14th National Early Childhood Inclusion Institute

May 20–22, 2014

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

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UNC | FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

North Carolina Council on Developmental Disabilities — Building Bridges to Community

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Welcome!

On behalf of the Frank Porter Graham Child Development Institute (FPG), welcome to the 14TH National Early Childhood Inclusion Institute. We want to recognize the involvement of our partners and especially to thank this year's sponsors, Brookes Publishing Company, North Carolina Council on Developmental Disabilities, and the UNC School of Social Work.

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

Thank you for joining us this year!

— *Pam Winton,* CONFERENCE CHAIR

HOST

FPG Child Development Institute

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Race to the Top Early Learning Challenge TA Center (RTT-ELC TA Center)
Zero to Three National Center for Infants, Toddler and Families Center for Training Services

Agenda

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

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

Using Video to Promote High Quality Inclusion Practices

    Larry Edelman   Dogwood A

Demystify Assistive Technology and Inspire the Assistive Technologist in You! Promoting Participation, Development and Enjoyment Among Young Children through Assistive Technology and Related Strategies

    Suzanne Milbourne, Sue Mistrett, Bridget Gilormini   Redbud A

Strategies for Effective Teaming and Collaboration

    Dathan Rush, M'Lisa Shelden   Dogwood B

Beyond Preschool: Where Will the Inclusion Journey Take Us? New Directions for Adolescents and Young Adults with Special Needs/Disabilities

    Nancy Thaler, Duncan Munn , Kenneth Kelty, Jackie Kelty, Mary LaCorte,   Redbud B
    Roxanne Colwell, Ginger Walton, Kara Hume, Stuart Schleien, Chris Egan

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

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

         Grumman Auditorium

Opening the Institute

    Pam Winton, INSTITUTE CHAIR, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE
    Sam Odom, DIRECTOR, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Keynote Address

My Journey with Julian

    Dwayne Ballen

Dwayne Ballen, an award winning television sports journalist has been recognized for his outstanding skills as an interviewer and anchor . Ballen also dedicates a good deal of his time to raising awareness about autism. He travels the country speaking about autism and his family's experience. Ballen is the author of the recently published book, *Journey With Julian,* about his family's life with his eldest son (Julian) who has autism. Told from the rarely heard from father's perspective, *Journey With Julian,* has received praise since its release.

2:15—2:45 PM: Break

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

Panelists

Libby Doggett, EARLY LEARNING DEPUTY ASSISTANT SECRETARY, U.S. DEPARTMENT OF EDUCATION
Ruth Ryder, DEPUTY DIRECTOR OF THE OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP),
　　U.S. DEPARTMENT OF EDUCATION
Amanda Bryans, DIVISION DIRECTOR, OFFICE OF HEAD START, DEPARTMENT OF HEALTH AND HUMAN SERVICES

Moderator

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

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—Building Your Bounce: Promoting Adult Resilience

Nefertiti Bruce Poyner   Dogwood A&B

According to the 2012 American Psychological Association report, nearly half of all Americans report levels of stress which have a negative impact on both their personal and professional lives. This session will focus on building resilience in adults through strength-based practices, highlighting a paradigm shift from the problem approach most commonly used across disciplines. Resilience places an emphasis on the process that brings individuals and groups back to a state of homeostasis when faced with stress. This presentation will introduce participants to skills and strategies that can help make a significant difference in the health, wellness and resilience of adults who care for young children.

4:15—5:15 PM: Reflection Sessions

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

Families	Atrium
619 Coordinators Consortium	Redbud A
State/Regional/Local Administrators	Redbud B
Practitioners/Teachers	Dogwood B
Trainers/TA Providers/PD Providers/Faculty	Dogwood A

5:00—6:30 PM: Presenter Reception

Magnolia Lounge

Wednesday, May 21, 2014

8:00—9:00 AM: Continental Breakfast

9:00—10:30 AM: Concurrent Sessions

Real-Time Video Conferencing to Support Inclusion … And Lots More

Larry Edelman, Juliann Woods   Redbud A

Age Group: Birth–5   Primary Audience: PD Providers, Families, Practitioners

Video conferencing can be a powerful communication tool for enhancing relationship-based early childhood practices. In this session, participants will learn about a variety of ways that video conferencing supports inclusive services, including enabling children with immune diseases to attend preschool programs virtually, making virtual early intervention home visits possible, enhancing professional development and coaching activities, and conducting meetings with geographically dispersed teams. Guest presenter Juliann Woods will share examples from projects that use video conferencing to enhance professional development. The session will review a number of free, low-cost, and more expensive video conferencing options, offer some "do's and don'ts" and discuss security issues.

