

# 19<sup>th</sup> National Early Childhood Inclusion Institute

May 7–9, 2019 | William & Ida Friday Center for Continuing Education | UNC-Chapel Hill



FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE

WITH SPONSORSHIP FROM



Department of Public Instruction  
Office of Early Learning

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# Welcome!

On behalf of the Frank Porter Graham Child Development Institute (FPG), welcome to the 19th National Early Childhood Inclusion Institute. We want to recognize the involvement of our advisers and sponsors; please see the list below.

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

Thank you for joining us this year!

— Tracey West, CONFERENCE CHAIR

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FPG Child Development Institute

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# Agenda

**Tuesday, May 7, 2019**

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

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

**Mindful Self-Compassion: Caring for Yourself While You Care for Others**

Karen Bluth and Laura Prochnow Phillips

Redbud A & B

**Doing Justice: Understanding Disability, Identity, and Belonging to Practice Inclusion**

Megan Vinh, Sheresa Blanchard, and Jen Newton

Azalea

**Practice-Based Coaching: Learn About It and Do It!**

Patricia Snyder and Mary Louise Hemmeter

Windflower

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

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

Grumman Auditorium

**Opening the Institute**

Aysenil Belger, DIRECTOR, FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

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

**Keynote Address**

***What to Expect When the Unexpected Happens***

Mary Beth Moore, PROFESSIONAL, PARENT, AND ADVOCATE



Sometimes life isn't what you expected it would be. And sometimes the most beautiful views are seen when you walk the less traveled path. Sharing her journey as the mom of a child with a disability, Mary Beth Moore will provide a collection of lessons learned from embracing the unexpected. You will hear moving stories of triumph, defeat and the power of hope in navigating a world that greatly challenges people with disabilities and their families. Be inspired to see beauty in the unexpected journey and to meet those along the way with courage, empathy and grace.

2:15–2:45 PM: Break

## 2:45–4:15 PM: Plenary Sessions

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

#### Panelists

Grumman Auditorium

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

Georgina Peacock, MD, MPH, DIRECTOR FOR THE DIVISION OF HUMAN DEVELOPMENT AND DISABILITY IN THE NATIONAL CENTER ON BIRTH DEFECTS AND DEVELOPMENTAL DISABILITIES, CENTER FOR DISEASE CONTROL AND PREVENTION

Laurie VanderPloeg, DIRECTOR FOR THE OFFICE OF SPECIAL EDUCATION PROGRAMS, U.S. DEPARTMENT OF EDUCATION

#### Moderator

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

The intention for this interactive session is to listen, learn, and share perspectives about inclusion with an inter-agency panel of policy leaders representing the US Department of Education, Office of Special Education Programs, and the US Department of Health and Human Services, Health Resources and Services Administration, and Administration for Children and Families, Offices of Head Start and Child Care. Each panelist will provide a brief update on early childhood priorities and inclusion initiatives within their agencies. The audience will then share their challenges and valued resources in implementing high quality inclusion using a live polling feature on their mobile devices, followed by individual questions and comments related to these so that panelists and audience members have a chance for lively discussion centered around inclusion from “grasstops to grassroots.”

### Plenary 2—The Story of Building Bridges and Resiliency: Becoming the Village Teacher and Moving from “That Kid” to “That Teacher”

Freebird McKinney, NORTH CAROLINA STATE TEACHER OF THE YEAR, HIGH SCHOOL TEACHER, WALTER M. WILLIAMS HIGH SCHOOL & ADJUNCT PROFESSOR, ELON UNIVERSITY

Dogwood A & B

Julie Pittman, NORTH CAROLINA WESTERN REGION TEACHER OF THE YEAR, R-S CENTRAL HIGH SCHOOL

Join NCs Teacher of the Year and the Western Region Teacher of Year as they share their personal stories of resiliency and using their stories to build bridges. Freebird’s story to “choose happiness” and discover his purpose, has allowed him to be the Village Teacher, and engage his students at Maslow’s highest level, leading to his self-actualization, and realization for his school, his community, and his students. Julie shares how reclaiming the narrative of “That Kid” moved to becoming “That Teacher” by understanding how trauma can be addressed by building critical relationships and experiences through passionate public educators.

