42nd Annual Conference and Vendor Exposition

Friday, May 8, 2020

Best Western Royal Plaza
Hotel and Trade Center

Marlborough, MA
EDUCATION PROGRAM HIGHLIGHTS

42nd Annual Conference - Friday, May 8, 2020

The maaps 42nd Annual Conference offers the largest full-day conference in New England dedicated to meeting the multidisciplinary professional development needs of both private and public special education school staff. These include but are not limited to administrators, educators, clinicians, direct care staff, chief financial and operation officers.

During the day you will have the opportunity to learn about:
- evidence based and emerging best practices
- innovative practices from dozens of regional and national specialists in the field of special education

Additionally, network with colleagues (800+), and celebrate with the Teacher of the Year and the Direct Care Staff of the Year award winners.

WORKSHOP KEY

- **Audience Focus**
  - **Educator:**
    - Teacher; Teaching Assistant; Reading Specialist
  - **Clinician**
    - Social Worker; Counselor; Psychologist; Speech and Language Therapist; Occupational and Physical Therapist
  - **Administrator:**
    - Executive Director; Education Director, Clinical Director; Program Director, Team Leader
  - **Supervisors, Managers and Directors**
  - **Residential Staff**
  - **Assistive Technology Specialists**
  - **Transition Staff**
  - **All Audiences:**
    - Includes Child Care Worker

- **Level of Evidence Based Practice**
  - **Evidenced Based Practice:**
    - Thoroughly researched and replicated
  - **Emerging Best Practice:**
    - Research not fully documented
  - **Promising Practice:**
    - Research shows promise but no published trials
  - **Informational**

TABLE OF CONTENTS

Quick Reference Guide 2

42nd Annual Conference 3-11

Conference Registration Form 12

REGISTRATION INFO

You can register for the Annual Conference by using the enclosed registration forms or by going to www.maaps.org.

Registering online is strongly encouraged, as it will increase registrant’s chance of receiving their first workshop selection.

In the past, the conference has SOLD OUT, so members are encouraged to register early.

HOTEL ACCOMMODATIONS

Location:
Best Western Royal Plaza Hotel
181 Boston Post Road West
Marlborough, MA 01752
(888) 543-9500

Price:
$139 Single/Double

Deadline for room rate:
April 27, 2020
<table>
<thead>
<tr>
<th>Code</th>
<th>Workshop Title</th>
<th>Audience</th>
<th>Evidence-Based Practice</th>
<th>Emerging Best Practice</th>
<th>Promising Practice</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A-1</td>
<td>Crucial Conversations, Part 1 <em>(Leadership Strand Workshop)</em></td>
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<td>A-2</td>
<td>From Peer to Supervisor <em>(Leadership Strand Workshop)</em></td>
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<td>A-3</td>
<td>Blind Spots <em>(Leadership Strand Workshop)</em></td>
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<tr>
<td>A-4</td>
<td>I'm a Good Person, Isn't that Enough?</td>
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<td>A-5</td>
<td>Margins, Intersections, and Open Spaces: Creating Safer Classrooms for LGBTQ Students of Color</td>
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<td>A-6</td>
<td>Trauma Center Trauma Sensitive Yoga</td>
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<td>The Heat of the Moment, Part 1</td>
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<td>A Neuroscience-based Lens for Teachers and Administrators: An Orientation to the Social Resilience Model (SRM)</td>
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<td>A-9</td>
<td>Transition 101</td>
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<td>A-10</td>
<td>How Can We Help Kids with Self-Regulation?</td>
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<td>A-11</td>
<td>Practical Functional Assessment: A Trauma-Informed Approach for Severe Problem Behavior</td>
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<td>A-12</td>
<td>Introduction to G-Suites for Education</td>
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<tr>
<td>B-1</td>
<td>Crucial Conversations, Part 2 <em>(Leadership Strand Workshop)</em></td>
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<td>B-2</td>
<td>&quot;Managing Up&quot;: Getting the Best from Your Relationship with Your Boss <em>(Leadership Strand Workshop)</em></td>
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<td></td>
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<tr>
<td>B-3</td>
<td>From Hearts and Minds to Policy and Practice <em>(Leadership Strand Workshop)</em></td>
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<td>B-5</td>
<td>Intersectionality: Margins, Intersections, and Open Spaces: Creating Safer Classrooms for LGBTQ Students of Color</td>
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<td>Trauma Center Trauma Sensitive Yoga</td>
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<td>B-9</td>
<td>What Happens When They Leave Us? Transition Agency Panel</td>
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<tr>
<td>B-10</td>
<td>How to Address Executive Function Skills in the Classroom and Why You Should</td>
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<td>Introduction to G-Suites for Education</td>
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<tr>
<td>C-1</td>
<td>Crucial Accountability: Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior <em>(Leadership Strand Workshop)</em></td>
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<td>C-2</td>
<td>International Recruiting: An Alternative Method for Relieving Staffing Issues</td>
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<tr>
<td>C-3</td>
<td>Youth, Gender, and Sexual Identity: Our Role as Accomplices</td>
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<td>C-4</td>
<td>Leveling the Playing Field: Interrupting Patterns of Power and Privilege</td>
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<tr>
<td>C-5</td>
<td>Harnessing the Power of Cultural Capital: Affirming Strategies for Latinx Students</td>
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<td>C-6</td>
<td>Yoga for Stress Management <em>(limited to 20 participants)</em></td>
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<td>C-7</td>
<td>Empathizing Wisely: How Deconstructing Empathy Could Improve Wellbeing</td>
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<tr>
<td>C-8</td>
<td>Project CRISS Making Learning Happen</td>
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<tr>
<td>C-9</td>
<td>Transition Heroes Panel</td>
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<td>C-10</td>
<td>Networking Breakout Session: Meet, Greet, and &quot;Refresh&quot; with maaps!</td>
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maaps 42nd Annual Conference & Vendor Exposition with Leadership Strand
May 8, 2020
Find Us on Twitter and Facebook @maaps766 – Tweet, Engage & Share Feedback Using #Refreshwithmaaps

