



16th National Early Childhood Inclusion Institute

May 10–12, 2016

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 16TH National Early Childhood Inclusion Institute. We want to recognize the involvement of our advisers and sponsors.

The mission of the Frank Porter Graham Child Development Institute (FPG) is to enhance the lives of children and families through interdisciplinary research, technical assistance, professional development, and implementation science. FPG generates knowledge, informs policies, and supports practices to promote positive developmental and educational outcomes for children of all backgrounds and abilities from the earliest years.

Thank you for joining us this year!

— Tracey West, CONFERENCE CHAIR

HOST

FPG Child Development Institute

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ZERO TO THREE: National Center for Infants,
Toddlers and Families Center for Training
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Agenda

Tuesday, May 10, 2016

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

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

Preschool Inclusion: Building Competence and Confidence to Include Everyone and Exclude No One

Barbara Smith, Rosemarie Allen, Tracie Dickson, Mary Louise Hemmeter

Redbud A

Child Motivation and Engagement: Improving Classroom Management

Adam Holland

Mountain Laurel

Attitude Makes the Difference--and It's Not Easy

Sandra Petersen

Azalea

Roadmaps for Authentic Assessment: Using Coaching to Support IFSP Development Activities

M'Lisa Shelden, Dathan Rush

Redbud 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

Sam Odom, DIRECTOR, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Tracey West, INSTITUTE CHAIR, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Pam Winton, INSTITUTE CHAIR EMERITA, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Keynote Address

Implementation Science and Family Experiences: Where the Rubber Meets the Road

Allison Metz, DIRECTOR OF THE NATIONAL IMPLEMENTATION RESEARCH NETWORK,

FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Ann Turnbull, PARENT, PROFESSOR EMERITA, KANSAS UNIVERSITY, CO-DIRECTOR OF THE

BEACH CENTER ON DISABILITY, FELLOW, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Implementation of evidence-based practices happens in discernible stages. Each stage has a unique set of activities and structures that support moving to the next stage of implementation effectively. Successful implementation also hinges on the deep involvement of key stakeholders to co-create change at each stage of implementation.

This keynote address will weave together the role of co-creation and the developmental processes of implementation by demonstrating how the parent voice can contribute to more robust and sustainable change. The role of parents in articulating needs, building practitioner competency, using data for continuous improvement, and building partnerships for inclusion will be discussed.

Allison Metz discusses the process of implementation, and Ann Turnbull provides historical and family perspectives.

2:15–2:45 PM: Break

2:45–4:15 PM: Plenary Sessions

Plenary 1—Federal Panel on Early Childhood Policies, Initiatives, and Implications for Enhancing the Quality of Inclusive Services

Panelists

Grumman Auditorium

Amanda Bryans, DIVISION DIRECTOR, OFFICE OF HEAD START, U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES AND ACTING DIRECTOR OF RESEARCH, DATA AND COMMUNICATION, FOR THE ADMINISTRATION FOR CHILDREN AND FAMILIES

Libby Doggett, DEPUTY ASSISTANT SECRETARY FOR POLICY AND EARLY LEARNING, U.S. DEPARTMENT OF EDUCATION

Ruth Ryder, DEPUTY DIRECTOR OF THE OFFICE OF SPECIAL EDUCATION PROGRAMS, U.S. DEPARTMENT OF EDUCATION

Moderator

Pam Winton, SENIOR SCIENTIST, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Join this plenary to hear from a panel of federal early childhood leaders as they share emerging information on federal early childhood policies and initiatives and discuss the implications for enhancing the quality of inclusive services for infants and young children and their families. Participants will have the opportunity to ask questions of the panel and share perspectives on implementing inclusive practices at the local and state level.

Plenary 2—A Parent’s Perspective: Inclusion, Collaboration, and Using Video to Tell Powerful Stories

Janelle Rethwisch, PARENT OF A YOUNG CHILD WITH SPECIAL NEEDS,
HOME CHILDCARE PROVIDER, AND FORMER INTERVENTIONIST AND SPECIAL EDUCATOR

Dogwood A & B

Moderator

Betsy Ayankoya, SCIENTIST, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

In this plenary session, Janelle Rethwisch will share her powerful story on the inclusion of her daughter, Lydia Rose, and will address key themes related to inclusive practices for children with special needs from the perspective of a parent and former Special Educator. Videos, personal anecdotes, and the DEC Recommended Practices will illustrate the following themes: children and families must be recognized for their uniqueness, not by their diagnosis; parents must be honored as experts and decision-makers for their children; “collaboration” must be supported by specific practices; in early intervention we support children’s development and learning by supporting their parents with coaching; providing rich experiences with typically developing peers benefits ALL children; successful intervention occurs in a variety of environmental settings; and others.

4:15–5:15 PM: Reflection Sessions

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

Preschool Special Education/Developmental Disabilities

Grumman Auditorium

Participants with last names that begin with A–L

Preschool Special Education/Developmental Disabilities

Dogwood A & B

Participants with last names that begin with M–Z

Pre-K/Regular Education

Redbud A

Head Start/Early Head Start and Early Care & Education

Redbud B

Early Care and Education (e.g., child care teachers, directors, R&R TA practitioners)

Windflower

Part C/Infants & Toddlers Specialists/Early Intervention

Azalea

Head Start Disability Coordinators

Mountain Laurel

5:15–6:30 PM: Presenter Reception

Magnolia Lounge

Wednesday, May 11, 2016

8:00–9:00 AM: Continental Breakfast

9:00–10:30 AM: Concurrent Sessions

Early Identification of Autism Spectrum Disorder: Signs, Symptoms and Strategies

Rebecca Pretzel, Laura Hiruma

Dogwood A

Age Group: Birth–5

Primary Audience: Practitioners, Families, Local Administrators

DEC Recommended Practices: Assessment, Family, Teaming and Collaboration

This interactive workshop will focus on red flags for autism spectrum disorder in early childhood and developmental and autism screening tools to help with early identification. Using videos, a case story, and discussion, emphasis will be on recognition of ASD symptoms, talking with families about concerns, timely referrals, and critical resources.

Quality Matters: National Initiatives to Support Inclusion

Shelley deFosset, Beth Caron, Jim Squires

Bellflower

Age Group: All

Professional Development Providers, Local Administrators, State Administrators

DEC Recommended Practices: Leadership, Teaming and Collaboration

Lack of inclusion for children with disabilities in early childhood programs persists as a national concern. Three national technical assistance (TA) centers will share initiatives, resources, and lessons learned to support state and local efforts in developing quality systems of inclusive services. Participants will have an opportunity to review the recommendations from the federal Position Statement on Inclusion and discuss how these recommendations can work for them.

