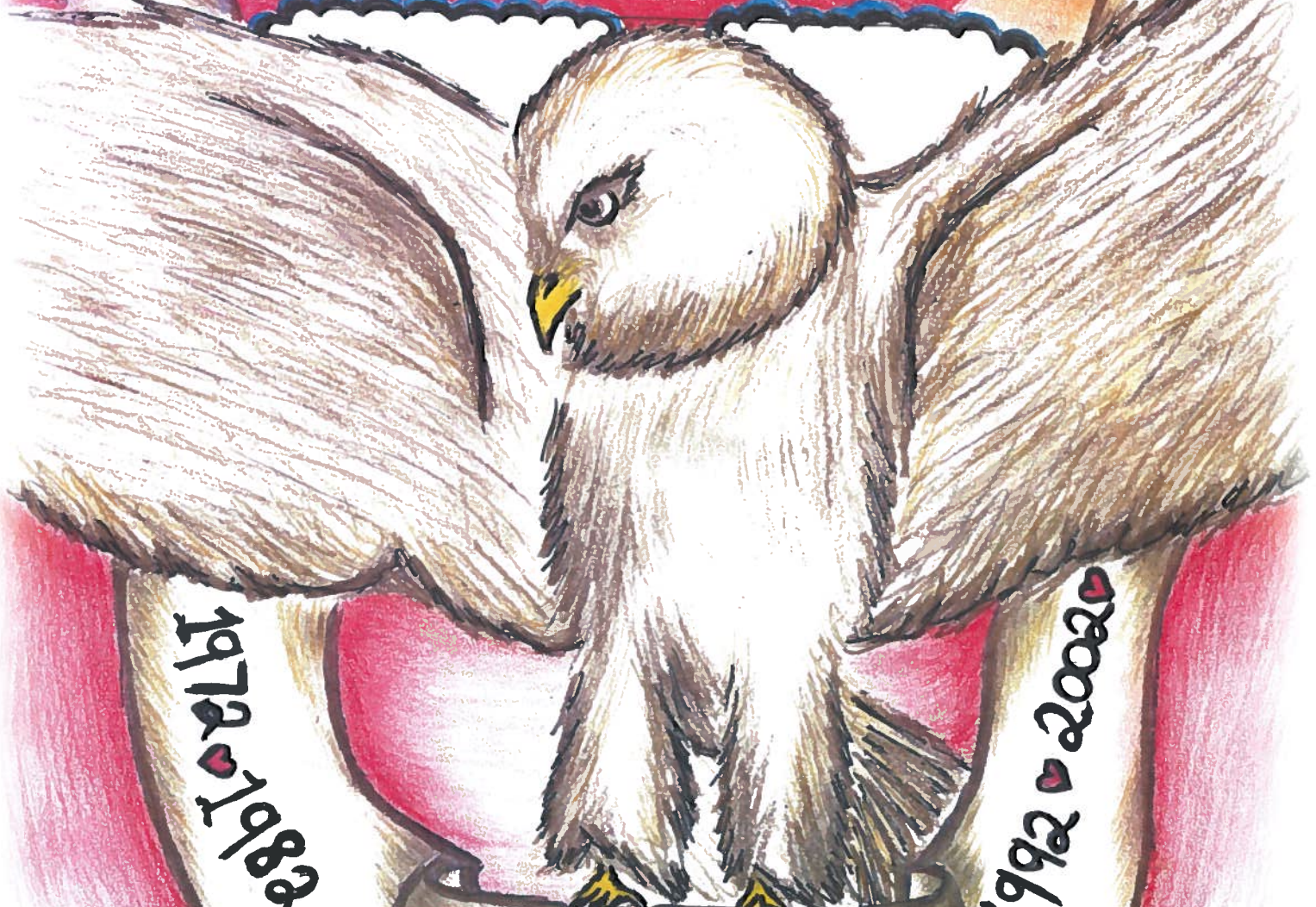


Manitoba Council  
For  
Exceptional Children



1962

2012



1972 1982

1992 2002

50<sup>th</sup>  
Anniversary

Emily



MCEC Annual Conference February 23rd & 24th, 2012

# Council for Exceptional Children's Mission and Vision

The Council for Exceptional Children (CEC) works to improve the educational success of children and youth with disabilities and/or gifts and talents.

## Core Values

Dignity and worth of all individuals  
Advocacy and social justice  
Full participation in society  
Family engagement  
Responsibility to members

Diversity and inclusiveness  
Professional excellence, integrity, and accountability  
Effective individualized education  
Collaboration and community

## Mission

The Council for Exceptional Children is an international community of professionals who are the voice and vision of special and gifted education. CEC's mission is to improve, through excellence and advocacy, the education and quality of life for children and youth with exceptionalities and to enhance the engagement of their families.

