



CALL FOR PRESENTATIONS

Florida Council for Exceptional Children
"Rally on the River with Florida CEC"
2011 Annual Conference

POSTMARK DEADLINE: MAY 15, 2011

The Florida Council for Exceptional Children (FCEC) would like to invite all interested persons to submit proposals for the 65th Annual FCEC Conference, hosted by **Jacksonville Chapter #75 with assistance from University of North Florida Student Chapter #277**, to be held at the **Crown Plaza Riverfront**, Jacksonville, FL, on October 20-22, 2011. The Conference will continue the collaborative efforts with school districts, universities, family organizations in Florida, and the Florida Association Student CEC. Together we will celebrate our mutual commitment to children and youth with special needs. There will be nine (9) strands highlighted this year. We encourage that all presentations target the specified topics listed under each strand.

Presentations shall be in one of the following formats:

Demonstration/Lecture Session: consists of an individual or group presentation to increase the knowledge of the participants with the expectation that the presenter will provide informational packets with the presentation. Time limitation for this type session is 50 minutes each.

Panel Session: consists of an oral presentation by three or more speakers intended to increase the level of awareness for the participants in a particular interest area with the expectation that the presenters will provide informational packets with the presentation. Time limitation for this type session is 50 minutes each.

Interactive Session: consists of an individual or group presentation to increase the knowledge of the participants through interactive information dissemination and activities with the expectation that the presenter will provide materials and informational packets with the presentation. Time limitation for this type session is 100 minutes.

Poster Sessions: consist of a display of various innovative strategies. Multiple poster sessions will be available for viewing with presenter interaction throughout the overall poster session timeslot. Presenters of poster sessions are expected to be available during the time allotment. Time limitation for this type session is 60 minutes each

2011 FCEC Conference Strands: 9 total

Strand 1: School Climate and Discipline **Suggested topics for sessions**

School-wide approaches
Positive behavioral support
Functional assessments of behavior
Behavior intervention plans
Research-validated practice
Prevention of bullying

Strand 2: Family/School Partnerships **Suggested topics for sessions:**

Developing trust, collaboration and partnerships
Involving families of students with disabilities
Parent education, training and resources
Families as faculty
Para educator training and support
Participation in statewide assessments
State parent information and support sources

Strand 3: School, District and State Administrative and Personnel Issues **Suggested topics for Sessions:**

Legal issues regarding the implementation of IDEA 2004
No Child Left Behind
State, District and School-Based accountability
Professional Development Partnerships
Teacher preparation and out-of-field teachers
Mentoring programs
Critical teacher shortages
Alternate certification
RACE TO THE TOP

Strand 4: Early Childhood **Suggested topics for sessions:**

Early Intervention
Collaboration between agencies and families
Effective learning strategies for young children
Child development
Assessment strategies for sensory impairments

Strand 5: Technology **Suggested topics for sessions:**

Professional development
Evidence-based practices in the classroom
Web-based distance learning

Strand 6: Curriculum and Instruction for Students with Exceptionalities:
especially: autism, sensory impairments, intellectual disabilities, multiple disabilities

Suggested topics for sessions:

Access, participation, progress in general curriculum
Effective instructional practices
School-to-work, career, vocational transition services
Appropriate accommodations
Alternate assessment and curriculum
Collaboration between special and general education
Participation in statewide assessments
Research-based practices in the classroom
RESPONSE TO INTERVENTION (RTI)

Strand 7: Culturally, Linguistically, and Socially Diverse Students with Exceptionalities

Suggested topics for sessions:

Urban Education Issues
Bilingual Issues and English Language Learners
Over/ under representation of minority students in exceptional education
Closing achievement gaps
Teaching for Social Justice
Strengths, Prevention, and Empowerment
Language and Literacy Learning in Multilingual Settings

Strand 8: Gifted and Talented Students

Suggested topics for sessions:

Dual Diagnosis students
Research-based practices in the classroom
Access, participation, progress in general curriculum
Effective instructional practices
Collaboration between special and general education

Strand 9: Future Professionals:

Student Kaleidoscope:

Call for Poster Presentations
Undergraduate Research – any topic
Graduate Research – any topic
And
Invited Panel of Experts:
Your Portfolio and Resume
Interviewing
Expectations in the First Year
Professional Development Plan

SUBMISSION PROCESS

If more than two presenters will participate in this session, please attach the contact information for each additional person.

