

About the Event

What do you need to know so that you can develop and implement high-quality educational programming to ensure that students with disabilities have access to free appropriate public education (FAPE), so they can make progress and meet challenging goals that are consistent with the U.S. Supreme Court's decision in *Endrew F. v. Douglas County School District* (2017)? What resources are available to support you?

Join the PROGRESS Center for Prepping for PROGRESS 2023 on August 2–4, 2023! This 3-day free virtual event is for general and special educators, local leaders, professional development providers, faculty, and other stakeholders who support students with disabilities. We will focus on filling your supply closet with the information, tools, and resources you need to start the school year to ensure high expectations, access, and positive outcomes for students with disabilities.

- August 2–3 will feature a keynote address, panels, strand sessions, networking opportunities, and concurrent sessions on a range of topics related to developing and implementing high-quality educational programming.
- August 4 will focus on how to individualize and intensify interventions through the data-based individualization (DBI) process. This day will be led by experts from the National Center on Intensive Intervention (NCII).

We know your schedules are busy, but we hope you will join us for all 3 days. An overview of the conference schedule follows.

Before the Event

Registration and Creating Your Schedule

To streamline registration, participants only need to register for the overarching Prepping for PROGRESS 2023 at <https://progresscenter.regfox.com/prepping-for-progress-2023>.

After registering for the event, you will receive an email with a link to access the event site. If you don't receive the email shortly after registering, please check your spam folders. Within the site, you will be able to:

- Develop your profile (you can choose to share information about yourself or hide your personal information from public view).
- Review available sessions.
- Add sessions to your schedule.
- Download a calendar hold.

To access the sessions, you will need to return to the event site during the live event in August. Additional reminders will be shared closer to the event!

Conference Contact

If you have any questions or issues with registration or accessing the sessions, please contact the PROGRESS Center at progresscenter@air.org.

During the Event

Schedule at a Glance

Day 1 Schedule: August 2, 2023

11:00 a.m.–12:30 p.m. ET (10:00 a.m. CT/9:00 a.m. MT/8:00 a.m. PT)	General Session
12:30–1:00 p.m. ET (11:30 a.m. CT/10:30 a.m. MT/9:30 a.m. PT)	Break
1:00–3:45 p.m. ET (12:00 p.m. CT/11:00 a.m. MT/10:00 a.m. PT)	Strand Sessions
3:45–4:00 p.m. ET (2:45 p.m. CT/1:45 p.m. MT/12:45 p.m. PT)	Break
4:00–4:30 p.m. ET (3:00 p.m. CT/2:00 p.m. MT/1:00 p.m. PT)	Topical Discussions

Day 2 Schedule: August 3, 2023

10:15–10:45 a.m. ET (9:15 a.m. CT/8:15 a.m. MT/7:15 a.m. PT)	Topical Discussion
10:45–11:00 a.m. ET (9:45 a.m. CT/8:45 a.m. MT/7:45 a.m. PT)	Break
11:00 a.m.–12:15 p.m. ET (10:00 a.m. CT/9:00 a.m. MT/8:00 a.m. PT)	General Session
12:15–12:45 p.m. ET (11:15 a.m. CT/10:15 a.m. MT/9:15 a.m. PT)	Break
12:45–1:45 p.m. ET (11:45 a.m. CT/10:45 a.m. MT/9:45 a.m. PT)	Concurrent Sessions
1:45–2:00 p.m. ET (12:45 p.m. CT/11:45 a.m. MT/10:45 a.m. PT)	Break
2:00–3:00 p.m. ET (1:00 p.m. CT/12:00 p.m. MT/11:00 a.m. PT)	Concurrent Sessions
3:00–3:15 p.m. ET (2:00 p.m. CT/1:00 p.m. MT/12:00 p.m. PT)	Break
3:15–4:00 p.m. ET (2:15 p.m. CT/1:15 p.m. MT/12:15 p.m. PT)	Closing Session