Preschool Inclusion: Building Competence and Confidence to Include Everyone and Exclude No One

Barbara Smith, Rosemarie Allen, Mary Louise Hemmeter, Tracie Dickson

Dogwood B

Age Group: 3–5

Primary Audience: All

DEC Recommended Practices: Leadership, Environment, Family, Instruction, Interaction

Inclusion means welcoming and meeting the needs of all children, including those with challenging behavior and children from racially, culturally, and language diverse families. The recent US Department of Health and Human Services and Department of Education Joint Policy Statement calls for national attention to the epidemic of preschool expulsion and suspension, and the related racial and gender disparities in these practices.

This session will give an overview of resources and evidence-based practices to increase inclusion of children with challenging behavior and eliminate expulsion, suspension, and racial bias through the use of the Pyramid Model for Supporting Social Emotional Competence of Infants and Young Children and other culturally responsive practices.

Making Connections: Fostering Friendships for Youth With and Without Disabilities

Anna Luther, Kathryn King

Redbud A

Age Group: 3–5

Primary Audience: Professional Development Providers, Practitioners, Families

DEC Recommended Practices: Leadership, Environment, Family, Instruction, Interaction

The best thing that a child can gain from your program is a quality friendship. Many times, children with disabilities struggle with initiating and maintaining friendships. In this workshop, participants will learn how to help all youth develop their friendship skills by practicing activities to remove the barriers to friendships and applying a social mapping tool to examine friendship interactions.

Resource-Based Conversations: How to Build Capacity Instead of Creating Dependence

M'Lisa Shelden, Dathan Rush

Azalea

Age Group: 0–3

Primary Audience: All

DEC Recommended Practices: Family, Teaming and Collaboration

During this interactive session, participants will learn how to use the *Family Resource Support Guide* to assist family members in identifying priorities related to resource needs. Participants will then practice coaching conversations using *Roadmaps for Reflection* based on identified needs. These innovative tools promote practitioner/family member collaboration to support families in taking action to achieve outcomes related to complex issues (e.g., housing, transportation, paying bills, finding a medical home).

Community Conversation: Valuing Inclusion and Learning to Do It Well

Kathleen Gallagher, Jessica Page, Leslie Fox

Windflower

Age Group: All

Primary Audience: All

DEC Recommended Practices: All

High-quality, inclusive programs and environments support development and learning for young children (0–5 years) with and without disabilities. While we value providing high quality programs for children in inclusive settings, doing it successfully can be challenging. It can be difficult to meet the diverse needs of children, families, and colleagues, as well as the demands of partner-regulators and school districts. Participants in this session “conversation” will share their experiences to generate a collection of practical strategies and wisdom for going forward in our work. The voices of teaching professionals, inclusion specialists, therapists, administrators, TA providers, and family members are welcome and needed in this discussion. Come prepared to listen, share, and learn from your colleagues.

Pay For Success:***An Innovative and Promising Financing Model in Expanding High Quality Preschool Programs***

Libby Doggett, Ruth Ryder, Megan Carolan

Sunflower

Age Group: 0–5

Primary Audience: State and Local Administrators

DEC Recommended Practices: Leadership

Funding for preschool is a continuing challenge. Pay for Success (PFS) is an innovative funding model used to address complex social problems. In a typical PFS Financing model, private investors finance the cost of operating a promising or proven social program that has the potential to save the government money in the long term. The government only pays back the initial investment, plus a return on investment if specific, agreed-upon outcomes are achieved. Over 40 PFS projects are currently being implemented or planned nationwide to address critical needs in the areas of health, justice, labor, and early education. The number of projects and the amount of private investment in social programs is expected to grow in the coming years. Discussions are beginning around the potential use of PFS to fund and expand successful preschool inclusion models and programs. Come and share your thoughts and ideas.

Challenging Behaviours in Early Childhood: What Can I Do?

Neal Horen

Redbud B

Age Group: Birth–5

Primary Audience: Practitioners, Families

DEC Recommended Practices: Interaction

This session will help participants to identify the types of challenging behaviors in young children they may encounter. Participants will be introduced to the reasons children engage in challenging behavior and identify strategies they can employ to effectively address these behaviors. The session will include video vignettes to illustrate points as well as several discussion sections to foster learning.

What Does it Take? It Takes a Village to Improve Outcomes for Early Childhood & Inclusion Practices

Laura Louison, Caryn Ward

Mountain Laurel

Age Group: All

Primary Audience: All

DEC Recommended Practices: Professional Development Providers, Local Administrators, State Administrators

This presentation will build upon implementation themes introduced in the keynote address by providing an overview of how Implementation Teams can support the sustained and effective use of inclusion practices and policies. The presentation will provide an interactive presentation and discussion of “It takes a Village”, an Implementation Team, to be accountable for the active use of strategies to support the adoption and use of inclusion practices and policies. Participants will explore the roles, functions, and competencies of Implementation Teams and apply these to their “villages” in support of inclusion practices and policies in early childhood.

10:30–11:00 AM: Break**11:00 AM–12:30 PM: Concurrent Sessions*****STEM Learning for Toddlers and Preschoolers with Disabilities***

Jodi Whiteman, Rebecca Parlakian

Redbud A

Age Group: Birth–5

Primary Audience: Professional Development Providers, Practitioners, Families

DEC Recommended Practices: Instruction, Interaction, Teaming and Collaboration

Learn more about introducing STEM concepts and skills into early childhood settings, both for children with and without disabilities. See what adults can do to engage and excite children’s thinking about science, technology, engineering, and math. Plan together for introducing these skills into your work with young children and families.

Begin with the End in Mind: Making Inclusion Work Throughout the Lifespan

Harriet Able, Allison Zoller, Bohdan Hrynewych

Redbud B

Age Group: 0-5, Pre-K 3rd

Primary Audience: Practitioners, Families, Local Administrators

DEC Recommended Practices: Instruction, Interaction, Teaming and Collaboration

A parent panel will describe their children’s inclusion experiences from early intervention settings and beyond, providing recommendations for proactive planning to create successful futures for children and youth in inclusive community-based settings.

What Does It Take?