## Vision

The Council for Exceptional Children is a premier education organization, internationally renowned for its expertise and leadership, working collaboratively with strategic partners to ensure that children and youth with exceptionalities are valued and full participating members of society. As a diverse and vibrant professional community, CEC is a trusted voice in shaping education practice and policy.

*Adopted by the CEC Board of Directors, April 2011.*

## 50th Annual MCEC Conference Highlights

### PUBLISHERS' DISPLAY

Look for information in your conference bags about special publisher activities planned to mark our 50th anniversary. Please visit the displays during your coffee & lunch breaks at the conference.

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The Manitoba Council for Exceptional Children Conference  
presents the

### 22nd Annual "Yes I Can!" Awards

7:00 p.m., Thursday evening

February 23rd, 2012

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### ANNUAL GENERAL MEETING

February 24th, 2012

12:00 to 12:45 p.m.

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# Welcome to the 50th Annual Conference The Manitoba Council for Exceptional Children Building Success Together

We are honoured to be a part of the **50<sup>th</sup> Annual Manitoba Council for Exceptional Children Conference!** Our conference committee has been working hard to acknowledge this important historical milestone with several added features celebrating this significant anniversary. For example, past presidents and conference co-chairs are being invited to join us and we are planning displays to mark the occasion.

Once again, the committee has brought together talented presenters speaking on a wide range of topics. Our keynote speakers this year include Carol Ann Tomlinson whose insightful and respectful approach to differentiation will inspire all those working with our children and youth. In addition to extending our understanding of differentiation, she will also provide a variety of instructional strategies for all levels.

Terry Small shares his expertise on how we can connect an understanding of the brain to building confidence and enhancing academic achievement in our learners. He will also provide tips, principles, and strategies that will enhance memory and boost attention for our learners.

Karmen Krahn Schulties will also be joining us as a keynote speaker providing information on Brain Boxes, a program which equips young people with knowledge about their own brain empowering them to participate actively in their own learning, friendships, and self-regulation. She will also share her ideas on how positive behaviour support *is* positive brain support and provide us with strategies on how to empower students to use their cognitive assets to learn essential behavioural skills.

In addition to our keynotes, we have brought together many talented and insightful speakers to provide excellent learning opportunities for our conference participants. Our publishers will be available to share the latest resources available and our annual **YES I CAN!** Awards will be held on the evening of February 23<sup>rd</sup>. This event is always a highlight and we look forward to celebrating with you as we acknowledge the outstanding achievements of our award winners from across Manitoba as well as the dedication of those who continue to support them.

Thank you once again for your interest in our conference. We look forward to seeing you on February 23<sup>rd</sup> and 24<sup>th</sup> for our **50<sup>th</sup> Annual MCEC Conference.**

Joanna Kaptein and Susan Miller, Conference Co-Chairs, 2012

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# Keynote Speaker—Thursday, February 23, 2012



**Carol Ann Tomlinson** is William Clay Parrish, Jr. Professor and Chair of Educational Leadership, Foundations, and Policy at the University of Virginia's Curry School of Education where she is also Co-Director of the University's Institutes on Academic Diversity. Prior to joining the faculty at UVA, she was a teacher for 21 years. During that time, she taught students in high school, preschool, and middle school and also administered programs for struggling and advanced learners. She was Virginia's Teacher of the Year in 1974.

Carol is author of over 250 books, book chapters, articles, and other educational materials including *How to Differentiate Instruction in Mixed Ability Classrooms*, *The Differentiated Classroom: Responding to the Needs of All Learners*, *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching*, (with Jay McTighe) *Differentiating Instruction and Understanding by Design: Connecting Content and Kids*, (with Kay Brimijoin and Lane Narvaez) *The Differentiated School: Making Revolutionary Changes in Teaching and Learning*, (with Marcia Imbeau) *Leading and Managing a Differentiated Classroom* and *A Brief Guide to Managing a Differentiated Classroom*, and (with David Sousa) *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*. Her books on differentiation are available in 13 languages.

Carol was named Outstanding Professor at Curry in 2004 and received an All-University Teaching Award in 2008. She works throughout the United States and internationally with educators who seek to create classrooms that are more effective with academically diverse student populations.

## Keynote address

### **Differentiation: Who, Why, and What?**

The idea of differentiated instruction has been on the educational scene long enough now for educators to respond, "Oh, I already do that." Yet educational ideas with any depth and breadth are rarely ones we can check off as "handled." They call on us to grow continually and guide us in doing so. This session will examine the need for differentiation through the eyes of young people whose lives are complex and who will thrive only in the presence of teachers who readily accept them as they are and persistently plan to help them become stronger. A key goal of the session is to reinvigorate and extend participants' understanding of and investment in successfully teaching students such as the ones we'll "meet" in the session.

