

maaps 41st Annual Conference & Vendor Exposition with Leadership Strand May 3, 2019

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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, and 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: Tell Me So I Can Hear You: A Developmental Approach to Feedback for Growth ★

Ellie Drago-Severson, Ed.D.

Professor, Teachers College – Columbia University

Feedback is more important today than ever before. In fact, offering feedback—so that others can hear us—is one of the most important ways we can support each other, transform our schools and organizations, and grow ourselves. Yet, when and where do we learn how to give feedback? How do we give feedback so that others can hear us, take it in, and act on it? This interactive workshop provides an opportunity to more deeply understand how to support growth by learning about adult developmental theory and a new developmental approach to feedback that can be implemented in any team, school, or organization. Specifically, it underscores the importance of intentionally differentiating feedback so that adults—who make sense of their experiences in qualitatively different ways—can best hear it, learn from it, and improve their instructional and leadership practice.

(Session is repeated as C1 in the afternoon)

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

Evidence-Based Practice

★ *Leadership Strand Workshop*



A2: Blind Spots ★ **Raul Fernandez, Ed.D.**

Associate Dean for Equity, Diversity & Inclusion, Boston University's Wheelock College of Education & Human

Development

We all have a unique blend of identities. The perspectives gained from living those identities can be a huge benefit in our work with students and colleagues. However, our experiences and education have left us with certain blind spots – a lack of understanding of identities different from our own. This workshop will help you identify your blind spots and will provide you with the tools to better connect with students and colleagues of diverse identities.

(Session is repeated as B2 in the afternoon)

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

Informational



A3: Supervising Like a Boss: Empirical Foundations and Practical Applications of Behavioral Skills Training ★
Amy J. Henley, Ph.D., BCBA-D, CPDT-KA

Assistant Professor, Western New England University
 Educators and direct-care staff who receive ineffective or insufficient training are likely to make errors when implementing educational, habilitative, and behavior support plans. Because learner outcomes are a function of the competency with which such plans are implemented, it is of critical importance to adopt effective staff training procedures. Behavioral skills training is a four-component evidence-based training package with demonstrated efficacy for a range of staff behavior. This workshop will review empirical research, procedural variations, and practical recommendations for implementing each training component.

Audience: Supervisors, Managers & Directors (Leadership Strand Workshop)
 Evidence-Based Practice



A4: Burnout & Renewal: Internal Inoculation from External Pressure
Jeff Cotton, MA
Trainer/Consultant

Caregiver burnout is rampant in professions where it seems that no matter what we do, we can never get it done. Whether it's our children's disturbing behaviors, our coworkers/spouses (and *their* disturbing behaviors) or the agency and state's ever-shifting, never-ending demands... it seems that someone always wants more than we can give. This pragmatic and inspirational workshop is about thoughtfully cultivating the internal resources key to thriving (rather than just surviving) the ongoing chaos inherent in the act of helping.

Audience: All
 Informational



A5: An Insider's View to Autism: A Sensory, Experiential Session
Stephen M. Shore, Ed.D.
Clinical Assistant Professor of Special Education, Adelphi University

People on the autism spectrum often perceive, process, and communicate differently. Through activities and discussion focused on developing a greater understanding of autism, participants in this workshop come away with practical solutions for empowering individuals with autism to achieve greater success at home, in education, employment, relationships, in the community, and other aspects of life.

Audience: All
 Informational



A6: The Four Choice Program of Anger Management
David A. Perna, Ph.D.
Lecturer in Psychiatry, Harvard Medical School

This workshop will focus on the Four Choice Program of Anger Management which is specifically designed to help support students with learning disabilities in that it is visually-focused, simple in design, and requires minimal memorization. It is a Cognitive Behavioral Therapy (CBT) based intervention that emphasizes: choice-making on the student's part, an understanding of how cognitions influence behavioral outcomes, and the many ways in which students tend to "stuff" their anger. Integration with the student's school team or family system, via a semi-structured journaling process, will also be discussed with specific clinical case material being presented.

Audience: All
 Informational



A7: Introduction to Restorative Justice for Schools
Caitlin Dimino, M.A.

