

18th National Early Childhood Inclusion Institute

May 8–10, 2018 | William & Ida Friday Center for Continuing Education | UNC-Chapel Hill



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UNC
FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE



Department of Public Instruction
Office of Early Learning



Welcome!

On behalf of the Frank Porter Graham Child Development Institute (FPG), welcome to the 18TH National Early Childhood Inclusion Institute. The mission of the Frank Porter Graham Child Development Institute 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.

We want to recognize the involvement of our advisers and sponsors. Please see the list below
Thank you for joining us this year!

— Tracey West, CONFERENCE CHAIR

HOST

FPG Child Development Institute

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Agenda

Tuesday, May 8, 2018

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

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

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

Constance Walker

Redbud A

Courage to Reach Inward and Outward: The Power of Reflective Practice

Janice Fialka and Mary Louise Peters

Windflower

Practice-Based Coaching: Learn About It and Do It! Part I

Patricia Snyder and Mary Louise Hemmeter

Mountain Laurel

How to Make Friends and Influence Preschoolers: Classroom Management that Motivates and Engages Children

Adam Holland

Redbud B

Explicit and Intentional: Tools and Strategies for Supporting Inclusion in Professional Development Efforts

Camille Catlett

Bellflower

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

Aysenil Belger, DIRECTOR, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

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

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

Keynote Address

My Father, My Son, Myself: Reflections on Overcoming Challenges

Jani Kozłowski, MA, PROFESSIONAL, PARENT, AND ADVOCATE

How can we draw inspiration from the obstacles that life sends our way? What can we learn from the challenges that others face in life? What do those lessons tell us about how we can best support children with disabilities? As an early childhood professional with a disability, a child of a parent with a disability, and the mother of a son with a disability, Jani Kozłowski brings a unique perspective to this work of inclusion in early care and education. In this session, Jani will share personal stories and reflections that highlight the human potential for overcoming challenges, and she will share strategies for how to shift attitudes in early education so that we will always view children with disabilities as individuals that demonstrate tremendous strength, grit, and resilience.

2:15–2:45 PM: Break

2:45–4:15 PM: Plenary Sessions

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

Panelists

Grumman Auditorium

Amanda Bryans, DIRECTOR RESEARCH ANALYSIS AND COMMUNICATION, OFFICE OF EARLY CHILDHOOD DEVELOPMENT, U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

Monique Fountain Hanna, MD, MPH, MBA, SENIOR REGIONAL MEDICAL CONSULTANT, CDR, U.S. PUBLIC HEALTH SERVICE, HEALTH RESOURCES AND SERVICES ADMINISTRATION, MATERNAL AND CHILD HEALTH BUREAU, DIVISION OF HOME VISITING & EARLY CHILDHOOD SERVICES

Ruth Ryder, ACTING DIRECTOR OFFICE OF SPECIAL EDUCATION PROGRAMS, OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES, U.S. DEPARTMENT OF EDUCATION

Moderator

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

The intention for this interactive session is to listen, learn, and share perspectives about inclusion with an inter-agency panel of policy leaders. Each panelist will provide a brief update on early childhood priorities and inclusion initiatives within their agencies. The audience will then share their challenges and valued resources in implementing high quality inclusion using a live polling feature on their mobile devices. The audience will be invited to ask questions and make comments related to these so that panelists and audience members have a chance for lively discussion centered around inclusion from “grasstops to grassroots.”

Plenary 2—Inclusion Across the Lifespan: What We Have Learned Over 150 Years about Humanism, Humility, Humor, Hurt, and Hugs

Ann and Rud Turnbull, PARENTS, ADVOCATES, SCHOLARS

Dogwood A & B

Rud and Ann Turnbull, internationally acclaimed speakers and leaders in the fields of disability law, public policy and family support, have recently both had milestone birthdays. Their ages total 150 years. What lessons have they learned, especially related to parenting their beloved son Jay, whom they describe as their best teacher on the topic of disabilities? What lessons have withstood the test of time? What are their “truths” that have enabled them to not only survive but prevail? They subscribe to full disclosure: Be ready for humanism, humility, humor, hurt, and hugs. Maybe even for knowledge that aged to become wisdom!

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

Redbud B

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

Windflower

Part C/Infants & Toddlers Specialists/Early Intervention

Mountain Laurel

5:15–6:30 PM: Presenter Reception

Magnolia Lounge

Wednesday, May 9, 2018

8:00–9:00 AM: Continental Breakfast

9:00 AM–12:30 PM: Pre-Institute Workshop (cont.) (pre-registration only)

Part 2 —Practice-Based Coaching: Learn About It and Do It!

Patricia Snyder and Mary Louise Hemmeter

Windflower

9:00–10:30 AM: Concurrent Sessions

Making Inclusion Work in the Trenches: Ongoing Challenges and Supports

Harriet Able, Allison Murray-Nikkel, María Heysha Carrillo-Carrasquillo

Azalea

Age Group: Birth–5

Primary Audience: Professional Development Providers, Practitioners, Local Administrators

DEC Recommended Practices: Family

This session will highlight practice dilemmas from early intervention practitioners and family members related to inclusive services. Session participants will have an opportunity to share their dilemmas of practice and problem solve solutions based on recommended practices. Resources for supporting inclusion for ongoing professional development and support will be shared based on DEC Recommended Practices and other national resources.

The Dance of Partnership: Why Do My Feet Hurt? Strengthening the Family-Professionals Partnership

Janice Fialka

Bellflower

Age Group: All

Primary Audience: All

DEC Recommended Practices: Leadership, Assessment, Environment, Interaction, Family, Teaming and Collaboration

This workshop is designed to assist professionals and families who have children with disabilities to better understand the challenges, complexities, and possibilities faced as they form and maintain partnerships. Using humor and stories, Janice explores the unique dimensions that complicate this working relationship from both perspectives: parent and professional. She addresses such questions as: Can there truly be a partnership? What does each partner bring to this alliance, both the similarities and differences? How can partners be more effective in their work together? As a result participants strengthen their insights about their partnerships and are better equipped to collaborate more effectively as they develop plans for and with children and youth with disabilities.