The submission packet must include the following:

1. A 100-300-word abstract describing the presentation.
2. A brief 75-100 word description to be included in the program.
3. A cover sheet (outlined below)

Please submit your proposal by May 15th, 2011 to:

Dr. Kimberly Pawling, Program Chair

[Email: FCECconference@gmail.com](mailto:FCECconference@gmail.com)

15301 Stonebriar Way

Orlando, FL 32826

Presenter Guidelines and Requirements:

1. Individuals may submit proposals.
2. Please do not list individuals as presenters unless you have a definite commitment that they will present.
3. Sessions will be scheduled throughout the conference. Presenters are expected to be available at their scheduled time.
4. **Please note that all presenters are responsible for all registration fees and expenses.**

For the primary contact, please type or print:

Name: Dr. Ms. Mr.

Address: _____

Daytime Phone: _____ Evening Phone: _____

Fax: _____ Email: _____

Summer Contact Information, if different from above:

Please note: All presenters are required to pre-register for and pay for the conference. No expense or honorarium payments are available.

**FLORIDA COUNCIL FOR EXCEPTIONAL CHILDREN
Presentation Proposal Cover Sheet**

1. Title of the presentation (as it should appear in the Conference Program)
2. Presenter(s) names(s)/contact information (as it should appear in the Program)
3. Strand (select one)
 - School Climate and Discipline
 - Family/School Partnerships
 - Administrative and Personnel Issues
 - Early Childhood
 - Technology
 - Curriculum and Instruction for Students with Exceptionalities
 - Diverse Students with Exceptionalities
 - Gifted and Talented Students
 - Future Professionals -
 - * NOTE - EXTENDED DEADLINE for Undergraduate & Graduate student research Poster Sessions. Student Poster sessions will be accepted UNTIL SEPTEMBER 11, 2011.- -
4. Disability focus:
5. Topic:
6. Presentation Format (select one)
 - Demonstration/Lecture Session
 - Panel Session
 - Interactive Session
 - Poster Session
1. Description of the presentation: (as it should appear in program - limit to 50 words)
2. Has this program been presented at any other professional meeting?
(If yes, please indicate when and where)

Selection Process

The Program Chair and the Advisory Committee members will review all submissions. Presenters will be notified by June 30, 2011. **If your submission is not chosen for presentation, would you be willing to present your material in a poster session?**

Yes ____ No ____

Training Coordinator Conference Call

DATE and TIME:	March 15, 2011	1:00 - 2:00 EDT	
CALL IN NUMBER	1-888-808-6959	Code 6254120367	
FACILITATOR:	Janice Miller, Room 335N		
NOTES TAKEN BY:	Arnetta Givens		
LES Representation on the Call:	Bay	Annalise Campisi, Pat Grosz	
	Big Bend	Juli Melara, Shawn Seabrook,	Cheryl Fitzgerald
	Central	Lynn Coleman, Mary Grimmer	
	Gold Coast	Ellie Schrot	
	Gulf Central	Judy Corso	
	North Beaches	Alicia Hart, Ruth Martin	
	North Central	Sharron Hennessey, Beverly Jones	
	North Dade	Maria Calejo	
	Northeastern	Amy Lane	
	Southernmost Coast	Elma Pierre, Giovanna Rodriguez	
	Southwest Florida	Elli Grim, Trina Puddefoot	
	Space Coast	Christy Baudek, Shelli Guy-Buckley	Althea Puzio
	Treasure Coast	Sarah Corrigan	
	West Central	Jamie Johnson, Claudette Nelson	
	Western Panhandle	Elaine Shamloo	
	Children's Forum		
	FSU	Terry Hoover	
	ESSO	Carole West, Arnetta Givens,	Patricia Herring, Carol Burch, Carol Roberts, Liza Smith
TOPIC	PRESENTER	RELATED DOCUMENTS/REFERENCES	OUTCOME
Quarterly Reports	Janice Miller		Thanks for using the revised LES Quarterly Training Report Log. The next report is due by May 31st with the April invoice and it must be on the new form or it will be returned. The Quarterly Report consists of two parts described on Page 1. Section I is the Training Log that identifies training held during the quarter. Section II is the Training Calendar which identifies trainings that will be held during the next quarter. The Training Plan is a separate item that is due once a year (Dec 31st) and it identifies training needs based on the Continuous Improvement Plan. Please contact Janice if you have any questions.
Overview of Recent Training Events	Christy Baudek (Space Coast)	"Test of Infant Motor Performance (TIMP) Training," "Augmentative & Alternative Communication (AAC) Devices" and "Genetics Training"	Christy shared training that has recently been conducted in the Space Coast. The training included: (1)Training through Infant Motor Performance Scales out of Illinois with the co-developers PT/Gay Girolami and OT/Maureen Lenke. TIMP tests functional motor behavior in infants and was developed for use by PT's, OT's and other health professionals for use in NICU's, early intervention, and diagnostic follow up. Test consists of 42 testing items. Test is done on infants 34 weeks postconceptional age through 4 months post term. This testing is done throughout Illinois and is used to determine eligibility for their early intervention programs.
			(2)Augmentative and Alternative Communication (ACC) Devices. Presentation/training was by Lisa Farthing/M.A. CCC-SLP and Assistive Technology Specialist with Forbes Rehab Services (small family company out of Ohio). It included: How language skills can be supported and developed using ACC; how you can integrate educational software, videos, and picture technologies into the communication software; use of switches/optical mouse/eye gaze; how ST's can receive help in obtaining a device for a trial
			period; assistance in evaluating a child if appropriate for device, and; help with the funding process. Free training and Lisa willing to come out to other LES's to do this training as well. Can be reached via her email: lfarthing@bellsouth.net (3)Genetics Training with Karlene B. Coleman, RN, MN, CGC (registered nurse and certified genetics counselor); she is a clinical instructor at Emory University School of Medicine and Woodruff School of Nursing at Emory in Atlanta; and has been credited with more than 30 publications in her field. Training is on genetic terminology, dysmorphology assessment, chromosome and microdeletion disorders, single gene disorders, multifactorial disorders and teratogens.