Day 3 Schedule: August 4, 2023

11:00 a.m.–12:00 p.m. ET (10:00 a.m. CT/9:00 a.m. MT/8:00 a.m. PT)	General Session
12:00–12:30 p.m. ET (11:00 a.m. CT/10:00 a.m. MT/9:00 a.m. PT)	Break
12:30–1:30 p.m. ET (11:30 a.m. CT/10:30 a.m. MT/9:30 a.m. PT)	Concurrent Sessions
1:30–1:45 p.m. ET (12:30 p.m. CT/11:30 a.m. MT/10:30 a.m. PT)	Break
1:45–2:45 p.m. ET (12:45 p.m. CT/11:45 a.m. MT/10:45 a.m. PT)	Concurrent Sessions
2:45–3:00 p.m. ET (1:45 p.m. CT/12:45 p.m. MT/11:45 a.m. PT)	Break
3:00–4:00 p.m. ET (2:00 p.m. CT/1:00 p.m. MT/12:00 p.m. PT)	Closing Session

Share Your Learning

Tag @k12progress on [Twitter](#) and [Facebook](#) and use #promotingprogress2023.

After the Event

Certificate of Attendance

Participants who attend the live virtual sessions and who indicated through the registration that they would like a certificate of attendance will receive a certificate that covers the sessions they attended. Participants will receive a certificate if they were actively engaged for at least 75% of the session. Certificates will be distributed within 2 weeks of the event.

On-Demand Access

Although the sessions are designed for live virtual interaction, on-demand recordings and related materials will be available after the event. These recordings will be available on the [PROGRESS Center website](#) following the live session. On-demand viewers will not receive a certificate of attendance.

Day 1

Day 1 will include an option to choose from one of two strands. Both strands will focus on the individualized education program (IEP).

- Strand 1 is designed for those who are new to special education and the IEP or who are looking for an overview or review of the basics.
- Strand 2 is designed for those who feel more confident in their understanding of the IEP and desire to dig deeper into some common myths related to special education, with a focus on the statement of aids and services.

Day 1 Schedule: August 2, 2023

11:00 a.m.–12:30 p.m. ET (10:00 a.m. CT/9:00 a.m. MT/8:00 a.m. PT)	General Session
12:30–1:00 p.m. ET (11:30 a.m. CT/10:30 a.m. MT/9:30 a.m. PT)	Break
1:00–3:45 p.m. ET (12:00 p.m. CT/11:00 a.m. MT/10:00 a.m. PT)	Strand Sessions
3:45–4:00 p.m. ET (2:45 p.m. CT/1:45 p.m. MT/12:45 p.m. PT)	Break
4:00–4:30 p.m. ET (3:00 p.m. CT/2:00 p.m. MT/1:00 p.m. PT)	Topical Discussions

General Session (11:00 a.m.–12:30 p.m. ET)

Welcome and Overview of the Event and Panel Presentation

During the 3-day event, Prepping for PROGRESS 2023 will include multiple sessions focused on developing high-quality IEPs, specially designed instruction (SDI), progress monitoring, and more. Even with the best IEPs and instruction, we know that to ensure student success, we must develop an environment in which all students, including those with disabilities, are welcomed and feel a sense of belonging.

The opening session will include a welcome from the U.S. Department of Education’s Office of Special Education Programs, an overview of the event, and a panel sharing their experiences and ideas for fostering belonging to promote student progress. Panelists will explore what it means to belong, what it looks like in schools, and how we can improve our attention to creating school systems that foster belonging for all students, including students with disabilities.

Welcome and Opening Information Presenters

- Amy Peterson, PROGRESS Center Universal Technical Assistance Lead
- David Emenheiser, Office of Special Education Programs

Panel Facilitator: Donna Sacco, PhD, PROGRESS Center Technical Assistance Facilitator

Strand Sessions (1:00–3:45 p.m. ET)

Strand 1: The ABCs of the IEP

What is an individualized education program (IEP) and what is its role in the development and implementation of high-quality educational programming for students with disabilities? This session is intended for educators and leaders who are new to special education or looking for a review of basic information about the IEP. During the session, presenters will describe the role of the IEP in providing FAPE, review the seven required sections of an IEP, and discuss how the parts of the IEP work together to address the individual needs of students to allow them to make progress and meet challenging goals. Participants will have opportunities for discussion, reflection, networking, and questions throughout the session.