QRIS and Inclusion

Pam Winton, Jeanette McCollum, Karen Berman,   Dogwood A
Jennie Couture, Pam Stevens

Age Group: Birth–5   Primary Audience: Local Administrators, State Administrators, PD Providers

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

DEC Recommended Practices: Making Them Real for Families

Carol Trivette   Magnolia

Age Group: Birth–5   Primary Audience: All

Recently the Division for Early Childhood of the Council for Exceptional Children, in conjunction with the Early Childhood Technical Assistance Center (ECTA), has undertaken the process of updating the DEC Recommended Practices. DEC appointed a commission of 13 individuals to work on the development of the revised practices, and, after more than a year of work, the new set of practices is ready to share. This session will provide a brief overview of the process of development behind the new practices and will provide an overview of the relationship between the DEC Recommended Practices and the NAEYC Developmentally Appropriate Practices Position Statement. Participants will be able to review and discuss the practices in each of the eight topic areas. Participants will be asked to provide suggestions for the development of products that will help facilitate the use of the practices by the field.

Using the Building Blocks Approach to Meet the Needs of
Young Children with Autism and Related Disorders

Ilene Schwartz   Dogwood B

Age Group: 3–5   Primary Audience: Practitioners

The Building Blocks Approach to inclusive early childhood education helps educators create early learning environments that meet the needs of children with and without disabilities, including children with autism. This approach builds on a tiered model of support to support the learning of young children by creating a supportive and responsive learning environment, providing accommodations and modifications for participations, and embedding instruction within the daily activity routines and activities as needed for children to make progress. In this session, we will review the Building Blocks approach and provide useful and sustainable strategies that teachers can use to implement this approach in their program to insure that children with autism and related disorders are receiving the support that they need to be successful in an inclusive preschool setting.

Struggling Readers or Dual Language Learners?
An Additive Approach to Literacy Development for Linguistically Diverse Students

Cristina Gillanders, Michelle Plaisance   Windflower

Age Group: Birth–5   Primary Audience: Practitioners, PD Providers

This interactive session explores early literacy development for dual language learners in predominately monolingual PK-3 classrooms. The presentation emphasizes the identification of dual language learners' existing linguistic and cultural resources and illustrates ways these resources can be used as a platform for learning to read and write in English. In addition, tips and strategies for monolingual teachers working with dual language learners will be discussed.

Promoting Resiliency Through the Power of Relationship-Based Practice

Jodi Whiteman, Aidan Bohlander   Azalea

Age Group: Birth–5   Primary Audience: All

Let's face it, caring for young children can be challenging. This interactive and practical workshop will help participants learn how to foster resilience by examining the power of relationships and reflective practice in our work with young children and families.

Issues and Actions: Achieving Full Inclusion from Birth – Third Grade

Jim Squires, Sharon Ritchie, Beth Rous   Redbud B

Age Group: 3–5   Primary Audience: Local Administrators
                                                                                         State Administrators

As Birth–3rd Grade (B-3) reform gains momentum across states and communities, inclusion remains an area ripe for continued attention and action for all programs. Issues such as appropriate curricula, instruction, and assessment; inclusive environmental designs; transition practices for children and families; teacher preparation, support, and evaluation; family participation; and program policies interlock as they impact practices that embrace all learners. Much has been accomplished with valuable lessons learned along the way; yet more work remains to benefit programs and children. Following brief presentations on "what we know" about successful approaches for inclusion, a facilitated discussion will engage participants in identifying "what we need to learn and do" to build a culture of inclusion across Birth–3rd Grade.