## Thursday Afternoon Session (T1) **Strategies for Differentiating Instruction**

Teachers who develop and implement a broad repertoire of instructional strategies in the classroom typically have students with higher achievement than their counterparts who employ a more limited toolbox of teaching/learning approaches. Participants in this session will examine a range of instructional strategies that have proven effective in addressing student readiness, interests, and approaches to learning. Some of the strategies require little preparation on the part of teachers. Some require more. All are valuable in a broad range of subjects and grades. Examples will come from classrooms of early years, middle years, and senior years teachers and will model key principles of effective differentiation.



**Karmen Krahn Schulties** has served as Behaviour Consultant for the Cognitive Disability Strategy of Saskatchewan since 2008. Since completing her masters in 2000, Karmen has worked as an interventionist with at-risk youth and people with disabilities including the St. Michael's Developmental Centre where she serves as Behaviour Support Teacher. Given her background in visual and performing art, Karmen approaches case management, resource development, program operations and behavioural intervention with lots of creativity. Certified in Applied Behaviour Analysis, Karmen's deepest commitments include fostering supported independence, designing positive (non-aversive) interventions and the translation of theory into practical application.

Karmen will be presenting a session each afternoon, Thursday and Friday. Please see pages 4 and 7 for a complete description of her presentations.

Thursday, February 23, 2012

## Keynote Address

9:00 to 11:45 a.m.

\* Sessions eligible for credit, see page 9

## Differentiation, Who, Why and What\* Carol Ann Tomlinson

11:45 a.m. to 12:45 p.m.

Lunch provided

Afternoon Sessions (1:00 – 3:30 p.m.) Please register for one of the following:

### T1\* Strategies for Differentiating Instruction: Carol Ann Tomlinson

Intended Audience: All

Please see page 4 for session description.

Intended Grade Level: All

### T2 Brain Boxes: Teaching Brains to Kids: Karmen Krahn Schulties

Intended Audience: All

Intended Grade Level: All

Challenging behaviours and the hope of learning – two distinct expectations and yet only one organ, the brain. Whether you're designing curriculum or imparting it, teaching your class or your family, managing smaller behaviours or dealing with discipline, we're all making demands of the same organic system. We've come a long way in interpreting behaviour through the lens of brain function, helpfully adapting the environment and differentiating instruction while recruiting strengths inherent to every child. This lively, story-rich session explores the hunch that kids equipped with knowledge about their own brain experience a dramatic improvement in behaviour as they become active participants in their own learning, friendship and self-regulation. In kid-friendly simplicity, we will investigate the regions and circuits that produce distinct types of behaviour. In knowing the regional functions, we not only support the struggling parts more effectively but can transfer the responsibility of self-regulation back to those parts that are strong and capable.

Participants will learn and discover:

The historical metaphors and moral imperatives of teaching brains to kids

The importance of and techniques for assessing behavioural function

Some fun ways for teaching regional brain jobs and the tricks to accessing the right one

Some fun ways for teaching the brain's operating systems and the intentional activation and suppression of each

Adaptations to behavioural teaching when the brain's structural (regions) and functional (systems) development is affected by disorders such as ADHD, ASD and FASD

### T3 At-thu-khan: Traditional Legends as Teaching Tools: Nicholas Stewart McDougall, Principal and

Tanya Dawn McDougall, Resource Teacher; Ste Theresa Point Middle Years First Nation School

Intended Audience: Administrators, All Teachers, Consultants and Paraprofessionals

Intended Grade Level: All

This interactive workshop provides participants with information on the use of traditional legends, a guideline for respectfully utilizing traditional First Nations legends in the classroom as teaching tools, as well as experience with using two shared legends as an inter-disciplinary approach in the classroom. Participants will walk away with a frame for utilizing these legends in their classrooms as part of a teaching unit or a unit in and of itself with ideas shared from the group.

### T4 DIR: A Developmental Way: JoAnne Sobczak, Autism Behavior Specialist, Autism Program, C.D.S.

Intended Audience: All

Intended Grade Level: Early Years

Please join me in the talk/workshop on the DIR Floortime model, which was created by Dr. Stanley Greenspan. You will learn how to connect and engage with children diagnosed with autism in a non-threatening, playful and developmentally appropriate way. We will discuss the importance of understanding sensory regulation. We need to provide appropriate ways to up-regulate or down-regulate the child prior to having increased expectations placed on them. You will have opportunities to watch numerous video's on this method and learn about Greenspan's developmental stages. This method fits into early school years curriculums as well as within family's homes in a natural way.

