

17<sup>th</sup> National Early Childhood Inclusion Institute

# *Trusting Partnerships in a Time of Change*



May 9–11, 2017

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



UNC

FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE



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# Welcome!

On behalf of the Frank Porter Graham Child Development Institute (FPG), welcome to the 17TH National Early Childhood Inclusion Institute. We want to recognize the involvement of our advisers and sponsors. Please see the list below.

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.

Thank you for joining us this year!

— Tracey West, CONFERENCE CHAIR

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FPG Child Development Institute

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### *In Memoriam*

Darius Weems, advocate and actor, who presented the 2012 Inclusion Institute plenary *Darius Goes West: From Movie to Movement* passed away this winter at age 27 due to DMD-related cardiopulmonary failure. Darius will be missed, but his spirit and vision will live on. As Darius said at the end of his journey west, "I was smiling that day and I'm gonna be smiling when I leave. 'Cause when I die, folks ain't gonna say 'Darius gone'... they gonna say 'Darius gone West'."

# Agenda

**Tuesday, May 9, 2017**

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

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

*Challenging Behavior in Diverse and Inclusive Settings Across the Workforce*

Neal Horen

Redbud A

*Making Connections: Fostering Friendships for Children with and without Disabilities*

Anna Luther, Katherine King

Redbud B

*Learning through Adventure*

Stephen Mullaney

Windflower

*Encounter the World of Learning: Reggio Emilia's Approach to Children with "Special Rights"*

Sharon Palsha

Reggio Emilia Exhibit, Northgate Mall, Durham, NC

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

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

Grumman Auditorium

## Opening the Institute

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

## Keynote Address

*The Unusual is NOT Impossible: Why Stories Matter to Building Partnerships*

Janice Fialka, PARENT, POET, STORYTELLER, SOCIAL WORKER, AND ADVOCATE

Often in our lives as families and providers we face unusual challenges. These moments, though troubling at times, can be exactly what we need to discover creative ways to support each other and our children with delays and disabilities.

Janice will share powerful stories of her family's quest to shift the unusual into the possible as they raised and supported their 32-year old son, Micah, who has an intellectual disability. She will explore why stories matter and how, when we listen deeply to each other, partnerships can be strengthened and creativity can be unleashed. Janice's stories remind us that we don't stand alone.

2:15–2:45 PM: Break



## 2:45–4:15 PM: Plenary Sessions

### *Plenary 1—Federal and National 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

Christy Kavulic, ASSOCIATE DIVISION DIRECTOR, EARLY CHILDHOOD TEAM, OFFICE OF SPECIAL EDUCATION PROGRAMS, U.S. DEPARTMENT OF EDUCATION

Lynette Fraga, EXECUTIVE DIRECTOR OF CHILD CARE AWARE® OF AMERICA

Peggy Kemp, DIVISION OF EARLY CHILDHOOD (DEC) EXECUTIVE DIRECTOR

Marica Mitchell, NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) DEPUTY EXECUTIVE DIRECTOR FOR EARLY LEARNING SYSTEMS

#### **Moderator**

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

Reflecting this year's theme of *Trusting Partnerships in a Time of Change*, leaders from federal agencies and three national early childhood professional organizations will share information on early childhood directions and initiatives related to inclusion and to supporting children with disabilities and their families. Participants will have opportunities to ask questions and share their perspectives with the panelists.

### *Plenary 2—Life Without Limitations ... The Family Perspective on Early Intervention*

Jenna Kanell, FILMMAKER, ACTOR AND STUNT PERFORMER

Dogwood A &amp; B

Gillian Gansler, VICE PRESIDENT OF QUALITY ASSIST, MOTHER OF JENNA AND VANCE KANELL

When Vance Kanell was very young, doctors informed his parents of the likelihood that their son would never walk, speak, read or write. At that moment, Vance's parents faced a choice; would they accept the limitations the diagnoses placed on Vance, or would they seek support and believe that through early intervention their son could defy expectations and live a life without limitations? Using Vance's story, the presenters will discuss the role that early intervention plays in supporting the entire family on their journey of acceptance and support of all of their children, from the perspective of the sibling, parent and the now 21-year-old young adult himself. There will be opportunities for discussion and sharing strategies for preparing an entire family for a life without limitations.

## 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 &amp; B

*Participants with last names that begin with M–Z*

#### **Pre-K/Regular Education**

Redbud A

#### **Head Start/Early Head Start**

Redbud B

#### **Head Start Disability Coordinators**

Mountain Laurel

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

Windflower

#### **Part C/Infants & Toddlers Specialists/Early Intervention**

Azalea

## 5:15–6:30 PM: Presenter Reception

Magnolia Lounge

## Wednesday, May 10, 2017

8:00–9:00 AM: Continental Breakfast

9:00–10:30 AM: Concurrent Sessions

### *What Rocks Your Boat?*

#### *One Practitioner's Favorite Strategies for Engaging and Teaching Young Children with Disabilities*

Kathy Davis, Corie Davis

Azalea

Age Group: Birth–5

Primary Audience: Professional Development Providers, Practitioners, Families

DEC Recommended Practices: Assessment, Environment, Instruction, Interaction

Learn how finding the answer to the question “What Rocks Your Boat?” can be a key to success for young children with disabilities in the early childhood classroom. The role of child preference in learning will be presented and participants will learn easy to use child and classroom assessment tools to individualize teaching in the context of the well-engineered classroom. Presentation of basic prompting strategies to sustain high levels of success will provide daily use strategies for teaching children in the midst of the busy activities and routines of the early childhood classroom. Discussion and small groups will be used to provide participants opportunities to share their favorite strategies. In recognition of the daily challenges involved in running an inclusive classroom, participants will also be asked to share their greatest challenges. Strategies and challenges will be compiled and posted on the Institute website to grow the implementation toolboxes for the practitioner and the policy maker.