## 4:15–5:15 PM: Reflection Sessions

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

#### Preschool Special Education/Developmental Disabilities

Grumman Auditorium

*Participants with last names that begin with A–L*

#### Preschool Special Education/Developmental Disabilities

Dogwood A & B

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

#### Pre-K/Regular Education

Redbud A & B

#### Head Start/Early Head Start

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 8, 2019

8:00–9:00 AM: Continental Breakfast (*Pick up your lunch ticket at the registration desk*)

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

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

Pat Snyder and Mary Louise Hemmeter

Bellflower

9:00–10:30 AM: Concurrent Sessions

#### Building Successful Teams

Chris Moore

Windflower

Age Group: Birth–5

Primary Audience: All

*DEC Recommended Practices: Teaming and Collaboration*

In this session, you will learn how to build and operate as part of a successful IEP team with the very important objective of helping a child reach their fullest potential. We will discuss common errors made by teams, how to move forward, build from experiences, and talk about the results that can be achieved when the IEP team works together as a true team.

#### Now We're at the Table:

#### Inclusive Practices and Policies that Build Systems for Young Children and Families

Katherine Gallagher, Susan Sarver, Jim Lesko, Christina Kasprzak

Mountain Laurel

Age Group: Birth–5

Primary Audience: All

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

Forty-six states were awarded Preschool Development Grants for Birth – Five (PDG B-5), an opportunity to align and enhance early childhood programs and systems, including those that serve young children with disabilities. Now “at the table”, EI/ECSE professionals have an extraordinary opportunity to contribute in meaningful ways toward building cross-sector systems and services to effectively support children and families. In this highly interactive session, participants will engage with cross-state and cross-system colleagues to identify how states are implementing their PDG B-5 activities (e.g. needs assessment, strategic plan, etc.). Participants will begin by identifying challenges in the work of inclusive alignment and enhancement of state early childhood services and systems, followed by sharing and generating “Wins and Solutions”. Cross-sector groups of participants will identify and share what is working in their state for building inclusive systems, and how learning can be generalized across state services and systems. “Wins and Solutions” will be shared across participants following the Institute.

**Tr** This year the Inclusion Institute is featuring a series of sessions on trauma and resilience, exploring how trauma affects children and families, as well as protective factors that promote resilience. Look for **Tr** next to session titles.

## **Nuts and Bolts of the Routines-Based Model for Children Birth to Five and Their Families**

**Robin McWilliam, Pau García Grau**

Redbud A

Age Group: Birth–5

Primary Audience: All

*DEC Recommended Practices: Assessment, Family, Instruction, Teaming and Collaboration*

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

## **High Quality Inclusion: The Essential Elements for Classrooms**

**Phil Strain, Alissa Rausch**

Sunflower

Age Group: Birth–5

Primary Audience: All

*DEC Recommended Practices: All Recommended Practices*

Promoting and sustaining inclusion continues to be challenging across early care and education systems. The Indicators of High-Quality Inclusion Initiative represents the ongoing work of a group of cross sector partners representing early learning agencies and programs. These inclusion indicators support ECE educators and leaders in all sectors birth to five, home-based and center-based settings, to grow their capacity to better serve children with disabilities in their settings. This session will focus on the Classroom Indicators, including how they align with the State and Local System Indicators. Each indicator includes a rationale, a comprehensive list of resources, and a checklist and rubric that supports high quality inclusive practices across settings. This interactive session will: (1) outline the benefits of high-quality preschool inclusion, (2) the research that supports preschool inclusion, (3) share the work on the development of the inclusion indicators and accompanying materials, and (4) how they can be used to support high quality preschool inclusion across the globe. This session will also share video demonstrations of high-quality inclusion in action.

## **Words, Sign, Pictures & Gestures:**

### **Strategies for Promoting Social-Communication in Inclusive Settings**

**Hedda Meadan, Jamie Pearson**

Redbud B

Age Group: Birth–5

Primary Audience: All

*DEC Recommended Practices: Environment, Family, Interaction*

Social-communication skills are important for communicating wants and needs, developing relationships and friendships, and can impact overall quality of life. This presentation will include discussion and demonstrations of recommended-practices that can be used to promote and enhance social-communication skills of young children with disabilities. Strategies for arranging the physical and social environments in both home and pre-school settings will be described. In addition, participant-engaged activities will include group sharing, video reflections, and practice opportunities.