Making Inclusion Work: Relevant Federal Regulations and Policies

Sharon Walsh   Bellflower

Age Group: Birth–5   Primary Audience: Practitioners, Local Administrators, State Administrators, PD Providers

This session will discuss the regulatory and policy foundations supporting full inclusive opportunities for all young children and their families. Policies from IDEA Part C and Part B Section 619, Head Start and 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 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.

10:30–11:00 AM: Break

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

Family Panel: "What I Wish Had Been on My Child's IEP:" Lessons Learned from Parents

Harriet Able, Betsy Crais, Gwen Van Ark, Carol Hubbard   Magnolia

Age Group: Birth–5   Primary Audience: Families, Practitioners

This session will include a parent panel reflecting on their child's experiences in inclusive education. Parents will share lessons learned from first hand experiences with IEPs, special and regular education, and from their children's preparation and transition to post-secondary education and employment. Parents will discuss their children's early intervention, elementary, and secondary experiences focusing on the successes and challenges in transitioning the young adult with disabilities toward a self sufficient and rewarding inclusive adulthood.

Assessing Program Quality: A New Paradigm and Framework

Beth Rous, Rena Hallam   Redbud A

Age Group: Birth–5   Primary Audience: Local Administrators, State Administrators

This session will provide an overview of a conceptual model being used to design a new framework for assessing early childhood program quality. Information will be provided on the measurement design process, as well as implications for children with disabilities and inclusion. Participants will be provided with an opportunity to give feedback on framework development process.

Oh, the Stories Data Can Tell

Shelley deFosset, Beth Caron, Jim Squires, Debbie Cate   Redbud B

Age Group: Birth–5   Primary Audience: Local Administrators, State Administrators

The information, or data, that is collected on systems, programs and even individual children can be used to make decisions, promote accountability and tell a story. As we look at the data collected and reported for the Individuals with Disabilities Education Act (IDEA) indicators, National Institute for Early Education Research (NIEER) and the Race to the Top-Early Learning Challenge (RTT- ELC) we can gain a broader and clearer picture of the services for young children.

Session participants will learn about these data indicators and will have the opportunity to engage in an active discussion

Using the DEC Recommended Practices to Provide High Quality Programs for Toddlers and Preschoolers with ASD

Ilene Schwartz   Dogwood B

Age Group: 3–5   Primary Audience: Practitioners

Participation in high quality early childhood programs has a positive effect on the learning and development of young children with special needs, and has been identified as being especially critical for young children on the autism spectrum. However, many programs still struggle to identify and implement the components of an effective, high-quality educational program for children with ASD. The DEC Recommended Practices provide a comprehensive, evidence-based framework for designing and implementing high quality programs for all children, including those with autism. This session will review what the literature identifies as the critical, effective components of high quality early childhood programs for children with autism, and discuss how the use of the DEC Recommended Practices can guide program design and implementation.

Coaching Approaches Focused on Practice Implementation: Key Features and Processes

Pat Snyder, Susan Sandall , Mary Louise Hemmeter   Dogwood A

Age Group: Birth–5   Primary Audience: Local Administrators, State Administrators, PD Providers

In the context of implementation science, coaching has been identified as an important competency driver. In this session, we will share what has been learned to date about key features of coaching approaches designed to support practitioners' implementation of evidence-based practices. Following a short presentation, the session facilitators will pose questions and engage participants in guided discussion. Among the questions to be posed are (a) Which features of coaching appear essential for supporting implementation of practices?; (b) What intensity of coaching is needed for which practices and under what conditions?; (c) Why is it important for personnel, policies, and processes to align with the coaching approach being implemented?; (d) How should coaches be prepared and supported for their roles?; and (e) How does coaching fit in the broader context of early childhood professional development?

Exploring the Café Model: Discovering a New Way to Engage in Meaningful Conversations

Jodi Whiteman, Aidan Bohlander   Azalea

Age Group: Birth–5   Primary Audience: All

This session will be repeated Thursday at 10:15 AM

There are a variety of passionate professionals who are part of the community that support children with special needs and their families. Explore the use of the Café Model to bring this community of practice together by providing a structure to share information and experiences.