CONFERENCE AT A GLANCE:
7:30 A.M. – 8:20 A.M.  Registration, Exhibitor Networking, Continental Breakfast
8:20 A.M. – 8:50 A.M.  Kick-off, maaps Educator Awards, Giveaway!
8:50 A.M. -9:10 A.M.  Break and Exhibitor Networking
9:10 A.M. – 10:40 A.M.  Sessions A
10:40 A.M. – 10:55 A.M.  Break and Exhibitor Networking
12:25 P.M. -12:35 P.M.  Lunch, Public Service Award, Raffle!
12:35 P.M. – 1:35 P.M.  Sessions B
1:35 P.M. – 1:50 P.M.  Desserts, Break, and Exhibitor Networking
1:50 P.M. – 3:20 P.M.  Sessions C

 SESSION A: 9:10 A.M-10:40 A.M.

A1: Crucial Conversations, Part 1
J. Lynn Jones  Educational Specialist– VitalSmarts
Teachers and school administrators often find themselves caught in a fire of challenges. Overcrowded classrooms, poor parental support, loss of control in the school and classroom, and constrictive compliance issues are enough to make any teacher burn out! This session provides proven methods to help teachers and principals step up to the conversations that will improve the culture of a school and prevent educator burn out. Are you holding the right Crucial Conversations?
(This session will be continued in B1)
Audience: Supervisors, Managers & Directors (Leadership Strand Workshop)
Evidence-Based Practice

A2: From Peer to Supervisor
Beth Skidmore  President and CEO, Child Welfare Consulting Group
You got the promotion!!! Time for celebration, yes? Well, hold on……
• Your roommate will now be reporting to you.
• The supervisor you reported to and had little respect for, is now your peer.
• The invitations to “go out after work” have vanished.
• You have been privy to all the feelings your previous peer group have about the agency and its administration.
• Or any other number of potential challenging situations You are no longer “us, you’ve become “them”.
The transition from peer to supervisor can be a slippery and lonely slope to navigate without some tools to guide you. Self-reflection, conflict management and setting clear boundaries are among those tips, tools and strategies this presentation offers, for successfully making this transition.
Audience: Supervisors, Managers & Directors (Leadership Strand Workshop)
Informational
A3: From Hearts and Minds to Policy and Practice
Raul Fernandez, Ed.D.
Associate Dean for Equity, Diversity & Inclusion, Boston University’s Wheelock College of Education & Human Development

Ready to take the next step? Implicit bias and other diversity trainings are important, but making lasting, structural change requires a thorough organizational analysis. This workshop will give you the tools to assess what changes need to be made to your school’s policies and practices. You'll see examples of policy review in action, you'll learn what to look for in your school, and may even leave with your own recommendations for change.

