

2017 OSEP Leadership Conference Poster Agenda

State Showcase: Monday, July 17, 1:15–2:15 p.m. ET, Skyview Room
Technical Assistance Resources: Tuesday, July 18, 1:00–2:00 p.m. ET,
Arlington Ballroom, Salons III and IV

State Showcase: Monday, July 17

Community of Practice to Support Students With Communication Needs

Table 1

Presenter: Emily Quinn, Oregon Health and Science University

Description: The Stepping Up Technology Implementation Project has created a virtual community of practice around the long-standing Communication Matrix Assessment. The community, which is free to all users, engages all stakeholders in the effort to support the communication needs of individuals of any age who experience complex communication needs. This poster session will illustrate the major components of the website and provide data on its use to date.

Simplifying SSIP Reporting Through Innovative Tracking Methods

Table 2

Presenters: Kathryn Morrison, SRI International; Stacy Kong, Hawaii Department of Health; Stacy Callendar, Mississippi State Department of Health

Description: Are you interested in simplifying production of your State Systemic Improvement Plan (SSIP) reports? Tracking SSIP activities and progress during the year can make it easier for States to write thorough and accurate SSIP reports. This poster session will share multiple methods used by States for tracking progress.

Developing and Measuring State and Local Capacity in SSIP Implementation

Table 3

Presenters: Carolyn Cherry and Robyn Widley, Minnesota Department of Education; Maureen Hawes, University of Minnesota

Description: Implementing a high-quality, comprehensive State Systemic Improvement Plan (SSIP) requires changes in skill sets for both State and district staff. State educational agencies (SEAs) need tools to evaluate State and local capacity to implement and scale up evidence-based practices. In this poster session, Minnesota Department of Education staff will share how they are building implementation capacity at the State and local levels and using the District Capacity Assessment to measure and inform planning with local partners for effective evidence-based practice implementation to improve outcomes for American-Indian and African-American students with disabilities.

Implementation of Evidence-Based Practices and Fishing: Our Story **Table 4**

Presenters: Arthur Albert and Miyai Keller, FSM Department of Education; Maureen Hawes, University of Minnesota; Arlene Russell, Evergreen Evaluation and Consulting, Inc.

Description: The Federated States of Micronesia (FSM) is a nation, associated with the U.S., which consists of the States of Yap, Chuuk, Pohnpei, and Kosrae. FSM and its external evaluators will share their experiences in implementing strategies to increase early English literacy and evaluating systems change across the FSM. Presenters will highlight implementation and contextual factors that influence the delivery of English literacy instruction in which Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used to assess progress in the early grades. Presenters will then explain how they designed a culturally responsive and participatory evaluation framework to study the impact of implementation in a way that is responsive to the cultural context of the FSM.

Stakeholder Book Study: Changing Attitudes Toward Mathematics **Table 5**

Presenters: Kathleen Pfannenstiel, American Institutes for Research; Leah Voorhies, Utah State Board of Education

Description: The purpose of this poster session is to share how the Utah Department of Education used a book study approach to increase knowledge and change attitudes toward mathematics among multiple stakeholders, including parents, educators, and administrators.

Creating a Culture of Data Use at the Local Level **Table 6**

Presenters: Abby Schachner, SRI International; Kyla Patterson, Virginia Department of Behavioral Health and Developmental Services; Anthony Ruggiero, AEM Corporation

Description: The effective use of Part C and Section 619 data is fundamental to the achievement of positive outcomes for children with disabilities and their families. To support the achievement of positive outcomes, Part C and Section 619 State and local staff need to build a culture of data use by having the knowledge and skills to formulate critical questions about the services provided in the State and the outcomes experienced, and use their data to answer these questions. The poster highlights work and resources from the DaSy Center and Virginia Part C to build a culture of data use at the local level.

Collaborative Service Delivery for Young Children With ASD **Table 7**

Presenter: Jill Rigsby, Tennessee Department of Education

Description: This presentation will highlight a dynamic, multi-system service model of early intervention, through which strategic in-home, telemedicine, and clinical service delivery of parent education, support, and consultation are implemented. This multi-faceted approach emphasizes routines-based intervention, incorporating practical evidence-based strategies for young children with autism spectrum disorders (ASD).

Performance-Based Contracting for Early Intervention Providers

Table 8

Presenters: Jill Rigsby and Linda Hartbarger, Tennessee Department of Education

Description: This presentation will highlight implementation of a progressive, multi-layered training and supervision plan for early intervention professionals built to meet State performance standards based on recommended practices. Data derived from the plan support the awarding of fiscal resources through performance-based contracts.

