

KEYNOTE

Implicit Bias: What Does it Mean? What Does it Matter?

Matt Collins, CESA #9 Direction of Special Education and Regional Service Network

Federal and state law required Free Appropriate Public Education for over forty years with little impact on achievement outcomes of students with disabilities. Recent policy initiatives are now focusing on results of special education in reading and math achievements. This may require a shift in mindset, so during this presentation participants will examine perceptions of disability and how they influence personal behavior and professional practice.

SECTIONALS

What We Say Matters: Using Language as Our Most Powerful Teaching Tool: 9:45—10:45 a.m.

Casey Gretzinger, CESA #9 Associate Director of School Improvement Services and Title I Coordinator

An overwhelming amount of information and research findings have emerged around how the things we say can have consequences for our students. Together will explore ways to craft our language that help children acquire literacy skills and view the world, their peers and themselves in new ways.

REGISTER ONLINE BY NOVEMBER 4, 2016 AT:

<http://login.myquickreg.com/register/event/event.cfm?eventid=16529>

AUDIENCE:	Title I and Special Education Paraprofessionals
DATE:	November 12, 2016
LOCATION:	The Pointe Hotel & Suites, 8260 S. Hwy. 51, Minocqua, WI 54548 * (888) 356-4431
TIME:	7:30 am—Registration 8:00 am— 2:30 pm Keynote and Sectionals
ACCOMODATIONS:	Participants are responsible for their own overnight lodging arrangements. A small block of rooms will be available (for the state rate). YOU WILL NEED TO MENTION CODE CESA #9 BLOCK
COST	\$50.00 per person. Provided by the Title I Network and the Special Education Regional Services Network
CESA 9 Contacts:	Casey Gretzinger, cgretzinger@cesa9.org Matt Collins, mcollins@cesa9.org Lynn Verage, lverage@cesa9.org

Developing Mathematical Thinkers: The Standards for Math Practices: 9:45-10:45 a.m.

Linda Myers - CESA 9 Associate Director of School Improvement Services and Math Consultant

In addition to our content standards in math, we have eight 'Mathematical Practice' standards that describe how proficient mathematicians think about solving problems. As educators, we need to help our students develop these thinking practices. We will learn about the practices and explore ways to encourage these behaviors in our students.

College and Career Ready-Literacy and Self-Advocacy Strategies: 11:00-12:00 p.m.

Kathy Tuttle - Northern Regional Coordinator for the Transition Improvement Grant

We are all working together to prepare students to be college and career ready! This session will explore strategies to take back to your work with secondary level students to facilitate literacy and self-advocacy skills. This will apply to "all" students especially students who need significant levels of support both in classrooms and/or the community.

Strategies to Build Number Sense and Computational Skills: 11:00-12:00 p.m.

Linda Myers - CESA 9 Associate Director of School Improvement Services and Math Consultant

Children develop mathematical fluency by building their skills from concrete to representational to abstract. Many times students struggle in this process but there are strategies that can help them build their skills. We will explore some of these strategies that you can use with your students.

CLOSING KEYNOTE

"Can't or Won't?" & Other Important Questions to Ask When De-Escalating Behavior

Stephanie Pittman - School Psychologist, School District of Rhinelander

Behavior often escalates due to lack of skills not lack of motivation or reinforcement. Addressing "can't do" misbehaviors the same way we deal with students' academic "can't do's" is often a philosophical shift. When students make repeated errors during academic instruction we make changes in how we teach (offer more examples, allow students to practice more, provide more intensive instruction, etc.). These improved techniques allow us to become proactive, decreasing the likelihood of chronic, academic errors being repeated. In contrast, when students continually misbehave, we are more inclined to remain reactive, provide only correction procedures (simply tell them that they are misbehaving) and increase the intensity of our negative consequences. "Can't vs. won't" is an effective mantra to maintain when attempting to de-escalate behavior.