

maaps 39th Annual Conference & Vendor Exposition with Leadership Strand May 5, 2017

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CONFERENCE AT A GLANCE:

7:30 A.M. – 8:30 A.M.	Registration, Exhibitor Networking, Continental Breakfast
8:30 A.M. – 10:00 A.M.	Sessions A
10:00 A.M. – 10:20 A.M.	Break and Exhibitor Networking
10:20 A.M. – 11:50 A.M.	Sessions B
11:50 A.M. – 12:10 P.M.	Break and Exhibitor Networking
12:10 P.M. – 1:20 P.M.	Lunch, Awards & Raffle
1:20 P.M. – 1:40 P.M.	Desserts, Break, and Exhibitor Networking
1:40 P.M. – 3:10 P.M.	Sessions C

SESSION A: 8:30 A.M-10:00 A.M.



A1: The Adaptive Supervisor ★

Joanne Horgan, MA

*Human Resources Practice Co-Leader,
Third Sector New England*

Lyn Freundlich, MA

*Human Resources Practice Co-Leader,
Third Sector New England*



Effective supervision contributes directly to the success of an organization's mission. It is critical to maintaining a productive staff in the face of shifting and

competing priorities. Strong supervisors adapt their approach to best meet individual staff needs while keeping the mission in focus. In this highly participatory workshop, participants identify their preferred or default supervisory style, learn to recognize what supervisory approaches are most effective under different conditions and consider when to adapt and practice doing so.

**Audience: Supervisors, Managers & Directors
(Leadership Strand Workshop)**

Informational



A2: Appreciative Inquiry in Making Organizational Change ★

Shaheer Mustafa, MSW

President/CEO, Dare Family Services Inc.

In the 21st century, the movement to include family voice, choice and self-determination have finally supplanted deficits-based, and problem saturated models of serving vulnerable populations. Appreciative Inquiry represents the gold standard of implementing these changes at an organizational level. This workshop will outline the core components of the Appreciative Inquiry model and use a case study to bring the concepts to life. Participants will walk away with a blueprint for beginning to make a transformational organization-wide change.

**Audience: Supervisors, Managers & Directors
(Leadership Strand Workshop)**

Informational



A3: Social Thinking: An Overview of the Methodology

**Nancy Clements, MA,
CCC**

*Executive Director/Member of the Social Thinking
Training Collaborative*

Social Thinking Boston and Social Thinking Inc.

This workshop will provide a broad overview of Social Thinking as a methodology that focuses on the dynamic and synergistic nature of social interpretation and social communication skills. Linking these processes to social problem solving across the school day will be actively explored.

Audience: All

Emerging Best Practice

★ Leadership Strand Workshop



A4: The Body Keeps Score - Integration of Mind, Brain, and Body in the Treatment of Trauma

Dr. Bessel van der Kolk, MD

Medical Director, Trauma Center, Justice Resource Institute (JRI)

This workshop will examine how neuroscience research has established how children learn to regulate their arousal systems, in the course of development. Participants will examine how trauma, abuse, and neglect derail these processes and affect brain development. Since traumatic imprints are stored in subcortical brain areas and are largely divorced from verbal recall, a central focus needs to be on the somatic experiencing of trauma related sensations and affects. These deep imprints are the engines for continuing maladaptive behaviors. With the aid of videotaped demonstrations and experiential demonstrations of affect regulation techniques, this workshop will examine the role of body-oriented therapies, neurofeedback, yoga, and theater in resolving the traumatic past and discuss the integration of these approaches during different stages of treatment.

Audience: All

Evidence-Based Practice



A5: Adolescence is Hard Work

Dr. Michael G. Thompson, Ph.D.

School Consultant, Author, Psychologist

There are five developmental challenges which every adolescent must meet. There are no shortcuts and no exemptions, and these challenges are, from a psychological point of view, very strenuous. At the same time, most adolescents meet them with grace and ingenuity. Despite the images of rebellious and antisocial adolescents in the popular media, fully two-thirds of children have smooth or stepwise patterns of growth during the teenage years, only one-third a tumultuous pattern. This humorous talk, illustrated with cartoons and drawings, provides a useful perspective for everyone working with adolescents or soon-to-be adolescents.