Descriptions of the Thursday afternoon sessions continue on page 5

## Thursday Afternoon Sessions (1:00 – 3:30 P.M.) continued

**T5 Early and Intensive Intervention: A Team Approach:** Sherri Black, Donna Glasgow and Sonya Dubois -  
RETSD Behaviour Intervention Team  
Intended Grade Level : **All**

Intended Audience: **All**  
The goal of the divisional RETSD Behaviour Intensive Support Team (B.I.S.T.) is to help teachers, administrator, parents and students learn techniques to effect positive change and create healthy learning environments for all learners. The Behaviour Intensive Support Team is dedicated to fostering collegial inter and intra school relationships by providing safe supportive coaching and purposeful opportunities through dynamic collaborative service delivery. The Behaviour Intensive Support Team is well-grounded in behavioural theories and combines strength-based, brain-based, and resiliency principles within the context of our divisional behavioural support continuum. We strive to help teachers, administrator, parents and students learn techniques to effect positive change and create healthy learning environments for all students.

**T6 Ipods and I pads in Special Education:** Kevin Biggar, Speech Language Pathologist, St. James S.D.  
Intended Audience: **Parents, All Teachers, Clinicians, Consultants**      Intended Grade Level: **Early and Middle Years**

The most talked about and hyped devices in schools are the Apple iPod and iPad. Are they suitable for your student? This session will provide an overview of these devices and feature apps suitable for students with special needs and discuss how they have been implemented in the St. James School Division. Demonstrated apps will include AAC, Visual Schedules, Language Development, Life Skills, Literacy, and Speech Therapy programs. Discussion will also address the management of these devices and programs in a school setting.

**T7 “What Do I Do When They Say NO?” Working With Oppositional And Defiant Students:**  
Marilyn Preston, Behaviour Intervention Resource Teacher, St. James S.D.  
Intended Audience: **All**      Intended grade Level: **Early and Middle Years**

This presentation is intended to help educators understand the dynamics of children who present as oppositional and defiant and to provide them with strategies for dealing with this challenging behaviour. As a parent and teacher, Mrs. Preston also connects this to her personal experiences with her own son who was diagnosed with ADD at the age of seven, and who often presented with oppositional/defiant behaviours at home and school. Educators who have attended the presentation previously have found the strategies practical and relatively easy to implement when they returned to their schools.

**T8 The Cardboard Counsellor:** Pat Liss, School Counsellor, Dawson Trail School  
Intended Audience: **All Teachers, Clinicians, Consultants, Paraprofessionals, Parents and University Students**  
Intended Grade Level : **All**

Pat Liss is a school counsellor who has successfully worked with children in a variety of northern, core area and rural schools across Manitoba. Over those 25 years he has been using a combination of common sense, humour, empathy and genuineness, peppered with copious amounts of cardboard and hot glue (and some “book learning”) to develop a counselling style that is true to his self, and the needs of his students. Join Pat as he shares some of his past successes (and failures) and talks about what he thinks works, all the while trying your hand at some cardboard construction.

**T9 This is Me—My Life Book:** Dee Bissonnette, Portfolio Specialist, FASD Youth Justice Program  
Intended Audience: **All**      Intended Grade Level: **All**

“This is Me – My Life Book” is a Pilot Project federally funded by the Youth Justice Fund called “Understanding Youth with FASD and Making Accommodations Project”. The FASD Youth Justice Program develops a strength and ability based communication tool to help youth living with FASD, to better understand themselves and communicate with others in a positive way.

The communication tool, which is a portfolio created by the youth, called “This is Me-My Life Book”, can assist the youth and their caregivers in reframing their perceptions while providing education, identification and encouragement of strength and abilities, continued support, and promote success. Books have been referred to as “mini FASD training on one particular youth” as each book is individualized to that youth. The presentation will discuss how the project came about, how the books are created, sample book pages, and current observations.



**Terry Small** B.Ed., M.A., is a master teacher and learning skills specialist. He has presented on the brain for over 33 years to organizations and schools around the world. His knowledge, warmth, humour and dynamic presentation style have made him a much sought-after speaker at workshops and conferences. Terry has been on television, the radio and in the press. He recently appeared on BCTV, Global, CKNW and Student Success. He has presented his ideas to over 200,000 people. His clients include IBM, Ford, Bayer, Bosch, CRA, RCMP, Toyota, many schools and universities, and many other groups. Terry believes, "Anyone can learn how to learn easier, better, faster, and that learning to learn is the most important skill a person can acquire." Terry's wealth of teaching experience and extensive involvement in applied neuroscience and make him an outstanding resource of the business and educational communities. He resides in Vancouver, Canada, where he is a frequent lecturer at Simon Fraser University and the University of British Columbia.

**Terry Small's philosophy is simple: "Success is a skill anyone can learn."**

**Keynote Address** Please note: this session continues Friday afternoon as session F1, please see page 7.

## **Engaging the Brain—Using Neuroscience to Improve Student Learning**

Have you ever taught something only to discover that it just did not "stick" in the minds of your students?

Research has a great deal to say about the brain and learning! It is possible to easily help students learn faster and remember more... and have more fun. How would you like to extend your skills, knowledge, and experience so that your students can build confidence, academic achievement, and self-esteem? And how would you like new tools and ideas to make your work more fun and reach more students? You will learn many practical tips and strategies that you can use immediately in your class and your life.

