

# 12<sup>th</sup> National Early Childhood Inclusion Institute

May 14–16, 2012 | The William and Ida Friday Center for Continuing Education, UNC-Chapel Hill

HOSTED BY FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE &  
NATIONAL EARLY CHILDHOOD TECHNICAL ASSISTANCE CENTER



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# Welcome!

On behalf of the National Early Childhood Technical Assistance Center (NECTAC) and the Frank Porter Graham Child Development Institute (FPG), welcome to the 12<sup>TH</sup> National Early Childhood Inclusion Institute. We want to recognize the involvement of our partners and especially to thank this year's sponsor, the Brookes Publishing Company.

Since 1966, the FPG has helped to shape how the nation cares for and educates young children. About 300 researchers, outreach and technical assistance specialists, staff, and students work on over 70 projects related to young children, individuals with disabilities, and their families. Our dedication to research and outreach is embodied in our motto: *Advancing knowledge. Enhancing lives.*

After the Inclusion Institute, visit [www.nectac.org/inclusioninstitute](http://www.nectac.org/inclusioninstitute) for presenters' handouts and resources. Also visit Brookes online at [www.brookespublishing.com](http://www.brookespublishing.com)

Thank you for joining us this year!

— Pam Winton & Shelley deFosset  
CONFERENCE CHAIRS

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of Young Children (NCAEYC)

# Agenda

**Monday, May 14, 2012**

8:00 AM—8:30 AM: Continental Breakfast & Registration for Pre-Institute Participants

8:30 AM—Noon: Pre-Institute Workshops (pre-registration only)

*Making Inclusion for Toddlers and Preschoolers Individualized, Instructional, and Inspirational*

Robin McWilliam

Dogwood AB

*Transforming Your Professional Development: Applying an Evidence-based Practice Approach (CONNECT)*

Pam Winton, Virginia Buysse, Dale Epstein & Chih-Ing Lim

Redbud AB

10:30 AM—12:45 PM: Institute Registration and Exhibit Setup

1:00—2:00 PM: Welcome and Opening Address

Grumman Auditorium

**Opening the Institute: Institute Co-Chairs**

Pam Winton, DIRECTOR OF OUTREACH, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE  
Shelley deFosset, INVESTIGATOR, NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON INCLUSION (NPDCI)  
and NECTAC, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

**Welcome**

Sam Odom, DIRECTOR, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE  
Lynne Kahn, DIRECTOR, NECTAC, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

**Keynote Panel: *Federal Early Childhood Systems Building: Infusing Inclusion.***

Pam Winton, PANEL INTRODUCTION  
Melody Musgrove, DIRECTOR, OFFICE OF SPECIAL EDUCATIONAL PROGRAMS,  
U.S. DEPARTMENT OF EDUCATION, WASHINGTON, DC  
Shannon Rudisill, DIRECTOR, OFFICE OF CHILD CARE,  
U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES, WASHINGTON, DC & PANEL MODERATOR  
Yvette Sanchez-Fuentes, DIRECTOR, OFFICE OF HEAD START,  
U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES, WASHINGTON, DC

The distinguished panel of federal policy leaders address two questions:

1. What are 1–2 opportunities you see for moving forward with inclusion as part of systems building efforts across federal early childhood agencies?
2. What future directions or challenges would you like to share brainstorming and continued conversations with each other and with Institute participants during the rest of the afternoon?

## 2:00—2:15 PM: Introduction of Darius Weems, speaker at Plenary Session

Shelley deFosset

Grumman Auditorium

## 2:15—2:45 PM: Break

Atrium

Join colleagues for a celebration of the possibilities inclusion provides for everyone. Music by Darius.

## 2:45—4:15 PM: Plenary Sessions

### ***Plenary 1—Provocations on Building the Quality and Inclusiveness of Early Childhood Systems: State Perspectives (seating limited to first 90 participants)***

Dogwood AB

#### **Panelists:**

Khari Garvin, NC HEAD START COLLABORATION DIRECTOR & PANEL MODERATOR

Kelly Maxwell, ASSOCIATE DIRECTOR, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Jim Lesko, DIRECTOR, EARLY DEVELOPMENT AND LEARNING RESOURCES WORK GROUP FOR THE  
DELAWARE DEPARTMENT OF EDUCATION

Deb Cassidy, DIRECTOR, NC DIVISION OF CHILD DEVELOPMENT & EARLY EDUCATION

Alisha Ghazvini, EARLY CHILDHOOD CONSULTANT IN FL

#### **Federal Reactants:**

Shannon Rudisill, Yvette Sanchez-Fuentes, Melody Musgrove

A panel of state leaders from DE, FL, and NC will continue to explore the themes in the keynote by sharing provocations, innovative ideas, and lessons learned for building high quality, inclusive early childhood systems with a particular focus on two topics: the workforce and program quality standards. The federal leaders and audience will react to the ideas from their unique perspectives. Opportunities to continue to explore the issues will be possible in the listening and reflections sessions at the end of the day.

### ***Plenary 2—Darius Goes West: From Movie to Movement***

Dairus Weems, Barbara Smalley & support team

Grumann Auditorium

Darius was born with Duchenne Muscular Dystrophy (DMD) and had never left his home town at the age of 15. Eleven of his best friends decided to take him out west on an unforgettable three-week journey. Their goals were: (a) to raise awareness of DMD and funds for research, (b) to evaluate wheelchair accessibility across the country, and (c) to convince the folks at MTV's popular show, *Pimp My Ride*, to customize Darius's wheelchair. Along the way, this hilarious group of first-time filmmakers discover joy, brotherhood, and the knowledge that life, even when imperfect, is always worth the ride. Come view the award-winning movie of their trip and ask Darius questions.

