



2015 National Early Childhood Inclusion Institute

MAY 12-14, 2015

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

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UNC
FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE



NCCDD
North Carolina Council on
Developmental Disabilities

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Welcome!

On behalf of the Frank Porter Graham Child Development Institute (FPG), welcome to the 15th National Early Childhood Inclusion Institute. We want to recognize and thank our advisers, partners, and sponsors.

Since 1966, FPG has helped to shape how the nation cares for and educates young children. About 350 researchers, outreach and technical assistance specialists, staff, and students work on 75 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

Frank Porter Graham Child Development Institute

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Inclusion Institute Partners

Center on Enhancing Early Learning Outcomes (CEELO)
CONNECT: The Center to Mobilize Early Childhood Knowledge
Delaware Early Childhood Assistive Technology Demonstration (DECATD)
Division for Early Childhood/Council for Exceptional Children (DEC/CEC)
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National Professional Development Center on Autism Spectrum Disorder (NPDC on ASD)
North Carolina Association for the Education of Young Children (NCAeyc)
PACER Center
Race to the Top Early Learning Challenge TA Center (RTT-ELC TA Center)
UNC School of Education
ZERO TO THREE National Center for Infants, Toddler and Families Center for Training Services

Agenda

TUESDAY, MAY 12, 2015

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

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

Project-Based Learning to Benefit ALL Children and their Teachers

Sharon Palsha, Meredith Jones

REDBUD A

BE WELL to Teach Well: Integrating Mindfulness into Working with Children, Families and Professionals

Kate Gallagher, Karen Bluth

DOGWOOD A & B

Transforming Conflict into Healthy Performance

Beth Crissman

WINDFLOWER

Practice-Based Coaching: Resources and Supports for Implementation

Pat Snyder, Mary Louise Hemmeter

REDBUD B

9:00 AM-12:45 PM: Institute Registration and Exhibit Setup

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

GRUMMAN AUDITORIUM

Opening the Institute

Sam Odom, Director, Frank Porter Graham Child Development Institute

Pam Winton, Inclusion Institute Chair, Frank Porter Graham Child Development Institute

Keynote Address

The Longest Family Relationship: Launching Siblings of Children with Disabilities to Well-Being Across the Lifespan

Ann Turnbull, Kate Turnbull

In past Inclusion Institutes, we have heard parental perspectives from Ann Turnbull about her family's quest to support her son Jay (1967-2009), who experienced multiple disabilities, in having what Ann likes to call "an enviable life"—a life with the same opportunities as people who do not have disabilities. This year we have a rare opportunity to get another Turnbull perspective—this one from Kate, Jay's youngest sister. From her three decades of experience and insight, Kate will share her own journey through the lifespan stages with Jay and recommendations for what families and practitioners can do to nurture sibling relationships from the earliest years onward. Ann will join Kate in providing a foundation of a family systems perspective and an overview of what research tells us about sibling impact, support, and sibling roles over the lifespan.

2:15-2:45 PM Break

2:45-4:15 PM Plenary Sessions

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

GRUMMAN AUDITORIUM

PANELISTS

Amanda Bryans, Division Director, Office of Head Start, U.S. Department of Health and Human Services
Libby Doggett, Deputy Assistant Secretary for Policy and Early Learning, U.S. Department of Education
Ruth Ryder, Deputy Director of the Office of Special Education Programs, U.S. Department of Education

MODERATOR

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 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 levels.

Plenary 2—Sibling and Self and Resilience: What I’ve Learned About Life

DOGWOOD A&B

PANELISTS

Jared Ballen
Kate Boone
Aaron Dallman
Peyton Kennedy

MODERATORS

Kate Turnbull
Ann Turnbull

In this plenary follow-up to the keynote presentation, Kate Turnbull will facilitate an interactive discussion in which diverse panelists will share their stories of growing up in a family with a sibling with a disability. Panelists will reflect on their joys, sorrows, and challenges, and most importantly, they will share what they have learned about being resilient from their sibling relationship. Be ready to be inspired and learn from rarely heard sibling voices in the disability community.

4:15-5:15 PM: Reflection Sessions

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

Preschool Special Education/Developmental Disabilities: Participants with last names that begin with A-J

DOGWOOD A & B

Preschool Special Education/Developmental Disabilities: Participants with last names that begin with K-R

REDBUD A

Preschool Special Education/Developmental Disabilities: Participants with last names that begin with S-Z

SUNFLOWER

Pre-K/Regular Education Head Start/Early Head Start and Early Care & Education

REDBUD B
 AZALEA

Part C/Infants & Toddlers

WINDFLOWER

5:15-6:30 PM: Reception for Presenters

MAGNOLIA LOUNGE

WEDNESDAY, MAY 13, 2015**8:00-9:00 AM: Continental Breakfast****9:00-10:30 AM: Concurrent Sessions*****Making Connections: Fostering Friendships for Children With and Without Disabilities***

Anna Luther, Kathryn King

SUNFLOWER

PRIMARY AUDIENCE: PD PROVIDERS, PRACTITIONERS, FAMILIES

AGE GROUP: PREK-3RD

**DEC Recommended Practices Topic Areas: Instruction, Interaction*

The best thing that a child can gain from out-of-school time programs is a quality friendship. Many times, children with disabilities struggle with initiating and maintaining friendships. In this session, participants will learn how to help all children develop their friendship skills.