Assistant Director, Center for Restorative Justice
Mariam Levy, M.S.W.
Assistant Project Director, Center for Restorative Justice

Restorative justice in education includes both preventative and proactive practices that foster social-emotional literacy; community building; a sense of belonging; and fairness as well as responsive practices to manage disruptions, conflict, and chronic/serious misbehavior. The workshop will present a whole-school model of restorative practices that combines preventative and responsive practices for classroom management, discipline, pedagogy, and social support for developing an inclusive and positive school climate. The workshop will focus both on the underlying values and theory of restorative justice and the specific practices and skills developed using restorative practice. Data will be presented on the use of restorative practices within special education and the current research on the use of restorative practices.

(Session is repeated as B7 in the morning)

Audience: All
 Emerging Best Practice



A8: Improving Executive Function Skills & Time Management

Kristen Jacobsen, SLP

Co-Director and Co-Owner, Cognitive Connections, LLP

Understand how students demonstrate executive function skills and the 360 Thinking Model that is the basis of providing all executive functioning support and training. Grasp how to help increase a student's spatial-temporal window and internally see the sweep of time. Participants in this workshop will learn to teach students how to see their time across the course of the day to plan and prioritize multiple tasks and meet demands with greater independence.

(Session is repeated as C8 in the afternoon)

Audience: All

Emerging Best Practice



A9: Addressing Bullying and Cyberbullying Effectively

Elizabeth Englander, Ph.D.

Director, Massachusetts Aggression Reduction Center, Bridgewater State

University

Not all bullying prevention approaches have been supported by research; in fact, some of the most popular strategies may at times be counter-productive. This engaging workshop will focus on the most recent research on what actually works and what doesn't, and how educators can feel effective in improving school climate, reducing bullying and cyberbullying, and increasing resiliency.

Audience: All

Evidence-Based Practice



A10: Difficult Conversations

Jeffrey Benson, M.Ed.

Educator, Leaders & Learners

Conflict is inevitable; the ability to manage conflict and develop wisdom from conflict are learned skills. This engaging workshop will help participants develop and expand their abilities to talk through differences and find common ground when challenges arise.

Audience: All

Informational



A11: PEERspective; A New Way of Seeing the Social World

Jennifer M. Schmidt, M.Ed.

Intervention Specialist and Autism Consultant, Beaver Creek City Schools

PEERspective is a new approach to teaching students with mild autism social skills through peer mentoring, authentic practice and high-level curriculum. This model was introduced 13 years ago, and it continues to be adopted across the country in middle and high schools, delivering social skill intervention to students who are often overlooked. This workshop will introduce 9 Evidence-Based Practices (EBPs) and show participants how to integrate these practices into their settings as well as discuss how to implement a PEERspective class.

(Session is repeated as C13 in the afternoon)

Audience: All

Promising Practice



A12: Understanding Transgender & Non-Binary Identities

Sidney M. Trantham, Ph.D.

Associate Professor/Division Director Lesley University

Transgender and non-binary youth encompass a diverse set of experiences and gender identities. The focus of this workshop will be to explore concepts related to gender and gender identity, discuss a variety of gender identities, and examine societal challenges for transgender and non-binary youth.

Audience: All

Informational



A13: Physiology of Addiction

Ruth Potee, M.D.

Family Physician & Addictionologist, Valley Medical Group

Participants will learn an overview of how substances and addictive behaviors impact the brain and how the brain is injured by prolonged exposure to these substances and behaviors. This workshop focuses on the three predisposing factors that put individuals at risk for addiction: genetics, early exposure during brain development and history of childhood trauma.

Audience: All

Evidence-Based Practice

SESSION B: 10:20 A.M. – 11:50 A.M.

B1: Helping Educators Grow: The Importance of Renewal and Self-Development for Sustainability ★

Ellie Drago-Severson, Ed.D.

Professor, Teachers College – Columbia University

How can you support your renewal? What kinds of strategies do other educators and leaders employ to care for their renewal and development so that they can best support the development and growth of other adults in their schools, districts, and organizations? How can we shape professional learning environments to be contexts for adult learning and development? In this workshop, we will focus on key ideas about the importance of renewal, self-development and building capacity in ourselves and others as well as strategies for how to do this better. Ellie Drago-Severson will offer key ideas and practices from her book, *Helping Educators Grow: Strategies and Practices for Leadership Development* (Harvard Education Press, November 2012), which presents a new model for building effective learning environments by attending to the different ways adults learn and grow. Come and learn more about renewal strategies and ways to support your own and others' ongoing growth and learning.

