

Back To School Conference		
Day 2: August 9th, 2024		
9:00 - 10:15 a.m.	Whole Group Play - Part Two	INDIGO Education Dr. Erin Lavery & Abby Refsland
10:15 - 10:30 a.m. Break		
10:30 - 11:45 a.m. Breakout session 1 Room A	How to Make Your Reading Present Levels RISE!	Hella Wartman & Marwa Sallam INDIGO Education
10:30 - 11:45 a.m. Breakout session 1 Room B	Hands-on practice, application of strategies, and consultations for specific cases. Additionally, resources and follow-up materials will be provided to ensure continued implementation of the strategies discussed.	Dr. Rachelle Hansen and Dr. Renee von Weiss Clinical psychologists and Neurodevelopmental Specialists
10:30 - 11:45 a.m. Breakout session 1 Room C/D	MTSS & Child Find Part One	Mark Larson & Dr. Erin Lavery INDIGO Education
11:45 a.m. - 12:45 p.m. Lunch		
Afternoon set-up		
1:00 - 2:10 p.m. Breakout session 2 Room A	Making Sense of Behavior (aka "Why are they acting like this?!")	Becky Knutsen M.Ed Early Childhood Education/Early Childhood Special Education Founder of Student-Centered Services
1:00 - 2:10 p.m. Breakout session 2 Room B	How to Make Your Reading Present Levels RISE!	Hella Wartman & Marwa Sallam INDIGO Education
1:00 - 2:10 p.m. Breakout session 2 Room C/D	Hands-on practice, application of strategies, and consultations for specific cases. Additionally, resources and follow-up materials will be provided to ensure continued implementation of the strategies discussed.	Dr. Rachelle Hansen and Dr. Renee von Weiss Clinical psychologists and Neurodevelopmental Specialists
10 min break/afternoon set-up		
2:20 - 3:30 p.m. Break out session 3 Room A	Secondary Transition & Graduation Planning	Carrie Carcia & Noreen Foster INDIGO Education
2:20 - 3:30 p.m. Break out session 3 Room B	Unpacking the Science of Reading and the READ Act: Current Insights and Future Implications	Carole Hendricks
2:20 - 3:30 p.m. Break out session 3 Room C/D	MTSS & Child Find Part Two	Mark Larson & Dr. Erin Lavery INDIGO Education

10:30 - 11:45 a.m., Breakout session 1, Room A

How to Make Your Reading Present Levels RISE!

Hella Wartman & Marwa Sallam - INDIGO Education

Over the past 8 years, INDIGO Education has been developing and field-testing a model for implementing specially designed instruction (SDI), with a focus on addressing academic areas of need. Our Learn-IT model aligns with a systems-wide shift to evidence-based practices mandated by the Read Act, and prioritizes High Leverage Practices that have the most impact on improving equitable outcomes for learners with disabilities.

Given the current Read Act mandates and pending changes to the SLD criteria, High Leverage Practice #4 (*Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs*) has emerged as a consistent priority in implementing programming that improves learner outcomes. Through the course of our fieldwork, we have learned that when teachers collect and interpret data from multiple sources (i.e. universal screening data, formative and summative assessments, IEP progress notes, related services, etc), they can make informed decisions at critical checkpoints in the IEP process regarding the instructional practices, service delivery model, and curricula that learners need to reach grade level proficiency in reading.

At INDIGO Education, we have developed the RISE Data Review to implement High Leverage Practice #4. The RISE Data Review is best used to develop Present Levels as part of the reevaluation, annual IEP, or IEP revision/review process in areas of academic need. We will be using a case study approach to demonstrate how to implement the RISE Data Review in the area of reading and will provide all the materials you will need to start using this practice to improve reading programming at your school site.

10:30 - 11:45 a.m., Breakout session 1, Room B

Dr. Rachelle Hansen and Dr. Renee von Weiss, Clinical psychologists and Neurodevelopmental Specialists

Hands-on practice, application of strategies, and consultations for specific cases. Additionally, resources and follow-up materials will be provided to ensure continued implementation of the strategies discussed.