Presenters:

- Steven Prater, PROGRESS Center Intensive Technical Assistance Lead
- Riley O'Donnell, PROGRESS Center Technical Assistance Facilitator
- Amy Peterson, PROGRESS Center Universal Technical Assistance Lead

Strand 2: Are Accommodations SDI? Myth Busting This and Other Common Confusions in Special Education

No! Accommodations are not SDI, but they are part of a broader statement of aids and services. This session will take explore common myths related to special education, define the parts of the statement of aids and services, demonstrate how they align with the present levels and annual goals to create an internally consistent IEP, and discuss how a well-designed statement of aids and services ensures that students have access to high-quality educational programming that is reasonably calculated to promote progress.

Presenters:

- Sara Evans, PROGRESS Center Technical Assistance Facilitator
- Tessie Bailey, PhD, PROGRESS Center Director
- Alex Marken, PROGRESS Center Technical Assistance Facilitator

Optional Topical Discussion (4:00–4:30 p.m. ET)

This topical networking time will provide an informal opportunity to learn from and with colleagues from across the country. To participate, you will choose any of the offered topics. If you have a specific topic you would like to discuss, contact progresscenter@air.org. During this time, you will be able to share questions and reflections from Day 1 and resources that have helped you when working with students with disabilities.

Day 2

Day 2 will include the opportunity to choose from four concurrent sessions. These sessions will be repeated, so you will be able to attend two of the four options. You will be able to view recordings of the other sessions after the event.

Day 2 Schedule: August 3, 2023

10:15–10:45 a.m. ET (9:15 a.m. CT/8:15 a.m. MT/7:15 a.m. PT)	Topical Discussion
10:45–11:00 a.m. ET (9:45 a.m. CT/8:45 a.m. MT/7:45 a.m. PT)	Break
11:00 a.m.–12:15 p.m. ET (10:00 a.m. CT/9:00 a.m. MT/8:00 a.m. PT)	General Session
12:15–12:45 p.m. ET (11:15 a.m. CT/10:15 a.m. MT/9:15 a.m. PT)	Break
12:45–1:45 p.m. ET (11:45 a.m. CT/10:45 a.m. MT/9:45 a.m. PT)	Concurrent Sessions
1:45–2:00 p.m. ET (12:45 p.m. CT/11:45 a.m. MT/10:45 a.m. PT)	Break
2:00–3:00 p.m. ET (1:00 p.m. CT/12:00 p.m. MT/11:00 a.m. PT)	Concurrent Sessions
3:00–3:15 p.m. ET (2:00 p.m. CT/1:00 p.m. MT/12:00 p.m. PT)	Break
3:15–4:00 p.m. ET (2:15 p.m. CT/1:15 p.m. MT/12:15 p.m. PT)	Closing Session

Optional Topical Discussion (10:15–10:45 a.m. ET)

This topical networking time will provide an informal opportunity to learn from and with colleagues from across the country. To participate, you will choose any of the offered topics. If you have a specific topic you would like to discuss, contact progresscenter@air.org. During this time, you will be able to share questions and reflections from Day 1 and resources that have helped you when working with students with disabilities.

General Session (11:00 a.m.–12:15 p.m. ET)

Welcome Back! Orientation to Day 2 and Leveraging an MTSS to Develop and Implement the IEP

How can we leverage a multi-tiered system of supports (MTSS) to support special education? Despite a 3-decade-long history of special education and tiered systems of supports, most schools fail to fully leverage schoolwide MTSS implementation to meet their obligations under the Individuals with Disabilities Education Act (IDEA). To start Day 2, Dr. Tessie Bailey will share a keynote session, *Leveraging MTSS to Develop and Implement the IEP*. This session will demonstrate how MTSS data and tiers of support can support the development of an internally consistent IEP required under the Supreme Court's decision in *Endrew F.* Dr. Bailey also will share how schools can ensure FAPE by



leveraging MTSS to implement the IEP, including the proposed SDI, annual goals, monitoring plan, and supplementary aids and services.