It Takes Communication to Improve Outcomes for Early Childhood & Inclusion Practices

Laura Louison, Caryn Ward

Mountain Laurel

Age Group: All

Primary Audience: All

DEC Recommended Practices: Leadership, Teaming and Collaboration

This presentation will build upon implementation themes introduced in the keynote address by providing an overview of the use of data to drive decision making and support effective communication and feedback loops in order to achieve the sustained and effective use of inclusion practices and policies. The presentation will provide an interactive discussion of how programs and communities can systematically use and share data and information for planning, implementation, and outcomes. This session will engage participants in discussion and application of effective data and feedback loops with a variety of stakeholders to inform policy and enable inclusion practices.

Supporting Effective Inclusion Through the Use of Evidence Based Practices for Preschoolers with ASD

Ann Sam, Ann Cox

Windflower

Age Group: 3-5

Primary Audience: Professional Development Providers, Practitioners, Families

DEC Recommended Practices: Instruction

More preschoolers with ASD are being served through preschool and child care systems today. Teachers and child care providers need to understand how the characteristics of these learners with ASD might impact and be addressed by inclusive learning settings. Importantly, evidence-based focused interventions have been shown to support inclusive education. Two such practices, video modeling and social narratives, will be described and resources will be provided. Finally, presenters will demonstrate how to access an online learning resource—AFIRM—that is specially developed to help teachers and providers learn about all 27 evidence-based focused interventions shown to be effective for learners on the spectrum.

Listening Session: Federal Policy Statement on Family Engagement

Libby Doggett, Ruth Ryder, Christy Kavulic, Amanda Bryans

Sunflower

Age Group: All

Primary Audience: All

DEC Recommended Practices: Family, Teaming and Collaboration, Leadership

The U.S. Departments of Education and Health and Human Services are excited to release a new Policy Statement on the implementation of effective family engagement practices from the early years to the early grades. The purpose of this policy statement is to provide recommendations from the Departments on systematically engaging families in their children’s development, learning, and wellness across early childhood and elementary education settings.

Please join leadership from the U.S. Departments of Education and Health and Human Services to learn more about the core components of the Policy Statement on Family Engagement. We also invite you to join the process of shaping the next year of federal focus on family engagement by sharing your input on how the departments can support states and programs in intentionally supporting family engagement.

Co-Regulation: An Evidence-Based Approach to Building Self-Regulation in Early Childhood

Desiree Murray, Katie Rosanbalm, Kathleen Gallagher

Dogwood B

Age Group: Birth–5

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

DEC Recommended Practices: Environment, Interaction

A number of early childhood and parenting programs target caregiver skills as a mechanism to enhance child wellbeing, with a well-established body of evidence supporting the effectiveness of this approach. What is lacking, however, is a framework for understanding how different practices related to warm responsive caregiving and positive behavior support can be integrated while supporting caregivers' capacity so that positive child outcomes can be obtained across multiple domains.

This session will review a model of self-regulation interventions developed for the Administration for Children and Families. A comprehensive approach for caregivers to provide “co-regulation” will be presented, including strategies for self-regulation coaching and teaching “mindful moments” which will be highlighted in video clips and through practice activities. Results of a review of 102 studies of programs for parents and caregivers of children from birth through age five that target self-regulation will be presented to inform program selection and use.

Making Connections Through Play (This session will be repeated at 3:30.)

Aron Hall

Dogwood A

Age Group: PreK–3rd

Primary Audience: Professional Development Providers, Practitioners

DEC Recommended Practices: Environment, Interaction

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

Practical Resources to Support the 21st-Century Child's Use of Assistive Technology

Suzanne Milbourne, Bridget Gilormini, Sue Mistrett

Azalea

Age Group: Birth–5

Primary Audience: All

DEC Recommended Practices: Assessment, Environment, Family, Teaming and Collaboration, Transition

Together, families and professionals play a critical role in children's use of assistive technologies. This highly interactive session will define assistive technology services for young children and highlight new resources available to guide the implementation of assistive technology services for young children and their families. Real-life examples demonstrating the results of using these resources will be presented.

Peer to Peer Coaching for Practice Change

Lise Fox, Mary Peters

Bellflower

Age Group: 3–5

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

DEC Recommended Practices: Leadership

It is widely recognized that coaching is a critical professional development strategy for supporting practice change. This presentation will discuss practice-based coaching and how to use a peer to peer delivery format as one mechanism for professional development. Participants will learn about the core elements of PBC and how PBC is used through a peer coaching relationship to promote and support the implementation of evidence-based teaching practices with opportunities to share examples and discuss implementation.

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

1:30–3:00 PM: Concurrent Sessions

Formative Assessment in Pre-K and Kindergarten for ALL Children

Carla Garrett, Karla Carpenter, Juliana Harris

Bellflower

Age Group: 3–5, PreK–3rd

Primary Audience: Practitioners, Families,
Local & State Administrators

DEC Recommended Practices: Leadership, Assessment, Environment, Family, Instruction, Interaction

Join us to discuss and discover formative assessment in pre-k and kindergarten. The five domains of learning will be explored, followed by the sharing of documentation ideas appropriate for both pre-k and k–3 assessment. Specific strategies will be discussed for use in staying true to best practice, meeting challenging mandates, using assessment to guide instruction, and recognizing the connections and alignment between pre-k and kindergarten. Participants may choose to further enhance knowledge gained in this session by scheduling a demonstration classroom-guided observation to see how formative assessment is used to guide instruction. Information will be shared about the NC Office of Early Learning’s Pre-K/K Demonstration Program, where visits to inclusive preschool and kindergarten classrooms are available to observe evidence-based practices.

Supported Responses to Troubled Parent-Child Relationships

Jodi Whiteman, Rebecca Parlakian

Redbud A

Age Group: Birth–5

Primary Audience: Practitioners

DEC Recommended Practices: Family, Interaction, Teaming and Collaboration

In their daily work with parents and children, professionals have a unique window into families’ strengths and challenges. Observing positive parent-child interactions, they may wonder how best to support warm and nurturing relationships. In witnessing troubled parent-child interactions, they may not be sure how best to help build family capacity, strengthen the connection between parent and child, and ensure the child’s safety. This session presents strategies that professionals can use to support positive parenting and to intervene when professionals witness a troubled interaction between the parent and child.