Building a Statewide Comprehensive and Aligned Assessment System for All Children: Birth to Kindergarten

Mary McLean, Catherine Scott-Little, Jim Squires

REDBUD A

PRIMARY AUDIENCE: ALL

AGE GROUP: B-5

DEC Recommended Practices Topic Area: Assessment

In recent years, assessment requirements for young children with and without disabilities have increased. In early childhood programs, these additional requirements are complicated by the fact that policies and requirements for early childhood programs differ across funding agencies. 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 a framework for a comprehensive and aligned assessment system, an overview of varying assessment requirements across birth-to-kindergarten programs, and a discussion of recommended practices for quality assessment for all children. Participants will discuss the development of comprehensive, aligned systems of assessment, culminating with a discussion of promising ideas for building a statewide, comprehensive and aligned system of assessment that benefits all children, educators, and families.

Panel Discussion: State Approaches to Assessing the Quality of Inclusion Using the Inclusive Classroom Profile (ICP)

Panelists: Ruth Gallucci, Ramya Krishna, Jeanette McCollum, Kate Rogers

WINDFLOWER

Moderators: Tracey West, Carla Fenson

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, LOCAL ADMINISTRATORS, STATE ADMINISTRATORS

AGE GROUP: 3-5

DEC Recommended Practices Topic Areas: Assessment, Instruction, Interaction, Environment

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

**DEC Recommended Practices are available at www.dec-sped.org/RecommendedPractices*

Should Early Childhood Be a Profession? If Yes, Who Is In and Who Is Out? If No, Is That a Problem?

Stacie Goffin, Pam Winton, Pat Snyder

DOGWOOD A & B

PRIMARY AUDIENCE: ALL

AGE GROUP: ALL

DEC Recommended Practices Topic Area: Leadership

An ongoing and seemingly intractable challenge that families face on a daily basis is the fragmentation and variability in the quality of supports and services available for young children with disabilities. At the heart of this challenge is the fact that early childhood, as a field of practice, is not well defined. This makes it difficult to identify those responsible for ensuring a competent and accountable workforce to address the unique needs of all children and each child, including those with or at risk for disabilities. Too many young children are falling between the cracks and important initiatives such as inclusion are stalled in terms of implementation. A budding movement is emerging in response to this crisis of fragmentation. It has been proposed that early childhood define itself as a profession of sub-specialties, each recognized for its unique contributions, yet bound together by a common overarching purpose, expert body of knowledge, and shared professional identity. This interactive session provides attendees a chance to be part of the field's first collective effort to reform early childhood as an integrated and inclusive field of practice. What are the attributes, benefits and challenges of a unified professional field of practice? Which sub-specialties comprise the early childhood profession? What term would be used to define the profession? Are there common and unique standards of practices that could be embraced across all early childhood sub-specialties? What level and kind of leadership is necessary for co-creating an alternative and inclusive future for early childhood?

Focusing Attention: Mindfulness Training for Young Children with Self-Regulation Challenges

Kate Turnbull

MAGNOLIA

PRIMARY AUDIENCE: PRACTITIONERS

AGE GROUP: ALL

DEC Recommended Practices Topic Areas: Instruction, Interaction

For children with self-regulation challenges, learning and development in inclusive settings can be extremely difficult. Activities that support mindfulness—paying attention in the present moment—can support children's attention, emotion regulation, and compassion for self and others. Kate Turnbull will lead an experiential session for those who work directly with children. She will engage participants in enjoyable, developmentally appropriate mindfulness exercises, using music and movement that they can use with children and families—and for their own mindfulness. Kate also will provide a resource handout to support continued learning.

Supporting Equity Through Person and Family Centered Practices

Nitasha Clark, Sharon Ritchie

AZALEA

PRIMARY AUDIENCE: ALL

AGE GROUP: PREK-3RD

DEC Recommended Practices Topic Areas: Family, Teaming and Collaboration, Transition

When practitioners think beyond traditional approaches, they have the opportunity to question themselves: Do I truly collaborate with families? In my professional practice, do I perpetuate inequity or equity? Do I consider the individual, family, and community contexts and the role I play within the big picture? In this session, we will present research that elucidates this thinking and engages participants in discussion.