## Collecting and Using Evaluation Data on Implementation of Evidence-Based Practices

Margaret Gillis, Kathleen Hebbeler

Azalea

Age Group: Birth–5

Primary Audience: Local Administrators, State Administrators

*DEC Recommended Practices: Leadership*

Need data on how practitioners are implementing evidence-based practices? In this session, presenters will review best practices for evaluating practice implementation, including characteristics of a high-quality tool. Presenters will share technical assistance resources and provide examples of high-quality plans for evaluating implementation of evidence-based practices, including examples for evaluating implementation of DEC Recommended Practices. Participants will work in small groups to review hypothetical data from a coach, program, and state view point, using a Look-Think-Act model of inquiry to focus interpretations of the data on the actions that should be implemented in response to the conclusions from the data.

## DEC Recommended Practices Modules in Action: Tools You Can Use In PD, TA and Coursework

Katy McCullough, Chih-Ing Lim, Toni Miguel

Dogwood B

Age Group: Birth–5

Primary Audience: Professional Development/Technical Assistance Providers

*DEC Recommended Practices: All Recommended Practices*

Are you looking for free training activities, scripted content, or video illustrations of the DEC Recommended Practices (DEC RPs)? The Recommended Practice Modules (RPMs) are available to support faculty and PD professionals. Each module is organized around a specific DEC Recommended Practices topic area. Whether you are looking for a complete package of materials or are wanting to search and select content to fit a particular training or instructional need, the RPMs can serve as your go-to source for curriculum on the DEC RPs. Learn from and discuss with module developers, faculty, and PD providers how you can incorporate the modules into your coursework and professional development opportunities to help learners understand and use the DEC Recommended Practices to support children with disabilities and their families.

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

Carolyn Crowder, Sharon Palsha

Dogwood A

Age Group: All

Primary Audience: All

*DEC Recommended Practices: All Recommended Practices*

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

10:30–11:00 AM: Break

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

### **Tr A Practical Toolkit for Trauma Informed Care to Promote Resilience in Early Childhood Special Education**

Catherine Corr, Deserai Miller

Dogwood A

Age Group: 3–3rd grade

Primary Audience: Practitioners, PD providers, Local and State administrators

*DEC Recommended Practices: Environment, Interaction*

Have you heard about trauma/trauma informed care? Not really sure what that really means, especially for your work in ECSE? Join us for a session dedicated to 1) understanding trauma in early childhood, 2) defining “trauma informed care strategies”, and 3) learn ways to support resilience in your ECSE work. We will share practical resources for building resilience within your ECSE settings. To make the session useful for participants, we have designated several “Pause. Digest. Reflect.” points during the session for participants to ask questions, reflect, discuss, and interact with on another.

### **Family Strengths in Constructing Learning Experiences**

Carol Trivette

Windflower

Age Group: Birth–3

Primary Audience: Families, Practitioners

*DEC Recommended Practices: Family, Teaming and Collaboration*

Start with family strengths! The Family Strengths in Constructing Learning Experiences (FamSCLE) assessment-to-intervention approach guides professionals in understanding how the family creates learning experiences for their child and uncovers related developmental goals. Through this process, professionals and families can collaborate to create strengths-based, culturally appropriate interventions tailored to the individual family. Video clips will demonstrate this approach and conversations with participants will expand the experience.

### **Red Light! Green Light! Supporting Peer Relationships Through Physical Activities**

Micki Ostrosky, Paddy Favazza

Dogwood B

Age Group: 3–5

Primary Audience: All

*DEC Recommended Practices: Environment, Instruction, Interaction*

The desired results of inclusive experiences for children with and without disabilities and their families include the following: a sense of belonging and membership, positive social relationships and friendship formation, and development and learning to reach their full potential. In particular, research has shown that many children with disabilities have motor delays and do not engage in recommended daily amounts of physical activity. Given that children with disabilities often lack critical social skills that can negatively impact the development of peer relationships, physical activities are an excellent context to support gross motor development and other school readiness skills, including social emotional development. In this session, participants will learn specific strategies that can be implemented to support motor development and peer interactions. Activities, group sharing, and discussion will be utilized.