Bringing Together the Best of Early Head Start/Head Start, Early Childhood Special Education/Early Intervention, and Pre-K to Promote Inclusion

Pam Winton, Frances Moore, Chih-Ing Lim, Kathleen Gallagher

Mountain Laurel

Age Group: Birth–5, PreK–3rd

Primary Audience: PD Providers, Local & State Administrators

DEC Recommended Practices: Leadership

Many inclusive early childhood programs have multiple funding streams with multiple sets of guidelines and accountability requirements. This session focuses on finding common ground among these seemingly disparate sets of demands to build high quality inclusive programs for the benefit of ALL children and families. Come and contribute your ideas for what resources can support your efforts to bring together the best of EHS/HS, ECSE/EI, and Pre-K to support high-quality inclusion in your workplace.

Inclusion 101: The Power of Federal Regulations and Policies for Successful Inclusion

Sharon Walsh

Windflower

Age Group: All

Primary Audience: All

DEC Recommended Practices: Leadership, Environment, Teaming and Collaboration

This session will discuss the regulatory and policy foundations supporting inclusive opportunities for young children and their families. Policies from IDEA Part C and Part B Section 619, as well as civil rights laws such as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, have a significant positive impact on the provision of inclusive early care and learning in our communities. There will be ample time in the session for questions and for participants to discuss their own community scenarios for facilitating inclusive opportunities.

Creating Inclusive Restorative Gardens for Children

Nilda Cosco

Dogwood A

Age Group: Birth–5, PreK–3rd

Primary Audience: All

DEC Recommended Practices: Leadership, Environment, Teaming and Collaboration

Research shows that nature has a positive impact on children’s wellbeing and helps to acquire harmonious, healthy lifestyles (regardless of children’s abilities). We consider wellbeing to be a delicate balance between healthy human processes (psychological, physical, spiritual) and healthy environments (composed of landscapes, weather, built environments, and the social circumstances of daily life). Carefully designed natural environments support all domains of child development for children of diverse abilities.

Children’s School Success: A Framework for Inclusive Early Education

Eva Horn, Joan Lieber

Dogwood B

Age Group: 3–5

Primary Audience: Professional Development Providers, Practitioners

DEC Recommended Practices: Leadership, Environment, Teaming and Collaboration

Early educators face the challenge of planning for and implementing learning activities that are interesting, engaging, and relevant to a range of young learners while addressing critical early learning outcomes. This session will feature a practical, evidence-based framework designed to serve as a guide for early educators as they plan and implement a universally designed, challenging curriculum that supports each child’s school success. Specific developmentally appropriate strategies for providing challenging universally designed curriculum content, differentiation through curricular modifications, individualization (strategies and plans for supporting children’s unique learning outcomes), and child progress monitoring procedures will be provided.

A Discussion of the Critical Practices for Improving Children’s AT Use

Bridget Gilormini, Susan Mistrett, Suzanne Milbourne

Azalea

Age Group: Birth–5

Primary Audience: All

DEC Recommended Practices: Environment, Instruction, Teaming and Collaboration

Practitioners play a critical role in children’s use of technologies. This highly interactive session will inform the design of a set of Quality Indicators for Assistive Technology Services for young children intended to allow practitioners and programs to assess their current practices and plan for improvement. Objectives:

1. Introduce the school-age Quality Indicators of Assistive Technology (QIAT), what they are, how they are used, and their utility for the birth–5 population;
2. Share examples of what assistive technology for young children looks like in the 21st Century; and
3. Discuss how the Quality Indicators of Assistive Technology dovetail with a variety of early childhood quality program guidance documents, including the DEC Recommended Practices.

DEC Recommended Practices CAN Make a Difference in the Outcomes for Young Children with Disabilities Who Have Experienced Abuse and Their Families

Carol Trivette, Catherine Corr

Redbud B

Age Group: Birth–5

Primary Audience: Practitioners, Local Administrators, State Administrators

DEC Recommended Practices: Leadership, Family, Teaming and Collaboration

Children who are abused are at a higher risk for developing a disability, and, conversely, children with a disability are at a higher risk of being abused and neglected. I know that you don't want to hear any more, but you need to, because you can help. This presentation will use a case study approach to focus on the actions of professionals who were trying to do the very best for a young child who became disabled as a result of abuse. Though the outcome met all of the specific requirements of child welfare and early intervention programs, clearly the outcome was not the best for this child and family. In this session using the *new* DEC Recommended Practices, participants will develop a picture of how the DEC RP might have been used and how the result would have been very different.

Federal Listening Session: Inclusion Policy Statement

Ruth Ryder, Libby Doggett, Christy Kavulic, Amanda Bryans

Sunflower

Age Group: Birth–5

Primary Audience: All

DEC Recommended Practices: Leadership, Family, Teaming and Collaboration

Last year the U.S. Departments of Education and Health and Human Services jointly released the Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. Prior to the release of the Policy Statement we had the opportunity to engage with participants at the Inclusion Institute to listen to your feedback on the draft document. Your input was invaluable in shaping the final direction of the federal inclusion initiative.

Please join leaders from the U.S. Departments of Education and Health and Human Services in this Listening Session to share your stories on how the Inclusion Policy Statement has been used in your state or program to improve high quality inclusive practices leading to better outcomes for infants, toddlers, and young children. We want to hear about your successes, challenges, and how the departments can support you over the next year to improve inclusive opportunities for young children with disabilities and their families.

3:00–3:30 PM: Break

3:30–5:00 PM: Concurrent Sessions

The Right Stuff: Resources to Support the Full Participation of Each Young Child

(This session will be repeated on Thursday at 10:15)

Camille Catlett

Dogwood A

Age Group: All

Primary Audience: All

DEC Recommended Practices: Environment, Family, Instruction, Interaction, Teaming and Collaboration

Come discover rich resources that can help leaders, staff, and families to support the successful participation of each young child. We'll explore high quality, no-cost resources that align with the DEC Recommended Practices and include activities, evidence-sources, 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 media and website presentations and demonstrations.

Maker Movement Manifesto: Ordinary People Creating Extraordinary Tools for Young Children

Suzanne Milbourne

Azalea

Age Group: Birth-5

Primary Audience: All

DEC Recommended Practices: Environment, Teaming and Collaboration

It's called the Maker Movement, and it provides opportunities for ordinary people to design, create, and build extraordinary assistive tools for young children. Explore highlights of a few Maker Movements that benefit young children. Learn about one local Maker Movement approach and how it can be replicated. Tool up, bring your imagination and positive thinking, and take the Maker Movement manifesto home to your early intervention community.