## 4:15—4:30 PM: Break

## 4:30—5:15 PM: Concurrent Sessions

### *Listening Session*

Moderator: **Sarah Lemoine**, *Project Director, National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center)*

Dogwood AB

The U.S. Department of Health & Human Services, Administration for Children & Families (ACF) invites participants to a listening session on Early Childhood and School-Age Credentials. The session will provide a chance to share your perspective on early childhood and school-age credentials through the lens of inclusion with ACF leaders from the Office of Child Care and the Office of Head Start. The session will focus specifically on portability and reciprocity of entry-level credentials, including the CDA, and the capacity for integration into comprehensive state professional development systems. ACF wants to hear from you about what is working, what the greatest challenges are, and your ideas for potential strategies to address them.

### *Reflection Sessions*

These sessions will provide opportunities for participants to meet with colleagues from the similar sectors to reflect on the keynote and plenary sessions and their personal goals for attending the institute.

Early Childhood Special Education/619 Services

Bellflower

Families and Family Advocates

Atrium

Head Start and Early Head Start

Mountain Laurel

NC Early Learning Partners (with NC 619 Coordinator Vivian James)

Windflower

Part C and Early Intervention Services

Redbud B

State Pre-K and Title 1

Redbud A

**Tuesday, May 15, 2012**

## 8:00—9:00 AM: Continental Breakfast

## 9:00—10:30 AM: Concurrent Sessions

### *Building Collaborative Communities Committed to Inclusion*

**Linda Brekken & Katy McCullough**

Redbud B

Age Group: Birth to 5

Primary Target Audience: Practitioners, Families, Local Administrators

Communities across the country have used a self-assessment process, the Community Perceptions of Inclusive Practices, to identify their strengths and needs and develop plans to promote high quality early childhood inclusive services. The process brings community partners (Head Start, early childhood special education, child care, families, etc.) together in a safe environment to share their diverse perspectives on inclusion. The data from these dialogues are used to facilitate relationships, prioritize action plans, provide targeted cross-system professional development, monitor progress, and celebrate successes. This session is repeated on May 16.

***Designing and Implementing Instructional Strategies for Young Children in Inclusive Classrooms*****Jennifer Grisham-Brown**

Azalea

Age Group: 3 to 5

Primary Target Audience: Professional Development Providers,  
Local Administrators, State Administrators

The session will provide administrators and technical assistant specialists with ideas for how to support the implementation of instructional strategies in inclusive classrooms. Challenges associated with supporting providers to design and implement high quality instructional strategies with fidelity in inclusive classrooms will be discussed and specific suggestions for how to ensure implementation fidelity will be provided. Participants will learn a decision making process for supporting teachers to differentiate instruction for all children in inclusive settings.

***The Early Development Project:******Providing a Parent-Mediated Intervention for Infants and Toddlers at Risk for Autism*****Linn Wakeford**

Windflower

Age Group: Birth to 3

Primary Target Audience: Practitioners, Families

The primary focus of the session will be on the content and process of a research-based, parent-mediated intervention for very young children identified as at-risk for autism or developmental disability. Various contextual factors that influence both interventionist and parent implementation will be explored.

***Inclusion: Legal Foundations and State Strategies*****Abby Cohen**

Dogwood B

Age Group: Birth to 5

Primary Target Audience: All

Participants will learn about the variety of legal sources for inclusion in early childhood settings: highlights of civil rights laws such as Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and its impact on child care, IDEA Part C and Part B Section 619, and Head Start and child care licensing laws. Strategies that states are using to promote inclusion, such as affirmative provisions in licensing, quality rating systems, and supportive subsidy practices will also be shared. This session will have the opportunity for questions and discussion. This session is repeated on May 16. It was on the program of the 2011 Inclusion Institute.

***Incorporating Visits from People with Disabilities into Preschool Classrooms*****Mary Rugg**

Redbud A

Age Group: 3 to 5

Primary Target Audience: Practitioners

Through the sheer power of determination, Betsy Wynne carved out and lived her dreams. She had a passion for sharing her experiences and stories of “possibilities” with young children. In this session, we will share the lesson plan she created, “Come Into My World,” in which people with disabilities visit preschool classrooms in order to foster disability awareness and acceptance at a very early age.



***The New CARA's Kit for Toddlers:  
A User Friendly and Practical Tool to Promote Toddler Participation and Learning***

**Suzanne Milbourne**

Bellflower

Age Group: Birth to 3

Primary Target Audience: All

Participants will learn about the new *CARA's Kit for Toddlers* and how to use the kit to create adaptations that can be used to promote toddler participation in opportunities for learning in home, community, and early childhood settings. Similar to the original *CARA's Kit for Preschoolers*, the toddler version helps individuals who provide care and intervention for toddlers use adaptations to make situations better for particular toddlers, including those with challenging behaviors, disabilities, or other special needs or improve situations for an entire group. Adaptations include making changes to the environment, daily schedule, activities, materials, and requirements and instructions and include the use of assistive technology.