Project-Based Learning in Action to Benefit ALL Children and their Teachers

Sharon Palsha, Meredith Jones   Windlfower

Age Group: 3–5   Primary Audience: Practitioners

Take a visual journey to witness teachers from a blended license program implementing project based learning in both inclusive and self-contained rooms that has every child engaged in hands-on developmentally appropriate activities. Be introduced to a process for how you can implement project based learning in your room to enhance children's learning across developmental domains while meeting IEP goals and curriculum standards.

Getting to Know the Early Childhood Personnel Center (ECPC)

Juliann Woods   Bellflower
Age Group: Birth–5   Primary Audience: Local Administrators
State Administrators

The Early Childhood Personnel Center (ECPC) was funded by the Office of Special Education Programs (OSEP) to serve as a national resource on personnel standards and to assist states to develop an integrated and comprehensive system of personnel development that aligns preservice and inservice training across all disciplines serving children (aged birth to 5) and their families. A brief overview of the Center's accomplishments to date in knowledge, technical assistance and leadership, will be followed by opportunities for the participants to discuss personnel competencies essential for successful inclusion of young children with disabilities. Discussion will focus on competencies for collaboration across disciplines, teaming and use of evidence-based practices. Participants are encouraged to share their ideas and strategies for improving personnel preparation and professional development linkages.

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

1:30–3:00 PM: Concurrent Sessions

Ethics and Inclusive Practices: Impact on the Child, Family, and Others

Harriet Able, Nikki Sanders   Magnolia
Age Group: Birth–5   Primary Audience: Families, Practitioners

This session will be a facilitated discussion guided by practice dilemmas described by early intervention practitioners who have encountered ethical issues in the delivery of inclusive services for young children with disabilities. Ethical issues such as the rights of children with and without disabilities, parental consent and autonomy, and equity will be highlighted. Parent perspectives regarding the ethical issues related to inclusion will be shared. In addition, conference participants will have the opportunity to share their own practice dilemmas in inclusive settings having ethical implications. A framework for ethical deliberation and problem solving will be presented for the audience to consider for use in their daily practice.

Best Practices in Online Learning for Inclusion Professionals

Annette Sibley, Tracey Bankhead   Redbud B
Age Group: Birth–5   Primary Audience: PD Providers

Online learning presents an opportunity for early childhood practitioners to engage in high quality professional development while overcoming geographic restraints and the expense of on-site professional development. Yet, online quality varies greatly and it is often difficult to determine how to evaluate the different approaches of online learning. Participants in this workshop will explore best practices for online learning that improves classroom and program practice, especially in inclusive settings. Come find out what makes some online learning experiences more effective than others. Online learning CAN be engaging, interactive, relevant and fun! Come find out how!

Measures that Support Implementation of High Quality Inclusive Practices

Mary Louise Hemmeter, Pat Snyder, Elena Soukakou, Pam Winton   Dogwood A

Age Group: Birth–5   Primary Audience: Local Administrators
State Administrators, PD Providers

The authors of the *Teaching Pyramid Observation Tool* (TPOT), the *Embedded Instruction Observation System* Teacher Version (EIOS-T), and the *Inclusive Classroom Profile* (ICP) will provide an overview of these tools, designed to support data-based decision-making for implementing inclusive practices. The majority of the session will consist of a facilitated audience discussion, focused on the following questions:

• How are these measures similar and different from one another?

• From an administrative perspective, could these measures be used in an integrated fashion to assess quality or organize professional development, and if so, how would that integration occur?

• What is the role of measures such as these in terms of supporting inclusion within the broader early childhood quality movement (e.g., Quality Rating and Improvement Systems) that is part of the Race to the Top–Early Learning Challenge (RTT-ELC)?

Let's Pretend: Teaching and Supporting Pretend Play with Young Children in Inclusive Classrooms

Erin Barton   Redbud A

Age Group: 3–5   Primary Audience: Practitioners, Families

The role of pretend play is often neglected in assessing and supporting children's educational and developmental progress. This session will support understanding and practices related to: 1) why pretend play is important to include in children's developmental goals, 2) how practitioners can assess children's play, and 3) what strategies can be used to teach pretend play, and 4) how to embed instruction into play-based contexts.

