EBP Presentation #1

Title of Presentation

Building Blocks of Reading: Effective Phonemic Awareness and Decoding Instruction (Part 1 and Part 2)

Abstract/Session Description

These sessions will provide an overview of phonemic awareness, the alphabetic principle, word reading for regular and irregular words, and advanced decoding for students who struggle to learn how to decode words. We will address sequencing skills, explicit and systematic instruction with examples in each skill area. We will model and practice evidence-based methods that you can take to your classroom for teaching these important skills to students. Fluency building for each skill will be addressed throughout these sessions.

Key Learning Outcomes

- Participants will be able to define phonemic awareness, alphabetic principle, decoding, and regular and irregular words.
- Participants will be able to describe evidence-based practices in beginning reading instruction for student with and at-risk for disabilities, including sequencing of skills, explicit and systematic instruction in phonemic awareness and decoding.
- Participants will be able to teach basic formats in phonemic awareness, letter sound identification, sounding out and advanced decoding to students who have difficulties in reading.

Lead Presenter

Name

Breda O'Keeffe

Position / Title

Assistant Professor

Organization

University of Utah

Bio

Breda O'Keeffe, Ph.D., is an Assistant Professor at the University of Utah in the Department of Special Education. She completed her doctoral degree at Utah State University and an IES postdoctoral fellowship at the University of Connecticut. Her primary research interests include evidence-based practices in assessment and reading instruction for diverse elementary students at-risk for and with disabilities. She is also interested in the interaction between behavior and reading. She teaches courses and consults on educational assessment, assessment for students with disabilities, and effective methods for literacy instruction and behavior supports in special education and multi-tiered systems of support.

EBP Presentation #2

Title of Presentation

Achieving Important Literacy Outcomes: Effective Vocabulary and Comprehension Instruction (Part 1 and Part 2)

Abstract/Session Description

These sessions will provide information and practice on important advances in vocabulary and reading comprehension instruction, from Kindergarten to middle school levels. We will demonstrate and provide guided practice in applying effective instructional strategies to vocabulary, and narrative and expository comprehension before and while students are reading complex text. We will emphasize explicit, systematic instruction in important academic vocabulary and text comprehension strategies.

Key Learning Outcomes

- Participants will be able to define vocabulary and reading comprehension and identify how they relate to other reading skills to lead to successful reading comprehension of narrative and expository academic texts.
- Participants will be able to describe multiple evidence-based practices in oral language instruction and reading to teach vocabulary and reading comprehension.
- Participants will be able to teach formats for explicit vocabulary instruction, narrative and expository reading comprehension.

Lead Presenter

Name

Breda O'Keeffe

Position / Title

Assistant Professor

Organization

University of Utah

Bio

Breda O'Keeffe, Ph.D., is an Assistant Professor at the University of Utah in the Department of Special Education. She completed her doctoral degree at Utah State University and an IES postdoctoral fellowship at the University of Connecticut. Her primary research interests include evidence-based practices in assessment and reading instruction for diverse elementary students at-risk for and with disabilities. She is also interested in the interaction between behavior and reading. She teaches courses and consults on educational assessment, assessment for students with disabilities, and effective methods for literacy instruction and behavior supports in special education and multi-tiered systems of support.

EBP Presentation #3

Title of Presentation

Preparing for the Future (Part 1 and Part 2)

Abstract/Session Description

No one has a crystal ball to predict the future, but people concerned about services for people with disabilities should be prepared for the possibilities. We know that the emphasis will continue to be on individualized, community-based services, person-centered planning, and helping individuals lead typical lives in their communities. In this session we will look at the trends and current practices that support individualized outcomes for people. Participants will consider developing a set of principles, and action steps they can take immediately to guide their actions in the future.

Key Learning Outcomes

- Learn about the current state of services, especially employment, for people with disabilities.
- Learn about service trends that are shaping the future of services.
- Learn a set of key principles organizations can adopt as they prepare for the changes the future might bring.