### *Foundations of Infant and Early Childhood Mental Health*

Jodi Whiteman

Windflower

Age Group: Birth–5

Primary Audience: All

DEC Recommended Practices: Family, Instruction, Interaction

Responsive relationships with consistent primary caregivers help build secure attachments that support healthy social-emotional development. These relationships form the foundation of mental health for infants, toddlers and preschoolers. This session addresses a wide range of areas from the historical foundations of Infant and Early Childhood Mental Health, importance of attachment, building relationships, and responsive caregiving to disorders that can disrupt these processes. Participants will gain a better understanding of the mental health needs of infants, toddlers, and young children and their families and strategies for supporting them.

### *Using Evidence-Based Practices for Children with ASD to Support Effective Inclusion*

Ann Sam

Dogwood A

Age Group: PreK–3rd

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

DEC Recommended Practices: Instruction, Interaction, Teaming and Collaboration

Evidence-based practices have been shown to support inclusive education. This session will review the 27 evidence-based practices and describe a process for teachers and practitioners to select one or more of the 27 identified evidence-based practices. One evidence-based practice, structured play groups, will be described and resources will be provided. Finally, the free, online resource of Autism Focused Intervention Resources and Modules (AFIRM) will be shared. Participants will discuss how this resource can be used in their settings.

***Implementation of Itinerant Early Childhood Special Education Services***

Ruth Gallucci, Amy Grattan, Laurie Dinnebeil, Bill McInerney

Bellflower

Age Group: 3–5

Primary Audience: Professional Development Providers, Local &amp; State Administrators

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

The session will include an overview of a roll-out of the *Itinerant Early Childhood Special Education Service Delivery Model* (IECSE). The session will include an overview of the itinerant model, the rationale for introducing the model in Rhode Island, initial steps of implementation, scaling up, RI's current IECSE model (which includes both direct instruction and consultation with the general education teacher) and the infrastructure of supports for practitioners. Time will be provided for participants to consider the benefits and challenges of implementing an itinerant model within their state or district as well as an opportunity to ask questions and provide feedback.

***Using Practice-Based Coaching for the Implementation of Social, Emotional, and Behavioral Practices***

Lise Fox

Redbud A

Age Group: 3–5

Primary Audience: Professional Development Providers, Practitioners, Local Administrators

*DEC Recommended Practices: Instruction, Interaction*

Teachers must feel confident and be competent in their use of social, emotional, and behavior support practices. This session will explore the use of practice-based coaching for supporting teachers in their implementation of the *Pyramid Model* practices. Discussion topics will include the use of the *Teaching Pyramid Observation Tool*, coaching strategies, and coaching challenges.

***aRPy's Ambassadors: DEC Recommended Practices for All the Little Ones***

Joan Danaher, Chelsea Guillen, Nancy Surbrook, Katy McCullough, Alex Lazara, Sharon Lunn

Mountain Laurel

Age Group: B–5

Primary Audience: All

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

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

***Blended Practices for Supporting ALL Children in Inclusive Early Childhood Settings****(This session will be repeated at 3:30.)*

Jennifer Grisham-Brown

Redbud B

Age Group: B–5, PreK–3rd

Primary Audience: All

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

The purpose of this presentation is to provide an overview of a curriculum framework that blended theory and practice from early childhood and early childhood special education to support all young children in early childhood settings. The presenter will describe four elements of the curriculum framework including assessment, scope and sequence, activities and instruction, and progress monitoring. The presenter will demonstrate how the described curriculum framework can be used to conceptualize Response to Intervention in inclusive early childhood settings. Participants will leave with at least one specific strategy that will be useful for them to plan, implement, and evaluate evidence-based practices in inclusive settings. Opportunities for viewing high quality inclusive practices through video and opportunities for practice and discussion will be provided.

***Trusting Family Partnerships as a Way Forward to High Quality Inclusive Practices*****Ann Turnbull**

Dogwood B

Age Group: 3–5

Primary Audience: All

*DEC Recommended Practices: Family*

This session will provide a model for establishing trusting partnerships with families in promoting inclusive education. Ann will delineate 6 key principles of trusting partnerships—communication, professional competency in fostering child outcomes, respect, commitment, equality, and advocacy grounded in research, the new federal policy on family engagement, and DEC/Head Start family frameworks. Then she will apply these principles to family-practitioner partnerships to overcome inclusion barriers and to expand inclusion resources.

***Power to the Profession: Listening Session*****Marica Mitchell, Peggy Kemp, Lynette Fraga**

Sunflower

Age Group: All

Primary Audience: All

*DEC Recommended Practices: Leadership*

Ensuring that early childhood educators working across all 0-8 settings receive comparable support has been a challenge for decades. What will it take to get us there? How can we build a high quality workforce across all sectors and ensure that each and every child has access to a high quality teaching and learning environment regardless of program or geographical setting? Learn more about and inform Power to the Profession, a NAEYC-led initiative to transform and advance the early childhood education profession.

**10:30–11:00 AM: Break****11:00 AM–12:30 PM: Concurrent Sessions*****Ensuring Fidelity When Using a Primary Service Provider Approach to Teaming*****M'Lisa Shelden, Dathan Rush**

Dogwood A

Age Group: B–3

Primary Audience: Professional Development Providers, Practitioners, State &amp; Local Administrators

*DEC Recommended Practices: Teaming and Collaboration*

Join Rush and Shelden for in depth analysis of joint visits when using a primary service provider approach to teaming in early intervention. Participants will have the opportunity to use and take home a new tool for ensuring fidelity to practice while viewing video of team members on a joint visit implementing coaching and natural learning environment practices.