Audience: All

Evidence-Based Practice

A6: Teaching Healthy Relationships and Healthy Communication Skills

Mandy Doyle, MA

Ability Program Coordinator, IMPACT: Boston and Program of Triangle Inc.

In this workshop participants will learn strategies for teaching and supporting their students with disabilities around healthy communication and relationship skills. Participants will engage in role-playing activities and other games that they can use with their students. Modifications for different ability levels and all types of disabilities will be examined.

(Session is repeated as C6 in the afternoon)

Audience: All

Promising Practice



A7: Self-Determination and 21st Century Special Education Services

Dr. Michael L. Wehmeyer, Ph.D.

Ross and Mariana Beach Distinguished Professor in Special Education; Director

and Senior Scientist, Beach Center on Disability, University of Kansas

This workshop will provide a comprehensive look at self-determination. Participants will examine its meaning and application to the education of learners with disabilities within changing paradigms of disability research while exploring its importance to school and post-school outcomes for students with disabilities. Information on methods, strategies, and assessments to measure and promote self-determination for youth with disabilities will be provided.

(Session is repeated as C7 in the afternoon)

Audience: All

Evidence-Based Practice

A8: Evidence-Based Practice for Emerging Writing

Dr. Leslie Laud, Ed.D.

Consultant, thinkSRSD

Participants will learn about the Evidence-Based writing model: Self-Regulated Strategy Development (SRSD). Extensive research validates this approach for all students, but particularly for students who struggle. This approach makes use of formative assessment, modeling, goal setting and graphic organizers, as well as cultivating the necessary self-regulation in students that expert writers possess. This approach is designed to strengthen existing writing instruction. It is not a separate program. Participants will view data and actual pre-to-post student-writing samples that show significant gains made in short time periods with this approach.

Audience: Administrator, Teacher/Teacher Aide (Grades K-5)

Evidence-Based Practice

A9: Safe Zone Training**Anne-Marie (Annie) M. Kosar, M.S.***Coordinator LGBTQ Programs & Services, University of Rhode Island***Elizabeth Irene (Annie) Russell, Ph.D.***Director, Gender & Sexuality Center, University of Rhode Island*

The Safe Zones workshop is a training concerning basic issues affecting the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community and how to be an ally. This workshop is an interactive training including discussion, video, terminology, awareness, knowledge, and skills. Participants will learn to build a visible support network of LGBTQ allies in our world and improve the climate for LGBTQ people.

(Session is repeated as B9 in the morning, Advanced Safe Zones training is offered as C9 – completion of A9 or B9 is required for C9)

Audience: All

Emerging Best Practice

A10: Compassion Redirected**Elizabeth Goranson, M.S. Ed., ERYT***President, Stretch What Matters, LLC – Therapeutic Yoga for Individuals with Special Needs*

When one is empty, there is nothing to give. In the challenging environment of special education, it is imperative one feeds their OWN mind, body, and soul before attempting to feed another. In this workshop, learn strategies to transform your perspective...allowing you to teach from a place of joy and inspiration.

(Session is repeated as B10 in the morning)

Audience: All

Evidence-Based Practice

A11: Strategies for the Management of Anxiety and Challenging Behaviors in the Classroom**Elizabeth Lops, Ph.D.***Pediatric Neuropsychologist, Clinical Psychologist Neuropsychology & Education Services for Children & Adolescents (NESCA)*

Many children, particularly those with emotional and learning challenges, lack the resources to identify and express their learning and emotional needs adequately. As a result, they may communicate their distress through challenging and disruptive behaviors that can interfere with their ability to access learning curriculum. How these behaviors are interpreted and managed, have a large impact on children's self-esteem and overall emotional well-being. This workshop will address strategies for identifying and evaluating misbehavior, distinguishing between anxiety and oppositional behavior, and ways in which professionals can intervene in a supportive manner.