Using Coaching to Increase Practitioners' Skills and Knowledge for Implementing Evidence-Based Inclusive Practices

Soleil Boyd, Brittney Lee, Laura Broughton, Jennifer Fung,
Mary Hendricks, Nancy Vorobey

REDBUD B

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, LOCAL ADMINISTRATORS,
STATE ADMINISTRATORS

AGE GROUP: 3-5

DEC Recommended Practices Topic Areas: Leadership, Assessment, Environment, Instruction, Teaming and Collaboration

The early childhood education literature on professional development and technical assistance stresses the importance of using coaching strategies that are based on adult learning theory and evidenced- based practices. The states of Maryland and Washington will share information about and resources from projects supported through their Race to the Top Early Learning Grants that are being implemented to enhance the ability of early care and education practitioners to provide inclusive services and supports. Key practices such as reflective coaching models, Universal Design for Learning (UDL), and collaboration will be shared.

National, State, and Local Inclusion Data: Accessing and Using Data to Increase Inclusive Opportunities

Deborah Cate, Mary Peters

BELLFLOWER

PRIMARY AUDIENCE: ALL

AGE GROUP: 3-5

DEC Recommended Practices Topic Areas: Leadership, Environment, Teaming and Collaboration

Come learn about the current national data on inclusive settings for children ages 3-5. We will drill down to state examples of how data is being shared with local programs and how locals use that data for program improvement. We will discuss potential improvement strategies based on data available to state and local programs.

10:30-11:00 AM Break

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

Empathetic Communication

Ann Turnbull

DOGWOOD A & B

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS, FAMILIES

AGE GROUP: ALL

DEC Recommended Practices Topic Areas: Family, Teaming and Collaboration

This session will address empathetic communication: nonjudgmentally tuning in to the feelings, thoughts, and actions of another by taking her or his perspective and then communicating that you understand and care. A brief overview of a Kansas Part C professional development module which includes six sessions of about one hour each (Introduction, Being Present, Taking Another's Perspective, Empathetic Listening, Acknowledging Feelings, and Empathetic Digital Communication) will be provided. The session will include details on Taking Another's Perspective session through experiential and interactive activities involving (a) reflecting on one's origins, life experiences, and values; (b) fostering curiosity about similarities and differences in others' origins, life experiences, and values; (c) affirming others' strengths, and (d) "walking a mile in others' shoes."

Life after Pre-K: Looking at Kindergarten Assessment

Mary McLean, Cindy Bagwell, Catherine Scott-Little, Jim Squires

REDBUD A

PRIMARY AUDIENCE: ALL

AGE GROUP: PREK-3RD

DEC Recommended Practices Topic Area: Assessment

The number of states implementing assessments of all children in kindergarten has increased in recent years. States vary in terms of the purpose and use of kindergarten assessments and also in terms of the type of instrument used. This session will review a framework for a comprehensive, aligned assessment system with a focus on kindergarten and beyond. An overview of assessments that states are using, as well as issues associated with kindergarten entrance assessments, will be discussed. Implications for pre-K and kindergarten programs will be provided, as well as an overview of issues relative to the inclusion of children with disabilities in kindergarten assessments. The experiences of one state in developing and implementing their kindergarten entrance assessment will be shared. Participants will engage in small-group discussions around current issues in kindergarten assessment.

Home Language: The Family Connector

Joanne Knapp-Philo, Patsy Pierce

REDBUD B

PRIMARY AUDIENCE: ALL

AGE GROUP: 0-5

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

The debate about which language to use with children whose families speak a language other than English has been a topic of contention for decades in the U.S. The parents of young children with disabilities have been told that hearing and learning two languages was too difficult for their child. The data are now clear: ALL children have the capacity to develop multiple languages from birth. Indeed, the home language serves as the foundation for children to develop their subsequent language/s. Children with disabilities can learn a second language to the same level as their first language. Since families are the life-long support for children with disabilities it is essential that each family's culture and language are integral parts of growing up for their child with a disability. This session will discuss ways to promote family engagement with families of young children with disabilities who speak languages other than English. Materials that can be shared with families, and which are available in multiple languages, will be shared and discussed. They include printed material, an animation, and a telenovela.

Differentiated Approaches for Assuring Quality Inclusive Preschool Services and Programs Through State QRIS

Kathy Whaley, Jeanette McCollum, Donna Nylander,

Mary Sonnenberg, Verna Thompson

SUNFLOWER

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, LOCAL ADMINISTRATORS

AGE GROUP: 3-5

DEC Recommended Practices Topic Areas: Leadership, Environment, Teaming and Collaboration

States' revisions to QRIS have provided a natural mechanism to examine and define quality for early childhood programs and inclusive preschool services. Through supports from initiatives such as the Race to the Top—Early Learning Challenge, Illinois and Delaware will share their progress in expanding access for children with disabilities to high quality programs using a portfolio approach, self-assessment, and professional development. Come share your state's strategies and challenges in assuring high quality, inclusive early childhood programs and services through the QRIS lens. An overview of the national context regarding the inclusion of children with disabilities and the IDEA early childhood programs in QRIS will be shared.