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

Dogwood B

Age Group: 3-5, PreK–3rd

Primary Audience: Practitioners, Local Administrators

*DEC Recommended Practices: Instruction, Interaction*

This highly interactive session builds off of the authentic experiences of its participants. The presenter will introduce a series of relevant and contemporary issues related to fostering inclusive environments for dual language learners, briefly explaining the related language acquisition and development theories. Participants will then have an opportunity to share observations and insights from their own classrooms while we collectively explore solutions to perceived obstacles to supporting non-native English speakers in the mainstream classroom. Each segment will conclude with practical tips and strategies that participants can adapt for use in their daily practice.

***The Power of Federal Regulations and Policies for Successful Inclusion*****Sharon Walsh, Beth Caron**

Sunflower

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, have a significant and 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.

***Autism: The Antidote to the 25 Hours of Professional-Delivered Service*****Robin McWilliam, Kimberly Resua**

Redbud A

Age Group: B-5

Primary Audience: All

*DEC Recommended Practices: Family, Instruction*

A big challenge in early childhood programs is how to serve children with autism, especially in the face of pressure to maximize hours of service. In this session, we present a model for giving children enough learning opportunities without robbing them of their childhood by having them in “services” for 25 hours a week. Parents and other natural caregivers learn to use caregiver-mediated interventions in which families learn to use incidental teaching, a naturalistic approach from applied behavior analysis. This session demonstrates how inappropriate ABA is bad but appropriate ABA is good.

***Daily Dilemmas in Implementing Inclusion – and How to Make it Work*****Kathleen Gallagher, Emily Dorsey**

Redbud B

Age Group: B-5

Primary Audience: All

*DEC Recommended Practices: All*

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

***Innovative Techniques: Helping Children Move Up the Developmental Ladder*****Nicole Briceno, Alicia Westbrook**

Mountain Laurel

Age Group: 3–5

Primary Audience: All

*DEC Recommended Practices: Environment, Interaction*

The high-quality inclusive classroom provides children multiple opportunities to make choices and harness their natural interests. The session will emphasize how to create back and forth interactions while following a child’s lead to establish foundational skills of shared attention, engagement, and problem solving in the inclusive preschool classroom. Further, the session will emphasize *Universal Design for Learning* principles of promoting multiple ways of presenting information, engaging children in learning activities, and allowing children to respond in multiple ways. Participants may share and discuss how they consider the cognitive, communication, and sensory needs of each child; the multiple guided practices implemented when teaching; consideration of the timing of each child’s response; and presentation of content in multiple formats.



***A Strength-Based Approach: Seeing Children as “At Potential”*****Mary Ruth Coleman**

Azalea

Age Group: B–5, PreK–3rd

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!

***Early Childhood Mental Health: What You (and Your Staff) Need to Know*****Robin Rooney, Lanier DeGrella, Vivian James**

Windflower

Age Group: B–5

Primary Audience: All

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

Do you have the knowledge and skills to promote young children’s social-emotional development? To recognize when there is a risk for mental health issues that may interfere with development? Presenters will share competencies established by mental health professional organizations for the early care and education workforce. Participants will interact with resources, such as free ‘e-modules,’ designed to move the workforce toward competence in the areas of social-emotional development, early brain development, self-regulation, toxic stress, and relationships. Presenters will then discuss with participants how integrated and coordinated local early care and education systems can work together to appropriately identify and serve children and families who need mental health services.

***Dance of Partnership: Why do My Feet Hurt? Strengthening the Family-Provider Partnership*****Janice Fialka**

Bellflower

Age Group: All

Primary Audience: All

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

The Dance of Partnership is targeted toward parents of children with disabilities and the professionals who work with them. It is designed to assist participants to better understand the challenges of forming creative partnerships. As a result of this training, both parents and professionals gain insights about this working alliance and are better able to collaborate effectively for children with special needs. Strengthening the parent-professional partnership is an essential aspect to helping children achieve their greatest potential. Mini-lectures, video clips, and interactive activities are used to ensure a lively and thoughtful experience and exchange of ideas.

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

## 1:30–3:00 PM: Concurrent Sessions

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

Constance Walker

Dogwood B

Age Group: B–5, Prek–3

Primary Audience: All

DEC Recommended Practices: All

In this session participants will learn how to: create a boy-friendly classroom that understands and supports boys in their different learning styles, partner with parents, build relationships and promote social/emotional development, address challenging behaviors in the classroom and how to promote positive racial, ethnic, and gender identity in the early childhood classroom/environment. Participants will have the opportunity to develop a boy-friendly implementation plan including strategies for collaboration needed for implementation of the plan.

### ***Finding and Accessing High-Quality Inclusive Childcare: Voices from Families and Providers***

Laurie Dinnebell, Bill McInerney

Windflower

Age Group: B–5

Primary Audience: Professional Development Providers, Family, State Administrators

DEC Recommended Practices: Leadership, Family, Teaming and Collaboration

Project Open House is looking for ways to improve families' access to high-quality inclusive childcare for their young children with special needs. At this session, participants will hear about what we have heard from families and providers as well as learn about how access to inclusive childcare differs from state to state. We will also share information about how states' QRIS systems support families' access to high-quality, inclusive childcare and provide opportunities for participants to discuss issues that they face at home in terms of accessing high-quality, inclusive childcare.

### ***Preschool Development Grants and Inclusion: Data, Progress and Challenges***

Shelley deFosset, Jim Lesko

Bellflower

Age Group: 3–5

Primary Audience: Professional Development Providers, Local & State Administrators

DEC Recommended Practices: Leadership, Teaming and Collaboration

Low rates of inclusion for children with disabilities in early childhood programs persists as a national concern. Federal initiatives such as the Preschool Development Grant (PDG) Program require that states make and report progress in serving preschoolers with disabilities. This session will share data on inclusion in the PDG programs as well as the progress and lessons learned in supporting state and local efforts in developing quality systems of inclusive services. Participants will have an opportunity to discuss these strategies and how they can be used in their states and localities.

