

2016 Research to Practice Institute
River Bluff High School
320 Corley Mill Rd.
Lexington, SC 29072



South Carolina Department of Education
Office of Special Education Services

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

Full Day Sessions 8:30 a.m.-4:00 p.m. 6 hours
 (Morning Sessions 8:30 a.m.-12:00 p.m.) 3.0 hours
 (Afternoon Sessions 1:00 p.m.-4:00 p.m.) 3.0 hours

Strand	Session Title	Session Date(s)	Page
Awareness	A Trauma-Informed Approach to Education	Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)	1
Awareness	Avoiding Procedural and Substantive Errors in the IEP Development and Implementation Process	Wednesday, July 13, 2016 - Full Day Thursday, July 14, 2016 - Full Day	2
Awareness	Critical Events in Education and Special Education Law, 2014-2016: What You Need to Know & Why you Need to Know It!	Monday, July 11, 2016 - Full Day Friday, July 15, 2016 - Full Day	3
Awareness	Developing Educationally Meaningful and Legally Sound IEPs	Tuesday, July 12, 2016 - Full Day	4
Awareness	Fetal Alcohol Spectrum Disorders - The "Hidden" Disability	Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) Thursday, July 14, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)	5
Awareness	IDEA State Complaints from Start to Finish	Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)	6
Awareness	IS-100.SCA: Introduction to the Incident Command System for Schools	Monday, July 11, 2016 - Full Day	7
Awareness	IS-230.D: Fundamentals of Emergency Management	Friday, July 15, 2016 - Full Day	8
Awareness	Parent Peer Support Providers: A Main Tier of a Multi-Tier System of Support	Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)	9
Awareness	Ruffled Feathers?: How LEAs Can Smooth Parents' IEP Anxiety	Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)	10

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Awareness	The Critical Need for Screening for Ushers Syndrome and Other Vision Needs for Students who are Deaf or Hard of Hearing	Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.)	12
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Behavioral Supports	Addressing Ten Common Behavioral Challenges of Students with Autism Spectrum Disorder	Monday, July 11, 2016 - Full Day Tuesday, July 12, 2016 - Full Day	14
Behavioral Supports	Behavior Interventions: How do I Figure out What to do?	Monday, July 11, 2016 - Full Day	15
Behavioral Supports	Behavior Management for Students with Behavior Disorders	Friday, July 15, 2016 - Full Day	16
Behavioral Supports	Behavioral Strategies that Work- The Stoic Model	Wednesday, July 13, 2016 - Full Day	17
Behavioral Supports	Correction Routines: Strategies for Improving the Prosocial Functioning of Students with Chronically Challenging, Disruptive Behaviors	Wednesday, July 13, 2016 - Full Day Thursday, July 14, 2016 - Full Day Friday, July 15, 2016 - Full Day	18
Behavioral Supports	CSEFEL- When All Else Fails...How to Support Positive Behavior	Tuesday, July 12, 2016 - Full Day	19
Behavioral Supports	Darkness to Light's Stewards of Children: Child Sexual Abuse Prevention Training	Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.) Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)	20

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Behavioral Supports	Managing Student Behavior from A to Z	Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.)	24
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Behavioral Supports	Teaching the Student with Chronic Trauma-Education and Strategies	Monday, July 11, 2016 - Full Day	28
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Communicative Competence	Expressive Fingerspelling for Educational Interpreters	Wednesday, July 13, 2016 - Full Day	36
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Family and Community Resources	Planning for Independence: The Parent Experience	Friday, July 15, 2016 Morning Session (8:30 a.m.-12:00 p.m.)	40
Family and Community Resources	Special Populations: Information and Resources	Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.) Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.) Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) Wednesday, July 13, 2016 Morning Session (8:30 a.m.-12:00 p.m.) Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)	41
Inclusion/Co-teaching	Bridging the Achievement Gap One Co-Teaching Class at a Time	Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)	42
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Instructional Practices	Building Your MTSS Infrastructure	Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.)	50
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Technical Guidance	What to Expect When You're Scheduled for an IDEA Program Monitoring Visit - Guidance on the Program Monitoring Process for 2016-2017	Thursday, July 14, 2016 - Full Day	130
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Technical Guidance	Writing Meaningful and Compliant Present Levels Aligned With Measurable Goals for Speech-Language Pathologists and Speech-Language Pathologist Assistants	Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.) Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)	132
Transition	Alternatives to Guardianship: The Importance of Promoting Self-Determination	Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)	133

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Full Day Sessions 8:30 a.m.-4:00 p.m. 6 hours
(Morning Sessions 8:30 a.m.-12:00 p.m.) 3.0 hours
(Afternoon Sessions 1:00 p.m.-4:00 p.m.) 3.0 hours

Strand	Session Title	Session Date(s)	Page
Transition	Planning for Independence: A Guided Family Exercise	Friday, July 15, 2016 Afternoon Session (1:00 p.m. - 4:00 p.m.)	134
Transition	Planning for Independence: The Youth Experience	Friday, July 15, 2016 Morning Session (8:30 a.m.-12:00 p.m.)	135
Transition	Putting Students in the Driver's Seat	Monday July 11, 2016 Afternoon Session (1:00 p.m. - 4:00 p.m.)	136
Transition	Secondary Transition: Accessing Resources and Implementing Research-Based Practices	Tuesday, July 12, 2016 - Full Day Wednesday, July 13, 2016 - Full Day Thursday, July 14, 2016 - Full Day	137
Transition	South Carolina Vocational Rehabilitation (SCVRD): Preparing Students with Disabilities for Successful Employment	Wednesday, July 13, 2016 Morning Session (8:30 a.m.-12:00 p.m.) Thursday, July 14, 2016 Morning Session (8:30 a.m.-12:00 p.m.)	138
Transition	The Expanded Core Curriculum for Students who are Deaf/Hard of Hearing: A Guide to Successful Transition	Friday, July 15, 2016 Morning Session (8:30 a.m.-12:00 p.m.)	139

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Registration Open: May 20, 2016

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STRAND: Awareness

Title of Session: A Trauma-Informed Approach to Education

Instructor(s): Kelli Scurry
Christopher Wells

Objectives: Participants of this session will: (1) analyze the impact of trauma on the brain and on the learning process; (2) consider that behavior and learning problems may actually be symptoms of trauma exposure; (3) re-evaluate their actions and the learning environment for the potential to re-traumatize students; and (4) discuss ten strategies which will create trauma-informed classrooms and schools.

Audience: all school employees who interact with students

Session Length: ½ day sessions

Date(s): Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or
Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Awareness

Title of Session: Avoiding Procedural and Substantive Errors in the IEP Development and Implementation Process

Instructor(s): Mitchell Yell

Objectives: The purpose of this presentation is to identify the major procedural and substantive errors that school district personnel can make when developing and implementing students' individualized education programs (IEPs). Approximately 90% of all special education litigation (i.e., hearings, SEA decisions, court cases) stems from these types of errors; therefore, being aware of and understanding these types of errors is of critical importance to special education professionals. Guidelines and strategies will be offered for school district personnel to avoid these errors, and to develop and implement educationally meaningful and legally sound IEPs. Participants will become aware of:

- procedural errors in IEP development (e.g., inadequate parental participation in the IEP process, predetermination, shoehorning, fielding an IEP team that is missing essential participants, failing to implement the IEP);
- substantive errors in IEP development (e.g., conducting incomplete assessments, failing to address all of a student's needs in the PLAAFP, failing to write measurable annual goals, failing to link the PLAAFP statement, goals, and system for monitoring student progress, failing to monitor student progress); and
- guidelines and strategies for avoiding these errors and crafting educationally meaningful and legally sound IEPs.

Audience: special education teachers, consultants, special education administrators, general education teachers, and general education administrators

Session Length: 2 days

Date(s): Wednesday, July 13, 2016 - Full Day and Thursday, July 14, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Awareness

Title of Session: Critical Events in Education and Special Education Law, 2014-2016: What You Need to Know & Why you Need to Know It!

Instructor(s): Mitchell Yell

Objectives: Important events have occurred in educational law in the years 2014 to 2016. The purpose of this presentation is to provide an overview of these events and the implications for special education teachers and administrators as well as general education teachers and administrators. Participants will be exposed to recent events in education law in the following areas: (1) The Every Student Succeeds Act of 2015 (reauthorizing the Elementary and Secondary Education Act and replaces the No Child Left Behind Act); (2) bullying of students with disabilities; (3) child find in the era of response to intervention (RTI)/multi-tiered systems of support (MTSS); (4) least restrictive environment (LRE) in the 4th Circuit; (5) disciplining students with disabilities; and (6) free appropriate public education (FAPE).

Audience: special education teachers, special education administrators, special education consultants, general education teachers, general education administrators

Session Length: 1 day

Date(s): Monday, July 11, 2016 - Full Day or Friday, July 15, 2016 - Full Day

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Registration Closes: June 10, 2016

STRAND: Awareness

Title of Session: Developing Educationally Meaningful and Legally Sound IEPs

Instructor(s): Mitchell Yell
Christine Christle, Ph.D.

Objectives: The purpose of this presentation is to provide participants with a four-step process for developing individualized education programs (IEPs) that are educationally meaningful and legally sound. When students' IEPs are correctly developed and implemented, students benefit and school personnel comply with state and federal laws by ensuring that special education programming provides a free appropriate public education (FAPE). The presentation will consist of instruction and practice activities. Participants will: • understand and be able to develop meaningful present levels of academic achievement and functional performance (PLAAFP) statements; • understand and be able to develop meaningful and measurable annual goals; and • understand and be able to develop meaningful and effective systems for monitoring student progress.

Audience: special education teachers, special education administrators, general education teachers, and general education administrators

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day

2016 Annual Research to Practice

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Awareness

Title of Session: Fetal Alcohol Spectrum Disorders - The "Hidden" Disability

Instructor(s): Julie Cole
Maxine Barker, PhD

Objectives: First identified in the United States over 40 years ago, Fetal Alcohol Syndrome (FAS) is a major birth defect resulting from prenatal alcohol exposure (PAE). The term Fetal Alcohol Spectrum Disorders (FASD) is used to reflect the full range of effects associated with PAE. According to the National Institute on Alcohol Abuse and Alcoholism (NIAAA), the prevalence of FASD in the general population ranges from 2% to 5%. FASD places a significant burden on both affected families and society. The lifetime cost for a person with FAS is estimated to be approximately \$2 million, most of which reflects special education as well as medical and mental health treatment. FASD is known as a "hidden disability" because most individuals affected by FASD are not diagnosed until adolescence, or adulthood, if at all. School-aged children with fetal alcohol-related problems are usually only identified when they are referred for a learning disability or an attention deficit disorder. If clinicians can identify FASD early, intervention approaches can minimize the potential impact and prevent secondary disabilities. This presentation will cover the following objectives: • An overview of Fetal Alcohol Spectrum Disorders (FASDs); • Impact of FASDs on cognition, learning & behavior; and • Learning strategies for students with FASD.

Audience: all education professionals

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or
Thursday, July 14, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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STRAND: Awareness

Title of Session: IDEA State Complaints from Start to Finish

Instructor(s): Meg Hazel

Objectives: This session will focus on the state complaint investigation process from the time the State Department of Education receives a complaint until the complaint file is closed. Participants will put themselves in the complaint investigator's shoes by "investigating" a simulated complaint. Participants will learn: * what the SDE does when it receives a complaint * what timelines must be followed * important information that complainants and districts should submit * the process behind the letter of resolution * the reasons for corrective actions and how to get out of "IEP jail"

Audience: parents, district representatives, attorneys, advocates

Session Length: ½ day

Date(s): Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Awareness

Title of Session: IS-100.SCa: Introduction to the Incident Command System for Schools

Instructor(s): Jenine Stevenson

Objectives: The Emergency Management Institute developed the Introduction to ICS for Schools (IS-100.SCa for Schools) course in collaboration with the U.S. Department of Education. The course is designed primarily for kindergarten through high school personnel. The overall course goal is to promote school safety by: (1) familiarizing personnel with how ICS principles can be applied in school-based incidents; and (2) preparing personnel to interface with community response personnel. IS-100.SCa for Schools follows the National Incident Management System (NIMS) guidelines. At the completion of this course, participants will be familiar with: • ICS applications in school-based incidents; • ICS organizational principles and elements; • ICS positions and responsibilities; • ICS facilities and functions; and • ICS planning. In addition, participants will learn the steps personnel should take to be accountable for their actions during an incident.

Audience: all kindergarten through high school personnel

Session Length: 1 day

Date(s): Monday, July 11, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Awareness

Title of Session: IS-230.D: Fundamentals of Emergency Management

Instructor(s): Jenine Stevenson

Objectives: The goal of this course is to introduce participants to the fundamentals of emergency management. This course presents emergency management as an integrated system with resources and capabilities networked together to address all hazards. This is the first course in the Federal Emergency Management Agency (FEMA) Emergency Management Institute's independent study Professional Development Series. At the completion of this course, participants will be able to: (1) describe the principles and authorities that are the foundation of emergency management; (2) explain how the different partners contribute to emergency management in your community; (3) explain how the core capabilities support the mission areas to ensure preparedness; (4) describe the roles of each partner in emergency management; (5) explain the steps and resources necessary for developing a comprehensive emergency operations plan; (6) explain how to plan, manage, and coordinate resources for an efficient and effective response; and (7) explain the functions of emergency management in emergency and day-to-day situations.

Audience: individuals new to the field of emergency management, and individuals with a desire to understand the fundamentals of emergency management

Session Length: 1 day

Date(s): Friday, July 15, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Awareness

Title of Session: Parent Peer Support Providers: A Main Tier of a Multi-Tier System of Support

Instructor(s): Pheobe Malloy

Objectives: Parent Support Providers are primary caregivers who can articulate lessons learned from their own lived experience parenting a child/youth with emotional, behavioral, substance use or mental health challenges. They use this lived experience, coupled with specialized training, to help empower families to effectively work with a variety of systems to improve productivity and outcomes. In the educational setting, Parent Support Providers have the capacity to build bridges between the school and the home, which often leads to fewer disciplinary referrals, reduced suspensions, better grades, higher levels of homework completion, improved attitudes about school, and better home to school relations. The objectives of this session are: (1) to bring awareness of the impact that Parent Support Providers can have on families as they seek to empower families in navigating the educational system; (2) to acknowledge that family members are the first teachers and their voice should be respected; (3) to create an environment where there is shared responsibility for educational outcomes; and (4) to promote the importance of mutual trust and respect. Participants will: • understand the role and responsibilities of Parent Support Providers; • understand the principles of family-driven and youth-guided care; • learn to work with and respond to the diversity of families and youth; and • appreciate the value of families from a strengths-based outlook, using a shared accountability approach.

Audience: administrators, teachers, guidance counselors, support staff, family members, and district and state level staff

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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Registration Closes: June 10, 2016

STRAND: Awareness

Title of Session: Ruffled Feathers?: How LEAs Can Smooth Parents' IEP Anxiety

Instructor(s): Carol Beckmann-Bartlett

Objectives: Participants will learn strategies for beginning new family relationships in a positive way, managing accessibility beyond IEP meetings, and how to stand-your-ground without compromising home-school relationships. A discussion of real-world situations will be held. Plan for an engaging and worth while session!

Audience: all education professionals that work with parents and IEPs

Session Length: ½ day

Date(s): Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Awareness

Title of Session: South Carolina Council for Exceptional Children Leadership Training

Instructor(s): Jennifer Watson (Past-President, SCCEC), Beth Tuten (President, SCCEC), and Past and Present SCCEC Executive Committee/Board Members

Objectives: The South Carolina Council for Exceptional Children (SCCEC) is the voice and vision of Special Education in South Carolina. We are a professional organization with the mission to improve the educational outcomes and quality of life of individuals with exceptionalities and their families through the actions of professions, advocates, and other agencies.

The purpose of this half-day session is to train present and future leaders of SCCEC. This session will include a history of the organization, exploration of the organization's purpose and mission, and explanation of the specific roles of the officers of SCCEC. This will be the first avenue for information dispersal to chapter and subdivisions. A SCCEC Executive Board meeting will immediately follow this training session.

Audience: anyone interested in taking on leadership role in the South Carolina Council for Exceptional Children, current leaders of all chapters and subdivisions, current and newly elected board and committee members.

Session Length: ½ day

Date(s): Friday, July 15, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

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STRAND: Awareness

Title of Session: **The Critical Need for Screening for Ushers Syndrome and Other Vision Needs for Students who are Deaf or Hard of Hearing**

Instructor(s): Kelly Birmingham
Jerry Francis, Krista-Leigh Olsen, Marcy Meachum, and Dr. Marvin Efron

Objectives: Participants will: (1) understand various types of Ushers Syndrome and other vision conditions that may potentially impact students with hearing loss; (2) identify visual characteristics that might warrant Ushers or other vision screening; (3) be able to describe screening techniques for vision; (4) describe an appropriate screening follow-up protocol (i.e., identification of needed services and/or accommodations); and (5) identify the implications of combined hearing and vision needs for educational and transition programming.