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

A4: I’m a Good Person, Isn’t that Enough? Debby Irving
Author, Waking Up White

Using historical and media images, Debby examines how she used her white-skewed belief system to interpret the world around her. Socialized on a narrow worldview, Debby explores how she spent decades silently reaffirming harmful, archaic racial patterns instead of questioning the racial disparities and tensions she could see and feel. This workshop is designed to support white people in making the paradigm shift from "fixing and helping" those believed to be inferior, to focusing on internalized white superiority and its role in perpetuating racism at the individual, interpersonal, institutional, and cultural levels. *(Session is repeated as B4)*

**Audience:** All
Informational

A5: Margins, Intersections, and Open Spaces: Creating Safer Classrooms for LGBTQ Students of Color
Dr. Jen Matos Assistant Professor of Psychology and Education; Director of Middle, Secondary and the Arts Teacher Licensure Programs; Mount Holyoke College

As the population of the country becomes more racially diverse, and as LGBTQ students become increasingly visible in our schools, it is of vital importance that the educational spaces they have access to are welcoming, safe and open spaces. In this workshop, participants will learn about effective strategies and develop an action plan for their schools and classrooms. *(This session will be repeated in B5)*

**Audience:** Supervisors, Managers & Directors, Teachers
Informational

A6: Trauma Center Trauma Sensitive Yoga
Angelica Emery-Fertitta
Certification Program Supervisor and Intake Coordinator, Center for Trauma and Embodiment

Trauma Center Trauma Sensitive Yoga (TCTSY) is an empirically validated, clinical intervention for complex trauma or chronic, treatment resistant post-traumatic stress disorder (PTSD). This workshop will focus on the use of TCTSY in schools and residential programs with young people of different backgrounds, abilities and bodies. We will discuss the theory behind TCTSY as well as its core components. This will include an exploration of ways in which they can be incorporated into the classroom and milieu to encourage a trauma sensitive approach to communication and learning. *(Session is repeated as B6)*

**Audience:** All
Evidence Based Practice
A7: The Heat of the Moment, Part 1
Dr. Mitch Ablett
Private Practice Clinical Psychologist and Consultant, INCITE Consulting
Research is clear that experience or change techniques are not the best predictors of client outcomes in treatment. The best outcomes come for professionals who cultivate and maintain high quality therapeutic alliances with their clients. This seminar points to the role of professional’s own development of mindfulness skills in order to have the foundation for managing the wide range of youth, particularly the more challenging kids who spark reactivity and ignite power struggles.
(This session will continue in B7)
Audience: All
Evidence Based Practice

A8: A Neuroscience-based Lens for Teachers and Administrators: An Orientation to the Social Resilience Model (SRM)
Dr. Laurie Leitch
Director, Threshold GlobalWorks
This workshop will describe leading-edge neuroscience findings that are relevant to understanding “at risk” children and families. It will discuss the ways that stress, distress, and trauma as well as resilience can be seen in classrooms. It will present an overview of the Social Resilience Model (SRM) and ways its core concepts and practical skills can increase the ability to self-regulate and amplify resilience in both children and adults.
Audience: All
Emerging Best Practice

A9: Transition 101
Dr. Laurel Peltier
Curriculum and Instruction Specialist, The Collaborative for Educational Services
This session is designed to cover the requirements for transition assessment, planning and service delivery. Information about regulations, Massachusetts Department of Elementary and Secondary Education forms and guidance, and adult service providers will be shared.
Audience: All
Evidence-Based Practice

A10: How Can We Help Kids With Self-Regulation?
Jessica Padula, CCC-SLP
Owner Speech & Language Specialties Inc.
People with strong self-regulation skills are better equipped to manage daily challenges, build positive relationships, and make informed decisions. Participants will connect the impact of self-regulation to learning and life success, learn how to promote self-regulation in the classroom, and explore specific ways to manage self-regulation for learning.
Audience: Teachers, Clinicians, Transition Specialists
Evidence-Based Practice