Building a Useful System of Assessment for All Children

Mary McLean   Dogwood B

Age Group:Birth–5   Primary Audience: Local Administrators
State Administrators

The field of early childhood is challenged by policies that differ across funding agencies. This is evident in the disparate requirements established for child assessment across state-funded infant/toddler and preschool programs, Head Start and Early Head Start programs, and early intervention/early childhood special education programs. The result can be challenges for teachers who face assessment requirements that seem excessive, may not be designed to match the service delivery model, may not be appropriate for all children, and may not produce timely and useful information for guiding intervention. To facilitate quality services and inclusive programs for all children, states would benefit from collaborative policies and practices across early childhood programs that result in appropriate and useful assessment systems.

This session will provide an overview of recommended practices for quality assessment for all children, a discussion of varying assessment requirements across early childhood programs, and will provide an opportunity for participants to reflect on assessment requirements in their own states. The session will culminate with a discussion of promising ideas for building a statewide system of assessment for all children.

A Reflective Approach to Supporting Infant and Toddler Social and Emotional Health

Kristin Tenney-Blackwell   Azalea

Age Group: Birth–3   Primary Audience: Families, Practitioners, PD Providers

Working with and caring for infants, toddlers and their families is relationship-based and requires us to engage our emotions as well as our intellect. This interactive session will provide early care and educational professionals an opportunity to apply a self-reflective process through which they will learn to recognize the personal factors that influence their caregiving practices and decisions. User-friendly tips and tools will be provided through the use of case scenarios and videos and offer opportunity for reflection and dialogue as participants determine what infant, toddler and family information to consider when promoting social and emotional development and taking a relationship-based approach to challenging behavior.

A Place to Be and Something to Do:
Evidence-Based Practices for Children with ASD in Preschool Settings

Sam Odom   Windflower

Age Group: 3–5   Primary Audience: Practitioners, PD Providers

Inclusive settings offer many potential learning opportunities for young children with autism spectrum disorders (ASD). However, simply placing a child with ASD in such settings without accompanying supports can be a challenge for both the program and the chi ld. In this presentation, a model for designing programs for young children with ASD will be described. Based on the work of the National Professional Development Center on ASD, participants will learn about assessing quality of programs, designing measurable objectives, and linking objectives to evidence-based practices recently identified for children and youth with ASD.

iBaby: Navigating Mobile Technology and Apps for Infants, Toddlers, and PreK

Bridget Gilormini , Sue Mistrett   Bellflower

Age Group: Birth–5   Primary Audience: Families, Practitioners, PD Providers

Mobile technology is a hot topic, but the discussion isn't only about how it is being used by adults. Parents and educators are also talking about ways that children with disabilities ages birth to 5 can benefit from mobile technology. It raises some good questions: Should mobile technology be used with children of this age? What are the benefits of doing so? How do we identify the best apps available? Participants in this session will discover answers to these questions and more as we explore the ins and outs of mobile technology for infants, toddlers, and pre-k.

3:00—3:30 PM: Break

3:30—5:00 PM: Concurrent Sessions

DEC Recommended Practices: How Do We Ensure Application and Use?

Mary McLean, Carol Trivette, Judy Swett and other advisory board members   Dogwood B

Age Group: Birth–5   Primary Audience: All

Recently the Division for Early Childhood of the Council for Exceptional Children, in conjunction with the Early Childhood Technical Assistance Center (ECTA), has undertaken the process of updating the DEC Recommended Practices. DEC appointed a commission of 13 individuals to work on the development of the revised practices, and, after more than a year of work, the new set of practices is ready to share. This session will provide a brief overview of the process of development behind the new practices and will provide an overview of the relationship between the DEC Recommended Practices and the NAEYC Developmentally Appropriate Practices Position Statement. Participants will be able to review and discuss the practices in each of the eight topic areas. Participants will be asked to provide suggestions for the development of products that will help facilitate the use of the practices by the field.

