



Convention 2012

February 24 & 25, 2012
Riverside Convention Center
Riverside, CA



**UNITING &
EMPOWERING
SPECIAL
EDUCATORS**

**RIVERSIDE
2012**



PRESIDENT'S MESSAGE



Dear Special Educators,

CARS + , the Organization for Special Educators, is excited to present its preliminary schedule for our 31st Annual Convention.

This year's convention, Uniting and Empowering Special Educators, is an event not to be missed! We will be hosting a panel of experts at our Saturday Luncheon, addressing a variety of topics from Response to Intervention and the Impact on Special Education to The Implementation of Common Core Standards and various legal issues. Another great empowering opportunity will be to attend The California Advisory Commission on Special Education Meeting, which will be held during this year's convention. These are just some of the many ways to have your voice heard.

Something new and exciting this year will be a transition strand lead by nationally-known speakers in partnership with the California Community of Practice on Secondary Transition. A full range of topics will be included throughout the various workshops. Attendees will engage in both small and large group discussions while enhancing their breadth of knowledge in meeting the transitional needs of their students.

Whether you are a new or seasoned teacher, this convention will empower you with valuable information that will help you increase positive outcomes for students with disabilities. A full range of topics will be offered to enhance, unite and empower us all to better serve our students.

Enclosed in this brochure is information you need to register. You may stay at the Historic Mission Inn or at the Riverside Marriott. Simply fill out the housing form and make your selection. Be sure to take advantage of a free shuttle from the Ontario Airport by just calling your hotel once you arrive.

Save by taking advantage of our Early Registration prices, or spread out your payment using our new installment plans.

Need funding? Here are some great opportunities:

- Contact your administrators now (site, district, county) and explain to them how funding your attendance at the convention will benefit your students. Remind them that using ARRA funds for professional development is an excellent investment because it creates lasting value for you and in turn raises the quality of education for our special needs students.
- Title II funding is available for professional development. It is a great opportunity to receive professional development in your areas of interest. For more information download and read Improving Teacher Quality State Grants: <http://www.ed.gov/programs/teacherqual/guidance.doc>
- Check with your parent groups to see if they would be willing to fund a portion of the convention costs. Even your regional/county PTA can help.
- Local unions such as CTA and CFT are also a great funding source. Just contact your local president and find out how you can apply for funds to attend our convention.
- It's a great gift for yourself so put it on your birthday or holiday list for a loved one to purchase.
- Apply for CARS + funding: There is still time to apply for the The Diana Blackmon Transition Scholarship and The Janny Latno Grant for Quality Programs, both of which provide a convention registration fee. Contact your region director for more information or visit our website: carsplus.org.

As a bonus for your attendance you can earn professional growth units through the University of San Diego.

Unite with us and empower yourself at our 31st Annual Convention, February 24 and 25, 2012 at the Riverside Convention Center. It will be well worth your time and money spent.

Together we can make a difference that counts.

Sincerely,
Joni Clark
CARS+ President



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Register Now!

Fill out the registration form on page 22

fax to 916-252-2041 or mail to:

4010 Foothills Blvd. #103-149

Roseville, CA 95747

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Free Parking

CARS + attendees receive free parking at the convention center. Hotel rates are \$5 for Mission Inn and \$6 for Marriott.

OPEN SEATING

This year you are welcome to attend any session! Please arrive early at the workshop of your choice. Some workshop rooms have limited seating. If there is a sign on the door that indicates a workshop is full, please find an alternate workshop. If you are using a seat to hold your belongings or saving a seat for a colleague, be prepared to release it when the workshop starts.

CONVENTION AGENDA

Convention Agenda - Riverside 2012

Friday

- 7:00 – 8:30 Registration and Exhibit Hall – opens
- 7:45 – 8:30 Breakfast
- 8:15 – 8:30 Opening of the 31st Annual CARS+ Convention
Opening by State Special Education Director, Fred Balcom
- 8:30 – 10:00 Session I**
- 10:00 – 10:15 Break
- 10:15 – 11:45 Session II (and continuation of Double Sessions)**
- 11:45 – 12:15 Lunch
- 12:15 – 1:30 Annual Meeting of CARS+ Members – Installation of Officers**
- 1:30 – 3:00 Session III (Exhibitor and Sessions)**
- 3:00 – 4:00 Exhibit Hall – Open & Snack Break**
- 4:00 – 5:30 Session IV**

Saturday

- 7:30 – 8:30 Registration and Exhibit Hall – opens
- 7:45 – 8:30 Breakfast
- 8:30 – 10:00 Session V**
- 10:00 – 10:15 Break
- 10:15 – 11:45 Session VI (and continuation of Double Sessions)**
- 11:45 – 12:15 Lunch
- 12:15 – 1:30 “Ask the Experts” – Panelists; Janny Latno, Randi Barrat,
Maureen Burness, Tom Green, CTA Representative and others!**
- 1:30 – 1:45 Exhibitor Drawings
- 1:45 – 2:30 Exhibit Hall**
- 2:30 – 4:00 Session VII**

CONVENTION HIGHLIGHTS

CoP Presenters Lineup!

Dianna Blackmon



104/707
 “So You Have a Transition Plan in the IEP; Now What?”

Sharen Bertrando



105/205
 “Road to Success: Transition and the Core Content Standards Map”

Richard Rosenberg



204
 “Community of Practice”

Larry Robbin



304
 “Are You Talking Like Business People Think?”