Ethics and Inclusive Practices: Focus on the Family-Professional Relationship

Harriet Able, Janet Groce, Lorena Sanchez

MAGNOLIA

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS, FAMILIES

AGE GROUP: ALL

DEC Recommended Practices Topic Areas: Family, Interaction, Teaming and Collaboration

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, an early interventionist-parent team and 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.

Taking Care of Ourselves

Neal Horen

AZALEA

PRIMARY AUDIENCE: PRACTITIONERS, PROFESSIONAL DEVELOPMENT PROVIDERS, LOCAL ADMINISTRATORS

AGE GROUP: 0-5

DEC Recommended Practices Topic Area: Leadership

This session will focus on how to address the stress that may come from the work we do. Strategies on how best to address stress from a physical, emotional, and cognitive perspective will be offered. Participants will also identify concrete goals for themselves moving forward in terms of addressing their own stress.

“Bathing” the Most Vulnerable Children in Language: Closing the Gap

Carol Trivette

WINDFLOWER

PRIMARY AUDIENCE: PRACTITIONERS, FAMILIES, PROFESSIONAL DEVELOPMENT PROVIDERS

AGE GROUP: 0-3

DEC Recommended Practices Topic Area: Interaction

This session will provide practitioners working with children 0-3 information about the importance of and strategies for “bathing” young children in language. Research shows that by age 3 children who live in poverty are likely to have heard 30 million fewer words than their wealthiest peers. For children with disabilities from less affluent homes, this is an important issue. This session will provide practitioners working with these families and/or working directly with these children with strategies demonstrated through video clips on how to envelop these very young children in rich language in order to help close this gap.

Embedding Inclusion into North Carolina’s Child Care System

Susan Butler-Staub, Cindy Broadway, Jennifer Bolz, Jennifer Johnson, Samelia Jones,

Cassia Simms-Smith

BELLFLOWER

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, LOCAL ADMINISTRATORS, STATE ADMINISTRATORS

AGE GROUP: ALL

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

This session will be a panel discussion about efforts to embed information, awareness, and best practices around inclusion into North Carolina’s Child Care system through the implementation of a training curriculum entitled *The Foundations of Inclusion* developed by the CONNECT project at the Frank Porter Graham Child Development Institute. The panel will include members of the North Carolina Child Care Resource and Referral Council to share context about the training process, a representative from the North Carolina Division of Child Development to discuss the department’s vision for supporting inclusion in the child care system, and trainers from child care resource and referral agencies to share their experiences and lessons learned from implementing the curriculum.

12:30-1:30 PM Buffet Lunch **(Please pick up your lunch ticket at the registration desk.)**

1:30-3:00 PM Concurrent Sessions

Resources to Support the Use of DEC's Recommended Practices

Camille Catlett

SUNFLOWER

PRIMARY AUDIENCE: ALL

AGE GROUP: PREK-3RD

DEC Recommended Practices Topic Areas: All

This session will highlight evidence sources, print materials, audiovisual materials, and websites with information for translating DEC's newly revised Recommended Practices into daily use. Come discover high quality, no-cost or low-cost resources to support early interventionists, teachers, therapists, administrators, families, and professional development providers.

Building the Next Generation of Inclusion Leaders

Jim Squires, Janice Crow, Kate Rogers

REDBUD A

PRIMARY AUDIENCE: ALL

AGE GROUP: BIRTH-3RD

DEC Recommended Practices Topic Area: Leadership

Birth-3rd Grade reform presents the field of early education and care with a new paradigm for excellence, and the demand for new leaders is great, especially those promoting inclusive practices. Persons in positions of responsibility and authority have often relied on personal experience to acquire inclusion leadership skills rather than having access to an intentional, focused approach. Lacking such opportunities, the field is now examining sustainable leadership development strategies and pathways that powerfully impact children with special needs and their families, borrowing lessons learned from related fields on cultivating new leaders. Following brief presentations on "what we know" about approaches for inclusion leadership, a facilitated discussion will engage participants in identifying "what we need to learn and do" to build the next generation of inclusion leaders.

Preschool Inclusion: Current State Challenges and Solutions

Erin Barton, Barbara Smith

REDBUD B

PRIMARY AUDIENCE: ALL

AGE GROUP: 3-5

DEC Recommended Practices Topic Areas: All

Although considerable progress has been achieved regarding the research and laws related to preschool inclusion, access to inclusive preschool environments remains intangible for many children with disabilities across many communities. The purpose of our presentation is to describe a survey study and field validation designed to identify challenges and solutions to preschool inclusion. Results indicated that attitudes and beliefs were the most frequently cited challenge to preschool inclusion. Participants will have an opportunity to discuss solutions and develop action plans to address common challenges.