***Technical Assistance as the Bridge from Science to Service***

**Karen Blase & Barbara Sims**

Dogwood A

Age Group: Birth to 5

Primary Target Audience: Professional Development Providers,  
Local Administrators, State Administrators

Providing technical assistance that leads to high fidelity implementation, systems change, and educational and inclusion outcomes is very challenging. Join Karen Blase and Barbara Sims from the State Implementation and Scaling Up of Evidence-Based Practice Center (SISEP) for a conversation about technical assistance strategies, barriers, tools, and resources. Share what you know and let's learn from one another.

***Where Are the Children?***

***What We Know From Our Data and What We Need to Know to Support Inclusive Opportunities***

**Deborah Cate, Vivian James & Cindy Ramagos**

Mountain Laurel

Age Group: 3 to 5

Primary Target Audience: State Administrators

Educational Environments data for children 3-5 are part of the information states are required to collect under the Individuals with Disabilities Education Act (IDEA). This session will feature an update of the IDEA educational environments reporting requirements, available data and a discussion of how some states are collecting and using this data. Participants will have an opportunity to share information about the educational environments data collection processes in their programs and states.

**10:30—11:00 AM: Break**

## 11:00 AM—12:30 PM: Concurrent Sessions

### ***The CARA's Kit for Preschoolers:***

#### ***A User Friendly and Practical Tool to Promote Participation and Learning***

**Suzanne Milbourne**

Bellflower

Age Group: 3 to 5

Primary Target Audience: All

The *CARA's Kit for Preschoolers* is designed to support the design of adaptations that promote preschooler participation in everyday routines and activities. The Preschool version helps individuals who provide care and intervention for children ages 3-5 use adaptations to make situations better for particular children, including those with challenging behaviors, disabilities, or other special needs or improve situations for an entire group. Adaptations include making changes to the environment, daily schedule, activities, materials, and requirements and instructions and include the use of assistive technology. Participants will learn about *CARA's Kit for Preschoolers* and how to use the kit to create adaptations that can be used to promote young children's participation in preschool learning opportunities. This session was on the program of the 2011 Inclusion Institute.

### ***Designing and Implementing Instructional Strategies for Young Children in Inclusive Classrooms***

**Jennifer Grisham-Brown**

Azalea

Age Group: 3 to 5

Primary Target Audience: Practitioners

Practical suggestions for practitioners about how to design and implement instructional strategies in inclusive classrooms will be presented, including specific ideas for how to use assessment information to select instructional outcomes, design and implement instructional strategies, and determine their success. The session will emphasize differentiating instruction for all children in inclusive settings.

### ***How I Benefit From Inclusion: The Family Perspective***

**Susan Acker-Walsh, Tina Acker-Walsh & Lisa Kaylie**

Redbud A

Age Group: Birth to 5

Primary Target Audience: Families, All

Two families will share their efforts to implement a vision for their children that have included educational and social inclusion in order to allow them to be as independent as possible through childhood and into adulthood. Presenters will share personal stories and lessons learned along their journey. This will be a moderated panel discussion. There will be time for questions and responses from the audience..

### ***Inclusive Classroom Profile: Measuring the Quality of Inclusion in an Era of Accountability***

**Elena Soukakou, Tracey West, Pam Winton & Lia Rucker**

Windflower

Age Group: 3 to 5

Primary Target Audience: Professional Development Providers,  
Local Administrators, State Administrators

This session will provide information about a new tool, the *Inclusive Classroom Profile (ICP)*, and promising directions for using the ICP to address the quality of inclusion within a Quality Rating and Improvement System (QRIS). The ICP is used to assess the quality of inclusion in early childhood classrooms across twelve dimensions of inclusive practices. Information from a pilot study in North Carolina will be shared. Participants will have the opportunity to discuss how the information obtained through using the ICP might be used for research, quality assessment, and professional development.



***Meeting the Needs of Developmentally Diverse, Dual Language Learners From Birth to Three*****Robert Stechuk**

Redbud B

Age Group: Birth to 3

Primary Target Audience: Professional Development Providers,  
Practitioners

This session will examine the intersections between dual language development and developmental diversity. The session will begin with an overview of key research findings on young dual language learners. The overview will lead participants to understand how a child's home language is a vital resource for future development. The session will then provide a summary of the research on young dual language learners who also present with disabilities/developmental delays. Implications for screening, assessment and educational services for children will be provided.

***Strategies for Preventing and Addressing Challenging Behaviors in Inclusive Settings*****Gail Joseph & Kristin Ainslie**

Dogwood A

Age Group: 3 to 5

Primary Target Audience: All

In this session learn the form and function of four training modules developed by the Head Start Center for Inclusion designed to help early care and education professionals prevent and address challenging behavior in inclusive classrooms. Modules provide a decision making framework and effective practical strategies for ensuring that every child—including those with challenging behaviors—has just the right amount of support to access, participate and thrive in preschool. This session was on the program of the 2011 Inclusion Institute.

***Supporting Quality Home Visiting Practices*****Lynda Pletcher**

Mountain Laurel

Age Group: Birth to 3

Primary Target Audience: Practitioners, Families

Over the last few years, there has been a renewed interest in home visiting programs to support children and families. In this session we will explore 4 key foundational “pillars”: family centered/relationship based practice, adult learning strategies, how children learn, and teaming practices. We will review what these pillars mean and then discuss some of the implications for home visiting practices. Come prepared with some examples of your work with families.

