

13th National Early Childhood Inclusion Institute

Opening the Doors to Inclusion



May 13–15, 2013

The William and Ida Friday Center for Continuing Education, UNC-Chapel Hill

with sponsorship from



UNC
FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE



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Welcome!

On behalf of the Frank Porter Graham Child Development Institute (FPG), welcome to the 13TH National Early Childhood Inclusion Institute. We want to recognize the involvement of our partners and especially to thank this year's sponsors, Brookes Publishing Company and the North Carolina Council on Developmental Disabilities.

Since 1966, 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 <http://inclusioninstitute.fpg.unc.edu> for presenters' handouts and resources. Also visit Brookes online at www.brookespublishing.com and the North Carolina Council on Development Disabilities at www.nc-ddc.org

Thank you for joining us this year!

— Pam Winton & Shelley deFosset
CONFERENCE CHAIRS

HOST

FPG Child Development Institute

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North Carolina Association for the Education of Young Children (NCAeYC)
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State Implementation and Scaling-up of Evidence-Based Practices (SISEP)

Agenda

Monday, May 13, 2013

8:00 AM–9:00 AM: Continental Breakfast & Registration for Pre-Institute Participants

9:00 AM–Noon: Pre-Institute Workshops (pre-registration only)

Social Emotional Strategies for Infants and Toddlers: Determining the Meaning of Infant/Toddlers' Behaviors and Developing Appropriate Responses

Kristin Tenny-Blackwell

Dogwood A&B

CARA's Kit. Heard about it? Seen it? Now, let's practice using it!

Suzanne Milbourne

Redbud A&B

Understanding Families: Supportive Approaches to Diversity, Disabilities and Risk

Marci Hansen

Windflower A&B

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

1:00–2:15 PM: Welcome and Keynote Address

Grumman Auditorium

Opening the Institute

Pam Winton, INSTITUTE CO-CHAIR, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Shelley deFosset, INSTITUTE CO-CHAIR, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Keynote Address

Through the Same Doors: Living a Fully Inclusive Life

Micha Fialka-Feldman

Micah Fialka-Feldman is 24 years old and one of the new wave of adults with cognitive disabilities attending college. Since first grade, when he told his parents he wanted to go in the same door as all of his friends, he has been fully included in his school, community and now on a college campus. He serves on the Project Advisory Committee for the Center for Postsecondary Education for Students with Intellectual Disabilities. Micah's story is featured in the book, *Widening the Circle: The Power of Inclusive Classrooms* by Mara Sapon-Shevin as well as in the award winning documentary, *Through the Same Door: Inclusion Includes College*. Currently Micah is engaged in fulfilling his dream to live in the university dorm. Micah's favorite quote is by Dan Wilkens, "A community that excludes even one of its members is no community at all." Micah is committed to building community for himself and for others.

2:15–2:30 PM: Break

2:30–4:00 PM: Plenary Sessions

Plenary 1—Federal Panel on Emerging Early Childhood Priorities, Policies and Resources

Grumman Auditorium

Panelists

Linda Smith, DEPUTY ASSISTANT SECRETARY & INTER-DEPARTMENTAL LIAISON FOR

EARLY CHILDHOOD DEVELOPMENT ADMINISTRATION FOR CHILDREN AND FAMILIES (ACF)

Melody Musgrove, DIRECTOR, OFFICE OF SPECIAL EDUCATION PROGRAM (OSEP), U.S. DEPARTMENT OF EDUCATION

Steven Hicks, SENIOR POLICY ADVISOR, OFFICE OF EARLY LEARNING,

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION, U.S. DEPARTMENT OF EDUCATION

Moderator

Rob Corso, RESEARCH ASSISTANT PROFESSOR, NATIONAL CENTER ON QUALITY TEACHING AND LEARNING,

VANDERBILT UNIVERSITY

Learn about emerging information on federal early childhood policies, including updates on the Obama administrations' new early childhood agenda and its implications for inclusion. A panel of three policy leaders from the U.S. Department of Health and Human Services and the US Department of Education will share, inform, and respond to audience questions and perspectives.

Plenary 2—The Dance of Partnership: Why Do My Feet Hurt

Janice Fialka

Dogwood A&B

Janice Fialka is a nationally recognized speaker, author, trainer, and social worker with an expertise in adolescent health, parent-professional partnerships, inclusion, and post-secondary education for students with intellectual disabilities. Janice speaks and writes from her dual perspectives as a seasoned social worker and as a mother of two adult children. Janice and her husband, Rich Feldman co-produced the award winning DVD, *Through the Same Door: Inclusion Includes College*. Her most recent book, co-authored with Arlene Feldman and Karen Mikus, and released in April 2012 is *Parents and Professionals Partnering for Children with Disabilities: A Dance that Matters*.

