**SCASP Fall Conference Mini-Session Schedule**

**MINISESSIONS:  10:15 AM – 11:30 AM**

1. ***Social Emotional Learning Lisa-Anne Williams– Aperture Education Promoting students’ social-emotional competence (SEC) has been shown to improve outcomes related to school success. This session will present the DESSA Comprehensive System, designed to screen, assess, and promote the SEC of students. Actionable information for school staff that can help guide and evaluate social-emotional learning efforts will be discussed.***

***Enhancing students' social and emotional competence has been shown to improve attitudes toward school, prosocial classroom behaviors, and academic achievement (Durlak et. al., 2011; Payton et al., 2008). As a result of this research and other factors, an increasing number of state departments of education and local school districts have adopted or are considering adopting social and emotional learning (SEL) standards. A number of evidence-based SEL programs are available to promote these skills in children and youth within school settings (CASEL, 2013). However, the growing awareness of the importance of these skills and the inclusion of state SEL standards suggests that an effective and efficient means of evaluating students' SEL competencies is needed. This presentation will provide an overview of a recently published system for screening, assessing, and promoting social and emotional competence, the Devereux Student Strengths Assessment (DESSA) Comprehensive System. The overarching goal of this system is to improve outcomes for students by providing actionable information to teachers, counselors, principals, and other leaders in school settings to help guide and evaluate efforts in the promotion of social and emotional competence for all students. Results from the DESSA, a nationally standardized, norm-referenced, strength-based behavior rating scale (LeBuffe, Shapiro, & Naglieri, 2009/2014), can be used to inform SEL interventions at the universal, targeted, and indicated levels of prevention. Information about the assessments, specific strategies aligned to the DESSA, and tools for monitoring progress and evaluating outcomes at the individual student, classroom, school, or district level, will be shared and discussed.***

**·   Learning Objectives Participants will/will be able to:**

***1. Describe why the promotion of social-emotional competence is important for school success.***

***2. Explain how screening and assessment of social-emotional competence can improve school SEL efforts.***

***3. Learn about specific tools available for monitoring progress and evaluating outcomes of SEL efforts.***

1. **Pearson Assessments – Vineland 3 Come find out what’s new in Vineland-3. This mini-session will provide an overview of the changes from Vineland-II to Vineland-3, along with guidance on using the new test when assessing students with intellectual disabilities, autism spectrum disorders, traumatic brain injuries, and other disabilities. We will look at changes in content, new Comprehensive and Domain-Level forms (including a new Interview form with prompts), and options for using Q-global for administration and/or scoring. (Hint: you can go paperless, if you like.) And two attendees will win a free Vineland-3 kit, so come join us for a fun and informative session!**
2. **Getting Social: Connecting the Past, Present, and Future of Technology - Joe Ryan – Education Coordinator, Internet Crimes Against Children Task Force, S.C. Office of the Attorney General**

**Technology impacts our lives now more than ever, and it is constantly changing. New devices, websites, and apps are released at an almost impossible rate, and we’re expected to keep up with everything. While this technology greatly influences our lives, it has an even greater influence on the lives of the generations growing up in the digital age. Children and teens strive even more than we do to keep up with the newest innovations, and they are largely successful, but is knowing how to use something the same as knowing how to use it responsibly?**

**This session aims to close the generation gap between adults and children/teens, teach attendees about the newest and most popular devices and apps, and talk about the preventative measures that can be taken in an effort to protect the younger generations.**

**Learning Objectives:**

1. **Attendees will learn the ways in which the world has changed in the last few decades and how that has affected the way younger generations view the world.**
2. **Attendees will learn about the most popular devices and apps, including positive uses and issues of concern.**
3. **Attendees will be exposed to preventative measures that will help build rapport with younger generations and guide them to responsible and positive technology use.**

**LUNCH ON OWN 11:30-1:00**

**MINISESSIONS CONTINUED: 1:00 PM – 2:20 PM**

**1. NASP/SCASP connection – Sandra Manning**

**2. Scott Decker – Joint Research Project on LD**

**3. Laura Elder- Transition**

**MINISESSIONS CONTINUED 2:30 PM-4:00 PM**

**1. Young practitioners workshop**

**2. Human Sex Trafficking: Modern Day Slavery in our Backyard - Jim Manning, MSW/MPA & Alexis Williams, LMSW/CPS –**

Human service providers are better positioned than anyone else to identify victims of sex trafficking. This workshop has four main objectives. First, define human sex trafficking, second, debunk the myths, third, to examine the red flags and fourth, how to respond when you identify a potential trafficking situation.

**3. TIERS Model: Beyond Tier 3 Behavior Interventions for Alternative Education Programs -** **Ameet Bosmia – Aiken County Schools**

The Center for Innovative Learning (CIL) at Pinecrest, an alternative education program with Aiken County Public School District (ACPSD), serves nearly 700 students with intense emotional behavioral disabilities (EBD) throughout the academic year, with the student population ranging from 25-250 at any given moment. The adoption of the Tiers of Intensive Educationally Responses Services (TIERS) Model, as the operational procedures and guidelines to struture CIL at Pinecrest and the district ED-Self Contained classrooms, has been pivotal in helping EBD students who do not respond to traditional behavioral RTI and require even more intensive interactions outside the general education classroom. This session will discuss a broad overview of the TIERS Model, going beyond Tier 3 behavior interventions, and how to adopt it for your alternative education program and/or ED Self-Contained classroom.