Meet the Realities of Today's Classrooms

The purpose of this panel session is to engage participants in interactive discussion to brainstorm ways in which Alabama's teacher education programs can be redesigned to better prepare both general and special education teachers.

* *Lou Ann Worthington, Ph.D., Professor, University of Alabama at Birmingham, Birmingham, AL*

* *Renitta Goldman, Ph.D., Professor, University of Alabama at Birmingham, Birmingham, AL*

Dorset

One Minute Reader – Improving Reading Achievement at Home

One Minute Reader is a new product that supports reading fluency at home through the research based strategies of teacher modeling, repeated practice and progress monitoring.

* *Sandra Strong, Educational Consultant, Read Naturally, College Station, TX*

Hampshire

Using Educational Media to Develop Social Skills to Teach Students with Autism and/or Behavior Disorders

Social Stories are used to teach students with autism how to face difficult or anxiety producing situations. The presenters will provide suggestions on definitions of a social story and ways to create social stories using media technology.

* *Doris L. Hill, MS, Doctoral Candidate, Auburn University, Auburn, AL*

* *Jonte' Taylor, M.Ed., Doctoral Candidate, Auburn University, Auburn, AL*

* *Cynthia Nelson Head, Ed.S., Doctoral Student, Auburn University, Auburn, AL*

Wynfrey D

“An Effective Standards-Based Curriculum for Students Who are Severely Disabled,” and Other Fairy Tales Found in the “No Child Left Behind Act.”

This session will discuss the paradigm shift from teaching activities that lead to the acquisition of functional skills based upon the nature and needs of the individual student to a required and systematic paradigm derived from a predetermined set of basal level objectives outlined by NCLB.

*James D. Sears, Ed.D., J.D.; Advocacy Attorney; Former Associate Professor of Special Education at The University of Alabama; Adjunct Professor at the University of South Alabama, Daphne, AL

* David Ellis, Ph.D., Professor, University of South Alabama, Mobile, AL

Wyndson I

Student Poster Session 3

Yorkshire

“Shooting for the Best Case Scenario – Utilizing the *Inclusion Q-Sort* as a Communication Tool”

This session will discuss Inclusion Q-Sort data which indicates that general and special education teachers vary in how they perceive “ideal” and collaborative teachers as they attempt to become true partners in the classroom

* *Patricia H. Turnipseed, Ed.D., Assistant Professor, University of South Alabama, Mobile, AL*

* *Marilyn Wilson-McGowan, Ph.D., Assistant Professor, University of South Alabama, Mobile, AL*

Friday Afternoon Concurrent Sessions

3:45-4:45

Avon

Improving Outcomes for Secondary Students with Disabilities in Writing

This study compared two highly dissimilar approaches of teaching writing: Writer’s Workshop versus Expressive Writing for 45 minutes daily. The two groups were compared on two essays, two curriculum-based measures and a maintenance essay.

* *Dr. Alexandra Acosta Conniff, teacher, Eufaula City Schools, Eufaula, AL*

Berkshire

Using Visual Supports to Assess the Motor Performance of Children With Autism When Administering the Test for Gross Motor Development-2.

Practitioners using the Test for Gross Motor Development-2 to assess children with autism report that the children do not perform to their potential. The presenter will demonstrate how incorporating visual supports into the assessment protocol might improve performance.

- * *Casey Marie Breslin, Doctoral Candidate, Auburn University, Auburn AL*
- * *Mary E. Rudisill, Ph. D., Professor, Auburn University, Auburn, AL*
- * *Robert G. Simpson, Ph. D., Professor, Auburn University, Auburn, AL*
- * *Lauren Stark, Undergraduate Research Assistant, Auburn University, Auburn, AL*
- * *Alison Link, Graduate Research Assistant, Auburn University, Auburn, AL*
- * *Elizabeth Gilchrist, Undergraduate Research Assistant, Auburn University, Auburn, AL*

Cornwall

Poetry for Fluency

A fluent reader reads a text confidently, pauses at appropriate places, and uses suitable speed, intonation, and volume. Come to this session to learn more about fluent reading and how the unique qualities of poetry make this genre ideal for developing fluency in struggling readers.