***Working Together, Promoting Change: Inclusive Placements for Preschoolers*****Deborah Cate, Vivian James & Sandy Steele**

Dogwood B

Age Group: 3 to 5

Primary Target Audience: Local Administrators, State Administrators

Planning for blended and integrated programs takes many steps and planning to assure buy-in from administrators, teachers and families, and to ensure that teachers have the skills and supports necessary to facilitate positive child outcomes for all children. The **North Carolina Preschool Inclusion Initiative** is a cross-sector, multi-year, collaborative planning effort to help communities increase inclusive opportunities for preschool children. Community partners include the Preschool Special Education, Head Start, Pre-K, Smart Start, Title I, Developmental Day, and Child Care. Participating community partners will share their experiences and the resources used to overcome challenges and meet their goals.

**12:30—1:30 PM: Buffet Lunch (Pick up your Lunch Ticket at the Registration Desk)**

## 1:30—3:00 PM: Concurrent Sessions

### *A Guided Tour of the New CONNECT Module 7 on Tiered Instruction*

**Dale Epstein, Virginia Buysse & Mary Louise Hemmeter**

Bellflower

Age Group: 3 to 5

Primary Target Audience: Professional Development Providers

Response to Intervention (RTI) and Positive Behavior Supports (PBS) are buzz words in education that recently have generated widespread interest in the early childhood field. Best understood as organizing frameworks, these approaches to tiered instruction are designed to help practitioners connect formative assessments with specific teaching and behavioral interventions and supports. Join us for an introduction to the newly released CONNECT Module 7 on Tiered Instruction. This session will demonstrate how videos, dilemmas, research summaries, activities, and other resources organized around the 5-step learning cycle™ can enhance your professional development efforts on tiered instruction focused on academic practices and social-emotional development. There will be opportunities to pose questions and exchange ideas as well as to find out how you can be more involved in the CONNECT community to support implementation of the CONNECT modules.

### *Coaching in the Context of Home Visiting*

**Dathan Rush & M'Lisa Shelden**

Redbud A

Age Group: Birth to 3

Primary Target Audience: Practitioners, Families

Due to the cross-cultural nature of early care for infants and toddlers, it is imperative that early intervention practitioners understand how to work effectively with child care providers and infant-toddler teachers in order to support **all** young children and their families. This session will provide participants with the opportunity to review the evidence-based characteristics of a coaching interaction style and information regarding the role of an early intervention practitioner in a child care setting. Evidence-based information on how to use coaching to support child care providers in mediating successful child participation in child care settings as well as tools and techniques for evaluating their coaching skills will also be addressed. Discussion and video examples will be used.

### *Evidence-Based Practices That Support Inclusion*

**Camille Catlett, Pam Winton & Val Johnson**

Windflower

Age Group: 3 to 5

Primary Target Audience: All

Supporting the full participation of young children in inclusive settings takes more than good intentions. High quality programs and practices evolve from program and practice decisions that are grounded in evidence-based practice. This session will start by briefly highlighting the evidence base for practices that support quality inclusion. The remainder of the time will be devoted to sharing methods and materials to use in implementing evidence-based practices, many of which would also be terrific materials for use in professional development. An engaging combination of presentation and facilitated discussion will be used, coupled with demonstrations of media and websites and generous handouts.

### *Foundations – Helping Kids Connect and Build Relationships*

**Aron Hall**

Redbud B

Age Group: 3 to 5

Primary Target Audience: Practitioners

What is the number one factor that keeps kids activated and prevents behavior issues? Those kids being connected and having friends. Come have fun and learn and practice techniques and activities that will help kids develop friendships.

### ***Meeting the Needs of Young Children (Birth to Five Years) with Autism in Inclusive Settings***

**Ilene Schwartz**

Azalea

Age Group: Birth to 5

Primary Target Audience: Practitioners

Meeting the needs of young children with autism is an ongoing challenge for families and school districts. One of the challenges is providing inclusive programs that provide adequate levels of support and instruction to children with autism. We know that children with autism benefit from opportunities to interact with typically developing children and we also know that children with autism need explicit, and often intensive, instruction to learn many necessary skills. The purpose of this session is to describe how to create inclusive preschool programs that meet the needs of children with autism. We will discuss what we know about recommended practices for teaching children with autism and then describe practical strategies for embedding these practices in inclusive settings.

### ***Policies and Practices for Enhancing Physical Activity in Preschools***

**William Brown**

Mountain Laurel

Age Group: 3 to 5

Primary Target Audience: Practitioners, Local Administrators

The purpose of the presentation is to provide teachers, administrators, and individuals interested in early childhood services with contemporary evidence-based information about preschoolers' physical activity. Specifically, the presenter will provide: 1) information related to current childhood weight trends, 2) descriptive data on preschoolers' physical activity, 3) two practical intervention strategies that teachers can use to enhance young children's physical activity outside, and 4) emerging policy and practice guidelines on nutrition and physical activity in preschools. This session was on the program of the 2011 Inclusion Institute.

### ***Strategies for Inclusion of Young Children with Multiple Disabilities, Including Deaf-Blind***

**Barbara Purvis**

Dogwood A

Age Group: 3 to 5

Primary Target Audience: Practitioners, Local Administrators

This session focuses on practical strategies for supporting the inclusion of young children with multiple disabilities including children with deaf-blindness. A conceptual framework and principles for supporting inclusion will be presented. Specifically, participants will understand the following: 1) a conceptual framework for blending developmentally appropriate practices with early childhood special education recommended practices, 2) foundational principles supporting inclusion, and 3) strategies for embedding specialized instruction into typical daily routines and activities.