4:00–4:15 PM: Break

4:15–5:15 PM: Reflection Sessions

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

Families, Family Leaders

Southwest Day Office

State Administrators

Windflower

Regional/Local Administrators

Mountain Laurel A&B

Practitioners/Teachers

Dogwood A&B

Trainers/TA Providers/Professional Development Providers

Redbud A

Faculty in IHEs

Redbud B

Tuesday, May 14, 2013

8:00–9:00 AM: Continental Breakfast

9:00–10:30 AM: Concurrent Sessions

Online Learning: Best Practices for Driving Engagement and Achieving Results!

**Kim DeMars, Tracey Bankhead, Cori Hill,
Deb Schell-Frank, Penny Dell**

Azalea

Age Group: Birth–5

Primary Audience: Professional Development
Providers

This session will be repeated 5/14 at 1:30 PM

The principles of adult learning are well established. We know that adults learn better in community, when content is relevant and engaging, when learners test putting new knowledge into practice, and when they have fun! Are these concepts being applied in today's online learning? In this session we will explore the principles of best practices in online learning, and discover how quality online courses can expand knowledge and transform practices, and we will discuss those standards and view them through the lens of products that are currently on the market for early childhood practitioners and early interventionists. Discover what makes some online courses effective, and what you should look for in online learning. See examples of online learning that are engaging, relevant and fun!

Parents Interacting with Infants (PIWI):***Supporting Infant-Toddler Development through Parent-Child Interactions*****Tweety Yates**

Dogwood A

Age Group: Birth–3

Primary Audience: Practitioners
Families

This session will share a model, Parents Interacting with Infants (PIWI), that has been used in inclusive parent-child groups, socializations and home visits. In addition, PIWI has been used as a practicum setting for training students in the use of the model to support infant-toddler development through parent-child interactions. Many PIWI resources will be shared as well as implementation ideas, issues and strategies.

The Details of Integrating OT, PT, SLP, and ECSE into Child Care and Preschool**Robin McWilliam**

Dogwood B

Age Group: Birth–5

Primary Audience: All

A qualitative study has informed us of the specific behaviors of both therapists and classroom teachers that make or break the success of integrated therapy. Success is defined as: a) teachers implementing strategies when therapists aren't in the room and b) children learning the skills. This session will provide ideas for administrators in how to establish policies and procedures for effective integrated therapy.

Living the Good Life: Living the Life I Want

Micah Fialka-Feldman, Joanna Swett, Judy Swett

Mountain Laurel
Primary Audience: All

Early Childhood professionals can help parents of children with disabilities / special needs to develop high expectations for their children. Having high expectations when raising a child with a disability requires challenging everyone involved in the child's life to have high expectations and not assume that the disability will limit the child. Parents need to build a framework in which a child can grow and succeed. The professionals working with the child and family can help the family to develop a vision that includes helping a child learn how to build a community of support, find happiness, have friends, and choose a fulfilling vocation. Two presenters will share their life experiences and give insights as to how they were able to fulfill the hopes and dreams they set for themselves.

Keep Dancing after the Music Stops

Barbara Sims

Age Group: Birth–5

Sunflower
Primary Audience: Local Administrators
State Administrators

This session will look at the use of implementation science to plan from the beginning for fidelity and sustainability of your project's work—long after direct funding has ceased. What if you're already in the middle or near the end of your project funding? We'll also discuss strategies for identifying these same components in existing programs to increase the likelihood of effective replication and sustainability.

Dilemmas for Inclusion. Roundtable Discussion for Practitioners and Administrators: Classroom-Focused Inclusion Challenges and Strategies

Kathleen Gallagher, Sally Bober, Jessica Page

Age Group: Birth–5

Redbud A
Primary Audience: Practitioners

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.

Preschool Educational Environments and Inclusion: “Not Everything that Counts Can Be Counted, and Not Everything that Can Be Counted Counts” —A. Einstein

Deborah Cate, Kimberly Mitchell, Cindy Ramagos

Age Group: 3–5

Windflower
Primary Audience: Local Administrators
State Administrators

To make data-informed decisions, we need data sources that are individually meaningful, useful for mandated reporting, and coordinated with other data sources. This session will provide an overview of basic early childhood data around inclusion, Indicator 6, and Educational Environments reporting. Participants will learn how one state has shared environments data with local programs, and will have an opportunity to discuss how this data might be used to improve service delivery to children and families.