You will learn and discover:

- how the brain processes information
- the best way for students to take notes.
- why state and strategy are just as important as content.
- the top 10 Brain-Learning Principles.
- what students report is the #1 Study Technique.
- how music affects learning.
- how to boost attention.
- how to increase the capacity of one's memory and much, much more!

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**Emily Lloyd**, artist, 2012 conference poster and brochure

My name is Emily Lloyd. I am in grade eleven in Sunrise School Division and drawing and painting is my passion. I lived in Iqaluit, Nunavut before I moved to Manitoba. I took art classes 3 years ago, which is how I discovered I was so talented. I currently take painting and drawing classes in my free time. Thank you for allowing me to showcase my artwork.

Friday, February 24, 2012

## Keynote Address

9:00 to 11:45 a.m.

# Engaging the Brain - Using Neuroscience to Improve Student Learning\* Terry Small

\* Sessions eligible for credit, see page 9

11:45 a.m. to 12:45 p.m.

Lunch provided

**Afternoon Sessions (1:00 – 3:30 p.m.)** Please register for one of the following:

### **F1 \* Engaging the Brain—Using Neuroscience to Improve Student Learning:** Terry Small

The afternoon session is a continuation of the keynote address, please see page 6 for the session description.

Intended Audience: **All**

Intended Grade Level: **All**

### **F2 Positive Behaviour Support is Positive Brain Support:** Karmen Krahn Schulties

Intended Audience: **All**

Intended Grade Level: **All**

It has become fashionable (and unbelievably important) to smooth the fit between kids and their world. This practice is built upon a scientific truth that environment impacts brain and thereby behaviour. It has also become popular to employ behaviour-improving "strategies." As quick interventions and mini-experiments, strategies are absolutely vital. Trouble is, our environments can be near-perfect and still the behaviours persist. Trouble is, we are knee-deep in strategies and still have unwanted behaviours. Why is that? In an effort to produce long-term, quantifiable behaviour change this session digs below the surface of short-term crisis management. By partnering with kids who are equipped to utilize their cognitive assets, positive behaviour supports works *with* rather than against the brain's natural flow. Participants will leave this session affirmed in environmental adaptation yet newly equipped to teach behavioural skills, inspired to provide tailor-made feedback and fortified with non-aversive crisis management techniques.

### **F3 Autism is not Black and White, It's Plaid:** Kim Campbell, Manager of Community Initiatives, RETSD and Linda Stuart, Educational Assistant, Buchanan School

Intended Audience: **All Teachers, Administrators, Paraprofessionals and Parents**

Intended Grade Level: **All**

In this workshop, key elements in creating a positive school experience for students with Autism Spectrum Disorders will be discussed. Ten steps to understanding Autism including the neurology and its effects on learning, sensory sensitivities, environmental supports, learning styles, academic skill development and a collection of tips and tricks for differentiating instruction. Participants will receive practical information that can have a direct and immediate usefulness to the classroom experience for both the teacher and students. There will be some hands on activities for participants.

### **F4 Using Evidence-based Practice to Support Students with ASD:** Kirsten Wirth, Clinical Coordinator – School-Age ABA Program

Intended Audience: **All**

Intended Grade Level: **All**

This session will provide participants with a clear process for determining what is, and what is not, evidence-based practice for students with ASD. Participants will be enabled to review practice guidelines and implement or reject recommended strategies independently. A number of strategies in the National Autism Centre's National Standards Project will be reviewed, and participants will learn how to implement them. There will be a specific focus on 3-4 strategies: functional assessment, self-management, and story based intervention, used as samples of how to implement recommended strategies. Participants will complete a student specific action plan using each of the samples.

**Descriptions of the Friday afternoon sessions continue on page 8.**

## Friday Afternoon Sessions (1:00 – 3:30 P.M.) continued

### **F5 “In the Company of Friends” after Graduation:** Lynda Dobbins-Turner, Life, Inc.

Intended Audience: **All**

Intended Grade Level: **Middle and Senior Years**

If you're thinking about transition options for life after school, Lynda Dobbin-Turner will share what 'In the Company of Friends' is all about! A little known gem in Manitoba's Family Services and Consumer Affairs options for Supported Living, 'In the Company of Friends' is for adults with intellectual disabilities in the province of Manitoba and is Manitoba's individualized, one source funding model, where the people who choose it create a life of their own design. This is achieved with the help of a 'support network' of family and friends who assist them where necessary, and provide input through supported decision making. Its relationship based, and a great option for young adults who are coming into supported living, particularly those who are now graduating from today's inclusive school settings.