Lead Presenter

Name

Bob Niemiec

Position / Title

Senior Consultant

Organization

Griffin-Hammis Associates, Inc.

Bio

Bob Niemiec is a Senior Consultant with Griffin-Hammis Associates, Inc. A graduate of Indiana University, Bob has been in the field of employment for persons with disabilities for over thirty-six years. He is a Past-President of APSE, a founding member and former President of Minnesota APSE, former President of the APSE Foundation, a current member of the Editorial Board of The Journal of Vocational Rehabilitation, a Subject Matter Expert (SME) with the Office of Disability Employment Policy Employment First State Leadership Mentoring Program, and a founding member of the Minnesota Employment First Coalition.

EBP Presentation #4

Title of Presentation

Developing Customized Employment Options (Part 1 and Part 2)

Abstract/Session Description

Customized Employment is a method that goes beyond traditional approaches using highly individualized processes to identify opportunities and build or create employment that is highly tailored to the individual but is also clearly valuable to the employer. The foundation for finding jobs that meet a jobseeker's ideal conditions of employment is about knowing the individual and knowing the community. Through Discovery and Career Planning, support staff and members of a jobseeker's employment team really get to know an individual, exploring interests, new environments, new tasks to uncover or discover individual preferences and skills. Concurrently, the jobseeker and support staff explore the community, building connections, and learning about different opportunities, types of work, employers, etc.

Key Learning Outcomes

- Learn the key components of Customized employment
- Learn how Customized Employment differs from traditional job development
- Learn how Customized Employment can be implemented

Lead Presenter

Name

Bob Niemiec

Position / Title

Senior Consultant

Organization

Griffin-Hammis Associates, Inc.

Bio

Bob Niemiec is a Senior Consultant with Griffin-Hammis Associates, Inc. A graduate of Indiana University, Bob has been in the field of employment for persons with disabilities for over thirty-six years. He is a Past-President of APSE, a founding member and former President of Minnesota APSE, former President of the APSE Foundation, a current member of the Editorial Board of The Journal of Vocational Rehabilitation, a Subject Matter Expert (SME) with the Office of Disability Employment Policy Employment First State Leadership Mentoring Program, and a founding member of the Minnesota Employment First Coalition.

EBP Presentation #5

Title of Presentation

Self-Employment Essentials (Part 1 and Part 2)

Abstract/Session Description

Self-Employment is recognized as a key option in Customized Employment. Contrary to traditional thinking about the Labor Market, a CE approach to self-employment recognizes the individual as the locus of control and information about employment. Self-employment is not something to try after all other options have failed, but should be an option for anyone with proper business and personal support potential. It offers options for personal accommodations, opportunities for family to provide support and guidance, and with work incentives as an avenue for climbing out of poverty while maintaining public health care benefits so crucial to many people with disabilities.

Key Learning Outcomes

- Learn the process of determining when self-employment makes the most sense for an individual with a disability
- Learn the steps that must be taken when embarking on self-employment as an option
- Learn what types of funding are available and commonly used to support self-employment

Lead Presenter

Name

Bob Niemiec

Position / Title

Senior Consultant

Organization

Griffin-Hammis Associates, Inc.

Bio

Bob Niemiec is a Senior Consultant with Griffin-Hammis Associates, Inc. A graduate of Indiana University, Bob has been in the field of employment for persons with disabilities for over thirty-six years. He is a Past-President of APSE, a founding member and former President of Minnesota APSE, former President of the APSE Foundation, a current member of the Editorial Board of The Journal of Vocational Rehabilitation, a Subject Matter Expert (SME) with the Office of Disability Employment Policy Employment First State Leadership Mentoring Program, and a founding member of the Minnesota Employment First Coalition.