Rachel Stewart



404
 “Youth Transition Toolkit & Lesson Plans”

GeGe Drozen



405
 “Student Led IEP Transition Plans”

Laura Simmons -Martinez



506
 “Assistive Technology - Tools for Transition”

Christine Suh



507/607
 “Tools for Developing Comprehensive Transition Plans”

Bryon MacDonald



606
 “DB101 - Real Time Information”

Vicki Shadd and Sue Sawyer



706
 “Transition Assessment”

Advisory Commission on Special Education will meet in conjunction with our convention on Friday only

If you are a new special educator and need some direction as to which sessions are most helpful for new teachers, the CARS+ Board has highlighted those sessions in the list below:



Session #/ Title:

Friday:

- 102 "New Teacher Collaboration"
- 103 "IEP A to Z"
- 108/208 "Legal Issues in Special Education Reform"
- 110/210 "10 Creative Ideas to Make Special Education Even Better"

- 202 "Simple Checklists to Improve Student Behavior and Increase Student Success"

- 301 "National Board Certification"

- 302 "Teaching Organizational Skills (MS/HS)"

- 401 "Advocating for Special Education"

- 407 "Empower your Classroom Through Technology in Education"

- 409 "Behavior Management"

- 410 "California Modified Assessment"

Saturday:

- 503 "Fact Mastery Made Simple" – (2-5)

- 505 "Professional Development for Novice Special Education Teachers; 15 Effective Strategies for a Successful School Year"

- 508/608 "If It Isn't Written Down, It Didn't Happen"

- 509/609 "Teaching Effective Multisensory Writing Strategies"

- 703 "Understanding Special Education Law"

- 708 "What is Bullying?"

- 709 "Conducting Gold Standard IEP Meetings"

DESCRIPTION OF SESSIONS

Friday, February 24, 2012

Time: 8:30 – 10:00

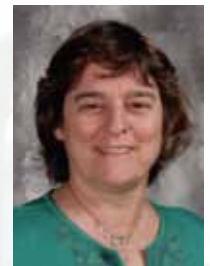
- 101 **GeGe Drozen “Google, BookRix, and Prezi; Oh My!”**
Learn how to integrate many engaging, free, web-based tools into your classroom. Improve your students’ interest levels in subject matter with the help of the internet. These engaging websites allow for creativity and fun!
Strand: Technology **Level: All**



- 102 **Billy Hanna “New Teacher Collaboration”**
Those who are new to special education should join us for a chance to meet others who are walking the same line. The session will begin with an opportunity for attendees to meet and greet with other special educators who are new to the field in order to garner new professional relationships. Attendees will engage in small group scenarios relating to new teacher difficulties. Following will be a presentation on the importance of establishing relationships with other special educators and the importance of welcoming other new and young teachers to join CARS plus as a comfortable place to find the support that is needed in the difficult first years of teaching special education. The session will address salient teacher behaviors during the first week of school, halfway point, and the end of the school year. Finally, attendees will be given the floor in an interactive Q and A session where new teachers will be able to write down questions and have them discussed with the group. The session will be a chance to make new friends with others at the conference and a chance to troubleshoot some of the difficulties that new teachers face when they are finally given the keys to a special education program.
Strand: Collaboration **Level: All/New Teachers**



- 103 **Dee Torrington & Janey Munoz CARS + Board Members “IEP A-Z”**
Be prepared to gain an in-depth understanding of your role as a special education teacher in the IEP process. It can be complicated but, this presentation will help walk you through the IEP from beginning to conclusion of the meeting. The forms, requirements and education code are explained and examined. This is a presentation that the CARS + Board members are well versed and can do in your home districts upon request. Please come to this presentation and see if it is a training your district or SELPA could benefit from.
Strand: Legal **Level: All**



- 104 **Diana Blackmon “So You Have a Transition Plan; Now What?” Community of Practice Session**
Electronic IEP forms make completing the Transition Services section of the IEP easy and basically compliant, but does the Transition Plan really do what is intended? This session will offer practical, low cost ideas to offer meaningful Transition activities all year long.
Strand: Transition **Level: Middle School/High School**



DESCRIPTION OF SESSIONS

105/205 (Double Session) Sharen Bertrando Community of Practice Session “The Road to Success: Transition and the Common Core Standards Map”
 This workshop is designed to help practitioners assist middle and high school students plan and prepare for transition from school to adult life. Planning for “life” after high school is a challenging process; however, the road to success can be mapped using the Common Core Standards and Evidence-Based Practices and Predictors for transitioning.
Strand: Transition **Level: High School**



106/206 (Double Session) Dr. Cynthia Norall “Quirky, Yes, Hopeless No” and Making Friends”
 Dr. Norall’s book “Quirky Yes, Hopeless No: Practical Tips to Help Your Child with Asperger’s Syndrome Be More Socially Accepted,” addresses daily social challenges. She will present “Making Friends: Social Understanding for Students,” emphasizing social goals in the classroom, such as relationship repair, allies, and skill building in a natural context.
Strand: Disability Awareness/Behavior/Instructional Strategies **Level: All**



107 Dr. Ramon Barreras & Litzzy Ruiz “Best Practices in Writing and Implementing Legally Defensible Behavior Plans”
 This workshop will teach participants a step-by-step approach to assessing, developing, and implementing legally defensible behavior plans. Although behavior plans are appropriate for any student with a behavioral deficit, behavior plans for students with disabilities are federally and state mandated when less intensive/ restrictive interventions have been ineffective to change behavior.
Strand: Behavior/Legal Issues **Level: All**