Audience: All

Informational



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SESSION B: 10:20 A.M. – 11:50 A.M.

B1: Performance Management (Part 1) ★

Joanne Horgan, MA

Human Resources Practice Co-Leader, Third Sector New England

Lyn Freundlich, MA

Human Resources Practice Co-Leader, Third Sector New England

Developing supervisory skills is an ongoing process.

One of a supervisor's key responsibilities is performance management. It can also be the most challenging. In Part 1 of this training, participants learn about a model which emphasizes that all performance, including excellent performance, needs to be managed.

This is a two-part training and will continue during Session C. Participants are strongly encouraged to come to the second part of this workshop.

Audience: Audience: Supervisors, Managers & Directors (Leadership Strand Workshop)

Informational



B2: Appreciative Inquiry: A Tool for Effective Supervision & Clinical Practice ★

Yolanda Coentro, MSW

President/CEO, Institute for Nonprofit Practice

Practice

Effective, values-based supervision can transform practice and can ensure a sustainable and supportive environment for staff. Our approach in supervision should align with our work as practitioners in the field. Appreciative Inquiry is a foundational concept in today's most progressive clinical and direct care practices. Applied in supervision, AI can support supervisees in transcending beyond case reports to deepening practice with kids, families, and exploring the self more fully in the work. In this workshop, participants will learn about AI, its benefits, and will be given tools for direct application in supervision.

Audience: Supervisors, Managers & Directors (Leadership Strand Workshop)

Informational

B3: Social Thinking: Social Behavior Mapping! The Key to Unlocking the Hidden Social Rules

Nancy Clements, MA, CCC

Executive Director/Member of the Social Thinking Training Collaborative

Social Thinking Boston and Social Thinking Inc.

This workshop will provide an overview of the behavioral-social-emotional chain reaction present in dynamic communication. This process will be explored through the use of Social Behavior Mapping, a core treatment framework of the Social Thinking methodology. Participants will actively participate in creating Social Behavior Maps to take with them for future use as a way to teach their students about the ever-changing Hidden Social Rules based on the ever-changing social context!

Audience: All

Emerging Best Practice

B4: Trauma and the Brain: What Brain Science Can Teach Us About Trauma Therapy

Dr. Bessel van der Kolk, MD

Medical Director, Trauma Center, Justice Resource Institute (JRI)

The development of neuroscience during the past two decades has provided us new insights into how trauma impacts brain development and how the brain deals with overwhelming experiences. These findings call for a range of new approaches to trauma treatment such as affect regulation techniques, dealing with traumatic memories, sensory awareness, and disturbances in sensorimotor integration. This workshop will examine the fundamental brain mechanism of self-regulation and how neuroscience research has established how children learn to regulate their arousal systems, in the course of development. Fixation on the trauma and learned helplessness require interventions aimed at restoring active mastery and the capacity for focused attention.

Audience: All

Evidence-Based Practice

B5: Going Beyond Fear in the Parent-Teacher Relationship

Dr. Michael G. Thompson, Ph.D.

School Consultant, Author, Psychologist

Parents and teachers are often more frightened of one another than they are willing to admit. Parents are afraid because they are so in love with their children, but quite inexperienced. Educators have rarely had training in managing the fears of adults and often feel defensive towards parents. In this workshop, Dr. Thompson will discuss the twelve hidden fears in the parent-teacher relationship and how educators can build bridges of communication with (almost) all parents.

Audience: All

Emerging Best Practice

B6: Teaching Comprehensive Sexuality Education
Mandy Doyle, MA

Ability Program Coordinator, IMPACT: Boston and Program of Triangle Inc.

Let's knock down the boundaries that people with disabilities are not sexual beings. In fact, people with disabilities may identify with as wide a variety of sexual orientations and genders as their peers without disabilities, and they are capable of having consensual sexual relationships. How can we support this basic human right while still making sure our students stay safe and have age appropriate education and tools to access sexual relationships? Participants will gather resources for teaching comprehensive sexuality education including activities that can be used with their students.

