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CARS+ Members:	\$325	\$375
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A group of 5 or more from the same organization would receive a 10% discount. If paying by credit card, a 4% processing fee will be charged. Registrations would need to be made by fax or mail

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CARS+ 2017 CONVENTION REGISTRATION FORM

FEBRUARY 24-25, 2017

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Please note: a valid email address is required in order to receive a receipt for payment of registration fees.

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Please indicate your selection for each session, using the Session Number. Session selections help determine classroom size and do not reserve seats.

Friday Session: I _____ II _____ III _____ IV _____

Saturday Sessions: V _____ VI _____ VII _____

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Please contact me via: Phone Email

Please make hotel reservations directly with DoubleTree, 916-929-8855, use group code CARS0222 (before January 26, 2017 to get discounted rate)

Register online at www.carsplus.org, if you are paying by credit card. Register by fax or mail if you are paying by purchase order. Online registration is currently open. If mailing your registration form and payment, please note that confirmation of registration may be delayed due to the volume of registrations received. Please mail to the following address:

CARS+ -- The Organization for Special Educators
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 Phone: 855.CARS.810 • Fax: 916-580-2799

Registrations that are either incomplete or submitted without payment will not be processed.

I would like to become a member/renew my membership

- Active, 1-year \$75 / 2 year \$120..... \$ _____
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REGISTRATION FEES

Full Convention:

Payment Received by:	After 1/15/17	
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CARS+ Members: \$375* \$ _____

Non-Members: \$475* \$ _____

**Payment must be received by deadline to receive current rates.*

Intern Pre-Service and Membership \$255 \$ _____
 (Not currently or previously employed in Special Education)

Single Day

Friday Only \$199 \$ _____

Saturday Only \$149..... \$ _____

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A group of 5 or more from the same organization would receive a 10% discount. If paying by credit card, a 4% processing fee will be charged. Registrations would need to be made by fax or mail. \$ _____

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Convention 2017

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Convention 2017

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Convention 2017 Presenters



Elizabeth Bremner

Friday (10:15–11:45) & Saturday (2:30–4:00)

1, 2, 3 – Sentence, Paragraph, Essay! EASY!

Targets writing skills grades 1-12, special education students, test essay writing, and any student who thinks, “I can’t do that”. It teaches an easy quick method to master writing for all levels and all subjects (and saves teachers hours of stress)! Core Curriculum Standards require students write essays for all subject content. Teach students to write that essay from sentence to perfect paragraph to Analytical Thesis Statement to 5-paragraph essay. It’s fast. It’s EASY! Initiated at the elementary level means student essay skills are complete before the secondary level.

Elizabeth Bremner has spent her teaching career working with at-risk/low academic skills youth. She worked in the California Youth Authority as a teacher in the areas of English, Fine Arts Drama, Fine Arts Film, and Test Preparation, and participated in writing the Fine Arts Curriculum for CYA and trained teachers statewide. She was the College Coordinator for the onsite college program where students earned an AA degree while incarcerated. She has worked as a teacher for the Los Angeles County Office of Education providing services to the magnet school program, probation/expulsion/at risk youth, and pregnant/parenting teens.



Kristin Brown

Friday (10:15–11:45)

Aligning State Initiatives: Moving Together Toward One System

This presentation will discuss how the California Department of Education is moving forward on the integration of multiple department-wide plans and initiatives. One of which is collaborative work between the English Learner Support and Special Education Divisions. Assembly Bill 2785 has set the stage for a manual that is currently being developed at the state level accenting best practices on how to best identify and serve English learners with disabilities.

Dr. Kristen Brown is co-facilitating the ongoing efforts of the One System Action Team with Chief Deputy Glen Price which is made up of 17 different division representatives at the California Department of Education. Her previous role in the Special Education Division was the Project READ Director for a 5-year federal grant and the California Common Core State Standards/Assessment and Advisory Commission on Special Education Liaison. She has also coordinated all national assessment consortium work for California at one time or another. In the Special Education Division, Kristen headed up the National Center and State Collaborative Consortium to help develop a system of alternate assessments supported by curriculum, instruction, and professional development for students with disabilities. In her previous role in the Assessment Division, she was the lead on the initial Smarter Balanced Assessment work.



Karena Cantrell

Saturday (9:00–10:30)

There’s No Crying in Data Collection

Have you become overwhelmed with countless forms, charts, and data collection? Let Google Forms come to your rescue. Turn your Student Study Team Referrals, Behavior Tracking, Progress Monitoring, Contact Logs, and Goal Tracking into Google Forms. Forms can be shared with many different users and can be completed on any device. Don’t get stuck under mountains of paperwork. Use Google Forms to free up your time and make you more efficient.

Saturday (2:30–4:00)**Breakout EDU: It's Time for Something New**

Breakout EDU is an interactive learning game for people of all ages. Breakouts teach teamwork, problem solving, critical thinking, and collaborative learning by presenting clues that must be solved to Breakout. Games can be aligned to different content areas, and can also be used for professional learning with adults. Participants will get an opportunity to do a Breakout themselves. They will have 30 minutes to solve the clues and break into the box with the locks, followed by a discussion on how the game went, what worked within their group, what did not, how they communicated, etc. I will show them the resources online and all of the different games available to them for free.

Karena Cantrell has been a special education teacher for 15 years. She holds a Masters in Special Education and two teaching credentials: Multiple Subject & Special Education. She also is a Level 2 Google Educator, Level 2 Google Admin, and Microsoft Innovative Educator Expert. As a Middle School Resource Specialist in Clovis Unified School District, Karena has dedicated herself to making a difference in the lives of students and integrating technology within the classroom for free.