Implicit Bias 2.0: Preparing Early Childhood Professionals to Work with Culturally Diverse Young Children

Jen Neitzel, Megan Vinh

Dogwood A

Age Group: B–5

Primary Audience: All

DEC Recommended Practices: Leadership, Environment, Instruction, Family

Several potential factors contribute to inequity in early childhood including implicit racial bias, lack of training focused on teaching young children from non-dominant cultures, and cultural discontinuity between home and school. The focus of this session will be on helping educators become more aware of and reduce their implicit biases, view child development through a cultural lens, and implement culturally responsive instructional strategies. The session will focus on (1) identifying barriers to equity in early childhood for children of color; (2) defining implicit bias and its role in perpetuating inequitable practices related to behavior management, teacher-child interactions, and instructional practices; (3) describing strategies for identifying and overcoming implicit bias; and (4) providing specific culturally responsive practices that can be used in early learning environments to promote equal outcomes for children from culturally diverse backgrounds. The session will include active engagement, including small and large group discussions, as well as a presentation focused on providing specific content and activities that support implementation of the practices.

With A Little Help from My Friends, Life is Much Sweeter: Supporting Peer Relationships

Michaelene Ostrosky, Paddy Favazza

Dogwood B

Age Group: 3–5

Primary Audience: All

DEC Recommended Practices: Environment, Interaction

The desired results of inclusive experiences for children with and without disabilities and their families include the following: a sense of belonging and membership, positive social relationships and friendship formation, and development and learning to reach their full potential. Yet research has shown that children with disabilities often lack critical social skills that can negatively impact the development of peer relationships. In this session, participants will learn specific strategies that can be implemented to support peer interactions. Activities, group sharing, and discussion will be utilized.

Innovative Strategies to Collaborate Across MIECHV, Home Visiting, and Part C Programs

Tracie Dickson, Monique Fountain-Hanna, Karen Berman

Sunflower

Age Group: 0–5

Primary Audience: All

DEC Recommended Practices: Family, Teaming and Collaboration

This presentation will help participants to improve coordination and collaboration across Maternal, Infant, and Early Childhood Home Visiting (MIECHV), home visiting, and Part C programs to better support their youngest children and families. The need for coordination and collaboration across these programs has never been more critical as state and local entities stretch their capacity to ensure that families can access critical services and supports. Too often these programs are seen as separate and distinct when they actually have many shared goals, principles, and desired outcomes. The joint U.S. Department of Education and Health and Human Services (HHS) guidance released January 2017 provides an exciting and concrete framework for participants to consider how to develop policies and practices that support shared knowledge and practices to ensure that our birth-to-three systems are the most responsive and effective they can be for our highest need children and families. Participants will hear from federal agency leaders and state practitioners about strategies to increase collaboration between ECCS, MIECHV, and Part C and have ample opportunity to discuss how they can identify and advance opportunities for increased coordination and linkages in their states and localities.

Finding the Right Information, Right Now: Using Mobile Devices with Families and Teachers

Susan Fowler

Redbud A

Age Group: B–5

Primary Audience: Professional Development Providers, Practitioners, Families

DEC Recommended Practices: Family, Teaming and Collaboration

The art of sharing helpful information with others, especially parents and teachers, depends on knowing where and how to access reliable and valid resources on the internet. This interactive, lively session provides guidelines for finding topics, evaluating the quality and evidence base of the information and matching it to the recipient's education, culture, and experience. The session will include opportunities to find and assess information on frequently asked topics (e.g., bedtime routines, fussy babies, starting preschool). Strategies for how best to share information from the internet also will be discussed. Hands-on activities and small group discussion are included, as well as a useful checklist.

Cultural Humility and Family Engagement

Jennifer Olson

Redbud B

Age Group: 3–5

Primary Audience: All

DEC Recommended Practices: Family

Join the National Center on Parent, Family, and Community Engagement (NCPFCE) to discuss ways for fostering strong relationships and partnerships with families of children with disabilities while using cultural humility as a guide. This session is designed to increase awareness of attitudes, beliefs, and values that influence our daily interactions with families, children, colleagues, and community partners. Activities for this presentation are crafted to encourage self-exploration of personal and professional attitudes and beliefs to reflect on how these experiences may influence our expectations and behaviors. Participants will explore resources and culturally responsive approaches that can influence perspective and decision-making alongside families of children with disabilities.

Just Do It! – In Your Community—Ordinary People Design and Build Extraordinary Assistive Tools for Children with Disabilities

Suzanne Milbourne

Mountain Laurel

Age Group: B–5

Primary Audience: All

DEC Recommended Practices: Environment

Real life examples will be shared to illustrate the outputs of a local initiative called “fabricate,” demonstrating the effectiveness of a community maker-movement approach that provides families and young children with quick access to low and light assistive technology tools and promote access to and participation in daily routines and activities. Participants will leave this session with inspiration and very practical information for starting a similar initiative at home.

10:30–11:00 AM: Break

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

Time Matters: How to Make Scheduling Early Intervention Visits More “Natural”

M’Lisa Shelden, Dathan Rush

Dogwood A

Age Group: B–3

Primary Audience: All

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

Please join Dathan Rush and M’Lisa Shelden in a thought-provoking discussion on the critical (non-negotiable) use of real-life routines as the context for early intervention visits in both home and child care settings. The group will engage in a deep dive discussion on how and why the use of context-based intervention determines effectiveness of coaching, care provider engagement, and child and family outcomes. Presenters (and participants) will role play joint planning in complicated situations, debrief video examples, and practice how to maximize flexibility when scheduling. The presenters will share detailed information about innovative scheduling and will also discuss the challenges to fully embracing the belief that early intervention support is NOT a Monday-Friday, 8:00–5:00 occupation! If this notion causes anxiety or trepidation...it’s OKAY, no judgement here, just an open discussion about the undeniable challenges, seemingly insurmountable barriers, AND the irrefutable benefits of scheduling practices that are Flexible, Activity-based, and use Bursts of Support (FAB).