Voices from the Field: Integrating CONNECT Modules into Your Professional Development

**Pam Winton, Dale Epsteiin, Chih-Ing Lim,
Sharon Palsha, Rhonda Roach, Liza Contreras**

Redbud B

Age Group: Birth–5

Primary Audience: Professional Development Providers
Local Administrators

Bringing research-based inclusive practices into your professional development is not easy or automatic. Learn about a free online professional development resource, CONNECT Modules, and discover how you might adapt them for your professional development! PD providers (from Head Start and higher ed) who learned about the CONNECT Modules and are now using them to transform their approach to PD will be featured.

10:30–11:00 AM: Break

11:00 AM–12:30 PM: Concurrent Sessions

The Right Stuff: Evidence-Based Resources at Your Fingertips (Repeat)

Camille Catlett, Beth Fairchild

Azalea

Age Group: Birth–5

Primary Audience: All

This session will be repeated today at 3:30 PM

Come discover rich resources that can help administrators, staff, and families to support the successful participation of each young child. We'll explore evidence-based tools including activities, videos, websites, and landing pads. Handouts will include diverse examples that can be helpful in many settings and applications. This session will feature an engaging combination of presentation and demonstrations of media and websites.

I Think I Can ... I Know I Can ... We Know YOU Can:

***How One State Is Building a System of ECMH Supports for Children, Families and Providers.
You Can Do It Too!***

Cori Hill, Bonnie Grifa, Sandy Wilberger

Dogwood B

Age Group: Birth–5

Primary Audience: Professional Development Providers
Local Administrators
State Administrators

Just like *The Little Engine That Could* many of us have rallied our partners, our resources and our shared dreams to build collaborative initiatives even when grant funding did not emerge. Come listen as one state shares their planning strategies for building a statewide early childhood mental health system. Participants will have the opportunity to consider how these strategies could be implemented in their own state.

Best for All Kids: Infusing Inclusion into TQRIS (Tiered Quality Rating & Improvement Systems)

**Pam Winton, Edna Collins, Jani Kozlowski,
Mary Sonnenberg, Verna Thompson**

Sunflower

Age Group: 3–5

Primary Audience: Local Administrators
State Administrators

The national emphasis on early childhood program quality has never been higher, especially evident in the number of states building TQRIS systems. At the same time the attention to cross-sector collaboration across the multiple early childhood sectors has moved beyond lip service. Multiple state and federal initiatives, such as RTT-ELC, have brought money to the table to put the talk about quality and collaboration into action. How do these opportunities support inclusion? Come to this session to ponder the issues, hear about some innovative ideas being implemented and/or explored by two states (DE and NC), and contribute your issues and ideas to the discussion.

Practice-Based Coaching: Why, Who, What, and How

Pat Snyder

Redbud A

Age Group: 3–5

Primary Audience: Professional Development Providers
Local Administrators
State Administrators

Coaching has been identified as one key “driver” to support practitioners’ implementation of empirically supported promotion, prevention, and intervention practices. The purpose of this interactive session is to define and describe one approach to coaching—practice-based coaching; to share and discuss a framework that has been developed, validated, and evaluated to support fidelity of implementation of practice-based coaching; and to consider the why, who, what, and how of practice-based coaching.

Assistive Technology and Positive Behaviors Unite!

Suzanne Milbourne

Redbud B

Age Group: 3–5

Primary Audience: Practitioners

The way in which some children process sensory information may make them feel out of control, exhibit a whole host of behaviors, and have difficulty concentrating and focusing—is there a role for assistive technology (AT) in promoting positive behaviors and enhance development and learning? Join us to explore how AT may be used to support these young children. Review key aspects of AT services and devices. Explore the various roles that adults play in collaborative planning specific to the use of AT. Learn about a decision making process about promoting children’s development and learning using AT. Emphasis will be placed on discovering ideas for using AT in situations when the challenge seems to be the way in which sensory information is processed.

***Recognition & Response for Dual Language Learners (R&R-DLL):
Tailoring a Response to Intervention Approach for DLLs***

Doré LaForett

Windflower

Age Group: 3–5

Primary Audience: All

This session provides a description of Recognition & Response for Dual Language Learners (R&R-DLL). Participants will learn about R&R-DLL, which is a model of tiered instruction targeting the language and literacy development of pre-kindergarten children who are dual language learners, including findings from a recent research study examining the R&R-DLL model.