108/208 Tom Green “Legal Issues in Special Education”
 The intent of this workshop is to carefully examine the legal underpinnings of coordinated early intervention, with the hope that by enhancing understanding of what the laws, codes, and regulations actually say, crucial consensus can be achieved at the local level regarding effective implementation.
Strand: Legal Issues/Collaboration **Level: All**



109/209 (Double Session) Elizabeth Bremner “This is So Easy” (The ATS and 5 Paragraph Essay)
 Participants will become students and learn to write an Analytical Thesis Statement using “Mrs. Bremner’s secret code”, which is a method I have developed for low level/ under achieving students. You, the participant, will create only four short sentences. From these sentences I’ll teach you an easy way to create not only an Analytical Thesis Statement, but also a five-paragraph essay.
 Participants will mimic classroom experience as you work individually and in groups of four to create an ATS. In my experience, you will make the same mistakes in the workshop that your own students will make in the classroom (which becomes a powerful teaching tool in itself!).
Strand: Writing **Level: All – Elem to HS**



DESCRIPTION OF SESSIONS

- 110/210 Bob Barboza “Creative Ideas to Make Special Education Services Even Better”**
 This presentation will demonstrate ten creative ideas used in a new program to improve special education RSP services. Learn how RSP teachers are using the Internet, iPads, iPhones, RSP eBooks, project based IEP’s, study skills centers, financial literacy projects and new ideas for creative general education classroom learning centers.
Strand: Technology, Assessment, Instructional Strategies **Level: All**

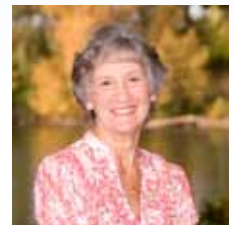


Friday, February 24, 2011
Time: 10:15 – 11:45

- 201 Sierra Ruiz “Making Math Memorable: Ever Graph a Waffle?”**
 Poems, songs and math labs will enable students to remember vital information and raise their test scores. Challenging standards such as graphing, integers and quadratics can be made easy by use of homemade labs such as Barbie Bungee, NASCAR and more. Solutions for every problem!
Strand: Math, Assessment, Technology **Level: Elementary to High School**



- 202 Kandis Lighthall “Simple Checklists May Unite Educators to Improve Student Behavior and Increase Academic Success”**
 This workshop presents informal checklists to assist educators working with students who experience a range of disabilities from preschool – high school. Using the School Participation Checklist participants will assess their students for the skills that are required for them to function successfully in general or special education classrooms. They will also learn to plan for the instruction of these skills across the day. To increase academic success the participant will learn to use another checklist that focuses on accommodations and modifications. Learning to use these checklists consistently will unite and empower educators to be more effective, efficient and consistent with their students.
Strand: Instructional Strategies, Collaboration **Level: All**



- 203 Susan Shallenberger “Reading Fluency and Comprehension Skills: Read Naturally”**
 Without needing to purchase any materials, participants will learn how to assess all students’ fluency levels, determine their teaching level, and learn how to implement the Read Naturally Strategies of Teacher Modeling, Repeated Practice, and Progress Monitoring. Participants will receive handouts and leveled stories to begin their implementation on Monday!
Strand: Instructional Strategies and Reading **Level: Elem – High School**



DESCRIPTION OF SESSIONS

- 204 Richard Rosenberg Community of Practice “Community of Practice”**
Presentation will articulate the power of collaboration between general and special education to assist youth with disabilities transitioning from school to adult life. Presentation will highlight roles at middle school, high school and post high school for transition services and career vocational development.
Strand: Transition Level: High School



- 205-210 205 Continuation of Double Session # 105 – Sharen Bertrando, CoP Session**
206 Continuation of Double Session # 106 – Dr. Cynthia Norall
207 Continuation of Double Session # 107 – Dr. Ramon Barreras & Litzzy Ruiz
208 Continuation of Double Session # 108 – Tom Green
209 Continuation of Double Session # 109 – Elizabeth Brummer
210 Continuation of Double Session # 110 – Bob Barboza

Friday, February 24, 2012
Time: 1:30 – 3:00

- 301 Stacy Begin “National Board Certification for Special Education”**
National Board Certification process increases opportunities for educators by increasing job satisfaction, enhancing interest in continuous growth and professional improvement, complying with NCLB requirements, increasing collegial access and interaction, and promoting leadership roles and partnerships. The presenter will share with participants details about the National Board Certification process and power point slides that provide facts and information about National Board Certification and activities to increase depth of knowledge of the National Standards for Teaching Profession.
Strand: Assessment Level: All



- 302 Patty Schetter “Teaching and Supporting Organizational Skills and Organized Thinking – Strategies from Learning the ROPES for Improved Executive Functioning” (MS/HS)**

The goal of this workshop will be to:

- Explain Executive Dysfunction and how it is observed in children with various learning and neuro-biological disabilities
- Provide a framework for addressing issues related to executive function that is user friendly including accommodations and strategies for remediation
- Illustrate how simple graphic organizers commonly used in education can be expanded to address many organizational issues for students with executive functioning impairments

Strand: Instructional Strategies Level: Middle School/High School



- 303 Janny Latno & Randi Barrat “Questions and Answers from the Experts”**
If you have questions concerning your special education programs, laws and responsibilities, please attend this session and get the answers you are seeking! These experts can answer questions regarding special education practices and the laws that govern special education in the public school setting. (This session will be the impetus for our “Town Hall Meeting” on Saturday)
Strand: Legal Issues and “hot topics” Level: All



DESCRIPTION OF SESSIONS

304 Larry Robbin Community of Practice “Are You Talking Like Business People Think? How to Get the Private Sector to Work With You!”