TOPIC	PRESENTER	RELATED DOCUMENTS/REFERENCES	OUTCOME
			Judy Corso relayed that Sheldon & Rush is coming to their LES to do web-based training on coaching, PSP and ongoing collaboration for implementation. Alicia Hart (Space Coast) stated that the Florida Alliance for Assistive Technology can provide free trainings throughout the state and allow attendees hands-on time with various types and levels of devices.
Potential Resources to Fund Training Events or Activities	Christy Baudek		Christy stated that they are looking for any funding sources that would be helpful. If there is information about grants they can apply for or knowledge about companies/foundations that provide assistance for training costs-please let Christy know. Space Coast is not partnered with a hospital or university so they are not able to get trainings paid for through them or in collaboration with them. They are looking at charging for trainings; utilizing current providers to do free trainings or at minimal cost; working with local agencies and Brevard County school system to partner on trainings; and pursuing web based trainings. There is funding through mini-grants from places like Walmart, Target, and local Junior Leagues throughout the state that may help our Early Steps' programs.
Training & Mentoring Practices Related to the Child Outcome Measurement System	Sally Golden-McCord	Please invite your Child Outcomes staff to participate for this topical.	On behalf of the BDI-2 Leadership Team, Liza asked LESs to share specific training or mentoring activities that are being conducted locally related to the child outcome measurement system. A survey will be sent to the Training Coordinators to identify training or mentoring practices that your LES has implemented to ensure the quality/integrity of the BDI2 administration .
Early Steps Data System Enhancements	David Johnson		David was unable to participate on the call. He stated that you can look at the UF Data System Website for updates and email him if there are any specific questions. David_Johnson3@doh.state.fl.us
Update on Service Coordinator Apprenticeship Training	Terry Hoover		Terry reported that Pilots for the Service Coordinator Apprenticeship Training have been completed. The goal is to integrate the feedback into the training by the end of March. There will be nine one day Train-the-Trainer sessions scheduled between the end April and June 30, 2011. Dates will be decided by the end of March to allow everyone ample time to plan for attendance. Each participant will receive a notebook and trainers guide. Each training coordinator will receive a Training Kit which includes all materials needed for the training and a portable thumb drive with all training materials. FSU will offer technical assistance during implementation of the training. Also, a follow-up phone survey will be conducted to determine needs and changes. The hard copy training will be converted to web-based training in two phases - five units by 12/31/2011 and the remaining five units by 6/30/2012.
Next Call			April 19, 2011 from 1:00 -2:30 EDT (Same Conference Call Number and Code)

UNIVERSITY OF SOUTH FLORIDA

Now enrolling for
Summer 2011!

GRADUATE CERTIFICATE

POSITIVE BEHAVIOR SUPPORT

FULLY ONLINE

The University of South Florida's College of Behavioral and Community Sciences offers a fully online Graduate Certificate in Positive Behavior Support.

This certificate program offers an evidence based approach to resolving challenging and supporting prosocial, behavior in children and youth within schools and early education settings.