What Goes On at Bath Time ... and Breakfast Time ... and Before the Kids Are Up**Robin McWilliam**

Mountain Laurel

Age Group: Birth–5

Primary Audience: Practitioners

More and more people are talking about routines-based, but they may not realize the power of home routines for assessment, intervention, and even program evaluation. Routines-based goes further than a list of child skills, routines are what anthropologists call the ecocultural niches in which family life is played out.

Enhancing School Readiness and Positive Child Outcomes for All Children**Tweety Yates, Kristin Tenny-Blackwell, Lynne Kahn**

Dogwood A

Age Group: Birth–5

Primary Audience: Local Administrators
State Administrators

If our goal is to help children be ready for school, what supports do you have in place to ensure positive child outcomes for every child? This session will share ideas, examples and resources to help reflect on current practices in order to enhance positive child outcomes. Specific examples will be given using the Head Start Approach to School Readiness and show how thoughtful attention to family engagement and to strengthening and supporting teachers are necessary for accomplishment of school readiness goals and successful transition to kindergarten for all children.

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

1:30–3:00 PM: Concurrent Sessions

The Intersection between Response to Intervention (RTI) and Early Childhood Inclusion: Reflections from an Expert Panel**Virginia Buysse, Ellen Peisner-Feinberg,
Willam Brown, Pat Snyder, Pam Winton**

Sunflower

Age Group: 3–5

Primary Audience: Local Administrators
State Administrators

This session examines cross-cutting issues regarding RTI and inclusion, including what is the role of formative assessment in determining children who need targeted interventions and monitoring their progress; what evidence-based instructional practices work best to promote learning at different skill levels; and what types of resources and PD are needed to implement these approaches in early childhood settings.

Engaging Parents: An Important Role for All Practitioners**Carol Trivette**

Dogwood A

Age Group: Birth–5

Primary Audience: Practitioners
Families

One of the important roles of the classroom educator is to engage parents in their children's learning. This includes the children's learning that occurs in the classroom as well as learning that occurs when the parent and child are together outside of the classroom. This session will explore the reasons why engaging parents is essential, share strategies that have been found to work with parents, and provide opportunities for the participants to exchange their successes.

Promoting a Culture of Inclusion for Birth–Third Grade Systems within State and Local Education Agencies

Jim Squires

Dogwood B

Age Group: Birth–5

Primary Audience: State Administrators

As birth—3RD grade approaches to educational reform gain momentum across state and local education agencies, inclusion remains an area ripe for continued attention and action. Shifting views of inclusion from a strategic approach to an institutional value have seen significant strides, yet more work remains. This facilitated discussion will engage participants in identifying challenges and brainstorming successful strategies for building the culture of inclusion within educational agencies, programs, and across birth—3RD grade systems.

Online Learning: Best Practices for Driving Engagement and Achieving Results! (Repeat)

**Kim DeMars, Tracey Bankhead, Cori Hill,
Deb Schell-Frank, Penny Dell**

Mountain Laurel

Age Group: Birth–5

Primary Audience: Professional Development Providers

This is a repeat from an earlier session

The principles of adult learning are well established. We know that adults learn better in community, when content is relevant and engaging, when learners test putting new knowledge into practice, and when they have fun! Are these concepts being applied in today’s online learning? In this session we will explore the principles of best practices in online learning, and discover how quality online courses can expand knowledge and transform practices. There are standards and rubrics available to evaluate if a particular course holds the characteristics that will lead to engagement and action. In this session, we will discuss those standards and view them through the lens of products that are currently on the market for early childhood practitioners and early interventionists. Discover what makes some online courses effective, and what you should look for in online learning. See examples of online learning that are engaging, relevant and fun!

Including ALL in the RRT-ELC Programs and Other Early Childhood Initiatives

Beth Caron, Shelley deFosset, Kathy Whaley

Redbud B

Age Group: Birth–5

Primary Audience: Local Administrators
State Administrators

President Obama has stated that “Education must be our national mission. All of us must work to give all our children the best education possible.” The Race to the Top Early Learning Challenge (RTT-ELC) Program encourages states to improve the quality of and access to high quality early learning and development programs for **all** high need children. Come to this interactive session to share and learn how young children with disabilities are and can be included in the RTT-ELC programs and other state and federal early childhood initiatives.