This workshop is for managers and staff of transition programs that want to get jobs, work experience sites, workplace tours and other partnerships with businesses. Learn how to talk using language and values that appeal to the private sector mind set and get more businesses to work with you!

Strand: Transition

Level: High School



305 Exhibitor Session – TBA

306 Exhibitor Session – TBA

307 Exhibitor Session – TBA

308 Exhibitor Session – TBA

309 Exhibitor Session – TBA

310 Exhibitor Session – TBA

Friday, February 24, 2012

Time: 4:00 – 5:30

401 Stacy Begin “Empower Yourself Using Your Union: Advocating for Special Education”

This workshop addresses the trend of educating more students with disabilities in general education which has increased, and districts have responded to this pressure by implementing Response to Intervention (RtI) and inclusions practices. These service delivery options have raised very serious concerns for educators about caseload, class sizes, lack of planning time, reduced services to students, and increased workload. This interactive session will cover current reforms related to special education, emerging issues, teacher rights, workload issues, bargaining strategies, and ideas for building a local organizing and advocacy plan.

Strand: Assessment

Level: All



402 Patty Schetter “Teaching and Supporting Organizational Skills and Organized Thinking – Strategies from Learning the ROPES for Improved Executive Functioning” (Elem.)

The goal of this workshop will be to:

- Explain Executive Dysfunction and how it is observed in children with various learning and neuro-biological disabilities
- Provide a framework for addressing issues related to executive function that is user friendly including accommodations and strategies for remediation
- Illustrate how simple graphic organizers commonly used in education can be expanded to address many organizational issues for students with executive functioning impairments

Strand: Instructional Strategies

Level: Elementary



403 Jennifer Wilson Grant Winner 2010

TBA

DESCRIPTION OF SESSIONS

404 Racheal Stewart Community of Practice “Youth Transition Toolkit & Lesson Plans”

Strand: Transition

Level: High School



405 GeGe Drozen Community of Practice “Bringing Your Transition IEPs Into the 21st Century”

Learn how to set up your high school transition IEPs to showcase the student as the presenter of his/her own meeting. This session will give you the outline and tools you need to help your student be the media star of the IEP.

Strand: Transition

Level: High School



406 Darcy Thompson, Connie Holland & Isaac Scharaga “Building and Creating a Student Focused and Highly Effective Learning Center”

Presenters will be demonstrating the effectiveness a learning center can obtain utilizing a model that combines general education, special education and support staff. Our learning center focuses not only on the academic needs of students but the social emotional needs as well.

Strand: Instructional Strategies, Legal Issues, and Technology

Level: Elem. & Middle School



407 George Cheung “Empower Your Classroom through Technology in Education”

This workshop emphasizes the need to integrate technology so that students can benefit learning in and beyond the classroom. Find out why it is no longer an option but a necessity for students’ learning. Learn to make a website EASILY and other practical things.

Strand: Technology

Level: All

408 Mary Peterson “Powerful Reading Interventions (2-5)”

In this session Mary will share three case studies of student she worked with who were struggling in reading. The names and identities of the students will not be revealed. For each case study she will share the assessment information for comprehension, vocabulary, phonics, and fluency levels. Then she will go over the small group interventions used for that child and the progress they made. Participants will leave with tried and tested reading interventions and can be used with their current reading materials.

Strand: Reading & Instructional Strategies

Level: Elem.



409 John Mouanoutoua & Tina Winrow “Behavior Management”

All behavior whether good or bad has a purpose. The good student is good for a reason just as the student exhibiting inappropriate behavior is misbehaving for a reason. The presenters will identify and discuss through a power-point presentation and interactive role-play specific identifying characteristics and strategies to work with disruptive students.

Strand: Behavior

Level: All



DESCRIPTION OF SESSIONS

410 TJ Zmucki “The Best of Co-operative Play – ANTI-BULLYING ADVENTURE, INITIATIVE AND PROBLEM SOLVING GAMES FOR ALL AGES”

This LIVELY session presents WIN-WIN activities, games and FUNdamental leadership principles for all ages to prevent BULLYING. We will expand old favorites, share Brand New Adventure games and team builders from the most contemporary sources. These games provide multiple applications for program development, conflict resolution, positive group dynamics and social skill building. Come play cooperatively and STOMP out BULLYING!

Saturday, February 25, 2012

Time: 8:30 – 10:00

501 Dee Torrington & Joyce Childs “CTA Bargaining Issues in Special Education”

This session will focus on how to protect your caseload and workload through the bargaining unit and how to make your contract language protect your work environment.

Strand: Legal Issues

Level: All



502 Patty Schetter and Panel Members from the NPDC Project “Implementing Evidence Based Practices for Middle and High School Students with Autism Spectrum Disorders”

Model Programs from the National Professional Development Center of ASD Statewide Project Share What They Have Learned.

The goals of this workshop will be to:

- Provide an overview of the NPCD – Statewide Training and Technical Assistance Project
- Provide a Brief Overview of the Tools and Resources available through NPDC-ASD
- Share the experience of 2 Model Programs related to Implementing Evidence Based Practices with Middle and High School students affected with Autism
- Share next steps in our statewide plan for training and dissemination of NPDC-ASD tools and resources

Strand: Instructional Strategies & Disability Awareness

Level: Middle School/High School



Mary Peterson “Fact Mastery Made Simple”

503 In this power-packed session you will receive motivating strategies, games and activities to help students master basic addition, subtraction, multiplication and division facts. Gain a wealth of ways to increase mathematical thinking, problem solving and mental math skills. She will begin this session sharing brain compatible techniques proven to help students understand, learn and retain math facts. There will be a focus on helping students think about math and not just do math. She will share several interactive activities for how to use each of these brain compatible teaching techniques.