### **F6 “I think I can, I think I can.....promoting family literacy one community at a time.” :** Karen Davis,

Volunteer, Imagination Library Program

Intended Audience: **All Teachers, Administrators, Paraprofessionals, Parents, Community Members**

Intended Grade Level: **Early Years**

The Imagination Library sparks a lifelong love of reading by mailing a free book each month to children from birth until they turn five in communities that replicate the program. The books are delivered directly to a child's mailbox. This session will introduce Imagination Library history, initiatives, sponsorship opportunities and best practices of community, health centre and school-based Imagination Libraries across the country, specifically in Manitoba.

The Dolly Parton Imagination Library is a unique opportunity to give something simple yet powerful to preschoolers and parents. It can be a significant tool to build community support for early learning and promotion of family literacy activities. Participants will learn how they can develop a program that is unique for their community needs and hear about very successful programs in 14 First Nation communities in addition to other communities.

### **F7 Music Therapy:** Jennalene Brink, Music Therapist

Intended Audience: **All**

Intended Grade Level: **All**

Come explore what music therapy is all about and how it can harmonize with special education programming. You will be invited to participate in a variety of music therapy interventions and hear first-hand about how music therapy has impacted both staff and students. Be prepared to learn a little and play a lot. All levels of music abilities are welcome!

### **F8 Teaching Highly Gifted Writers:** Dr. Kathryn Noel, Professor, University of Western Ontario

Intended Audience: **All Teachers, Parents, Consultants and University Students**

Intended Grade Level: **All**

This session will offer some highlights from a nine-year longitudinal study of a precocious young writer. Through the exploration of samples of his writing from preschool through adolescence, an analysis of the key characteristics of the writing of this highly gifted child will be offered. As well, this child's writing habits and learning environment will be compared to those described in the published literature on language arts classrooms that are conducive to creating writers, and eight specific guidelines for teaching gifted writers will be offered. In addition, an analysis of a writing program for highly gifted and precocious students developed by this student's Grade 9 English teacher will be examined as one example of a successful approach which reflects the guidelines suggested in this presentation.

### **F9 Graphic Education: Using the Graphic Novel in the Classroom:** David Alexander Robertson, Writer

Intended Audience: **All**

Intended Grade Level: **Middle and Senior Years**

This session will take an in-depth look at how the graphic novel can be used in the classroom and why it is such an excellent tool for educators. The session will reference Robertson's own graphic novels (7 Generations and The Life of Helen Betty Osborne), which are used in classrooms as curriculum in several schools, as a case study, as well as other graphic novels that have been incorporated into curriculum. The session will also explain how Robertson came to write graphic novels for this purpose - Robertson himself an Aboriginal man who grew up disconnected from his culture. Robertson will present lecture style with visual support and handouts.

## "Yes I Can" Awards Evening

The Manitoba Council for Exceptional Children Conference 2012  
presents the



# 22nd Annual "Yes I Can!" Awards

7:00 p.m.

Thursday, February 23, 2012  
Victoria Inn Ballroom

Be sure to visit our Silent Auction table with all proceeds going to support YES I CAN International Award winners.

**Special Education Teacher, Counsellor or  
Level 1 or 2 Administrator Certificate Credits**

The Professional Certification Unit for Manitoba Education has approved Carol Ann Tomlinson's and Terry Small's sessions as accreditation for the Special Education Teacher's Certificate, the Counsellor's Certificate or the Level 1/ Level 2 Administrator's Certificate requirements (10 hours towards the instruction component). Participants must attend all the required sessions during the conference (see below) and hold a valid Manitoba Permanent Professional Certificate in order to be eligible to receive credit, to a maximum of 10 contact hours, for this conference. **Request for credit must be noted on the registration form.**

**The sessions required to be eligible for credit are:**

Thursday's sessions: Carol Ann Tomlinson's keynote address and her afternoon session (T1)  
AND

Friday's sessions: Terry Small's keynote address and his afternoon session (F1)

**DELEGATES SEEKING CREDIT MUST ATTEND ALL FOUR REQUIRED SESSIONS**

For further information contact:

Joanna Kaptein at: [jkaptein@sunrisesd.ca](mailto:jkaptein@sunrisesd.ca) or Susan Miller at [smiller2@retsd.mb.ca](mailto:smiller2@retsd.mb.ca)

# General Conference Information

## A. REGISTRATION:

**Pre-Registration:** \*\*\*EARLY BIRDS\*\*\* If your registration is postmarked no later than **December 23, 2011**, there will be a 10% reduction in your session costs! (Registrants may take advantage of either the "Early Bird" or "Group Rate", not both.) To avoid disappointment and lengthy line-ups, pre-registration is recommended. The **pre-registration** deadline is **February 10, 2012**. Registrations postmarked after this date will be subject to a \$25 surcharge. Your cancelled cheque is your assurance that you have registered. If registration is paid by your employer, please contact them for confirmation or send a stamped self-addressed envelope with registration for pre-conference confirmation. A receipt will be in your conference package, to be picked up on-site.