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

Informational

B2: Blind Spots ★

Raul Fernandez, Ed.D.

Associate Dean for Equity, Diversity & Inclusion, Boston University's Wheelock College of Education & Human Development

We all have a unique blend of identities. The perspectives gained from living those identities can be a huge benefit in our work with students and colleagues. However, our experiences and education have left us with certain blind spots – a lack of understanding of identities different from our own. This workshop will help you identify your blind spots and will provide you with the tools to better connect with students and colleagues of diverse identities.

(Session is repeated as A2 in the morning)

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

Informational

B3: Supervising Like a Boss: Healthy Behavioral Practices for Promoting Effective Supervision ★

Amy J. Henley, Ph.D., BCBA-D, CPDT-KA

Assistant Professor, Western New England University

High rates of staff turnover are a notable concern in many human service organizations. Turnover negatively impacts the organization, staff, and service recipients in a myriad of ways. Although staff satisfaction with supervisor behavior is negatively correlated with staff turnover, few supervisors receive the formal training needed to learn the skills involved in this important responsibility. Recommendations for implementing healthy behavioral practices with supervisees that facilitate the development of effective and ethical practitioners will be covered in this workshop. Resources for supporting high-quality supervisory practices and continued professional development will also be discussed.

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

Promising Practice

B4: What to Do When Your “Buttons” Get Pushed

Jeff Cotton, MA

Trainer/Consultant

What type of kids (or adults or families) “get you going”? Who pushes your buttons and makes you mad? Helpless? Irritated? Frustrated? Frightened? And perhaps worst of all... incompetent? Yet, more important than who pushes your buttons is...which button (of yours) did they push? And equally important is what to do when your buttons get pushed rather than how do we get “them” to stop pushing our buttons? While the work can be exhausting, often, our issues and counter-transferences...buttons...are the major stumbling blocks we're actually up against. It's important to come clean with what's activated within us. This workshop focuses on the core reactivity inherent in most interpersonal conflicts, struggles, and dramas; the underlying shadow of our unresolved dilemmas.

Audience: All

Evidence Based Practice

B5: Developing an understanding of the hidden curriculum for students with high functioning autism and Asperger's syndrome

Stephen M. Shore, Ed.D.

Clinical Assistant Professor of Special Education, Adelphi University

When is it appropriate to talk in class? How does one act when hanging out with friends, in school, or in the library? Is there a way to reckon with the fact that the "lunch hour" at work is only 30 minutes? Most people automatically know the answers to these questions, and many learn them through observations of social interaction. However, the ability to infer proper social interaction through observation is often impaired in people with Asperger Syndrome and High Functioning Autism. This workshop examines Power Cards, Social Stories by Carol Gray, emotional thermometers and mnemonic devices such as Stop, Observe, Deliberate, and Act and other strategies for providing practical solutions to the vexing problem of teaching appropriate social interaction to people on the autism spectrum in appropriate social interactions. Taking a strengths-based approach, the common theme between these and other related educational devices is that these techniques employ the often considerable cognitive and analytical powers of people on the autism spectrum.

Audience: All

Emerging Best Practice

B6: Anger Management and IEP Development

David A. Perna, Ph.D.

Lecturer in Psychiatry, Harvard Medical School

The workshop will focus on teaching participants how to develop customized IEP goals for students who have been identified as struggling with anger management issues in school. Participants will understand what type of formalized testing interventions can be used to identify specific learning issues that are associated with this population, including, dysgraphia, a disorder of written expression, dyscalculia, and dyslexia.

Participants will also understand how to communicate with testers to help harvest information from the testing that will allow the team to write a robust IEP. This population's developmental progression on IEP's from elementary school through graduation, including transition planning will be reviewed. Specific IEP goals that focus on emotional functioning, executive function development, and social skill awareness will be shared. The short/long-term impact of restraints on patients will be discussed with a focus on how to address these issues with a school team. Clinical/educational case material will be presented.

Audience: All

Informational

B7: Introduction to Restorative Justice for Schools
Caitlin Dimino, M.A.