Cathy Domanski**Friday (4:00–5:30)****Special Olympics****Nicole Forsyth & Sarah Kesty****Friday (4:00–5:30)****The Art and Magic of Questions in the Classroom**

Questions can magically transform student engagement. In this presentation, you will explore the art behind well-crafted questions and discover how to ask questions that promote executive functioning and activate and integrate various parts of a student's brain in ways that support self-awareness, self-regulation, care for others, decision-making and connectedness.

Sarah Kesty has worked with students with a range of disabilities for over ten years. She has a Masters in Special Education from Sacramento State and two teaching credentials. Sarah is a passionate advocate for people with disabilities. She has experience teaching Kindergarten through high school aged students and coaching Special Olympics. Her speaking has taken her all the way to Belize, where she taught a seminar on behavior management to a group of 150 teachers. Sarah is on the advisory board for the CMTA, Charcot-Marie-Tooth Association. In 2014, Sarah was named Twin Rivers School District's Teacher of the Year.

For the past 10 years, Nicole Forsyth has been the President and CEO of RedRover, a nonprofit organization that brings animals from crisis to care and strengthens the bond between people and animals. In 2007, Nicole initiated the RedRover Readers program to help children understand the emotional states of animals, explore positive relationship with a human-animal model and develop skills necessary for empathy. Nicole wrote the story component for a bilingual, interactive graphic novel and game app for children ages 7-11 to help them understand emotional states, care for others and practice empathy. Nicole graduated from the University of California, Davis with a master's degree in animal biology in 2006 and holds a master's degree in communication from the University of Maine and a bachelor's degree in English and education from the University of Colorado. Nicole previously worked as a classroom teacher.

Saturday (2:30–4:00)**Can Technology Be Used to Enhance Social and Emotional Learning (SEL)? Conversation and Practical Applications Using SEL Applications**

Do you incorporate apps in your teaching to support SEL? This interactive presentation examines current trends in education technology designed to help students develop socially and showcases promising apps. Included in the demonstration will be RedRover's new interactive, bilingual book and game app, The Restricted Adventures of Raja.

**Judy French & Lindsey Hunter****Saturday (9:00–10:30)****Bullying: Creating a Kinder Atmosphere**

One of the more effective bullying prevention strategies is to teach students to accept and include others who are different from them. In this presentation we will explore some creative strategies to engage and educate all students about children with disabilities through student-led advocacy, video, drawing, story-telling, and more. There will be a special presentation by Lindsey Hunter, the high school student who produced and directed the video, "Silent," which chronicles a deaf student's bullying at the hands of classmates. This video went viral when it was posted on the Folsom Unified School District's website last spring, receiving accolades and media attention from all over the country. Lindsey will speak about the process of developing the video and what it inspired in her school community. Judy French from PACER's National Bullying Prevention Center will follow-up with engagement ideas and connect educators to free programs that encourage students to become advocates for their classmates with disabilities and harness the positive power of the entire school community. We will also reflect on the school communities we serve and do some brainstorming to determine what type of projects might work best.

Judy French staffs the Los Angeles office of PACER's National Bullying Prevention Center (pacer.org/bullying), where she coordinates outreach to schools, student organizations, and individuals interested in bullying prevention resources. On behalf of the NBPC she has been speaking throughout California to faculty/staff, parent groups, students, school resource officers, and foundations about the importance of creating kinder and more inclusive communities where bullying will not flourish. Judy taught for 13 years in Northern California, where she was an all-school librarian and middle school advisor. In her work as a creative writing teacher and coach, she was chosen as a mentor in the Advanced Mentorship Program for the Jack Kent Cooke Foundation, working with gifted high school students on individual writing projects.

Lindsey Hunter is a 16-year-old Sophomore at Folsom High School in Folsom, CA. "Silent" is her first short film. She created it for a Northern CA Media Educator's Film Contest for which she received first place in the live action short film division. Lindsey wanted to create a film titled "Silent" that was a silent film about a girl living in a silent world and wanted to convey the message, "If you are going to say something mean, remain silent." Lindsey has grown up around disabled people since her father is blind. In fact, when she first showed "Silent" to her father, Lindsey had to describe each scene to him. The story brought her dad to tears. Lindsey has a genuine heart for those with disabilities. Lindsey is passionate about her interest in creating projects on film. She got her start by creating videos of her sister on her iTouch. Lindsey also loves to perform with El Dorado Musical Theater where she met the girls who starred in "Silent" The redeemed mean girl is played by Julianne Yonano and the deaf girl is played by Jocelyn Haney. Lindsey hopes to get a scholarship to the USC Film School so she can pursue a career in film



Tom Green

Friday (8:30-11:45) Double Session

Inclusion Means Everyone: Students, Staff, Parents, and Community

Inclusion requires collaboration among all members of the educational community. Special Education programs are historically isolated and do not collaborate in meaningful ways with the non-Special Education community. This workshop provides structured discussion to analyze current practice and identify strategies to strengthen collaboration that can facilitate greater inclusion of our students.

Dr. Tom Green is the Head Instructor for the Principal Leadership Institute at UC Berkeley. He worked for 45 years in public school districts as a paraeducator, Resource Specialist, general education teacher, union president, school board trustee, site principal, and central office director for all educational services, including Special Education, categorical programs, curriculum, instruction, and assessment. He retired from the Alum Rock School District as Chief School Transformation Officer.