Audience: administrators, teachers of students who are deaf/hard of hearing, and other professionals and paraprofessionals working with students who are deaf/hard of hearing

Session Length: ½ day

Date(s): Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: Academic and Behavioral Interventions for Students with Behavior Disorders

Instructor(s): Timothy Landrum

Objectives: This session will focus on applying fundamental principles of effective behavioral interventions to the most common academic and behavioral concerns seen in students with behavioral disorders (disruption, noncompliance, and inattention). Specifically, participants will: (1) learn about the behavioral foundations of effective interventions for students with challenging behavior (i.e., universal or Tier I strategies); (2) learn and practice several evidence-based interventions appropriate for Tier II and Tier III intervention, including precision requests, behavioral momentum, self-monitoring, the Good Behavior Game, behavior-specific praise, increasing opportunities to respond (OTRs), and classwide peer tutoring; and (3) take home specific strategies, along with plans to implement them in their own classrooms, to address their most pressing instructional and behavioral concerns.

Audience: Most appropriate for: special education teachers, general education teachers, and paraprofessionals. Also appropriate for: school psychologists and administrators.

Session Length: 2 days

Date(s): Monday, July 11, 2016 - Full Day and Tuesday, July 12, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: Addressing Ten Common Behavioral Challenges of Student with Autism Spectrum Disorders

Instructor(s): Debra Leach

Objectives: This two-day session begins with a discussion of the characteristics of students with Autism Spectrum Disorder (ASD) and how these traits may impact their behavior in the classroom. Potential functions for ten common challenging behaviors will be shared with suggestions for research-based interventions that can be used to address each function discussed. Participants will gain insight and perspective as well as strategies they can put to use immediately to improve classroom behavior for students with ASD. Participants will: (1) learn how the unique characteristics of students with ASD impact their behavior in classroom settings; (2) understand the various potential functions for challenging behaviors of students with ASD in classroom settings; and (3) Participants will learn research-based strategies that can be used to design and implement preventative and responsive positive behavioral interventions and supports that consider the unique functions of problem behaviors of students with ASD.

Audience: special education teachers (all grade levels), general education teachers (all grade levels), related service providers, administrators, and paraprofessionals

Session Length: 2 days

Date(s): Monday, July 11, 2016 - Full Day and Tuesday, July 12, 2016 - Full Day

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STRAND: Behavioral Supports

Title of Session: Behavior Interventions: How do I Figure out What to do?

Instructor(s): Beth Taylor

Objectives: There is a steady increase of students with behavioral difficulties entering both general and special education classrooms. These behaviors range from general disruptions (such as calling out and noise making) to more significant behaviors (such as physical aggression and running away). Often, teachers are provided with websites and "tool boxes" from which they pull behavior interventions. However, many teachers are unable to pick the right intervention at the right time; so, providing interventions becomes a process of trial-and-error. During this process, behaviors can get worse and worse. This workshop will provide participants with the Problem Solving Process to analyze how to pick the right intervention for each situation the first time. In addition, research-based interventions will be discussed in detail so they can be implemented immediately.

Audience: All

Session Length: 1 day

Date(s): Monday, July 11, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: Behavior Management for Students with Behavior Disorders

Instructor(s): Timothy Landrum

Objectives: This session focuses on evidence-based behavior management strategies that may be considered universal, but also addresses the needs of students with behavior disorders or more serious behavior challenges (i.e., those in need of Tier II supports). Students with or at-risk for behavior disorders display consistent challenging behavior, still, these behavioral concerns are generally predictable and preventable. In this session, participants will: (1) work through Walker's Acting-Out Behavior Cycle as a framework for predicting and preventing problem behavior; (2) learn and practice several specific strategies for preventing problems from occurring, or preventing problems from getting worse, including extinction, differential reinforcement, choice and preferred activities, and behavioral momentum.

Audience: special education teachers, general education teachers, paraprofessionals, school psychologists, and administrators

Session Length: 1 day

Date(s): Friday, July 15, 2016 - Full Day

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Registration Open: May 20, 2016

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STRAND: Behavioral Supports

Title of Session: Behavioral Strategies that Work- The Stoic Model

Instructor(s): Jennifer Watson

Objectives: The STOIC Framework is a framework developed by Randy Sprick and Safe and Civil Schools. It is an updated CHAMPS model that lends itself to single classroom or whole school implementation. CHAMPS/STOIC is a program aimed to:

- Improve classroom behavior (on-task, work completion, cooperation);
- Establish clear classroom behavior expectations with logical and fair responses to misbehavior;
- Motivate students to put forth their best efforts (perseverance, pride in work);
- Reduce misbehavior (disruptions, disrespect, non-compliance);
- Increase academic engagement, resulting in improved test scores; and
- Spend less time disciplining students and more time teaching them.

By participating in this interactive session, teachers/administrators will be able to create positive behavior management plans for their setting. Participants will walk away from the session with the tools for successful implementation. The session will focus on creating supportive STRUCTUREs in the classroom, developing and TEACHING expectations, OBSERVING behavior and easy data collection methods, INTERACTING positively, and CORRECTING fluently.

Audience: administrators, general education and special education teachers (grades K-8)

Session Length: 1 day

Date(s): Wednesday, July 13, 2016 - Full Day

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Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: Correction Routines: Strategies for Improving the Prosocial Functioning of Students with Chronically Challenging, Disruptive Behaviors

Instructor(s): Kent Parker

Objectives: This three-day course presents strategies for addressing behaviors that are chronically challenging and disruptive in school environments. Course content includes a focus on the development and implementation of social-behavioral skills instruction, opportunities for reinforcement, and correction strategies for rule violating and/or anti-social behavior in classroom and school-wide contexts. Participants will learn to: (1) develop and implement individualized behavior support scripts; (2) apply positive prevention strategies and reinforcement routines; (3) engage and encourage behavioral rehearsal, positive practice, and over-correction; and (4) safely and ethically implement correction routines for students who are resistant and/or desensitized to previous intervention attempts. Positive staff support, data-based problem-solving, and the Daily Behavior Support Assessment is the milieu for this course.

Audience: special educators, psychologists, general educators, and administrators

Session Length: 3 days

Date(s): Wednesday, July 13, 2016 - Full Day, Thursday, July 14, 2016 - Full Day, and Friday, July 15, 2016 - Full Day

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July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: CSEFEL- When All Else Fails...How to Support Positive Behavior

Instructor(s): Jennifer Watson

Objectives: Participants in this session will review the Center on the Social Emotional Foundation of Early Learning (CSEFEL) Pyramid Model of Support. While we will discuss building positive relationships and creating supportive environments, this session will focus on supporting students who need more intense intervention strategies. Social Emotional teaching strategies and Team Behavior Intervention strategies will be the focus of this full-day session. Hands-on practice will be guided by the presenter. By the end of the session, participants will develop teaching plans for social skill lessons. They will also practice collecting, recording, and sharing data with a behavior support team; developing a hypothesis about the function of the behavior; develop an positive behavior intervention plan; and develop strategies for monitoring the success of the approach.

Audience: general education and special education preschool teachers, kindergarten teachers, Early Head Start teachers, and daycare teachers

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: Darkness to Light's Stewards of Children: Child Sexual Abuse Prevention Training

Instructor(s): Norma Donaldson-Jenkins

Objectives: Darkness to Light® is a national non-profit organization that seeks to empower adults to prevent child sexual abuse. This training raises awareness of the prevalence and consequences of child sexual abuse by educating adults about the steps they can take to prevent, recognize, and react responsibly to the reality of child sexual abuses. As educators, you commit much of yourself to your students. Many of you have other children in your lives that you love and care for. This training will help you protect all your children. Training participants will: • receive an interactive workbook; • receive a mix of survivor stories, expert advice, and practical guidance for preventing child sexual abuse; • learn about making choices, taking risks, and supporting each other; • get simple strategies to prevent and respond to sexual abuse through Darkness to Light's Five Steps to Protecting Children. This 2.5 hour training is only the beginning. Child sexual abuse is a complex problem. The information provided is not a substitute for the advice of professionals. It does not teach a guaranteed method of identifying people who sexually offend against children. It is not intended as a therapeutic tool. The training alone does not address all the policy issues for your organization or district. Its purpose is to give you simple, proactive steps to protect children from sexual abuse.

Audience: anyone working with students (ages 3 to 21)

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or
Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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Registration Open: May 20, 2016

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STRAND: Behavioral Supports

Title of Session: Developing Tier 1, 2, and 3 Positive Behavioral Interventions and Supports in Classroom Settings to Address the Needs of All Learners

Instructor(s): Debra Leach

Objectives: This two-day session provides guidance for developing and implementing Tier 1, 2, and 3 positive behavioral interventions and supports to promote desirable behaviors and address challenging behaviors in a variety of school settings. Participants will: (1) learn how to design Tier 1 positive behavioral interventions and supports in general education and special education settings; (2) learn how to develop and implement Tier 2 positive behavioral interventions and supports for students who continue to demonstrate challenging behaviors after Tier 1 supports are in place; and (3) learn how to conduct meaningful functional behavior assessments to develop quality behavior intervention plans for students who need intensive behavioral supports.

Audience: special education teachers (all grade levels), general education teachers (all grade levels), related service providers, administrators, and paraprofessionals

Session Length: 2 days

Date(s): Wednesday, July 13, 2016 - Full Day and Thursday, July 14, 2016 - Full Day

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Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: Evidence-Based Classroom and Behavior Management

Instructor(s): Timothy Landrum

Objectives: This session is designed to cover the basics of classroom and behavior management at the universal tier, with a focus on how effective instruction and basic behavioral strategies work together to promote engagement and achievement. Participants will learn about the foundational principles underlying effective classroom and behavior management, and then learn and practice several specific applications of these principles. An emphasis will be placed on engaging lessons and effective instruction as a framework for reducing behavior problems and promoting achievement. In particular, participants will: (1) learn the basic behavioral operations that form the basis of classroom management, including positive and negative reinforcement, extinction, differential reinforcement, and punishment; (2) learn the components and characteristics of effective instruction that are linked to less disruption and greater engagement; and (3) practice linking these evidence-based behavioral and instructional practices together and applying them to their own classroom teaching.

Audience: special education teachers, general education teachers, and paraprofessionals

Session Length: 2 days

Date(s): Wednesday, July 13, 2016 - Full Day and Thursday, July 14, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: Instructional Choice: A Strategy for Increasing Engagement by Offering Within and Between Task Choices

Instructor(s): Robin Parks Ennis

Objectives: Choice-making is an intervention used to increase students' motivation and productivity. This presentation will emphasize strategies for providing choices both within- and between-tasks. Participants will hear an overview of types of choices as well as strategies for improving the utility of choice-making for nonresponders. Participants will have the opportunity to develop protocols for delivering choices and will have opportunities to practice this strategy during the session.

Audience: Pre-K through 12 general and special education teachers, counselors, and support staff

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: Managing Student Behavior from A to Z

Instructor(s): Joseph Ryan

Objectives: Upon completion of the training, participants will be able to: (1) develop a personalized hierarchical Behavior Management Plan for their classroom that is based on evidence-based practices; (2) conduct a functional behavioral assessment; (3) de-escalate aggressive student behavior; and (4) understand the role of teachers in medication therapy.

Audience: general and special educators, paraprofessionals, and administrators

Session Length: ½ day

Date(s): Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or
Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

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Registration Open: May 20, 2016

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STRAND: Behavioral Supports

Title of Session: Minimizing Disruptions to Improve Classroom Achievement: How to Build a Community in Difficult Classrooms

Instructor(s): Janet Taylor
Linda B. Schmitt

Objectives: In order for all students to have access to the general curriculum, classroom environments must be designed to promote student problem solving, reasoning and communicating skills. A high level of success can be achieved through the creation of a safe and supportive learning environment that explicitly teaches students about concepts such as respect, tolerance, and partnership behaviors. In this full-day session, teachers will learn about research from The Institute of Education Science that links student motivation and engagement to increased student performance. Direct instruction, modeling, activities, and discussion will be guided through the Community Building Series which includes: (1) Focusing Together, a strategy that promotes self-management skills in association with classroom expectations; (2) Following Instructions Together, a strategy designed to teach student concepts and strategies associated with following instructions effectively; (3) Organizing Together which involves basic strategies for students to get and stay organized; and (4) Taking Notes Together which teaches students a simple strategy for taking notes in response to a variety of stimuli. Additionally, participants will learn the SCORE Skills: Social Skills for Cooperative Groups, in which students are taught

Audience: general education and special education teachers (grades 2-12)

Session Length: 1 day

Date(s): Thursday, July 14, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: Precorrection: A Strategy for Preventing Problem Behaviors in Classroom and Non-Classroom Settings

Instructor(s): Robin Parks Ennis

Objectives: Precorrection is an instructional approach to addressing inappropriate classroom behaviors. During this full day workshop, teachers will receive an overview of the seven steps of the precorrection strategy, discuss supporting research, review example interventions, and develop precorrection plans for activities in their classrooms that predictably occasion inappropriate behavior. For each step, we will discuss foundational behavioral management strategies to develop plans for addressing behavior both in the classroom and in other school settings where problematic behavior is likely to occur.

Audience: Pre-K through 12 general and special education teachers, counselors, and support staff, administrators

Session Length: 1 day

Date(s): Wednesday, July 13, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: Self-Monitoring: A Strategy to Improve Student Engagement, Task Completion, and Work Accuracy

Instructor(s): Robin Parks Ennis

Objectives: Self-monitoring is an effective strategy for improving desired behaviors and in turn decreasing inappropriate behaviors in the classroom. It is an evidence-based practice for students with and without disabilities across the grade span. This workshop will assist participants to develop a variety of self-monitoring strategies for use in the classroom, including both task- and time-based models. In addition, participants will learn about how these strategies have been used to successfully improve outcomes for students.

Audience: Pre-K through 12 general and special education teachers, counselors, and support staff

Session Length: 1 day

Date(s): Monday, July 11, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: Teaching the Student with Chronic Trauma-Education and Strategies

Instructor(s): Don Elsey

Objectives: Objective of this session include: (1) Provide educators information on what to look for when the child's behavior could be trauma-based; (2) Teach educators strategies to handle these behaviors; and (3) Teach educators how to make appropriate referrals as needed. The content will include evidence-based research on identifying, treatments, and strategies in the field. Also, there will be anecdotes based on my years of working with this population and the systems involved (e.g., DSS, mental health). Participants will leave this session with a better understanding of the dynamics of abuse, how that can translate into the child's behavior, and ways to help these children both in the classroom and in the community.

Audience: general and special educators, therapists, parents, paraprofessionals, and other professionals

Session Length: ½ day

Date(s): Monday, July 11, 2016 (Morning Session 8:30 a.m.-12:00 p.m.)

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: Tertiary Behavior Support: Function-based Thinking in Behavior Assessment Strategies and Intervention Plans for Students with Chronically Disruptive and/or Dangerous Behaviors

Instructor(s): Kent Parker

Objectives: In this two-day course, participants will learn how to: • conduct, report, and verify functional assessments; • write behavior intervention plans that are effective in preventing interruption, abbreviation, and exclusion from school; and • change intense and complex behavior within school environments. Students will be able to: (1) define basic terms in the application of the principles of behavior analysis; (2) engage in defensible, simple, and clear data collection and data presentation strategies; (3) identify functionally equivalent, contextually appropriate replacement behaviors; (4) develop behavior change goals in behavior intervention plans; and (5) design research-based intervention protocols. Strategies for writing functional behavior assessments, intensive/complex intervention plans, crisis plans, and methods of reporting progress via ENRICH be will be presented with a plethora of examples.

Audience: special educators, psychologists, general educators, and administrators

Session Length: 2 days

Date(s): Monday, July 11, 2016 - Full Day and Tuesday, July 12, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Behavioral Supports

Title of Session: They DO Need Us! Supporting the Social & Emotional Needs of Academically Gifted Learners

Instructor(s): Gem Thomerson

Objectives: The needs of academically gifted learners often get overlooked due to numerous misconceptions about this unique population. This session will bring awareness to the social and emotional needs of academically gifted learners and will examine the current research relevant to the social and emotional development of this unique population. Emphasis will be placed on techniques, interventions and best practices that will assist participants in facilitating the academically gifted student's personal growth and success as well as those support groups who are in their life.