10:30 - 11:45 a.m., Breakout session 1, Room C/D

MTSS & Child Find - Part One

Mark Larson & Dr. Erin Lavery - INDIGO Education

Presenters will underscore the continued need for high-level, student-centered collaboration between team members, stemming from the selection of a research-based curriculum, delivered with fidelity through the MTSS and special education process. Larson and Lavery will facilitate a conversation regarding the evolving landscape in education. In doing so, highlighting the need for the infusion of additional resources into the "post-pandemic" general education environment, offering a variety of methods and curricula for students to access their grade level standards, prior to disability exploration or consideration.

1:00-2:10 pm, Breakout session 2, Room A

Making Sense of Behavior (aka “Why are they acting like this?!”)

Becky Knutsen

More than ever, school staff name behavior as their biggest challenge. In this workshop, we turn to the science to make sense of even the most confusing (and sometimes dangerous) behaviors. This foundational workshop aims to equip participants with a better understanding of the root causes of challenging behaviors.

1:00-2:10 pm, Breakout session 2, Room B

How to Make Your Reading Present Levels RISE!

Hella Wartman & Marwa Sallam - INDIGO Education

Over the past 8 years, INDIGO Education has been developing and field-testing a model for implementing specially designed instruction (SDI), with a focus on addressing academic areas of need. Our Learn-IT model aligns with a systems-wide shift to evidence-based practices mandated by the Read Act, and prioritizes High Leverage Practices that have the most impact on improving equitable outcomes for learners with disabilities.

Given the current Read Act mandates and pending changes to the SLD criteria, High Leverage Practice #4 (*Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs*) has emerged as a consistent priority in implementing programming that improves learner outcomes. Through the course of our fieldwork, we have learned that when teachers collect and interpret data from multiple sources (i.e. universal screening data, formative and summative assessments, IEP progress notes, related services, etc), they can make informed decisions at critical checkpoints in the IEP process regarding the instructional practices, service delivery model, and curricula that learners need to reach grade level proficiency in reading.

At INDIGO Education, we have developed the RISE Data Review to implement High Leverage Practice #4. The RISE Data Review is best used to develop Present Levels as part of the reevaluation, annual IEP, or IEP revision/review process in areas of academic need. We will be using a case study approach to demonstrate how to implement the RISE Data Review in the area of reading and will provide all the materials you will need to start using this practice to improve reading programming at your school site.

1:00-2:10 pm Breakout session 2, Room C/D

Dr. Rachele Hansen and Dr. Renee von Weiss, Clinical psychologists and Neurodevelopmental Specialists

Hands-on practice, application of strategies, and consultations for specific cases. Additionally, resources and follow-up materials will be provided to ensure continued implementation of the strategies discussed.

2:20 - 3:30 p.m, Break out session 3, Room A

Secondary Transition & Graduation Planning

Carrie Garcia and Noreen Foster - INDIGO Education

Discover the art of crafting a compliant Transition Evaluation and IEP. In this breakout session, Indigo will guide you on how to successfully plan for students' post-secondary journeys through academic courses of study, related services, community experiences, employment, and living skills. You'll gain insights into student graduation pathways, including the three viable routes to graduation and post-secondary options. Ensure student success by leveraging the IEP process to bolster student's future endeavors!

2:20 - 3:30 p.m, Break out session 3, Room B (Session Pending)

Unpacking the Science of Reading and the READ Act: Current Insights and Future Implications

Carole Hendricks

This presentation will explore the Science of Reading and its connection to the READ Act. We'll break down what the Science of Reading is, how it developed, and how the READ Act aligns with it. We'll also discuss what these changes mean for general education and co-teaching practices. Join us to understand these key developments and their impact on your teaching and students.

2:20 - 3:30 p.m, Break out session 3, Room C/D

MTSS & Child Find - Part Two

Mark Larson & Dr. Erin Lavery - INDIGO Education

Presenters will underscore the continued need for high-level, student-centered collaboration between team members, stemming from selecting a research-based curriculum delivered with fidelity through the MTSS and special education process. Larson and Lavery will facilitate a conversation regarding the evolving landscape in education. In doing so, highlighting the need for the infusion of additional resources into the "post-pandemic" general education environment, offering a variety of methods and curricula for students to access their grade level standards, prior to disability exploration or consideration.