Assistant Director, Center for Restorative Justice

Mariam Levy, M.S.W.

Assistant Project Director, Center for Restorative Justice

Restorative justice in education includes both preventative and proactive practices that foster social-emotional literacy; community building; a sense of belonging; and fairness as well as responsive practices to manage disruptions, conflict, and chronic/serious misbehavior. The workshop will present a whole-school model of restorative practices that combines preventative and responsive practices for classroom management, discipline, pedagogy, and social support for developing an inclusive and positive school climate. The workshop will focus both on the underlying values and theory of restorative justice and the specific practices and skills developed using restorative practice. Data will be presented on the use of restorative practices within special education and the current research on the use of restorative practices.

(Session is repeated as A7 in the morning)

Audience: All

Emerging Best Practice

B8: Innovative Executive Function Approaches for Independence

Kristen Jacobsen, SLP

Co-Director and Co-Owner, Cognitive Connections, LLP

Understand how students demonstrate executive function skills and the 360 Thinking Model that is the basis of all executive functioning support. Grasp how to help students create a memory for the future and perform a mental dress rehearsal to sequence actions toward accomplishing a goal. In this workshop, participants will learn to teach students the process of planning simple, multi-step, and complex academic tasks using the Get Ready*Do*Done process.

Audience: All

Informational

B9: Social Media Use, Digital Behaviors, and Cyberbullying

Elizabeth Englander, Ph.D.

Director, Massachusetts Aggression Reduction Center, Bridgewater State University

This informative workshop will focus on what we know about digital behaviors. Is sexting associated with depression or poor self-esteem? Is cyberbullying essentially just bullying that happens online? These issues will be addressed and curricula for working with students will be presented. New Massachusetts Aggression Reduction Center (MARC) curricula in Digital Citizenship will also be shown.

Audience: All

Evidence Based Practice

B10: Hanging in with the Challenging Students

Jeffrey Benson, M.Ed.

Educator, Leaders & Learners

People don't change; they grow. Students with challenges grow in idiosyncratic and often unpredictable ways. In this engaging workshop, we will share tools to help teachers hang in through the ups and downs of student development.

Audience: All

Informational



B11: Learning, Interrupted: The Need for Social and Emotional Learning for ALL Students

Christina Cipriano, Ph.D.

Director of Research, Yale Center for

Emotional Intelligence

Social and emotional learning (SEL) is failing to meet the needs of students who stand to benefit most. Evidence substantiating the positive effects of SEL is in exclusion of nearly one quarter of the student population, students with disabilities (SWD). SEL programs instantiate that social and emotional (SE) skills are critical for both teachers and students, enabling effective teaching, allowing students full access to their education, and are associated with student's concurrent and later academic and social success. Underlying assumptions implicit to design create barriers for learners who fall outside of typical expectations.

Audience: Teacher/Teacher Aide (all grades)

Evidence Based Practice

B12: Gender Identity & The Multiplicity of Identities **Sidney M. Trantham, Ph.D.**

Associate Professor/Division Director Lesley University

Transgender and non-binary youth are individuals who also live in a larger social context, which shapes other aspects of their identity. The focus of this workshop will be on developing an understanding of the intersection of transgender and non-binary identities with co-occurring mental health issues, neurodiversity, and complex intersecting identities.

Audience: All

Informational

B13: Adolescent Brain Development

Ruth Potee, M.D.

Family Physician & Addictionologist, Valley Medical Group

This workshop will focus on normal risk-taking behaviors of the developing brain including the impact of marijuana on the adolescent brain acutely and long-term. The influence of childhood trauma on students in the classroom will also be discussed during this important workshop.

Audience: All

Evidence Based Practice



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#maapsSchoolsLead

SESSION C: 1:40 P.M. – 3:10 P.M.

C1: Tell Me So I Can Hear You: A Developmental Approach to Feedback for Growth ★ **Ellie Drago-Severson, Ed.D.**

Professor, Teachers College – Columbia University

Feedback is more important today than ever before. In fact, offering feedback—so that others can hear us—is one of the most important ways we can support each other, transform our schools and organizations, and grow ourselves. Yet, when and where do we learn how to give feedback? How do we give feedback so that others can hear us, take it in, and act on it? This interactive workshop provides an opportunity to more deeply understand how to support growth by learning about adult developmental theory and a new, developmental approach to feedback that can be implemented in any team, school, or organization. Specifically, it underscores the importance of intentionally differentiating feedback so that adults—who make sense of their experiences in qualitatively different ways—can best hear it, learn from it, and improve their instructional and leadership practice.