Sarah Kesty

Friday (1:45-3:15)

Teaching and Supporting a Growth Mindset

With so many daily challenges, how do some of our students with disabilities persevere while others seem to give up? Join us as we explore current research on Growth Mindset. Learn how to teach, hone, and maintain Growth Mindset in your students, and how to extend the "grit" strategies school-wide. Participants will learn about new research on Growth Mindset, including brain research, promising research for teaching/parenting, and examples of Growth Mindset in action. Participants will also learn new strategies to teach and encourage Growth Mindset in Special and General Education settings. Specific strategies for self-advocacy and modifying classroom environments will be discussed. The power of how we phrase things will be emphasized, with numerous examples for student, adult, and whole-school use will be provided.

Sarah Kesty was named Twin Rivers School District's Teacher of the Year for the 2014-15 school year. She is currently a Special Education Academic Coach in San Diego. She has worked with students with a range of disabilities for over ten years. Sarah has a Masters in Special Education from Sacramento State and two teaching credentials. She is a passionate advocate for people with disabilities. Sarah has spoken to groups of teachers, parents, and students about disability awareness, advocacy, and maximizing life satisfaction. Her speaking has taken her all the way to Belize, where she taught a seminar on behavior management to a group of 150 teachers.



Dr. Jackie Kirk-Martinez

Friday (1:45-3:15)

Alternatives to Disputes and Making the Most Out of IEP Meetings (a practical approach to including multiple stakeholders)

For educators, new and veteran, trying to effectively and efficiently support the student in the classroom, but getting bogged down with disputes and lengthy IEP meetings. Learn how to take perspectives, collaborate but not negotiate, and how to facilitate the IEP process which can result in much time savings. Remember the Do's and Do Not's behind your communication and simple steps to enhance your focus on students, and less on disputes. Time available for these Q&As but never had time to ask.

Jackie Kirk-Martinez, Ed.D., grandniece of Dr. Samuel Kirk, founder of Learning Disabilities, earned her

doctorate in educational leadership/special education from University of California at Santa Barbara. Currently a business owner, Jackie serves as an Educational Consultant to school districts and families and is a professor at Concordia University. Formerly an Executive Director of Student Support Services for San Luis Coastal Unified School District, Administrator for San Luis Obispo County Schools, and Coordinator for San Luis Obispo SELPA, Jackie has over 30 years of special education experience in public education, serving as a FCMAT lead consultant, a deaf educator, Special Education preschool teacher, Resource Specialist and Special Day Class teacher. She is with the Council for Exceptional Children (CEC) and is on the National Education Committee for the Learning Disabilities of America Association (LDA)

Saturday (9:00–10:30)

Inclusion: How Does It Work and How Does It Fail?

This session is for educators who are interested in making inclusion work for most students, preschool through high school transition. It will provide:

- Research behind inclusion
- Rationale for inclusion
- Understanding of various inclusive models, and not a “one model fits all approach”
- Examples of what works and pitfalls to avoid in advance of setting up the inclusive setting
- Interactive time to brainstorm and discuss collaboratively a model(s) that might work at their school site



Dave Krewson

Friday (1:45–3:15)

Job Search: How to Market Your Students for a Killer Job

This presentation covers marketing oneself, creating an epic resumé and interviewing with impact in the job search process. These are just a few of the core areas that will allow students to succeed in obtaining a job.

Dave Krewson is a retired high school teacher, businessman, and entrepreneur. He has a gift for helping others by making complex matters simple. Most recently he has created a company called GetAbilities™ that develops interactive workbooks in order to help students and young adults acquire excellence with self-sustaining life skills.

Michael Laharty

Friday (8:30–10:00)

Making Their Way in the World Each Day: Improving the Transition Success of Youth with Emotional Disturbance

What is the dream for students with emotional disturbance and how different is it for them than for typical peers or those with other types of disabilities? How do we ensure equality of opportunity, full participation, independent living, and economic self-sufficiency for these students? What does a smooth transition to adult living look like? This presentation discusses research-based best practices for transition programs for these challenged and challenging youth.

For over 35 years, Michael Laharty has served students with special needs, their families, and the staff who support them. He has been a teacher, mentor, master teacher, principal, university lecturer, provider of staff development, and a vocational specialist. He is recognized as a statewide leader in providing

transition services for youth with special needs. He coined the phrase “school to world, not just work” as a reminder that successful transition to the adult world includes post-secondary education and training, independent living, community access and participation, as well as employment. Michael works for the Sacramento County Office of Education as a Vocational Specialist and lives in Sacramento with his wife and three children.



Nancy Lewis

Saturday (10:45–12:15)

Understanding Learning Differences

Session attendees will receive a colorful booklet entitled Understanding Learning Differences and a Multiple Intelligence packet to use with students. The booklet provides teachers with helpful information to empower their RSP and SDC students. It can also be utilized to educate parents, general education teachers and administrators about LD. Each booklet page has a self-contained concept, and the colorful graphics and illustrations make this an enjoyable quick read while learning about LD. Topics in the booklet to be addressed in the session include: This session is ideal for teachers new to Special Education, and experienced teachers desiring staff development/collaboration material for paraprofessionals and general education staff.

Nancy Lewis, M.A., recently retired from twenty-five years in Special Education in Fresno County. She began her career with moderate/severe students and then went on to teach SDC students at the high school level. Nancy spent the latter half of her career as a Resource Specialist at the elementary and middle school levels, in addition to working as a curriculum support provider to general education teachers in reading intervention. Nancy has written Understanding Learning Differences to use as a tool for empowering her LD students, helping them focus on their intellectual strengths rather than their LD challenges. She has conducted numerous “Understanding Learning Differences” staff development sessions with Special and General Educators.