Presenters:

- Amy Peterson, PROGRESS Center Universal Technical Assistance Lead
- Tessie Bailey, PhD, PROGRESS Center Director

Concurrent Sessions (12:45–1:45 p.m. ET and 2:00–3:00 p.m. ET)

Creative Ways to Engage Families and Community Members: Lessons From Co-creating Resources With Families to Demystify Special Education

Navigating the special education process can be daunting for families! This is especially true when English is not the family’s native language. This session will share how one district’s parent resource center created supports for Spanish-speaking families using the platform of a Spanish language soap opera, or telenovela, to explain and demystify the special education process. In this session, the telenovela creators will share how staff members and families worked together to develop the videos and how the videos supported families and educators. In addition, participants will view clips from the telenovela and access free resources to share with families and staff.

Presenters:

- Donna Sacco, PhD, PROGRESS Center Technical Assistance Facilitator
- Kathleen Donovan, Parent Resource Center Coordinator for Arlington Public Schools (APS; Virginia)
- Gina Argotti, APS parent leader
- Monica Lozano Caldera, APS Diversity, Equity, and Inclusion Coordinator

Prepping Preservice and In-Service Teachers for PROGRESS

Do you work with preservice or in-service educators, including leaders, to support the development and implementation of high-quality educational programming through the IEP? This session will highlight how you can use PROGRESS Center tip sheets, modules, and activities to build educators’ knowledge and capacity to support students with disabilities. Presenters will model activities that can increase educators’ competence to develop the IEP and share how to customize professional learning to address the needs of your educators.

Presenters:

- Alex Marken, PROGRESS Center Technical Assistance Provider
- Stacy Hirt, PhD, PROGRESS Center Knowledge Development Lead
- Steven Prater, PROGRESS Center Technical Assistance Lead

Ensuring SDI in Secondary Settings

SDI is a critical component of the IEP, but what does it look like at the secondary level? This session will highlight common challenges with service delivery in middle and high schools, share practical solutions for addressing these challenges, and highlight resources and strategies that schools can use to support implementation in secondary settings.

Presenters:

- Sara Evans, PROGRESS Center Technical Assistance Facilitator
 - Aleksis Kincaid, PhD, PROGRESS Center Knowledge Development Researcher
 - Tessie Bailey, PhD, PROGRESS Center Director
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Providing Free Appropriate Public Education: Lessons From the Due Process Hearing Front

The essential obligation of districts is to provide FAPE to students with disabilities who are eligible for special education services under the IDEA. The development and implementation of a student's IEP are how FAPE is conferred. Estimates indicate that 80% to 90% of all due process hearings and special education litigation involve FAPE-related issues. The presenters will provide practical information about due process hearings to ensure that school-based IEP team members are crafting educationally meaningful and legally sound IEPs.

Presenters:

- David Bateman, PhD, PROGRESS Center Advisor, Principal Researcher at American Institutes for Research, and Former Professor and Due Process Officer
 - Mitch Yell, PhD, PROGRESS Center Advisor, Fred and Francis Lester Palmetto Chair of Teacher Education and Professor in Special Education at the University of South Carolina, and State Review Officer
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Closing Session (3:15–4:00 p.m. ET)

Now That Your Supply Shelf Is Full, Let's Promote Progress!

This session will celebrate what participants have learned across the 2 days, remind participants where they can access tools and resources from the PROGRESS Center and partners shared during the event, and highlight some upcoming resources and opportunities to support continued learning. An educator panel also will share tips and strategies for starting the school year ready to set high expectations, support access, and improve outcomes for students with disabilities.