Audience: Teacher/Teacher Aide (all grades)

Promising Practice

B7: Strengths-Based Approaches to Disability and Self-Determination

Michael L. Wehmeyer, Ph.D.

Ross and Mariana Beach Distinguished Professor of Special Education; Director and Senior Scientist, Beach Center on Disability, University of Kansas

This workshop will introduce changing paradigms of disability that emphasize the fit between a person's capacities and the demands of the environment. This workshop will look at the role of supports in improving that fit and diminishing the impact of disability on typical functioning. The centrality of self-determination within such changing paradigms will be discussed, and an overview of self-determination will be provided.

Audience: Administrator, Teacher/Teacher Aide, Transition Specialist, Assistive Technology Specialist
Evidence-Based Practice

B8: Evidence-Based Practice for Developing Writing
Dr. Leslie Laud, Ed.D.

Consultant, thinkSRSD

Learn about the Evidence-Based writing model: Self-Regulated Strategy Development (SRSD). Extensive research validates this approach for all students, but particularly for students who struggle. This approach makes use of formative assessment, modeling, goal setting and graphic organizers, as well as cultivating the necessary self-regulation in students that expert writers possess. This approach will strengthen your existing writing instruction. It is not a separate program. Learn about Massachusetts districts achieving significant gains on MCAS with this approach. Examine MCAS/PARCC data and actual pre to post student-writing samples. Data from students on IEPs is disaggregated and shows they make the greatest gains of all.

Audience: Administrator, Teacher/Teacher Aide (Grades 5-8)

Evidence-Based Practice

B9: Safe Zone Training

Anne-Marie (Annie) M. Kosar, M.S.

Coordinator LGBTQ Programs & Services, University of Rhode Island

Elizabeth Irene (Annie) Russell, Ph.D.

Director, Gender & Sexuality Center, University of Rhode Island

The Safe Zones workshop is a training concerning basic issues affecting the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community and how to be an ally. This workshop is an interactive training including discussion, video, terminology, awareness, knowledge, and skills. Participants will learn to build a visible support network of LGBTQ allies in our world and improve the climate for LGBTQ people.

(Session is repeated as A9 in the morning, Advanced Safe Zones training is offered as C9 – completion of A9 or B9 is required for C9)

Audience: All

B10: Compassion Redirected**Elizabeth Goranson, M.S. Ed., ERYT***President, Stretch What Matters, LLC – Therapeutic Yoga for Individuals with Special Needs*

When one is empty, there is nothing to give. In the challenging environment of special education, it is imperative to feed one's OWN mind, body, and soul before attempting to feed another. In this workshop, learn strategies to transform your perspective...allowing you to teach from a place of joy and inspiration.

(Session is repeated as A10 in the morning)

Audience: All

Evidence-Based Practice

B11: How to Conduct Parent Feedback During Parent/Teacher Conferences**Elizabeth Lops, Ph.D.***Pediatric Neuropsychologist; Clinical Psychologist
Neuropsychology & Education Services for Children & Adolescents (NESCA)*

Teachers play an integral role in children's lives. Because teachers spend a significant amount of time with children, they pick up on specific emotional, learning, and behavioral challenges that children face in the day-to-day learning environment that may not be evident at home. Providing this crucial feedback to parents in a supportive manner is essential for promoting change. However, giving constructive feedback is challenging, and parents may react in a variety of ways. This workshop will focus on strategies for teachers to provide collaborative, supportive, and effective feedback in a manner that will help to empower parents.

Audience: Teacher/Teacher Aide, Residential Staff

Informational

B12: @Networking: Building a Professional Learning Community via Social Media**Elizabeth Stringer Keefe, M.Ed.***Assistant Professor/Faculty Coordinator, Graduate Studies in Autism, Lesley University*

Educator time constraints, isolation, resources, and curricular challenges are well documented, yet practical solutions to developing sustainable supports continue to elude. Educators do not always have the time or opportunity to connect with colleagues for collaboration, networking, and personal growth. This workshop will focus on the marriage of social media and personal learning networks (PLNs) to help educators develop connections with colleagues using simple supports. Participants will explore the use of social media professionally, how to develop social media connections to colleagues and learning communities, and how to avoid social media pitfalls. #seeyouthere!