### **High Quality Inclusion: The Essential Elements for State and Local Systems**

Kathy Whaley, Katy McCullough, Megan Vinh

Sunflower

Age Group: Birth–5

Primary Audience: All

*DEC Recommended Practices: Leadership*

Promoting and sustaining inclusion continues to be challenging across early care and education systems. The Indicators of High-Quality Inclusion Initiative represents the ongoing work of a group of cross sector partners representing early learning agencies and programs. The Indicators reflect the key infrastructure supports state and local program leaders across early care and education, birth to five, must have in place to effectively support children with disabilities in their settings. This session will focus on the State and Local Program Leadership Indicators. We will provide an overview of the indicators and how they align with the Classroom Indicators (see description for that session by Phil Strain earlier in the day). This interactive session is aimed at increasing understanding of the importance of state and local system infrastructure supports and how to effectively implement them.



## Tune Up Music to Turn on Inclusion

Petra Kern

Redbud B

Age Group: Birth–5

Primary Audience: Families, Practitioners

*DEC Recommended Practices: Interaction, Teaming and Collaboration*

Music-based inclusion practices can support children of all abilities and their families to participate in a broad range of activities and contexts. This presentation will focus on developmental goals addressed by music-based intervention ideas that can be implemented by practitioners and families in collaboration with music therapists. Learn about how to plan, use, and monitor song interventions effectively to create access, participation and supports for children with disabilities and their families. Be ready to sing, move, and play!

## Supporting Developmental Monitoring and Screening

Julie Clinkscale, Ginger Thomas

Mountain Laurel

Age Group: Birth–5

Primary Audience: Practitioners, Local Administrators

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

Have you ever been approached by a parent that had concerns about their child's development? Have you ever struggled with talking to a parent when you had concerns about their child's development? This session will explore your role in supporting developmental monitoring and the importance of promoting developmental screening when there is cause for concern. Participants will discuss the difference between developmental monitoring and screening, why each is important in supporting children birth to five, how to communicate effectively with teachers and parents and how to assist them through the referral process.

## Multi-Tiered Systems of Support for Young Children: Driving Change in Early Education

Judy Carta, Robin Miller Young

Redbud A

Age Group: 3–5

Primary Audience: All

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

Wouldn't it be great if every child could be taught in an early education program with evidence-based instruction and receive appropriate levels of academic and behavioral support to achieve the best possible outcomes? This session will describe Multi-Tiered Systems of Support (MTSS), a system-wide service delivery framework grounded in evidence-based practices including a) instruction of various intensity levels, and b) data-based decision-making used in a strengths-based problem-solving approach. The MTSS framework can help preschool programs provide the services and supports young children need to learn essential early academic and behavioral skills. In this session, you will be introduced to ways in which you can begin shifting an early childhood program into an MTSS service delivery framework to help meet the needs of all young children and their families. The group will discuss challenges to beginning implementation of MTSS and discuss ways in which successful programs have overcome these barriers.

## Teaching and Parenting Children with Executive Function Challenges

Jani Kozlowski

Azalea

Age Group: Birth–3rd Grade

Primary Audience: Families, Practitioners, Professional Development/Technical Assistance Providers

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

Planning. Problem-solving. Motivation. Self-regulation. All of these skills are critical for children to learn in order for them to become independent and self-sufficient in school and in life. When children struggle with these skills, it can be very frustrating for teachers and parents. We have multiple issues in our own lives to keep straight! Through the sharing of personal stories and related research, participants will explore how to bolster executive function skills and consider strategies to support children through these challenges.

## 12:30–1:30 PM: Buffet Lunch

## 1:30–3:00 PM: Concurrent Sessions

### **Out of the House – Evidence Based Early Intervention in Community Settings**

Dathan Rush, Kris Everhart

Windflower

Age Group: Birth–5

Primary Audience: All

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

Grocery stores, laundry mats, parks, and restaurants are examples of settings families with young children may think of as delightful, challenging, or downright terrifying. This session will focus on how to support families to promote their children's participation and learning in these settings. Participants will have the opportunity to see and analyze the practices in action.