Inclusion and Preschool Development Grants: Data, Progress and Successes

Jim Lesko

Mountain Laurel

Age Group: 3–5

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

DEC Recommended Practices: Leadership, Environment

The inclusion of children with disabilities in early education programs remains a focus of attention across programs. The federally funded Preschool Development Grant (PDG) Program requires that states include preschoolers with disabilities. This requirement has been met with successes and challenges. The session will share data on inclusion in the PDG programs and identify the successes, challenges, and the lessons learned in supporting state and local efforts in developing quality systems of inclusive services. Participants will engage in discussion and activities on strategies for inclusion that can apply to their situations.

A Strength-based Approach: Seeing Children as “At Potential”

Mary Ruth Coleman

Dogwood B

Age Group: B–5

Primary Audience: All

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

Every student has strengths, but these may get overlooked as we focus on needs and difficulties. Learn how to systematically and intentionally observe students as “at potential” vs. “at risk”! Use the TOPS (Teachers Observation of Potential in Students) to see and document student’s strengths to plan strength-based instructional experiences. Reflect with your colleagues on how a strength-based approach to children and learning impacts classroom practices.

Lead by Example: Reflecting on Individual Leadership

Betsy Humphreys

Azalea

Age Group: B–5

Primary Audience: Professional Development Providers, Practitioners, Families

DEC Recommended Practices: Leadership

“LEAD (noun): the initiative in an action; an example for others to follow.” In this session participants will explore this definition of leadership and an existing framework for leadership development with direct application to early childhood, early intervention, and early childhood special education. What does it mean to lead in our everyday activities as professionals? Through a series of reflective activities participants will assess their strengths and areas for growth, set immediate leadership goals, and identify leadership action steps within the context of their daily work.

Including All Children in Outdoor Play!

Ronda Hawkins, Linda Kinney

Redbud A

Age Group: B–5

Primary Audience: All

DEC Recommended Practices: Environment, Interaction

This interactive session will define play, and introduce participants to the PlayMobile, strategies for designing outdoor learning environments, “loose parts” and modifications to promote inclusion, free resources, and advocacy. Come prepared to play and share your inclusive outdoor play stories! This session builds on three guiding documents: *The Play Rights of Disabled Children International Play Association Position Statement* (May 2015), *DEC Recommended Practices* (2014), and the *North Carolina Foundations for Early Learning and Development*.

Making IEP Team Placement Decisions: It is a Process!

Deborah Cate, Kathy Thompson Whaley, Megan Vinh

Sunflower

Age Group: 3–5

Primary Audience: All

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

This session will review the process for developing functional Individualized Education Programs (IEPs) that meaningfully involve families as critical members of the team. The session will discuss all aspects of IEP development, including planning for evaluation, developing the IEP, and determining placement. Participants will actively engage in discussions and activities related to using an effective process to make placement decisions. Specifically, we will discuss guiding principles, along with questions for the IEP team to consider when making decisions.

Can We Talk? Frank Dialogue to Support Head Start, Schools, and Families in Collaboration

Mary Peters, Chih-Ing Lim, Katy McCullough, Sarah Pedonti, Pam Winton

Bellflower

Age Group: B–5

Primary Audience: All

DEC Recommended Practices: Leadership, Teaming and Collaboration

Join us for a facilitated conversation about collaborations to support successful inclusion. National perspectives on the challenges faced by families, Head Start, and school district personnel will be shared. Participants will have opportunities to identify their challenges, learn about the importance of dialogue, and explore successful strategies and approaches to collaboration. This session will provide a framework for stating the issue (and assumptions), listening, leaning into dialogue, and finding shared understanding.

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

Sharon Palsha

Redbud B

Age Group: B–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 into your classroom or home on a daily basis.

12:30–1:30 PM: Buffet Lunch (*Pick up your lunch ticket at the registration desk.*)

1:30–3:00 PM: Concurrent Sessions

Itinerant Early Childhood Special Education (IECSE) Service Delivery Model & the Changing Role of the Special Educator

Ruth Gallucci, Amy Grattan

Windflower

Age Group: 3–5

Primary Audience: All

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

Access to high-quality early childhood education is important for all children, but for children with disabilities, the quality of both the general education environment and the special education services are critical. This session provides an overview of Rhode Island's Itinerant Early Childhood Special Education (IECSE) Service Delivery Model that allows for the provision of embedded services within high-quality general education settings. A focus will be on the changing role of the special education teacher and therapist. Participants will learn how to support special educators as they embrace their new role as collaborator and coach. Finally, the session will allow plenty of time for questions and application of the new concepts.

Making and Tinkering with AT: Helping Young Children “Do”

Sue Mistrett, Johan de Besche

Age Group: B-5

DEC Recommended Practices: Environment

Mountain Laurel

Primary Audience: All

Did you know that the most frequent users of assistive technology (AT) are babies? That’s right: infants and toddlers with disabilities use the widest variety of AT supports throughout each day to participate in routine activities. The Let’s Participate! Project will share findings and trends, including tips for customizing ordinary items and applying DIY and Maker Movement resources to design AT supports for every young child. We know that all children develop and learn by doing. Come and see how AT can help!

The Supreme Court’s Bold Agenda for Children with Disabilities: The Cutting-Edge Endrew F. Case

Ann & Rud Turnbull

Age Group: B-5

DEC Recommended Practices: Leadership

Sunflower

Primary Audience: All

Recently, in a ground-breaking case, the U. S. Supreme Court unanimously decided to hold schools to a higher standard for educating children and youth, birth to 21. This standard requires schools to provide an appropriately ambitious and individualized program with challenging objectives to each student with a disability and to ensure that children make appropriate progress consistent with their potential for growth. Rud Turnbull will summarize the decision, explain the Court’s expectations for the delivery of services, and provide guidance on advocacy strategies to ensure that the “law on the books” is, indeed, “law on the streets.”

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

Constance Walker

Age Group: B-5

DEC Recommended Practices: All

Dogwood A

Primary Audience: All

Participants will learn how to support boys of all abilities in the classroom through brain-based teaching and support. This interactive session will help participants to develop/implement a boy-friendly plan in their individual programs during the session. Participants will be given specific strategies around using a collaborative effort to implement this plan successfully.