- * *Sr. Madeleine Gregg, fcJ., Associate Professor, University of Alabama, Tuscaloosa, AL*
- * *Diane Carver Sekeres, Ph.D., Assistant Professor, University of Alabama, Tuscaloosa, AL*

Devon- PANEL

Organizing a Student Chapter at the Post Secondary Level

Membership in SCEC at the post secondary level serves to develop necessary knowledge for pre-service collaborative and/or special education teachers while participation in chapter activities helps students to develop skills and dispositions. This session will provide participants an overview of this year's chapter activities at Jacksonville State University.

- * *Teresa J. Gardner, Ph.D., Assistant Professor, Jacksonville State University*
- * *Christy Crosson, Student Presenter, Jacksonville State University*
- * *DeAnna Highfield, Student Presenter, Jacksonville State University*
- * *Amy Allen, Student Presenter, Jacksonville State University*

Dorset

Achieving Greatness: Learning to become a successful follower.

Within organizations, we spend far more of our time in the role of follower than as leader, however the value of developing effective followership skills is often overlooked. This session will present the value of mindful followership; citing specific examples, characteristics, and principles, and including multi-cultural perspectives.

**Doris Hill, M.S, Doctoral Candidate, Auburn University, Auburn, AL*

** Richard Helling, M.Ed., Doctoral Student, Auburn University, Auburn, AL*

Hampshire

Promoting Social Skills in Elementary Students through University-School Partnerships

A model for using university-school partnerships to promote school-wide social skills training is described in this session. Learners will understand the rationale for developing the model, the assessment process, and the program structure.

** Hollie Cost, Ph.D., Associate Professor, University of Montevallo, Montevallo, AL*

** Jo Lynn Suell, Ph.D., Assistant Professor, University of Montevallo, Montevallo, AL*

Wynfrey D

Bridging the gap between research and practice: Is PECS a research-based instructional strategy?

PECS is a widely used augmentative communication system used to improve communication skills for young children. This session reviews research studies employing PECS with children with young children with disabilities (< 8 years old). Findings indicate very few empirical studies documenting PECS' effectiveness in enhancing communication.

** Dennis Campbell, Ph.D., Associate Professor, University of South Alabama, Mobile, AL*

** Abigail Baxter, Ph.D., Associate Professor, University of South Alabama, Mobile, AL*

Yorkshire

Structured Independent Reading for Students Served in Tiers 2 & 3 in an RTI Model

The presentation emphasizes the importance of providing structured, independent reading time for at risk and special needs students served in Tier 2 & 3 that provides the support and motivation they need. Three research-based strategies are combined to keep these readers actively engaged in the reading process in ALL classrooms.

** Sandra Strong, Educational Consultant, Read Naturally, College Station, TX*

Friday Afternoon Mini-Workshops

1:00-2:45

Riverchase A

Gifted Education: Current Issues and Trends

This workshop will explore current issues and trends in gifted education.

**Patti Wood, Ph.D., Assistant Professor, Samford University, Birmingham, AL*

**Shirley Farrell, Gifted Specialist, Alabama State Department of Education, Montgomery, AL*

Riverchase B

Taking AT along for the RIDE : Reading and Responding, Including free Software, Developing individualized activities, and Evaluating success.

Assistive Technology is a key component of the IEP process. Learn how to bring AT along for the **RIDE** : **R**eading and **R**esponding, **I**ncluding free Software, **D**eveloping individualized activities, and **E**valuating success. Information on how to use AT for extended standards and proofs of evidence for the compilation of the Body of Evidence in the AAA.

**Lisa Snyder, M.Ed., Program Coordinator, Technology Assistance for Special Consumers (T.A.S.C. a Program of UCP of Huntsville and Tennessee Valley, Huntsville, AL*

**Laura Parks, M.Ed., Assistive Technology Specialist, Technology Assistance for Special Consumers (T.A.S.C. a Program of UCP of Huntsville and Tennessee Valley, Huntsville, AL*

Wynfrey ABC

M²ECCA for Culturally Responsive Instruction

This interactive session describes a framework designed to assist teachers in implementing culturally responsive instruction in their classrooms. It addresses multiple elements of instruction including methods, materials, environment, content, collaboration, and assessment. Specific strategies and resources related to each of these elements will be provided, along with illustrative classroom examples.