**On-site Registration:** **NOTE:** A \$25 surcharge will be added to each on-site registration! Registration takes place at the Victoria Inn February 23rd and 24th beginning at 8:00 a.m. Please look for the signs. Receipts will be available at the registration desk.

ALSO: Remember to bring your conference program/brochure with you to the conference. Your name tag must be visible for entrance to all sessions and lunch.

**B. HOTEL ACCOMMODATION:** Victoria Inn Hotel and Convention Centre, 1808 Wellington Avenue, offers a special rate of \$131.25 plus taxes per night. 80 rooms will be available at this price. Call Toll Free: 1-877-842-4667 and mention the MCEC Conference Rate.

**From the Victoria Inn Hotel and Convention Centre's Sales office:**

"Our guest rooms feature all the amenities that you have come to expect in a premier hotel such as an iron and ironing board, coffee maker with complimentary coffee, hair dryer, and quality bathroom amenities. The furnishings are very attractive wood pieces and each room has a full working desk with ergonomic office chair, and data port jack set in the desk lamp. The large TVs have full cablevision along with complete pay movie access. The rooms all have luggage racks, closets, and dressers for our guest's convenience. The Victoria Inn Hotel and Convention Centre offers the following complimentary services: local phone calls, in room wireless or hard line high speed internet, lobby internet computer, business centre, hotel guest parking, 24 hour airport shuttle, and the city's only hotel with a wheelchair accessible pool."

**c. MEALS:** Lunch is provided to all delegates. Please note any dietary requirements on your registration form. Coffee, tea and juice will be available before the sessions and during coffee break.

**D. ANNOUNCEMENTS:** Any announcements or session changes will be posted on the notice board located near the registration desk.

**E. DEAF/HEARING IMPAIRED:** Anyone requiring the services of an interpreter for the hearing impaired, please contact George Corbett, 1-204-222-9577, or [gcorbett@retsd.mb.ca](mailto:gcorbett@retsd.mb.ca).

**F. SUBSTITUTIONS:** If requested sessions are full, the Conference Committee reserves the right to substitute alternate sessions.

Questions regarding registration: Phone Barb Metro at (204) 275-5048 or email: [bmetro@srsd.ca](mailto:bmetro@srsd.ca)

# Conference at a Glance

## Thursday, February 23, 2012

- Keynote Differentiation, Who, Why and What
- T1 Strategies for Differentiating Instruction
  - T2 Brain Boxes: Teaching Brains to Kids
  - T3 At-thu-khan: Traditional Legends as Teaching Tools
  - T4 DIR A Developmental Way
  - T5 Early and Intensive Intervention: A Team Approach
  - T6 Ipods and Ipads in Special Education
  - T7 "What Do I Do When They Say NO?"  
Working With Oppositional And Defiant Students
  - T8 The Cardboard Counsellor
  - T9 This is Me—My Life Book

## Friday, February 24, 2012

- Keynote Engaging the Brain- Using Neuroscience to Improve Student Learning
- F1 Engaging the Brain- Using Neuroscience to Improve Student Learning—Continued
  - F2 Positive Behaviour Support is Positive Brain Support
  - F3 Autism is not Black and White, It's Plaid
  - F4 Using Evidence-based Practice to Support Students with ASD
  - F5 "In the Company of Friends" after Graduation
  - F6 "I think I can, I think I can" .....Promoting Family Literacy One Community at a Time
  - F7 Music therapy
  - F8 Teaching Highly Gifted Writers
  - F9 Graphic Education: Using the Graphic Novel in the Classroom

## The MCEC Provincial Conference 2011 2012 Planning Committee

Conference Co-Chairs  
Treasurer  
Secretary  
Keynote Speakers  
Mini-session Speakers  
Registration  
Brochure  
Publicity  
Name Tags  
Media  
Youth Ambassadors  
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Conference Packages  
Hospitality  
Publisher Exhibits  
"Yes I Can!" Awards  
Contributing Member  
Youth Representative

Joanna Kaptein and Susan Miller  
Elaine Lochhead  
Giselle Kerwin  
Georgina Dyck-Hacault  
Brenda Hill-Yaschyshyn and George Corbett  
Barb Metro  
Pat Adams  
Joanne Penner  
Sue Lang  
Ria Pirie, Susan Lachowich and Carol Kovacs  
Michael Bennett  
Gerry Thiessen  
Lars Feilberg  
Linda Stuart and Kim Campbell  
Potoula Locken and Carole Shankaruk  
Ian McGowan  
Kim Campbell and Candace Borger  
Annette Lyss  
Wolfgang Lyss

For additional information please contact:

Joanna Kaptein ([jkaptein@sunrisesd.ca](mailto:jkaptein@sunrisesd.ca)) or Susan Miller ([smiller2@retsd.mb.ca](mailto:smiller2@retsd.mb.ca))  
or on the web at [www.manitobacec.ca](http://www.manitobacec.ca)



**VICTORIA INN**  
HOTEL & CONVENTION CENTRE

1808 Wellington Avenue  
Winnipeg, Manitoba  
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[www.vicinn.com](http://www.vicinn.com)



**The Manitoba Council for Exceptional Children Conference 2012  
February 23 & 24, 2012  
The Victoria Inn – Winnipeg, Manitoba**

**Early Bird Registration:** Registrations postmarked by **December 23, 2011** will receive 10% off of the registration fees or 10% off group rate for 15 or more registrants. Payment must be on one cheque.