Strand: Math

Level: Elem. (2-5)



Susan Shallenberger “Reading Fluency and Comprehension Skills: Read Naturally”

504 Without needing to purchase any materials, participants will learn how to assess all students’ fluency levels, determine their teaching level, and learn how to implement the Read Naturally Strategies of Teacher Modeling, Repeated Practice ,and Progress Monitoring. Participants will receive handouts and leveled stories to begin their implementation on Monday!

Strand: Instructional Strategies and Reading

Level: Elem – High School



DESCRIPTION OF SESSIONS

505 Dr. Nilsa J. Thorsos, Eric Medrano and Jan Wadsworth-Jones “Professional Development for Novice Special Education Teachers: 15 Effective Strategies for a Successful School Year”

The purpose of this workshop is to provide professional development for novice or experienced special education teacher practitioners.

This workshop will include a series of research based effective strategies addressing issues of classroom management, collaborative interactions with a multidisciplinary team, tier 2 and 3 RtI, effective parental involvement, addressing the needs of students with diverse backgrounds, assistive technology, developing an effective network of support providers and mentors, and more. The workshop will provide handouts and access to resources.

Strand: Instructional Strategies

Level: All



506 Laura Simmons-Martinez Community of Practice “Assistive Technology: Tools for Transition”

Technology can help play a big role in successfully transitioning from high school to the adult world. We will introduce different types of technology that may be useful in middle school, high school, college, in the workplace and to help foster independence.

Strand: Transition

Level: High School



507/607 Christine Suh Community of Practice “Tools for Developing a Comprehensive Transition Plan”

Transition compliance and legal mandates will be reviewed. Participants will receive an overview of the components of the SW SELPA/Green Dot Public Schools Transition Assessment Manual developed by the Transition Assessment Programs and Services (TAPS) Committee. Components include: IDEA transition requirements, high school transition grade level benchmarks, informal assessments & assessment/curriculum options for diverse populations, sample units and lesson plans, terminology and parent components etc. Participants will focus on 2 components of the SW SELPA/Green Dot Public Schools Transition Assessment Manual: 1). the High School Transition Grade Level Benchmarks; and, 2). Initial Transition Assessment.

*All participants will receive a website link that will provide them with a copy of the manual and transition student portfolio along with the community resource guide and monthly grade level transition lesson plans.

Strand: Transition

Level: High School



508/608 Kathleen Whelan-Gioia “If It Isn’t Written Down, It Didn’t Happen”

This workshop focuses on data collection, documentation strategies, and proven techniques to track student growth, as well as effective instructional strategies that support Educational Benefit. Learn to work “smarter not harder” and how to set the stage for successful IEP meetings.

Strand: Legal, Instructional Strategies

Level: All



DESCRIPTION OF SESSIONS

509/609 Litzy Ruiz & Dr. Ramon Barreras “Teaching Effective Multisensory Writing Strategies”

This workshop will teach participants effective visual, multisensory and practical writing strategies. Students with learning differences often need support to organize their writing. These step-by-step writing strategies connect to reading to promote students’ writing success in the content areas. The strategies easily align to curricular goals and state standards.



Strand: Writing, Reading & Instructional Strategies

Level: Elementary

510/610 Gail Lancaster Response to Intervention (IDEA 2004)...

How to make it work in a shrinking economy

For the last 5 years Oakhurst Elementary School developed and implemented a model to address the needs of our struggling readers. This workshop will provide participants a hands-on approach as to how our school interpreted and developed the model that currently is serving 25% of our total population. This workshop will focus on and present various models used at a number of different schools (Elementary, Middle School, and High School). It will also include, how to read data in order to make placement decisions, how to encourage staff buy in, and how to reduce referrals but serve more students. Research information on what works will be presented in a practical manner. Presenter will share programs and methodologies that are currently working for them and for other schools.



Strand: Collaboration/RtI

Level: All

Saturday, February 25, 2012

Time: 10:15 – 1:45

- 601 Exhibitor Session - TBA
- 602 Exhibitor Session - TBA
- 603 Exhibitor Session - TBA
- 604 Exhibitor Session - TBA
- 605 Exhibitor Session - TBA

- 606 Bryon MacDonald Community of Practice “CA Disability Benefits 101 – CA DB101 – 24/7 Real Time Information Services”**
 “DB101” (www.db101.org) opens access to benefits and job planning information to students, their family members, instructors and local service providers. DB101 can be a network builder as well as an individual planning tool, as stakeholders gain understanding how work and benefits can go together during and after the school years. **Strand: Transition** **Level: High School**



- 607 Continuation of Double Session – Christine Suh Community of Practice
- 608 Continuation of Double Session - Kathleen Whelan-Gioia
- 609 Continuation of Double Session - Litzy Ruiz & Dr. Barreras
- 610 Continuation of Double Session - Gail Lancaster