Project DATA: A School-Based Program for Toddlers and Preschoolers with Autism

Ilene Schwartz

AZALEA

PRIMARY AUDIENCE: ALL

AGE GROUP: 3-5

DEC Recommended Practices Topic Area: Instruction

Providing effective early intervention services to children with autism and their families is a challenge facing many early intervention and early childhood special education programs. The purpose of this presentation is to describe Project DATA, a school-based program designed to provide effective and developmentally appropriate services to toddlers and preschoolers with autism and their families. We will describe our model for intervention planning, implementation, and evaluation. We will also describe intervention practices that are especially promising for young children with autism and how they can be integrated into inclusive early childhood programs. Finally, we will describe how families participate in the program and the types of social and technical support that are provided for family members.

Family Panel: “What I Wish Had Been on My Child’s IEP”—Lessons Learned from Parents

Harriet Able, Gwen Van Ark

MAGNOLIA

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS, FAMILY,
LOCAL ADMINISTRATORS

AGE GROUP: ALL

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

This session will include a parent panel reflecting on their children’s experiences in inclusive education. Parents will share lessons learned from first-hand experiences with IEPs, special and general 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.

Embedded Instruction for Early Learning: Tools for Preschool Teachers

Pat Snyder, Mary Louise Hemmeter

DOGWOOD A & B

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS, FAMILY,
LOCAL ADMINISTRATORS

AGE GROUP: 3-5

DEC Recommended Practices Topic Area: Instruction

In this session, we will present a framework and associated teaching practices related to embedded instruction for early learning. We will demonstrate teaching practices related to what to teach, when to teach, how to teach, and how to evaluate the implementation of embedded instruction. In addition, we will describe relationships between implementation of embedded instruction practices and child learning outcomes. Resources for practical application “back home” will be provided.

Using the Science and Practice of Active Implementation to Successfully Implement the New DEC Recommended Practices

Melissa Van Dyke

WINDFLOWER

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS,
LOCAL ADMINISTRATORS, STATE ADMINISTRATORS*DEC Recommended Practices Topic Areas: All*

This session will provide an overview of an organized approach, “the Active Implementation Frameworks,” to support the effective implementation of any practice change. Using the DEC Recommended Practices as the example practice for this discussion, the workshop will address the factors necessary for successful implementation, the stages of implementation and the change process, improvement cycles, and the roles and responsibilities typically involved in implementation. The content of this session will be relevant for early care and education teachers and directors, technical assistance providers, state agency managers, and evaluators.

After the Screening: Partnering with Early Intervention Providers on Evaluation and Services

Jodi Whiteman, Rebecca Parlakian

BELLFLOWER

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS, LOCAL ADMINISTRATORS

AGE GROUP: 0-3

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

This session explores how early childhood professionals can support families and partner with early intervention (EI) providers when a child’s screening results indicate the need for assessment. Learn strategies for discussing assessments with families and engaging parents in EI services. Participants will also identify methods to collaborate with EI providers when services are delivered at an early childhood site. Finally, participants will review the IFSP and discuss how it relates to their work with children and families.

3:00-3:30 PM Break

3:30-5:00 PM Concurrent Sessions

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

Camille Catlett

DOGWOOD A & B

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS

AGE GROUP: 0-5

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

Come discover rich resources that can help leaders, staff, and families to support the successful participation of each young child. We’ll explore high quality, no-cost resources, 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.

The Incredible Years® Teacher Classroom Management (TCM) Program: An Evidence-Based Intervention for Young Children at Risk for Social-Emotional Difficulties

Desiree Murray

SUNFLOWER

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS, LOCAL ADMINISTRATORS, STATE ADMINISTRATORS

AGE GROUP: PREK-3RD

DEC Recommended Practices Topic Areas: Instruction, Interaction, Assessment

This session will describe the Incredible Years® Teacher Classroom Management program including its rationale, approach, content, training methods, and implementation. Training vignettes will be shared for interactive discussion. Finally, research supporting the program will be summarized and recommendations for use made.

Bringing 2014 DEC Recommended Practices to Life: Seeking Input from the Field

Pam Winton, Carol Trivette

REDBUD B

PRIMARY AUDIENCE: ALL

AGE GROUP: 0-5

DEC Recommended Practices Topic Areas: All

One of the hallmarks of being a professional field of practice with a united commitment to a competent and accountable workforce is having a set of agreed upon practice standards that guide practitioners and families about the most effective ways to improve learning and enhance outcomes for young children and their families. The 2014 DEC Recommended Practices represent the practice standards for EI/ECSE. DEC seeks your input and involvement with the dissemination and product development plan to ensure that the 2014 DEC Recommended Practices are understood and implemented across the broad field of early childhood, including Head Start, public pre-k, early care and education, and family support. Share your perspective, brainstorm with colleagues, and strengthen dissemination efforts.

Building an Intentionally Inclusive Community Program: The Interactive Use of Selected TA Process Tools and Resources

Katy McCullough, Judy Swett, Megan Vinh

REDBUD A

PRIMARY AUDIENCE: LOCAL ADMINISTRATORS, STATE ADMINISTRATORS

AGE GROUP: 3-5

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

This session will feature an overview of stakeholder-oriented processes and resources (e.g., self-assessments leading to action planning, guidance on financing) to facilitate an intentional process of building inclusive communities, from both a state and local lens. Participants will have an opportunity to visit interactive stations where they can talk about the tools and explore their potential application with community partners.