### **Tr Promoting Resilience in Infant-Toddler Child Care: Bringing Trauma-Informed Practice to Child Care Settings**

Katie Rosanbalm, Ennis Baker

Dogwood A

Age Group: Birth–5

Primary Audience: All

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

Experiences of adversity can have negative effects on development from infancy—but we can also begin building relationships and resilience from birth! This session will delve into the short- and long-term effects of adverse experiences, the impact on brain development, and what this might look like for infants and toddlers. Likewise, we will consider ways that adversity can impact child care staff, leading to compassion fatigue and burn-out. Then we will focus on solutions: what can we do to support and empower teachers and parents? How can we reduce the dosage of stress that young children experience? What can we do in infant-toddler classrooms to build relationships, skills, and resilience? Interactive discussion will encourage brainstorming about how to begin this work in your classroom, center, and community.

### **Don't Be Fooled! When Children Use Assistive Technology, So Do You! Be Prepared.**

Suzanne Milbourne, Lillian McCuen

Azalea

Age Group: Birth–5

Primary Audience: All

*DEC Recommended Practices: Leadership*

Take a quick tour of 21st century assistive technology for young children with disabilities. Learn about an action-oriented process that makes the process of identifying assistive technology solutions explicit and easy to undertake. Discuss how you might use this process at home. Leave feeling prepared to be an active member of a team providing assistive technology services to your own child or to children receiving your service.

### **Begin with the End in Mind: Making Inclusion Work in Early Intervention and Beyond**

Harriet Able, Toni Miguel, Chris Moore

Dogwood B

Age Group: Birth–5, PreK–3rd Grade

Primary Audience: Practitioners, Families, Local and State Administrators

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

The inclusion experiences of families and their children across the continuum of services from early intervention to school age will be described. Strategies for forming partnerships with interdisciplinary and community professionals will be highlighted as a family capacity building skill promoting informed advocacy. The role of the professional in helping families learn to navigate the systems of supports in early intervention and beyond will be promoted. Strategies such as information sharing, coaching, and support will be described for empowering families in their advocacy roles.

## Supporting Social Communication and Play for Preschool Students with ASD: An Overview of the Advancing Social-communication and Play (ASAP) Intervention

Jessica Steinbrenner, Stephanie Reszka

Redbud B

Age Group: 3–5, PreK–3rd Grade

Primary Audience: Practitioners, Families, Local Administrators

*DEC Recommended Practices: Instruction, Interaction*

This session will provide an overview of the Advancing Social-communication And Play (ASAP) intervention, a supplemental intervention designed to be implemented with preschool students with ASD in public preschool classrooms. The presenters will provide information about the ASAP process and content, and introduce freely available tools including assessments, goal hierarchies, and ideas for individual and group intervention activities. The presentation will include video examples, and tips and troubleshooting for implementation in preschool settings.

## Relationship-Based Competencies to Support Family Engagement for Early Childhood Professionals Serving Families with Disabilities

Jennifer Olson

Bellflower

Age Group: All

Primary Audience: Practitioners, Families,  
Professional Development/Technical Assistance Providers, Local Administrators

*DEC Recommended Practices: Family, Teaming and Collaboration*

All early care professionals play a key role in supporting family engagement. This presentation will introduce the Relationship-based Competencies as a tool to promote quality engagement with families of children with disabilities. The Relationship-Based Competencies contain information on the knowledge, skills, and individual practices associated with engagement. Participants will become familiar with the self-assessment tools to review their progress in each competency, explore areas for professional growth, and be offered opportunities to share their stories and ask questions.

## Intending to Include: A Comprehensive Approach to Inclusion

Deric Boston, Tremaine Riley

Mountain Laurel

Age Group: 3–5, PreK–3rd Grade

Primary Audience: All

*DEC Recommended Practices: All*

This presentation provides an opportunity for participants to engage in an experiential session to explore a comprehensive method for being intentional about inclusion in the classroom. The participants will be presented a framework and philosophy to assist with classroom inclusion through a multi-tiered and multidiscipline approach to education management.

## Making Connections (and Friends) Through Play

Aron Hall

Redbud A

Age Group: 3–5, PreK–3rd Grade

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

*DEC Recommended Practices: Environment, Interaction*

Making friends can help children have an increased sense of belonging, boost happiness, and improve self-confidence. There is power in friendships! Come have fun while learning and practicing techniques and activities that will help all kids develop friendships.