### ***Making Connections through Play (This session will be repeated Thursday at 10:15.)***

Aron Hall

Mountain Laurel

Age Group: Prek–3

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? Helping those kids become connected and have friends. Come have fun while learning and practicing techniques and activities that will help kids develop friendships.

***Begin with the End in Mind: Making Inclusion Work from Early Intervention to Post Secondary Services*****Harriet Able, Nancy Bagatell, Tamira White**

Dogwood A

Age Group: B-5

Primary Audience: All

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

This presentation will highlight the perceptions of families and their adolescents with high functioning autism who are graduates of inclusive early intervention and school based programming regarding adult life. The need for family and youth empowerment for greater advocacy and self-determination will be emphasized. Specifically, the elements of transition planning and supports needed at the early childhood to secondary levels to ensure successful inclusion and enhanced quality of life for individuals with autism spectrum disorder (ASD) and their families will be addressed.

***Providing Coaching for Practice Change: Supporting Teachers to Implement Evidence-Based Practices*****Lise Fox**

Redbud A

Age Group: 3-5

Primary Audience: Professional Development Providers, Practitioners, Local Administrators

*DEC Recommended Practices: All*

How do you support teachers to implement evidence-based practices with fidelity? In this session, we will explore the implementation of practice-based coaching and how it can be delivered within inclusive programs to ensure the implementation of *Division of Early Childhood (DEC) Recommended Practices*. The session will include a discussion of coaching challenges and strategies.

***21st Century Assistive Technology (AT) for Young Children – Cutting-Edge Technologies that Support Children's Access to Learning Opportunities*****Bridget Gilormini, Susan Mistrett, Johan de Besche, Suzanne Milbourne**

Azalea

Age Group: B-5

Primary Audience: Family, Practitioners, Professional Development Providers

*DEC Recommended Practices: Environment*

The assistive technologies of today represent a diverse range of products, people and potentials never before seen in the field. This presentation will discuss a variety of timely technology trends that are shaking up the assistive technology field and creating newfound possibilities for children with any disability. Trends discussed may include: wearable technology, 3D printing, the internet of things, telepresence and robotics, and the crowdfunding and do-it-yourself movements.

***Powerful Perspectives: How New Federal Policies and Position Statements Can Inform Our Work*****Camille Catlett, Megan Vinh**

Redbud B

Age Group: B-5

Primary Audience: All

*DEC Recommended Practices: All*

The past 18 months has seen the emergence of new policies, position statements, and guidance in four areas of early childhood/early childhood special education: 1) family engagement; 2) inclusion; 3) dual language learners; and 4) suspension and expulsion. Each of these has tremendous implications for individual, program, agency, and state efforts to support inclusion. This session will provide a very brief overview of key guidance in each area, then dive into the policy statement on inclusion. Together we'll model a process that you can use with your colleagues to discuss how the policy statement can inform daily interactions, research, technical assistance, professional development, and product development.

***Collaboration and Coordination Is the Key: Promoting Inclusion Across All Service Systems and Levels***

Verna Thompson, Kathy Whaley, Judy Swett, Ann Kremer, Sarah Holland, Antoinette Kurzinger

Sunflower

Age Group: 3–5

Primary Audience: Professional Development Providers, Local &amp; State Administrators

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

Representatives from states participating in the The Early Childhood Technical Assistance (ECTA) Center and the Center for IDEA Early Childhood Data Systems (DaSy Center) Inclusion Cohort intensive technical assistance project will share perspectives on improving and supporting inclusion at different levels of the state and local service systems. This cross-sector panel will discuss the infrastructure components necessary for building and supporting inclusion at both the state and local level. Their successes and challenges related to ensuring stakeholder engagement and fostering family involvement will be provided, as well as the positive changes and challenges they witnessed as their inclusion journey evolved. Session participants will learn effective strategies to strengthen collaborations between state and local systems and programs that will lead to improved outcomes both for young children with disabilities and for the programs that support them. This session will provide multiple opportunities for discussion and reflection from meeting participants.

**3:00–3:30 PM: Break****3:30–5:00 PM: Concurrent Sessions*****Assessment to Inform Instruction in Inclusive Classrooms***

Mary McLean

Dogwood A

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 assessment to inform instruction in inclusive settings. The session will begin with an overview of *Embedded Instruction*—an instructional strategy that embeds instruction on individualized learning targets in ongoing activities, routines and transitions in inclusive preschool settings. Participants will learn how to identify individualized learning targets that relate to IEP goals as well as early learning foundations and curriculum. In addition, participants will engage in planning activity-focused observations to ensure that learning targets identified are functional and proximal for the child. Participants will learn how to use an activity matrix to embed instruction on learning targets in ongoing activities in the classroom. Finally, participants will learn how to embed assessment in typical activities and routines and how to analyze assessment results to inform changes in instruction.

***The Importance of Looking, Listening and Learning from Your Work: Relationship-Based, Reflective Practice***

Jodi Whiteman

Dogwood B

Age Group: B–5

Primary Audience: Professional Development Providers, Practitioners

*DEC Recommended Practices: Leadership, Family, Interaction, Teaming and Collaboration*

Relationships impact other relationships. This simple statement offers a powerful tool for early intervention professionals who are seeking to handle the array of questions, surprises, and dilemmas that arise in a single day of working with very young children and their families. Creating relationships within which staff are supported to do their best thinking helps them to do the same with families. Parents who experience this type of relationship with staff are better equipped to build nurturing relationships with their very young children. This session will explore the foundations of relationship-based and reflective practice, as well as explore the benefits and challenges of implementing reflective practice into your work and practice using the “Look, Listen and Learn” model approach in working with families.