Audience: general and special education teachers, GT teachers, district staff, administrators, and counselors

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Communicative Competence

Title of Session: IEP Meeting Facilitation

Instructor(s): Cheryl Fitts

Objectives: This session offers conceptual and practical knowledge to support formal and informal facilitators of Individualized Education Program (IEP) meetings. We will expand upon the practical aspects of meeting preparation to promote a productive facilitation environment, while offering the relational concepts of group dynamics and consensus building to heighten and fine-tune your existing facilitation skills. The instructional content is derived from processes developed by the Facilitated IEP (FIEP) meeting originators Doug Little, formerly with USDE OSEP; and his wife Joyce Little, of Bruce Tuckman's group development model and the five stages of team dynamics; and the Consensus Workshop Method developed by the Institute of Cultural Affairs. Participants will identify succinct FIEP meeting agendas, acquire knowledge of group/team dynamics, and select consensus-building techniques that are applicable to specific situations.

Audience: general and special education administrators, teachers, and facilitators

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Communicative Competence

Title of Session: A Practical Guide to Augmentative and Alternative Communication

Instructor(s): Carol Page

Objectives: Having trouble knowing where to start? Finding it difficult to find assessment tools? Confused about what Augmentative and Alternative Communication (AAC) apps and devices to consider? Wondering what AAC intervention should look like? If you answered “yes,” then this is the workshop for you. These questions will be answered using reference-based resources and videos. The number of children needing AAC services and devices has increased steadily over time. It is sometimes difficult for parents to find a speech-language pathologist who has experience with individuals needing AAC. Many speech-language pathologists are in need of evidence-based instruction and practical examples for successful assessment and intervention. Fortunately, there are fantastic resources accessible for all. Participants will be able to: (1) name three resources for AAC Assessment; and (2) describe three evidence-based AAC intervention strategies

Audience: general education teachers, special education teachers, OTs, PTs and SLPs, and parents

Session Length: ½ day

Date(s): Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or Thursday, July 14, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Thursday, July 14, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Communicative Competence

Title of Session: American Sign Language Linguistics for Educational Interpreters

Instructor(s): Steve Fitzmaurice

Objectives: This workshop will have participants exploring the linguistics of American Sign Language (ASL) in an effort to improve attendees understanding of salient linguistic features of English and how they are best conveyed in ASL. Participants will: • distinguish and analyze phonemes of English and ASL; • distinguish and analyze how morphemes are formed in English and ASL; • identify and analyze syntax options and related salient linguistic features of English and ASL; and • determine professional development needs surrounding these topics.

Audience: educational Interpreters

Session Length: 2 days

Date(s): Monday, July 11, 2016 - Full Day and Tuesday, July 12, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Communicative Competence

Title of Session: Educational Interpreting from American Sign Language to English: Elementary Level

Instructor(s): Steve Fitzmaurice

Objectives: This session will have interpreters exploring and incorporating the salient features of English as they interpret from American Sign Language (ASL) for children in grades one to five. Employing scaffolded and spiraling pedagogical approaches, this hands-on and brain-active session will encourage participants to examine salient linguistic features of both English and ASL. Interpreters will also examine, rehearse, and peer- and self- assess the effectiveness of interpreting a variety of stories. Finally, interpreters will determine strategies and techniques to maintain cross-linguistic saliency when working from ASL to English and formulate a professional development plan related to this topic. Interpreters will:

- brainstorm and prepare for content subject;
- distinguish and analyze salient linguistic features of ASL;
- identify and analyze salient linguistic features of English;
- develop strategies and techniques to ensure such features remain intact during the transfer of meaning between languages;
- extensively rehearse interpreting;
- self-assess the efficacy of the interpretation;
- peer- assess own and other interpreted products; and
- determine professional development needs surrounding these topics.

Audience: educational Interpreters

Session Length: 1 day

Date(s): Thursday, July 14, 2016 - Full Day

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July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Communicative Competence

Title of Session: Educational Interpreting from American Sign Language to English:
Secondary Level

Instructor(s): Steve Fitzmaurice

Objectives: This session will have interpreters exploring and incorporating the salient features of English as they interpret from American Sign Language (ASL) for children in grades 9 to 12. Employing scaffolded and spiraling pedagogical approaches, this hands-on and brain-active session will encourage participants to examine salient linguistic features of both English and ASL. Interpreters will also examine, rehearse, and peer- and self- assess the effectiveness of interpreting a variety of stories. Finally, interpreters will determine strategies and techniques to maintain cross-linguistic saliency when working from ASL to English and formulate a professional development plan related to this topic. Interpreters will:

- brainstorm and prepare for content subject;
- distinguish and analyze salient linguistic features of ASL;
- identify and analyze salient linguistic features of English;
- develop strategies and techniques to ensure such features remain intact during the transfer of meaning between languages;
- extensively rehearse interpreting;
- self-assess the efficacy of the interpretation;
- peer- assess own and other interpreted products; and
- determine professional development needs surrounding these topics.

Audience: educational Interpreters

Session Length: 1 day

Date(s): Friday, July 15, 2016 - Full Day

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July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Communicative Competence

Title of Session: Expressive Fingerspelling for Educational Interpreters

Instructor(s): Steve Fitzmaurice

Objectives: Fingerspelling is a vital, yet difficult skill to master when working between American Sign Language (ASL) and English. Often, interpreters erroneously process fingerspelling using a letter-to-letter equivalence thus contributing to an increased cognitive processing load and ineffective results when processing fingerspelling both expressively and receptively. As reflected in national results, Educational Interpreter Performance Assessment (EIPA) data from South Carolina educational interpreters indicate that fingerspelling and number recognition is the lowest ranking score in the Sign-to-English domain. Fingerspelling production and the appropriate use of fingerspelling are also the lowest ranking scores in the overall factors domain. This session will use videotaping, games, drills, and fingerspelling source material. Participants will: • develop resolution strategies to minimize the psycho-social emotive responses to fingerspelling; • develop graphophonic cues to process fingerspelling; • enhance pattern inference and recognition skills; • refine rapid serial visual processing strategies; • build fingerspelling pattern templates; • extensively rehearse fingerspelling production skills; • develop error correction techniques; • explore appropriate fingerspelling production techniques; and • determine professional development needs surrounding fingerspelling.

Audience: educational Interpreters

Session Length: 1 day

Date(s): Wednesday, July 13, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Communicative Competence

Title of Session: IDEA Pitfalls and Practical Solutions

Instructor(s): Nancy Turner

Objectives: The objectives of this session are to spell out the schools' obligations and options under IDEA, examine pitfalls to avoid, and offer a variety of practical solutions to day-to-day issues. Participants will learn to avoid common mistakes made by IEP teams, school staff, and administrators in the areas of Child Find, FAPE, IEP development, discipline, supplemental services, and general compliance under IDEA. An emphasis will be on truancy, service animals, and Response to Intervention. Participants will develop a clear understanding of FAPE, LRE, and service delivery options as well as flexible considerations as they justify determinations for students with disabilities. Participants will read current court cases and discuss how their practical relevance can have long-term benefits in their decision-making process.

Audience: all school administrators, special education and general education teachers, counselors, speech pathologists, parent advocates, school district lawyers, paraprofessionals, and other personnel that work with/support students with disabilities

Session Length: ½ day

Date(s): Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Communicative Competence

Title of Session: Promoting the Communicative Competence in Learners with Significant Disabilities

Instructor(s): Philip Schweigert

Objectives: Meaningful intervention begins with a valid and relevant assessment. Rowland's (2006) Communication Matrix is such an assessment tool. It is designed to provide clear and constructive insights into how learners with severe and multiple disabilities are expressing themselves and what next steps to consider as you work to promote their progress as competent communicators. This workshop will present a seven-level model of expressive communication as outlined in the Communication Matrix. It will include instruction, practical exercises, and the use of case studies to demonstrate the assessment and instructional strategies being described. Participants will learn:

- how to use the Communication Matrix assessment to determine the expressive communication skill level of the child and a starting point for communication instruction;
- research-based instructional strategies for the child at the pre-symbolic and concrete symbolic levels of communication, including the use of gestures, microswitch technology, and Tangible Symbol Systems Opportunities for participants to apply this information to one of their own learners for whom such assessment and intervention strategies are appropriate.

Participants will be able to: (1) describe the Communication Matrix's 7 levels of expressive communication development; (2) identify learners' present level of expressive communication; (3) describe at least two intervention strategies for the learner at the pre-symbolic level of communication; (4) describe at least two intervention strategies for the learner at the early symbolic level of communication; and (5) develop a plan for instruction based on assessment results.

Audience: teachers, paraprofessionals, caregivers, administrators, and other personnel serving learners with significant and/or multiple disabilities

Session Length: 2 days

Date(s): Monday, July 11, 2016 - Full Day and Tuesday, July 12, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Family and Community Resources

Title of Session: CollaborAction: Schools, Families and Communities Uniting to Serve Students

Instructor(s): Yolande Anderson

Objectives: Participants will experience a "hands on," activity-driven session that will allow them to develop a tactical and practical model on how to engage communities and schools in building relationships to serve students. Participants will explore relational factors; inhibitions of allowing community members into the classroom; and, how to address and overcome the "been there, done that" cycle.

Audience: district administrators, teachers, and community members

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Wednesday, July 13, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or Thursday, July 14, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Family and Community Resources

Title of Session: Planning for Independence: The Parent Experience

Instructor(s): Jerri Davison
WC Hoecke

Objectives: The purpose of this session is to encourage parents to plan for their transitioning youth's future with independence as a primary goal. The objectives are as follows: • Educate parents about alternatives to guardianship; • Educate parents about ways to plan financially for their youth's future; • Encourage critical thinking protecting youth versus empowering them; and • Promote home environments where youth are encouraged to practice independence and are allowed to fail. This session will offer a parent perspective regarding the importance and challenges of transferring control from the parent to the youth during the transition process. The presenters will then discuss the tools available to provide support when needed, including alternatives to guardianship, such as Power of Attorney, representative payee, conservatorship, supported decision making, the Adult Health Care Consent Act, and financial options such as SSI/SSDI, Able Savings Accounts, and Special Needs Trusts. We will push parents to examine how they may be hindering independence and offer guidance on strategies for success.

Audience: parents of young adults with disabilities

Session Length: ½ day

Date(s): Friday, July 15, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Family and Community Resources

Title of Session: Special Populations: information and resources

Instructor(s): Jennifer Almeda
Basil Harris, Crystal Fields, and Linda Mirabal-Pace

Objectives: Parents will learn about what Federal programs serve students that are considered homeless, neglected and delinquent, English language learners, and migratory. Parents of children with disabilities will come away with resources these programs, and the program partners can provide for these students. They will also learn what services these programs provide and what the program qualifications are. The SC Department of Education State Coordinators for these programs will present and be ready to address questions and concerns parents may have regarding how their children may be served across programs.

Audience: Families of children with disabilities

Session Length: ½ day

Date(s): Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or Wednesday, July 13, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Inclusion/Co-teaching

Title of Session: Bridging the Achievement Gap one Co-Teaching class at a time

Instructor(s): Rachel Spitulski
Jennifer Sabillion

Objectives: Participants will learn how to make co-teaching partnerships work. Tips on matching general education and special education partners, scheduling, student selection, and communication will be addressed in this presentation.

Audience: general education teachers, special education teachers, current or future co-teaching partners, and administrators

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Inclusion/Co-teaching

Title of Session: Bringing the Resource Room into the 21st Century

Instructor(s): Wendy Dover Balough

Objectives: Most special education resource classrooms - the backbone of all district special education programs - are structured using the same guidelines and practices that were used in the 1970's and 80's. Things have changed, but the resource room really has not. This session will clarify the new educational expectations for all students, including students with disabilities, and provide options and tools to help resource teachers meet student needs while providing access to the general education classroom and curriculum. Topics for this half-day session include sorting and scheduling student services, determining the need for push-in or pull-out services, ideas for best use of resource class time, resource teacher responsibilities as a consultant/collaborator, and supporting general classroom implementation of differentiation, accommodations, and curricular modifications. In this session, we will: (1) define inclusion in the context of current school, state, and federal requirements and trends; (2) create tools to support sorting and scheduling student needs for push-in and pull-out special education services; (3) "repurpose" the Resource Room regarding staffing, special educator roles and responsibilities, and services/schedules to align with individual student needs and current educational requirements; and (4) review Read to Succeed, SC College and Career Ready Standards, and ESSA (Every Student Succeeds Act). Participants are asked to bring an electronic device to access the internet.

Audience: general education and special education teachers, building administrators, district coordinators, special education directors, and other district administrators

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or
Wednesday, July 13, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Inclusion/Co-teaching

Title of Session: Co-Teaching and Coaching Strategies

Instructor(s): Christine Christle
Cookie Winburn

Objectives: During this workshop we will describe, demonstrate, and have participants practice effective co-teaching and coaching strategies to use with student interns, new teachers, and paraprofessionals. Elements include effective co-teaching strategies, qualities of an effective coach, qualities of an effective teacher, the scope of coaching roles, successful mentoring/coaching communication, building trust, and using appropriate types of support. Participants will practice the various strategies through role-playing. We also will provide participants with handouts and tips for effective co-teaching and coaching. By the end of this workshop, participants will describe: (1) characteristics of quality teaching; (2) effective co-teaching strategies; (3) coaching/mentor roles; (4) types of coaching/mentor language; and (5) strategies for building trust.

Audience: general education and special education teachers and Administrators

Session Length: 1 day

Date(s): Monday, July 11, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Inclusion/Co-teaching

Title of Session: Co-Teaching: Essential Components to Make it Work

Instructor(s): Kimberly Landrum

Objectives: In this session, we will discuss the components of co-teaching that are essential to making it work. More specifically, the session will cover (a) the definition of co-teaching, (b) models of co-teaching, (c) essential components, (d) co-planning strategies, (e) co-instructional strategies, and (f) tips on evaluating co-teaching. The presenter will model specific strategies and participants will role-play and practice several strategies throughout the session. The presenter will use a variety of teaching methods which will include discussion, videos, PowerPoint, and group activities. At the end of the session, participants will be expected to co-plan a lesson utilizing the techniques discussed. Participants will be able to define co-teaching and describe common models of co-teaching. Participants will be able to describe essential components of co-teaching in order to make it work. Participants will plan a co-taught lesson utilizing the techniques described during the session. Participants will be able to explain how to evaluate co-teaching.

Audience: co-teachers, general education and special education teachers

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: A Comprehensive Approach to Literacy for Deaf and Hard of Hearing Students

Instructor(s): Kristin Todd
Maureen Irons

Objectives: This session will be a deep dive into four components of a comprehensive, balanced literacy approach that specifically targets the areas of instruction that are critical for success in reading and writing for students with hearing loss. Participants will gain the following knowledge and skills: (1) ability to choose Tier Two words that require students to own the vocabulary in order that they can determine the connotations, denotations, and be able to use multiple meanings of the words in written language; (2) ability to choose literary and informational texts that require students to use comprehension strategies and close reading skills; (3) ability to guide students in their use of comprehension strategies and understanding of author's purpose, craft, and structure; (4) ability to improve student writing through the use of process writing; and (5) six traits apply a structured language approach to support students' use of conventional English syntax. Participants will have the opportunity to practice using these strategies in a supported setting during this PLO.

Audience: teachers of the deaf in any service delivery model (Grades K-12); SLPs who work with D/HH students, and preservice teachers

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Accessibility features of the iPad for students with visual impairments

Instructor(s): Clay Jeffcoat
Marty McKenzie

Objectives: Participants will be able to use VoiceOver to access the functions of the iPad, and become familiar with popular apps that are useful to students with visual impairments.

Audience: teachers of students with a visual impairment

Session Length: 1 day

Date(s): Thursday, July 14, 2016 - Full Day

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Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Advanced Unified English Braille

Instructor(s): Tina Herzberg

Objectives: Participants of this session will: (1) read and correctly transcribe commonly used special symbols such as percent sign, ampersand, superscript, and subscript; (2) correctly apply contraction usage rules; (3) be able to format student materials using UEB formatting guidelines; and (4) be able to correctly transcribe math materials that include literary aspects.

Audience: teachers of students with visual impairment transcribers

Session Length: 1 day

Date(s): Monday, July 11, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Building Local Capacity for Assistive Technology

Instructor(s): Madalina Tudora
Sara McKay and Mark Daniels

Objectives: Abstract: Assistive Technology (AT) devices and services have been mandated for years through IDEA federal legislation. As a result, school districts are in need of both guidance and tools for qualified personnel to plan, develop, and implement assistive devices and services. This workshop will offer an overview of assistive technology devices and available services, and who could benefit from accessing them. Issues around assistive technology, such as school district responsibilities, assistive technology policies, procedures, and guidelines, assessment, and compliance will be addressed. Practical ideas for your team, free materials and resources will be provided. Session Objectives: • Review assistive technology devices and services, and who could benefit from accessing them • Review practical steps to take for building capacity at the district level • Discuss issues around AT (school district responsibilities, assistive technology policies, procedures, and guidelines, assessment, and compliance)

Audience: special education district leadership (special education coordinators and directors)

Session Length: ½ day

Date(s): Friday, July 15, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Building Your MTSS Infrastructure

Instructor(s): Tom Jenkins

Objectives: This session will cover the instructional expectations within each tier of the multi-tiered system of supports (MTSS) framework. Topics covered will include research-based core instruction including differentiation, building a master schedule to allow for evidence-based intervention practices, research-based intervention resources, Team-Initiated Problem Solving, and analyzing fidelity of implementation. Attendees will walk away with a comprehensive understanding of the MTSS instructional framework and be ready to use implementation steps regardless of their level of MTSS expertise.