The Power of Play

Aron Hall

Redbud A

Age Group: 3–5

Primary Audience: Practitioners

Come join us for a fun and interactive session demonstrating the power of play! We will discuss the importance of accessible activities, the keys to participation, and the benefits that come when **ALL** children have the opportunity to play.

Panel of Young Adults with Disabilities on Self-Advocacy: Beyond Academics**Duncan Munn**

Windflower

Other speakers: **Remington Brown, Joan Johnson, Denise Sumiel**

Age Group: Birth–5

Primary Audience: All

This session will focus on post-secondary education as an important new direction in NC and nationally, for young adults with intellectual/developmental disabilities and long term resource for preschool children with special needs and their family members. It will profile a program at The University of North Carolina at Greensboro which is considered a national model. Specific topics to be covered include commonalities with, and connections to early intervention and how these two programs can complement and strengthen each other. Key features of this program such as curriculum, how inclusion is achieved, use of university and community based natural supports, family involvement, transition planning, interagency collaboration, and student outcomes will be discussed. Two students in the program will share their thoughts on the challenges they have faced and the many successes they have achieved. Finally, there will be a national perspective on this issue including examples of other innovative models and resources.

Intentional Social and Emotional Teaching Strategies for the Preschool-Aged Child**Kristin Tenney-Blackwell**

Azalea

Age Group:3–5

Primary Audience: Practitioners

This interactive session will focus on the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Preschool Training Modules. Participants will have an opportunity to discuss why it is important to be intentional about teaching social and emotional skills in an effort to support school readiness, as well as learn strategies for supporting the development of friendship skills and emotional literacy.

3:00–3:30 PM: Break

3:30–5:00 PM: Concurrent Sessions

CONNECT Modules—Springboard for Improving Inclusion Services in Iredell County**Marta Koesling, Paula Cline, Jennifer Griffith,
Chih-Ing Lim, Pam Winton,**

Redbud A

Age Group: Birth–5

Primary Audience: Professional Development Providers
Local Administrators

Learn about how Iredell County's Partnership for Children staff created a Community of Practice centered around using the CONNECT Modules to enhance their knowledge of child care inclusion practices. The Community of Practice also includes Local Interagency Coordinating Council members who are now planning improved identification, transitions and collaborative services. Come hear about what Iredell is doing and how you can create your own Community of Practice using the CONNECT Modules.

Embedded Teaching and Learning in the Preschool Classroom**Susan Sandall, Illene Schwartz**

Dogwood A

Age Group:3–5

Primary Audience: Practitioners

Embedded instruction is an evidence-based teaching strategy. Within a tiered approach to intervention, embedded instruction represents a targeted strategy that may be used by teachers to meet the needs of children who are not making good progress in the usual curriculum, even with modifications. Learn how to plan, implement, and evaluate embedded instruction in your early childhood classroom.

Developing and Implementing an Intentional Inclusion Preschool Program in the Public Schools: A Collaborative Team Approach

Vivian James, Jill Basnight, Liz Fishbaugh

Dogwood B

Age Group: 3–5

Primary Audience: Local Administrators
State Administrators

Listen to the process that one of the largest school systems in North Carolina undertook when bringing administrative partners together to create an intentional plan for inclusion between the Title I and Exceptional Children PreK programs. From embracing the NAEYC/DEC joint position statement, conducting a cross-sector program self-assessment, developing administrative agreements for balanced classroom configurations, to implementing a series of connected professional development activities that supported staff in conducting embedded intervention with teams of classroom teachers, coaches, and related service providers, the proof is in the pre-and-post data for least restrictive placements and teacher commitment. The session will feature a case study highlighting the positive impact of this collaborative process for a child and his family.

Practices for Enhancing Preschoolers' Physical Activity in Community-Based Programs: Thoughts on Promoting Inclusion of Peers with Developmental Delays

William Brown

Mountain Laurel

Age Group: 3–5

Primary Audience: Practitioners

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, (4) emerging policy and practice guidelines on nutrition and physical activity in preschools, (5) ideas on how to adapt procedures to promote preschool inclusion.

The Right Stuff: Evidence-Based Resources at Your Fingertips (Repeat)

Camille Catlett, Beth Fairchild

Sunflower

Age Group: Birth–5

Primary Audience: All

This is a repeat of an earlier session

Come discover rich resources that can help administrators, staff, and families to support the successful participation of each young child. We'll explore evidence-based tools including activities, videos, websites, and landing pads. Handouts will include diverse examples that can be helpful in many settings and applications. This session will feature an engaging combination of presentation and demonstrations of media and websites.