Evidence-Based Practices that Support Inclusion for Children with Autism

Ann Sam

Age Group: 3-5

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

DEC Recommended Practices: Instruction, Interaction

Redbud A

More children with Autism Spectrum Disorder (ASD) are being served in early childhood classrooms 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 practices have been shown to support inclusive education. One evidence-based practice, peer-mediated instruction and intervention, will be described and resources will be provided. Finally, the free, online resource of Autism Focused Intervention Resources and Modules (AFIRM) will be shared.

Whole-School, Trauma-Informed Approaches for Improving Child Wellbeing

Katie Rosanbalm, Elizabeth DeKonty

Azalea

Age Group: 3–5

Primary Audience: All

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

There is growing awareness of the high prevalence of adverse childhood experiences (ACEs), along with the trauma reactions that can result. This session will delve into the research behind ACEs: the short- and long-term effects for children, the impact on brain development, and how this shows up in school settings. Likewise, we will consider ways that ACEs impact school staff, leading to compassion fatigue and burn-out. But there is much that can be done to promote resilience for staff and students! Presenters will describe approaches at the school and classroom levels to create safe spaces, foster positive climate, proactively support school connections, and build self-regulation skills. Interactive discussion will encourage brainstorming about how to begin this work in your classroom, school, and community.

The Power of Federal Regulations and Policies for Successful Inclusion

Sharon Walsh, Amanda Bryans

Redbud B

Age Group: B–5

Primary Audience: All

DEC Recommended Practices: All

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, the Head Start Performance Standards, as well as civil rights laws such as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, all play a significant and positive role in enhancing 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.

Attitudes and Beliefs: Facilitators or Barriers to Inclusive Practice?

Kathy Thompson Whaley, Judy Swett, Penny Dell

Bellflower

Age Group: B–5

Primary Audience: All

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

Attitudes and beliefs influence our approach to implementing inclusive practice. This session will address how attitudes and beliefs can be viewed using a system's level perspective from our personal behavior with others, including collaborative teaming within individual programs and across programs within communities. Participants will use tools to assess individual and program practices as a vehicle for small and large group discussion activities.

Helping Children Develop Coping Skills

Anna Luther

Dogwood B

Age Group: 3–5

Primary Audience: Professional Development Providers, Practitioners, Families

DEC Recommended Practices: Interaction

There are a lot of demands placed on children in childcare programs. We see many children having trouble managing stress in group settings. This session covers different types of coping difficulties and how they apply to classroom settings. It focuses on how to teach coping skills to children, including children with disabilities, in planned and everyday activities, which you will have the opportunity to practice during the session.

3:00–3:30 PM: Break

3:30–5:00 PM: Concurrent Sessions

Building a Network of Knowledge in Early Childhood Education Using Virtual Communities of Practice: The Head Start Disabilities Inclusion Network in Action

Rebecca Valenchis, Sarah Pedonti

Azalea

Age Group: B-5

Primary Audience: Professional Development Providers, Local Administrators

DEC Recommended Practices: All

This session will provide participants with an evidence base for using virtual Communities of Practice (CoP) and online platforms as tools to offer, support, and extend professional development and training opportunities. The Head Start Disabilities Inclusion Network, facilitated by the National Center on Early Childhood Development, Teaching, and Learning (NCECDTL), will be highlighted as an example. Best practice and lessons learned from the Network for sharing and exchanging of knowledge, onboarding and engaging members, facilitating and sustaining, and monitoring and evaluating CoPs will be discussed. Strategies for utilizing available applications and free programs will also be provided.

Getting the Wiggles Out: Promoting Participation with Assistive Technology Supports

Sue Mistrett, Johan de Besche

Mountain Laurel

Age Group: B-5

Primary Audience: All

DEC Recommended Practices: Environment

Assistive Technology is a proven support to help young children with disabilities actively participate (move, use materials, and communicate) in daily routines and activities. But did you know AT can also help when children find it difficult to attend, read social cues, follow rules, and interact in daily activities? AT can help reduce frustration, increase emotional awareness, expand understanding, and guide appropriate behaviors. Come and explore the use of sensory and visual supports and how they can promote a child's engagement. Sharing 'what works' with families and staff can help children 'participate' in all daily activities.

Universal Design and Assistive Technology for Learning in Preschool Classrooms

Betsy Humphreys, Stacy Driscoll

Redbud B

Age Group: 3-5

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

DEC Recommended Practices: Environment, Instruction, Interaction

Universal Design for Learning is an evidence-based practice that promotes inclusive early childhood education programs. UDL supports access through the removal of physical and structural barriers and the provision of multiple and varied formats for instruction and learning. Early childhood educators who employ UDL in the design of their learning environments and curricula are able to meet the needs of a broad range of young children, as well as the unique needs of individual children. Some children need additional specific assistive technologies (AT) incorporated into their learning environment. This facilitated discussion will provide an overview of UDL principles in preschool learning environments, will help participants identify when AT is needed and what solutions may be available, as well as engage participants in application of UDL and AT in simulation activities. Participants will receive information and resources and will be encouraged to actively participate in discussion.

Autism, Our Journey Together, A Message of Hope

Cindi & DJ Svoboda

Dogwood A

Age Group: B-5

Primary Audience: All

DEC Recommended Practices: Family

DJ and I share our story from DJ's diagnosis to the present. We present our different perspectives of autism. DJ speaks about what it is like to have autism and I about being an autism mom. We call it "Our Journey" because we continue to "navigate" autism daily. No two days are the same, but we travel them together. By sharing our story, we hope to raise autism awareness and acceptance. Also, we want to let people know that those with autism can do great and amazing things, and we want to give hope and encouragement to all who attend our session.

RESILIENCE: The Biology of Stress and the Science of Hope **"The child might not remember, but the body does."**

Carolyn Crowder, Sharon Palsha

Dogwood B

Age Group: B-5

Primary Audience: All

DEC Recommended Practices: All

Join us for a screening of the KPJR film, *RESILIENCE: The Biology of Stress and the Science of Hope*. This new documentary film delves into the science of Adverse Childhood Experiences (ACEs) and a new movement to treat and reduce toxic stress. The film chronicles the birth of a movement among pediatricians, therapists, educators, and communities who are using cutting-edge brain science to prevent childhood trauma and improve the health of future generations. Are you looking for ways to support children and families who present you with challenging behaviors? Instead of asking what is this child doing right now, learn how to ask yourself what happened to this child and how can I help? Time for questions, interactions and sharing stories will be a part of the session.