### ***Writing Quality IFSP Outcomes/IEP Goals and Linking to Global Child Outcomes***

**Kathi Gillaspay, Anne Lucas & Mary Peters**

Dogwood B

Age Group: Birth to 5

Primary Target Audience: All

How do we support providers and teachers in writing high quality IFSP outcomes/IEP goals? Presenters will engage participants in activities using a new NECTAC product: *Rating IFSP Outcomes/IEP Goals: A Training Activity*, and will lead a discussion about conducting functional assessments, developing meaningful IFSP outcomes/IEP goals, measuring the global child outcomes, and the critical connections between these processes.

**3:00—3:30 PM: Break**

## 3:30—5:00 PM: Concurrent Sessions

### ***Early Literacy Practices and Materials for Practitioners***

**Carol Trivette**

Dogwood B

Age Group: Birth to 5

Primary Target Audience: Practitioners

The session will review the Center for Early Literacy Learning (CELL) conceptual model and describe the types of literacy materials available on the CELL website that are appropriate for teachers working with children in classroom settings and for practitioners working with families in home and community settings.

### ***Latest News: Preschoolers Are Not Orphans! They Have Families!***

**Robin McWilliam**

Dogwood A

Age Group: 3 to 5

Primary Target Audience: Families, Practitioners, Local Administrators

Supporting families of preschoolers on IEPs is a persistent challenge for the field. The ratio of home to school time should make it obvious we have to stop concentrating on just the child. Barriers to effective support occur at the service delivery system level and at the practitioner level. This session will focus on practices local administrators and practitioners can put into place to assess and meet families' needs within the constraints of the IEP.

### ***Linking Early Intervention Quality Practices with Child and Family Outcomes***

**Sherry Franklin, Kathi Gilaspy, Anne Lucas & Beth Tolley**

Mountain Laurel

Age Group: Birth to 3

Primary Target Audience: Local Administrators, State Administrators

This session focuses on using child and family outcome data to improve quality practices and results for children and families participating in Part C early intervention services. Two resources developed to assist states and practitioners will be shared: The Data Accountability Center's model process for using data for local improvement, and a resource document that lists key quality practices that, when implemented, will have direct impact on child and family outcomes. Two states will describe how they have and/or plan to use these resources for improving practices in their states, providing ample opportunity for discussion.

### ***Ongoing Child Assessment: Resources from the National Center on Quality Teaching and Learning (NCQTL)***

**Susan Sandall**

Bellflower

Age Group: Birth to 5

Primary Target Audience: Professional Development Providers, Practitioners, Local Administrators, State Administrators

The National Center on Quality Teaching and Learning (NCQTL), funded by the Office of Head Start, is developing resources and training materials to help teachers collect accurate and useful information that informs their teaching and tracks children's progress. This session will focus on effective and feasible methods for collecting assessment data in inclusive classrooms. Special attention will be given to alignment of ongoing child assessment with Head Start's School Readiness initiative.

***Using a Coaching Framework to Promote Practices That Support Inclusion*****Mary Louise Hemmeter & Pat Snyder**

Windflower

Age Group: 3 to 5

Primary Target Audience: Professional Development Providers,  
Local Administrators

In this interactive session, a coaching framework that can be used to support practitioners' implementation of teaching and instructional practices will be shared. Participants will learn about the components of the practice-based coaching framework, have facilitated opportunities to analyze each component of the framework, and receive resources useful for implementing the framework in inclusive preschool programs.

***Using Music for Children's Learning and Growth*****Petra Kern**

Redbud A

Age Group: 3 to 5

Primary Target Audience: Practitioners, Families

Providing structure, predictability, and consistency allows children to manage daily transitions and routines successfully. Intentional use of music and sounds can signal transitions, and research shows that music be an exceptional motivator for encouraging and supporting children's learning and development during daily transitions and routines, both in classrooms and at home. The role of music will be explained using scenarios and demonstrated through audio/video recordings and interactive participation.

***You Do, I Do, We Do!: Supporting Infant and Toddler Development Through Parent-Child Interactions*****Tweety Yates**

Redbud B

Age Group: Birth to 3

Primary Target Audience: Practitioners, Families

This session will share a model for supporting the development of infants and toddlers by building on responsive parent-child interactions. PIWI (Parents Interacting with Infants) can be used for inclusive parent child groups as well as home visits. Information on the PIWI model as well as many resources to support implementation will be shared.

**Wednesday, May 16, 2012****7:30—8:30 AM: Continental Breakfast****8:30—10:00 AM: Concurrent Sessions*****Act Locally, Think Inclusively: Collaborative Financing to Promote Preschool Inclusion*****Katy McCullough & Mary Peters**

Redbud B

Age Group: 3 to 5

Primary Target Audience: Local Administrators, State Administrators

Do you have practical experience in providing inclusive services to children in your community? If so, your voice is needed in a guided conversation to share the facilitators and barriers to local inclusion and the finance strategies for making it happen. Learning from each other, we will explore the administrative considerations, community partners, service delivery models and settings, funding streams and costs, and supports for including young children with disabilities, focusing particularly on resources for local collaborations. This session was on the program of the 2011 Inclusion Institute.

***Collaborating to Develop a Community of Inclusive Early Childhood Education Programs*****Shabel Hastings & Nancy LeGant**

Windflower

Age Group: 3 to 5

Primary Target Audience: Local Administrators

This session will highlight how a group of early childhood specialists across multiple organizations, disciplines and funding streams came together in a large demographically and geographically diverse county (population 1 million+) to serve young children with special needs in quality community-based early education programs. Presenters will share strategies used to identify quality child care through the local QRIS system that supports inclusion. Additionally this session will address the integrated inter-agency procedures and funding strategies that facilitate intentional teaching.