Promoting Well-Being for Staff: Preventing Burnout and Secondary Trauma

Jodi Whiteman, Rebecca Parlakian

MAGNOLIA

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS, LOCAL ADMINISTRATORS, STATE ADMINISTRATORS

AGE GROUP: 0-5

DEC Recommended Practices Topic Area: Leadership

Promoting well-being for children and families calls for staff who are experiencing well-being at work. This interactive and practical workshop will be an opportunity to learn what staff well-being consists of, how to support staff members' self-care, and strategies your program and organization can put into place to promote staff well-being.

Lessons Learned Over Three Decades of Inclusion for Young Children with Autism: The LEAP Preschool Model

Phil Strain

AZALEA

PRIMARY AUDIENCE: ALL

AGE GROUP: 3-5

DEC Recommended Practices Topic Areas: Assessment, Instruction

This session will describe seven critical lessons learned over our 30-year history of promoting inclusion for young children with autism in the Learning Experiences and Alternative Program for Preschoolers and Parents (LEAP) Preschool Program. The lessons learned will directly relate to classroom contexts and instructional strategies, and concrete examples of how they impact classroom practice will be described. We will also provide participants with a brief overview of the LEAP Preschool's history and structure and the program's guiding principles that have directed our work over the past three decades.

Early English Learners: Supporting Second Language Acquisition Within the Daily Routine

Michelle Plaisance

WINDFLOWER

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS

AGE GROUP: PREK-3RD

DEC Recommended Practices Topic Areas: Family, Instruction, Interaction

This interactive session provides a brief explanation of how young English learners acquire a new language. It then explores ways to emphasize language acquisition throughout the curriculum and the daily routine. Strategies and activities are introduced that support vocabulary development in both native and non-native English speakers.

AT + YOU = Helping Children DO Something They Could Not Otherwise Do

Suzanne Milbourne

BELLFLOWER

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS, FAMILY, LOCAL ADMINISTRATORS

AGE GROUP: 0-5

DEC Recommended Practices Topic Areas: Environment, Instruction, Interaction

Discover how YOU can use assistive technology (AT) to expand learning opportunities for young children to DO. Is this an important topic? Yes! Almost 30 years of research and experience have demonstrated that supporting the use of technology (what is that anyway? children using technology?), including AT devices (things) and AT services (people), maximizes accessibility for children with disabilities and enhances their opportunities for learning. Participants will: examine and demystify the myths related to using assistive technology with young children; explore and learn about the functions of a wide range of assistive technology that supports children's participation in everyday routines and activities; and understand the roles that various early childhood professionals play in using assistive technology with young children.



THURSDAY, MAY 14, 2015

7:30-8:30 AM: Continental Breakfast

8:30-10:00 AM: Concurrent Sessions

Making Connections Through Play (also offered at 10:15)

Aron Hall

DOGWOOD A

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS

AGE GROUP: PREK-3RD

DEC Recommended Practices Topic Areas: Instruction, Interaction

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

Uncoachable Moments?

M'Lisa Shelden, Judy Swett

MOUNTAIN LAUREL

PRIMARY AUDIENCE: PRACTITIONERS, FAMILIES

AGE GROUP: 0-3

DEC Recommended Practices Topic Areas: Family, Teaming and Collaboration

How coaches provide intervention opportunities and experiences for parents is critical and determines the success of the interventions used. Is every conversation with a family a coaching conversation? What if parents do not want to be coached? What if I do not believe coaching works for children with multiple disabilities or who have serious medical conditions? These and other commonly identified "uncoachable moments" will provide a chance for sharing multiple perspectives and generating solutions to these issues.

Voices from the Field: Using CONNECT Modules as Learning Opportunities to Support Evidence-Based Practices

Chih-Ing Lim, Ellen Wenner

REDBUD A

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS

AGE GROUP: 0-5

DEC Recommended Practices Topic Areas: Leadership, Instruction, Interaction

How can we support early childhood (EC) professionals in providing high quality inclusion? And what are some free web-based resources that can help professional development providers and faculty provide an evidence-based practice (EBP) approach to professional development on inclusion? In this session, the presenters will share how they have used free web-based CONNECT Modules to help learners learn about and apply evidence-based practices to support children with disabilities and their families.

Together is Better! Environmental Teaching Practices to Support ALL Children's Participation

Suzanne Milbourne

REDBUD B

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS, FAMILIES, LOCAL ADMINISTRATORS

AGE GROUP: 0-5

DEC Recommended Practices Topic Areas: Environment, Instruction, Interaction

Participation happens when a child successfully engages in a routine or activity with only the amount of adult support as needed by most children. Environmental practices impact child participation indirectly by modifying or adapting the structural environment rather than by directly targeting skill development as does instructional teaching practices. Learn about the foundations of environmental teaching practices, how they support participation, and discover a practical tool designed to aid educators to promote the participation of all children in the full early childhood curriculum.