How Attention to Autism Program Quality Can Affect All Young Children in Inclusive Settings

Ann Cox, Suzanne Kucharczyk

Redbud B

Age Group: Birth–5

Primary Audience: Practitioners

This session discusses the importance of program quality in early childhood settings where children with autism spectrum disorders (ASD) are included. Presenters will describe the APERS (*Autism Program Environment Rating Scale–Preschool-Elementary Version*) developed by the National Professional Development Center on ASD, how the instrument has been applied in inclusive early childhood settings, how program quality influences the implementation of evidence-based practices, and ways in which attention to program quality can impact outcomes for children with ASD, as well as their peers.

DEC Recommended Practices Listening Session**Judy Swett, Dale Epstein, Carol Trivette**

Redbud B

Age Group: Birth–5

Primary Audience: All

We need your input! Members of the DEC Recommended Practices Commission and the DEC incoming board president will share information on the work and process to revise the Recommended Practices. Following this will be a listening session that will engage the audience in a series of questions on how best to support this work. Come and share your ideas!

Wednesday, May 15, 2013

7:30–8:30 AM: Continental Breakfast

8:30–10:00 AM: Concurrent Sessions

Making Inclusion Work: Focus on Ongoing Assessment**Mary McLean**

Sunflower

Age Group: Birth–5

Primary Audience: Practitioners
Local Administrators

This session will be repeated 5/15 at 10:15 AM.

Successful inclusion of children with disabilities in typical early care and education environments requires effective strategies for ongoing observation and assessment. The purpose of this session is to explore strategies for building a systematic approach to ongoing assessment in typical early childhood settings. The session will focus on observation and documentation strategies, planning for assessment and using assessment to inform intervention. Resources for engaging families in assessment and tailoring assessment for children who are dual language learners will be highlighted.

Starting with Their Strengths: Using Young Children's Interests to Promote Concept and Skill Development in Inclusive Early Childhood Classrooms through the Project Approach**Debbie Lickey, Denise Powers**

Dogwood A&B

Age Group: 3–5

Primary Audience: Practitioners

Participants will learn strategies for creating a classroom based on the evidence-based, child-initiated project approach. A discussion of vignettes presented will allow small group exploration and planning for an environment that promotes concept development through this joyful learning approach. Through this session, the authors communicate how teachers/administrators/directors/ policy makers can provide the essential framework that allows teachers in early childhood special education classrooms to facilitate children's learning in this developmentally appropriate manner.

Including Children with Autism Spectrum Disorders in Preschool Classrooms: Strategies that Work**Ilene Schwartz**

Magnolia Lounge

Age Group: 3–5

Primary Audience: Practitioners

As the number of children with Autism Spectrum Disorders (ASD) continues to increase, more and more preschool teachers will have the opportunity to include children with ASD in their classrooms. The purpose of this presentation is to present information about 5 concrete strategies designed to increase the participation and enhance outcomes for children with ASD in preschool classrooms. These strategies build upon recommended practices in early childhood special education and evidence-based instructional strategies for students with ASD to create classroom tools that are effective and sustainable in early learning settings.

Implementing Louisiana State and Local SpecialQuests to Promote High Quality Preschool Inclusion**Cheryl Ducey, Christine Duay, Leslie Jaubert,
Cindy Ramagos, Ginger Walker**

Azalea

Age Group: Birth–5

Primary Audience: Local Administrators
State Administrators

This session will highlight Louisiana’s efforts to reach their ambitious statewide target for preschool inclusion (97% of preschoolers in inclusive settings by 2015). Intensive support to a large, diverse school district to increase inclusion was provided, including external facilitation, and coaching, using SpecialQuest support. The community cross-system team planned, implemented, and evaluated inclusive early childhood services, family support, professional development, and coordinated services. Data on change in practices over time, documented using the *Community Perceptions of Inclusive Practices* tool, will be reported.

Assessing the Quality of Inclusion: The Inclusive Classroom Profile**Pam Winton, Tracey West**

Windflower

Age Group: 3–5

Primary Audience: Local Administrators
State Administrators

Through the Race to the Top—Early Learning Challenge Program and other reform efforts, states are being challenged to develop systems for rating, monitoring and improving early learning and development programs. This challenge includes improving the quality of programs serving high-need children. This session will share findings from a demonstration study in North Carolina that investigated the acceptability, reliability and validity of the *Inclusive Classroom Profile* (ICP), a tool used to assess the quality of inclusive classroom practices. Results will be discussed in terms of the implications for more widespread applications of the ICP for research, quality rating systems and professional development. PowerPoint presentation and small group discussion will enable participants to explore key issues from a variety of angles.