AIM for Literacy Success for Young Children Who Are Dual Language Learners: Assessments, Interventions, and Models

Patsy Pierce, Joanne Knapp-Philo, Sally Edwards

Redbud A

Age Group: Birth-5, PreK-3rd

Primary Audience: All

DEC Recommended Practices: Assessment, Environment, Family, Instruction, Interaction

In this session we will discuss potential challenges and solutions with early language and literacy assessment with young children who are dual language learners (DLLs). Participants will receive resources for assessing and developing early oral and written language in young DLLs and learn about different and effective classroom models that can best use these resources.

State Approaches to Assessing the Quality of Inclusion

Elena Soukakou, Tracey West, Jeannette McCollum, Jennie Couture, Pam Stevens

Windflower

Age Group: Birth-5

Primary Audience: Local & State Administrators

DEC Recommended Practices: Assessment, Instruction, Teaming and Collaboration

The *Inclusive Classroom Profile (ICP)* is a structured observation tool designed to assess the quality of inclusion in early childhood classrooms. Discover how Illinois and Georgia are using the ICP as part of a Quality Rating and Improvement System (QRIS), to increase quality, and/or to guide professional development. Come prepared to ask questions and to share your challenges and ideas around assessing the quality of inclusion at a classroom level.

How Best to Use Professionals Who Visit the Classroom

Robin McWilliam

Redbud B

Age Group: Birth-5

Primary Audience: All

DEC Recommended Practices: Environment, Instruction, Teaming and Collaboration

In some places, therapists, early interventionists, itinerant early childhood special education (ECSE) teachers, and other consultants take the child out of the classroom to receive services. This session, designed for early childhood and ECSE teachers, practitioners, specialists and therapists, is about setting up a structure to make the most of visits by specialists to the classroom. It features checklists for those visitors and for the classroom staff. The purpose of the visits should be to enhance the ability of the classroom staff to provide routines-based interventions when the specialists aren't there, and this session will provide strategies for both classroom teachers and specialists.

All Children Can Make Music: Access, Participation, and Supports in the Outdoor Environment

Petra Kern

Mountain Laurel

Age Group: 3–5

Primary Audience: Professional Development Providers, Practitioners, Families, Local Administrators

DEC Recommended Practices: Environment, Family, Instruction, Interaction, Teaming and Collaboration

Ever thought about using music for inclusion programming? This session will address how to make environmental adaptations and create expanded opportunities for all children to learn through music in the outdoor environment. Take away evidence-based facts, innovative ideas, practical suggestions, and a renewed understanding of the value that music making may bring to children with disabilities, their families, and friends.

Realizing the Goal of Inclusion Through Effective Partnerships

Laurie Dinnebeil, William McInerney

Sunflower

Age Group: 3–5

Primary Audience: Practitioners, Local & State Administrators

DEC Recommended Practices: Instruction, Teaming and Collaboration

Supporting young children with disabilities served in community-based programs requires a service delivery model that is qualitatively different than traditional approaches. Early childhood special education professionals who support children served in community-based settings can be most effective when they work with primary caregivers and general education teachers to help them learn how to provide specialized instruction. The purpose of this session is to explore a consultative model of service delivery that provides the support to primary caregivers and general education teachers that is essential for successful inclusive experiences for children.

Making Connections Through Play (Repeat Session)

Aron Hall

Dogwood B

Age Group: PreK–3rd

Primary Audience: Professional Development Providers, Practitioners

DEC Recommended Practices: Instruction, Interaction

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

Learning Communities: How to Make Them Engaging and Effective

Katy McCullough, Kathy Whaley, Denise Mauzy, Richard Lambert, Dillon Henry

Bellflower

Age Group: All

Primary Audience: All

DEC Recommended Practices: Leadership, Teaming and Collaboration

Learning Communities are fairly easy to create, but what are the key features needed to make them successful and sustainable? Come learn about active Professional Learning Communities (PLCs) and Communities of Practice (CoPs) from a group of panelists who will share their experience facilitating learning communities. Participants will have the opportunity to pose questions to and share their interest in participating in Learning Communities on specific topics.

Thursday, May 12, 2016

7:30–8:30 AM: Continental Breakfast

8:30–10:00 AM: Concurrent Sessions

Fostering a Supportive Classroom Culture for Dual Language Learners

Michelle Plaisance, Ximena Franco

Redbud B

Age Group: 3–5, PreK–3rd

Primary Audience: Professional Development Providers, Practitioners, Local Administrators

DEC Recommended Practices: Environment, Instruction, Interaction

This interactive session explores the experiences of dual language learners and their teachers in inclusive early childhood settings. Specifically, we will illustrate ways that educators can support the social and emotional development of linguistically diverse students, while providing a foundation for literacy growth and English language acquisition.

Radical Collaborations: When Children and Providers Co-Create Programs

John Nash, Beth Rous

Dogwood A

Age Group: Birth–5

Primary Audience: All

DEC Recommended Practices: Environment, Teaming and Collaboration

Using a human-centered design approach, this session will discuss how children, families, and providers have been engaged as co-creators in designing classroom experiences and coaching processes to improve the quality of inclusive early childhood classrooms. An overview of design thinking will be presented, along with specific strategies for the application in early care and education settings.

Does Nature Always Nurture?

Helping Children with Emotional/Behavioral Problems Explore and Reap the Benefits of the Outdoors

Deborah Mugno

Dogwood B

Age Group: PreK–3rd

Primary Audience: Professional Development Providers, Practitioners, Families

DEC Recommended Practices: Assessment, Environment, Family, Interaction

For many children with emotional and behavioral problems, outside time can be fraught with anxiety, frustration, conflict, and even fear. This session explores ways in which parents and teachers can develop a more acute awareness of the difficulties encountered by these children and assist them in having more successful outdoor experiences.

Calling All CARA's Kit Users: Contribute to the Conversation About Designing CARA Online!

Suzanne Milbourne

Redbud A

Age Group: Birth–5

Primary Audience: All

DEC Recommended Practices: Environment, Teaming and Collaboration

The highly regarded CARA's Kit was first distributed almost a decade ago! This think-tank session is an opportunity to share your ideas about designing a CARA online version. Hold tight! This is not to say that the paper version will dissolve—rather, a chance to embrace the prospect of enhancing and expanding the various tools included in the Kit to suit the needs of the 21st-Century educator.