DESCRIPTION OF SESSIONS

Saturday, February 25, 2012

Time: 2:00 – 3:30

- 701 Sierra Ruiz “Making Math Memorable: Ever Graph a Waffle?” (repeat)**
 Poems, songs and math labs will enable students to remember vital information and raise their test scores. Challenging standards such as graphing, integers and quadratics can be made easy by use of homemade labs such as Barbie Bungee, NASCAR and more. Solutions for every problem!
Strand: Math, Assessment, Technology Level: Elementary to High School

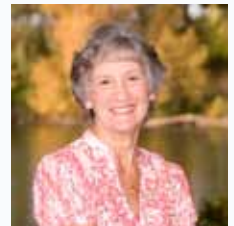


- 702 Kandis Lighthall “Empowering Educators to Increase Social Understanding & Competence for Their Students Using Interactive Visual Strategies”**

This workshop presents interactive teaching tools to assist educators working with students who experience social cognitive impairments but have average cognitive abilities such as students with Asperger Syndrome, High Functioning Autism, ADHD, Tourette’s syndrome or Non Verbal Learning Disabilities.

Participants will learn to use white boards, in unique shapes, to teach appropriate commenting, requesting and feelings. Emotions and feelings become visual and more understandable through the use of color. Participants will see video example of the tools in use by students. They will also practice using the tools to interpret tone of voice, take another person’s perspective and identify emotions in themselves and others. Many examples of how these tools may be used to understand personal social situations, as well as interpreting socially themed literature or history will be presented. Participant will leave with an understanding of how these simple tools can be motivating and fun while teaching social competence.

Strand: Instructional Strategies & Behavior Level: All



- 703 Ellen Gervase “Understanding Special Education Law: Impact and Implications for Classroom Teachers”**

This training is based on current statistics and information regarding special education law. This presentation focuses on:

- Provide environmental scan of special education in California
- Examine special education issues and review teacher rights both general and special education
- Look at standardized assessment options
- Learn more about IDEA and the reauthorization of ESEA/NCLB
- Added Authorizations in Special Education
- Special Education Service Delivery
- Explore the concept of response to Intervention (RtI) and its impact on general and special educators

Strand: Legal Level: All



DESCRIPTION OF SESSIONS

704 Darcy Thompson, Connie Holland & Isaac Scharaga
“Building and Creating a Student Focused and Highly Effective Learning Center” (repeat)

Presenters will be demonstrating the effectiveness a learning center can obtain utilizing a model that combines general education, special education and support staff. Our learning center focuses not

Only on the academic needs of students but the social emotional needs as well.

Strand: Instructional Strategies, Legal Issues, and Technology Level: Elem. & Middle School



705 Darylene Williams “Instructional Strategies for Teaching Literacy to Struggling Readers in the Content Areas”

Struggling readers need reading instruction that is specific to the development of comprehension over an extended period of time as decoding and fluency increases. Specific strategies for content area comprehension development will be identified. This workshop is aimed for teachers of students in grades 4 through middle school.

Strand: Instructional Strategies Level: Intermediate through MS

706 Sue Sawyer, Vicki Shadd The Heart of Transition

Transition Assessment is at the core of transition planning. How do we assist our students to set goals for their future if we don't assess their interests, needs, and resources? This session will review essential transition assessment strategies and offer access to age appropriate career and transition assessments. Youth focused transition planning requires students to develop a personal action plan for their future. We will review the steps that are critical to developing their personal plan.

Strand: Transition Level: Middle School/High School



707 Diana Blackmon Community of Practice “So You Have a Transition Plan in the IEP; Now What?” (repeat)

Electronic IEP forms make completing the Transition Services section of the IEP easy and basically compliant, but does the Transition Plan really do what is intended? This session will offer practical, low cost ideas to offer meaningful Transition activities all year long.

708 Strand: Transition Level: Middle School/High School



Tina Winrow & Linda Nimer “What is Bullying?”

How to identify bullying behavior and deal with it in your classroom, is the main idea of this session. Get tips on making your class a ‘bully-free’ zone and get a parents’ point of view of how bullying affects students and families.

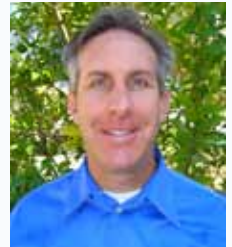
Strand: Behavior/School Safety Level: All



CONVENTION INFORMATION

709 Craig Bartholio “Conducting Gold Standard IEP Meetings”

“The Individual Education Program (IEP) is a legal document. University teacher preparation programs inadequately prepare their candidates to complete an IEP with confidence. Most new professionals to the field of Special Education learn the IEP meeting process through an “Apprenticeship Model” at best. This presentation will discuss the action and decision steps that occur during the Pre-IEP, Completing the IEP, and Post-IEP meeting process. This presentation is designed to increase your expertise in conducting Gold Standard IEP meetings.”



710 Strand: IEP Process

Level: All

Sharen Bertrando & Marion Miller “How to Implement ELD for students with disabilities”

Participants will have the opportunity to reevaluate current practices and services for students who are English Learners and also have disabilities: what services are required; the latest on English Language Development (ELD) practices; and how to write ELD goals and objectives to ensure culturally and linguistically appropriate specialized educational services for every child with a disability whose native or home language is other than English.



