

**CONFERENCE WORKSHOP**

**DESCRIPTIONS**

This year, we have three breakout sessions on each day of the conference. We are offering several workshops to select from for each of the 75 minute breakout sessions. The descriptions for each workshop are listed below to help you make your selection for each Breakout Session.

**SC Hands & Voices: Parent- Driven Support for Families with Children who are D/HH** - Jocelyn Ross and Marcella Forrest - **Monday Breakout 1 –**

 This workshop will explain the mission of SCHV to provide non-biased information and support to families with children of the D/HH community; detail the journey of the SC Chapter of H&V and how it plans to grow to serve families across the state with opportunities to CONNECT | LEARN | SHARE from a parent-drive support network.

**Pediatric Feeding Disorders in Infants and Toddlers** - Sally Asquith, MS, CCC-SLP - **Monday Breakout 1 –**

 This workshop will examine the common causes and treatments of PFD, including best practice and resources for families. PFD affects ~80% of children with disabilities (CDC, SCDHHS). It is particularly prevalent in young, fragile populations of NICU graduates, babies/toddlers with Down syndrome and CP, and various other high-risk groups such as chronic lung disease and those with a history of reflux. This course will address:

• Basic sequence of normal development in order to identify the “age equivalent” of poor drinking/feeding

• Situations that result in PFD

• Tools (bottles, nipples, cups, spoons)

• Food textures, chairs, positioning

• Case studies

**“When the IEP Team Says No….Options for Dispute Resolution”** - Amanda Hess, Esq - **Monday Breakout 1 –**

 This presentation will cover both informal and formal ideas and options that parents/guardians can pursue in the event that they disagree with a school district proposal or a school district turns down their request during an IEP meeting.

**Supported Decision Making and Alternatives to Guardianship in SC** - Charlie Walters, BA, MAT and Sarah St. Onge, BA, JD - **Monday Breakout 1 –**

 From 1995 to 2015, the rate of guardianship for adults with disabilities in the US tripled. Research shows that one of the driving forces behind this increase is professional recommendations for guardianship, and that those same professionals infrequently understand the landscape of less restrictive alternatives to guardianship. This session will walk through the untold story of what guardianship actually means for a person with a disability and their family and the breadth of available alternatives that can provide a way for providing decision-making support without taking away one’s rights (e.g. Power of Attorney, the Adult Health Care Consent Act, HIPAA releases, Adult Students with Disabilities Educational Rights Consent Act, Supported Decision Making agreements).

**Exploring the new SC Employability Credential: What families should know** - Tabitha Strickland, Joy Godshall Ivester, MEd, BA, Amy A. (Nienhuis) Holbert, LISW-CP, MSW - **Monday Breakout 1 –**

 In the fall of 2018, South Carolina will be implementing a NEW Employability Credential for applicable students with disabilities whose IEP team determines this course of study is appropriate. Join us to learn more about this program and how it may impact you and/or your students.

**Disability or Culture?  Considerations and Implications for Children who are Deaf or Hard of Hearing** - Maureen Irons, Ed.D – **Monday Breakout 2 -**

 This workshop will present two perspectives of hearing loss. The impact of deafness on language acquisition and social emotional development will be discussed. The critical decisions faced by parents with regard to communication models, implantation, and educational options will be explored. An explanation of degree and type of hearing loss will be included in this presentation.

**Therapeutic Touch: Reaching Out to Those with Tactile Aversion** - Elizabeth Geiger Harvey, DPT, MSR, CKTI, CEIM - **Monday Breakout 2 –**

 The incidence of Autism (ASD) in the United States is 1/68 births (CDC), with a reported 96% having a sensory processing disorder component (Marco et al, 2011). Physiologic effects of decreased tactile input can lead to irritability, self-imposed isolation, sleeplessness, and hyperactivity. Current research suggests that therapeutic touch can improve sensitivity and build trust, especially when begun early. This presentation is designed to discuss the power of the system of skin, symptoms of tactile aversion and the potential benefits of the modality of therapeutic touch. In addition, specific massage techniques from Liddle Kidz™ ASD protocol will be taught. Modifications of these techniques, as well as the setting will also be reviewed, to adapt to the individual’s needs.

**Risk and Protective Factors for Families of a Child with ASD** - Kate K. Chappell, MSN, APRN, CPNP-PC and Amy Moseley, MA - **Monday Breakout 2 –**

 This Workshop will examine the prevalence of Adverse Childhood Experiences (ACEs) in children with Autism Spectrum Disorder and identify risk factors for child maltreatment or stressors. Protective Factors linked to the areas of risk found most prominently in an analysis of 1700+ US families with a child with ASD will be discussed. Participants will learn about every day actions that can help build skills and supports towards most impactful Protective Factors with families of a child with ASD.