## North Carolina's Guiding Practices in Early Childhood Discipline

Vivian James, Kris Earl, Katie Lewis

Sunflower

Age Group: 3–5

Primary Audience: All

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

Research is clear, early childhood suspension and expulsion have long-term and devastating impacts on the lives of young children. In the absence of universal preschool, NC public school preschool programs are a blend of state and federal programs, resulting in various federal and state regulatory guidelines that are at times in conflict with NC public school law. This session will focus on the journey in developing Guiding Practices for Early Childhood Discipline and highlight the guiding practices within the document. Participants will have the opportunity to explore the Guiding Practices, related resources, and participate in group discussion related to early childhood discipline.

### 3:00–3:30 PM: Break

### 3:30–5:00 PM: Concurrent Sessions

#### Smooth Transition from Part C to B: Best Practices and Practical Tools

Laurie Ray

Windflower

Age Group: PreK–3rd Grade

Primary Audience: Practitioners, Families

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

Transitioning from Early Intervention to Preschool can be bumpy. This session emphasizes collaboration between team members, best practices and practical strategies to improve this important transition. We will review existing tools and discuss their utility. Participants are encouraged to bring and share tools and effective strategies from their practice. Special attention will be given to equipment needs and helpful data. Planning in advance is the key element for success and we will discuss reasonable ways to accomplish this.

#### Assessing Quality Inclusion: What's Next?

Michelle Ogorek, Amy Grattan, Elena Soukakou, Alicia Westbrook

Dogwood B

Age Group: 3–5

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

*DEC Recommended Practices: Leadership, Teaming and Collaboration*

Programs and districts are assessing the quality of preschool inclusion but then what comes next? You may have heard about or be using the Inclusive Classroom Profile (ICP), a measure for assessing the classroom practices that support inclusion, or you may be using other measures of inclusion in your program, or you may just want to learn more. Come join this interactive session to explore how the ICP is being utilized across the nation. Topics of discussion will include the use of the tool in QRIS systems, as a framework for professional learning, as an evaluative tool providing data for decision making and how it can promote high quality preschool inclusion.

## Getting In the Room – Evidence-Based Early Intervention in Inclusive Child Care Settings

Kris Everhart

Redbud B

Age Group: Birth–5

Primary Audience: All

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

Early intervention practitioners are frequently tasked with providing supports in child care settings. Provision of these services is often challenging. Exercise your assessment skills utilizing the Checklists for Providing/Receiving Early Intervention Supports in Child Care Settings as you watch early intervention practitioners use coaching and natural learning environment practices.

## Research-Based Practices for Supporting Students With and Without Visual Impairments

Isabel Chica, Demetrius Morgan

Bellflower

Age Group: Birth–5

Primary Audience: Practitioners, Families, Local Administrators

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

The session will focus on examining the effects of implementing Miami Lighthouse for the Blind and Visually Impaired inclusion model for children, families, and teachers. The evaluation and outcomes will be discussed. Presenters will share strategies that were successful in implementing services and supports in natural and inclusive environment using the evidence based HighScope Curriculum for Preschool Children and Infants and Toddlers, with specific adaptations for children with vision impairments supported through embedded instruction and a co-teaching model and identify various trainings and strategies implemented to support teaming and collaboration. Time for interaction and discussion will be available.

## International Implementation of Early Intervention Birth to Five

Robin McWilliam, Pau García Grau

Sunflower

Age Group: Birth–5

Primary Audience: All

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

How well do our best practices translate to other countries? Is U.S. early intervention/early childhood special education ethnocentric? How flexible are well-established models of service delivery? How can you be flexible and still implement a model to fidelity? These questions will be addressed in this session, which will involve lively discussion, a few laughs, and specific examples of successes and failures, which teach us about how to implement practices.

## Practical Skills for Challenging Behaviors in the Classroom: Supporting Children of All Abilities

Amy Bender, Laura Kneidler

Redbud A

Age Group: Birth–5

Primary Audience: Practitioners

*DEC Recommended Practices: Interaction, Teaming and Collaboration*

Challenging behaviors in child care can be one of the most difficult and frustrating tasks facing early learning providers. Join us as we present practical tools and research-based strategies geared toward positive, proactive behavior management in the classroom. Participants will learn that all behavior is communication, how to interpret what children are communicating, practice brainstorming replacement behaviors, and how to support children through challenging behaviors. We will utilize research from a cognitive-behavioral, sensory, and trauma-informed lens to guide our conversation. Participants will have opportunities to engage in exercises and collaborative conversations that build upon these ideas and generate solutions for challenges that are being experienced in the classroom.