EBP Presentation #6

Title of Presentation

Resource Mapping - Discovering Community Connections (Part 1 and Part 2)

Abstract/Session Description

The key to helping people with disabilities work and live in their communities is understanding the abundant resources that exist there. Discovering the resources of a particular community is a matter of knowing people, associations, institutions, civic resources and businesses. We must recognize how we are connected with them, both personally and through our organizations. Gaining this knowledge will direct employment specialists to potential employment situations that make sense for the job seekers with disabilities they represent. It can also help those who assist people in their non-work lives to become more active participants in their communities.

Key Learning Outcomes

- Learn the 5 most common areas of community resources
- Learn how people are connected to those resources, both personally and professionally
- Learn how to construct and use a "Resource Map" to assist people in connecting to their communities

Lead Presenter

Name

Bob Niemiec

Position / Title

Senior Consultant

Organization

Griffin-Hammis Associates, Inc.

Bio

Bob Niemiec is a Senior Consultant with Griffin-Hammis Associates, Inc. A graduate of Indiana University, Bob has been in the field of employment for persons with disabilities for over thirty-six years. He is a Past-President of APSE, a founding member and former President of Minnesota APSE, former President of the APSE Foundation, a current member of the Editorial Board of The Journal of Vocational Rehabilitation, a Subject Matter Expert (SME) with the Office of Disability Employment Policy Employment First State Leadership Mentoring Program, and a founding member of the Minnesota Employment First Coalition.

EBP Presentation #7

Title of Presentation

PBIS today: International Research and Local Implementation

Abstract/Session Description

PBIS has been legally required in schools for 20 years (IDEA'97). Hear about the research and EBP proving that this Multi-Tiered System of Support (MTSS) delivers measurable outcomes and see the results from over 100 schools in AZ implementing with fidelity (PBISaz.org/awards). Local schools will show you their data and talk about their outcomes.

Key Learning Outcomes

- Participants will gain an awareness of the research and EBP associated with PBIS and MTSS
- Participants will be able to identity several school implementing PBIS with fidelity across the state
- Participants will interact with local educators who are currently implementing PBIS successfully in K-12 schools

Lead Presenter

Name

Daniel Gulchak, Ph.D.

Position / Title

VP Research & Education

Organization

KOI Education

Bio

Dr. Gulchak's passion is sharing the good news about bad behavior to build the capacity of educators to empower students to succeed. He specializes in school-wide systems change including Positive Behavior Interventions and Support, classroom and behavior management strategies, and leveraging technology to improve student behavior and academic achievement. He has degrees from three universities, has authored research papers and textbooks on PBIS, and regularly presents to audiences around the world.

EBP Presentation #8

Title of Presentation

Successes and challenges experienced with the introduction of the Pyramid Model to Northern Arizona Head Start Programs

Abstract/Session Description

Head Start Manager Maegan Van Wyck and Pyramid Model Coach Julie Hardy will provide an overview of an ongoing project to bring the Pyramid Model to Head Start programs in Northern Arizona. Factors contributing to success, and obstacles experienced thus far, will be described to prepare participants planning to implement early childhood PBIS in their programs.

Key Learning Outcomes

Participants will identify similarities and differences between Schoolwide PBIS and early childhood PBIS, describe commonly used early childhood curriculum models and explain how the Pyramid Model complements these programs, and describe the data that supports early childhood PBIS.

Lead Presenter

Name

Julie Hardy

Position / Title

Behavior Analyst

Organization

Behavioral Consultation Services

Bio

Julie Hardy is a Board Certified Associate Behavior Analyst with a Master's Degree in Early Childhood Education, and has more than 15 years of experience in the field of Applied Behavior Analysis and Positive Behavior Interventions and Supports. Her primary focus has been in teaching language and social skills to children with developmental delays, and reducing behaviors that interfere with learning. She has worked in homes and in school districts across the state of Arizona, training staff and caregivers in positive behavior interventions.