**Ending the Silence for Families** - Betsey O'Brien and Deniece Chi - **Monday Breakout 2 –**

 Through this presentation, participants get to see the reality of living with a mental health condition. During the 50-minute presentation, a young adult living with mental illness and a family member tell their stories about mental health challenges, including what hurt and what helped.

**Successful Transitions: Building Pathways to Employment** - Jennifer Bazer and Casey Eubanks - **Monday Breakout 2 -**

 Many transition-age students remain unsure about whether they should pursue higher education or enter the workforce and are frequently undecided on which college to attend or which career path to take.

 Join Successful Transitions as they share how their program provides students with disabilities First-hand experience through work-based learning opportunities and college tours in order to gain valuable knowledge and experience which will inform student choices and exploration options.

**Language & Connection – How Language Impacts Social Development** - Mary Reaves, MRC - **Monday Breakout 3 -**

 Get a better understanding of how language impacts social-emotional development and how hearing health is a critical aspect. This interactive session will provide insight into how language develops (and how/when it doesn't) as well as give tools for how to support and boost language development for all children. Participants will leave with a more thorough understanding of how language impacts social connectedness within families, friends, and educational settings.

**Preschool Initiatives and Inspiration from Families and the Field!** -Jenny May MEd, PhD - **Monday Breakout 3**

 The Office of Special Education Services (OSES) at the SC Department of Education has a number of initiatives to serve young children (ages 3-5) with disabilities. These initiatives will be described and future plans will be shared with the intent to collect feedback from families and the professionals in the field. This session will use polling software (via phones using Kahoot) to collect anonymous feedback and engage participants in sharing opinions and perspectives about existing initiatives and future directions. While information about state initiatives will be presented, this session will have a substantial conversation component so that participants’ input can shape the work of OSES for preschool students ages 3-5.

**The Impact of Specialized Early Intervention Services for Young Children with a Visual Impairment** - Jodi Floyd, M.S. ed, NBPTS - **Monday Breakout 3 -**

 This workshop will highlight the need for specialized early intervention services for young children with a visual impairment. Visual development, prevalent visual impairments, strategies for assisting children with a visual impairment, and supporting families of a child with a visual impairment will be addressed.

**Ending the Silence for Professionals** - Betsey O'Brien and Deniece Chi - **Monday Breakout 3 -**

 Through this presentation, participants get to see the reality of living with a mental health condition. During the 50-minute presentation, a young adult living with mental illness and a family member tell their stories about mental health challenges, including what hurt and what helped

**Building protective factors and preventing adverse childhood experiences (ACEs) in schools and communities**- Allison E. Farrell, MPH, LISW-CP, ACM and Birley Wright, M.Ed. - Monday Breakout 3 –

This engaging and interactive learning session will promote application of strength based framework in the educational setting. Participants will learn how prevention and early intervention resources can be used to support the ongoing work with students and families to build positive outcomes for at the local and state level.

**Getting to the Heart of the IEP for Deaf and Hard of Hearing Children** - Mariann Carter , M.S, M.Ed., EIPA 3.9, NBCT- Retired and Kandice Hunt , B.A., AV. Ed. LSLS Candidate – **Tuesday Breakout 1 -**

 The "Hi-Five" to success

 Getting to the heart of the IEP, is a strategic approach to use with educators, parents and professionals alike so that what matters in the IEP in law also is matched in spirit. Often compliance takes precedence over quality education and common sense. The Heart of the IEP allows all team members to embrace the quality pieces of the IEP for implementation and uses this strategy to identify the FIVE key components for success, allowing all members to distribute a "Hi-Five" to the team and use this approach to address a child's needs.

**Chasing the Swallow** - Michelle Dawson, MS, CCC-SLP - **Tuesday Breakout 1 -**

 Did undergrad and graduate school prepare you for the wide, wild world of Early Intervention and Pediatric Dysphagia?! Me neither! Come join Michelle L.W. Dawson MS CCC-SLP in a dynamic 90 minute session where participants will obtain practical strategies for treating infants and toddlers who are diagnosed with pediatric dysphagia and feeding aversions. Strategies discussed will embrace inter-professional practice, evidence-based research, as well as, emphasis on socio-economic statuses friendly tools and ideas.

**South Carolina Early Learning Standards for Children Birth - 5 years old** - Noelle P McInerney, BS, MEd; doctoral candidate (PhD in ECE) - **Tuesday Breakout 1 –**

 The newly revised SC Early Learning Standards describe what young children should come to know and be able to do. In this session, we will review the standards and explore ways that families, schools and communities can use the standards to support development and learning for children ages Birth – 5 years old.