***Dilemmas for Inclusion. Roundtable Discussion for Practitioners and Administrators: Classroom-Focused Inclusion Challenges and Strategies*****Kathleen Gallagher, Sally Bober, Cindy Capps & Jessica Page**

Mountain Laurel

Age Group: Birth to 5

Primary Target Audience: Practitioners, Local Administrators

We believe that high-quality, inclusive learning environments are best for young children (0–5 years) with and without disabilities. However, education and caring for children in inclusive settings can be extraordinarily challenging. It is difficult to meet the diverse needs of children, families and colleagues, and the demands of partner-regulators, and school districts. In this roundtable we will share some of those challenges, and generate a collection of strategies and wisdom for going forward in our work. The voices of teaching professionals, inclusion specialist, therapists, and administrators are welcome and needed in this roundtable discussion. Come prepared to listen and share. This session was on the program of the 2011 Inclusion Institute.

***Inclusion: Legal Foundations and State Strategies*****Abby Cohen**

Redbud A

Age Group: Birth to 5

Primary Target Audience: All

Participants will learn about the variety of legal sources for inclusion in early childhood settings: highlights of civil rights laws such as Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and its impact on child care, IDEA Part C and Part B Section 619, and Head Start and child care licensing laws. Strategies that states are using to promote inclusion, such as affirmative provisions in licensing, quality rating systems, and supportive subsidy practices will also be shared. This session will have the opportunity for questions and discussion. This is a repeat of a session on May 15. It was on the program of the 2011 Inclusion Institute.

***Professional Development: What Solutions Do You Have to Meet the Challenges?*****Carol Trivette**

Dogwood B

Age Group: Birth to 5

Primary Target Audience: Professional Development Providers

This session will discuss briefly the professional development model and the early literacy practices that are used in the Center for Early Literacy Learning. This information will set the stage for discussion about the challenges of doing professional development in the field. Most of the session will be an opportunity for you to share your exciting solutions to the challenges of support adults who are learning new practices.

***Resource “Booty” at Your Fingertips: Inclusion Treasures to Support Your Work*****Camille Catlett & Joan Davis**

Dogwood A

Age Group: Birth to 5

Primary Target Audience: All

Come discover rich resources that can help administrators, staff, and families to support the success of every young child to fully participate. We'll explore evidence-based tools including activities, videos, websites, and training modules. Handouts will include diverse examples that can be helpful in many settings and applications. This session will feature an engaging combination of presentation and facilitated discussion coupled with demonstrations of media and websites. This session was on the program of the 2011 Inclusion Institute.

**10:00—10:15 AM: Break****10:15—11:45 AM: Concurrent Sessions*****After the Grant: NC’s Sustainability and Scaling-Up of the NC/CSEFEL Initiative*****Norman Allard, Lanier DeGrella, Brenda Dennis, Khari Garvin, Marta Koesling,  
Mary Lee Porterfield & Jackie Quirk**

Dogwood B

Age Group: 3 to 5

Primary Target Audience: All

As a recipient of a grant from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), North Carolina established a collaborative state planning team. This presentation provides an overview of North Carolina's efforts to sustain and grow the use of the CSEFEL Teaching Pyramid Model across NC. NC/CSEFEL partner agencies' representatives will share their activities and initiatives designed to support implementation of the model. Challenges and lessons learned will be shared and discussed.

***Building Collaborative Communities Committed to Inclusion*****Linda Brekken & Katy McCullough**

Mountain Laurel

Age Group: Birth to 5

Primary Target Audience: Practitioners, Families,  
Local Administrators

Communities across the country have used a self-assessment process, the *Community Perceptions of Inclusive Practices*, to identify their strengths and needs and develop plans to promote high quality early childhood inclusive services. The process brings community partners (Head Start, early childhood special education, child care, families, etc.) together in a safe environment to share their diverse perspectives on inclusion. The data from these dialogues are used to facilitate relationships, prioritize action plans, provide targeted cross-system professional development, monitor progress, and celebrate successes. This is a repeat of a session on May 15.

***Ethical Implications of Inclusive Settings: Views From the Trenches*****Harriet Able**

Redbud B

Age Group: Birth to 5

Primary Target Audience: Practitioners

This session will be a facilitated discussion guided by practice dilemmas described by early intervention practitioners who have encountered ethical issues in the delivery of inclusive services for young children with disabilities. Ethical issues such as the rights of children with and without disabilities, parental consent and autonomy, and equity will be highlighted. Participants will have the opportunity to share their own practice dilemmas in inclusive settings having ethical implications. A framework for ethical deliberation and problem solving will be presented for the audience to consider for use in their daily practice. This session was on the program of the 2011 Inclusion Institute.



***It’s Getting Better All the Time: Look at Practice Quality to Improve Outcomes***

**Robin McWilliam**  
 Age Group: Birth to 5

Redbud A  
 Primary Target Audience: All

Specific practices in Part C and preschool special education have the potential to make a difference in child and family outcomes. What are these key practices that go beyond compliance with IDEA? How can we collect different levels of data on quality? I’ve got to admit it’s getting better . . . a little better all the time.