***Blended Practices for Supporting ALL Children in Inclusive Early Childhood Settings (repeat session)*****Jennifer Grisham Brown**

Redbud B

Age Group: B–5, PreK–3rd

Primary Audience: All

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

The purpose of this presentation is to provide an overview of a curriculum framework that blended theory and practice from early childhood and early childhood special education to support all young children in early childhood settings. The presenter will describe four elements of the curriculum framework including assessment, scope and sequence, activities and instruction, and progress monitoring. The presenter will demonstrate how the described curriculum framework can be used to conceptualize Response to Intervention in inclusive early childhood settings. Participants will leave with at least one specific strategy that will be useful for them to plan, implement, and evaluate evidence-based practices in inclusive settings. Opportunities for viewing high quality inclusive practices through video and opportunities for practice and discussion will be provided.

***Systems Barriers to Reducing Early Childhood Suspension and Expulsion*****Megan Vinh, Sharon Walsh, Debbie Cate**

Sunflower

Age Group: B–5, PreK–3rd

Primary Audience: Practitioners, Local &amp; State Administrators

*DEC Recommended Practices: Leadership*

In early childhood, there is a troubling trend of young children being suspended and expelled at significant rates. Specifically, those children who most need access to high quality programs are the least likely to attend and the most likely to be suspended or expelled. Being suspended and expelled leads to poor outcomes, including disengagement from the educational systems, antisocial behaviors, and risk for entering the juvenile justice systems. To address these issues, it's important to understand the system facilitators and barriers to reducing suspension and expulsions. This session will discuss federal policies (i.e., IDEA, Head Start, Child Care, ESSA), along with strategies to reduce the systemic barriers to reducing suspension and expulsion. Participants will be actively engaged in discussion about the supports needed to implement evidence-based practices that can support practitioners in reducing suspension and expulsion.

***Autism, Our Journey Together, A Message of Hope*****DJ Svoboda, Cindi Svoboda**

Azalea

Age Group: All

Primary Audience: All

*DEC Recommended Practices: Family*

Our presentation is our story. We share our journey from DJ's diagnosis at the age of three to where we are today. DJ discusses his Imagifriends of Imagiville and the lessons they teach and how he is using his art to raise awareness and acceptance for all those with autism and disabilities. We share our "Journey Together."

***Making Connections: Fostering Friendships for Youth with and without Disabilities*****Anna Luther, Katherine King**

Redbud A

Age Group: 3–5, PreK–3rd

Primary Audience: Professional Development Providers, Practitioners, Family

*DEC Recommended Practices: Environment, Interaction*

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

***Using Children's Literature to Support Children's Understanding of Social Justice*****Kate Gallagher**

Mountain Laurel

Age Group: B-5

Primary Audience: Practitioners, Families

*DEC Recommended Practices: Family, Instruction, Interaction*

Story reading and picture books have always served as a means for adults to educate children about sociocultural norms and expectations. In an increasingly diverse society with growing economic and social disparities, it is important to use high quality children's literature to support children's learning of empathy, compassion and social justice. This interactive session will use children's books, and focus on how children benefit from opportunities to learn about real societal challenges via literature that considers and respects their developmental capacities and understandings.

***Developing Community Capacity to Scale Evidence-Based Parenting & Family Support Programs*****Will Aldridge, Claire Veazey**

Bellflower

Age Group: B-5

Primary Audience: All

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

Scaling evidence-based prevention and wellbeing programs to achieve population-level outcomes can present unique challenges to cross-sector partners. A logic model for developing community implementation capacity will be presented and discussed in the context of efforts to scale the *Triple P – Positive Parenting Program* in North Carolina. Triple P offers a system of parenting and family support interventions, including an option for parents with children who have disabilities or developmental delays, modeled on a public health approach. Examples of multi-level systems data that are guiding community improvement for program success and sustainability will be shared. Participants will be asked to reflect on the logic model as they share cross-sector experiences and lessons learned, particularly as related to scaling community-wide early intervention and education programs.

***Inclusion from the Start: Creating the Foundation for an Inclusive Life*****Penny Dell, Kathy Whaley**

Windflower

Age Group: B-5, PreK-3rd

Primary Audience: All

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

This session will focus on the importance of inclusive practices beginning from the time a baby, toddler, or preschooler is identified as having a disability. We will look at the myths about inclusion and what the research, facts, and laws tell us. We will consider the important role attitudes and beliefs take in creating and maintaining a foundation of inclusion and in developing policy, guidance, and implementing practices and strategies. Participants will engage in an activity and small group discussion that examines personal attitudes and beliefs. Participants will leave with resources and tools.

## Thursday, May 11, 2017

7:30–8:30 AM: Continental Breakfast

8:30–10:00 AM: Concurrent Sessions

### *Special Listening Session for Head Start Disability Coordinators (By Invitation Only)*

Boardroom

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

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

Jani Kozlowski

Azalea

Age Group: All

Primary Audience: All

*DEC Recommended Practices: Leadership, Family, Interaction, Teaming and Collaboration*

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 Kozlowski 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 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.