(Session is repeated as C5 in the afternoon)

Audience: All

Informational



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SESSION C: 1:40 P.M. – 3:10 P.M.

C1: Performance Management (Part 2) ★

Joanne Horgan, MA

Human Resources Practice Co-Leader, Third Sector New England

Lyn Freundlich, MA

Human Resources Practice Co-Leader, Third Sector New England

During Part 2 participants practice using tools and approaches for managing a range of performance as well as practice having difficult performance-related conversations. This is the second part of the workshop begun during Session B. Participants must have attended session B1 if they are going to attend this one.

Audience: Supervisors, Managers & Directors (Leadership Strand Workshop)

Informational



C2: Designing a Conflict Resilient Workplace ★

Rachel M. Krol, J.D.

Clinical Instructor & Lecturer on Law, Harvard Negotiation & Mediation Clinical Program, Harvard Law School

Implicitly or explicitly, every workplace has a system for managing conflict—whether it be a formal dispute resolution process through HR, informal negotiation between managers and employees, or a practice of ignoring the issue. If that system is not working well, it can be expensive in economic and human terms. What can you do as a leader to ensure that workplace differences are managed in a healthy way within your school? This interactive workshop will introduce you to analytical tools that are used by the Negotiation and Mediation Clinical Program at Harvard Law School (IINMCP) to examine the root causes of conflict in organizations and design strategies for managing those conflicts in an efficient and effective manner.

Participants will walk away with actionable insights about how to design a more conflict resilient institution.

Audience: Supervisors, Managers & Directors (Leadership Strand Workshop)

Informational

C3: Social Thinking – It’s for ALL Learners!

Nancy Clements, MA, CCC

Executive Director/Member of the Social Thinking Training Collaborative

Social Thinking Boston and Social Thinking Inc.

The Social Thinking Methodology offers tools for educators across grade levels with the expectation that developmentally appropriate materials will be used with matched grades and developmental ages. This workshop will explore the key components of Social Thinking and the connection to the academic and social standards, including the common core and Social Emotional Learning. An overview of Social Thinking in relation to alignment with Positive Behavior Interventions and Supports (PBIS) will also be provided. Participants will receive a Planning and Implementation Guide to begin to organize the process of bringing Social Thinking school wide

Audience: All

Emerging Best Practice

C4: Trauma Drama: An Evidence-Informed, Improvisational Theater-Based Group Intervention for Trauma-Exposed Youth

Valerie Krpata, LICSW

Sr. Clinical Director, Group Homes, Justice Resource Institute (JRI)

This workshop will introduce participants to Trauma Drama, a curriculum developed for trauma-exposed youth in school-based, residential treatment or therapeutic after-school programs. The presentation will review the theoretical, rational, and emerging empirical evidence-base for the use of improvisational theater, cooperative play and transformative action in addressing the mind-body and relational consequences of complex trauma. Core components of the model will be described and illustrated through a video presentation. Finally, improvisational theater exercises will be demonstrated to engage participants experientially in representative Trauma Drama activities.

Audience: All

Emerging Best Practice

C5: @Networking: Building a Professional Learning Community via Social Media

Elizabeth Stringer Keefe, M.Ed.

Assistant Professor/Faculty Coordinator, Graduate Studies in Autism, Lesley University

Educator time constraints, isolation, resources, and curricular challenges are well documented, yet practical solutions to developing sustainable supports continue to elude. Educators do not always have the time or opportunity to connect with colleagues for collaboration, networking, and personal growth. This workshop will focus on the marriage of social media and personal learning networks (PLNs) to help educators develop connections with colleagues using simple supports. Participants will explore the use of social media professionally, how to develop social media connections to colleagues and learning communities, and how to avoid social media pitfalls. #seeyouthere!