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

Kate Gallagher, Jessica Page, Lou Ann Long Magnolia

Age Group: Birth–5 Primary Audience: Families, Practitioners, Local Adminisrators
State Administrators

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

Building a "Neighborhood" called Quality Early Intervention Services

Lynda Pletcher Redbud B

Age Group: Birth–3 Primary Audience: All

What does planning and developing a new subdivision of homes have to do with providing quality early intervention, Part C services? Come and discover. During the first half of this session we will explore the homes by describing the essential foundational pillars, recommended and agreed upon practices and the various service delivery approaches all coming together to create a quality "house". In the second half we will explore a new resources title the "Early Intervention Workbook: Essential Practices for Quality Services" and how this workbook and the additional resources can be used by Part C provider teams, state training or University pre-services programs to define the rooms of the house (practices) all built with in this quality services community.

Identifying Young Children with or At-Risk for Autism:
The Role of Early Care and Education Providers, Administrators, and Personnel Development Providers

Betsy Crais, Rebecca Pretzel Azalea

Age Group: Birth–5 Primary Audience: All

With the current prevalence of 1/68 children diagnosed with autism spectrum disorder (ASD) and the fact that many children are not diagnosed until after age 4, early care and education providers can play a key role in early identification. The presenters will focus on key characteristics and behaviors in young children that are "red flags" for ASD and will use video examples to highlight them. Ideas for documenting observations, screening for ASD, and for talking with caregivers about ASD concerns will be shared and generated with participants. The session will target strategies for teachers, administrators, and personnel development providers in regards to early identification of children with ASD.

Parents As Partners for Professional Development (P3D): Touching Hearts, Changing Minds

Mary Mikus, Sarah Holland, Camille Catlett Windflower

Age Group: Birth–5 Primary Audience: Families, Practitioners, Administrators

Family members, partnering in professional development and pre-service learning, serve as a powerful resource for family-centered practices and family leadership development. This session profiles the Pennsylvania model, Parents as Partners in Professional Development (P3D). Initiated in 2006 through a federal grant from the Frank Porter Graham Center, Parents As Partners for Professional Development P3D now engages close to 300 families. Participants will be encouraged to discuss their current approaches to engaging families and to brainstorm on strategies to expand their current practices.

Using the Inclusive Classroom Profile (ICP) *to Assess the Quality of Inclusion:*
Round Table Discussion

Elena Soukakou, Tracey West, Carla Fenson — Dogwood A

Age Group: Birth–5 — Primary Audience: PD Providers

States need reliable, valid, tools for measuring and guiding improvements in classroom quality that are sensitive to and inclusive of each and every child. Join a discussion of how the Inclusive Classroom Profile is being used to build the capacity at state, district, and local levels to assess inclusive classroom quality in early childhood programs. Participants will include the author of the tool as well as those who have received proficiency training and are currently using the ICP in their work.

Functional Skills in Classroom Routines

Robin McWilliam — Redbud A

Age Group: 3–5 — Primary Audience: Local Administrators, Practitioners, PD Providers

From helping families to select goals to monitoring progress to evaluating programs, we need to know how children are performing on skills that matter in classrooms. This working session will engage participants in a review, discussion, and modification of lists of functional skills children might display in typical classroom routines. These lists are the emerging preschool/classroom version of the infant-toddler/home tool called the MEISR. Participants will help shape the new tool and will discuss potential uses of it.

Thursday, May 22, 2013

7:30—8:30 AM: Continental Breakfast

8:30—10:00 AM: Concurrent Sessions

Tools You Can Use: Resources to Support Your Inclusion Priorities

Camille Catlett, Cindy Arstein-Kerslake — Redbud A

Age Group: Birth–5 — Primary Audience: PD Providers

This session will be repeated at 10:15 AM.

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 including 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 presentation and demonstrations of media and websites.

I Know We Need to Improve 619 Services, But Where Do I Start?

