



## Session Descriptions

### **Opening Keynote**

#### **Creating a Positive Future: Strengths-based Approaches to Disability, 21st Century Education, and Self-Determination**

Dr. Michael Wehmeyer, Co-Director Kansas University Center on Developmental Disabilities University

One seemingly inevitable outcome of the past six months is that education, as we look to the future, will not be the same. It is up to us to ensure that the future is positive for all students. This session will explore 21st century skills and education and how strengths-based approaches to educating learners with disabilities will enable us to move forward. The important role of self-determined learning and autonomy in personalized learning and education will be highlighted.

#### **LEARNING TARGETS:**

- I can identify how strengths-based approaches will establish practices that provide direction for future education.
- I can define self-determination and self-determined learning.
- I can identify educational practices that emphasize strengths-based approaches to educating all learners.

### **Breakout**

#### **Supporting Positive Control Thru LifeCourse Tools**

Stacey Ramirez, State Director, The Arc Georgia

The tools and processes used for Person-Centered Planning continue to evolve. Join us to explore the LifeCourse toolkit in planning for the entire family's success.

#### **LEARNING TARGETS:**

- I can locate Life Course Tool resources to use with person-centered planning
- I can use the Integrated Supports Star tool to identify strengths and supports needed in building an inclusive life in the community.

### **Breakout**

#### **Culture of Community Inclusion in Challenging Times**

James Butler, Community Inclusion Coach, State Advisory Panel Member

Using an interactive exploratory participatory format, we will explore policies and practices of inclusion during a season of complex challenges. Our conversation should consider education, family, and community adaptation.

#### **LEARNING TARGETS:**

- I can define the importance of cultural responsiveness and the impact on policies and practices.
- I can identify challenges faced by families accessing policy and practices.
- I can identify challenges faced by families accessing community resources.



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### **Panel Discussion:**

#### **Tomorrow's Leaders Speak Out**

Tomorrow's Leaders Today:

Join Ben Oxley, Hannah Hibben, Kyleigh Kramlich, Ryan Lee, and Otis Maffett, Tomorrow's Leaders Today is an intensive leadership development program for young adults with intellectual and developmental disabilities. This panel discussion with the five participants, Leaders, will share their thoughts on leadership in their communities.

#### LEARNING TARGETS:

- I can identify strategies I can use in supporting other young adults with intellectual and developmental disabilities to become a leaders in their community.

I can support young adults with intellectual and developmental disabilities to focus on their strengths as their foundation in become leaders.

#### **From Evidence to Practice: How Parent Mentors contribute to creating a positive future**

GaPMP 2020 Community of Practice (CoP)

Join us to hear more about the success of Parent Mentors in:

- engaging families as they support their child in reaching their graduation and post-secondary goals. Parent Mentors are encouraging families to be better informed and engaged in the process of transition and skill building in order to assist their child to meet IEP, academic, and personal goals that lead to their greatest level of success.
- working with all stakeholders and families in building partnerships which lead to positive outcomes for students. Parent Mentors encourage families to have an active role in pursuing partnerships with their child's teachers, their child's IEP teams, post-secondary agencies, business owners, mentors, and others who will impact their child's path to graduation and beyond.
- engaging families as they support their child to explore post-secondary options. Parent Mentors encourage families to be better informed and engaged in the process of transition and skill building in order to support their child meet IEP, academic, and personal goals that lead to their greatest level of success.
- working with all stakeholders and families, so students develop and use their skills for participation in IEP meetings as well as in their classrooms, home, and community environments. Parent Mentors encourage families to have an active role in supporting their child to gain and to use self-determination and self-advocacy skills.

#### LEARNING TARGET:

I can describe two strategies that parent mentors are using that I will consider using in my district's family engagement work

#### **We Choose to Engage: Building Positive Relationships**

Kim Bennett , Coastal GLR Director

Lindsay Lee Special Education Research Consultant Coastal GLRS/FDRESA

Come join us to learn strategies for building strong, positive, and healthy bonds between parents, students, and educators. We will model effective relationship building practices that will have long



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lasting outcomes for student success. Choose to engage!

### LEARNING TARGETS:

- I can identify restorative practices to build positive relationships.
- I can use positive relationship strategies to support connections between parents, students, and educators.