***A Great Early Childhood Workforce: We All Want One but How Do We Make It Happen?***

**Shelley deFosset, Tracey West & Sandy Wilberger**  
 Age Group: Birth to 5

Dogwood A  
 Primary Target Audience: Professional Development Providers,  
 Local Administrators, State Administrators

The Race to the Top-Early Learning Challenge (RTT-ELC) and the Governor’s Early Childhood Advisory Councils (ECAC) emphasize the importance of strong, quality, cross sector early childhood systems of professional development (PD) at the local, regional and state level. This session will share strategies used in one state to develop such a system and provide participants an opportunity to share what is happening in their states. Tools developed by the National Professional Development Center on Inclusion (NPDCI) through their work with 8 states to support cross sector PD system development will be shared.

**11:45—11:55 AM: Break**

**11:55 AM—12:30 PM: Reflection Sessions**

***Reflecting on the Institute: Taking It Home***

These sessions will provide opportunities for participants to meet in groups with colleagues with similar roles to share highlights of the Institute and ideas for using strategies and resources at home.

Professional Development Providers  
 Practitioners  
 Administrators  
 Families and Family Advocates

Dogwood A  
 Mountain Laurel  
 Redbud A  
 Dogwood B

# Sessions at-a-Glance

## Monday, May 14, 2012

1:00—2:15 PM: Opening

### 2:45—4:15 PM: Plenary Sessions

- Plenary I: Provocations on Building the Quality and Inclusiveness of Early Childhood Systems:  
 State Perspectives..... Dogwood AB  
 Plenary II: Darius Goes West: From Movie to Movement..... Grumman Auditorium

### 4:30—5:15 PM: Concurrent Sessions

- Listening Session..... Dogwood AB  
**Reflection Sessions—**  
 Early Childhood Special Education/619 Services..... Bellflower  
 Families and Family Advocates..... Atrium  
 Head Start and Early Head Start..... Mountain Laurel  
 NC Early Learning Partners (with NC 619 Coordinator, Vivian James)..... Windflower  
 Part C and Early Intervention Services..... Redbud B  
 State Pre-K and Title 1..... Redbud A

## Tuesday, May 15, 2012

### 9:00—10:30 AM: Concurrent Sessions

- Building Collaborative Communities Committed to Inclusion..... Redbud B  
 Designing and Implementing Instructional Strategies for Young Children in Inclusive Classrooms..... Azalea  
 The Early Development Project:  
 Providing a Parent-Mediated Intervention for Infants and Toddlers at Risk for Autism..... Windflower  
 Inclusion: Legal Foundations and State Strategies..... Dogwood B  
 Incorporating Preschool Classroom Visits From People with Disabilities..... Redbud A  
 The New CARA's Kit for Toddlers: A User Friendly and Practical Tool to  
 Promote Toddler Participation and Learning..... Bellflower  
 Technical Assistance as the Bridge from Science to Service..... Dogwood A  
 Where Are the Children? What We Know From Our Data and What We Need to Know to  
 Support Inclusive Opportunities..... Mountain Laurel

### 11:00 AM—12:30 PM: Concurrent Sessions

- The CARA's Kit for Preschoolers: A User Friendly and Practical Tool to  
 Promote Participation and Learning..... Bellflower  
 Designing and Implementing Instructional Strategies for Young Children in Inclusive Classrooms..... Azalea  
 How I Benefit From Inclusion: The Family Perspective..... Redbud A  
 Inclusive Classroom Profile: Measuring the Quality of Inclusion in an Era of Accountability..... Windflower  
 Meeting the Needs of Developmentally Diverse Dual Language Learners Birth to Three..... Redbud B  
 Strategies for Preventing and Addressing Challenging Behaviors in Inclusive Settings..... Dogwood A  
 Supporting Quality Home Visiting Practices..... Mountain Laurel  
 Working Together, Promoting Change: Inclusive Placements for Preschoolers..... Dogwood B

**1:30—3:00 PM: Concurrent Sessions**

Coaching in the Context of Home Visiting .....	Redbud A
Evidence-Based Practices That Support Inclusion .....	Windflower
Foundations—Helping Kids Connect and Build Relationships .....	Redbud B
A Guided Tour of the New CONNECT Module 7 on Tiered Instruction .....	Bellflower
Meeting the Needs of Young Children (Birth to Five Years ) with Autism in Inclusive Settings .....	Azalea
Policy and Practices for Enhancing Physical Activity in Preschools .....	Mountain Laurel
Strategies for Inclusion of Young Children with Multiple Disabilities, Including Deaf-Blind .....	Dogwood A
Writing Quality IFSP Outcomes? IEP Goals and Linking to Global Child Outcomes .....	Dogwood B

**3:30—5:00 PM: Concurrent Sessions**

Early Literacy Practices and Materials for Practitioners .....	Dogwood B
Latest News: Preschoolers are Not Orphans! They Have Families .....	Dogwood A
Linking Early Intervention Quality Practices with Child and Family Outcomes .....	Mountain Laurel
Ongoing Child Assessment: Resources from the Nation Center on Quality Teaching and Learning (NCQTL) .....	Bellflower
Using a Coaching Framework to Promote Practices That Support Inclusion .....	Windflower
Using Music for Children’s Learning and Growth .....	Redbud A
You Do, I Do, We Do!: Supporting Infant and Toddler Development Through Parent-Child Interactions .....	Redbud B