**Pre-Registration Deadline:** February 10, 2012. Registrations postmarked after February 10 will be considered an on-site registration and will be charged a \$25 surcharge.

**To Register by FAX:** (204)275-6299. MasterCard payments accepted. Sorry, **Visa is not accepted.** Cheques are payable: **MCEC Conference 2012.**

**Mail Registrations with payment to:** MCEC Conference 2012, c/o 245 Le Maire Street, Wpg., MB. R3V 1M2

Your cancelled cheque or MasterCard statement is your assurance that you are registered. **A receipt will be in your conference package.** For confirmation prior to the Conference, send a stamped, self-addressed envelope with your registration form.

On-site registration begins at 8:00 a.m. **A \$25 surcharge will be added to each on-site registration.**

**Refunds will not be issued except due to illness. Requests must be submitted in writing no later than March 24<sup>th</sup>, 2012, and include the necessary documentation.**

Professional	Member	Non-Member
Thurs / Fri	\$210.00	\$265.00
One Day	\$135.00	\$165.00
Half Day	\$70.00	\$95.00
Para/Student/Parent	Member	Non-Member
Thurs / Fri	\$130.00	\$170.00
One Day	\$85.00	\$100.00
Half Day	\$45.00	\$55.00

**Conference Fees 2012**

*The above fees include lunch.  
Lunch is not included for ½ day sessions.*

**Name:** \_\_\_\_\_  
(First Name) (Last Name)

**Address:** \_\_\_\_\_  
(Street or Box)

\_\_\_\_\_  
(City/Town) (Province) (Postal Code)

**Phone:** \_\_\_\_\_  
(Home) (Work) (Cell)

**E-mail:** \_\_\_\_\_

**School Division or Employer:** \_\_\_\_\_

**Position:** \_\_\_\_\_ **MCEC Membership #:** \_\_\_\_\_

**Lunch Menu**

**Thursday**

Chef's Soup  
Three Cheese Manicotti in Marinara Sauce  
Garlic Bread  
Chocolate Brownie w/Ice Cream  
Coffee / Tea

**Friday**

Quiche Florentine  
Mixed Greens & Herb Spice Vinaigrette  
Assorted Dainties  
Coffee / Tea

*If there are any dietary concerns, please  
attach note to this registration or contact  
Barb Metro at 275-5048.*

**Certificate Credits**

To receive credit, participants **MUST** attend **ALL** of the following sessions:

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**Thursday:**

**Keynote:** Carol Ann Tomlinson & T1

**Friday:**

**Keynote:** Terry Small & F1

*(Please check only one credit option)*

- Special Education Credit**
- Counselling Credit**
- Administrator's Credit**

**Thursday, February 23, 2012**

**Keynote:**

**Carol Ann Tomlinson**  
9:00 – 11:45 a.m.

**Afternoon Sessions:**

1:00 – 3:30 p.m.

\_\_\_\_\_  
1<sup>st</sup> Choice / 2<sup>nd</sup> Choice

**Friday, February 24, 2012**

**Keynote:**

**Terry Small**  
9:00 – 11:45 a.m.

**Afternoon Sessions:**

1:00 – 3:30 p.m.

\_\_\_\_\_  
1<sup>st</sup> Choice / 2<sup>nd</sup> Choice

**MAIL REGISTRATION FORM  
WITH PAYMENT TO:**

**MCEC CONFERENCE 2012**  
c/o 245 Le Maire Street  
Winnipeg, MB. R3V 1M2

*Questions regarding registration?  
Phone: Barb @ (204) 275-5048 or  
Email: [bmetro@srsd.ca](mailto:bmetro@srsd.ca)*

**REGISTRATION FEES**

Total Enclosed: \$ \_\_\_\_\_

**OFFICE USE ONLY:**

Date Received: \_\_\_\_\_

Registration #: \_\_\_\_\_

Payment by Cheque #: \_\_\_\_\_

M/C AUTH. # \_\_\_\_\_

Receipt #: \_\_\_\_\_

**FOR MASTERCARD PAYMENT**

Name on MasterCard \_\_\_\_\_

Card No. \_\_\_\_\_

Expiry Date \_\_\_\_\_ Signature \_\_\_\_\_