A11: Practical Functional Assessment: A Trauma-Informed Approach for Severe Problem Behavior
Dr. Gregory Hanley, Ph.D., BCBA-D, LABA
Owner and Founder, FTF Behavioral Consulting
The practical functional assessment and skill-based treatment process, which prioritizes safety, social acceptability and trauma awareness, has proven to be a highly effective and generally applicable approach to treating severe problem behavior. The process has been refined to prevent escalation of problem behavior while replacement repertoires are developed in the challenging contexts in which severe problem behavior is most likely to occur. In this workshop, attendees will learn about procedures for assessing and treating severe problem behavior that are both effective and trauma-informed.
(Session is repeated as B11)
Audience: All
Emerging Best Practice

A12: Introduction to G-Suites for Education
Matt Anderson
Dean of Operations, JRI Anchor Academy
Increase opportunities for critical thinking, communication, collaboration, and creativity, all while supporting the learning objectives through the integration of the Google platform. Increase efficiency and save time, facilitate and inspire student learning and creativity.
Audience: Teachers, Transition Specialists, AT Specialists
Emerging Best Practice
SESSION B: 10:55 A.M. – 12:25 P.M.

**B1: Crucial Conversations, Part 2**
J. Lynn Jones *Educational Specialist– VitalSmarts*
(Continuation of Session A1)
Audience: Supervisors, Managers & Directors
(Evidence-Based Practice)

**B2: “Managing Up” Getting the Best from Your Relationship with Your Boss**
Beth Skidmore
*President and CEO, Child Welfare Consulting Group*
Have you ever had a difficult or problematic relationship with a supervisor? Did you wonder why the relationship was so challenging and how or what you could do to fix it? Unfortunately, some supervisor-employee relationships are more challenging than others. The power imbalance between the leader and follower can also create unwanted tension and conflict. Participants in this workshop will learn strategies and approaches that enhance and strengthen the supervisor-employee relationship including:
- Understanding your manager’s communication style.
- Anticipating your manager’s priorities and needs.
- Identifying and managing red flags in the relationship
- Proactive planning
- Asking for feedback
The relationship you have with the person who directly supervises you is a critical factor in your success and satisfaction at work. Knowing how to “manage up” will make you a better supervisor too!!
Audience: Supervisors, Managers & Directors
(Evidence-Based Practice)

**B3: Blind Spots**
Raul Fernandez, Ed.D.
*Associate Dean for Equity, Diversity & Inclusion, Boston University’s Wheelock College of Education & Human Devel.*
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.
Audience: Supervisors, Managers & Directors
(Evidence-Based Practice)

**B4: I’m a Good Person, Isn’t that Enough?**
Debby Irving
*Author, Waking Up White*
Using historical and media images, Debby examines how she used her white-skewed belief system to interpret the world around her. Socialized on a narrow worldview, Debby explores how she spent decades silently reaffirming harmful, archaic racial patterns instead of questioning the racial disparities and tensions she could see and feel. This workshop is designed to support white people in making the paradigm shift from “fixing and helping” those believed to be inferior, to focusing on internalized white superiority and its role in perpetuating racism at the individual, interpersonal, institutional, and cultural levels.
(Repeat of Session A4)
Audience: All

**Refresh your inspiration**

“What my students mean to me”
Twitter @maaps766
#Refreshwithmaaps
B5: Margins, Intersections, and Open Spaces: Creating Safer Classroom for LGBTQ Students of Color
Dr. Jen Matos
Assistant Professor of Psychology and Education; Director of Middle, Secondary and the Arts Teacher Licensure Programs; Mount Holyoke College
As the population of the Country becomes more racially diverse, and as LGBTQ students become increasingly visible in our schools, it is of vital importance that the educational spaces they have access to are welcoming, safe and open spaces. In this workshop, participants will learn about effective strategies and develop an action plan for their schools and classrooms.
(This is a repeat of session A5)
Audience: Supervisors, Managers & Directors, Teachers
Informational

B6: Trauma Center Trauma Sensitive Yoga
Angelica Emery-Fertitta
Certification Program Supervisor and Intake Coordinator, Center for Trauma and Embodiment
Trauma Center Trauma Sensitive Yoga (TCTSY) is an empirically validated, clinical intervention for complex trauma or chronic, treatment resistant post-traumatic stress disorder (PTSD). This workshop will focus on the use of TCTSY in schools and residential programs with young people of different backgrounds, abilities and bodies. We will discuss the theory behind TCTSY as well as its core components. This will include an exploration of ways in which they can be incorporated into the classroom and milieu to encourage a trauma sensitive approach to communication and learning.
(This is a repeat of session A6)
Audience: All
Evidence Based Practice