Tobie Meyer , Kathy Futterman & Jamie Cackler –Bennetts

Saturday (9:00-12:15) Double Session

Understanding Dyslexia: Implications of New Dyslexia Legislation

This presentation will cover characteristics of dyslexic students, MTSS/RtI continuum of identification and targeted instruction for students with dyslexia and an understanding of recent dyslexia legislation. Various assessment tools and “Structured Literacy” approaches will also be discussed including sharing actual experiences regarding the implementation of a dyslexia program within a local school district.

Tobie Meyer is the State Director of Decoding Dyslexia CA (DDCA) a grassroots movement that sponsored AB 1369 which resulted in two new CA dyslexia laws. She oversees all of DDCA’s legislative initiatives and coordinates communication amongst DDCA members, other organizations & media. She is also responsible for overseeing the DDCA regional leaders across the state. Tobie was selected by the California Department of Education, Special Education Division to be on the Dyslexia Program Guidelines Workgroup pursuant to AB 1369. She is the mother and wife of a dyslexic son and husband.

Kathy Futterman, MA, ET/P – Kathy Futterman is a doctoral candidate and Educational Therapist who has expertise in special education and dyslexia. For the past 24 years, she has worked in a variety of educational settings including private clinics, public and private schools and at the university level. She is currently an Adjunct Faculty member at CSU-East Bay in the Departments of Educational Psychology and Teacher Education. Kathy teaches courses to candidates earning their Education Specialist, Multiple/Single Subject and Speech/Language Pathology credentials. Kathy regularly consults with School Districts and Special Education Local Plan Areas on dyslexia. She was selected by the California Depart-

ment of Education, Special Education Division to be on the Dyslexia Program Guidelines Workgroup pursuant to AB 1369.

Jamie Cackler-Bennetts is a reading interventionist at Knightsen Elementary School (K-8) in Knightsen, CA. She piloted Wilson Language, an Orton-Gillingham-based reading intervention curriculum, in her district, working with struggling readers, including diagnosed dyslexic children. The results were so dramatic that the district has implemented all levels of Wilson Language curriculum, including the Foundations prevention at grades TK through 3. Jamie is a former newspaper journalist who began teaching 16 years ago, with an abiding interest in high-quality reading instruction and remediation. She is pursuing a master's degree in special education, dyslexia specialist, through a Massachusetts university in partnership with Wilson Language Training.



Josh Micheals

Friday (10:15–11:45)

SEIS: Beyond SST: Online Tracking of Classroom Interventions

This session will provide a demo of the BeyondSST system. We will discuss the Pre-SST (or watching) phase, SST forms, SEIS integration, and 504 tracking.

Josh Micheals has worked with SJCOE/CEDRSys for 15 years. Starting out as a programmer for EDJOIN, he currently is the System Lead for BeyondSST.



Chris Moran, Laura Sandeen & Jordan Herron

Saturday (2:30–4:00)

MTSS—Developing a District Wide System of Supports

Come learn about the beginning stages of MTSS implementation in Twin Rivers Unified School District. Our model includes both academic and behavior interventions with a focus on restorative practices and trauma informed teaching. This will be a panel presentation with ample time for dialogue and questions.

Chris Moran, the current Coordinator of MTSS Intervention for Twin Rivers Unified School District, has been a classroom teacher, resource specialist, a special day classroom teacher, and an instructional support teacher for special education teachers. She holds master's degrees in special education and administrative services.

Laura Sandeen is currently a MTSS Intervention Specialist, she has also been a special education teacher working in a non-public SED environment, a resource specialist in public school at both the elementary and junior high grade levels. She holds master degrees in special education and administrative services.

Jordan Herron is currently a MTSS Intervention Specialist working full time at a high poverty K-8 school. She has experience working at both the middle and high school levels. She has a master's degree in Language and Literacy as well as a Reading Specialist credential.



Ginna Myers

Friday (8:30–10:00)

All Means ALL: Becoming STAR Teachers of Poverty

This workshop will discuss the challenges, both in cognitive and socioemotional skills development that children from high-poverty backgrounds may possess that potentially impacts learning. The first part of the workshop will include a comprehensive presentation of the science behind

how poverty-associated variables have been shown to influence areas of the brain critical to learning, attention, and memory as well as how socioemotional development may also be impacted. The second part will discuss classroom strategies that can be used to address the challenges.

Ginna Guiang-Myers is currently the Director of Curriculum, Instruction, Professional Development and Student Assessment for Eureka USD in Granite Bay, CA. She has been a science educator for two decades at opposite sides of the globe. She is currently a PhD Psychology student and is passionate about positive psychology, socioemotional development and emotional intelligence.

Friday (4:00 –5:30)

Lessons from Psychology: Motivating All Learners

“You cannot lead a horse to water, or force it to drink...but you can make it thirsty!” Learn from psychology to determine how to motivate even the most reluctant of learners. The first part of the workshop will dive into what we know about behavior and what influences intrinsic motivation. The second part will involve practical strategies that are cheap and painless to implement

Saturday (2:30 –4:00)

Cut the C.R.A.P. Cultivate Optimism and Combat Learned Helplessness

C.R.A.P. means Compulsively Ruminating on Adverse Perceptions, which it appears, is hard wired in our brains. As humans, we tend to dwell on negative thoughts more often and far longer. Academic literature suggests optimism as an antidote! Optimism is correlated with levels of happiness and other positive life outcomes. It is not only adopting a “Pollyana” attitude, but also adopting a positive thinking style that re-frames adverse events as opportunities. Optimism is also an explanatory style that helps prevent a slide towards learned helplessness, and combat depression. The good news is it can be learned and taught! Get ready to cut the CRAP!