### *Helping Early Educators Un-Learn Implicit Biases through Professional Development Activities*

Megan Vinh, Jen Neitzel

Dogwood A

Age Group: Birth–5, PreK–3rd

Primary Audience: All

*DEC Recommended Practices: Instruction, Interaction*

In early childhood, we see stark racial disparities with instructional and program discipline practices, such as suspension and expulsion, particularly between young African American children and their White counterparts. Associated with this, implicit bias plays a key role in how we interact with and support young children of color. Implicit biases also can affect the inclusion of young children with disabilities, specifically related to how personnel interact with and work to ensure that children with differing abilities receive the supports and services needed to participate as a full member of the classroom. This session aims to support leaders, including practitioners and administrators, with understanding professional development strategies that support the implementation of culturally responsive practices within programs. This session will actively engage participants in learning self-reflection and de-biasing strategies, along with professional development strategies to improve culturally responsive practices.

### *Teaching Functional Skills to Infants and Toddlers with Severe Disabilities*

Robin McWilliam

Dogwood B

Age Group: B–3

Primary Audience: All

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

What is “functioning” in an infant or toddler with severe-profound disabilities? This session will identify functional skills within different routines, focused on engagement, independence, and social relationships. We will explore how professionals can promote evidence-based parenting and instructional practices to foster functioning. Finally, participants will see how principles of applied behavior analysis, so often used in decontextualized ways, can be used in playful, ordinary routines.

***Using the Inclusive Classroom Profile (ICP) to Inform Professional Development: What States are Doing***

Carla Fenson, Alicia Westbrook, Leslie LaVergne, Brandy Locchetta, Ann Kremer

Mountain Laurel

Age Group: Birth–5, PreK–3rd

Primary Audience: All

*DEC Recommended Practices: Assessment, Instruction*

The newly published *Inclusive Classroom Profile (ICP)* is an observation tool that assesses the quality of inclusive practices in early childhood classrooms (ages 2–5) across 12 practices. In this session, representatives from Mississippi, Georgia, and Illinois will share how they are using the ICP to improve the quality of inclusive practices in their communities. Learn about their successes and challenges and share your own. The session will include opportunities for discussion and questions.

***Early Learning and Development Progressions:******Birth to Five – From Formative Assessment to Recommended Practices***

Janet Sockwell, Lori Hartley, Kris Earl

Sunflower

Age Group: B–5

Primary Audience: All

*DEC Recommended Practices: Assessment, Instruction*

Learn strategies for facilitating classroom assessment practices and informing instruction in an inclusive setting. The *NC Early Learning and Development Progressions: Birth to Five* is a no-cost, online tool that breaks down skill areas for ALL children from birth to age five, in the developmental domains of emotional and social development, health and physical development, language development and communication, and cognitive development. Skill descriptions at two-, three-, or six-month intervals allow teachers and families to observe a child's current developmental level and to track incremental changes over time. Using this information, teachers and families can intentionally plan and individualize next steps for each child, particularly important for children with disabilities. Classroom scenarios will be used to guide participants through the process of using progressions to determine a child's current developmental level, next instructional step, as well as ways to embed intervention into a home or classroom routine. We will wrap up the session with a discussion of how local providers are using progressions to enhance teacher and family understanding of age-appropriate developmental expectations.

***Inspiring Inclusion Using a Community of Practice Model***

Naomi Karp, Erin Aguilar, Ann Turnbull

Bellflower

Age Group: B–5

Primary Audience: All

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

Learn how to advance inclusion through a community of practice model. We will provide an overview of how early childhood teachers in Tucson are studying and applying best classroom practices for infants, toddlers, and preschoolers through 16 different communities of practice. After a brief overview of how this system operates, the majority of the session will focus on the successes and “lessons learned” from the inclusion community of practice, Inspiring Inclusion. This will be a highly interactive session, with ample time for questions and discussions, and attendees will receive a variety of handouts and materials to enable them to replicate a community of practice approach aligned with their own local needs.

***Strategies for Financing Preschool Inclusion***

Debbie Cate, Mary Peters

Redbud A

Age Group: 3–5

Primary Audience: All

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

Providing inclusive environments for preschool children with disabilities can be a challenge, yet it is a requirement under the Individuals with Disabilities Education Act (IDEA). Intentional collaboration and braided funding with early childhood partners can create high-quality programs that support inclusive opportunities. This session will highlight finance strategies and funding mechanisms that may be used to create inclusive early childhood environments. Participants will have an opportunity to discuss challenges, share successes and preview tools that may be used to support the financing of inclusive programs.



***The Intersection of Implementation Science and Inclusion*****Pam Winton**

Redbud B

Age Group: B-5

Primary Audience: All

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

Let's make DEC Recommended Practices the national standard for individualizing practices with children 0-5 in inclusive settings, embraced by ALL sectors of early childhood professionals. Using an implementation science framework, participants will create an action agenda for improving the likelihood that young children with disabilities experience high quality inclusive practices.

***EZ-wee-AT: Using Ordinary Items in New Ways to Promote Child Participation in Everyday Activities*****Suzanne Milbourne, Bridget Gilormini, Johan de Besche, Susan Mistrett**

Windflower

Age Group: B-5

Primary Audience: Families, Practitioners

*DEC Recommended Practices: Environment*

Things that help children with disabilities do something they could not otherwise do are called Assistive Technologies (AT). For very young children ordinary or simple items used in new and creative ways are transformed into AT that can expand opportunities for participation in everyday early childhood and family activities. Learn about and experience hands-on activities to discover your potential for providing AT to young children.