(Session is repeated as B12 in the morning)

Audience: All

Informational

C6: Teaching Healthy Relationships and Healthy Communication Skills

Mandy Doyle, MA

Ability Program Coordinator, IMPACT: Boston and Program of Triangle Inc.

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(Session is repeated as A6 in the morning)

Audience: All

Promising Practice

C7: Self-Determination and 21st Century Special Education Services

Michael L. Wehmeyer, Ph.D.

Ross and Mariana Beach Distinguished Professor of Special Education; Director and Senior Scientist, Beach Center on Disability, University of Kansas

This workshop will provide a comprehensive look at self-determination. Participants will examine its meaning and application to the education of learners with disabilities within changing paradigms of disability research while exploring its importance to school and post-school outcomes for students with disabilities. Information on methods, strategies, and assessments to measure and promote self-determination for youth with disabilities will be provided.

(Session is repeated as A7 in the morning)

Audience: All

Evidence-Based Practice

C8: New Takes on Evidence-Based Reading Comprehension Instruction

Dr. Leslie Laud, Ed.D.

Consultant, thinkSRSD

Learn Evidence-Based practices that can turbo charge your students' reading comprehension. Research is now coming out on how students can internalize explicit, step-by-step reading strategies that they can use anytime they read, but particularly when preparing to write in response to texts they read. The Self-Regulated Strategy Development (SRSD) model has expanded to include self-regulating in how students can self-direct their reading comprehension processes. Research validates both the full approach you will learn, as well as each of the components of the approach. This approach makes use of formative assessment, modeling, graphic organizers, goal setting, and general emphasis on metacognition, as well as how to cultivate the same self-regulation that strong readers use regularly. This approach will strengthen your existing reading instruction. It is not a separate program. See data on gains students make with this approach.

Audience: Administrator, Teacher/Teacher Aide (Grades K-8)

Evidence-Based Practice

C9: Advanced Safe Zone Track – Trans* Identities & Lives

Anne-Marie (Annie) M. Kosar, M.S.

Coordinator LGBTQ Programs & Services, University of Rhode Island

Elizabeth Irene (Annie) Russell, Ph.D.

Director, Gender & Sexuality Center, University of Rhode Island

Advanced Safe Zone Track-Trans* Identities & Lives is designed to train on more specific topics and ideas relating to Trans* and Gender Non-Conforming communities. This is an interactive workshop including discussion, video, terminology, awareness, knowledge, and skills. Participants will learn to build a visible support network of Trans* and non-gender conforming allies in our world and improve the climate for Trans* and non-gender conforming people.

(You must take the first Safe Zones Training offered as A9 or B9 in the morning in order to attend this training)

Audience: All

Informational

C10: The Power of Yoga: Strategies and Practices for Children and Adolescents, and the Adults Who Support Them

Ann-Noelle McCowan, M.S.

Therapeutic Yoga Counselor, Neuropsychology & Education Services for Children & Adolescents (NESCA)

Yoga and mindfulness are frequently touted as strategies that contribute to a positive classroom environment and decrease disruptive behaviors. Across the country, Social Emotional Learning (SEL) is gaining a prominent place in district goals and classrooms where academic achievement goals once stood. Yoga and mindfulness practices promote self-awareness and self-management skills (the basis of SEL) and are beneficial to students' (and teachers') mental health, well-being, and the learning environment in general. Hear how the power of Yoga and Mindfulness translates to the classroom and student skill building, and take away both an increased awareness of how you can benefit individually and multiple tools to use with students.

Audience: All

Emerging Best Practice

C11: Transition Basics: The Why, Where, and How of Transition Planning

Kelley Challen, Ed.M., C.A.S.

Director of Transition Services, Neuropsychology & Education Services for Children & Adolescents (NESCA)

An overview of post-secondary transition planning including a brief review of key definitions and laws, the ongoing assessment process, and development of student vision. Participants will learn key factors known to make a difference in post-secondary life and discuss basic strategies for developing critical skill sets inside and outside the classroom.

Audience: All

Informational

SAVE THE DATE
40th Annual maaps
Conference & Vendor
Exposition
Friday, May 4, 2018