Ginna Guiang-Myers is currently the Director of Curriculum, Instruction, Professional Development and Student Assessment for Eureka USD in Granite Bay, CA. She has been a science educator for two decades at opposite sides of the globe. She is currently a PhD Psychology student and is passionate about positive psychology, socioemotional development and emotional intelligence.



Dr. Keichea Reever

Friday (1:45-5:30) Double Session

SPEL: Social, Political, Economic and Legal Pressures Associated with Inclusion

All educators experience different types of pressure while striving to provide students with a safe learning environment every school day. In fact, parents and students often experience pressure throughout the school year as well. This dynamic presentation will address the Social, Political, Economic and Legal (SPEL) pressures that educators, parents and students encounter while aiming for success each and every school year! Dr. Keichea Reever will share her expertise regarding how educators can lead their districts, schools and classrooms more effectively in the midst of the many challenges associated with special education and inclusion. Kindergarten through High School case studies will be presented to highlight the challenges and successes associated with inclusion.

Dr. Keichea Reever is a Program Specialist for Torrance Unified School District in Southern California, providing guidance to educators who serve students with special needs at 14 local public elementary schools and various K 22 county programs. Dr. Reever is also the Founder of the Southern California Mentoring Academy (SCMA). She completed her Doctoral Degree in Organizational Leadership from the Graduate School of Education and Psychology at Pepperdine University, her Masters of Science Degree in Administration in 2005 from Pepperdine University, and her Masters Degree in Speech Communication

from California State University Fullerton in 1995. She is a lifelong learner who enjoys collaborating with other educators and parents.



Rick Ruderman

Saturday (10:45 –12:15)

How to Avoid Legal Issues and Fair Hearings

What are the top 10 ways that teachers find themselves in trouble with parent advocates and the law? How do you avoid them?

Rick Ruderman is a Sacramento attorney, specializing in Special Education law and disputes. He would love to work himself out of a job by showing teachers how to stay out of the courtroom.

Sue Sawyer, Vicki Shadd & Liz Zastrow

Friday (8:30 –10:00)

California Transition Planning: The Basics

Attend this session to explore the transition guide Transition Planning: The Basics to learn about new research, recent legislation and new challenges and opportunities that help youth with disabilities achieve Post –Secondary Education and career goals. We will explore the laws, but will also explore the critical need for collaboration in your community. Supplemental resources will be shared.

Friday (4:00 –5:30)

Competitive Integrated Employment for All: I Want To Work! I Know I Can

This session is designed to help youth and their allies explore the options, to a set the goal to achieve competitive, integrated employment. A resource guide will be provided that is a helpful tool for youth who are making decisions about working. It explores settings goals, exploring options, preparing for work and living in the community.



Hank & Ian Smith

Friday (4:00 –5:30)

This Autistic Life

We as educators are well aware of the joys and challenges of working with children on the autistic spectrum in a school setting. What we typically are not aware of is what the families of these kids go through at home.

Hank Smith has the unique perspective of being both a general education teacher of kids on the spectrum, and also the father of a son who is on the spectrum. He will discuss his experiences as both. After the main presentation, Ian Smith will demonstrate a rather unique talent of his that is a direct result of his autism. Hank and Ian will conclude with a question and answer session.

Hank Smith is an elementary school teacher living in Northern California. He is also the author of Sticks and Stones: A Father's Journey Into Autism. Living with his son, Ian, has been an amazing learning experience which has not only helped him in working with children with special needs at his school, but also has given him valuable insight to share with parents and educators.

Ian Smith is a twenty-four year old college student. Born and raised in Northern California, Ian now lives in Santa Rosa, California. He attends Santa Rosa Junior College where he participates in the College to Career program. Along with a number of "unique" interests (juggling, diabolos, unicycling, etc.) he also loves to study math.



Trisha Sugita & Joanne Van Boxtel

Saturday (9:00-12:15) Double Session

Universal Design for Learning, Accessing How UDL is applied through CCSS

This presentation will engage participants in an critical assessment of elements of evidence-based, explicit, direct instruction and the degree to which they align with elements of the Universal Design for Learning (UDL) framework through a protocol developed by the researchers and K12 district partners. The protocol is intended to help K12 district partners assess how UDL principles as applied through Common Core standards-based instruction is implemented in different settings for students with disabilities, including inclusive general education classrooms, classrooms employing specialized academic instruction (SAI), and self-contained special education classrooms.

Trisha Sugita, Ph.D. is an Assistant Professor and Program Coordinator of Special Education at Chapman University. She obtained her doctorate in Education with an emphasis in Disability Studies from Chapman University. Dr. Sugita has over ten years experience as a Special Education teacher and instructional coach, where she has worked with general and special education teachers to examine participation in classrooms, ways to increase student engagement and access to curriculum and instruction. Dr. Sugita's expertise in disability studies and Special Education also focuses on the social structures and processes that facilitate student growth and participation in classrooms. Dr. Sugita's scholarly and research interests include: inclusive schooling, minorities and special education, and family/school/community partnerships.

Joanne M. Van Boxtel, PhD, is Assistant Professor in the Education Department at California State Polytechnic University, Pomona. Her 15+ years of experience in Special Education includes teaching students with varying disabilities, curriculum development, and professional development for teachers and administrators. She has a PhD in education from Chapman University with an emphasis in Disability Studies. Her research interests include teaching and learning for students with disabilities, inclusive education, transition age youth, and international disability issues.