Presenter #2

Name

Maegan van Wyck

Position / Title

Disabilities and Mental Health Manager

Organization

NACOG Head Start

Bio

Maegan received her Bachelor's degree in Health with an emphasis on Community Education from Northern Arizona University. After receiving her degree she moved to Massachusetts where she taught individuals with special needs for 11 years at the Arc of South Norfolk. Her primary focus was teaching mentally handicapped adults that needed a multi-sensory learning approach.

EBP Presentation #9

Title of Presentation

Bringing Employment First to Scale (Part 1 and Part 2)

Abstract/Session Description

The introduction of Employment First policies can make an important contribution to raising expectations, improving outcomes, and increasing self-sufficiency for individuals with intellectual and developmental disabilities. However, research suggests that while a policy is important to provide a vision for practice and expectations, the existence of the policy by itself does not guarantee that more people with disabilities will become employed. This session will discuss the essential components of high performing cross-agency employment service systems, and highlight the collaborative methods that have allowed each system to bring these components to scale.

Key Learning Outcomes

Participants will learn about:

- several different data sources that can be used to compare performance among different state systems
- the essential elements of high-performing state systems, with an emphasis on collaborative strategies
- how states are responding to an evolving federal landscape around employment

Lead Presenter

Name

Allison Cohen Hall

Position / Title

Senior research associate

Organization

Institute for Community Inclusion

Bio

Allison Cohen Hall, Ph.D., is a Senior Research Associate at the Institute for Community Inclusion. She is the Co-PI and Project Director for the Rehabilitation Research and Training Center (RRTC) on Advancing Employment for Individuals with Intellectual/Developmental Disabilities. The RRTC integrates four focus areas: individual and family knowledge and engagement; effective employment supports, organizational change for community rehabilitation providers, and state-level policy and strategy. She has co-authored numerous peer reviewed journals and a book chapter on employment for individuals with IDD. Additionally, Allison actively supports individuals with disabilities to have meaningful roles in the research process.

EBP Presentation #10

Title of Presentation

Evidence-Based Practice Checklist: Dotting Your I's and Crossing Your T's to Success

Abstract/Session Description

Figuring out how to apply the evidence-based practice model is often challenging. The evidence-based practice guide is a checklist that encourages practitioners to consider all relevant sources of evidence as well as client and contextual factors when making treatment selection decisions. It reviews all sources of evidence as well as relevant client variables and contextual factors that will enhance treatment selection. Lastly, it serves as a prompt for collecting and using data to identify if the best treatment has been identified. This presentation reviews the utility of this checklist.

Key Learning Outcomes

- Participants will learn the 6-step process of the evidence-based practice model.
- Participants will learn when to collect data and how to make decisions based on those data.
- Participants will be able to identify numerous sources of evidence, client variables, and contextual factors they can use to implement the evidence-based practice model.

Lead Presenter

Name

Susan Wilczynski

Position / Title

Plassman Family Distinguished Professor

Organization

Ball State University

Bio

Dr. Wilczynski is the Plassman Family Distinguished Professor at Ball State University. She is the former Executive Director of the National Autism Center. Dr. Wilczynski's most recent book, "A practical guide to finding treatments that work for people with autism" addresses critical needs in evidence-based practice and autism. She has recently published articles on evidence-based practice related to both diversity and non-traditional settings. She currently serves as on the Practice Board for the Association for Behavior Analysis International. Dr. Wilczynski is a licensed psychologist and a board certified behavior analyst.

EBP Presentation #11

Title of Presentation

Diversity and Evidence-Based Practice

Abstract/Session Description

Evidence-based practice is a model for using professional judgment to integrate the best available evidence with client and contextual factors in treatment selection. The quality of evidence may be limited for members of some cultural groups. Evidence-based practitioners will need to be familiar not only with the literature regarding treatment effectiveness but also with the limitations of the research for the specific cultural group(s) the client represents. They can then consider all relevant client and contextual factors, including those related to diversity. This presentation describes how to incorporate diversity into the evidence-based practice approach to treatment selection.