**Capacity-Building Resource Support: Family Well-Being Supports Inclusion****Dathan Rush, Sarah Sexton**

Mountain Laurel

Age Group: Birth–5

Primary Audience: Practitioners, Local Administrators, State Administrators

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

Early Intervention and Early Childhood Special Education providers may overlook the need to help families overcome the resource barriers (transportation, stable housing, and expendable funds) that can impede their inclusion in community activities and opportunities. Learn strategies for helping families identify, mobilize and evaluate formal and informal resources to ensure families have what they need to enable participation.

**Gender Fluid, Gender Creative and Transgender Preschoolers:  
Supporting These Young Learners and Their Families****Karen Russell**

Dogwood A

Age Group: PreK–3rd Grade

Primary Audience: All

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

Children typically solidify their gender between the ages of 3–6, but what happens when family, society, and your own body say that you are a boy or a girl, but your brain and heart tells you something else? What does a young learner do whose gender orientation is at odds with his or her biology or who feels that neither gender box fits, and what can it look like when she/he/they begin to express that disconnect? Come to this session and we will explore these topics together and learn from each other through an interactive quiz that supports terminology/vocabulary, time to reflect on our own experiences around gender, practice in becoming an ally, and a case study that probes us to dig deeper into the topic of Gender.

**EarlyEdU Alliance:****Free Inclusion Resources and Effective Professional Development for Early Childhood Educators****Katie Emerson-Hoss, Tamarack O'Donnell**

Azalea

Age Group: Birth–5, PreK–3rd Grade

Primary Audience: Practitioners, Professional Development Providers,  
Local and State Administrators*DEC Recommended Practices: All*

Participants will discover the range of resources available through the EarlyEdU Alliance for use in professional development and training. Additionally, they will explore implementation of the EarlyEdU approach that uses video and communities of reflection and practice to support teacher observation skills, ability to provide feedback, and improve practice. The session will include small and whole group practice, discussion, and planning for local implementation.

## Thursday, May 9, 2019

7:30–8:30 AM: Continental Breakfast

8:30–10:00 AM: Concurrent Sessions (*Please note that sessions begin earlier on Thursday.*)

### Extend Dignity:

#### Developing Trusting Partnerships with Families Who Are Too Often Judged and Marginalized

Peggy Kemp, Pam Winton

Azalea

Age Group: All

Primary Audience: All

*DEC Recommended Practices: Family, Teaming and Collaboration*

Being the daughter of a mother who was repeatedly judged and marginalized, Peggy will share her life experiences, research, and examples from practice related to the intended and unintended messages that early intervention and early childhood practitioners send when partnering with families who face intense systematic biases and barriers. She will highlight how to ensure that implicit and explicit messages go beyond doing no harm to extending dignity aligned with civil rights, human diversity, and justice.

#### Including Children who are Dual Language Learners: Culture, Equity, and Practice

Karen Nemeth

Dogwood A

Age Group: Birth–5

Primary Audience: All

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

Successful inclusion of children with disabilities must support access to learning for children who are from diverse language backgrounds. This dynamic session will engage participants in discussions about research-based strategies that address issues of equitable access to learning and the role of culture in early learning. Share in demonstration activities and come away with a comprehensive list of resources to support implementation.

#### Itinerant Early Childhood Special Education Service-Delivery Model: Implementation Challenges and Solutions

Ruth Gallucci, Amy Grattan, Michelle Little, Julie Goggin, Gloria Linakis

Windflower

Age Group: 3–5

Primary Audience: All

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

The collaboration between early childhood educators and special educators is critical for young children with disabilities. This session begins with a brief overview of Rhode Island's Itinerant Early Childhood Special Education (IECSE) Service Delivery Model that allows for the provision of embedded instruction within high-quality general education settings. The presentation continues with a panel discussion, allowing the opportunity to hear from a variety of RI's IECSE technical assistance providers, as they discuss implementation challenges encountered and solutions identified. Please come with your inquiries, as there will be plenty of time for questions and answers.