B7: The Heat of the Moment, Part 2
Dr. Mitch Ablett
Private Practice Clinical Psychologist and Consultant
INCITE Consulting
This is a continuation of session A7.
Audience: All
Evidence Based Practice

B8: Moving to Neuroscience-based action in Schools
Dr. Laurie Leitch
Director, Threshold GlobalWorks
This workshop will illustrate practical ways to apply neuroscience-based concepts in the classroom. Included will be classroom set-up and design of activities. Also discussed will be student management, family conferences, and teacher self-care.
Audience: All
Emerging Best Practice

B9: What Happens When They Leave Us?
Transition Agency Panel
Facilitator: Amanda Green
Secondary Transition Coordinator, MA DESE
Panelists: Diane Crossley, HMEA
Victor Hernandez, DDS
What happens when our students leave school and transition to adulthood? Who takes over where we left off, and how can we better support and prepare our students? Join Amanda Green, Secondary Transition Coordinator from DESE, as she facilitates a panel discussion on transition agency services with a special focus on students with significant intellectual disabilities.
Audience: All
Evidence Based Practice

B10: How to Address Executive Function Skills in the Classroom—and Why You Should
Jessica Padula, CCC-SLP
Owner Speech & Language Specialties Inc
When children have opportunities to develop executive function skills, individuals and society experience lifelong benefits. These skills are crucial for learning and development. Providing the support that children need to build these skills at home, in early care and education programs, and in other settings they experience regularly is one of society’s most important responsibilities.
Audience: Teachers

Refresh your leadership skills!
B11: Practical Functional Assessment: A Trauma-Informed Approach for Severe Problem Behavior
Dr. Gregory Hanley, Ph.D., BCBA-D, LABA
Owner and Founder, FTF Behavioral Consulting
The practical functional assessment and skill-based treatment process, which prioritizes safety, social acceptability and trauma awareness, has proven to be a highly effective and generally applicable approach to treating severe problem behavior. The process has been refined to prevent escalation of problem behavior while replacement repertoires are developed in the challenging contexts in which severe problem behavior is most likely to occur. In this workshop, attendees will learn about procedures for assessing and treating severe problem behavior that are both effective and trauma-informed.
(This is a repeat of session A11)
Audience: All
Evidence Based Practice

B12: Google Tips and Tricks to Transform Learning
Matt Anderson
Dean of Operations, JRI Anchor Academy
Associate Professor/Division Director Lesley University
A deeper dive into the Google for Education platform focusing on using unique aspects of the various applications. Gain a better understanding of the Google applications, utilize technology to facilitate learning, and design interactive curricula.
Audience: Teachers, Transition Specialists, AT Specialists
Emerging Best Practice

maaps suggests:

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Related Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Strand</td>
<td>A1, A2, A3, B1, B2, C1, C2, C10</td>
</tr>
<tr>
<td>Transition Heroes</td>
<td>A9, B9, C9</td>
</tr>
<tr>
<td>Diversity</td>
<td>A3, A4, A5, B3, B4, B5, C3, C4, C5</td>
</tr>
<tr>
<td>In the Classroom</td>
<td>A10, A12, B8, B10, B12, C8</td>
</tr>
<tr>
<td>Trauma and Self-Management</td>
<td>A6, A7, A8, A11, B6, B7, B8, B11, C6, C7</td>
</tr>
</tbody>
</table>
C1: Crucial Accountability: Tools for resolving broken promises, violated expectations, and bad behavior
J. Lynn Jones
Educational Specialist– VitalSmarts
Educators often find themselves in situations where others have broken promises, violated expectations, or simply demonstrate difficult behavior. This workshop will address a thoroughly researched approach for dealing with these types of situations in all aspects of life. Participants will learn how to recognize conversations where crucial accountability skills are needed. Participants will learn how to utilize a variety of crucial accountability skills and engage in some short practice sessions using the skills. Participants will prepare for, and commit to, holding a crucial accountability conversation.
Audience: Supervisors, Managers & Directors (Leadership Strand Workshop)
Evidence Based Practice