**Wednesday, May 16, 2012****8:30—10:00 AM: Concurrent Sessions**

Act Locally, Think Inclusively: Collaborative Financing to Promote Preschool Inclusion .....	Redbud B
Collaborating to Develop a Community of Inclusive Early Childhood Education Programs .....	Windflower
Dilemmas for Inclusion. Roundtable Discussion for Practitioners and Administrators: Classroom-Focused Inclusion Challenges and Strategies .....	Mountain Laurel
Inclusion: Legal Foundations and State Strategies .....	Redbud A
Professional Development: What Solutions Do You Have to Meet the Challenges .....	Dogwood B
Resource “Booty” at Your Fingertips: Inclusion Treasures to Support Your Work .....	Dogwood A

**10:15—11:45 AM: Concurrent Sessions**

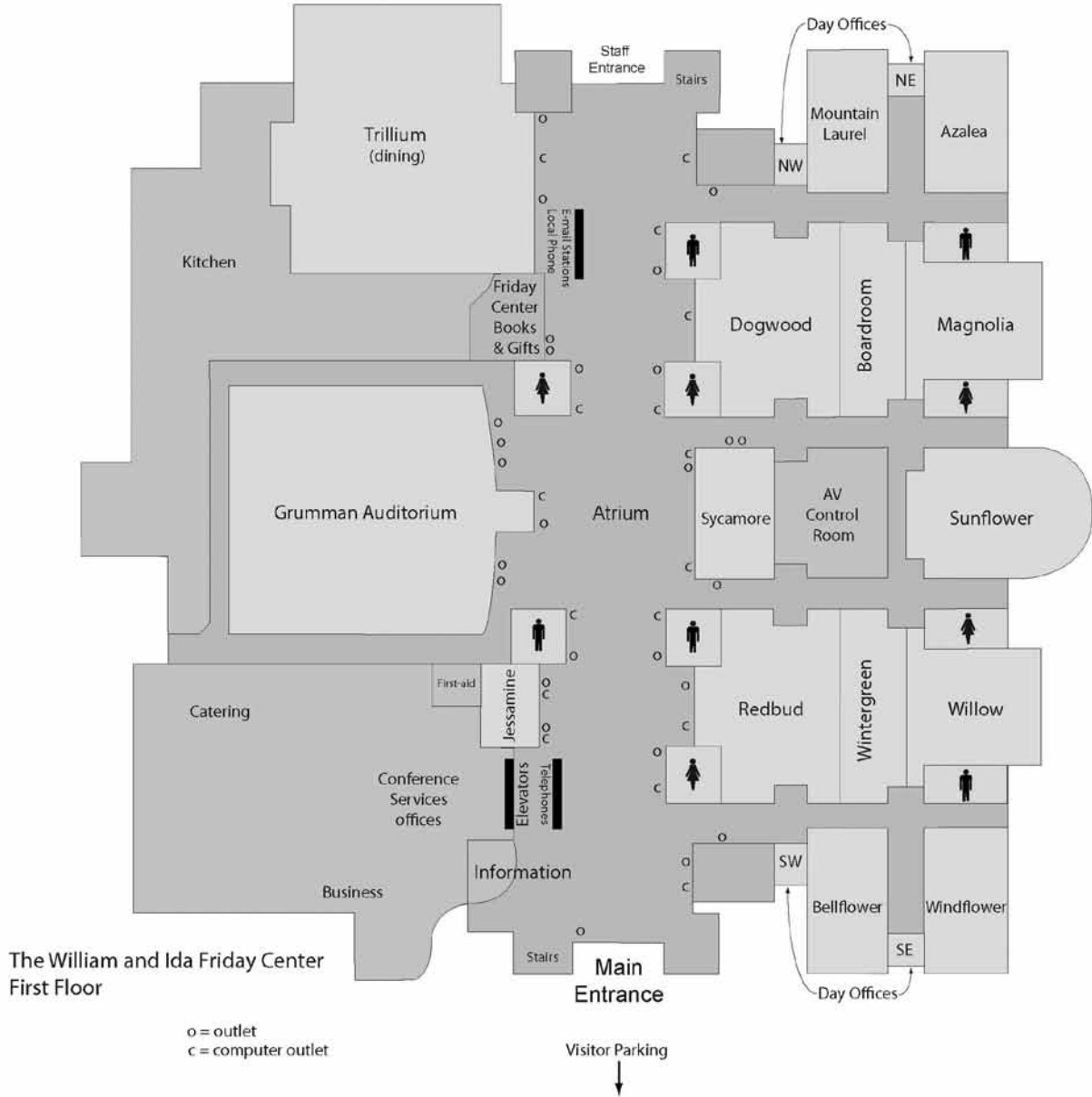
After the Grant: NC’s Sustainability and Scaling-Up of the CSEFEL Initiative .....	Dogwood B
Building Collaborative Communities Committed to Inclusion .....	Mountain Laurel
Ethical Implications of Inclusive Settings: Views From the Trenches .....	Redbud B
A Great Early Childhood Workforce: We All Want One but How Do We Make It Happen? .....	Dogwood A
It’s Getting Better All the Time: Look at Practice Quality to Improve Outcomes .....	Redbud A

**11:55 AM—12:30 PM: Reflection Sessions**

Professional Development Providers .....	Dogwood A
Practitioners .....	Mountain Laurel
Administrators .....	Redbud A
Families and Family Advocates .....	Dogwood B

# Floorplan

## The William and Ida Friday Center for Continuing Education



The mission of the Frank Porter Graham Child Development Institute is to cultivate and share knowledge that enhances child development and family well-being.

For the past 45 years, our research, outreach, technical assistance, and service have shaped how the nation cares for and educates young children.



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