The core certificate courses include 1) Intensive Individualized Positive Behavior Support (PBS), 2) Consultation and Collaboration, and either 3) Addressing Challenging Behaviors in Young Children or 4) School-Wide Positive Behavior Support (9 hours of required courses).



Students choose an additional two out of six elective courses (6 hours of electives) which might include the fourth core course, behavioral health or children's mental health courses, or an independent study course.

The certificate will benefit students by equipping them with necessary skills to provide systemic applications of PBS. The applications vary from understanding consultation at the individual level in the home and community, with young children in preschool settings, and/or school-age children

within classrooms and schools. The mental and behavioral health electives round out the certificate.

www.gradcerts.usf.edu

USF UNIVERSITY OF
SOUTH FLORIDA

Graduate Certificates 2010

Course Requirements (15 Credit Hours)

This fully online graduate certificate consists of three core courses, and two elective courses for a total of 15 credit hours. Students also may choose to take a fourth core class as an elective. Students pursuing a graduate certificate will be required to meet the same academic requirements as those defined for degree-seeking students to remain in good standing.

Required courses (9 credit hours)

- MHS 6410 - Intensive Indvid. Positive Behavior Suppt (3)
- MHS 6900 - Consultation & Collaboration (3)
- MHS 6608 - School-Wide Positive Behavior (3) OR
- MHS 6605 - Addressing Behavior Challenges in Young Children (3)

Elective courses (6 credit hours)

Choose two from the following:

- MHS 6640 - Mental Health Informatics (3)
- PHC 6240 - Cultural Competency in Child. Ment. Health (3)
- MHS 6540 - Family-Centered Interdisc. Practices (3)
- PHC 6543 - Founds. in Behavioral Health Sysys (3)
- MHS 6901 - Independ. Studies in Mental Health (1-4)

Admission/Application Requirements

Applicants must hold a bachelor's degree from a regionally accredited institution with a GPA of 3.0 or better.. Please visit: www.gradcerts.usf.edu/admissions.asp to download an application. In addition to the application forms please submit:

- Official transcripts
- A resume
- A 250-word letter of interest stating your objectives in pursuing this course of study

Standardized Test Requirements

Standardized tests are not required.

Tuition & Fees

Please view the information sheet for this certificate at the Graduate Certificate Web site for current information: www.gradcerts.usf.edu.

Registration Process

First, consult with the certificate program advisor and obtain an electronic course permit if necessary. Then, go to: <http://usfonline.admin.usf.edu>, the link to OASIS, USF's online registration system. Follow the directions given online.

Time Limit

Courses must be completed within two years.

Financial Aid

Non-degree seeking students are not eligible for financial aid. However, private student loans may be available. To inquire, please go to: <http://www.gradcerts.usf.edu/certinfo.asp?ccode=XSX>

Application Process

For information on this or other Graduate Certificates or to receive application materials, please visit www.gradcerts.usf.edu/admissions.asp or contact:

Office of Graduate Certificates
University of South Florida
4202 E. Fowler Ave., SVC1072
Tampa, FL 33620-9951

Phone: (813) 974-2442
Fax: (813) 974-7061

E-mail: gradcerts@admin.usf.edu
Web site: www.gradcerts.usf.edu

For more information about the College of Behavior and Community Services certificates and degrees, follow the links on the Web at: www.cbcs.usf.edu.

For more details about master's or PhD programs or to view the graduate catalog visit: www.grad.usf.edu or call (813) 974-2846.

Department Contacts

Bobbie Vaughn, PhD
Associate Professor
College of Behavioral & Community Sciences
(813) 974-6104
vaughn@fmhi.usf.edu

All students who wish to pursue approved graduate certificates must be admitted to a corresponding area of study before a second graduate certificate course is completed.

These graduate certificate courses may be applied to a Master of Public Health, Master of Science in Public Health with a Focus in Behavioral Health and a Dual Master of Social Work/Masters of Public Health degree contingent upon departmental approval.

2011 Course Offerings

Spring

- Intensive Individualized Positive Behavior Support
(*Dr. Bobbie Vaughn*)

Summer

- School-Wide Positive Behavior Support (*Dr. Don Kincaid*)
- Addressing Behavior Challenges in Young Children
(*Dr. Lise Fox and Dr. Kwang Sun Blair*)

Fall

- Consultation and Collaboration (*Dr. Heather George*)

For more information, including course descriptions, visit <http://pbs.cbcs.usf.edu>.



STATEMENT OF ACCREDITATION AND NON-DISCRIMINATION

The University of South Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award degrees at the baccalaureate, master's, specialist, and doctoral levels, including the Doctor of Medicine.