Strand: ELD

Level: All



Riverside Convention Center

Mission Inn and Spa
3649 Mission Inn Ave.
Riverside, CA 92501

Riverside Marriott Hotel
3400 Market St
Riverside, CA, 92501



Continuing Education Information –University of San Diego

Participants will attend both days of convention workshops as well as listen to keynote speakers. Topics will cover curriculum programs, teaching methods, and current happenings in Special Education in California, including RtI, Community of Practice, and new credentialing concerns. Instructional Hours: 15

Credit: 1 Unit Fee: \$75 – 1 Unit

WORKSHOPS AT A GLANCE

Session I 8:30 – 10:00	Session II 10:15 – 11:45	Session III 1:30 – 3:00	Session IV 4:00 – 5:30
101 “Google, BookRix and Prezi, Oh My!” GeGe Drozen	201 “Making Math Memorable” Sierra Ruiz & Collett Stanger	301 “National Board Certification” Stacy Begin	401 “Empower Yourself Using Your Union; Advocating for Special Education...” Stacy Begin
102 “New Teacher Collaboration” Billy Hanna	202 “Simple Checklists May Unite Educators to Improve Student Behavior ...” Kandis Lighthall	302 “Teaching and Supporting Organizational Skills; MS/ HS” Patty Schetter	402 “Teaching and Supporting Organizational Skills; Elementary Level” Patty Schetter
103 “IEP A – Z” Dee Torrington CARS+ Board	203 “Reading Fluency and Comprehension Skills: Read Naturally” Susan Shallenberger	303 “Q & A” Janny Latno & Randi Barrat	403 Grant Winner 2010 “TBA” Jennifer Wilson
104 “So You Have a Transition Plan in the IEP, Now What?” Diana Blackmon	204 CoP – Session “Community of Practice” Richard Rosenberg	304 CoP – Session “Are You Talking Like Business People Think?” Larry Robbin	404 CoP – Session “Youth Transition Toolkit & Lesson Plans” Rachel Stewart
105 / 205 CoP – Session “Transition & the Common Core Standards Map” Sharen Bertrando		305 Exhibitor Session TBA	405 “Bringing Your Transition IEPs Into the 21 st Century” GeGe Drozen
106 / 206 “Quirky, Yes, Hopeless No” And Making Friends Dr. Cynthia Norall		306 Exhibitor Session TBA	406 “Building and Creating a Student Focused and Highly Effective Learning Center” Darcy Thompson
107 / 207 “Best Practices in Writing and Implementing Legally Defensible Behavior Support Plans” Dr. Ramon Barreras & Litzy Ruiz		307 Exhibitor Session TBA	407 “Technology in Education” George Cheung
108 / 208 “Legal Issues in Special Education Reform” Tom Green		308 Exhibitor Session TBA	408 “Powerful Reading Interventions – (Gr. 2-5)” Mary Peterson
109 / 209 “This is so Easy!” (The ATS and 5 Paragraph Essay) Elizabeth Bremner		309 Exhibitor Session TBA	409 “Behavior Management” J. Mouanotoua & T. Winrow
110 / 210 “10 Creative Ideas to Make Special Education Even Better” Bob Barboza		310 Exhibitor Session TBA	410 “The Best of Co-operative Play” TJ Zmucki

WORKSHOPS AT A GLANCE

Session V 8:30 – 10:00	Session VI 10:15 – 11:45	Session VII 2:00 – 3:30
501 “Special Education Bargaining Issues” Dee Torrington & Joyce Childs CARS+ Board	601 Exhibitor Session TBA	701 “Making Math Memorable” Sierra Ruiz & Collett Stanger (repeat)
502 “Implementing Evidence Based Practices for Middle and High School Students with Autism Spectrum Disorder” Patty Schetter	602 Exhibitor Session TBA	702 “Empowering Educators to Increase Social Understanding & Competence for Their Students Using Interactive Visual Strategies” Kandis Lighthall
503 “Fact Mastery Made Simple” (Grades 2-5) Mary Peterson	603 Exhibitor Session TBA	703 “Understanding Special Education Law: Impact and Implications for Classroom Teachers” Ellen Gervase
504 “Reading Fluency and Comprehension Skills: Read Naturally” Susan Shallenberger (repeat)	604 Exhibitor Session TBA	704 “Building and Creating a Student Focused and Highly Effective Learning Center” Darcy Thompson (repeat)
505 “Professional Development for Novice Special Education Teachers: 15 Effective Strategies for a Successful School Year” Dr. Nilsa J. Thorsos, Eric Medrano and Jan Wadsworth-Jones	605 Exhibitor Session TBA	705 “Instructional Strategies for Teaching Literacy to Struggling Readers in the Content Areas” Darylene Williams
506 CoP – Session “Assistive Technology – Tools for Transition” Laura Simmons-Martinez	606 CoP – Session “DB 101 – Real Time Information” Bryon MacDonald	706 CoP – Session “The Heart of Transition” Vicki Shadd and Sue Sawyer
507 / 607 CoP – Session “Tools for Developing a Comprehensive Transition Plan” Christine Suh		707 “So You Have a Transition Plan in the IEP, Now What?” Diana Blackmon (repeat)
508 / 608 “If it Isn’t Written Down, It Didn’t Happen” Kathleen Whelan-Gioia		708 “What is Bullying?” Tina Winrow & Linda Nimer
509 / 609 “Teaching Effective Multisensory Writing Strategies” Litzy Ruiz & Dr. Ramon Barreras		709 “Conducting Gold Standard IEP Meetings” Craig Bartholio
510 / 610 “Response to Intervention (IDEA 2004)...How to make it work in a shrinking economy” Gail Lancaster		710 “How to Implement ELD for Students with Disabilities” Sharen Bertrando & Marion Miller



REGISTRATION INFORMATION

2012 Convention Registration Form

Registrants are encouraged to register online at CARS+ website (www.carsplus.org). If you register only and pay by check or purchase order, your registration is considered "pending" until payment is received and processed. If payment is received after a rate period has expired you will be billed for the difference between the amount received and the current amount due. Fax and phone registrations are not accepted unless accompanied by payment.