Audience: all educators

Session Length: ½ day

Date(s): Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

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Registration Open: May 20, 2016

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STRAND: Instructional Practices

Title of Session: Course Organizer Routine

Instructor(s): Daria Cronic

Objectives: Through use of the Course Organizer Routine, a teacher helps students understand the "big picture" of the course and how units fit within it. The routine helps teachers launch a course and create a learning community, including identifying critical concepts that will be central to understanding the course content, establishing rituals that will be used throughout the course to guide discussions and learning, agreeing on values that serve as the basis of classroom interactions, and introducing the ways the teacher and students will communicate about progress throughout the course. Studies show that the use of the Course Organizer Routine helps teachers and students keep the big ideas in mind and focus their attention to understand important relationships. Instruction results in learning more about the big picture and less in trying to cover large amounts of information. Teachers using the routine spent more time introducing major course ideas, concepts, themes, and routines to students than did comparison teachers who did not learn the routine. Students with LD answered an average of three "big idea" course questions correctly at the beginning of the year. The students with LD in the class that used the Course Organizer Routine correctly answered an average of eight "big idea" questions by the end of the course, while the students with LD in the class that did not use the Course Organizer Routine answered an average of four of the "big idea" questions correctly. It is strongly recommended that each participant bring specific content texts and other materials to aid in developing the organizer.

Audience: teachers, instructional leaders

Session Length: 1 day

Date(s): Monday, July 11, 2016 - Full Day

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STRAND: Instructional Practices

Title of Session: Differentiated Visual Tools for Vocabulary

Instructor(s): Kendall McLeod

Objectives: The Differentiated Visual Tools (DVT) Model is a K-12 discipline-specific approach to systematically teaching content information while integrating instruction in key information processing strategies addressed by State Standards. The Vocabulary DVTs are unique in that they incorporate key thinking strategies targeted by the K-12 State Language Arts Standards. For example, the DVTs will address summarizing key ideas about a term's definition, asking and answering questions, making comparisons, as well as forming and checking inferences or predictions about the meaning of unfamiliar terms. Because the program includes a series of leveled Vocabulary DVTs that reflect a simple-to-sophisticated sequence, they are ideal for use when differentiating instruction. Likewise, some of the DVTs are designed for use at the beginning of a lesson to review critical previously taught terms and/or pre-teach the meaning of new terms that will be encountered during the lesson. Others are designed for use during the heart of the lesson, and some are designed for use at the end of a lesson to facilitate reflective reviews of the meaning of new terms and to "anchor" their precise definitions. This model can be used with all levels of learners, and it will support Read to Succeed across all curriculum areas.

Audience: elementary, middle, and high school teachers, and special education teachers

Session Length: ½ day

Date(s): Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or
Wednesday, July 13, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Effective Instructional Strategies and Activities for the Inclusive Classroom

Instructor(s): Kimberly Landrum

Objectives: In this session, we will discuss a variety of instructional strategies and activities that are effective for students with disabilities in inclusive settings. A brief overview of effective teaching practices and differentiated instruction will be discussed as well as specific instructional strategies, including (1) collaborative strategic reading, (2) classwide peer tutoring, and (3) mnemonics. The presenter will use a variety of teaching methods including modeling, discussions, PowerPoints, and group activities. Participants will be given opportunities to actively practice these strategies. Participants will be able to describe an overview of effective teaching practices and differentiated instruction. Participants will be able to implement a variety of instructional strategies and activities in inclusive settings

Audience: general education and special education teachers

Session Length: 1 day

Date(s): Wednesday, July 13, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Enhancing Parent Involvement in Early Literacy

Instructor(s): Shawanna Helf

Objectives: Participants will be able to: • explain the importance and benefits of involving parents in early literacy development; • identify/articulate personal attitudes toward parental involvement; • identify barriers to parental involvement; and • develop strategies to communicate and involve parents in the development of literacy skills.

Audience: general education teachers, special education teachers, and related service personnel

Session Length: 1 day

Date(s): Friday, July 15, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Establishing Positive Classroom Communities for Young Students

Instructor(s): Callum Johnston
Dr. Traci Taber and Dr. Stephen Taylor

Objectives: The purpose of the workshop will be to provide teachers with strategies for creating positive learning communities. The strategies include: • Development of rites, rituals and ceremonies that they can use to establish positive classroom communities; • Practice in using positive body language with all students; • Motivation strategies including encouragement and genuine incentives; • Recognition of the social implications associated with diverse learners, and to develop strategies to ensure that those students are recognized as valued members of the classroom community; • Methods for including students' families as at-large members of the classroom community; and • Ideas for the development of lessons that encourage prosocial behavior among all members of the classroom community.

Audience: general and special education teachers (grades 1-5)

Session Length: ½ day

Date(s): Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Foundations of Conferencing: Connecting and Coaching Young Writers

Instructor(s): Shawna Helf

Objectives: This 2-day workshop will examine the practical issues of planning and conducting writing conferences. Day One: Conversations with Student Writers Participants will explore how to: • use conferences to focus on your students' growth as writers; • follow a predictable, comfortable, and inviting structure in writing conferences; • teach students how to use the language of writers to articulate their own writing process; and • confer informally with your students. Day Two: Conversations among Writing Peers Participants will explore how to: • provide models, structures, and guidelines for peer conferences; • help students give constructive feedback to one another during peer conferences; and • enhance writing skills through peer conferencing and communication.

Audience: general education teachers (K-5) and paraprofessionals involved in supporting writing instruction

Session Length: 2 days

Date(s): Monday, July 11, 2016 - Full Day and Tuesday, July 12, 2016 - Full Day

2016 Annual Research to Practice
July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Getting Started with Universal Design for Learning

Instructor(s): Aimee Wieler

Objectives: Universal Design for Learning (UDL) is a scientifically-based framework for designing instruction intended to satisfy the variability of all learners, including those students typically in the margins (e.g., students with disabilities, students with gifted learning abilities). Consistent with the shift toward personalized instruction, and in effort to improve and optimize teaching and learning, UDL emphasizes planning with instructional barriers in mind. In this introductory session, participants will learn about the UDL research base, UDL Guidelines, UDL core concepts, and various strategies to plan for UDL.

Audience: special education and general education administrators, special education and general education teachers, and paraprofessionals

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or
Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: How To Create a Reading, Writing, and Research Workshop

Instructor(s): Pat Branham
Sandi Maddox, Janet Files, and Iesha Jefferson

Objectives: Participants will focus on the Inquiry Standards as they learn possibilities for integrating ELA and Social Studies in a reading, writing, and research classroom. Participants will gain new instructional strategies for explicit teaching.

Audience: general education and special education teachers (grades 3-5), and reading coaches

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day or
Thursday, July 14, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Improving Reading and Writing in the Content Areas Using The Framing Routine and Other Easy Devices

Instructor(s): Janet Taylor
Linda B. Schmitt

Objectives: In this half-day session, participants will learn The Framing Routine in conjunction with a graphic organizer called a "Frame" to develop a thorough understanding of information associated with key topics and main ideas. The Frame, a concrete representation of abstract ideas, helps students study essential information and focus on relationships between main ideas and details as well as among several main ideas. Research results have consistently demonstrated that the routine can effectively facilitate subject-matter learning as well as the development of literacy and thinking skills. Participants will also learn about other graphic devices which enhance reading and writing in content areas and help more students access and succeed in the general curriculum.

Audience: general education and special education teachers (Grades K-12)

Session Length: ½ day

Date(s): Friday, July 15, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or
Friday, July 15, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Instructional and Accessible Supports for Students Participating in Alternate Assessment

Instructor(s): Kim Watkins
Madalina Tudora

Objectives: In support of the Profile of the South Carolina Graduate, the Office of Special Education Services (OSES) is committed to providing quality curriculum and accessible resources in the development of world class knowledge and skills in order for all students to graduate prepared for success in college, careers, and citizenship. To support the South Carolina National Center and State Collaborative Assessment (SCNCSC), South Carolina teachers are to utilize the evidence-based NCSC Curriculum and Instructional Resources via the NCSC Wiki. The NCSC Wiki houses comprehensive curriculum and instructional resources in demonstrating the "what" and the "how" to teach students participating in the SCNCSC Assessment. As a result of this session, participants will become familiar with access to the general curriculum via assistive/augmentative/alternative technology resources in support of the rigor of the National Center and State Collaborative (NCSC) Instructional Materials aligned to SC College- and Career-Ready Standards and the SCNCSC Alternate Assessment. Participants will actively navigate each component of the NCSC Wiki and a LiveBinder of Accessible Instructional Materials designed for students with significant cognitive disabilities. As a result of navigating the NCSC Wiki and LiveBinder, participants will create a book aligned to a grade band of the South Carolina College-and Career-Ready Standards to be utilized and shared with their professional learning community.

Audience: general education and special education teachers, general education and special education administrators and coordinators

Session Length: ½ day

Date(s): Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

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Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Jacob's Ladder: Comprehending Texts through the Process of Critical Thinking & Inquiry

Instructor(s): Gem Thomerson

Objectives: Jacob's Ladder creates opportunities for students to critically analyze both literary and informational texts by determining implications and consequences, generalizations, main ideas and/or creative synthesis. This session will train and empower teachers with the knowledge of how to design and effectively implement their own "scaffolded" questions/tasks using resources already in their classroom. The Jacob's Ladder process can be utilized in all of the content areas, and all it takes is the "know how" to design your own ladders to bring rigor into your everyday instructional practice. Participants will learn how to design their own instructional ladders using their own resources; therefore, participants are asked to bring a resource.

Audience: general education and special education teachers, GT teachers, administrators, and other district staff

Session Length: ½ day

Date(s): Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Junior Great Books & Shared Inquiry

Instructor(s): Gem Thomerson

Objectives: The Junior Great Books program incorporates high-level literature with formal discourse. This session will train teachers in how to implement the methodology of Shared Inquiry by taking participants through the challenging tasks associated with this program.

Audience: general education and special education teachers, and GT teachers

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

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July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Language Acquisition: Building, Energizing and Re-envisioning the Preschool Literacy Curriculum

Instructor(s): Pam Lancaster

Objectives: Language play, hearing lots of stories, and reading and writing stories and poems are essential if children are to become readers. Ways to bring vitality and focus to existing teaching practices such as shared reading, shared writing, and interactive read aloud, will be shared. These structures are meant to broaden literacy experiences, building on children's use of language in their work and play. We must teach with a sense of urgency and ensure that our instruction engages students and moves them ahead in becoming self-sustaining readers and writers. Participants will learn ways to build, energize, and re-envision the literacy curriculum in our preschool classrooms. Participants will be able to:

- understand the role of planning and teaching in the daily life of the classroom;
- effectively use literacy structures to develop independent and successful readers and writers;
- effectively use meaningful literacy events to create immersion in practice with scaffolding that focuses learners on key patterns of language; and
- provide explicit instruction through daily engagements that create learning environments where children are involved in literacy as a natural and regular part of the daily life of the classroom.

Audience: preschool general education and special education teachers

Session Length: 1 day

Date(s): Thursday, July 14, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Language and Literacy: Vocabulary Strategies for Young Readers

Instructor(s): Shawanna Helf

Objectives: This 2-day workshop will examine the importance of language and vocabulary on literacy development. Participants will be able to: • explain the role of language and vocabulary in literacy acquisition; • identify and describe characteristics of effective vocabulary instruction; and • implement elementary level research-based strategies for improving vocabulary development.

Audience: general education teachers (K-5), paraprofessionals who support delivery of literacy instruction, and related service personnel

Session Length: 2 days

Date(s): Wednesday, July 13, 2016 - Full Day and Thursday, July 14, 2016 - Full Day

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Registration Open: May 20, 2016

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STRAND: Instructional Practices

Title of Session: Listening and Note-Taking Strategy

Instructor(s): Kendall Mcleod

Objectives: The Listening and Note-Taking Strategy is a learning strategy that can help students master the art of note-taking. This strategy is an integral part the the Learning Strategies Curriculum, a research-based series of instructional programs designed to help students meet the rigorous demands of educational settings. Students will learn how to identify important information during a lecture, sort main ideas and details as they write, and study the information. This strategy is unique from other note-taking instruction in that it provides an organized system for both taking and studying notes. It can be embedded in a variety of classrooms, including different subject-matter classes or supplemental skill-based classes. This strategy will address any level of learner, but it is particularly useful for students who perform poorly because they have not learned "how to learn."

Audience: elementary, middle, and high school teachers, and special education teachers

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Friday, July 15, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Mathematics Instruction and Intervention for Struggling Learners: K-Algebra2

Instructor(s): Bradley Witzel

Objectives: Recent research shows that students struggle achieving technical degrees if they can't pass a college level math credit in their first year. This means that they need a thorough understanding of secondary mathematics at least through Algebra 2 before graduating from high school. This is a lofty goal for students, especially those with identified math disabilities or difficulties. This two day session will include core instructional strategies and specific interventions aimed at helping all students learn mathematics. Participants will: (1) build an understanding of research-supported and research-based math strategies; (2) review systems of interventions within a RtI or MTSS system; (3) map progressions within the South Carolina College- and Career-Ready Standards for Mathematics; (4) practice interventions around number sense (including fact fluency), rational number concepts and operations, and equation solving; (5) practice strategies involving mathematics literacy; and (6) use error pattern and task analyses to develop an informed instruction approach.

Audience: elementary and middle level math teachers, special education teachers, math coaches and directors, and math interventionists

Session Length: 2 days

Date(s): Monday, July 11, 2016 - Full Day and Tuesday, July 12, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

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Audience: elementary and middle level math teachers, special education teachers, math coaches and directors, and math interventionists

Session Length: 2 days

Date(s): Wednesday, July 13, 2016 - Full Day and Thursday, July 14, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

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Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Mentoring Mathematical Minds: Awesome Algebra

Instructor(s): Karen Reed

Objectives: Algebra is not generally thought of as a topic for the elementary classroom. However, many of the mathematical explorations in early grades are actually representative of algebraic thinking. Looking for patterns, extending patterns and making a generalization about a pattern are some examples of these that help begin the unit Awesome Algebra. Students focus on patterns they can find in sequences, both repeating and growing, explore number patterns found in charts and arrays, are introduced to properties of operations, work on mental math concepts, and in the end, synthesize their experiences by creating a game. Attendees will leave with the understanding of how to implement this curriculum unit and how to use discussions and writing in math to deepen student understanding of math concepts. Attendees that will not teach the entire unit or the unit at all will leave with ideas and activities to be able to help students with these math concepts.

Audience: GT teachers (Grade 3), general and special education teachers (Grades 3-5)

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

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STRAND: Instructional Practices

Title of Session: Mentoring Mathematical Minds: Factors, Multiples and Leftovers

Instructor(s): Karen Reed

Objectives: This training will focus on the concepts and mathematical ideas association with multiplication and division a conceptually sound way using the M3 unit Factors, Multiples, and Leftovers. The unit helps students see and understand the link between multiplication and division. Some of the big mathematical ideas to be covered are: • Form rectangular arrays (1-50/100); • Classify numbers as even, odd, prime, composite, and/or square; • Classification of numbers (Venn diagrams); • Factors and multiples; • Commutative, identity, distributive, and associate properties; • Connect division with multiplication through "near facts"; • Remainders cannot be equal to or greater than divisor; and • "Type of" remainder depends on real-life context. Attendees will leave with the understanding of how to implement this curriculum unit and how to use discussions and writing in math to deepen student understanding of math concepts. Those who will not be implementing the unit in full or at all will still leave with a sound conceptual understanding of the mathematical topics covered and a plethora of activities that can be used when teaching students these math concepts.

Audience: GT teachers- 3rd and 4th grade; other teachers 4th-5th grade

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Mentoring Mathematical Minds: Tenth Street Pet Sanctuary, Understanding and Using Decimals

Instructor(s): Karen Reed

Objectives: Working with decimals are math standards often not presented in a way that students can understand conceptually. Using the lessons in the unit Tenth Street Pet Sanctuary, we will do hands-on activities with decimals and have in-depth discussions as we go. Some of the main math concepts we will focus on are: • Understanding place values of decimals, building base ten models for tenths, hundredths, and thousandths, renaming decimals; • Exploring density property of decimals, rounding, comparing, ordering and estimating decimals, equivalence of decimals; • Adding and subtracting decimals; • Multiplying and dividing decimals; and • Applying all concepts and operations. Attendees will leave with the understanding of how to implement this curriculum unit and how to use discussions and writing in math to deepen student understanding of math concepts. Those who will not be implementing the unit in full or at all will still leave with a sound conceptual understanding of decimals and a plethora of activities that can be used when teaching students about decimals.