Robin McWilliam — Dogwood A

Age Group: 3–5 — Primary Audience: PD Providers, Local Administrators, State Administrators

The quality of practices in 619 programs might be even more confusing to get a handle on than ever. Perhaps we can zero in on those practices most likely to have an impact on child and family outcomes. In this session, we will discuss how to develop an implementation plan with timelines. Whether you represent a state's 619 services, a district's preschool special education program, or an individual program, this session can help you figure out next steps that work for your particular needs. This session is also designed for consultants, trainers, and TA providers

Integrating the Child Outcomes Measurement into the IFSP

Kathi Gillaspy, Sherri Britt Williams, Anne Brager　　　　　　　　　　　　　　　Windflower

Age Group: Birth–3　　　　　　　　　　　　　　Primary Audience: Administrators, Practitioners

State Part C programs across the country are making child and family outcomes measurement more efficient, effective and meaningful by integrating the measurement process within the IFSP process. This session will explore the ways in which outcomes may be integrated into the IFSP, and will include tools and resources that may be used to support the implementation of this practice. Two Part C programs will share examples from their current efforts to integrate outcomes into the IFSP process.

Strengthening the Workforce:
How You can Improve Workplace Conditions, Compensation, and Access to Professional Development

Jani Kozlowski　　　　　　　　　　　　　　　　　　　　　　　　　　　　Bellflower

Age Group: Birth–5　　　　　　　Primary Audience: Local Administrators, State Administrators, PD Providers

Are you ready to take strategic steps to improve working conditions, workforce compensation, and access to PD? Join us for a spirited discussion about some really big issues! Learn about a tool that can help you identify possibilities to combine and target resources that can strengthen and stabilize the workforce. Hear how a cohort of states is tackling these tough workforce issues, across roles, settings and sectors.

Supporting Parents as Observers and Promoters of Their Child's Development During Home Visits

Tweety Yates　　　　　　　　　　　　　　　　　　　　　　　　　　　Redbud B

Age Group: Birth–3　　　　　　　　　　　　　　Primary Audience: Practitioners, Families

Parent-child interaction is an essential ingredient in children's early development. This session will present a structure for supporting parents as observers of their child's development to convey developmental information in a way that (a) builds on what parents already know about their children, (b) provides new information about their children's development, and (c) strengthens parent-professional collaboration within the context of parent-child interaction during home visits. Examples and resources will be shared.

Making Connections through Play

Aron Hall　　　　　　　　　　　　　　　　　　　　　　　　　　　　Dogwood B

Age Group: 3–5　　　　　　　　　　　　　　Primary Audience: Families, Practitioners

This session will be repeated at 10:15 AM

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.

10:00—10:15 AM: Break

10:15—11:45 AM: Concurrent Sessions

Making Connections through Play (Repeat)

Aron Hall   Dogwood B

Age Group: 3–5   Primary Audience: Families, Practitioners

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.

Assessing Functional Needs to Develop Meaningful IEP Goals

Robin McWilliam   Dogwood A

Age Group: 3–5   Primary Audience: All

How to use the Routines-Based Interview in preschool settings to determine the ecological congruence between the demands of classroom routines and children's interests and abilities. People have a sense about the importance of looking at context, but this session will focus on advanced information for determining skills the child needs to participate in classrooms as well as at home and in the community. Participants will give feedback about critical skills for common classroom routines. We will discuss how many assessment sources are really necessary to develop a functional IEP.

Inclusion 101: A Professional Development Curriculum for PD Providers to Implement with Early Childhood Teachers

Pam Winton, Chih-Ing Lim   Windflower

Age Group: 3–5   Primary Audience: PD Providers

The search for an accessible, high quality professional development curriculum that provides an introduction to inclusion for early childhood teachers is particularly relevant for states beginning to address inclusion within overall early childhood systems building efforts. Based on principles of adult learning, this session is designed to introduce the *Foundations of Inclusion* training curriculum. The curriculum has been developed by the CONNECT project at FPG, and piloted and socially validated with a group of technical assistance (TA) practitioners and teachers in North Carolina. The curriculum includes an introduction to the most relevant laws, policies and research-based practices that support the inclusion of young children with disabilities in early childhood settings birth-five. The session also includes a Train the Trainer curriculum used to prepare PD providers in how to customize and implement the curriculum for CEUs. Participants will reflect and discuss how they might customize their own PD plan for implementing the 4-hour curriculum in their communities.

Exploring the Café Model: Discovering a New Way to Engage in Meaningful Conversations (Repeat)

Jodi Whiteman, Aidan Bohlander   Bellflower

Age Group: Birth–5   Primary Audience: All

There are a variety of passionate professionals who are part of the community that support children with special needs and their families. Explore the use of the Café Model to bring this community of practice together by providing a structure to share information and experiences.