Dr. Diana Taylor

Saturday (9:00-12:15) Double Session

Authentic Assessment

A fifteen-point scale is used to document progress data for any IEP (or RtI) goal/learning objective. It may be used for daily, weekly or monthly assessments without threatening validity, when aligned to reliable curricula. This tool allows the educator to monitor, gauge and report authentic student performance data, and construct reliable evidence.

Saturday (2:30 – 4:00)

Stages of Conceptualization to Improve Learning

Participants will identify key concepts used in the classroom and monitor student comprehension. The theoretical structure needed to teach to the concept is presented. There are four stages of developing conceptualization. These can be applied to all academic disciplines for all ages and grade levels. Participants will be able to raise student comprehension more effectively in their classroom when applying this method of intervention.

Dr. Diana Taylor has worked to meet the challenges of students who require special attention as a speech pathologist, education specialist/Resource Specialist, administrator, university professor and currently is program director for Education Specialists at Mount Saint Mary's University in Los Angeles. Program development and research includes the concepts of inclusion, assessment, leadership and instructional theory as applied to the selection of appropriate adaptations for the struggling learner.



Bonnie Terry
Friday (8:30 –10:00)
Dyslexia, LD and ADHD Teaching Strategies

You will learn specific strategies that work with ADHD, Dyslexic, and LD Kids

- Understanding ADHD and Dyslexia and LD
- Educational Problems Caused by ADHD and Dyslexia
- ADHD/Dyslexia and How We Learn
- Executive Function Impact on ADHD and Dyslexia
- 10 Research-based Teaching Strategies
- 3 Homework Strategies

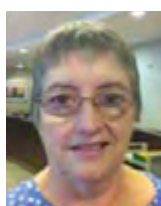
Bonnie Terry, M. Ed., BCET, is internationally recognized as a Leading Learning Specialist, a board certified educational therapist, a learning disability specialist, and dyslexia and ADHD expert. Bonnie is the instructor of the ADHD Classroom and Teaching Strategies Course at the UOP and UND. She is also a best selling author: Family Strategies for ADHD Kids, School Strategies for ADHD Kids, Five Minutes to Better Reading Skills, Ten Minutes to Better Study Skills, and the Sentence Zone Game. Bonnie has a worldwide practice where she teaches teachers and parents how to help their kids improve their skills in 20 minutes a day.

Friday (1:45 –3:15)
Brain-Based Writing in 5 Easy Steps

You will learn specific strategies to master writing that work with ADHD, Dyslexic, and LD Kids

- What Is Brain-based Writing
- Educational Outcomes Caused by Poor/Good Writing Skills
- Increase Comprehension, Memory, and Writing Skills
- Learn the 5 critical steps of the writing process
- Improve Sentence, Paragraph, and Essay Writing: Research-based Teaching Strategies

Brain-based writing takes advantage of how we learn and interweaves that with writing research to increase writing skills. Specific algorithms will be taught for improving sentence, paragraph, and essay writing.



Nilsa Thorsos, Jan Jones Wadsworth & Diana Dobrenen
Saturday (10:45-12:15)
California Master Teachers' Legacy: Effective Mentoring & Supervision Practices for Special Education Teacher Candidates

Teacher shortage is a reality in California and has a devastating impact on students with disabilities. The impact of teacher shortage has reached crisis proportion (CTC, 2015) and greatly impacts students with disabilities who require specialized instruction yet end up with substitute teachers due to the

shortage of Special Education practitioners. Therefore, it is essential to make sure we prepare a highly qualified new generation of Special Education teachers. One important component of the teacher preparation is the involvement of Master Teachers in mentoring teacher candidates in the teacher preparation programs.

This workshop will include the following objectives:

- Address essential CTC standards for clinical experience in the Mild to Moderate and Moderate to Severe credentials.
- Describe resources and support provided by university professors and Master Teachers who serve as facilitators.
- Include effective professional development and support for classroom teachers who are willing to serve as Teacher Leaders/Master teachers.
- Include strategies and draw from CTC standards for clinical experience and provide effective tips and approaches.

Dr. Nilsa Thorsos, is Professor in the Department of Special Education for National University, and specializes in Bilingual Special Education and Special Education. Her areas of academic interest include teacher education, professional development, minority overrepresentation in special education, and mentoring in Higher Education. An experienced, credentialed teacher, she served as president of the California Association Professors of Special Education (CAPSE) and presents regularly in international and other venues on topics related to special education.

Dr. Jan Jones Wadsworth worked as a consultant whose primary responsibility was in the area of Special Education policy and issues at the Commission on Teacher Credentialing, for twelve years prior to retirement. While at the Commission, she served on various federal and state committees and made numerous presentations to stakeholder groups. She has over 40 years experience as a Special Educator and Administrator and continues to serve as an independent consultant in Special Education arenas.

Diana D. Dobrenen, is a full-time instructor in the Department of Special Education for National University and specializes in clinical practice teacher preparation models such as coaching and mentoring. Ms. Dobrenen accomplished thirty years of service in public education as a teacher and administrator at the elementary and secondary levels. Prior to serving as a site administrator, Ms. Dobrenen dedicated years of service as a general and special education teacher, with the opportunity to open the first Resource Specialist Program offered by the State of California.