Audience: GT teachers, general education and special education teachers (Grades 4-5)

Session Length: ½ day

Date(s): Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Mentoring Mathematical Minds: Treasures from the Attic

Instructor(s): Karen Reed

Objectives: Many adults still struggle with fractions or just do not like dealing with fractions. Often this is because we were generally taught what to do with fractions through algorithms instead of making sense of what to do with fractions in conceptually sound ways. Using the lessons in the unit Treasures from the Attic we will do hands-on activities with fractions and have in-depth discussions as we go. Attendees will leave with the understanding of how to implement this curriculum unit and how to use discussions and writing in math to deepen student understanding of math concepts. Those who will not be implementing the unit in full or at all will still leave with a sound conceptual understanding fractions and a plethora of activities that can be used when teaching students fractions.

Audience: elementary school teachers searching for conceptual understanding of fractions; GT teachers, general education and special education teachers (Grades 4-5)

Session Length: ½ day

Date(s): Wednesday, July 13, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

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Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Multisensory Structured Language Instruction 5-Day Workshop - Working with Students with Language-Based LD/Dyslexia

Instructor(s): Heidi Bishop

Objectives: Course Objectives: Participants in this week-long workshop must complete the following: • demonstrate understanding of the stages of normal reading development; • explain why multisensory principles are effective; • explain that multisensory teaching is the method/program of choice for the ld/dyslexic learner; • demonstrate a general understanding of reading acquisition and knowledge of the needs and nature of all learners; • demonstrate a general knowledge of the English language (history; structure); • demonstrate knowledge of the following principles of instruction as essential components of multisensory teaching (diagnostic and prescriptive; synthetic and analytic; sequential, structured, systematic, and cumulative; multisensory-VAKT; teaching toward automaticity; teaching for integration and application of principles); • elements that should be included in lesson planning for the ld/dyslexic learner; and • demonstrate awareness of formal and informal assessment measures. At the end of the week-long workshop, teachers will: • complete all quizzes and summaries with a score of 80% or better; • be aware of the seminal works by writing summaries; • be aware of the brain research in relation to reading; • understand the difference between an Approach and a scripted program; • have knowledge of the principles of instruction and the ability to explain why the principles of multisensory teaching are effective; • have knowledge of the structure of the English language (alphabetic principal, concepts, phonology, syllables and syllable division, rules and generalizations, sight words); • have knowledge of morphemes (prefixes, roots, suffixes) and how to teach them; and • be able to develop an OG lesson plan for groups or classrooms.

Audience: special education teachers, interventionists, reading specialists, general education teachers, instructional support specialists

Session Length: 5 Days

Date(s): Monday, July 11, 2016 - Full Day Tuesday, July 12, 2016 - Full Day Wednesday, July 13, 2016 - Full Day Thursday, July 14, 2016 - Full Day Friday, July 15, 2016 - Full Day

2016 Annual Research to Practice

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Preparing for SC Ready: Analytical Reading and Comprehending Challenging Texts (Grades 3-5)

Instructor(s): Caroline Savage

Objectives: Do your students often struggle with literary, informational and other challenging texts? Do they primarily comprehend at a surface level? Do you feel that you are doing more work teaching than they are reading? This session will show how students can be taught to successfully read a broad range of thought-provoking texts with deeper levels of comprehension as required by the new SC Ready Assessment. Teachers will examine strategies for preparing students to read challenging texts and comprehend at the deepest levels possible. During this professional learning opportunity, teachers will learn effective, classroom-tested strategies that enable students to:

- support students to move beyond a "first draft" understanding of the text into deeper levels of reading;
- consciously monitor their comprehension as they read;
- employ effective fix-it strategies when their comprehension begins to falter;
- use meaningful collaboration to achieve deeper understanding;
- think metaphorically to deepen their reading comprehension;
- reach deeper levels of reflection by understanding the relevance the text holds for themselves and their peers; and
- use critical thinking skills to analyze real-world issues.

Participants will experience literacy engagements and debrief in terms of teaching and learning in order to lift the level of instruction in their classrooms.

Audience: general education and special education teachers (Grades 3-5)

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Preparing for SC Ready: Analytical Reading and Comprehending Challenging Texts (Grades 6-8)

Instructor(s): Ethel Johnson

Objectives: Do your middle school students often struggle with literary, informational and other challenging texts? Do they primarily comprehend at a surface level? Do you feel that you are doing more work teaching than they are reading? This session will show how students can be taught to successfully read a broad range of thought-provoking texts with deeper levels of comprehension as required by the new SC Ready Assessment. Teachers will examine strategies for preparing students to read challenging texts and comprehend at the deepest levels possible. During this professional learning opportunity, teachers will learn effective, classroom-tested strategies that enable students to:

- support students to move beyond a "first draft" understanding of the text into deeper levels of reading;
- consciously monitor their comprehension as they read;
- employ effective fix-it strategies when their comprehension begins to falter;
- use meaningful collaboration to achieve deeper understanding;
- think metaphorically to deepen their reading comprehension;
- reach deeper levels of reflection by understanding the relevance the text holds for themselves and their peers; and
- use critical thinking skills to analyze real-world issues.

Participants will experience literacy engagements and debrief in terms of teaching and learning in order to lift the level of instruction in their classrooms.

Audience: general education and special education teachers (Grades 6-8)

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day

2016 Annual Research to Practice

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Preparing Students for the Writing Components of SC READY
(Grades 3-5)

Instructor(s): Caroline Savage

Objectives: How should the writing component of SC READY influence writing instruction in your classroom? The new writing prompt is a "text dependent analysis" (or TDA) item that requires students to read a text or passage and draw upon that text for written responses. The text that the students read and respond to are drawn from different genres or modes, but the type of writing students produce is not mode-specific. So how does the teaching of narrative, informative and argumentative writing fit it? During this professional learning session, teachers will: • understand the writing components of SC READY; • analyze writing prompts and exemplars appropriate for their 3-5 grade band; • analyze the components of the SC READY Writing Rubric for Text Dependent Analysis; and • participate in craft lessons that support elements of the SC READY Writing Rubric for Text Dependent Analysis. Participants will debrief engagements in terms of teaching, learning, and strategies they will take back to the classroom.

Audience: general education and special education teachers (Grades 3-5)

Session Length: 1 day

Date(s): Wednesday, July 13, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Preparing Students for the Writing Components of SC READY
(Grades 6-8)

Instructor(s): Caroline Savage

Objectives: How should the writing component of SC READY influence writing instruction in your middle school classroom? The new writing prompt is a "text dependent analysis" (or TDA) item that requires students to read a text or passage and draw upon that text for written responses. The text that the students read and respond to are drawn from different genres or modes, but the type of writing students produce is not mode-specific. So how does the teaching of narrative, informative and argumentative writing fit in? During this professional learning session, teachers will:

- understand the writing components of SC READY;
- analyze writing prompts and exemplars appropriate for their grade band;
- analyze the components of the SC READY Writing Rubric for Text Dependent Analysis; and
- participate in craft lessons that support elements of the SC READY Writing Rubric for Text Dependent Analysis.

Participants will debrief engagements in terms of teaching, learning, and strategies that will lift the level of writing instruction in the classroom.

Audience: general education and special education teachers (Grades 6-8)

Session Length: 1 day

Date(s): Thursday, July 14, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Progress Monitoring: Using Data to Drive the IEP

Instructor(s): Kendall McLeod

Objectives: This session will focus on the nuts and bolts of using Curriculum Based Measurement (CBM) in the classroom. CBMs are efficient, guide instruction, and improve student outcomes. CBMs align with curriculum, have validity and reliability, and are used over time to inform instruction. CBMs allow for a multi-layer approach to instruction using a data-based decision-making process. Finally, CBMs can help you write your IEP goals.

Audience: RTI instructors and special education teachers

Session Length: ½ day

Date(s): Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or
Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or
Friday, July 15, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

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STRAND: Instructional Practices

Title of Session: Research Based Core Instruction for English Language Learners

Instructor(s): Tom Jenkins

Objectives: This session will cover the research-based core instructional recommendations proposed in Wisconsin, Delaware, and Arkansas' Response to Instruction & Intervention (WIDA RtI2) document. Discussion will address topics such as writing lesson plans, instructional strategies and methodologies, assessment best practices, dual language acquisition, and acculturation. Attendees will walk away with knowledge of the Sheltered Instruction Observation Protocol (SIOP), dual immersion practices, and be ready to implement instructional practices.

Audience: any educator involved in core instruction and English language learners

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Rethinking Literacy for Digital Deaf Kids

Instructor(s): Maureen Irons

Objectives: This session will review the shifts in literacy instruction as an outcome of ELA standards; the content will include definition and explanations of new forms of literacy. Participants will engage in strategic discussion about the impact of contemporary literacies on classical literacy instruction. Participants will learn: (1) the origins and shifts in skills; (2) knowledge of College-and Career-Readiness Standards; (3) new definitions of literacy in the information age; (4) how new forms of literacy are changing the focus of traditional ELA instruction; and (5) how knowledge of 21st century skills can support text literacy.

Audience: all teachers and pre-service teachers wanting more information about innovative standards-based instruction in the information age

Session Length: ½ day

Date(s): Wednesday, July 13, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Self-regulated strategy development: An evidence-based practice for teaching reading and writing across the content areas

Instructor(s): Robin Parks Ennis

Objectives: Self-Regulated Strategy Development (SRSD) is an evidence-based practice for use with struggling writers with and without disabilities. During this session participants will learn the stages of SRSD for writing instruction as well as SRSD strategies for teaching narrative, expository, and argument writing. Participants will also have time to practice using SRSD and discuss considerations for using SRSD with students at their age level/content area. This session will involve lecture, videos, and modeling to illustrate the SRSD process.

Audience: general education and special education teachers (Grades 2-12)

Session Length: 2 days

Date(s): Thursday, July 14, 2016 - Full Day and Friday, July 15, 2016 - Full Day

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Serving Students with High Functioning Autism

Instructor(s): Meghan Blackburn
Sally Keiper

Objectives: In our school district, we have developed a successful Autism Resource program over the last eight-years and we would like to share what we are doing with others. Our program is specifically designed for students with high function autism who are diploma track. In our program, we focus on School Responsibilities, Emotions, Problem Solving, Communication, Friendship, Presenting Yourself Positively, and Awareness. The presenters will not only share information about the program, but also spend time sharing successful resources used in each of these units. During this session, we will be showing an overview of how our program works. We will also share some great resources for teaching social skills to students with high functioning autism.

Audience: general education and special education teachers, psychologists, directors of special services, and school administrators

Session Length: ½ day

Date(s): Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: STEM Based Learning in the Elementary Classroom

Instructor(s): Dana Hutto
Amy Tribble

Objectives: Participants of this session will be able to: (1) articulate the distinction and relationship between engineering and technology; (2) define the five steps of the Engineering Design Process; and (3) facilitate open-ended engineering design challenges with students in the classroom.

Audience: elementary teachers (grades K-5); special education teachers (grades 3-5)

Session Length: ½ day

Date(s): Friday, July 15, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or
Friday, July 15, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Student Learning Objectives (SLOs) as Tools for Effective Teaching

Instructor(s): Joanna Stegall

Objectives: Among five-related sessions, participants can select some or all of the sessions to support their knowledge of the components in SLOs. Participants will have the opportunity to gain background knowledge that will assist in furthering their expertise in writing meaningful SLOs. Participants will also learn how to select and use teachings strategies that have been successful in meeting the needs/to improve meeting the needs of lower performing students. Based on the Anatomy of a SLO, this five-day course provides participants with the knowledge and practice needed to: Day One: Write measurable, explicit, and generalizable goals with aligned assessments that are connected to the big ideas in course standards. Day Two: Locate and implement technically adequate progress monitoring tools for instructional decision making. Days Three and Four: Identify and use evidence-based strategies that meet the needs of low performing students. Day Five: Set ambitious teacher professional growth and development goals based on SLOs.

Audience: general education and special education teachers, administrators

Session Length: 5 days

Date(s): Monday, July 11, 2016 - Full Day, Tuesday, July 12, 2016 - Full Day, Wednesday, July 13, 2016 - Full Day, Thursday, July 14, 2016 - Full Day, and Friday, July 15, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Teaching Geometry in Elementary Grades: Lessons and Learning from the M2 curriculum

Instructor(s): Karen Reed

Objectives: In this session, teachers will experience many activities from the curriculum Mentoring Young Mathematicians. The focus will be on geometry and teaching it from a solid, conceptually sound standpoint throughout elementary school. The curriculum is written for grades K-2 but the concepts and activities can be used in other grade levels, especially if students have misconceptions about geometry concepts. Teachers will leave with a clear understanding of geometry concepts and sound ways to teach these concepts to children. Teachers will experience a variety of geometry lessons from the M2 curriculum and will have ideas of lessons they can teach whether they have access to the physical curriculum itself or not.

Audience: elementary general education and special education teachers, resource teachers, and administrators interested specifically in the M2 curriculum for their K-2 classes

Session Length: ½ day

Date(s): Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Teaching Information Writing in the Primary Grades

Instructor(s): Pam Lancaster

Objectives: Teachers of young children have long known that young children are capable of amazing work when given the time, materials, and opportunity. With expectations of K-2 children producing information texts, how do we scaffold and help develop the necessary skills and abilities needed for this type of writing? As we work with our new South Carolina College- and Career-Ready Standards for English Language Arts 2015, we must take care to not lose sight of meaningful and appropriate teaching and learning in our primary grade classrooms. This session will support K-2 teachers as they provide differentiated instruction in relation to the writing standards with a focus on information writing. Participants will learn effective techniques and strategies that emphasize differentiation; engagement and writing for authentic purposes through instructional strategies that provide the foundations and background students need to develop as independent and self-motivated writers. Participants will be able to: • understand the expectations of SCCCRS in relation to information writing; • effectively use mentor texts to support the writing of information texts; and • understand how to use instructional strategies to support writers of information text.

Audience: general education and special education teachers (Grades K-2)

Session Length: 1 day

Date(s): Wednesday, July 13, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Text Sets: They're Not Just for Literature Circles

Instructor(s): Barbara Gilbert
Doris Barnes

Objectives: The objectives of this session will be to: (1) explore the possibilities for using text sets in the content areas; (2) identify anchor texts and supporting multimodal texts; and (3) explore the possibilities for designing lessons based on the text set. Many teachers incorporate Text Sets in their classrooms when they are implementing Literature Circles. Text Sets, however, can be used across the curriculum in all content areas. One of the underlying purposes of a Text Set is to provide alternative perspectives surrounding a topic of inquiry in the classroom. This includes the consideration of cultural perspectives and the inclusion of texts reflective of the cultural groups of the students in the classroom. Another purpose of a Text Set is to help students see that knowledge is never static. For example, when students are allowed to add to the Text Set by finding newspaper and internet articles, they can also see how knowledge is ever-changing. In turn, they are better able to write in that genre. In this session, we will explore how Text Sets can be used in content areas. Using standards, we will demonstrate how teachers can develop an Essential Question that helps students gain knowledge of the world. We will discuss the text selection process including how to select an anchor text and supporting texts. Additionally, we will explore ways that teachers might think about text complexity as they refine and plan instruction using their Text Set. As a result of the session, teachers will have the tools to develop text sets to support them in their content teaching.

Audience: GT teachers, general education and special education teachers (Grades K-12)

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: The Essential Act of Teaching: Conferring with Young Writers

Instructor(s): Pam Lancaster

Objectives: Conferring with students is our most crucial writing workshop role. This session will look closely at writing conferences and the role they play in helping students as they build identities as writers and learners. Learning the art and logic of conferring with the goal of helping students to become active meaning makers and better writers will enhance the planning and implementation of classroom conferences. Participants will learn effective techniques and strategies that will boost the power of conferring, growing the writers in our classrooms and ourselves as learners. Participants will be able to:

- explain the components of an effective writing conference;
- analyze writing samples to determine the components of a conference;
- and • apply conferencing techniques to inform instructional planning.

Audience: general education and special education teachers (Grades K-2)

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: The Formative Evaluation Component of Your MTSS

Instructor(s): Tom Jenkins

Objectives: This session will cover how to build a formative evaluation system from the ground up within your multi-tiered system of supports (MTSS) model. Discussion will address universal screening tools, diagnostic tools, and progress monitoring tools. Attendees will learn how to analyze multiple forms of data for the purposes of determining the effectiveness of implementation at the macro and micro levels. Attendees will also learn how to use the data produced in a formative evaluation system for instructional decision-making and making determinations about fidelity of implementation.