Toxic Stress, Trauma, and Trauma-Informed Services

Sandy Petersen

Azalea

Age Group: All

Primary Audience: Practitioners, Families, Local Administrators

DEC Recommended Practices: Family, Instruction, Interaction, Teaming and Collaboration

Twenty-six percent of children in the United States will witness or experience trauma before they turn four. These children are already being included in Head Start and child care programs, often with no diagnosis and no supports in place. Participants will learn the definition of trauma, the effects of trauma on learning and development, and the essential elements of trauma-informed practice.

Creating Interactive Webinars: Ideas to Keep Learners Engaged and Off Online Shopping or Email!

Cori Hill

Bellflower

Age Group: All

Primary Audience: Professional Development Providers

DEC Recommended Practices: Leadership

Attended any recent webinars that were so dry you were tempted to catch up on email or some online shopping while the presenter droned on? We've all been there! Want to wake up your webinar audience? Join this session to learn tips and ideas to keep your learners engaged. Discover the secrets of formatting interactive webinars using chat, polling, video, and other tools that keep your audience so actively participating that they won't even have time to consider wandering to their emails or shopping pages!

Am I Making a Difference? Using Data to Improve Practice

Megan Vinh, Lise Fox

Mountain Laurel

Age Group: Birth-5

Primary Audience: Professional Development Providers, Practitioners, Local Administrators

DEC Recommended Practices: Instruction

This interactive session will focus on supporting practitioners in using program and child level data to make decisions about practice improvements. Specifically, this session will focus on:

1. How to be a data-based decision maker, including how to efficiently and intentionally use data to make decisions about practice implementation.
2. How to use child level data, such as progress monitoring and engagement measures, to understand practice implementation and make necessary changes.
3. How to create a culture of decision making, including the questions practitioners might need to ask and the data needed to answer those questions.

The Inclusive Classroom Profile: A Closer Look at the Items and What They Measure

Carla Fenson, Tracey West, Elena Soukakou

Windflower

Age Group: 3-5

Primary Audience: Professional Development Providers, Practitioners, Local Administrators

DEC Recommended Practices: Assessment, Instruction, Interaction

The *Inclusive Classroom Profile* (ICP), currently in publication, is an observation tool that assesses the quality of inclusive practices in early childhood classrooms (ages 2½-5) across 12 dimensions. In this session we will review the key features of the ICP and take a closer look at each of the items on the scale. We will share and discuss those teaching strategies that exemplify best practice for supporting the full inclusion of children in classroom activities and routines in small and large groups, as well as share ideas for how the ICP might be used to improve quality.

Special Listening Session for Head Start Disability Coordinators

Boardroom

This is a special listening session sponsored by the Early Childhood National Center for Development, Teaching, and Learning for invited Head Start Disability Coordinators who were selected for geographic representation.

By invitation only.

10:00–10:15 AM: Break

10:15–11:45 AM: Concurrent Sessions

aRPy Breaks It Down: Tools for Using the DEC Recommended Practices

Joan Danaher, Katy McCullough, Betsy Ayankoya, Christine Spence

Mountain Laurel

Age Group: Birth–5

Primary Audience: All

DEC Recommended Practices: All

This entertaining and interactive session will feature aRPy, the spokesperson for the ECTA Center's tools on the DEC Recommended Practices. He will take you on a tour of the suite of resources that the ECTA Center has developed to promote the understanding and use of the DEC Recommended Practices: Performance Checklists, Practice Guides for Practitioners and Parents, Guidance for Practitioners, Strategies for Professional Development and Program Improvement, and online modules. We will emphasize practices that promote inclusion.

Dialogic Reading: A Foundational Practice for Educators and Parents to Enhance Language

Sharon Palsha

Azalea

Age Group: Birth–5

Primary Audience: Practitioners, Families

DEC Recommended Practices: Instruction

Research demonstrates that dialogic reading enhances language development substantially more than traditional storybook reading, including the language of children with disabilities and English Language Learners. Come learn the intentional Dialogic Reading PEER and CROWD strategies to incorporate this foundational practice in your classroom or home on a daily basis.

Mindful Moments: Practices That Promote Personal and Professional Well-Being

Kathleen Gallagher, Lorie Barnes, Paige Moretz

Redbud B

Age Group: All

Primary Audience: All

DEC Recommended Practices: Interaction

Early childhood professionals need to be well to be effective. Personal and professional wellbeing influence our effectiveness and interactions with children, families, and colleagues. Learning to practice mindfulness can help ECE professionals to be well by supporting emotion regulation and intentional approaches. This engaging and active session is designed to provide skills, knowledge, and tools to help you embed mindfulness practices into your own daily routines *and* to enable you to share the benefits of mindfulness-based practices with children, families, and other professionals.

Wired to Move: Facts and Strategies for Nurturing Boys in an Early Childhood Setting

Constance Walker

Redbud A

Age Group: 3–5, PreK–3rd

Primary Audience: All

DEC Recommended Practices: All

Using the latest brain research to explore and explain the differences in how boys and girls learn, Wired to Move provides early childhood educators with everything they need to adjust their teaching methods and transform their classrooms into boy-friendly environments. This session will assist early care/education professionals learn how to address the unique issues surrounding boys 3–6 years old by looking at:

- Boys from a national and local level.
- The disproportionate number of boys, particularly African-American and Latino boys, being expelled from preschool and reasons why.
- The Starting Point Boys Project that addressed this issue.
- Specific strategies that early care/educational professionals can use to support boys in the early childhood classroom and beyond.

Participants will learn how to support boys in the classroom through brain-based teaching and support. This will be an interactive session, and participants will learn how to make their classrooms more boy-friendly by developing an implementation plan.

Learning Through Adventure

Stephen Mullaney

Bellflower

Age Group: PreK–3rd

Primary Audience: All

DEC Recommended Practices: Leadership, Environment, Instruction, Interaction, Teaming and Collaboration

In this session educators will learn how using Adventure Education practices can enhance deeper student learning, foster classroom and school community, and lead to more reflective practices for all children, including children with special needs. We will explore activities, school and classroom design, and the steps needed to make adventure learning successful for you and your students. This will be an active session. This session will make connections to:

- Inclusion
- Literacy
- Classroom/school community
- Leadership
- Environment
- interaction/collaboration
- Instruction
- Creating positive learning environments

The Right Stuff: Resources to Support the Full Participation of Each Young Child (Repeat Session)

Camille Catlett

Dogwood B

Age Group: All

Primary Audience: All

DEC Recommended Practices: Environment, Family, Instruction, Interaction, Teaming and Collaboration

Come discover rich resources that can help leaders, staff, and families to support the successful participation of each young child. We'll explore high quality, no-cost resources that align with the DEC Recommended Practices and include activities, evidence sources, 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 media and website presentations and demonstrations.