maaps Leader Panel
Kerry Ann Goldsmith, MA, LMHC, Devereux Advanced Behavioral Health, Michael Kelly, CPA, Boston Higashi, Helena Maguire, M.S., LABA,BCBA Melmark, NE and Michelle Morin, M.Ed., Hillcrest Educational Centers
Some maaps members schools have been recruiting staff internationally for many years with much success. Join this panel of maaps school leaders to learn the benefits of hiring from abroad. Yes, it can be time and resource consuming but the benefits to the school are the on-boarding of workers who are well educated; have a great work ethic; excellent command of English; and who are committed to longevity. The length of stay for a domestic hire in a direct care position is 18 months, for an international hire in that same position it is 63 months. Many of the recruits go on to obtain permanent (green card) status in the US and stay even longer. Many of the schools have promoted these workers to supervisory and management positions giving added stability to the school and program. If you have thought about recruiting internationally come and hear about the process from hiring an attorney, to recruiting strategies, financing, completing paperwork and early training and support for international workers.
Audience: Supervisors, Managers & Directors (Leadership Strand Workshop)
Informational

Refresh your selfie!
Take a photo at the maaps selfie wall and use the hashtag #Refreshwithmaaps!

C3: Youth, Gender, and Sexual Identity: Our Role as Accomplices
Katie Nyren, LMHC, Children’s Friend Gender Wellness Initiative
This workshop will provide teachers and staff with a general understanding of gender, sex, and sexual orientation with a specific focus on transgender and gender variant identities. Becoming an accomplice means being an active member in addressing disparities for these youth and aspiring to create an equitable community for all. This seminar will allow educators to increase their competency in addressing complex issues related to gender and identity through interactive dialogues centered on how we can become better accomplices with our students.
Audience: Supervisors, Managers & Directors, Teachers, Clinicians
Informational
C4: Leveling the Playing Field: Interrupting Patterns of Power and Privilege
Debby Irving
Author, Waking Up White
Using a series of pointed questions, Debby works with participants to build a graphic map of the groups people belong, and have belonged to, because of social locations and roles throughout U.S. history. Participants will think together about how various groups have and have not had access to rights, resources, representation, and respect, ultimately revealing the social positioning and impacts of white privilege and dispelling illusions of a level playing field. Once the graphic has been created, Debby then leads participants in an exploration of social dynamics and dominant cultural attitudes and behaviors that perpetuate power and privilege patterns, even when best intentions are in play. Ultimately this workshop explores how we can begin to level the playing field by interrupting common patterns of power and privilege. Participants will leave with two powerful tools to analyze power dynamics and cultivate transformative cultures in their circles of influence.
Audience: All
Informational

C5: Harnessing the Power of Cultural Capital: Affirming Strategies for Latinx Students
Dr. Jen Matos
Assistant Professor of Psychology and Education; Director of Middle, Secondary and the Arts Teacher Licensure Programs; Mount Holyoke College
Latinxs are projected to be the largest racial minority group by 2050, but little is understood about the strengths that Latinx students bring to the classroom. In this interactive workshop, participants will leave with strategies on how to utilize Latinx cultural capital to support Latinx students in the classroom.
Audience: Audience: Supervisors, Managers & Directors, Teachers
Informational

C6: Yoga for Stress Management*
Jessica Miller
Yoga Instructor
Participants will enjoy a gentle yoga class that trains one in the habit of slowing down, releasing negative energy, and being present. This type of practice adds to one's energy, kneading physical, mental and emotional knots, and helps one feel grounded, present, whole and in control. Participate in a yoga class that includes gentle yoga postures (asanas) and breath work exercises (pranayama). Learn strategies that can be leveraged in life "off the mat" to reduce anxiety and stress and promote self-control and presence.
*Note: This is an experiential class. Participants should dress comfortably to allow for movement that may require standing, sitting, and laying down. No prior yoga experience necessary!
Limited to 20 participants
Yoga mats provided
Audience: All
Informational

C7: Empathizing Wisely: How Deconstructing Empathy Could Improve Wellbeing
Dr. Erika Weisz
Postdoctoral Researcher, Harvard University
Empathy—the ability to share and understand others’ thoughts and feelings—is a social bridge that connects people to each other. Although empathy is associated with socio-emotional benefits at home and at work, too much may not be a good thing; at very high levels, empathy can lead to compassion fatigue and burnout. In this workshop, we will discuss the subprocesses that support empathy—including experience sharing, perspective taking, and empathic concern—and how one might ‘tune’ them to invite empathy’s benefits while minimizing its drawbacks. By independently addressing different parts of empathy, we are positioned to become ‘wiser empathizers’, connecting with others in socially and emotionally adaptive ways.
Audience: Teachers, Clinicians, Residential Staff
Promising Practice
C8: Project CRISS
Making Learning Happen
Lori McIntire-Willis, MEd
Project CRISS
8th Grade Science Teacher, Adjunct Professor SNHU
Project CRISS is a researched based training focusing on metacognition. This will be a brief overview of what Project CRISS has to offer your teachers and students. During the workshop there will be an introduction to research-based strategies and lesson planning to create independent learners.

