

January 15-19 2022

CEC (Council for Exceptional Children) Convention abstract

Orlando, FL

Dear Dr. Frahm, Mrs. Overholt, The TEPS Committee, CTA Website (Mike Thomas):

First of all, I'd like to thank Dr. Frahm and the TEPS committee for allowing me the opportunity to attend this extremely valuable conference. The 4 days were filled with an abundance of valuable information that I will be able to implement into my teaching, curriculum planning and IEP writing. The sessions I attended included information on improving essay writing, building family partnerships, IEP do's and don'ts, using worked examples to help teach high school math, strategies to promote self determination and many others.

Although all the sessions were informative, the two that will impact my instruction immediately are as follows:

#### **IEP's Do's and Don'ts**

This session provided IEP Team Members with tips for facilitating legal AND meaningful IEP meetings. They discussed common procedural pitfalls along with strategies for increasing meaningful participation of all IEP Team Members. We are coming up on our IEP writing season and many of these do's and don'ts are especially important to remember. The biggest takeaway I had was to focus on the goals of the students and to never predetermine a placement. Always come to the meeting with a plan in mind, but be sure that parents know that they are a part of the decision making process.

#### **Using Worked Examples to Build Procedural Fluency from Conceptual Understanding**

Using worked examples can increase students' conceptual understanding in mathematics. This session demonstrated the use of worked examples with multi-step algebraic equations by deepening critical thinking. In Resource Room, I am working with students on high level math daily. This presenter focused on using worked problems (correct, in-correct, parallel, partially complete) to help students focus on concepts and not just steps. He explained why this was helpful by saying that you would not have a student write a poem without reading poems first and the same thing should apply to math. We were given a template to use with students and we discussed how to ask questions that focus more on why and how questions. He used the saying, "If you expect it, pre-correct it". In other words our questions should be based on what we have seen in the past and what errors occur most often.

Again, Thank you for this opportunity.

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