**10:00–10:15 AM: Break****10:15–11:45 AM: Concurrent Sessions*****Special Listening Session for Head Start Disability Coordinators (By Invitation Only)***

Boardroom

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

***Making Connections through Play (repeated session)*****Aron Hall**

Bellflower

Age Group: PreK–3rd

Primary Audience: Professional Development Providers, Practitioners

*DEC Recommended Practices: Instruction, Interaction*

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

***Rigor in Preschool and Kindergarten for ALL Children*****Carla Garrett, Marylee Sease**

Mountain Laurel

Age Group: 3–5

Primary Audience: Practitioners

*DEC Recommended Practices: Assessment, Environment, Instruction, Interaction, Transition*

What is evidence-based practice and what does it look like early childhood? Can appropriate practice and rigor coexist? What does rigor look like for children in various stages of development? Specific strategies will be shared to support early educators. A number of “turn and talk” opportunities will be utilized to encourage participants to process information and share knowledge with others. Participants will have the opportunity to use information gained to think about plans for next steps in their local classrooms/schools. Participants may choose to further enhance knowledge gained in this session by scheduling a demonstration classroom guided observation to see rigor in action. Information will be shared about the NC Office of Early Learning's Pre-K/K Demonstration Program, where visits to inclusive preschool and kindergarten classrooms are available to observe evidence-based practices.

***A Tale of Two Classrooms: A Child's Eye View*****Adam Holland, Gisele Crawford**

Windflower

Age Group: PreK–3rd

Primary Audience: Practitioners, Local &amp; State Administrators

*DEC Recommended Practices: Environment, Instruction, Interaction, Transition*

How can we help teachers and program leaders understand more about how children spend their time in school? This is particularly important when we think about children with special needs in inclusive settings. How do we know that such children are having meaningful experiences? How do we move from token inclusion to authentic inclusion? In this session, we will introduce and discuss the *EduSnap*, a tool that provides a minute-by-minute picture of how children spend their day in school, allowing educators to examine the degree to which those experiences are similar or different when comparing children with different needs and abilities.

***Integrating Evidence-Based Professional Development Resources to Support Children with Disabilities: Recommended Practices Modules*****Megan Vinh, Chih-Ing Lim, Tracie Dickson**

Dogwood A

Age Group: B–5

Primary Audience: Professional Development Providers, Local &amp; State Administrators

*DEC Recommended Practices: All*

Come explore a new series of free web-based modules for faculty and professional development providers to embed in their coursework or professional development opportunities. These modules build on existing high quality professional development resources such as CONNECT Modules and are aimed at helping learners implement the DEC Recommended Practices. In this session, you will learn how these modules complement CONNECT modules and can be embedded into your coursework and professional development opportunities.

***Teaching Self-Regulation Skills to Promote Adaptability and Resilience in Young Children*****Desiree Murray, Katie Rosanbalm**

Redbud B

Age Group: PreK–3rd

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

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

Self-regulation has become recognized as a key area of early child development that prepares children for success in school and beyond. Yet, specific skills and strategies for promoting self-regulation development within early childhood settings may not be clear. This session will describe key self-regulation skills that can be taught to young children systematically and intentionally without any specific curriculum, including children with social-emotional challenges and developmental delays. A variety of instructional methods including use of puppets, small group activities, and role plays will be demonstrated in the session through video and modeling. Interactive discussion will encourage brainstorming about how to build this component of instruction and coaching into the classroom.

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

Dogwood B

Age Group: B–5

Primary Audience: All

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

Come discover rich resources that can help professionals and families to support the successful participation of each young child. We'll explore high quality, no-cost resources that align with the *DEC Recommended Practices* and include activities, evidence-sources, videos, websites, listservs, 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.

***Mindful Moments: Practices that Promote Personal and Professional Wellbeing*****Lorie Barnes**

Redbud A

Age Group: All

Primary Audience: All

*DEC Recommended Practices: Interaction*

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

***Structures and Resources for Developing State and Local Cross-Sector Professional Development Partnerships*****Pam Winton, Jani Kozlowski, Heather Googe, Herman Knopf**

Sunflower

Age Group: B-5

Primary Audience: Local &amp; State Administrators

*DEC Recommended Practices: Leadership, Teaming and Collaboration*

It takes a village to prepare and support the early childhood workforce if we are to meet our goal of increasing high quality inclusion options for young children with disabilities (0-5). However, too often professional development at state and local levels is provided in siloes that are sector specific. This session provides resources and examples that illustrate innovative strategies and structures for promoting and delivering cross-sector professional development. The partnership examples include those among and between Head Start/Early Head Start, State and Local Education Agencies, child care, pre-k, preschool disabilities, and Institutions of Higher Education.

**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**

Redbud B

**Head Start Disability Coordinators**

Bellflower

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

Azalea

**Part C/Infants & Toddlers Specialists/Early Intervention**

Windflower

# Sessions at-a-Glance

**Tuesday, May 9, 2017**

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

## 2:45–4:15 PM: Plenary Sessions

Plenary 1: Federal and National Panel on

Early Childhood Directions and Initiatives for Enhancing the Quality of Inclusive Services ..... Grumman Auditorium

Plenary 2: Life Without Limitations.....The Family Perspective on Early Intervention ..... Dogwood A & B

## 4:15–5:15 PM: Concurrent Sessions

Reflection Sessions—

Preschool Special Education/Developmental Disabilities: Participants w/last names that begin with A-L..... Grumman Auditorium

Preschool Special Education/Developmental Disabilities: Participants w/last names that begin with M-Z ..... Dogwood A & B

Pre-K/Regular Education..... Redbud A

Head Start/Early Head Start and Early Care & Education..... Redbud B

Head Start Disability Coordinators ..... Mountain Laurel

Part C/Infants & Toddlers Specialists/Early Intervention ..... Azalea



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# Sessions at-a-Glance (cont.)