The Ultimate Bargain: Free Inclusion Resources That Are Also Really Good

Camille Catlett

Dogwood A

Age Group: B-5

Primary Audience: All

DEC Recommended Practices: Leadership, Environment, Family, Teaming and Collaboration

Come discover rich resources that can help professionals and families to support the full participation of each young child. We'll explore high quality, no-cost resources that include activities, evidence-sources, videos, websites, listservs, modules, 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 both what's available and how to use it.

Promoting the Development of Young Children Through Effective Embedded Intervention Practices

Vivian James, Kristine Kling, Becky Lowrey, Alicia Plescher, Kris Everhart

Sunflower

Age Group: 3-5

Primary Audience: Practitioners, Local Administrators, State Administrators

DEC Recommended Practices: Instruction, Teaming and Collaboration

States are struggling to demonstrate inclusion in the least restrictive environment according to the data they must submit to the federal government each year. Hear how one state's disaggregated data points to the need for itinerant teachers and speech language pathologists to provide the majority of their services in the regular early childhood class. A panel of teachers and related service providers will address questions about the challenges they faced, and share some ways they overcame those challenges to provide the evidence-based service delivery model of embedded intervention. Time for interaction and discussion will be provided.

Recommended Practice Modules: Enhancing Your Professional Development on DEC Recommended Practices

Chih-Ing Lim, Megan Vinh, Toni Miguel

Windflower

Age Group: B-5

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

DEC Recommended Practices: All

Come explore a series of free web-based modules to help pre-service and in-service practitioners work with children with disabilities and their families. Learn from and discuss with faculty and professional development providers how you can incorporate the modules into your coursework and professional development opportunities to help practitioners and students learn about using the DEC Recommended Practices to support children with disabilities and their families. Support materials for faculty and PD providers include facilitation tips and tools.

The Dollars and Cents of Inclusion: Funding Strategies to Create Inclusive Classroom

Debbie Cate, Mary Peters, Sophia Hubbell

Bellflower

Age Group: 3-5

Primary Audience: All

DEC Recommended Practices: Leadership, Environment, Family, Teaming and Collaboration

This session will highlight finance strategies that may be used to create inclusive early childhood environments. National resources and a state story of how funding mechanisms have supported inclusion will be featured. Participants will have an opportunity to discuss challenges, share successes and preview strategies and tools that may be used to support the financing of inclusive programs. Intentional collaboration and braided funding with early childhood partners can create high-quality programs that support inclusive opportunities.

Thursday, May 10, 2018

7:30–8:30 AM: Continental Breakfast

8:30–10:00 AM: Concurrent Sessions

Creating Safe Spaces: Preventing Exclusionary and Harsh Discipline of Young Children

Rosemarie Allen

Sunflower

Age Group: B-5

Primary Audience: All

DEC Recommended Practices: Leadership, Family, Interaction

This presentation will provide an overview of the current state of research in early childhood suspensions, racial disparities in the application of severe disciplinary practices in the preschool years, and strategies that will prevent the suspension of young children in early childhood settings. Participants will engage in hands-on activities to identify “hot buttons”, cultural disconnects, and personal biases that may be present in the early childhood environment that are most likely to lead to early childhood suspensions and harsh discipline of young children.

What We Wish Had Been on Our Sons’ IEPs

Harriet Able, Betsy Crais

Mountain Laurel

Age Group: B-5

Primary Audience: All

DEC Recommended Practices: Family, Instruction, Interaction, Transition

The need to prepare all children with disabilities for adult life cannot begin too early, even in the preschool years. In this session, parents of young adults with disabilities will share their perspectives on inclusion experiences from early intervention to secondary education, focusing on the kinds of goals and strategies they wish had been on their sons’ IEPs. A discussion of what and how those skills can be enhanced at early ages and how they provided inclusion supports throughout their children’s early intervention to secondary school experiences will be provided. Suggested strategies for practitioners and parents will be shared.

The Abecedarian Approach: Building on a Rich History to Reach Today’s Children

Adam Holland, Kimberly Meunier

Dogwood B

Age Group: B-5 Primary Audience: Professional Development Providers, Practitioners, Local Administrators, State Administrators

DEC Recommended Practices: Instruction, Interaction

In this presentation, we will share the 45 years of research behind the Abecedarian Approach’s success in improving outcomes for young children with and without disabilities. Then, we will provide a basic overview of the four components of the approach: Language Priority, Enriched Caregiving, Conversational Reading, and Learning Games. We will conclude with a discussion about how programs and classrooms can use the Abecedarian Approach to enrich their existing curricula and interactions.

Supporting Young Children with Disabilities Who Are Dual Language Learners

Karen Nemeth, Pamela Brillante

Bellflower

Age Group: 3-5 Primary Audience: Professional Development Providers, Practitioners, Local Administrators, State Administrators

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

This interactive session will engage participants in discussions about key national guidance and research that inform our work with young children with disabilities who come from different linguistic and cultural backgrounds. Based on DEC’s Recommended Practices and the federal Joint Policy Statement on Supporting the Development of Children who are Dual Language Learners in Early Childhood Programs, we will examine practical and proactive adaptations to ensure full and effective participation of all young children in early childhood education. Vignettes will be used in an activity for participants to plan implementation of new strategies for supporting children who are dual language learners in their own work.

EarlyEdU Alliance: Courses, Modules, and More

Susan Sandall

Dogwood A

Age Group: B-5

Primary Audience: Professional Development Providers

DEC Recommended Practices: All

The EarlyEdU Alliance is a collaboration of state teams, colleges and universities, and philanthropic partners who work together to meet the need for high quality, effective professional development opportunities for current and prospective early learning professionals. Learn about EarlyEdU. Find out how to access our courses (both online and in-person) and other resources. Learn about the Coaching Companion, our video sharing and annotation platform.