(Session is repeated as AI in the morning)

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

Evidence Based Practice

C2: Managing Stress and Anxiety in School Cultures ★ **Jeffrey Benson, M.Ed.**

Educator, Leaders & Learners

Schools are at the intersection of infinite need and finite resources. Everyone feels the pressure. This workshop will look at the institutional stress experienced by students and by staff and offer tools, protocols, and concepts to help build support, strengthen relationships, and create a more successful learning environment.

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

Informational



C3: Measuring Student Success and School Quality at maaps Schools **Susan Lyons, Ph.D.**

Associate, Center for Assessment

This exciting workshop will provide an overview of the new Student Outcomes Reporting and Measurement System that the **maaps** Student Outcomes Committee has been working toward for the past couple of years. The Student Outcomes Reporting and Measurement System is a new way to present common information about student success and school programming quality among the diverse set of participating **maaps** schools. The workshop will provide a look-back the work that has been done thus far, introduce attendees to the current draft of the reporting framework, and outline the steps moving forward to launch the full reporting system.

Audience: Administrator, Manager, Supervisor
Informational

C4: Skillful Engagement with Crisis **Jeff Cotton, MA**

Trainer/Consultant

This workshop focuses on how to internally anchor yourself in non-crisis so that we approach those in fear without adding our chaos to theirs. It demonstrates the overt power dynamics and the underlying clinical issues being acted-out by parents and professionals as well as the children. This workshop helps use crises as “teachable moments” designed to strengthen the bond with children who have fragile attachments.

Audience: All
Informational

C5: Promoting Successful Transition to Adulthood for Individuals on the Autism Spectrum **Stephen M. Shore, Ed.D.**

Clinical Assistant Professor of Special Education, Adelphi University

Achieving the best outcome for a productive transition to adulthood requires sufficient self-awareness in what it means to be on the autism spectrum as a foundation for successful navigation of the adult worlds of employment, relationships and sexuality, continuing education, interdependent living, and self-advocacy. Participants will come away from this workshop with practical solutions for educating and supporting individuals on the autism spectrum for leading fulfilling and productive lives in society.

Audience: All
Promising Practice

C6: Behavioral Plans and Anger Management

David A. Perna, Ph.D.

Lecturer in Psychiatry, Harvard Medical School

The workshop will focus on developing a flexible Behavioral Intervention Plan for acting-out students whose IEPs target anger management concerns. The focus is on how to cultivate an understanding within the team about how language development and metacognition impact the acquisition of skills in this specific student population. Participants will understand how information from a Functional Behavior Assessment can be funneled into a Behavioral Intervention Plan and integrate a student's educational team's concerns/feedback into a behavioral plan, develop a customized glossary of terms that will help the student develop increased metacognition with regard to their maladaptive behaviors, and understand how to write a crisis plan if needed to address serious escalations.

Audience: All

Informational

C7: Introduction to Circle Practice within a Whole-School Restorative Approach

Caitlin Dimino, M.A.

Assistant Director, Center for Restorative Justice

Mariam Levy, M.S.W.

Assistant Project Director, Center for Restorative Justice

This experiential workshop will introduce participants to the restorative circle process. Circles are a structured form of dialogue based on indigenous values and principles that foster a sense of community-based on mutual respect with broad applications in many different areas of the school community. Participants will sit in circle to observe the practice as well as learn the underlying theory and skills associated with the practice of circle. Through video and presentation, participants will learn concrete examples of how circles can be integrated into the routine activities of the school day to support social-emotional development; develop academic skills; promote student leadership; and build connection across the entire school community.