Presenter:

- Amy Peterson, PROGRESS Center Universal Technical Assistance Lead
 - Riley O'Donnell, PROGRESS Center Technical Assistance Facilitator
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Day 3

Day 3 features presentations from the [National Center on Intensive Intervention \(NCII\)](#). The mission of NCII is to build the knowledge and capacity of state and local leaders, faculty and professional development providers, educators, and other stakeholders to support implementation of intensive intervention for students with severe and persistent learning and/or social, emotional, or behavioral needs using data-based individualization (DBI). DBI is a research-based process for individualizing and intensifying intervention that involves the systematic use of assessment data, evidence-based interventions, and research-based adaptations.

Day 3 will include the opportunity to choose from three concurrent sessions. These sessions will be repeated, so you will be able to attend two of the three options. You will be able to view recordings of the other session after the event.

Day 3 Schedule: August 4, 2023

11:00 a.m.–12:00 p.m. ET (10:00 a.m. CT/9:00 a.m. MT/8:00 a.m. PT)	General Session
12:00–12:30 p.m. ET (11:00 a.m. CT/10:00 a.m. MT/9:00 a.m. PT)	Break
12:30–1:30 p.m. ET (11:30 a.m. CT/10:30 a.m. MT/9:30 a.m. PT)	Concurrent Session
1:30–1:45 p.m. ET (12:30 p.m. CT/11:30 a.m. MT/10:30 a.m. PT)	Break
1:45–2:45 p.m. ET (12:45 p.m. CT/11:45 a.m. MT/10:45 a.m. PT)	Concurrent Sessions
2:45–3:00 p.m. ET (1:45 p.m. CT/12:45 p.m. MT/11:45 a.m. PT)	Break
3:00–4:00 p.m. ET (2:00 p.m. CT/1:00 p.m. MT/12:00 p.m. PT)	Closing Session

General Session (11:00 a.m.–12:00 p.m. ET)

Introduction to Intensive Intervention

How do you support students who persistently struggle with reading, mathematics, or behavior even after you provide high-quality, evidence-based intervention? How do you intentionally design SDI to meet student needs? This session will introduce the DBI process, describe the five steps of the DBI process, and share how to use DBI to provide SDI to students with disabilities.

Presenter: Jon Potter, PhD, NCII Technical Assistance Provider



Concurrent Sessions (12:30–1:30 p.m. ET and 1:45–2:45 p.m. ET)**Using the Taxonomy of Intervention Intensity to Select, Design, and Intensify Intervention**

Participants will learn about the Taxonomy of Intervention Intensity and how to select or evaluate an intervention as well as guide the adaptation of an intervention as part of the DBI process.

Dr. Harlacher will (a) define the dimensions of the Taxonomy of Intervention Intensity; (b) explain how the Taxonomy of Intervention Intensity can support the selection, design, or evaluation of a validated intervention program; (c) explain how to use the Taxonomy of Intervention Intensity to intensify an intervention for a student who is not responsive; and (d) share existing resources to the support selection, evaluation, and intensification of interventions.

Presenter: Jason Harlacher, PhD, NCII Technical Assistance Provider

Using Academic Progress Monitoring for Individualized Instructional Planning

This session focuses on academic progress monitoring within the context of the DBI process and addresses (a) approaches and tools for academic progress monitoring and (b) using progress monitoring data to set goals and make instructional decisions for individual students, including the development and monitoring of IEP goals. Participants also will access readily available resources to help support data-based decision making in academics.

Presenter: Jon Potter, PhD, NCII Technical Assistance Provider

Using Behavior Progress Monitoring for Individualized Instructional Planning

This session focuses on behavior progress monitoring within the context of the DBI process. In this session, participants will learn (a) approaches and tools for behavior progress monitoring and (b) considerations for using progress monitoring data to set goals and make instructional decisions for individual students, including the development and monitoring of behavioral IEP goals. Participants also will access readily available resources to help support data-based decision making in behavior.