**Audience:** Supervisors, Managers & Directors, Teachers

**Evidence Based Practice**

C9: Transition Heroes Panel
Dr. Laurel Peltier, The Collaborative for Educational Services (and Parent)
Collette Divito and Rosemary Alfredo, Collettey’s Cookies (MA)
Sheila and Michael Coyne, Red, White and Brew (RI)
Michelle Ucar, Julen’s Ausome Sauce (CA)

Finish your day with this inspirational panel of parents and former students who speak to us from the “other side” of the transition process. Dr. Peltier, panel facilitator, is the parent of an adult son with autism. Collette Divito, a businesswoman with Down Syndrome, started her own cookie making business and non-profit employing young people with disabilities. After frustration with limited employment options, Michael Coyne, a businessman with autism, started his own local coffee shop in Rhode Island. Michelle Ucar’s son Julen, a young man with autism, started his own business selling sauces and other “ausome” products as a creative employment solution. Julen is now attending college.

**Audience:** All

C10: Networking Break-Out Session: Meet, Greet, and “Refresh” with maaps!
Elizabeth Dello Russo Becker, Executive Director, maaps
Join your colleagues for a meet and greet session with maaps’ new Executive Director, Elizabeth Dello Russo Becker. A great opportunity to acquaint one another with the work of your schools and discuss front-of-mind issues and priorities concerning our common mission. This is an informal networking session for any interested staff. Light “refresh”ments will be available!

**Audience:** All

**Informational**

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maaps 42nd ANNUAL CONFERENCE
REGISTRATION FORM
Best Western Royal Plaza, Marlborough, MA
Friday, May 8, 2020

Register online at www.maaps.org

Or you can still mail this form to: maaps, P.O. Box 845758, Boston, MA 02284-5758
or FAX TO: 781.245.5294 by February 29, 2020

SCHOOL/AGENCY: __________________________________________

ADDRESS: ___________________________________________________

CONTACT PERSON: ______________________________________________

PHONE: ___________________________ EMAIL: ______________________

# maaps Member Registrants _____ x $185.00 per person = $___________

# Non-Member Registrants _____ x $235.00 per person = $___________

REGISTERING AFTER 2/29/20

# maaps Member Registrants _____ x $195.00 PER PERSON = $___________

# Non-Member Registrants _____ x $245.00 per person = $___________

Check payable to maaps enclosed in the amount of: $___________

PURCHASE ORDER #_______________________________

NAME AND EMAIL ADDRESS (email required for notification)

PERSONAL CARE ATTENDANT (P)

INTERPRETER (I)

WORKSHOP PREFERENCE

1. __________________________ Enter 1st choice A- B- C-
   Annual Conference Enter 2nd choice A- B- C-

2. __________________________ Enter 1st choice A- B- C-
   Annual Conference Enter 2nd choice A- B- C-

3. __________________________ Enter 1st choice A- B- C-
   Annual Conference Enter 2nd choice A- B- C-

4. __________________________ Enter 1st choice A- B- C-
   Annual Conference Enter 2nd choice A- B- C-

Additional registrations may be listed on a separate sheet.

REFUND POLICY: To receive a refund, a written request must be received by maaps no later than five (5) business days before the conference. Refund requests can be mailed or faxed to the maaps office to the attention of Kristen (Brown) Ardini. Substitutes for registrants will be accepted.

PLEASE NOTE: Attendees who require a sign language interpreter or a personal care attendant must register by February 29, 2020 in order for maaps to accommodate your request.

CONSENT TO USE OF PHOTOGRAPHIC IMAGES: Registration and attendance at, or participation in, maaps meetings and other activities constitutes an agreement by the registrant to maaps’ use and distribution (both now and in the future) of the registrant or attendee’s image or voice in photographs, videotapes, electronic reproductions and audiotapes of such events and activities.