Audience: all educators

Session Length: ½ day

Date(s): Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: The Fundamentals of Paraphrasing and Summarizing

Instructor(s): Kendall Mcleod

Objectives: Fundamentals of Paraphrasing and Summarizing will provide educators with a scaffolded functional and efficient way to help readers quickly improve their comprehension and better retain information they have read. This strategy is designed to teach students how to translate information into their own words. Fundamentals of Paraphrasing and Summarizing helps older students acquire the fundamental skills they need to be able to identify and paraphrase main ideas and details. Lesson topics include: paraphrasing words, phrases, and sentences; identifying details, topics, and main ideas; creating summaries; and more. These skills are foundational to being able to paraphrase and summarize information and are required when students write answers to questions or write reports in school.

Audience: general education and special education teachers (Grades 6-12)

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or
Friday, July 15, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: The Seven Factors that Impact an ELL's Response to Instruction/Intervention

Instructor(s): Tom Jenkins

Objectives: This session will begin with a discussion on the seven factors that educators need to consider through the Team-Initiated Problem Solving process when analyzing an English language learner's (ELL) response to instruction/intervention. Topics covered will include acculturation, dual language acquisition, interrupted schooling, oral language and literacy, and instructional factors. The session will finish with attendees engaging in an activity using Wisconsin, Delaware, and Arkansas' Response to Instruction & Intervention (WIDA RtI2) planning document, which will allow them to begin to analyze their current practices with ELL and generate solutions for more effective practices.

Audience: all educators working with ELL

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Thinking, Reading, Writing, and Doing in the Content Areas

Instructor(s): Doris Barnes
Barbara Gilbert

Objectives: Participants of this session will: (1) explore what is really important for struggling readers and writers and learn supports to put in place to scaffold instruction; (2) examine effective literacy practices to help students acquire knowledge in all subject areas; and (3) offer specific examples and practical suggestions for reading, writing, and inquiry in the content areas. Participants will: • dig deeper into understanding literacy in the content areas; • leave the session equipped with multiple strategies and effective practices they can implement immediately in their classrooms; • learn how to design instruction to meet the diverse needs of their students; and • learn tips for balancing content and literacy instruction.

Audience: general education and special education teachers (Grades 4-12)

Session Length: 1 day

Date(s): Wednesday, July 13, 2016 - Full Day

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Unit Organizer Routine

Instructor(s): Daria Cronic

Objectives: Through use of the Unit Organizer Routine, teachers can "frame" a unit to enable students to understand the big picture of the unit. Use of the routine helps students understand how the unit fits within a course or sequence of units, see a method for organizing knowledge, define relationships among pieces of information, understand what they are expected to do, monitor their progress, and recognize what they have learned. Research results showed that when teachers used the Unit Organizer Routine, understanding and retention of the information by low-achieving students, students with learning disabilities, and average-achieving students improved substantially over baseline as reflected in unit test scores and in scores on unit content maps and explanations of these maps. Students of teachers who regularly and consistently used the Unit Organizer Routine scored an average of 15 percentage points higher on unit tests than students of teachers who used it only irregularly. It is strongly recommended that each participant bring specific content texts and other materials to aid in developing the organizer.

Audience: teachers, instructional leaders

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Unlocking the Toolbox: Developing the Foundation for Learning in Young Children with Visual Impairments

Instructor(s): Jodi Floyd

Objectives: Participants will gain an understanding of the steps necessary to conduct a Functional Vision Assessment, Learning Media Assessment, and Expanded Core Curriculum Screening for young children with a visual impairment ages 0 to 5. Participants will be able to correctly interpret the information gathered during the Functional Vision Assessment, Learning Media Assessment, and Expanded Core Curriculum screening to guide instruction.

Audience: teachers of students with a visual impairment

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Unpacking the DRA2 Results

Instructor(s): Karen Miller

Objectives: This workshop will unpack the Developmental Reading Assessment®, Second Edition (DRA2) reports and guide you in setting goals and expectations for instruction and student outcomes while staying focused on the instructional cycle Assess-Learn-Teach. Some of the questions we will explore are: • After giving the first DRA2 assessment what did you learn about your students?; • What are your instructional next steps?; • What did you learn about the assessment?; • What questions do you have about the assessment and reports?; • What information did you use to set goals and expectations for your students?; • How will you be sure that the students are making adequate progress?; and • How will you share this information with the families?

Audience: general education and special education teachers, administrators, and literacy coaches

Session Length: ½ day

Date(s): Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or Thursday, July 14, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Thursday, July 14, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Using Data to Inform Instruction in 4K

Instructor(s): Amy Smith

Objectives: Participants will: (1) identify at least three activities (based on assessment data) to implement in the classroom; (2) explain at least three reasons it is important to differentiate instruction; and (3) apply relevant strategies/activities when they return to their classrooms. The instructional content will consist of lecture and activity demonstration based on components from the three 4K assessments (myIGDIS, PALS and GOLD). The expected learning outcome is for participants to recognize how data can be easily used to inform instruction.

Audience: general education and special education teachers, administrators, and reading coaches

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: ~~Instructional Practices~~

Title of Session: ~~Using Grouping Practices to Close Achievement Gaps~~

Instructor(s): ~~Cindy Oxford~~

~~Don D. Doggett, Senior Technical Assistance Consultant Southeast
Comprehensive Center at American Institutes for Research~~

Objectives: ~~Using research-based theories of action, participants will develop a deeper understanding of the relationship between grouping practices and differentiation, instruction, and student achievement. Participants will engage in real-life simulated activities using adult learning techniques designed to expose them to the structure, format, and use of student grouping. This session is specifically designed for educators at Focus Schools or anyone interested in learning more about using small group instruction to increase student achievement at all levels.~~

Audience: ~~general education and special education classroom teachers (Grades K-12), all classroom teachers at Focus Schools, all classroom teachers at low-performing schools, and administrators~~

Session Length: ~~½ day~~

Date(s): ~~Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.)~~

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Using JAWS for Windows to access the Internet

Instructor(s): Clay Jeffcoat
Marty McKenzie

Objectives: Participants will receive an overview of JAWS basic commands required to access the internet, access web pages, and conduct searches using JAWS for Windows.

Audience: teachers of students with a visual impairment and other concerned professionals

Session Length: 1 day

Date(s): Wednesday, July 13, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: What Really Happens When We Read

Instructor(s): Glorian Chisholm
Ann Cannon, Sonya Archie, and Renee Manhoff

Objectives: Participants will examine their own reading of a genre and reflect on themselves as a reader in order to better understand what strategic actions they need to teach readers. They will learn how to use the knowledge of their own reading process in order to know how to teach those strategic actions to their readers. Participants will also investigate using multiple data points to determine what strategic actions to teach.

Audience: general education and special education teachers (grades K-5), reading coaches, and interventionists

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day or Thursday, July 14, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Why poverty matters and why teachers can matter more: The power of purposeful teacher moves to shift student success.

Instructor(s): Tammy Pawloski

Objectives: Session participants will identify resources for identifying their local and state under-resourced populations. The learner will be able to use a foundation from neuroscience and principles of education and social science to respond to each of the following questions: • Why does poverty matter?; • What is purposeful instruction?; • How can use of more purposeful strategies change student outcomes?; • What is rigor and what does it really look like?; • What is explicit instruction and when can it be used to support student learning?; • How can rubrics, templates, formats, and models be used more explicitly in the classroom?; • What is the power of dopamine and how can teachers capitalize on it?; • What are the most common accommodations needed for under-resourced students?; • How can non-legislated accommodations be implemented in support of student learning?; • How can the ARTS change students' brains?; • How can the ARTS be used in every classroom to support student learning?; • How can assessments practices change a learner's brain?; • What assessment practices can be used most effectively?; • How do expectations influence student success?; and • How can high expectations be communicated every day? This session will explore answers to these questions that underscore important concepts: (1) Life in poverty can have a significant negative impact on brain development and school achievement; (2) All brains are built to change-every day; and (3) Schools and teachers can make the difference in how brains change and how successful children of poverty can be by: purposefully teaching - know the goal and reach rigor through active, deep and engaging activities; explicitly teaching specific skills-using formats, templates, models, and rubrics; making learning fun; capitalizing on the power of dopamine; incorporating the ARTS; using (formative) feedback and data to drive instruction; holding high expectations for all students - all means ALL! Participants will develop an action research-based plan for implementing purposeful instruction strategies for under-resourced students that are focused on increasing school success.

Audience: all educators - including general education and special education teachers, coaches, leaders, and counselors

Session Length: 1 day

Date(s): Friday, July 15, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Instructional Practices

Title of Session: Why poverty matters and why teachers can matter more: The power of relationships for under-resourced students

Instructor(s): Tammy Pawloski

Objectives: Session participants will determine resources for identifying their local and state under-resourced populations, and use a foundation from neuroscience and principles of education and social science to respond to each of the following questions: • Why does poverty matter?; • How does the quality of relationships impact the brain?; • What are common roadblocks to positive relationships?; • What are the most effective strategies for growing positive relationships?; • How does stress change the brain and limit one's preparedness for learning?; • How does a learner's perceived hope impact potential for brain change, engagement, and learning?; • What strategies can reduce the impact of stress, increase hope, and increase status in ways that ready the learner for school experiences?; • Who are our children and families in poverty?; • Why does poverty matter?; and • How can poverty impact the brain? This session will explore answers to these questions that underscore three important concepts: (1) Life in poverty can have a significant negative impact on brain development and school achievement; (2) All brains are built to change-every day; and (3) Schools and teachers can make the difference in how brains change and how successful children of poverty can be by building relationships, decreasing stress, increasing status, instilling a sense of hope; proactively guiding behavior, and understanding student behavior. Participants will develop an action research-based plan for implementing relationship-building, stress-reducing, and status- and hope-increasing plans for under-resourced students that are focused on increasing school success.

Audience: all educators, including teachers, coaches, leaders, and counselors.

Session Length: 1 day

Date(s): Thursday, July 14, 2016 - Full Day

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July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Learning Strategies

Title of Session: Auditory Processing Disorders: What They are and What to do With Them

Instructor(s): Melissa Karp

Objectives: This course is designed to describe the types of Auditory Processing Disorders (APD) that may be encountered in an educational environment, discuss how they impact learning, and focus on intervention strategies designed to improve communication. Participants will be able to identify characteristics of APD in order to make appropriate referrals for evaluation. Participants will be able to distinguish between behaviors consistent with ADHD, ASD, and other learning disabilities versus those of a child with APD. Participants will be able to identify appropriate teaching strategies to utilize depending on the type of APD a student is diagnosed with.

Audience: general education and special education teachers, and other education professionals

Session Length: ½ day

Date(s): Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Learning Strategies

Title of Session: Essay Test Taking Strategy

Instructor(s): Sharon Harms

Objectives: An Essay Test? I know what to do! Come and have a great time learning the Essay Test Taking Strategy and help your students improve their test score on classroom tests, competency tests, standardized tests, and job applications. The Essay Test Taking Strategy is designed for middle and high school students as they take complex essay tests and the demands of school increase. Students are asked to write short answer and essay test questions in high school classes as well as high stakes testing and job applications. The Essay Test Taking Strategy instruction easily applies to any writing situation. The students learn to analyze the question, plan their answer, write the answer, and proofread the answer. The Essay Test Taking Strategy complements The Test Taking Strategy very well, but can be taught separately. Students will gain much more knowledge if a Storage Strategy is also taught, such as the First Letter Mnemonic, or the Paired Associates Strategy.

Audience: middle and high school general education and special education teachers, counselors, administrators, and other district-level personnel

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Learning Strategies

Title of Session: Fundamentals of Paraphrasing and Paraphrasing Strategy

Instructor(s): Daria Cronic

Objectives: The Fundamentals of Paraphrasing and Summarizing helps students acquire the fundamental skills they need to be able to identify and paraphrase main ideas and details. Fundamentals contains scaffolded lessons on paraphrasing words, phrases, and sentences, as well as lessons on identifying main ideas and details in paragraphs and short essays. Students follow the steps to interpret the information in their own words, thus making the learning more meaningful and retainable. Participants will become fluent in the use of this routine by reviewing the lessons to implement them in their classrooms. (DAY 5 of 5-PM) The Paraphrasing Strategy is designed to help students focus on the most important information in a passage. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words. Participants in these sessions will become fluent in the use of this routine by learning to break down the components of paraphrasing and collecting meaningful data to drive future instruction.

Audience: general education and special education teachers (grades 3-12), lead teachers, and curriculum coordinators

Session Length: 1 day

Date(s): Friday, July 15, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Learning Strategies

Title of Session: Help Struggling Readers Practice Efficient Decoding: The Word Identification Strategy

Instructor(s): Janet Taylor
Linda B. Schmitt

Objectives: During this session, participants will learn how to teach students a research-based strategy for decoding unknown words, thereby and improving students' reading levels and making it possible for them to succeed in all school subjects in the general curriculum. The Word Identification Strategy provides a functional and efficient strategy to help challenged readers successfully decode and identify unknown words in their reading materials. The strategy is based on the premise that most words in the English language can be pronounced by identifying prefixes, suffixes, and stems and by following three short syllabication rules. In this half-day session, participants will be provided with and guided through an instructor's manual and student materials. In a research study, students made an average of 20 errors in a passage of 400 words before learning this strategy. Having learned the Word Identification Strategy, students reduced their errors to an average of 3 per 400 words. Reading comprehension increased from 40 percent on the pretest to 70 percent on grade-level passages. Teachers who complete this session will leave with the materials and the skills needed to duplicate these results.

Audience: general education and special education teachers (ELA Grades 4-12)

Session Length: ½ day

Date(s): Wednesday, July 13, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or
Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Learning Strategies

Title of Session: Stop Learning & Go Think! Strategies to Support Higher Level Thinking

Instructor(s): Gem Thomerson

Objectives: The standard has been taught, so now what? How do you know that students have learned the material and how they have synthesized it? These questions will be addressed as theory is paired with the application of higher-level thinking strategies. The objective of this session is to help teachers acquire ways to promote student thinking as a habit of their everyday instructional practice.

Audience: general education and special education teachers, administrators, and other district staff

Session Length: ½ day

Date(s): Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Learning Strategies

Title of Session: Teaching ALL Students to Write Better Sentences: Sentence Writing Strategies

Instructor(s): Janet Taylor
Linda B. Schmitt

Objectives: During this session, participants will learn and practice a research-based instructional approach that dramatically improves students' sentence construction and increases their use of expanded sentences in compositions. Students in Grade 2 are required to produce, expand, and rearrange complete simple and compound sentences. By grade 3, they are expected to correctly construct complex sentences; and by grade 4, they are supposed to recognize and correct sentence run-ons and fragments. Unfortunately, most high school teachers report that many of their students still struggle with sentence construction and punctuation. They also report that sentence-level problems are especially challenging and resistant to correction. Teachers frequently ask: • What can we do to get our students to stop writing sentence fragments and run-ons?; and • How can we get our student writers to use an interesting variety of sentence types with suitable punctuation? In this full-day session, teachers will learn how to help every one of their students write better sentences by using The Sentence Writing Strategies, a research-based, time-tested system that originated at the Kansas University Center for Research on Learning. Janet Taylor and Linda Schmitt, both enthusiastic, successful writing teachers and experienced professional developers, will show participants how to teach sentence writing strategically so that poor sentences will no longer impede their students' written communication.

Audience: general education and special education teachers

Session Length: 1 day

Date(s): Monday, July 11, 2016 - Full Day

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Learning Strategies

Title of Session: Test Taking Strategy

Instructor(s): Sharon Harms

Objectives: A Test? I know what to do! Come and have a great time learning the Test Taking Strategy and help your students improve their test scores in the regular education classrooms. The Test Taking Strategy provides an effective and efficient way to markedly improve student performance on classroom tests. It helps students give time to each section, read and focus on test directions, and utilize other learning strategies while taking a test. This strategy stresses the importance of active participation when taking a test and can significantly benefit all students in a regular education class in middle or high school.

Audience: middle and high school general education and special education teachers, counselors, administrators, and other district-level personnel

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Learning Strategies

Title of Session: The Assignment Completion Strategy

Instructor(s): Sharon Harms

Objectives: The Assignment Completion Strategy is designed to give students the tools needed to analyze assignments, determine the requirements, organize their materials, and create a plan for completing them. With the use of Mnemonic tools students will remember the steps easily and will automatically use the strategy in every classroom with every content area. As they use the strategy, students are asked to plan their time and effort on every assignment, and to evaluate themselves as they finish assignments. As curriculum demands become increasingly more difficult, this strategy gives the students the tools to manage the long term assignments and projects in middle and high school.