Tools You Can Use: Resources to Support Your Inclusion Priorities (Repeat)

Camille Catlett, Cindy Arstein-Kerslake   Redbud A

Age Group: Birth–5   Primary Audience: PD Providers

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 including 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 presentation and demonstrations of media and websites.

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.

Quality Programs, Including EC Outcomes	Dogwood B
Evidence-Based Practices	Redbud B
Administrative Issues Around Inclusion	Dogwood A
Professional Development, Coaching, Using Technology	Redbud A

Announcing FPG's New National Pre-K and Early Learning Evaluation Center

Federal and state-level policymakers are calling for increased investments in public pre-k and early learning programs and for requirements to evaluate these services.

Now, FPG senior scientists with years of research experience in early childhood education and program evaluation have opened the National Pre-K and Early Learning Evaluation Center.

This Center's leadership is committed to helping states better serve all children, including those with disabilities, those at risk, and those who are dual language learners.

The National Pre-K and Early Learning Evaluation Center helps design, implement, and rigorously evaluate pre-k and early learning programs. The Center also helps to spread the word, disseminating evaluation findings to policymakers and other stakeholder groups.

Visit http://prekeval.fpg.unc.edu

PDC@FPG
Putting Knowledge to Work

**Frank Porter Graham Child Development Institute
The University of North Carolina at Chapel Hill**

The Professional Development Center at FPG (PDC@FPG) provides people and organizations with opportunities to expand capacity, knowledge, and skills in areas related to child development and learning.

PDC offerings are based on evidence-based content and strategies for supporting adult learners. Designed with the same rigor that FPG brings to its research and outreach, the PDC's options include: Institutes and Intensive Workshops, Online Learning, Technical Assistance Services, and Study Visits. These options range from those that meet basic information needs to those that result in changes to systems, programs and practices. FPG provides consultation to assist you in making a match between our services and your needs.

Visit the PDC online

pdc.fpg.unc.edu
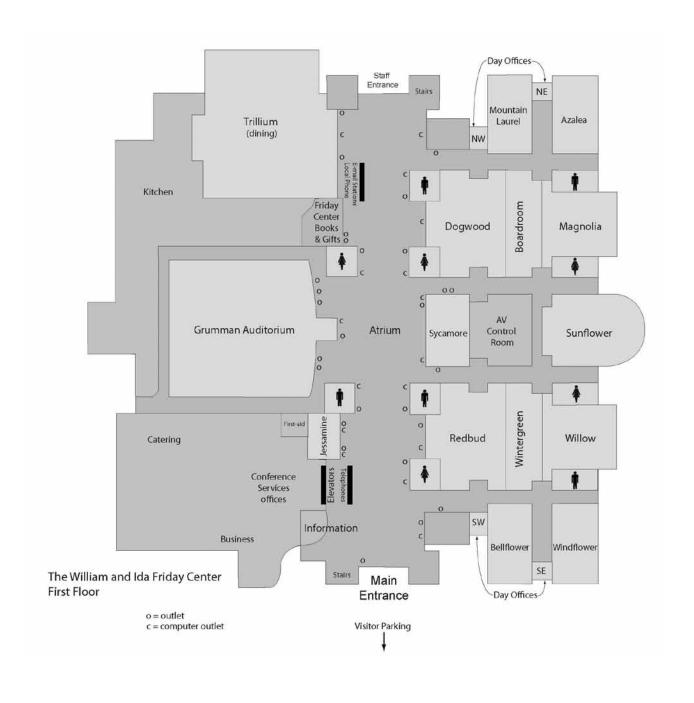
Sessions at-a-Glance

1:30—3:00 PM: Concurrent Sessions

3:30—5:00 PM: Concurrent Sessions

Thursday, May 22, 2014

8:30—10:00 AM: Concurrent Sessions

10:15—11:45 AM: Concurrent Sessions

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

Floor Plan
The William and Ida Friday Center for Continuing Education

SAVE THE DATE

2015 National Early Childhood Inclusion Institute

May 12–14, 2015

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

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FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

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

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

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