Susan Traugh

Friday (10:15 –11:45)

Daily Living Skills and Transition Planning for Mild/Moderate Students

In this interactive workshop, teachers will learn to use assessments, ITP goal banks, instructional workbooks and video products to tailor their transition and/or life skills instruction to individual student needs and abilities in the areas of Adult Living Skills; Cooking Skills; Social Skills; Job Skills; and Character Building Skills.

Award-winning author, Susan Traugh holds a B.A. in Liberal Studies and a Masters Degree in Education specializing in curriculum development. She has taught elementary and middle school in addition to university teacher preparation. Susan is the former president of POSH (Partnership of School and Home) whose purpose was to open lines of communication between parents of students with special needs and school. It was in this capacity that the need for this curriculum became evident. Susan is the mother of three adult children with special needs.



Beth Varner

Friday (1:45-3:15)

Standardized Assessment: Best Practices in Administration

For teachers who administer standardized academic tests, such as the Woodcock Johnson IV, for Special Education evaluations. The session will focus on administration guidelines for standardized assessments, common errors on the WJ IV, and tips to maximize testing time.

Beth Varner, M.Ed., NCSP is a Clinical Account Executive with Houghton Mifflin Harcourt. She is a school psychologist who has worked for public school districts in Alaska, Washington, and California.

Saturday (2:30-4:00)

Standardized Assessment: Best Practices in Interpretation

Raquel Ventura – (Green Dot Schools)

Saturday (9:00-10:30)

Work-Based Learning for Positive Outcomes

Establishing partnerships with community organizations and local businesses is crucial for creating work-based opportunities for students with disabilities. Participants will be provided with job developing and job coaching tools and strategies needed to create meaningful work-based learning experiences. In addition, a transition logic model and curriculum will be reviewed to show methods on how to support students with developing work readiness skills.

Raquel oversees the first Transition Partnership Program (TPP) in California to serve charter schools at Green Dot Public Schools. This is a collaborative contract with the Department of Rehabilitation. She focuses on Indicator 13 compliance utilizing best practices and effective resources to improve secondary transition services for students with disabilities.

Kristi Vincent – (Read Naturally)

Saturday (9:00-10:30)

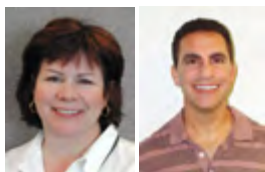
Foundational Reading Skills

Students must develop the foundational skills necessary to become proficient readers. Standards define what foundational reading skills students should be able to do (K5), but standards do not tell teachers how to teach. Learn the predictors of reading success and how to implement effective, research-based strategies to accelerate reading development

Saturday (10:45-12:15)

Reading for Meaning Fluently

Learn how to develop fluency, support vocabulary, and promote comprehension by combining three powerful, researchbased strategies: teacher modeling, repeated reading, and progress monitoring. Meet standards and accelerate the achievement of developing and struggling readers using these effective strategies. Although Read Naturally materials are displayed, use the strategies with any curriculum.



Kathy Whelan-Gioia & Scott Gutentag

Friday (8:30-10:00) & Friday (10:15-11:45)

The “Whats” and “Nots” of ADHD

This training is an introduction to understanding the complexity of Attention Deficit Hyperactivity Disorder (ADHD). Cognitive, behavioral, social, and academic issues associated with the condition will be discussed. Focus is placed on the critical role of executive functioning (cognitive processes

responsible for many of our problem solving skills) and how an understanding of this functioning translates into effective interventions for students with ADHD. Evidence-based approaches and strategies that can be used at school will be explained.

Kathleen Whelan-Gioia is a Diagnostic Educational Specialist serving on the transdisciplinary assessment team at the Diagnostic Center, Southern California. She holds a M.S. in Elementary Education and a M.Ed. in Special Education. Previously, Kathy was a Special Day Class teacher, Resource Specialist, Special Education Mentor, and a Support Provider for Beginning Teacher Support and Assessment program (BTSA). At graduate level, she has taught classes in the field of Teacher Education. Ardent about post school success, she has developed a Transition Project offered through the Diagnostic Center, Southern California that provides supports to several school districts by aligning mandates for Transition with personcentered-planning activities.

Scott Gutentag is a school psychologist at the Diagnostic Center, Southern California. He holds a Ph.D. in School Psychology with a specialization in Clinical Child Psychology from The Ohio State University. Scott has provided psychological services in a variety of settings including schools, behavioral clinics, treatment programs, and hospitals. Additionally, he has taught undergraduate and graduate level university courses in psychology at several institutions. Scott has a particular interest in the assessment and provision of behavior supports for children with developmental disabilities and challenging behaviors.



Kristin Wright
Friday (1:45 – 3:15)