Application of Basketball Strategy to Home Visiting

Robin McWilliam

DOGWOOD B

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS

AGE GROUP: 0-3

DEC Recommended Practices: Family Teaming and Collaboration

Everybody knows North Carolina is the home of basketball, but the home-visiting rule described in this session is the *Hoosiers* Rule. That's because a Tar Heel by adoption borrowed the rule from the famous movie and applied it to home visiting, to make visits more collaborative and less prescriptive. Applying this basketball strategy empowers families and makes interventions more functional.

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

Carla Fenson, Tracey West

WINDFLOWER

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS, LOCAL ADMINISTRATORS

AGE GROUP: 3-5

DEC Recommended Practices Topic Areas: Assessment, Environment, Instruction, Interaction

The Inclusive Classroom Profile (ICP), currently in publication, is an observation tool that assesses the quality of inclusive practices in early childhood classrooms (ages 2 ½ to 5) across 12 dimensions. In this session we will review the key features of the ICP and take a closer look at each of the items on the scale. We will share and discuss those teaching strategies that exemplify best practice for supporting the full inclusion of children in classroom activities and routines in small and large groups, as well as share ideas for how the ICP might be used to improve quality.

***Roundtable Discussion for Practitioners and Administrators:
Inclusion Challenges and Strategies***

Kathleen Gallagher, Jessica Page

MAGNOLIA

PRIMARY AUDIENCE: ALL

AGE GROUP: 0-5

DEC Recommended Practices Topic Areas: All

High-quality, inclusive environments support learning and development for young children (0 to 5 years) with and without disabilities. However, educating and caring for children in inclusive settings can be extraordinarily challenging. It is difficult to meet the diverse needs of children, families, and colleagues, as well as 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.

10:00-10:15 AM: Break**10:15-11:45 AM: Concurrent Sessions*****Making Connections Through Play (repeat of 8:30 session)***

Aron Hall

DOGWOOD A

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS

AGE GROUP: PREK-3RD

DEC Recommended Practices Topic Areas: Instruction, Interaction

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

Measuring Family Quality of Life for Evaluation and Support

Robin McWilliam

DOGWOOD B

PRIMARY AUDIENCE: PRACTITIONERS, FAMILIES, LOCAL ADMINISTRATORS, STATE ADMINISTRATORS

AGE GROUP: 0-5

DEC Recommended Practices Topic Area: Family

Beginning with existing measures of family quality of life, such as the *Beach Center FQoL*, we developed a measure specifically for early intervention (0-5). Different from other tools, our *Family Quality of Life for Evaluation and Support* (FaQoL) includes a section for the family to rate their child's functioning. This session will describe how to use the FaQoL to talk to families about their quality of life and how to use it as a measure of the success of early intervention.

Data Data on the Wall, Can You Tell Your Story To Us All?

Tweety Yates

REDBUD A

PRIMARY AUDIENCE: LOCAL ADMINISTRATORS, PRACTITIONERS

AGE GROUP: 3-5

DEC Recommended Practices Topic Areas: Leadership, Assessment, Instruction

If you want your teachers to use their data in a meaningful way to support high quality instructional practices, what supports do you have in place to ensure that happens? This interactive session will share ideas, strategies, and resources that directors/education coordinators can use to build teachers' competence and confidence in using their data to make data-informed instructional decisions. Leadership practices to keep staff encouraged and motivated will also be shared.

Inclusion Resources for PD Providers and Practitioners

Susan Sandall, Linda Brekken

REDBUD B

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, LOCAL ADMINISTRATORS

AGE GROUP: 0-5

DEC Recommended Practices Topic Areas: Assessment, Environment, Instruction, Interaction, Transition

Professional development resources created by the National Center on Quality Teaching and Learning are on the web and at your fingertips. A host of resources, inservice suites, tips, tools, video, and learning activities focus on evidence-based teaching practices. Use these resources across all learning settings. Add them to your PD toolkit.

Supporting Effective Inclusion Through the Use of Evidence-Based Practices for Children with Autism

Suzanne Kucharczyk, Ann Cox

MOUNTAIN LAUREL

PRIMARY AUDIENCE: PROFESSIONAL DEVELOPMENT PROVIDERS, PRACTITIONERS

AGE GROUP: PREK-3RD

DEC Recommended Practices Topic Area: Instruction

This session will highlight evidence based practices (EBPs) for children with autism which can be used to support inclusion in early childhood learning environments. These include: peer-mediated instruction, structured play groups, and visual supports. Participants will be provided examples of effective use of these EBPs, steps to effective implementation, and information about online resources to further their knowledge of these EBPs.

Making Inclusion Work: Relevant Federal Regulations and Policies

Sharon Walsh

WINDFLOWER

PRIMARY AUDIENCE: ALL

AGE GROUP: 0-5

DEC Recommended Practices Topic Areas: Leadership, Environment

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, as well as civil rights laws such as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, have a significant positive impact on the provision of inclusive early care and learning in our communities. There will be ample time in the session for questions and for participants to discuss their own community scenarios for facilitating inclusive opportunities.