AT+ YOU = Children DO

Suzanne Milbourne, Elizabeth Kennedy

Redbud A

Age Group: B-5

Primary Audience: All

DEC Recommended Practices: Environment

Inspire the assistive technology (AT) champion in you! Discover how YOU can support the use of AT so children can DO the everyday things that promote participation and learning. Examine and demystify the myths related to using AT with young children. Explore and learn about the functions of a wide range of AT that supports children's participation in everyday routines and activities. Leave with an understanding about the roles that various early childhood professionals play in using AT with young children.

Assessing and Supporting Quality Inclusion

Elena Soukakou, Kathy Wahl

Windflower

Age Group: 3-5

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

DEC Recommended Practices: Assessment, Instruction

This session will focus on supporting continuous quality improvement of inclusion using the *Inclusive Classroom Profile* (ICP). The session will present an overview of the ICP, a tool designed to measure and support the quality of inclusive practices in early childhood classrooms. A pilot project from one state will be presented and discussed in relation to how the ICP was used to support quality inclusion. Real life video clips of project participants were utilized during the follow up trainings to highlight actual inclusive practices in action. Participants will be able to view these training clips and discuss challenges and opportunities to improve the quality of inclusive practices within their own program.

Using Data to Answer Critical Questions about EI/ECSE Personnel

Margaret Gillis, Kathleen Hebbeler

Azalea

Age Group: B-5

Primary Audience: Local Administrators, State Administrators

DEC Recommended Practices: Leadership

Presenters will discuss how local programs and states can use data to answer questions about personnel, working through concrete examples for questions such as "What are the demographic characteristics of EI/ECSE practitioners?" "What are the levels of education and years of experience of EI/ECSE practitioners?" and "What is the turnover rate among EI/ECSE practitioners?" Examples of how states have used or are planning to use personnel data will also be presented. Participants will have the opportunity to work through examples; discuss the questions they have about the practitioners in their program, region, or state; and begin thinking through plans to collect and use data on personnel.

Mindfulness, Meditation, and Movement for Young Children with Exceptionalities

Jaclyn Bauer, Penny Dell

Redbud B

Age Group: B-5

Primary Audience: Practitioners, Families

DEC Recommended Practices: Environment, Instruction, Interaction

This presentation will address the ways in which mindful activities, such as yoga and meditation, allow parents, teachers, and other providers to create a positive environment that fosters fitness, mental health, and social-emotional well-being for children. Research on the effects of mindfulness and meditation will be shared, as will tips and suggestions on how to promote self-regulation, academics, and social play through yoga. Participants will engage in activities and will leave with ideas and suggestions about how to implement mindfulness techniques with the children they work with no matter the child's ability.

10:00–10:15 AM: Break

10:15–11:45 AM: Concurrent Sessions

Tales from the Field: Making Sense of Teaching Dual Language Learners

Michelle Plaisance

Dogwood A

Age Group: 3-5

Primary Audience: Practitioners, Local Administrators

DEC Recommended Practices: Family, Instruction, Interaction

This session invites teachers and administrators of programs with English language learners to come together—sharing insights and strategies for working with culturally and linguistically diverse students and their families. Participants will have multiple opportunities for collaborative dialogue related to their experiences and their current teaching contexts. The presenter will provide brief, practitioner-oriented explanations of language development theory that supports current practices or calls for modifications to current approaches for working with young language learners.

Practice-Based Coaching and Inclusion

Pat Snyder

Windflower

Age Group: 3-5

Primary Audience: All

DEC Recommended Practices: Instruction, Interaction

This session will provide an introduction to practice-based coaching (PBC) and how it can be used to support implementation of interactional and instructional practices that ensure children's access to and participation in inclusive settings. The PBC framework will be presented and discussed, and examples of PBC in action will be shared.

Early Red Flags That Indicate Risk of Autism in Infants, Toddlers, and Preschoolers

Betsy Crais

Dogwood B

Age Group: B-5

Primary Audience: All

DEC Recommended Practices: Assessment, Family, Interaction

This session will highlight some of the early behaviors that indicate risk for a diagnosis of Autism Spectrum Disorder in very young children. The discussion will focus on “red flags” along with videotapes to illustrate worrisome behaviors. Ideas for how to talk about concerns for autism with parents will also be highlighted, as well as problem-solving about individual children about whom providers may be uncertain in their classroom.

Universal Design for Learning: A Proactive Approach for Including Children with Diverse Experiences, Cultures, Abilities, and Languages

Pamela Brillante, Karen Nemeth

Redbud A

Age Group: 3-5

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

DEC Recommended Practices: Leadership, Instruction, Interactions, Teaming and Collaboration

The number of children with identified or suspected disabilities included in general education preschool classrooms is increasing every year. Teachers, specialists, and leaders need to work together to proactively prepare environments that support full and effective participation of all young children. This dynamic session will engage participants in discussing how the principles of universal design for learning can be used to support adaptations and strategies to include children who come from different home experiences, cultural backgrounds, and language environments. Specific resources and recommended practices will be examined in this highly interactive session.

Making Connections Through Play

Aron Hall

Mountain Laurel

Age Group: 3-5

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 all kids develop friendships through play.

Building Positive Goal-Oriented Relationships with Families of Young Children with Disabilities

Jennifer Olsen

Redbud B

Age Group: B-5

Primary Audience: All

DEC Recommended Practices: Family

Join the National Center on Parent, Family, and Community Engagement (NCPFCE) to explore the role that Positive Goal-Oriented Relationships play in effectively engaging families. This session will offer definitions, tools, and reflective practice and supervision strategies to help develop positive, ongoing, and goal-oriented relationships with families of children with disabilities. Participants will engage in interactive discussions about the incorporation of information from the IFSP/IEP process into goal-setting and explore how positive relationship-building can inform and expand the IFSP/IEP process and the application of family selected goals.”

Power to the Profession: What Does it Mean to You?

