

The University of Maine

DigitalCommons@UMaine

General University of Maine Publications

University of Maine Publications

7-21-2023

CEC DADD Conference Program, July 21st 2023

University of Maine College of Education and Human Development

Maine Access to Inclusive Education Resources

Follow this and additional works at: https://digitalcommons.library.umaine.edu/univ_publications



Part of the [Higher Education Commons](#), and the [History Commons](#)

Repository Citation

University of Maine College of Education and Human Development and Maine Access to Inclusive Education Resources, "CEC DADD Conference Program, July 21st 2023" (2023). *General University of Maine Publications*. 3528.

https://digitalcommons.library.umaine.edu/univ_publications/3528

This Program is brought to you for free and open access by DigitalCommons@UMaine. It has been accepted for inclusion in General University of Maine Publications by an authorized administrator of DigitalCommons@UMaine. For more information, please contact um.library.technical.services@maine.edu.

CEC DADD Conference at UMaine Friday, July 21st 2023

The [Council for Exceptional Children Division on Autism and Developmental Disabilities \(CEC DADD\)](#) hosted a Summer Symposium at the University of Maine on July 21, 2023. The division, worked in collaboration with the [UMaine College of Education and Human Development](#), [Maine Access to Inclusive Education Resources \(MAIER\)](#), and [Maine Department of Education Office of Special Services and Inclusive Education](#) to bring this conference to UMaine.

All links are below including links for the video recording of each session, the handouts and/or powerpoints the presenters used, and if you would like CEU's for watching these sessions, links for an evaluation for each session are also available. Once you complete the evaluation you will receive an email with a link to a view-only CEU document. If you have any issues or questions [email](#) MAIER's Research Associate.

Strand A: Access to the Curriculum

Session 1: Teaching academic content and skills to students with ASD/ID

Description: Bree Jimenez presents, Learning grade-level content, skills, and practices can be challenging for students with autism and intellectual disability. When teachers understand the core components of what to teach and how to teach it, students can learn how to succeed academically in meaningful ways. This presentation will explore the essential elements of ELA, math, science, and social studies as well as the research and evidence-based practices for teaching grade-aligned academics to students with ASD/ID.

Video Link [HERE](#)

Handouts/PowerPoint Link [HERE](#)

Evaluation/CEU link: [HERE](#)

Session 2: Using the stages of learning to plan for instruction

Description: Jordan Shurr presents, Learning stages can be used to describe student performance of skills across different levels of complexity from basic skill acquisition to generalization. Understanding student performance through the learning stages can help educators effectively plan instruction based on a student's current skills to facilitate both a supportive learning environment and further learning. This session will provide an overview of learning stages in addition to relevant research-based practices in identification, assessment, goal setting, and instruction.

Video Link [HERE](#)

Handouts/Power Point Link [HERE](#)

Evaluation/CEU link: [HERE](#)

Session 3: Candle in the Dark: A Practical Approach in Improving Programs for Students with Complex Needs and Igniting your Joy in Teaching

Description: Rob Pennington presents, In this exciting workshop, Dr. Pennington will help educators engage in a systematic process for reinvigorating their teaching practice and improving outcomes for their students with autism and complex support needs. Through humor and science, attendees will dive deep into teaching behavior and quality components of effective classrooms for students with autism. Teachers will leave the session with new ideas and a starting point for professional growth in the next school year.

Video Link [HERE](#)

Handouts/PowerPoint Link [HERE](#)

Evaluation/CEU link: [HERE](#)

Strand B: Quality of Life

Session 1: A strengths-based model for diverse learners

Description: Elizabeth Harkins presents, Deficit thinking, or thinking that defines a diagnosis by its challenges, can creep in to special education practices. For example, IEP goals and objectives may focus on how to treat, fix, or minimize specific features of a student's disability to help students' better access what is considered 'typical'. This presentation will explore a strengths-based model that can frame language, learning environments, IEPs, and knowledge acquisition.

Video Link [HERE](#)

Handouts/Power Point Link [HERE](#)

Evaluation/CEU link: [HERE](#)

Session 2: Evidence-based Practices for Implementing Physical Activity and Motor Development Programs in Pre-K and Elementary Classrooms

Description: Chris Denning presents, Research highlights the importance of teaching motor skills and providing opportunities for physical activity in the classroom. Presentation will provide detailed strategies and suggestions for teachers to use to infuse exercise and motor development into daily classroom activities based upon evidence-based practices and presenter experiences in this area.

Video Link [HERE](#)

Handouts/PowerPoint Link [HERE](#)

Evaluation/CEU link: [HERE](#)

Session 3: Planning for life after high school

Description: Sarah Howorth presents, In this interactive presentation, participants will learn about Universal Design for Transitions, challenges and triumphs here in Maine for full community inclusion for emerging adults and those over age 22 with Intellectual Disabilities. We

will begin with an overview of UDT, then walk through gaps and barriers to post-secondary education, employment and community integration here in Maine.

Video Link: [HERE](#)

Handouts/PowerPoint Link [HERE](#)

Evaluation/CEU link: [HERE](#)