Components of Effective Data Teams: A Collaborative Perspective

Table 9

Presenters: Haidee Bernstein, Westat; Emily Hackleman, Pennsylvania Department of Education; Mary Anketell, Pennsylvania Training and Technical Assistance Network

Description: Data teams promote collaboration around implementing data-driven decisions. Participants will learn how the Pennsylvania Early Intervention program established its data teams, and a representative from the DaSy Center will discuss well-established principles that promote effective collaboration.

Going From Questions to Answers: Using Data at the Local Level

Table 10

Presenters: Kerry Belodoff and Laura Hudson, SRI International; Mary Anketell, Pennsylvania Training and Technical Assistance Network

Description: Do you want to engage local program leaders or administrators in asking and answering critical questions with their data? This poster session will share information on building capacity for local data inquiry, analysis, and visualization.

Implementing Equity-Based Inclusion With Fidelity to Improve Outcomes

Table 11

Presenters: Jessica Meisenheimer, University of Kansas; Kathleen Ellwood and Ivonne Dibblee, Portland Public Schools

Description: This poster session will present the National Center on Schoolwide Inclusive School Reform's framework of evidence-based practices and Fidelity of Implementation Tool. Presenters will share longitudinal fidelity data and the relationship between these data and student academic and behavioral outcomes.

Building an Early Intervention Credential: One State's Journey

Table 12

Presenter: Mitzi Myers, Tennessee Department of Education

Description: This presentation will highlight implementation of a progressive, multi-layered approach to ensuring that early intervention providers have a foundational understanding of the Division of Early Childhood Recommended Practices and State-specific practices. This poster session focuses on practical and philosophical decisions needed to create, implement, support, and sustain a statewide early intervention credential model.

Analyzing Data to Learn More About Accommodations Use and Trends

Table 13

Presenters: Yi-Chen Wu, Martha Thurlow, and Sheryl Lazarus, University of Minnesota

Description: This poster session presents the results of several analyses of annual performance report and State data that were conducted to learn more about accommodations use and trends. The purpose of this poster session is to jump-start a lively discussion about what the findings mean and how data can help inform decision making that will improve instruction and assessment of students with disabilities.

Using LEA Determinations to Improve Performance in Key Focus Areas

Table 14

Presenters: Peter Keup and Fred Edora, South Carolina Department of Education

Description: To build upon OSEP’s changes to the Federal Results-Driven Accountability (RDA) and Determinations Framework, the State of South Carolina revised its determinations system, based on stakeholder feedback, to promote data-based decision making and improve key areas of special education program management and performance. The State’s new determinations system includes five compliance factors as well as seven performance-based factors, all of which will be outlined in this poster session. In addition to being used for local educational agency (LEA) determinations, the system is guiding resource allocation and policy development.

The Journey Continues: Strategies to Improve Early Childhood Inclusion

Table 15

Presenters: Kathy Whaley, University of North Carolina at Chapel Hill; Sherry Bingham, Nevada Department of Education; Kristy Doan, Illinois State Board of Education; Dee Gethmann, Iowa Department of Education

Description: This poster session will highlight the accomplishments and ongoing work of States participating in the national Early Childhood Technical Assistance Center (ECTA Center) and the DaSy Center’s Early Childhood Inclusion cohort. Data analysis and infrastructure assessment strategies were used to develop, implement, and evaluate strategies to improve inclusive practice. Strategies used by States include stakeholder engagement, local self-assessment, local data use, policy development and refinement, and cross-sector leadership.

Evidence-Based Practices: Learning and Supporting Local Implementation

Table 16

Presenters: Ravyn Hawkins and Tracy Turner, Arkansas Department of Human Services; Betsy Ayankoya, University of North Carolina at Chapel Hill

Description: Unlimited Potential is the name of the Arkansas initiative aimed at helping families and their children develop and learn. As part of the State Systemic Improvement Plan (SSIP), the State identified the need for providers to engage families more directly in early intervention with

their infants and toddlers. Four sites were selected to be part of the learning process and demonstrate new practices. This poster session will share the processes for selecting, preparing, and training the local teams as well as the tools that were used to support these teams.

Using Evidence-Informed Practices to Prepare Service Coordinators **Table 17**

Presenters: Sarah Nichols, Maria Kastanis, and Susan Connor, University of Illinois

Description: Are you struggling to prepare, support, and sustain new early intervention professionals when there is so much for them to learn? Come and learn how one State is using evidence-informed practices, a blended learning approach, communities of practice, and other collaborative initiatives with local leaders to prepare and support service coordinators.