Peggy Kemp, Marica Mitchell, Mindy Bennett

Sunflower

Age Group: B-5

Primary Audience: All

DEC Recommended Practices: Leadership

Participate in the dialogue and share your feedback on the current decision cycles of the Power to the Profession Initiative. Discuss the work/updates from the perspective of participating Task Force organizations to include NAEYC, Child Care Aware of America, and DEC. What are your questions, concerns, and aspirations for an evolving field? This will be an engaging discussion about the impact of reports that inform our work, such as *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* and *Transforming the Financing of Early Care and Education* on communities, states and national practice and policy. Information can be found at: <https://www.naeyc.org/our-work/initiatives/profession>

Embedding Ongoing Assessment Strategies in Inclusive Classrooms to Inform Instruction

Mary McLean

Azalea

Age Group: 3–5

Primary Audience: All

DEC Recommended Practices: Assessment, Instruction

This session will engage participants in a series of activities designed to facilitate the use of ongoing assessment to inform instruction in inclusive settings. The session will begin with an overview of Embedded Instruction—an instructional strategy that embeds instruction into ongoing activities, routines, and transitions in inclusive pre-school settings. Participants will learn how to identify functional and proximal individual learning targets that relate to IEP goals, early learning foundations, and curriculum, as well as how to use an activity matrix to embed intervention into activities across the day. Participants will also learn how to establish a system of ongoing assessment that is embedded in typical activities, routines, and transitions, and how to analyze assessment results on an ongoing basis to inform instruction for children with and without disabilities.

Using Suspension and Expulsion Data to Promote Equity in Early Childhood Settings

Jen Neitzel, Megan Vinh, Lise Fox

Bellflower

Age Group: B–5

Primary Audience: All

DEC Recommended Practices: All

Recent data indicates that young children of color are up to 4 times more likely than White children to be suspended or expelled from early learning programs. These types of exclusionary practices prevent children from having access to important learning opportunities and increase the likelihood of repeated suspensions and expulsions. Collecting and examining data on these types of practices is a key component in promoting equity in early childhood programs. The focus of this session will be on providing: (1) an overview of suspension and expulsion in early childhood, including the importance of collecting data to decrease disparities in programs; (2) an introduction to the latest version of the *Behavior Incident Report* (BIR) and its use in early childhood settings to identify disparities in disproportionality related to disciplinary practices; and (3) a discussion about challenges, barriers, and potential solutions, including for children with disabilities. The session will include active engagement with the content, including small and large group discussions as well as activities that support implementation of data-informed decision making practices.

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

Redbud A

Pre-K/Regular Education

Mountain Laurel

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

Redbud B

Part C/Infants & Toddlers Specialists/Early Intervention

Windflower

Sessions at-a-Glance

Tuesday, May 8, 2018

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

2:45–4:15 PM: Plenary Sessions

Plenary 1: Federal Panel on Early Childhood Directions and Initiatives for Enhancing the Quality of Inclusive Services Grumman Auditorium

Plenary 2: Inclusion Across the Lifespan: What We Have Learned Over 150 Years about Humanism, Humility, Humor, Hurt, and Hugs Dogwood A & B

4:15–5:15 PM: 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 Redbud B

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

Part C/Infants & Toddlers Specialists/Early Intervention Mountain Laurel

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Sessions at-a-Glance (cont.)

Wednesday, May 9, 2018

9:00 AM–12:30 PM: Part 2: Practice-Based Coaching Bellflower

9:00–10:30 AM: Concurrent Sessions

The Dance of Partnership: Why do My Feet Hurt? Strengthening the Family Professionals Partnership Bellflower
 Implicit Bias 2.0: Preparing Early Childhood Professionals to Work with Culturally Diverse Young Children Dogwood A
 With a Little Help from My Friends, Life Is Much Sweeter: Supporting Peer Relationships Dogwood B
 Just do it! - In Your Community—Ordinary People Design and Build
 Extraordinary Assistive Tools for Children With Disabilities Mountain Laurel
 Finding the Right Information, Right Now: Using Mobile Devices with Families and Teachers Redbud A
 Making Inclusion Work in the Trenches: Ongoing Challenges and Supports Azalea
 Cultural Humility and Family Engagement Redbud B
 Innovative Strategies to Collaborate Across MIECHV/Home Visiting and
 Part C Programs Sunflower

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

Time Matters: How to Make Scheduling Early Intervention Visits More “Natural” Dogwood Aa
 Inclusion and Preschool Development Grants: Data, Progress and Successes Mountain Laurel
 A Strength-based Approach: Seeing Children as “At Potential” Dogwood B
 Lead by Example: Reflecting on Individual Leadership Azalea
 Including All Children in Outdoor Play! Redbud A
 Making IEP Team Placement Decisions: It is a Process! Sunflower
 Can We Talk? Frank Dialogue to Support Head Start, Schools and Families in Collaboration Bellflower
 Dialogic Reading: A Foundational Practice for Educators and Parents to Enhance Language Redbud B

1:30–3:00 PM: Concurrent Sessions

Itinerant Early Childhood Special Education (IECSE) Service Delivery Model &
 the Changing Role of the Special Educator Windflower
 The Supreme Court’s Bold Agenda for Children with Disabilities: The Cutting-Edge Endrew F. Case Sunflower
 Wired to Move: Facts and Strategies to Support Boys in an Early Childhood Setting Dogwood A
 Evidence-Based Practices that Support Inclusion for Children with Autism Redbud A
 Whole-School, Trauma-Informed Approaches for Improving Child Wellbeing Azalea
 The Power of Federal Regulations and Policies for Successful Inclusion Redbud B
 Attitudes and Beliefs: Facilitators or Barriers to Inclusive Practice? Bellflower
 Helping Children Develop Coping Skills Dogwood B
 Making and Tinkering with AT: Helping Young Children “Do” Mountain Laurel

3:30–5:00 PM: Concurrent Sessions

Building a Network of Knowledge in Early Childhood Education Using Virtual Communities of Practice:
 The Head Start Disabilities Inclusion Network in Action Azalea
 Getting the Wiggles Out: Promoting Participation with Assistive Technology Supports Mountain Laurel
 Universal Design for Learning in Preschool Classrooms Redbud B
 Autism, Our Journey Together, A Message of Hope Dogwood A
RESILIENCE: The Biology of Stress and the Science of Hope “The child might not remember, but the body does.” Dogwood B
 The Dollars and Cents of Inclusion: Funding Strategies to Create Inclusive Classroom Bellflower

Sessions at-a-Glance (cont.)