The New Director of the Special Education Division and the California Dept of Ed

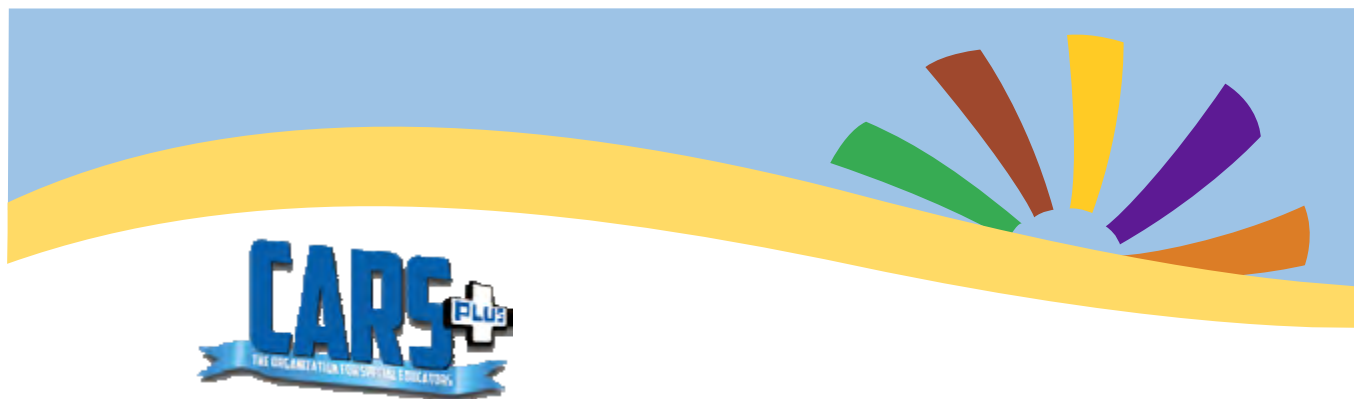
Kristin will share her goals for the Special Education Division at the California Dept. of Education. She will answer questions from the attendees and listen to our members regarding ideas and concerns for our profession.

Kristin Wright has a long history in public service. After a 5-year stint as a legislative staffer in the California State Assembly, Kristin spent numerous years serving Sacramento's homeless population at Volunteers of America where she worked with individuals struggling with drug and alcohol addiction.

After taking time off to raise her children, Wright returned to public service - this time with her focus on education. With the birth of her middle daughter, Shelby, who has significant intellectual and physical disabilities, Kristin's interest in education grew culminating in the receipt of her CA Education Specialist Teaching Credential and a Masters in Special Education with a focus on students with moderate to severe disabilities.

Wright has spent a number of years working as an education consultant on projects for clients including the Bill and Melinda Gates Foundation and Educational Results Partnership (www.edresults.org) - a non-profit student improvement organization focused on student achievement, data and best practices. During that time, Wright also served for eight years as a California Senate appointee to the California Advisory Commission on Special Education - her last four in the role of Chair.

After spending several years working at the California Department of Education (CDE), where she served in the role of Education Programs Consultant and liaison in the Special Education Division, Wright then worked for the California State Board of Education as an Education Policy Consultant and liaison between the State Board and the CDE working on k-12 education policy with a focus on special education. As of September 2016, Wright returns to the CDE as the Director of the Special Education Division.



Pre-Convention Field Trips • Feb. 23, 2017 State Capital –or– California Dept. of Education and an evening in Old Sacramento

State Capitol 1:00 – 4:00

The group will meet a legislation committee member for CARSP+, Sherry Doyle, and shuttle to the State Capitol for a tour hosted by The California State Capitol Museum. After the tour, the group will visit District 7, Kevin McCarty, Chair of the subcommittee of Education Finance meeting with Terry Schantz, the chief of staff. Afterward, they will meet with other legislators as part of the CARSP+ legislative committee lead by Kerri Asbury.

California Dept. of Education 1:00 – 4:00

The Governor's Advisory Commission on Special Education at the California Dept. of Education will be in session and this group will shuttle to the CA Dept. of Ed. The group will be able to observe the commission and the presentations happening on Feb. 23, the agenda has not been published at this time. Members of CARSP+ will be given time to address the commissioners during the public speaking period and the commissioners are looking forward to hearing from special educators working daily in the field with our students.

Old Sacramento 5:00 – 8:30

The group will be shuttled to Old Sacramento and self tour the area. There are many shops, museums and restaurants. Sacramento is currently hosting ArtStreet, a large scale art experience by the non-profit collective behind Art Hotel. This event is free and open to the public. Follow: <https://www.youtube.com/watch?v=LMEWU6FKIN8> for a close up preview.

Cost is \$25 for one trip and \$40 for both trips. This is to cover the cost of transportation.

**Space is limited so please RSVP as soon as possible to
Convention@carsplus.org**

Admission to the Convention includes:

- Workshop Sessions, General Sessions, and Exhibitor Sessions
- Light Continental Breakfast and 3-Course Lunch - both days
- Networking through Region Events
- Access to our website to download any or all handouts from speakers
- A chance to win Exhibitor Passport Drawings valuable prizes donated by our Exhibitors
- A chance to win a free registration for Convention 2018 during our drawings on Saturday

Cancellation and Refund Policy

Requests for cancellation refunds must be received in writing by mail, and postmarked by January 31, 2017. Refund requests postmarked after that date will not be processed. No exceptions. A \$35.00 processing fee will be applied to all requests for refunds. Cancellations will not be processed on-site.

Address for cancellations/refund request:

**CARS+ - The Organization for Special Educators
4010 Foothills Blvd #103-237
Roseville, CA 95747**

This cancellation/refund policy applies to Convention Registration fees only. From time to time, CARS+ may offer fee-based tours. Those fees are non-refundable.

No-Show Policy

No-shows will be billed. If you register for the convention, do not cancel as noted above and do not remit payment, you will be billed.

Purchase Orders Policy

Purchase orders are not accepted as "final" payment of convention registration fees. Registrant must remit payment by check or credit card. If you wish to use your district purchase order system to pay for registration, a copy of the purchase order must accompany the registration form (your district will NOT be invoiced). You must also provide a valid credit card number. If the purchase order payment is not received during the time specified for the applicable rate (regular registration, advanced or on-site), your credit card will be charged for the difference between the amount of purchase order payment and the amount due at the time payment is received. If purchase order payments are not received by February 15, 2017, your credit card will be charged for the full amount due. Registrants are responsible for ensuring timely payment of their registration fee, regardless of payment method.