Audience: middle and high school general education and special education teachers, counselors, administrators, and other district-level personnel

Session Length: ½ day

Date(s): Thursday, July 14, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Learning Strategies

Title of Session: The First Letter Mnemonic Strategy

Instructor(s): Sharon Harms

Objectives: The First Letter Mnemonic Strategy is designed to help older students succeed in learning information that they need to remember for a test. It is a strategy that can apply to any classroom content, from PE class to English class. The First Letter Mnemonic Strategy is an efficient way to teach students how to study for tests and really remember the information. They learn to organize the information, manipulate it into a form that is easy to remember, and to interact with the content information. As the students do all these steps, they are learning the information, and are better prepared for tests. This strategy can be taught in connection with other strategies, such as the Test Taking Strategy, or the Essay Test Taking Strategy, but is not a requirement. Come and have a great time with us as we learn the First Letter Mnemonic Strategy, and help students learn how to learn.

Audience: middle and high school general education and special education teachers, counselors, administrators, and other district-level personnel

Session Length: ½ day

Date(s): Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Learning Strategies

Title of Session: The Framing Routine and LINCS Vocabulary Strategy

Instructor(s): Daria Cronic

Objectives: The Framing Routine is used to transform abstract main ideas and key topics into a concrete representation that helps students think and talk about the key topic and essential related information. Research results have consistently demonstrated that the routine can effectively facilitate subject-matter learning as well as the development of literacy and thinking skills. Participants of this session will become fluent in the use of this routine and will learn a variety of uses of the Framing Routine including note taking, organizing ideas for written expression and study guides for test taking. (Day 4 of 5-PM) The LINCS Vocabulary Strategy helps students learn the meaning of new vocabulary words using powerful memory-enhancement techniques. Strategy steps cue students to focus on critical elements of the concept; to use visual imagery, associations with prior knowledge, and key-word mnemonic devices to create a study card; and to study the card to enhance comprehension and recall of the concept. Research demonstrated that in a social studies class in which the LINCS Vocabulary Strategy was taught to students, the students with LD performed at a mean of 53 percent correct answers in the pretest and at a mean of 77 percent after learning the strategy. In the control class in which students did not learn the strategy, the mean percentage of correct answers decreased from the pretest to the posttest. Participants of this session will become fluent in the use of this routine by developing memory cards to better instruct their students. This valuable strategy is fun and easy to learn.

Audience: general education and special education teachers (grades 3-12), lead teachers, and curriculum coordinators

Session Length: 1 day

Date(s): Thursday, July 14, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Learning Strategies

Title of Session: The Inference Strategy

Instructor(s): Sharon Harms

Objectives: The Inference Strategy has been designed to help older students learn how to make inferences about information they have read and to answer inferential questions. Students will learn how to interact with the passages as they read and mark important information, and cite the text when answering inference questions. We all know that these interactive reading skills are not easy for our low achievers, yet they are asked to analyze information in almost every core subject in high school. The skills learned in this strategy can be applied to any curriculum in middle or high school.

Audience: middle and high school general education and special education teachers, counselors, administrators, and other district-level personnel

Session Length: ½ day

Date(s): Thursday, July 14 ,2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Learning Strategies

Title of Session: The Paired Associates Strategy

Instructor(s): Sharon Harms

Objectives: The Paired Associates Strategy provides students with a functional and efficient way to markedly improve their performance when trying to master or remember information. It has been designed to help students select a mnemonic device for information to be learned and master the information as they manipulate and interact with the information. This strategy provides an organized way to independently approach and learn large bodies of information. This strategy can be taught in connection with other strategies, such as the Test Taking Strategy, or the Essay Test Taking Strategy, but is not a requirement. Come and have a great time with us as we learn the Paired Associates Strategy, and help students learn how to learn.

Audience: middle and high school general education and special education teachers, counselors, administrators, and other district-level personnel

Session Length: ½ day

Date(s): Wednesday, July 13, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Learning Strategies

Title of Session: Writing Instruction That Helps ALL Students Succeed!

Instructor(s): Janet Taylor
Linda B. Schmitt

Objectives: During this session, participants will learn and practice use of a research-based instructional approach that will improve their students' ability to group and express thoughts in a logical, grade-appropriate manner. Students in Grade 1 are expected to start writing rudimentary informative texts with a clear topic, details about the topic, and a sense of closure. By Grade 2, students are expected to write narrative, informative, and explanatory pieces with clearly introduced topics, facts and definitions to develop major points, and a concluding statement or section. They are supposed to use time transition words in narratives, and when writing opinion pieces, they are expected to incorporate linking words to connect opinions and reasons. Writing teachers have had mixed success in teaching all of these skills at increasingly earlier ages. Sadly, many middle and high school teachers still report that their students need help in constructing the various types of cohesive paragraphs that are now required of them in most of their content classes. This full-day workshop offers a time- and research-proven solution to the problem of teaching paragraph writing and theme writing skills. Fundamentals in the Paragraph Writing Strategy and Fundamentals in the Theme Writing Strategy, which originated from the Kansas University Center for Research on Learning, offer instructional approaches that have proven to be effective and efficient in terms of time. The strategies use a unique approach to teaching students how to:

- write especially effective topic and concluding sentences;
- choose suitable groups of transition words for a specific paragraph;
- write lead-off and follow-up sentences for each detail;
- the paragraph with a clincher sentence; and
- think about a topic, gather and organize information to write a theme that includes an introduction, body, and conclusion utilizing appropriate transitions and then revising and editing to create a polished product.

Audience: general education and special education teachers

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Para Educators

Title of Session: Working Smarter Not Harder (with Paraprofessionals)

Instructor(s): Jennifer Watson

Objectives: One of the hardest parts of being a special education teacher is working with the adults around you. During this session, participants will learn strategies in communication, organization, and management that will help all adults in the classroom "work smarter not harder." This work begins with building positive relationships and utilizing the experience and strengths of each person in the classroom. Specific strategies for adult support will be shared. Participants will also learn about environmental and schedule structure and how this can support role clarity and classroom effectiveness. Organizational and communication tools will be shared along with documentation/accountability checklists. By the end of the session, participants will develop a classroom plan that enhances the work of the adults and students in the classroom.

Audience: general and special education teachers with teaching assistants/paraprofessionals

Session Length: 1 day

Date(s): Thursday, July 14, 2016 - Full Day

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Preschool

Title of Session: **Bringing Applied Behavior Analysis to Home, School, and Play for Young Children with Autism Spectrum Disorders and Other Disabilities**

Instructor(s): Debra Leach

Objectives: This presentation provides participants with a step-by-step process for implementing intensive early intervention using Applied Behavior Analysis (ABA) within the context of everyday routines for young children with Autism Spectrum Disorders (ASD) and other disabilities. Participants will learn about a variety of useful assessment tools that can be used to develop goals for routines-based interventions. Procedures for developing interventions that utilize a variety of positive behavioral supports and strategies will be discussed. User-friendly progress monitoring tools will also be shared. Participants will learn how to: (1) conduct assessments for routines-based ABA interventions; (2) set goals for routines-based ABA interventions; (3) develop step-by-step ABA intervention procedures for the selected goals; and (4) monitor student progress with easy-to-use data collection methods.

Audience: early childhood special education and general education teachers, early intervention providers, administrators, and paraprofessionals

Session Length: 1 day

Date(s): Friday, July 15, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Preschool

Title of Session: **Increasing Engagement and Participation in Classroom Routines and Activities, Including Early Literacy, Through Positive Relationships, Supportive Environments, and Adaptations**

Instructor(s): Norma Donaldson-Jenkins

Objectives: By the end of the session, participants will: (1) understand and be able to describe the importance of building relationships with children, families, and colleagues; and explore some appropriate strategies to build relationships; (2) understand and be able to describe the importance of creating supportive environments in which children can be successful using CSEFEL's (Center for Social and Emotional Foundations for Early Learning) Pyramid Model; (3) have an opportunity to examine books that support the learning of social skills; (4) gain a working knowledge of how adaptations may help children meet a variety of early childhood standards and curricular expectations; (5) learn about a research-based approach of using adaptations for daily activities and routines to help children successfully participate in all early childhood environments (i.e., how to make adaptations for individual or groups of children who are experiencing challenges during everyday routines and activities); (6) have an opportunity to review the CARA's (Creating Adaptations for Routines and Activities) Kit booklet and tools; (7) become familiar with the six-step approach to making accommodations described in CARA's Kit and apply this approach to a current situation with a child in their class or on their case load; and (8) have an opportunity to handle adaptive materials for use in their classroom. Credit hours: DSS (CCCCD): 3.0 hours - Special Needs, and 3.0 hours - Curriculum

Audience: individuals working with preschool children (ages 3-5)

Session Length: 1 day

Date(s): Wednesday, July 13, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Preschool

Title of Session: **Parents Interacting with Infants (PIWI): Supporting Infant-Toddler Development Through Parent-Child Interactions**

Instructor(s): Kristin Tenney-Blackwell

Objectives: PIWI (Parents Interacting with Infants) is a model of service delivery that combines developmental and family-centered perspectives into a relationship-based model in which parent-child interaction is both a focus and a context for understanding children's development and for intervention. Providing a focus on children from infancy through age three, PIWI practices are based on the assumption that caregivers' sensitivity and responsiveness to their child's developing dispositions and behavior are dependent on their ability to observe and interpret their child's development from the child's perspective. PIWI's core premise is that early development occurs within the context of the family and primary attachment relationships; this context therefore provides the most appropriate context for early intervention. PIWI is primarily a philosophy and a process, supported by specific program materials and procedures. The philosophy and theory underlying PIWI apply across all aspects of early intervention, whereas PIWI's specific guidelines and practices apply directly to implementing the model within parent-child groups and individual home visits. PIWI's primary purpose is to help develop an optimal environment for children's development and learning. This workshop will share information on PIWI, which focuses on enhancing the development of infants and toddlers by expanding on and strengthening parent-child interactions and relationships. Strategies for keeping the parent-child relationship at the center of our practices will be shared as well as ideas for promoting parents as observers and supporters of their child's development. Many ideas, strategies, and resources, including home visiting and socialization plans related to school readiness, will be shared to build on and strengthen day-to-day home visiting and socialization practices.

Audience: individuals who support parents with infants or toddlers through home visiting and/or facilitating parent interactions with young children.

Session Length: 1 day

Date(s): Friday, July 15, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Preschool

Title of Session: Pyramid Model Infant and Toddler: Training of Trainers

Instructor(s): Kristin Tenney-Blackwell

Objectives: This four-day interactive series provides early childhood practitioners instruction on theory, specific implementation strategies, and the use of reflection in the implementation of the Pyramid Model Infant Toddler Training Modules as well as materials and resources as professional development tools. Participants will learn strategies to train infant and toddler providers in how to effectively use the materials and the Pyramid framework to support young children's healthy social and emotional development and address challenging behavior.

Audience: This training is designed for those who are responsible for the professional development of the early childhood workforce, such as Early Head Start training/technical assistance providers, and Early Head Start mental health coordinators who provide traini

Session Length: 4 days

Date(s): Monday, July 11, 2016 - Full Day, Tuesday, July 12, 2016 - Full Day, Wednesday, July 13, 2016 - Full Day, Thursday, July 14, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Standards

Title of Session: Translating the South Carolina College- and Career-Ready Standards for English Language Arts 2015 into Practice (Grades 3-5)

Instructor(s): Caroline Savage

Objectives: How do you translate the new South Carolina College- and Career-Ready Standards for English Language Arts 2015 into practice? How can teachers modify and enhance teaching to meet the rigors of 21st century learning? During this session, participants will: • delve into the 2015 ELA standards to extend understanding of the Reading - Literary Text (RL) and Reading - Informational Text (RI) key ideas and indicators; • examine similarities and differences between the Common Core State Standards (CCSS) and 2015 ELA standards; • experience literacy engagements and highlight connections to the Profile of a South Carolina Graduate; and • investigate how to effectively instruct students of various backgrounds, readiness and skill levels, and interests. Participants will debrief in terms of teaching and learning in order to lift the level of instruction in their classrooms.

Audience: general education and special education teachers (grades 3-5)

Session Length: 1 day

Date(s): Monday, July 11, 2016 - Full Day

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July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Standards

Title of Session: Translating the South Carolina College- and Career-Ready Standards for English Language Arts 2015 into Practice (Grades 6-8)

Instructor(s): Ethel Johnson

Objectives: How do you translate the new South Carolina College- and Career-Ready Standards for English Language Arts 2015 into practice? How can teachers modify and enhance teaching to meet the rigors of 21st century learning? During this session, participants will: • delve into the 2015 ELA standards to extend understanding of the Reading - Literary Text (RL) and Reading - Informational Text (RI) key ideas and indicators; • examine similarities and differences between the Common Core State Standards (CCSS) and 2015 ELA standards; • experience literacy engagements and highlight connections to the Profile of a South Carolina Graduate; and • investigate how to effectively instruct students of various backgrounds, readiness and skill levels, and interests. Participants will debrief in terms of teaching and learning in order to lift the level of instruction in their classrooms.

Audience: general education and special education teachers (grades 6-8)

Session Length: 1 day

Date(s): Monday, July 11, 2016 - Full Day

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Student Leadership & Self-Determination

Title of Session: Counseling Students with Disabilities

Instructor(s): Gail Redford

Objectives: This session will provide supporting materials, data, and strategies to assist participants in expanding guidance services that better support students with disabilities. Information will be presented about federal and state legislation and regulations for students with disabilities, participation on IEP and 504 teams, and strategies for expanding services. In addition, representatives from agencies and organizations serving students with disabilities will present their services.

Audience: school guidance counselors and career counselors

Session Length: 2 days

Date(s): Tuesday, July 12, 2016 - Full Day and Wednesday, July 13, 2016 - Full Day

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Student Leadership & Self-Determination

Title of Session: Possible Selves

Instructor(s): Daria Cronic

Objectives: Possible Selves is designed to increase student motivation by having students examine their own future and think about goals that are important to them. Students think about and describe their hoped-for possible selves, expected possible selves, and feared possible selves. They set goals, create plans, and work toward their goals as part of this program. In research studies, students in the Possible Selves condition scored significantly higher than students in the control group on measures of goal identification. In one study involving college student athletes, at the end of six years, the students in the Possible Selves group earned higher grade-point averages (2.65) than students in the control group (2.25) and in a career-counseling group (2.41). In addition, 75 percent of the students in the Possible Selves group graduated from the university compared to 45 percent of students in the control group and 60 percent of students in the career-counseling group.

Audience: teachers, counselors, and educational leaders

Session Length: 1 day

Date(s): Wednesday, July 13, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Student Leadership & Self-Determination

Title of Session: Self-Advocacy Skills: A Must for Successful Transition

Instructor(s): Kimberly Tissot
Rachel Kaplan and Charlie Walters

Objectives: This session will review relevant research on the interdependence of strong self-advocacy skills and positive outcomes in transition for youth with disabilities. Participants will develop a clear understanding of the importance of self-advocacy, related skills, and their importance to students with disabilities in transition. We'll then survey of the roles of Centers for Independent Living in educators' respective communities, with an emphasis on Able SC and our young adult leadership program, EQUIP. Some young adult leaders with disabilities from the EQUIP program will present on the issue of self-advocacy from their perspectives as mentors and as young people with disabilities who have experienced the transition from high school. The session agenda will include the following: (1) Self-Advocacy and Transition- A review of the current literature on the connections between self-advocacy skills and postsecondary outcomes for young people with disabilities; (2) Centers for Independent Living- Their function, their role in the disability community, and the aspects of self-determination at their core; (3) Centers for Independent Living- Uniquely situated to develop peer mentoring relationships and learning opportunities and an introduction to Able SC's EQUIP young adult leadership program; (4) Self-advocacy skill development for students with disabilities by young adults with disabilities- EQUIP young adult leaders present on their own experience in transition and their work in SC schools; (5) Take Away- Small groups of educators will be formed to work collaboratively to develop action plans for fostering self-advocacy with their students. Groups will be facilitated by Able SC staff members that are well-versed in the issues. Participating groups will present their action plans to the whole group; and (6) Putting it all together- A review of key information presented during the session. Our expected learning outcomes are to empower educators to foster self-advocacy in their classrooms, increase their awareness of the role of Centers for Independent Living, and understand the importance of helping connect their students to the disability community.