Key Learning Outcomes

- Participants will be able to identify why cultural membership should be considered when examining available evidence.
- Participants will be able to identify client variables that relate to treatment selection and diversity.

Lead Presenter

Name

Susan Wilczynski

Position / Title

Plassman Family Distinguished Professor

Organization

Ball State University

Bio

Dr. Wilczynski is the Plassman Family Distinguished Professor at Ball State University. She is the former Executive Director of the National Autism Center. Dr. Wilczynski's most recent book, "A practical guide to finding treatments that work for people with autism" addresses critical needs in evidence-based practice and autism. She has recently published articles on evidence-based practice related to both diversity and non-traditional settings. She currently serves as on the Practice Board for the Association for Behavior Analysis International. Dr. Wilczynski is a licensed psychologist and a board certified behavior analyst.

EBP Presentation #12

Title of Presentation

Promoting Academic Language in the Context of Multi-tiered Systems of Support (Part 1 and Part 2)

Abstract/Session Description

The majority of students in our public schools do not meet grade-level reading expectations at fourth and eighth grade. Research has indicated that the vast majority of these students do not have difficulty with decoding. Poor performance on school-, district-, and state-level reading assessments is primarily due to difficulty with reading comprehension. This seminar will highlight the extent to which reading comprehension is inextricably connected to language competence, and will make a strong case for the current, pressing need our public schools have for a greater focus on a multi-tiered system of language support. This hands-on seminar will provide an overview of and offer specific training on an evidence-based multi-tiered system of support for language that has evidence of improving oral receptive and expressive language, reading comprehension, and writing.

Key Learning Outcomes

- Provide a rationale for using narratives in intervention
- Deliver narrative intervention in large group, small group, and individual procedures
- Explain the core instructional principles of narrative intervention

Lead Presenter

Name

Douglas Petersen

Position / Title

Associate Professor

Organization

University of Wyoming

Bio

Douglas Petersen is an Associate Professor in the Division of Communication Disorders at the University of Wyoming. His research is driven by a desire to greatly increase the prevalence of academic success for all children, including those who are culturally and linguistically diverse. Specifically, his research involves developing, validating, and testing methods of prevention, assessment, and intervention for decoding, spoken language, and written language. His work is centered around the principles of learning potential and modifiability, which has resulted in dynamic assessment measures, longer term progress monitoring measures, and multi-tiered systems of learning support. His work focuses on turning the complex arena of language into simple, efficient, and effective narrative-based assessment and intervention procedures.

EBP Presentation #13

Title of Presentation

Assessment of Language and Reading Comprehension in Multi-tiered Systems of Support (Part 1 and Part 2)

Abstract/Session Description

Over 80% of students in the US who are culturally and linguistically diverse read below grade level, and a high percentage of students who are monolingual, English speakers likewise struggle with reading. This "reading" difficulty is often the result of language comprehension factors, and our public schools' nearly singular focus on decoding-related skills has done little to change this. This seminar will make a strong case for the current, pressing need our public schools have for a greater focus on oral language progress monitoring in a multi-tiered system of language support. This hands-on seminar will provide an overview of and offer specific training on valid and reliable language and reading comprehension universal screening and progress monitoring tools that are scalable to meet the needs of individual educators and entire school districts.

Key Learning Outcomes

- Explain why narrative assessment is suitable for progress monitoring
- Administer and score different subtests of the CUBED
- Describe how the CUBED can be integrated into a multi-tiered system of support for language

Lead Presenter

Name

Douglas Petersen

Position / Title

Associate Professor

Organization

University of Wyoming

Bio

Douglas Petersen is an Associate Professor in the Division of Communication Disorders at the University of Wyoming. His research is driven by a desire to greatly increase the prevalence of academic success for all children, including those who are culturally and linguistically diverse. Specifically, his research involves developing, validating, and testing methods of prevention, assessment, and intervention for decoding, spoken language, and written language. His work is centered around the principles of learning potential and modifiability, which has resulted in dynamic assessment measures, longer term progress monitoring measures, and multi-tiered systems of learning support. His work focuses on turning the complex arena of language into simple, efficient, and effective narrative-based assessment and intervention procedures.