**Wednesday, May 10, 2017**

## 9:00–10:30 AM: Concurrent Sessions

Using Evidence-Based Practices for Children with ASD to Support Effective Inclusion .....	Dogwood A
Foundations of Infant and Early Childhood Mental Health .....	Windflower
State Level Implementation of Itinerant Early Childhood Special Education Services .....	Bellflower
aRPy's Ambassadors: DEC Recommended Practices for all the Little Ones .....	Mountain Laurel
Using Practice Based Coaching for the Implementation of Social, Emotional, and Behavioral Practices .....	Redbud A
Blended Practices for Supporting ALL Children in Inclusive Early Childhood Settings .....	Redbud B
Trusting Family Partnerships as a Way Forward to High Quality Inclusive Practices .....	Dogwood B
What Rocks Your Boat? One Practitioner's Favorite Strategies for Engaging and Teaching Young Children with Disabilities .....	Azalea
Power to the Profession: Listening Session .....	Sunflower

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

Ensuring Fidelity to Practice for Joint Visits When Using a Primary Service Provider Approach to Teaming .....	Dogwood A
Tales From the Field: Making Sense of Teaching Dual Language Learners .....	Dogwood B
Autism: The Antidote to the 25 Hours of Professional-Delivered Service .....	Redbud A
The Power of Federal Regulations and Policies For Successful Inclusion .....	Sunflower
Daily Dilemmas in Implementing Inclusion – and How to Make it Work .....	Redbud B
Innovative Techniques: Moving Up The Developmental Ladder .....	Mountain Laurel
A Strength-Based Approach: Seeing Children as “At Potential” .....	Azalea
Early Childhood Mental Health: What You (and your staff) Need to Know .....	Windflower
Dance of Partnership: Why do My Feet Hurt: Strengthening the Family-Provider Partnership .....	Bellflower

## 1:30–3:00 PM: Concurrent Sessions

Finding and Accessing High-Quality Inclusive Childcare: Voices from Families and Providers .....	Windflower
Preschool Development Grants and Inclusion: Data, Progress and Challenges .....	Bellflower
Making Connections through Play (session repeated Thursday at 10:15) .....	Mountain Laurel
Begin with the End in Mind: Making Inclusion Work from Early Intervention to Post Secondary Services .....	Dogwood A
Wired to Move: Facts and Strategies for Nurturing Boys in an Early Childhood Setting .....	Dogwood B
Providing Coaching for Practice Change: Supporting Teachers to Implement Evidence-Based Practices .....	Redbud A
21st Century AT for young children – Cutting Edge Technologies that Support Children's Access to Learning Opportunities .....	Azalea
Powerful Perspectives: How New Federal Policies and Position Statements Can Inform Our Work .....	Redbud B
Collaboration and Coordination Is the Key: Promoting Inclusion across All Service Systems and Levels .....	Sunflower

## 3:30–5:00 PM: Concurrent Sessions

Assessment to Inform Instruction in Inclusive Classrooms .....	Dogwood A
The Importance of Looking, Listening and Learning from Your Work: Relationship-Based, Reflective Practice .....	Dogwood B
Systems Barriers to Reducing Early Childhood Suspension and Expulsion .....	Sunflower
Autism, Our Journey Together, A Message of Hope .....	Azalea
Making Connections: Fostering Friendships for Youth with and without Disabilities .....	Redbud A
Using Children's Literature to Support Children's Understanding of Social Justice .....	Mountain Laurel
Developing Community Capacity to Scale Evidence-Based Parenting & Family Support Programs .....	Bellflower
Inclusion from the Start: Creating the Foundation for an Inclusive Life .....	Windflower
Blended Practices for Supporting ALL Children in Inclusive Early Childhood Settings (repeat session) .....	Redbud B

# Sessions at-a-Glance (cont.)

**Thursday, May 11, 2017**

## 8:30–10:00 AM: Concurrent Sessions

My Father, My Son, Myself: Reflections on Overcoming Challenges . . . . .	Azalea
Helping Early Educators Un-Learn Implicit Biases through Professional Development Activities . . . . .	Dogwood A
Teaching Functional Skills to Infants and Toddlers with Severe Disabilities . . . . .	Dogwood B
Using the <i>Inclusive Classroom Profile (ICP)</i> to Inform Professional Development: What States Are Doing . . . . .	Mountain Laurel
Early Learning and Development Progressions: Birth to Five – From Formative Assessment to Recommended Practices . . . . .	Sunflower
Inspiring Inclusion Using a Community of Practice Model . . . . .	Bellflower
Strategies for Financing Preschool Inclusion . . . . .	Redbud A
The Intersection of Implementation Science and Inclusion . . . . .	Redbud B
EZ-wee-AT: Using Ordinary Items in New Ways to Promote Child Participation in Everyday Activities . . . . .	Windflower

## 10:15–11:45 AM: Concurrent Sessions

Making Connections through Play (repeated session) . . . . .	Bellflower
Rigor in Preschool and Kindergarten for ALL Children . . . . .	Mountain Laurel
A Tale of Two Classrooms: A Child's Eye View . . . . .	Windflower
Integrating Evidence-Based Professional Development Resources to Support Children with Disabilities: Recommended Practices Modules (RPMs) . . . . .	Dogwood A
Teaching Self-Regulation Skills to Promote Adaptability and Resilience in Young Children . . . . .	Redbud B
The Right Stuff: Resources to Support the Full Participation of Each Young Child . . . . .	Dogwood B
Mindful Moments: Practices that Promote Personal and Professional Wellbeing . . . . .	Redbud A
Structures and Resources for Developing State and Local Cross-Sector Professional Development Partnerships . . . . .	Sunflower

## 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 and Early Care & Education . . . . .	Redbud B
Head Start Disability Coordinators . . . . .	Bellflower
Part C/Infants & Toddlers Specialists/Early Intervention . . . . .	Windflower

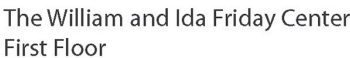
## Session Evaluations Are Online

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.

# The William and Ida Friday Center for Continuing Education



# 2018 National Early Childhood Inclusion Institute

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the  
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