***Vocabulary and School Readiness for Dual Language Learners:
Early School Experiences as an Opportunity*****Cristina Gillanders, Michelle Plaisance**

Mountain Laurel

Age Group: 3–5

Primary Audience: Practitioners
Local Administrators
State Administrators

This interactive session presents practical advice and guidance for teachers of linguistically diverse early learners for building the vocabulary so essential for school readiness and future academic achievement. Video demonstrations of effective teaching episodes, as well as detailed descriptions of sound, research-based practice will be provided to support the prioritization of word learning for this unique population of students.

10:00–10:15 AM: Break

10:15–11:45 AM: Concurrent Sessions

Coaching within the Context of Home Visitation**Dathan Rush, M'Lisa Shelden**

Mountain Laurel

Age Group: Birth-3

Primary Audience: Professional Development Providers
Families

This session will provide participants with the opportunity to understand coaching as an interaction style for working with parents in the context of home visitation. Participants will be introduced to the research-based characteristics of coaching and be able to identify the characteristics in action during a home visit. Participants will receive access to instruments from the coaching toolkit to use in preparation for home visits.

Developing Cross-Sector Professional Development Systems: An Elusive but Important Goal**Pam Winton and Sarah LeMoine**

Azalea

Age Group: Birth-5

Primary Audience: Professional Development Providers
Local Administrators
State Administrators

Recent national and state initiatives have focused on moving states and local communities toward developing an aligned early childhood professional development system for all personnel who provide services to young children and their families. This is easier said than done. The current fragmentation of early childhood programs has been years in the making and is devilishly hard to undo. Drawing upon an implementation science framework, the presenters share tools and resources that states and communities can use to assist them in reaching this goal. Note: This session is based on an invited presentation at the National OSEP TA Leveraging Conference in Washington, DC, March, 2013.

Making Inclusion Work: Focus on Ongoing Assessment (Repeat)**Mary McLean**

Sunflower

Age Group: Birth-5

Primary Audience: Practitioners
Local Administrators

This is a repeat of an earlier session.

Successful inclusion of children with disabilities in typical early care and education environments requires effective strategies for ongoing observation and assessment. The purpose of this session is to explore strategies for building a systematic approach to ongoing assessment in typical early childhood settings. The session will focus on observation and documentation strategies, planning for assessment and using assessment to inform intervention. Resources for engaging families in assessment and tailoring assessment for children who are dual language learners will be highlighted.

If You Want Personnel to Do the Right Thing, Train Them Through Checklists**Robin McWilliam**

Dogwood A&B

Age Group: Birth-5

Primary Audience: Professional Development Providers

This will be a very hands-on session, including the live development of checklists and demonstrations of how to use checklists to give feedback. The session will also include testimonials and data from recipients of this training.

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 to share highlights of the Institute and ideas for using strategies and resources at home.

Family Partnerships
Social and Emotional Strategies and Supports
Instructional Practices
Coaching and Professional Development
Community Collaboration and System Building

Magnolia Lounge
Sunflower
Mountain Laurel A&B
Dogwood A&B
Azalea



SAVE THE DATE
2014 National
Early Childhood
Inclusion Institute

Sponsored by

 **UNC**
FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

May 12–14, 2014

The William and Ida Friday Center for Continuing Education
Chapel Hill, NC

Sessions at-a-Glance

Monday, May 13, 2013

1:00–2:15 PM: Opening & Keynote Address Grumman Auditorium

2:45–4:15 PM: Plenary Sessions

Plenary I: Federal Panel on Emerging Early Childhood Priorities, Policies and Resources Grumman Auditorium
Plenary II: The Dance of Partnership: Why Do My Feet Hurt Dogwood A&B

4:15–5:15 PM: Concurrent Sessions

Reflection Sessions—

Families, Family Leaders Southwest Day Office
State Administrators Windflower
Regional/Local Administrators Mountain Laurel A&B
Practitioners/Teachers Dogwood A&B
Trainers/TA Providers/Professional Development Providers Redbud A
Faculty in IHEs Redbud B