**Debbie Voltz, Ph.D., Associate Professor, University of Alabama at Birmingham, Birmingham, AL*

Wynfrey E

Applying Class Meetings as a Tier One Behavior Intervention

This presentation will describe, illustrate, and involve participants in using the class meeting as a tier one intervention for students. Educators from elementary to high school will be able to implement class meetings to assist students with improving behaviors, perceptions, attitudes, and feelings as a tier one behavior intervention.

** Craig Whedon, Assistant Director, Mainstay Academy (GNETS), Spalding County School System, McDonough, GA*

Friday Afternoon Mini Workshops

3:15-5:00

Riverchase A

Thinking talents: Explicit instruction of learning strategies to enhance learning for students of all abilities

Talents Unlimited is a research-based model employing Calvin Taylor's multiple talent approach and is designed to enhance curriculum for all learners, from those with gifted abilities to those with special needs. This mini-workshop will provide participants with an understanding of how this research-based model can enhance learning for every student in the classroom.

**Crystal S. Wilson, M.S., graduate student, The University of Alabama, Tuscaloosa, AL*

**Kristin B. Jacks, M.S., graduate student, The University of Alabama, Tuscaloosa, AL*

Riverchase B

Gloria Campbell-Whatley

Wynfrey ABC

"I Believe and You Will Too!"

This motivational presentation will offer very specific behavior management techniques that you can put into place on the next day of school, so that you can spend this year teaching students, instead of disciplining them.

** Donna Kirkendoll, Positive Behavior Supports (PBS) Coordinator, Alabama State Department of Education, Montgomery, AL*

Wynfrey E

The Three Tiers of Reading Intervention: A Collaborative Effort

This presentation will clarify the specific skills continuum involved in learning to read and how the classroom teacher and the special education teacher can collaborate on an intensive intervention plan to close reading gaps.

**Teresa Nichols, Ph.D., Consultant, Nichols Education Services, Inc., Pelham, AL*

Saturday Morning Concurrent Sessions

9:15-10:15

Avon

Higher Education and Secondary Education: A Model for Collaborative Teaching

The purpose of this presentation is to share the Secondary Collaboration Model developed as the result of a state grant awarded to a small teacher education program. This grant provided opportunities for school personnel and faculty members to work collaboratively and provided the ability to create an authentic co-teaching experience.

** Kate D. Simmons, Ph.D., Assistant Professor, Auburn University Montgomery, Montgomery,*

AL

** Laura B. Carpenter, Ed.D., Associate Professor, Auburn University Montgomery, Montgomery, AL*

** Allen Dyal, Ed.D., Professor, Auburn University Montgomery, Montgomery, AL*

Berkshire

Beyond Rhyming: Building Solid Foundations For Future Reading Success

25% to 40% of all children will not be phonemically aware by the end of their first year of school. Phonemic awareness is not phonics. Phonemic awareness is a prerequisite to phonics, serving as a powerful predictor of later reading achievement. Hand's on approach to improving your students' reading scores.

** Jennifer Leabyr, Read MTI, Needham, MA*

Devon

Improved Writing for Students with Learning and Emotional Disabilities with POWER and Self Monitoring.

This presentation will describe a writing strategy that educators in middle and high schools can implement to assist students with learning disabilities. The strategy instruction will focus on using the acronym POWER and self-monitoring to improve the quality and quantity of writing. The most successful classroom techniques will be emphasized.

** Craig Whedon, Assistant Director, Mainstay Academy (GNETS), Spalding County School System, McDonough, GA*

Dorset

“Being Part of a Group or Having a Crew to Hang With”

This presentation will focus on a method for improving the social skills of students on the autism spectrum during lunch, transition times, and collaborative group times. The presenter will outline the method implemented and discuss the positive impact of this method had on students’ social performance throughout the school day.

**Liz Pipkin, M.Ed., Special Education Teacher, Homewood Middle School, Homewood, AL*

Wyndor II- ROUND TABLE

Teaching Using Popular-music Across the Curriculum: Increasing Interest, Participation, and Understanding for Students with Challenging Behavior

Keeping students engaged in the classroom can be quite difficult. This is especially true for student with challenging behaviors. The presenter will demonstrate how the use of song lyrics as instructional tools can systematically cover multiple instructional content areas, while increasing student interest and understanding.