First Name: _____ Last Name: _____ CARS+ Member: Yes No
 Position: _____ School/Agency/Organization: _____
 District: _____
 Address: _____
 City: _____ County: _____ State: _____ Postal Code: _____
 Daytime Phone: _____ Email: _____ Region #: _____

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

Conference Registration Fees :

Members Only Special Pricing until 10/31 \$209

	Received by 12/1/11	Received by 12/2/10-1/24/12	After 1/25/12 and Onsite
CARS+ Member	<input type="checkbox"/> \$255	<input type="checkbox"/> \$325	<input type="checkbox"/> \$375
Non-Member	<input type="checkbox"/> \$355	<input type="checkbox"/> \$425	<input type="checkbox"/> \$475

Meals/Special Requests:

Vegetarian/vegan meal requested _____
 Food allergy: _____
 I require special accommodations to participate fully. _____
 Please contact me via phone Email



Workshops

Please indicate your selection for each session, using the Session Number assigned. Sessions fill quickly so reserve a seat now.

Thursday: Pre-Conference Day _____
Friday Sessions I: _____ II: _____ III: _____ IV: _____
Saturday Sessions V: _____ VI: _____ VII: _____

Payment Method Total Amount Due: _____

Check or money order, payable to CARS+
 VISA MasterCard American Express

Card Number: _____
 Expiration Date: ___/___ Name on Card: _____
 Billing Address: _____

- I authorize CARS+ to charge my card for the total amount due.
 Yes, I want to pay in 3 installments. I understand my card will automatically be charged with final payment by no later than February 23.

Signed: _____

Register online at www.carsplus.org, regardless of whether you are paying by check, purchase order, or credit card. 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
 4010 Foothills Blvd #103-149
 Roseville, CA 95747
 Phone: 855.CARS.810
 Fax: 916-252-2041

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



HOTEL & OTHER INFORMATION

Admission to the Convention includes:

- Workshop Sessions, General Sessions, and Exhibitor Sessions
- Continental Breakfast - both days
- Catered Luncheon w/ guest speakers and valuable information on special education issues 1) Attendance at our Annual Meeting of Members - Friday Luncheon, and 2) Attendance to our “Town Hall” - Saturday Luncheon
- Networking through Region Events - set up by your Region Director
- 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 2013 - during our Drawings on Saturday
- Discounted Parking Rates for attendees only

Cancellation and Refund Policy

Requests for cancellation refunds must be received in writing by mail, and postmarked by January 31, 2012. Refund request postmarked after that date will not be processed. No exceptions. A \$35.00 processing fee 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 #103-149, Roseville, CA 95843

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 send anything, 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, 2012, 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.

HOUSING REGISTRATION



THE ORGANIZATION FOR
SPECIAL EDUCATORS

2012 Convention February 23 - 26, 2012

Please complete this form for each room request. A "first night" room deposit or credit card guarantee *must* accompany each request. The Riverside Convention Housing Bureau makes reservations for the "Convention" room rate. No phone reservations will be accepted. You may fax or mail your requests as indicated below.

Please rank two hotel choices. Number 1 represents your first choice and number 2 represents your last choice. Please note, hotel choices are subject to availability and are not guaranteed. All reservations are made on a first-come, first-served basis, and these rates are available *only* through the Riverside Convention Bureau.

___ Riverside Marriott \$109.00/night Single, Double or King (100% Non Smoking)
 -Adjacent to the Convention Center
 -Complimentary roundtrip shuttle services to Ontario International Airport

___ The Mission Inn Hotel & Spa \$139.00/night Single/Double Occupancy (Each additional guest is \$15.00 per night - 100% Non Smoking)
 -One block from the Convention Center
 -Complimentary roundtrip shuttle services to/from Ontario International Airport

Name: _____

Address: _____

City: _____ Zip: _____

Telephone: (____) _____

E-mail (required): _____

Arrival Date: _____ Departure Date: _____

Number of nights: _____ Single or Double? _____
 (Single is one bed for 1-2 people/Double is two beds for 2-4 people.
 Bed types are "request only" and are not guaranteed.)

Form of Payment
 Check Number _____ Amount \$ _____

Please make checks payable to:
Riverside Convention & Visitors Bureau.

Credit Card Number _____

Expiration date: _____
 (Credit cards used for room *guarantee only*.)

Name on the Card: _____

Signature: _____

Mail this form (and your check) to
 Riverside Convention & Visitors Bureau
 c/o CARS+ 2012 Convention
 3750 University Avenue #175
 Riverside, CA 92501

Questions?
 Call Tuyen Nguyen
 at 888.748.7733 ext. 208
 Facsimile Number is: 951.222.4712
 Email: tn Nguyen@riversidecvb.com

RESERVATIONS will be accepted
 starting November 1, 2011
DEADLINE for *all* Reservations,
 Changes and/or Cancellations is
January 24, 2012.

CONFIRMATION LETTERS will be
 emailed *from the hotels* directly to you.

PLEASE NOTE: After the reservation
 deadline date, send all changes and
 cancellations to the hotels. Check in time
 is 3:00 p.m.; check out time is noon.
 Please refer to your confirmation letter
 for hotel policies regarding changes,
 cancellation and/or early departure
 penalties.