Tuesday, May 14, 2013

9:00–10:30 AM: Concurrent Sessions

Online Learning: Best Practices for Driving Engagement and Achieving Results Azalea
Parents Interacting with Infants (PIWI):
Supporting Infant-Toddler Development Through Parent-Child Interactions Dogwood A
The Details of Integrating OT, PT, SLP, and ECSE into Child Care and Preschool Dogwood B
Living the Good Life: Living the Life I Want Mountain Laurel
Keep Dancing After the Music Stops Sunflower
Dilemmas for Inclusion Roundtable for Practitioners and Administrators: Classroom-Focused Inclusion
Challenges and Strategies Redbud A
Preschool Educational Environments and Inclusion: “Not Everything that Counts Can be Counted,
and Not Everything that Can be Counted Counts” Windflower
Voices from the Field: Integrating CONNECT Modules into Your Professional Development Redbud B

11:00 AM–12:30 PM: Concurrent Sessions

The Right Stuff: Resources to Support Your Inclusion Priorities Azalea
I Think I Can . . . I Know I Can . . . We Know YOU Can: How One State is Building a System of ECMH Supports
for Children, Families and Providers. You Can Do It Too Dogwood B
Best for All Kids: Infusing Inclusion into TQRIS (Tiered Quality Rating & Improvement Systems) Sunflower
Practice-Based Coaching: Why, Who, What, and How? Redbud A
Assistive Technology and Positive Behaviors Unite: Redbud B
Recognition and Response for Dual Language Learners (R&R-DLL) Tailoring a Response to Intervention
Approach for DLLs Windflower
What Goes On at Bath Time . . . and Breakfast Time . . . and Before the Kids Are Up Mountain Laurel
Enhancing School Readiness and Positive Child Outcomes for All Children Dogwood A

1:30–3:00 PM: Concurrent Sessions

The Intersection between Response to Intervention (RTI) and Early Childhood Inclusion:

Reflections from an Expert Panel	Sunflower
Engaging Parents: An Important Role for All Practitioners	Dogwood A
Promoting a Culture of Inclusion for Birth–Third Grade Systems within State and Local Education Agencies	Dogwood B
Online Learning: Best Practices for Driving Engagement and Achieving Results!	Mountain Laurel
Including ALL in the RRT-ELC Program and Other Early Childhood Initiatives	Redbud B
The Power of Play	Redbud A
Panel of Young Adults with Disabilities on Self-Advocacy: Beyond Academics	Windflower
Intentional Social and Emotional Teaching Strategies for Preschool-Aged Children	Azalea

3:30–5:00 PM: Concurrent Sessions

CONNECT Modules—Springboard for Improving Inclusion Services in Iredell County	Redbud A
Embedded Teaching and Learning in the Preschool Classroom	Dogwood A
Developing and Implementing an Intentional Inclusion Preschool Program in the Public Schools:	
A Collaborative Team Approach	Dogwood B
Practices for Enhancing Preschoolers’ Physical Activity in Community-Based Programs:	
Thoughts on Promoting Inclusion of Peers with Developmental Delays	Mountain Laurel
The Right Stuff: Resources to Support Your Inclusion Priorities	Sunflower
How Attention to Autism Program Quality Can Affect All Children in Inclusive Settings	Redbud B
DEC Recommended Practices Listening Session	Windflower

Wednesday, May 15, 2013

8:30–10:00 AM: Concurrent Sessions

Making Inclusion Work: Focus on Ongoing Assessment	Sunflower
Starting with Their Strengths: Using Young Children’s Interests to Promote Concept and Skill Development in Inclusive Early Childhood Classrooms through the Project Approach	Dogwood A&B
Including Children with Autism Spectrum Disorders in Preschool Classrooms: Strategies that Work	Magnolia Lounge
Implementing Louisiana State and Local SpecialQuests to Promote High Quality Preschool Inclusion	Azalea
Assessing the Quality of Inclusion: <i>Inclusive Classroom Profile</i>	Windflower
Vocabulary and School Readiness for Dual Language Learners:	
Early School Experiences as an Opportunity	Mountain Laurel

10:15–11:45 AM: Concurrent Sessions

Coaching within the Context of Home Visitation	Mountain Laurel
Developing Cross-Sector Professional Development Systems: An Elusive but Important Goal	Azalea
Making Inclusion Work: Focus on Ongoing Assessment	Sunflower
If You Want Personnel to Do the Right Thing, Train Them through Checklists	Dogwood A&B

11:55 AM–12:30 PM: Reflection Sessions

Family Partnerships	Magnolia Lounge
Social and Emotional Strategies and Supports	Sunflower
Practices	Mountain Laurel
Coaching and Professional Development	Dogwood A&B
Community Collaboration and System Building	Azalea

Floor Plan

The William and Ida Friday Center for Continuing Education