**Finding Child Care: Tips and Resources** - Carrie Trivedi, MAT - **Tuesday Breakout 1 –**

 Finding quality child care can be challenging. Join us to learn about the child care landscape in South Carolina and how the SC Child Care Inclusion Collaborative can help you find a child care solution that works for your family. We will provide tips on how to identify quality child care programs and the supports we provide to programs who enroll children with disabilities or special healthcare needs in their programs.

**Working with Latino Families of Children with Intellectual and Developmental Disabilities** - Sandy Magaña, PhD, MSW - **Tuesday Breakout 1 –**

* Attendees will be able to describe the needs of Latino children with ID/DD and their families
* Attendees will be able to identify barriers to diagnosis of Latino children with ID/DD
* Attendees will learn about evidenced based parent education interventions

**The South Carolina Deaf-Blind Project 101** - Marcy Meachum, TVI and Krista Olsen, TVI - **Tuesday Breakout 2**

 This workshop will cover eligible students, the referral process, and the services and resources provided by the SC Deaf-Blind Project.

**Language, Construction Paper, and Ice Cream Sandwiches: Making Learning Happen** - Cara Senterfeit, B.S., NBCT and Minnie Lambert - **Tuesday Breakout 2 –**

 Have a child/student/client that has limited vocabulary, limited language and/or difficulties understanding about the world? Have a client that needs a more concrete and tangible explanation about daily events? Have a child that would benefit from a more personalized (and motivating!) learning strategy? The come learn about pre-teaching books and language experience stories to introduce, reinforce and develop skills with the child/student/client with whom you work.

**Understanding the IEP** - Melissa Sanders BS; MBA, Elizabeth Allen, MSW and Yury Cardona - **Tuesday Breakout 2 –**

 This workshop will provide a thorough introduction to the Individualized Education Program (IEP) that serves as a road map for education services. Participants will: Understand the steps of the special education process and learn key terms; Gain an understanding of the roles of all members of the IEP team; Understand the contents of the IEP and what they mean; Learn how to become a more knowledgeable and active participant in meetings.

**What is Special Population, and how can we support the needs of this unique population of students?** - Sara Garrett, M.Ed - **Tuesday Breakout 2 –**

 Audience will learn the definition of special populations, its origin, and how educators can support special education students that fall within special populations.

**Why Do I Need a "Medical Home"** - Kim Conant, LPN - **Tuesday Breakout 2 –**

 After this workshop, participants should be able to define medical home is, understand “coordinated care” and family centered care and be able to identify services provided by a SN care coordinator.

**AAC Interventions for Children** - Carol Page, PHD, CCC-SLP, ATP, CBIS - **Tuesday Breakout 3 –**

 Research shows providing children who are nonverbal an alternative way of communicating at a young age is very beneficial. Augmentative and alternative communication devices, sign language and many other means of expression can be combined to make a dynamic communication system for a child. Even with communication systems, children who are nonverbal miss a lot of language opportunities compared to their verbal peers. What can early interventionists, teachers, therapists and parents do to bridge the gap? It does require learning new skills, but it doesn’t require additional therapy or school time. A child’s success depends a lot on what happens during natural, every day routines. This workshop will look at strategies and interventions that increase a child’s language and communication skills.

**School to Work Transition help beyond the School**—VR, Employers & CAP - Pete Cantrell, Attorney at Law - **Tuesday Breakout 3 –**

 Families and professionals will learn more about the items listed in the Presentation Goals below and be better able to help people with disabilities through the School to Work Transition.

**Parent Partnerships for Preschool Inclusion** - Kerri Kannengieser, MS Ed. And Amy A. (Nienhuis) Holbert, LISW-CP - **Tuesday Breakout 3 –**

 We know that children with disabilities and developmental delays who are included in early childhood educational settings with their typically developing peers have more positive outcomes than children who are not. We also know that families are young children’s first and most important teachers and advocates. Join representatives from South Carolina Partnerships for Inclusion and Family Connection SC for a session to learn more about what early childhood programs can do to improve partnerships with parents, as well as build families’ capacity to advocate for their children.

**Medicaid 101** - The Basics of Medicaid and TEFRA - Shannon Staley, MSW, Beverly Harper, Abby Rivera - **Tuesday Breakout 3 –**

 This workshop will provide an overview of Medicaid and TEFRA eligibility.

**Special Needs Scholarships** – Chad Connelly, Exceptional SC - **Tuesday Breakout 3 –**

 Specific workshop description to come