Great Expectations ... How Early Interventionists Provide Hope to Families of Children with Special Needs

Jenna Kanell, Vance Kanell, Gillian Gansler

Dogwood A

Age Group: All

Primary Audience: All

DEC Recommended Practices: Family

A year ago, a young woman in Atlanta made a short movie about her younger brother, Vance, who has autism, cerebral palsy, and epilepsy. The four-minute romantic comedy, called *Bumblebees*, explores her brother's life as he prepares to go on his first date. The movie has since won multiple national and international film contests. Using the film and Vance's story, this session will explore the role of early interventionists in supporting the entire family of a child with special needs, from the perspective of a sibling, parent, and the 20-year-old subject of the film himself. We will discuss the many ways that early interventionists provide hope to families when they need it the most, and how they prepare families for a future filled with amazing possibilities.

Hybrid Approaches to Professional Development Using CONNECT Modules and Courses

Chih-Ing Lim, Martha Gonzales, Shelley Byrd

Windflower

Age Group: All

Primary Audience: All

DEC Recommended Practices: Leadership

How do you extend the learning of practitioners, directors, and others using free CONNECT Modules and self-guided, self-paced CONNECT courses? Presenters will share their experiences of how they developed and implemented professional development approaches that provide practitioners and directors a variety of supports to ensure they have the knowledge and skills needed to include children with disabilities.

Special Listening Session for Head Start Disability Coordinators

Boardroom

This is a special listening session sponsored by the Early Childhood National Center for Development, Teaching, and Learning for invited Head Start Disability Coordinators who were selected for geographic representation. *By invitation only.*

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.

Preschool Special Education/Developmental Disabilities

Dogwood A

Pre-K/Regular Education

Dogwood B

Head Start/Early Head Start and Early Care & Education

Redbud A

Early Care and Education (e.g., child care teachers, directors, R&R TA practitioners)

Redbud B

Part C/Infants & Toddlers Specialists/Early Intervention

Bellflower

Sessions at-a-Glance

Tuesday, May 10, 2016

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

2:45–4:15 PM: Plenary Sessions

Plenary 1: Federal Panel on Early Childhood Policies and Initiatives and
Implications for Enhancing the Quality of Inclusive Services Grumman Auditorium
Plenary 2: A Parent’s Perspective: Inclusion, Collaboration, and Using Video to Tell Powerful Stories Dogwood A & B

4:15–5:15 PM: Concurrent Sessions

Reflection Sessions—

Preschool Special Education/Developmental Disabilities: Participants w/last names that begin with A-L . . . Grumman Auditorium
Preschool Special Education/Developmental Disabilities: Participants w/last names that begin with M-Z Dogwood A & B
Pre-K/Regular Education Redbud A
Head Start/Early Head Start and Early Care & Education Redbud B
Early Care and Education (e.g., child care teachers, directors, R&R TA practitioners) Windflower
Part C/Infants & Toddlers Specialists/Early Intervention Azalea
Head Start Disability Coordinators Mountain Laurel

CONNECT Courses

Don't forget that your Inclusion Institute registration this year includes free access to all eight CONNECT courses. These online self-paced and self-guided courses are designed for professionals who work with and support young children and their families in a variety of learning environments and inclusive settings.

The courses are as follows:

- Foundations of Inclusion (1 training hour)
- Communication for Professional Collaboration (.25 CEUs)
- Better Together: Powerful Family Partnerships (.25 CEUs)
- Adaptations that Work (.5 CEUs)
- Weaving Inclusion into Everyday Activities (.5 CEUs)
- All, Some, and A Few: Tiered instruction (.4 CEUs)
- Storybook Conversations (.4 CEUs)



Get Sitekey to Access Now: <http://connect.fpg.unc.edu/inclusion-institute-2016>

Sessions at-a-Glance (cont.)

Wednesday, May 11, 2016

9:00–10:30 AM: Concurrent Sessions

Early Identification of Autism Spectrum Disorder: Signs, Symptoms, and Strategies	Dogwood A
Quality Matters: National Initiatives to Support Inclusion	Bellflower
Preschool Inclusion: Building Competence and Confidence to Include Everyone and Exclude No One	Dogwood B
Making Connections: Fostering Friendships for Youth With and Without Disabilities	Redbud A
Resource-Based Conversations: How to Build Capacity Instead of Creating Dependence	Azalea
Community Conversation: Valuing Inclusion and Learning to Do It Well	Windflower
Pay For Success: An Innovative and Promising Financing Model in Expanding High Quality Preschool Programs	Sunflower
Challenging Behaviors in Early Childhood: What Can I Do?	Redbud B
What Does It Take? It Takes a Village to Improve Outcomes for Early Childhood & Inclusion Practices	Mountain Laurel

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

STEM Learning for Toddlers and Preschoolers with Disabilities	Redbud A
Begin with the End in Mind: Making Inclusion Work Throughout the Lifespan	Redbud B
What Does It Take? It Takes Communication to Improve Outcomes for Early Childhood & Inclusion Practices	Mountain Laurel
Supporting Effective Inclusion Through the Use of Evidence Based Practices for Preschoolers With ASD	Windflower
Listening Session: Federal Policy Statement on Family Engagement	Sunflower
Co-Regulation: An Evidence-Based Approach to Building Self-Regulation in Early Childhood	Dogwood B
Making Connections Through Play [This session will be repeated today at 3:30]	Dogwood A
Practical Resources to Support the 21ST Century Child's Use of Assistive Technology	Azalea
Peer to Peer Coaching for Practice Change	Bellflower

1:30–3:00 PM: Concurrent Sessions

Formative Assessment in Pre-K and Kindergarten for ALL Children	Bellflower
Supported Responses to Troubled Parent-Child Relationships	Redbud A
Bringing Together the Best of Early Head Start/Head Start, Early Childhood Special Education/Early Intervention, and Pre-K to Promote Inclusion	Mountain Laurel
Inclusion 101: The Power of Federal Regulations and Policies for Successful Inclusion	Windflower
Creating Inclusive Restorative Gardens for Children	Dogwood A
Children's School Success: A Framework for Inclusive Early Education	Dogwood B
A Discussion of the Critical Practices for Improving Children's AT Use	Azalea
DEC Recommended Practices CAN Make a Difference in the Outcomes for Young Children With Disabilities Who Have Experienced Abuse and Their Families	Redbud B
Federal Listening Session: Inclusion Policy Statement	Sunflower