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

(for participants with last names beginning A-J)

DOGWOOD B

Preschool Special Education/Developmental Disabilities

(for participants with last names beginning K-Z)

WINDFLOWER

Pre-K/Regular Education

REDBUD B

Head Start/Early Head Start and Early Care & Education

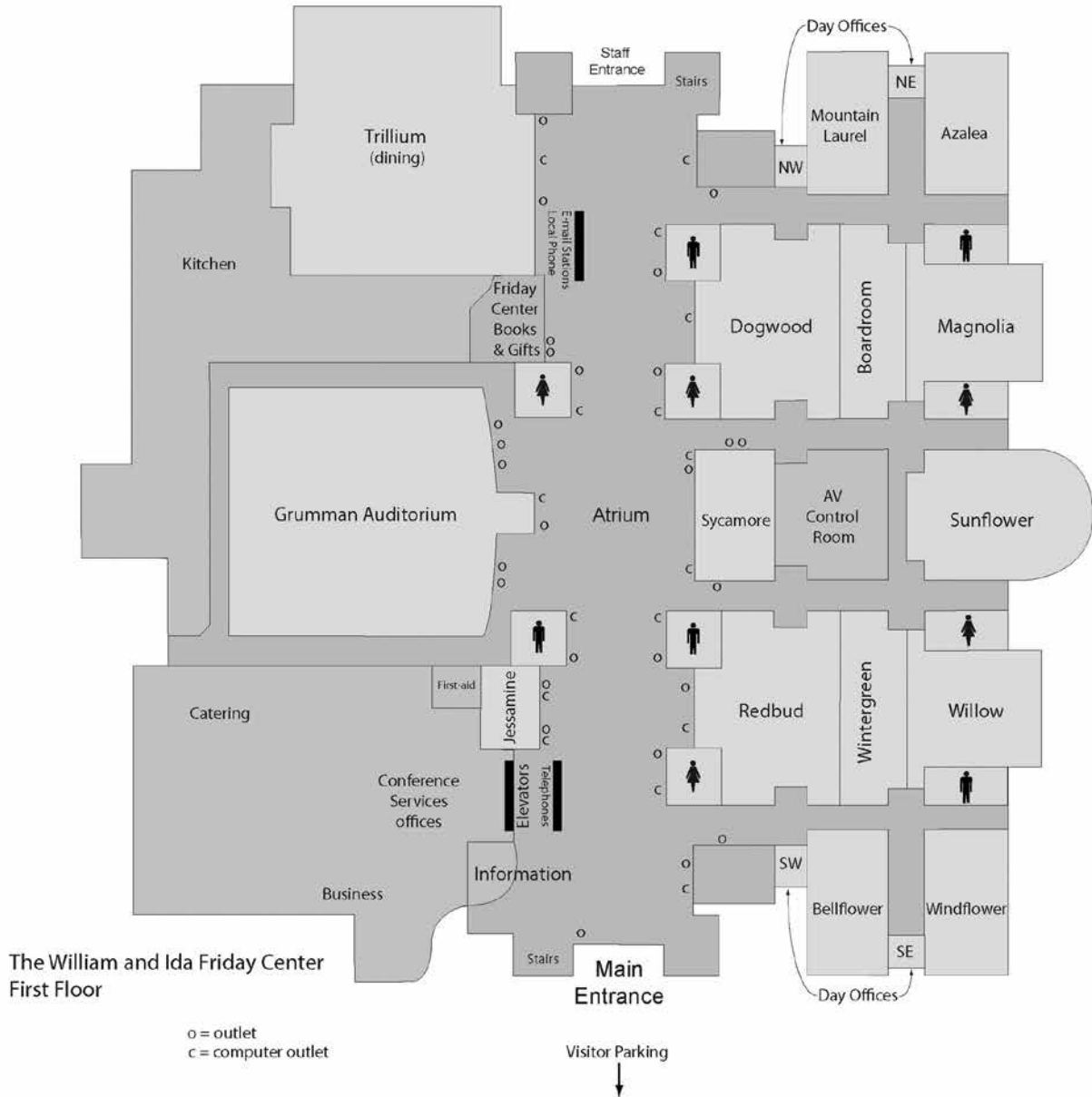
DOGWOOD A

Part C/Infants & Toddlers

REDBUD A

Floor Plan

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UNC'S FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE CULTIVATES AND SHARES KNOWLEDGE THAT ENHANCES CHILD DEVELOPMENT AND FAMILY WELL-BEING. FOR NEARLY 50 YEARS, OUR RESEARCH, OUTREACH, TECHNICAL ASSISTANCE, AND SERVICE HAVE SHAPED HOW THE NATION CARES FOR AND EDUCATES YOUNG CHILDREN.



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