Events, activities, programs and facilities of the University of South Florida are available to all without regard to race, color, marital status, sex, religion, national origin, disability, age, Vietnam or disabled veteran status as provided by law and in accordance with the University's respect for personal dignity.

PROFESSIONAL DEVELOPMENT WEBINARS

Shifting Paradigms: Using Science Based Strategies To Teach Complex Children with Hearing Loss in the 21st Century

A fun, easy and convenient way to update your
knowledge on education for Deaf and Hard of
Hearing Children.

"Changes have occurred in the population of Deaf and Hard of Hearing children resulting in approximately 50% of the population now experiencing deafness complicated by other learning and emotional and behavioral disorders."

- Moores & Martin, 2006

**Who is responsible to teach them and
what do they need to know?**

Target Audience:

ALL Professionals working with children who are Deaf or Hard of Hearing

Credit:

Early Intervention
Illinois CEU/CPDU available online after webinar
CEU credit pending

Recommendations:

Register early for maximum benefit of tutorial support

Requirements to Participate:

Must have a computer and register for the webinar(s)



REGISTER NOW!

(All times reflect CST)

Surprising Truths About How Children Learn

Tuesday 3/22 7pm-8pm \$89.00
Saturday 3/26 10am-11am \$89.00

**Achieving Powerful Outcomes Using Learning Assessment
Data to Individualize Instruction****

Monday 4/11 7pm-8pm \$89.00
Saturday 4/16 10am-11am \$89.00

**If You Know Your Student You Can Develop Innovative
Strategies to Modify the Core Curriculum**

Tuesday 4/26 7pm-8pm \$89.00
Saturday 4/30 10am-11am \$89.00

All Senses on Deck: Reality Instruction

Tuesday 5/17 7pm-8pm \$89.00
Saturday 5/21 10am-11am \$89.00

** Guest Speaker, Dr. Lucasz Konopka, Clinical Neuroscientist/
Advanced Clinical Neuroscience

Webinar Registration, Log-In Tutorial and Support
is included in the Registration Fee

Individual Webcasts: \$89.00
Series of 4 Webcasts: \$319.00

10% savings

when you purchase all 4 Webcasts!



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E-mail: icodanews@icodaarts.org

All
webinars
are
presented
in
Closed
Captioning

Meet the instructors:

Patricia A. Scherer, Ph.D.

Dr. Patricia Scherer is the Founder and President of ICODA. She established the Center on Deafness, a Service and Arts organization in 1974 where she started out by directing early productions for the Children's Musical Theater for Deaf and Hard of Hearing Children. She has a musical background from Northwestern's School of Music. She received her Bachelor's degree in Deaf Education, her Master's degree in Learning Disabilities and went on to receive her Ph.D. in the Psychology of Deafness all from Northwestern University. Dr. Scherer has an extensive background in teaching and mental health. She has performed diagnostic evaluations on deaf and hard of hearing children throughout the state of Illinois and her contributions to the field of deafness have had a national impact. She has served on numerous committees and is a member of several Advisory Boards in the field of education and deafness. Her current duties are administration of programs, policy implementation and maintaining fiscal stability.

Tracy Meehan, BS, MS

Mrs. Meehan has been active in the field of deaf education for 30 years. Teaching experiences include working in self-contained classrooms and as an itinerant teacher in Texas and in Illinois. Administrative experiences include supervising public school programs for children who are deaf and hard of hearing, educational consultation for programs serving children with deafness and severe emotional/behavioral disorders, and development and implementation of staff development training on multiple hot topics including cochlear implants, listening and spoken language skill development, collaborative classrooms, and individualizing instruction. Currently Mrs. Meehan serves as a Project Coordinator for a federal personnel preparation grant through Illinois State University and provides direct service and evaluations to infants and toddlers and their families through the Illinois Early Intervention program. Conference presentations at national conferences including CEC and ACE-DHH, and EHDI, and state conferences including ITHI and AEYC include titles, "Access to Sound is Good: But the Brain is Where it Happens!", and "Early Intervention for Children with Cochlear Implants: The Importance of Social Emotional Development". Published works include "Preparing Professionals to Foster Social-Emotional Development within the Family Context", *Volta Voices*, July/August 2009, and an upcoming article in *Odyssey*, "Music for the Deaf; Who's Listening Now".



To register go to: ICODAARTS.org

For questions or further assistance you can contact Kathy Herman at:
847-509-8260 x236 (voice) * k.herman@ICODAARTS.org

Hurry and sign up now!