Presenter: Caitlyn Majeika, PhD, NCII Knowledge Development Researcher

Closing Session (3:00–4:00 p.m. ET)

Bringing It All Together: Keys to DBI Implementation

What does it really take to implement DBI? Participants will learn from previous DBI implementers who know the process best—educators and administrators in the field. Participants will interact with experts, educators, and other members as we unpack what it takes to be successful implementers of DBI. Participants will be encouraged to submit their questions during the session for panelists to answer.

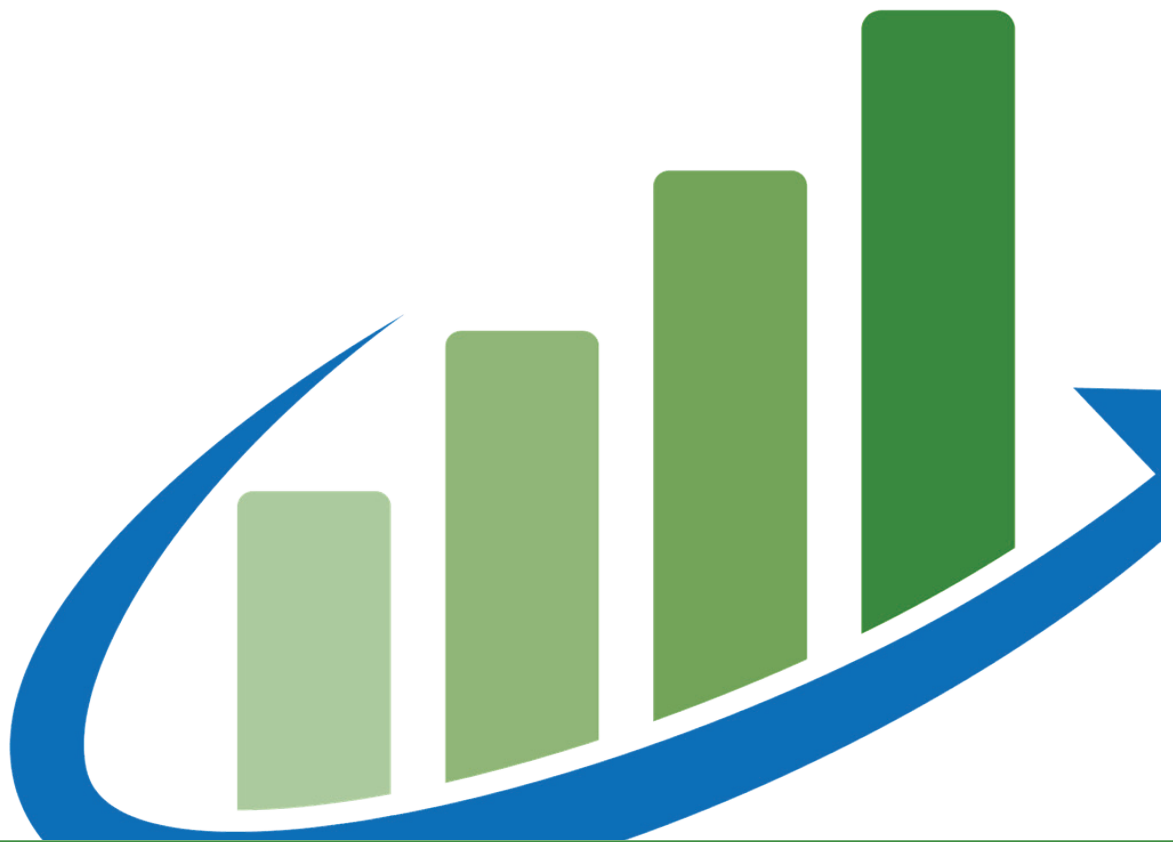
Presenter: Jon Potter, PhD, NCII Technical Assistance Provider

If you miss a session or would like to view it again, you will be able to find recordings and session materials on the PROGRESS Center website at <https://promotingprogress.org>.

PROGRESS Center

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