3:30–5:00 PM: Concurrent Sessions

The Right Stuff: Resources to Support the Full Participation of Each Young Child (This session will be repeated on Thursday at 10:15)	Dogwood A
Maker Movement Manifesto: Ordinary People Creating Extraordinary Tools for Young Children	Azalea
AIM for Literacy Success for Young Children Who Are Dual Language Learners: Assessments, Interventions, and Models	Redbud A
State Approaches to Assessing the Quality of Inclusion	Windflower
How Best to Use Professionals Who Visit the Classroom	Redbud B
All Children Can Make Music: Access, Participation, and Supports in the Outdoor Environment	Mountain Laurel
Realizing the Goal of Inclusion Through Effective Partnerships	Sunflower
Making Connections Through Play (Repeat Session)	Dogwood B
Learning Communities: How to Make Them Engaging and Effective	Bellflower

Sessions at-a-Glance (cont.)

Thursday, May 12, 2016

8:30–10:00 AM: Concurrent Sessions

Fostering a Supportive Classroom Culture for Dual Language Learners	Redbud B
Radical Collaborations: When Children and Providers Co-Create Programs	Dogwood A
Does Nature Always Nurture?	
Helping Children with Emotional/Behavioral Problems Explore and Reap the Benefits of the Outdoors	Dogwood B
Calling All CARA's Kit Users: Contribute to the Conversation About Designing CARA Online!	Redbud A
Toxic Stress, Trauma, and Trauma Informed Services.	Azalea
Creating Interactive Webinars: Ideas to Keep Learners Engaged and Off Online Shopping or Email!	Bellflower
Am I Making a Difference? Using Data to Improve Practice	Mountain Laurel
The Inclusive Classroom Profile: A Closer Look at the Items and What They Measure	Windflower
Special Listening Session for Head Start Disability Coordinators	Boardroom

10:15–11:45 AM: Concurrent Sessions

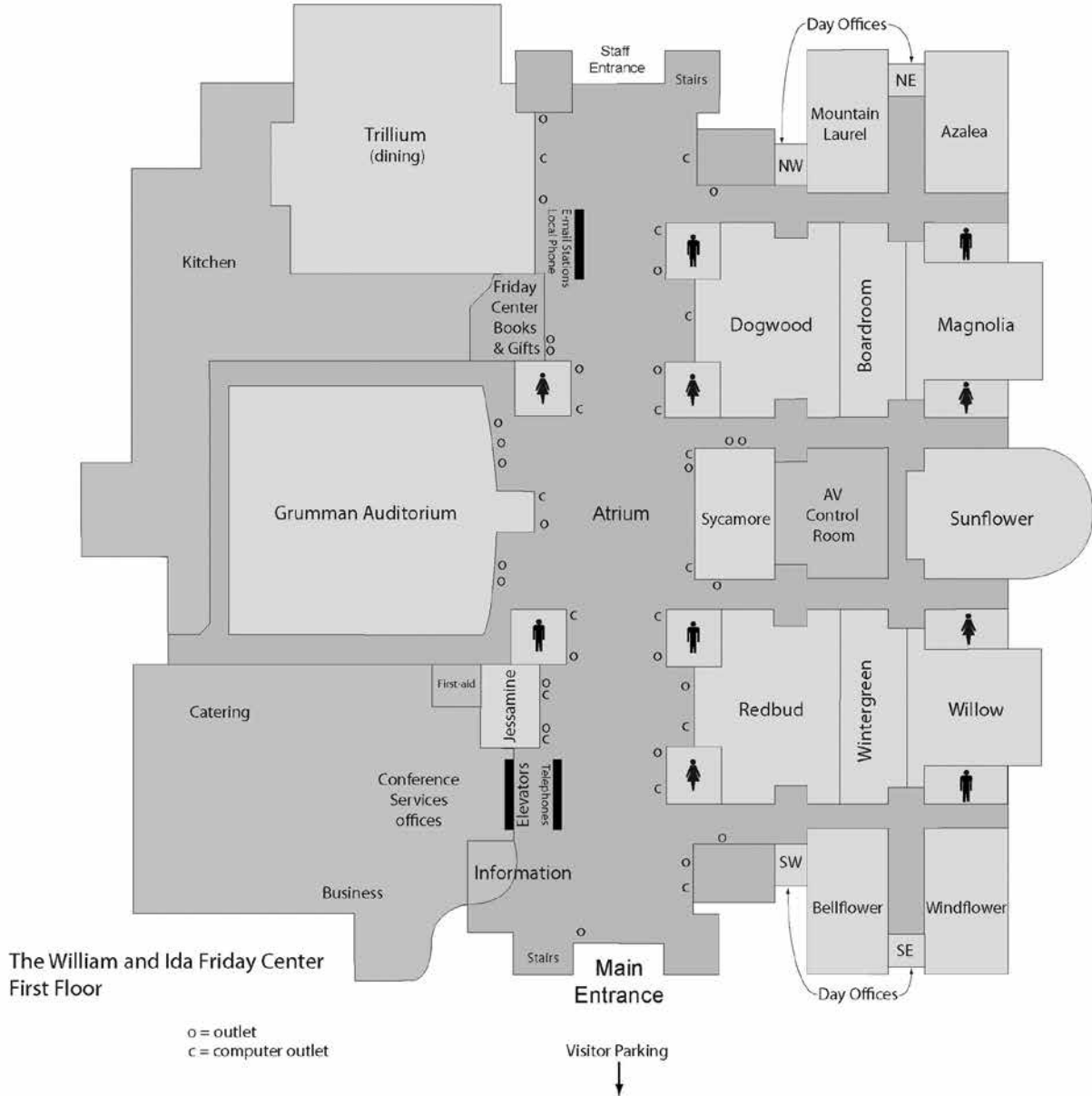
aRPy Breaks It Down: Tools for Using the DEC Recommended Practices	Mountain Laurel
Dialogic Reading: A Foundational Practice for Educators and Parents to Enhance Language	Azalea
Mindful Moments: Practices that Promote Personal and Professional Wellbeing	Redbud B
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11:55 AM–12:30 PM: Reflection Sessions

Preschool Special Education/Developmental Disabilities	Dogwood A
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Early Care and Education (e.g., child care teachers, directors, R&R TA practitioners)	Redbud B
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Floor Plan

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