(You must attend either A7 or B7 in order to receive the maximum benefit of this workshop)

Audience: All

Emerging Best Practice

C8: Improving Executive Function Skills & Time Management

Kristen Jacobsen, SLP

Co-Director and Co-Owner, Cognitive Connections, LLP

Understand how students demonstrate executive function skills and the 360 Thinking Model that is the basis of providing all executive functioning support and training. Grasp how to help increase a student's spatial-temporal window and internally see the sweep of time. Participants in this workshop will learn to teach students how to see their time across the course of the day to plan and prioritize multiple tasks and meet demands with greater independence.

(Session is repeated as A8 in the morning)

Audience: All

Emerging Best Practice

C9: Taming the Twitter Mob: Working with Parents when it Comes to Bullying

Elizabeth Englander, Ph.D.

Director, Massachusetts Aggression Reduction Center, Bridgewater State University

Parents can be an important source of support for schools and education for their children when it comes to bullying related concerns. At times, however, their responses to these problems can be counterproductive. This important workshop will use recent research findings from surveys and focus groups of parents to present practical tips and solutions to working more effectively with your parent population.

Audience: All

Evidence Based Practice

C10: Relating in the Classroom: Evidence-Based Strategies for Teacher-Paraeducator Interactions

Christina Cipriano, Ph.D.

Director of Research, Yale Center for Emotional Intelligence

Effective collaboration among classroom personnel can improve achievement for students with disabilities. Unfortunately, few pre-service or in-service opportunities are available to provide support in forming and maintaining effective teacher-paraeducator teams. During this session, results from The Recognizing Excellence in Learning and Teaching (RELATE) Project, a multi-year comprehensive investigation of special education classroom environments will be presented for educator application in the classroom. Using an interactive approach, participants will be provided with strategies for strengthening collaborative relationships and overcoming challenges to effective teacher-paraeducator collaboration in special education settings.

Audience: Teacher/Teacher Aide (all grades)

Evidence Based Practice

**C11: The Art of Storytelling****Peter Howe***Senior Advisor, Denterlein Crisis Communications & Public Relations***Jayda Leder-Luis***Account Director, Denterlein Crisis Communications & Public Relations*

Whether your **maaps** member school is seeking to attract new students or staff or working to demonstrate your positive impact to school districts and

policymakers, it's never been more important – and challenging – to tell your story. Today, newsrooms are constantly shrinking and competition for news coverage is intensifying in noisy social media and overflowing e-mail inboxes. This workshop by top Boston PR and communications experts from **maaps'** public relations firm Denterlein will give you actionable insights about how to tell compelling stories, in memorable ways, to achieve your goals.

Audience: Administrator/Manager/Supervisor
Informational

**C12: Bridging the Gap Between School and Community to Collaborate on Mental/ Behavioral Health****Aparna Rao, Ph.D.***Pediatric Neuropsychologist, Harvard Medical School & Founder, eCare Vault*

Today, students attending school have an increasing array of medically complex, behaviorally challenging, and nuanced learning differences. As educators, we are expected to wear many hats, from teacher and counselor, to reading specialist, therapist, and healer. Responsive Classrooms and other empirically validated frameworks emphasize on getting to know your student to support them fully and get them engaged in learning. How do we do this without feeling stretched beyond our comfort zone and professional training? Through bridging the gap between school, home, and community agencies, we can first understand those in our class and community before we educate and inform. Understanding the potential for collaboration on clinically significant issues such as trauma, self-harm behaviors, and homicidal ideation and its effects on children, adolescents, and young adults will enable pre-emptive measures and proactive care for 360-degree support for the student. We must connect and collaborate around multi-faceted mental/behavioral health issues, so that students may achieve their maximum potential.

Audience: All
Emerging Best Practice

C13: PEERspective; A new way of seeing the social world**Jennifer M. Schmidt, M.Ed.***Intervention Specialist and Autism Consultant, Beavercreek City Schools*

PEERspective is a new approach to teaching students with mild autism social skills through peer mentoring, authentic practice and high-level curriculum. This model was introduced 13 years ago, and it continues to be adopted across the country in middle and high schools, delivering social skill intervention to students who are often overlooked. This workshop will introduce 9 Evidence-Based Practices (EBPs) and show participants how to integrate these practices into their settings as well as discuss how to implement a PEERspective class.

(Session is repeated as ALL in the morning)

Audience: All
Promising Practice

SAVE THE DATE
42nd Annual maaps
Conference & Vendor
Exposition
Friday, May 8, 2020