**Jonte’ C. Taylor, M.Ed., Doctoral Candidate Auburn University, Auburn, AL*

Saturday Morning Concurrent Sessions

10:25-11:25

Avon

The Autism Dilemma: History, Prevalence, Assessment, Impact and You.

The purpose of this presentation is to present issues about the increasing prevalence of children being diagnosed on the autism spectrum. The historical development of autism, causes, prevalence, impact on teachers and family will be addressed. Discussion is welcomed.

**Marion Madison, Ph.D., Professor, Athens State University, Athens, AL*

** Johan W. van der Jagt, Ph.D., Assistant Professor, Southeastern Louisiana University, Hammond, LA*

Berkshire

Promoting Success in the General Education Classroom for Students with Challenging Behaviors

As special educators, we are generally considered the experts on how to deal with students who exhibit challenging behaviors. This presentation will provide a number of strategies special educators can use and/or share with teachers to help promote the success for students in general education settings who exhibit challenging behaviors.

**Cynthia Nelson, Ed.S., Doctoral Student, Auburn University, Auburn, AL*

***Jonte’ C. Taylor, M.Ed., Doctoral Candidate Auburn University, Auburn, AL*

**Doris L. Hill, MS, Doctoral Candidate Auburn University, Auburn, AL*

Saturday Morning Mini-Workshops

9:15-11:25

Cornwall

What is your switch IQ?

Switch use is essential for many kids in order to communicate and access their curriculum. Students with low-incident disabilities are sometimes the most difficult to find an access point and consequently determine what they know and how to increase expression. Learn how to teach your students how to use a switch from simple cause/effect to scanning and finally to successfully navigating a communication device or accessing their curriculum. Learn about free software and websites to support your switch users.

**Lisa Snyder, M.Ed., Program Coordinator, Technology Assistance for Special Consumers (T.A.S.C. a Program of UCP of Huntsville and Tennessee Valley, Huntsville, AL*

**Laura Parks, M.Ed., Assistive Technology Specialist, Technology Assistance for Special Consumers (T.A.S.C. a Program of UCP of Huntsville and Tennessee Valley, Huntsville, AL*

Riverchase A

Models of Collaboration High School

Models of Collaboration High School demonstrates successful implementation of collaborative practices. Regional educational laboratories, school districts, and Institutes of Higher Education (pre-service teachers) are using the DVD for training and a demonstration resource.

**Theresa Farmer, Alabama State Department of Education, Montgomery, AL*

**Judy Simmons, Principal, Montevallo High School, Montevallo, AL*

**Jane Clayton, Literacy Coach, Montevallo High School, Montevallo, AL*

Riverchase B

Con Confianza: Developing Trust and Understanding of Latino Families

Understanding how to work with Latino families and their children with disabilities is a challenge many educators face as the Latino/Hispanic populations increases. The session will provide an overview of research on Latino families of children with disabilities and strategies for working with families and their children.

**Vivian I. Correa, Ph.D., Distinguished Professor of Early Childhood and Special Education, Clemson University, Clemson, SC*

Wynfrey D

Using Discrete Trial Teaching to Teach Students With Autism

During approximately the first hour of the session, an overview of discrete trial teaching will be presented, including components, appropriate implementation, common mistakes to avoid, data collection and video examples. During the second hour, participants will be given the opportunity to practice discrete trial teaching with on-going supervision and feedback.

**Robert G. Simpson, Ph. D., Professor, Auburn University, Auburn, AL*

Wynfrey E

“Autism 101 for Educators: Strategies for Success”

Teachers, parents, and other professionals working with students with autism spectrum disorders often face challenges when designing programs for these unique learners. “Autism 101 for Educators: Strategies for Success” will equip participants with the knowledge to understand the characteristics of students with ASD and the impact that these characteristics have on teaching and learning. Participants will also learn effective methods for supporting students with ASD in the classroom, including behavior modification strategies. This workshop is intended for parents, educators, administrators, and related service providers who support students with ASD.

**Nicolette B. Brigham, Ph.D., Research Associate, Vanderbilt University, Nashville, TN*