Recommended Practice Modules: Enhancing Your Professional Development on DEC Recommended Practices	Windflower
Promoting the Development of Young Children through Effective Embedded Intervention Practices	Sunflower
The Ultimate Bargain: Free Inclusion Resources That Are Also Really Good.	Redbud A

Thursday, May 10, 2018

8:30–10:00 AM: Concurrent Sessions

Creating Safe Spaces: Preventing Exclusionary and Harsh Discipline of Young Children.	Sunflower
What We Wish Had Been on Our Sons' IEPs.	Mountain Laurel
The Abecedarian Approach: Building on a Rich History to Reach Today's Children	Dogwood B
Supporting Young Children with Disabilities Who Are Dual Language Learners	Bellflower
EarlyEdU Alliance: Courses, Modules and More.	Dogwood A
AT + YOU = Children DO	Redbud A
Assessing and Supporting Quality Inclusion	Windflower
Using Data to Answer Critical Questions about EI/ECSE Personnel.	Azalea
Mindfulness, Meditation, and Movement for Young Children with Exceptionalities	Redbud B

10:15–11:45 AM: Concurrent Sessions

Tales from the Field: Making Sense of Teaching Dual Language Learners	Dogwood A
Early Red Flags That Indicate Risk of Autism in Infants, Toddlers, and Preschoolers	Dogwood B
Universal Design for Learning: A Proactive Approach for Including Children with Diverse Experiences, Cultures, Abilities, and Languages	Redbud A
Making Connections through Play.	Mountain Laurel
Building Positive Goal-Oriented Relationships with Families of Young Children with Disabilities	Redbud B
Power to the Profession: What Does It Mean to You?	Sunflower
Practice-Based Coaching and Inclusion	Windflower
Embedding Ongoing Assessment Strategies in Inclusive Classrooms to Inform Instruction.	Azalea
Using Suspension and Expulsion Data to Promote Equity in Early Childhood Settings.	Bellflower

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

Preschool Special Education/Developmental Disabilities.	Redbud A
Pre-K/Regular Education	Mountain Laurel
Head Start/Early Head Start, Early Care and Education (e.g., child care teachers, directors, R&R TA practitioners)	Redbud B
Part C/Infants & Toddlers Specialists/Early Intervention	Windflower

Session Evaluations Are Online

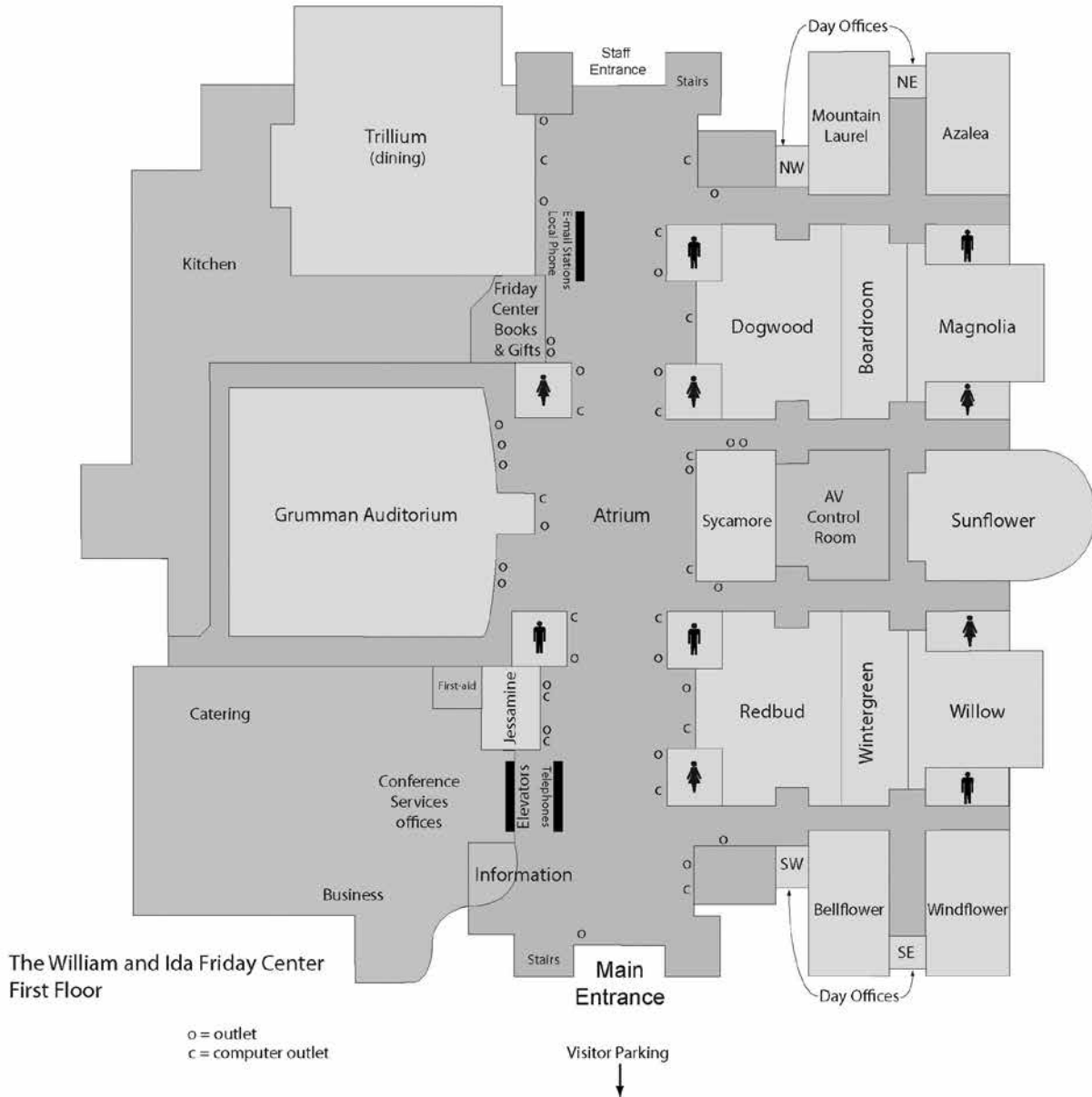
Links to evaluation surveys can be found at the Institute website:

<http://inclusioninstitute.fpg.unc.edu>

The surveys are easy to complete on a smart-phone or tablet.

Floor Plan

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