EBP Presentation #14

Title of Presentation

Promising Practices in the Area of Employment for Adults with Autism

Abstract/Session Description

The presentation will review a model that has been developed to support individuals with ASD in employment settings within the community. The presentation will discuss the key components of the model as well as describe how the model has been implemented within the community.

Key Learning Outcomes

The presentation will aim to ensure that the audience walks away with practical strategies for supporting individuals with ASD in employment settings as well as creating inclusive setting and an understanding of the importance of partnerships within the community, expanding industries that support diversity within employment.

Lead Presenter

Name

Paige Raetz

Position / Title

Transition Academy Director

Organization

SARRC

Bio

Paige Raetz, PhD., BCBA-D is the Residential Transition Academy Director at the Southwest Autism Research and Resource Center (SARRC) in Phoenix, AZ.

Dr. Raetz is a Board Certified Behavior Analyst-Doctoral (BCBA-D) and is licensed as a behavior analyst in Arizona. She has experience in the areas of autism, serving individual across the life span, as well as behavioral gerontology. Dr. Raetz has both published and served as a guest editor for several behavior analytic journals. Her published research has spanned the topics of autism, behavioral gerontology, applied verbal behavior, preference assessment, organizational behavior management, and clinical decision models.

Dr. Raetz also serves as adjunct professor within the psychology department at Arizona State University. Dr. Raetz received her Ph.D. from Western Michigan University.

EBP Presentation #15

Title of Presentation

Changing Landscapes of Employment Supports and Services

Abstract/Session Description

Nationally, integrated employment has emerged as a public policy priority demonstrated by new rule making and regulations from the Centers for Medicare and Medicaid (CMS), the Department of Labor and the Workforce Innovation and Opportunity Act (WIOA). The Employment First and community engagement focus, affects educational and state agency practices that in turn impact students and adults with disabilities, including those with the most significant disabilities, and their families. This session will provide an overview of the national scene, integrating researched predictors and practices that all audience members can execute, to better enable proactive assurance that changes are being considered and implemented.

Key Learning Outcomes

- Participants will learn the National Initiatives around employment for people with disabilities
- Participants will learn the changes, around employment, occurring on a National and State level that will affect the current practice of employment services provided people with disabilities
- Participants will learn ways they can be proactive in collaborating with state and other agencies to engage and/or create employment related activities for people with disabilities.

Lead Presenter

Name

Susan Voirol

Position / Title

Program Manager Employment First/Transition Initiatives

Organization

UA/Sonoran UCEDD

Bio

Susan Voirol has worked in the field of disabilities for over 17 years, including holding the role of a Vocational Rehabilitation Transition Counselor, a Transition Coordinator role for a local school district, a Transition Specialist for the AZ Department of Education, and is currently a Phoenix based University of Arizona Program Manager for the Sonoran UCEDD working on Employment First and Transition Initiatives.

Presenter #2

Name

Janet Holt

Position / Title

Special Education Director

Organization

Cave Creek School District

Bio

Janet Holt is Director of Special Education Services for the Cave Creek Unified School District. Janet has been a presenter on a variety of topics at state and local conferences to include inclusive practices, assistive technology for access to the curriculum, paraprofessional training, transition services/vocational training, budget planning for special education administrators and monitoring/compliance. Janet is committed to preparing students for opportunities after graduation and considers this a strong indicator of quality programming for students. Janet has served on the executive board of Special Education Administrators of AZ (SEAA) and Council of Administrators of Special Education (CASE), a division of CEC.