Audience: all special education professionals

Session Length: ½ day

Date(s): Thursday, July 14 ,2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

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July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Student Leadership & Self-Determination

Title of Session: Student-Led IEP's-Providing Leadership and Self-Determination for Students with Disabilities

Instructor(s): Nancy Turner
Brenda Graham

Objectives: The objectives of this session are to provide educators and administrators with the insights, benefits, and step-by-step training for Student-Led IEPs for all students with disabilities. The session will include accountability for student learning, provide a focus for participants to assist students to develop greater self-determination, self-advocacy, and self-confidence. Participants will also learn to assist their students to better understand their exceptionality and what will enhance their educational/professional and personal lives to become better students and productive adults. All participants will learn how to integrate Student-Led IEPs into their current lessons and curriculum as well as assist all students to become involved and in charge of their own learning. All participants will receive a Student-Led IEP Template to encourage a successful introduction to Student-Led IEPs for the 2016-2017 school year.

Audience: special education teachers, speech therapists, school counselors, administrators, parent advocates, and other support personnel that work with (and support) students with disabilities

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

**2016 Annual Research to Practice
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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Technical Guidance

Title of Session: 2016-2017 OSES Data and Reporting Training

Instructor(s): Fred Edora

Objectives: This session is to provide new data managers and special education directors (2 years or less) with training on how to collect the required annual reports that must be submitted to the Office of Special Education Services (OSES). This session will cover the IDEA 616 and 618 data submission including how to collect the data, how to make sure the data is accurate, and how to submit them to OSES. At the end of the training session, participants will be able to: (1) understand the requirements for all annual data reports that districts are to OSES; (2) collect, analyze, correct, and submit reporting data using the Enrich IEP system; (3) discover errors within their reports, and use this information to determine the appropriate steps on how to correct them; and (4) find and access data resources and instructions that are necessary to ensure timely and accurate submissions of special education data reports.

Audience: new IDEA district data managers and special education directors (2 years or less), and district staff who assist in special education reporting

Session Length: ½ day

Date(s): Monday July 11, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Technical Guidance

Title of Session: Fiscal and Data Management Team Update, Office of Special Education Services, SCDE

Instructor(s): Susan Flanagan
Fred Edora, Shanna Graham, and Jason Cone

Objectives: This session will include review and guidance on the following: (1) OSES fiscal and data requirements; (2) IDEA application process and required documents; (3) excess cost calculations and MOE calculations; (4) OSES fiscal monitoring/IDEA authority; (5) tiered monitoring approach and requirements of each tier; (6) expectations of the fiscal monitoring activities; (7) monitoring process timeline; (8) required document submissions; (9) data collection and monitoring reports; and (10) corrective action plans, timelines, and follow-up expectations.

Audience: special education directors and coordinators, district business officials, and district data managers

Session Length: 1 day

Date(s): Tuesday, July 12, 2016 - Full Day

2016 Annual Research to Practice

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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Technical Guidance

Title of Session: Managing Your District's SC Enrich IEP System

Instructor(s): Peter Keup
Brenda J. Hunt, M.Ed., Derek Skaggs, Dianne Stuck Bennett, Fred Edora
and Tabitha Strickland

Objectives: Participants will receive tips and updates regarding the SC Enrich IEP system. It is expected that the session will: (1) expand participants' knowledge of the functionality of SC Enrich IEP; (2) provide additional information on recent system changes and upcoming activities and updates; and (3) expand participants' ability to produce reports from SC Enrich IEP that can assist with management of special education programs.

Audience: special education administrators and SC Enrich IEP project leaders

Session Length: ½ day

Date(s): Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or
Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or
Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Technical Guidance

Title of Session: Recent Legal and Policy Developments in Special Education

Instructor(s): Antonis Katsiyannis

Objectives: Session topics will include the following: (1) IDEA 2004 Amendments-context; highlights of key changes (RTI; IEPs– peer-reviewed research; discipline-manifestation determination; safeguards); (2) Section 504/ADA amendments of 2008-mitigating factors; major life activities; related case law- Olmstead, Georgia Department of Human Resources v. L. C., 527 U.S.581 (1999).; Every Student Succeeds Act (ESSA) and Students with Disabilities; Letter to Deal and Olens, Department of Justice (2015)-LRE and Students with E/BD Charter Schools; (3) Athletics-OCR, 2013 Dear Colleague Letter; case law; (4) assessment/eligibility process-safeguards; Child Find; RTI ; related case law (Compton Unified School District v. Starvenia Addison, 598 F.3d 1181(9th Cir. 2010); (5) IEPs- present levels of performance; goals; special education and related services; progress monitoring; related case law; recent case law on parental participation (Doug v. Hawaii); peer reviewed research (Ridley School District v. M.R. and J.R, ex rel. E.R.; retrospective IEPs (R.E., M.E., et al v. New York City Department of Education); (6) residential placements- IDEA provisions; case law (Forest Grove School District v. T.A., 129 S. Ct. 2484 (2009); (7) discipline-IAES; MD; FBAs (also, Non Discriminatory Discipline, U.S. Department of Education, Office for Civil Rights, 2014; Bullying (OCR Dear Colleague Letters , 2000, 2010, 2013, 2014); resource officers in schools. Participants will engage content through lecture, group discussion, and simulations on case studies. After the session, participants will be able to: • particulate the major provisions of IDEA 2004, Section 504/ADA, ESSA; and • critically discuss and evaluate legal trends in special education; • summarize implications for practice in light of recent case law and legislative developments; and • substantiate the need for developing legally correct and educationally meaningful IEPs.

Audience: administrators and related service personnel (school psychologists)

Session Length: 2 days

Date(s): Tuesday, July 12, 2016 – Full Day and Wednesday, July 13, 2016 – Full Day or

Thursday, July 14, 2016 – Full Day and Friday, July 15, 2016 - Full Day

**2016 Annual Research to Practice
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Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Technical Guidance

Title of Session: **What do we do now? Guidance for Districts for the Year Following a Monitoring Visit**

Instructor(s): Peter Keup
 Kathleen Heiss, Ann Moore, Mary Etta Taylor

Objectives: This session will include review and explanation of the following: (1) OSEP memorandum 09-02 and the "two prongs" of verifying corrections; (2) Expectations for the year after the on-site monitoring visit; (3) Timelines for correcting noncompliance; (4) Document and form submission requirements; (5) Data collection and review process; (6) Role of Office of Special Education Services (OSSES) project managers; and (7) Technical assistance and support related to correcting noncompliance.

Audience: Only directors and district representatives from school districts that were monitored during the 2015-16 school year. By invitation of OSSES only. Limit two participants per district.

Session Length: ½ day

Date(s): Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Technical Guidance

Title of Session: What to Expect When You're Scheduled for an IDEA Program Monitoring Visit - Guidance on the Program Monitoring Process for 2016-2017

Instructor(s): Peter Keup
Kathleen Heiss, Ann Moore, Mary Etta Taylor

Objectives: This session will include review and explanation of the following: (1) Purpose of Office of Special Education Services (OSSES) monitoring/IDEA Authority; (2) Relationship of compliance monitoring to overall general supervision; (3) OSEP memorandum 09-02 and the "two prongs" of verifying corrections; (4) Expectations for the OSSES monitoring activities; (5) Overview of timeline for, and components of, the monitoring process; (6) Document submission requirements; (7) Data collection and review; (8) Pulling and preparing student records for OSSES review; (9) Monitoring reports & attachments; and (10) Correction and verification of noncompliance.

Audience: Only directors and district representatives from school districts scheduled to be monitored during the 2016-17 school year. By invitation of OSSES only. Limit two participants per district.

Session Length: 1 day

Date(s): Thursday, July 14, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Technical Guidance

Title of Session: What's new for Indicator 13? Guidance on the Indicator 13 Monitoring Process for 2016-2017

Instructor(s): Ann Moore
Mary Etta Taylor

Objectives: This session will include review and explanation of the following: (1) Purpose of Office of Special Education Services (OSSES) monitoring/IDEA Authority (2) Relationship of compliance monitoring to overall general supervision; (3) OSEP memorandum 09-02 and the "two prongs" of verifying corrections; (4) Expectations for the OSSES monitoring activities; (5) Overview of timeline for, and components of, the monitoring process; (6) Document submission requirements; (7) Data collection and review; (8) Pulling and preparing student records for OSSES review; (9) Monitoring reports & attachments; and (10) Correction and verification of noncompliance.

Audience: Only directors and district representatives from school districts scheduled to be monitored for Indicator 13 during the 2016-17 school year. By invitation of OSSES only. Limit two participants per district.

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.) or Wednesday, July 13, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Technical Guidance

Title of Session: Writing Meaningful and Compliant Present Levels Aligned With Measurable Goals for Speech-Language Pathologists and Speech-Language Pathologist Assistants

Instructor(s): LaShawn Thomas Bridges

Objectives: To provide SLPs and SLPAs with information and guidance on effective and compliant Present Levels of Academic Achievement and Functional Performance aligned with Annual Goals and/or Objectives to yield a meaningful outcome and clear understanding of the expectations for the student. Present Levels are the foundation and most critical part of the IEP. The IEP should address the unique needs of the student to enable him or her to make meaningful progress toward accessing and progressing in the general education curriculum along with annual measureable goals/objectives. This session will provide information for SLPs and SLPAs to assist them in writing meaningful and compliant Present Levels aligned with measurable goals/objectives for speech-language services.

Audience: speech-language pathologists and speech-language pathologists assistants

Session Length: ½ day

Date(s): Tuesday, July 12, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Tuesday, July 12, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Transition

Title of Session: Alternatives to Guardianship: The Importance of Promoting Self-Determination

Instructor(s): Jerri Davison
WC Hoecke

Objectives: The objective of this session is to inform educators of the pitfalls of recommending guardianship to students and families and offer some viable alternatives that promote self-determination. This session will discuss recent findings regarding the frequency that educators and service providers recommend guardianship for transitioning students despite newer, more effective alternatives that promote self-determination and effective communication. It will challenge the assumptions of when guardianship is truly necessary, and provide an in-depth review of several alternatives to guardianship, including conservatorship, power of attorney, representative payee, and Supported Decision Making, that do not impose significant limitations on individual rights or affect future housing or employment options. We will discuss the dangers of giving legal advice to parents and sharing information without a full understanding of what guardianship or other legal alternatives entail. This session will include perspectives from a parent and a disability rights advocate, who will discuss how they reached a shared conclusion regarding the overreaching, expensive, and often unnecessary legal course of action to appoint a guardian. The participants will learn about the impact of guardianship, understand the alternatives, and recognize the importance of promoting self-determination in decision making.

Audience: general education and special education teachers and other professionals who work with transition-age students

Session Length: ½ day

Date(s): Wednesday, July 13, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Transition

Title of Session: Planning for Independence: A Guided Family Exercise

Instructor(s): Jerri Davison
WC Hoecke, Charlie Walters, and Effy Francis

Objectives: In the afternoon session, the parents and youth attending the morning session will come together to discuss with each other what they have learned and work together as a family to create a plan for the future. This session will focus on facilitating open discussion between parents and youth about the steps that need to happen in order for the young adult to successfully transition into adulthood. Facilitators will help problem-solve, provide information about community resources, and encourage families to set higher expectations for youth. Each family will leave with a plan to assist the youth from moving from dependency to independence.

Audience: youth with disabilities and their parents

Session Length: ½ day

Date(s): Friday, July 15, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Transition

Title of Session: Planning for Independence: The Youth Experience

Instructor(s): Charlie Walters
Effy Francis EQUIP Young Adult Leaders

Objectives: The objectives of this session are to encourage youth to practice self-determination and make concrete plans for their transition to independence. Session attendees will work with members of Able SC staff and its youth self-advocacy group EQUIP, which is led by young adults with disabilities, to discuss independence and the steps they need to take to reach their goals for adulthood. Through interactive exercises, the participants will work on self-awareness, disability pride, and goal-setting. They will discuss independent living skills and connect those skills to their future goals. The students will set goals and gain understanding of the steps to reach those goals.

Audience: youth/young adults with disabilities

Session Length: ½ day

Date(s): Friday, July 15, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

**2016 Annual Research to Practice
July 11-15, 2016**

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Transition

Title of Session: Putting Students in the Driver's Seat

Instructor(s): Amy Guerry
Dr. Kelly Wulf

Objectives: IEPs are INDIVIDUAL education plans; yet, how are we involving the individual in the process? During this session, we will address self-directed IEPs and how they are tied to building self-advocacy skills, accommodations, and modifications to meet the needs of every student to ensure participation in the IEP to their fullest potential. We will demonstrate how "putting students in the driver's seat" for an IEP meeting can help improve the social skills of a student in all settings through self-determination and self-advocacy. Through person-centered planning, the student can 'drive' the IEP meeting to focus on the strengths and needs for the life of the IEP. By letting students sit in the driver's seat, it becomes their map for learning. Service providers become supporters of the student and student plan by moving to the back seat.

Audience: middle and high school teachers and administrators, special education teachers and administrators, transition specialists/job coaches, and middle and high school coordinators

Session Length: ½ day

Date(s): Monday July 11, 2016 Afternoon Session (1:00 p.m.-4:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Transition

Title of Session: Secondary Transition: Accessing Resources and Implementing Research Based Practices

Instructor(s): Joy Ivester, Cynthia A. Nixon, Ph.D., Francis Marion, Angie S. Slatton, Ph.D., Lexington 5, Laura Spears, SC Vocational Rehabilitation, Kimberly Tissot, ABLE SC and Amanda Lucas, SC Department of Employment & Workforce

Objectives: Conceptually, the model of interagency collaboration stresses that by working together, the sum of what cooperating entities can provide together will be more powerful than what separate actors working independently can produce (Gajda, 2004). Interagency collaboration is a critical part of the transition and outcome conversation given the wide-ranging and diverse needs of people with disabilities. For example, not every person is going to have the same need for or interest in advocacy/legal services, assistive technology, career planning, financial forecasting, vocational preparation, independent living, postsecondary education, transportation, social security work incentives, etc. As such, at the individual level, the unique needs and desires of the person should subsequently influence the entities that are at the table and working collaboratively to support them as they work toward the transition from school to adult life. The Transition Alliance of South Carolina (TASC), the statewide interagency transition team, has initiated the development of an infrastructure to support local communities as they increase their capacity to collaboratively and effectively serve young adults with disabilities as they transition from high school to adult-life. Join the Alliance partners and several of the local alliance interagency teams for one or more days to learn what research indicates communities should be doing to increase successful post-school outcomes for youth with disabilities. Participants of these sessions will learn how to: (1) work with local partners to conduct an appropriate and meaningful transition assessment with students; (2) craft meaningful and appropriate transition goals; (3) support student engagement, leadership, and self-determination skills; (4) access and build collaborative partnerships with youth and adult services that exist beyond the school walls in South Carolina; (5) promote family engagement in the transition process; and (6) utilize strategies for promoting successful employment outcomes in post-school life.

Audience: LEA staff (teachers, counselors, administrators, and job coaches), adult and youth service providers, and families

Session Length: 3 days

Date(s): Tuesday, July 12, 2016 - Full Day Wednesday, July 13, 2016 - Full Day and Thursday, July 14, 2016 - Full Day

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Transition

Title of Session: South Carolina Vocational Rehabilitation (SCVRD): Preparing Students with Disabilities for Successful Employment

Instructor(s): Laura Spears

Objectives: Participants will receive an overview of services provided by the South Carolina Vocational Rehabilitation (SCVRD) for transition age youth. Session topics will include the following: (1) Eligibility and services will be addressed ; (2) SCVRD's community-based work experiences for career exploration, work skills training, and exposure to the world of work; (3) SCVRD assists students pursuing post secondary training opportunities; (4) Overview of SCVRD Transition programs High School, High Tech, and working with Project SEARCH; and (5) Workforce Innovation Opportunity Act (WIOA) and the impact on SCVRD and transition age youth.

Audience: transition coordinators, principals, nurses, superintendents, and middle and high school teachers

Session Length: ½ day

Date(s): Wednesday, July 13, 2016 Morning Session (8:30 a.m.-12:00 p.m.) or Thursday, July 14, 2016 Morning Session (8:30 a.m.-12:00 p.m.)

2016 Annual Research to Practice

July 11-15, 2016

Registration Open: May 20, 2016

Registration Closes: June 10, 2016

STRAND: Transition

Title of Session: The Expanded Core Curriculum for Students who are Deaf/Hard of Hearing: A Guide to Successful Transition

Instructor(s): Maureen Irons

Objectives: The SC Pep Net 2 Transition Team is completing a 5 year cycle of collaboration on adoption of an Expanded Core Curriculum. The ECC is designed to guide teachers in identifying and integrating transition knowledge and skills that are specific for students with hearing loss as they move from school to postsecondary options. Participants will: (1) learn the eight domains of the Expanded Core Curriculum; (2) integrate the components of the ECC in their respective content areas; and (3) work collaboratively to design sample units that include the ECC skills.

Audience: teachers of students who are deaf/hard of hearing, other professionals and paraprofessionals working with students who are deaf/hard of hearing

Session Length: ½ day

Date(s): Friday, July 15, 2016 Morning Session (8:30 a.m.-12:00 p.m.)