#### Family Style Dining: Supporting Children of All Abilities During Mealtime

Amy Bender, Laura Kneeder

Bellflower

Age Group: 3–5

Primary Audience: Practitioners

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

Family-style dining is an opportunity in your classroom to support healthy relationships with food, teach independent self-help skills, promote social inclusion, and engage in meaningful conversations. Do you have children in your classroom who have difficulty during mealtime? In this session, we will provide you with the tools to determine if it's picky eating or problem feeding and what to do in each situation. We will also discuss how to include children with special health care needs during mealtimes, so that you can create a positive family-style dining experience for all children. Join us to learn ways teachers can support children through their feeding development. This session will explore family style dining through a feeding therapy and sensory lens to support early childhood educators within their classrooms.

### **Supporting Meaningful STEM Learning for Young Children with Disabilities: Conversations with the STEM Innovation for Inclusion in Early Education Center**

Chih-Ing Lim, Adam Holland, Jessica Amsbary

Redbud B

Age Group: Birth–5

Primary Audience: Practitioners, Families, Local Administrators

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

As a family member or practitioner, what do you do to spark young children's interest in science, technology, engineering, and mathematics (STEM)? What concerns do you have about the way we approach STEM instruction for young children with disabilities? The STEM Innovation for Inclusion in Early Education (STEMIE) Center would like to hear from you! STEMIE is a new national center funded by the US Department of Education to develop and enhance the field of early childhood education's knowledge-base on effective practices and supports that improve the participation of children with disabilities in STEM learning. Join us for this interactive session to learn more about the Center's purpose and share your experiences with supporting the development of STEM skills in children with disabilities.

### **Challenging Situation? Create an Adaptation. Say What?**

Suzanne Milbourne, Lillian McCuen

Mountain Laurel

Age Group: Birth–5

Primary Audience: Practitioners, Families, Professional Development Providers

*DEC Recommended Practices: Environment*

Space, Schedules, Activities, Materials, and Actions can all be Adapted! Learn about creating adaptations to improve challenging situations and promote young children's participation in daily routines and activities. Take a quick tour of assorted real-life adaptations. Discuss how you can make adaptations at home. Leave feeling prepared to plan for, make and use adaptations in your home or service setting.

### **Peers and Play: Supporting Social Interactions of Students with Autism**

Ann Sam, Jessica Steinbrenner

Dogwood B

Age Group: 3–5, PreK–3rd Grade    Primary Audience: Practitioners, Families, Professional Development Providers, Local Administrators

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

The session will provide an overview of the Advancing Social-communication And Play (ASAP) intervention, a supplemental intervention designed to be implemented with preschool students with ASD in public preschool classrooms. The presenters will provide information about the ASAP process and content, and introduce freely available tools including assessments, goal hierarchies, and ideas for individual and group intervention activities. The presentation will include video examples, and tips and troubleshooting for implementation in preschool settings.

### **Making Sound Placement Decisions for Children ages 3-5: Considerations and Guiding Questions**

Debbie Cate, Sharon Walsh

Redwood A

Age Group: 3–5

Primary Audience: All

*DEC Recommended Practices: All*

In a 2016 Dear Colleague letter, the U.S. Department of Education reaffirms that all young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations. Before a child with a disability can be placed outside an early childhood program into what is considered a more restrictive placement, the team must consider the supplementary aids and services that could be provided to enable a preschool child with a disability to be educated in a regular setting. The purpose of this session is to discuss the process for developing functional IEP's and to consider guiding questions that will assist teams in making sound decisions in the process for determining the least restrictive environment for each preschool child with a disability.

10:00–10:15 AM: Break

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

### Mindful Self-Compassion: Caring for Yourself While You Care for Others

Karen Bluth, Laura Prochnow Phillips

Dogwood B

Age Group: All

Primary Audience: All

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

Do you ever feel like you are too hard on yourself as a teacher, parent, or caregiver? That your inner-critic is controlling your life? If so, come learn about self-compassion! Self-compassion has been linked to greater motivation, happiness, vitality, and optimism and less anxiety, depression, and stress in many research studies. Better yet, research has shown that it can be cultivated through the practice of guided meditations and daily informal exercises and meditations. These self-compassion practices have proven to be particularly helpful for caregivers—such as parents, teachers, and home health workers—who often disregard their own needs in deference to taking care of others and leave them susceptible to burnout. Presenters will share valuable information about the components of self-compassion, the research behind self-compassion, and will interweave short self-compassion exercises and meditations from the Mindful Self-Compassion class curriculum.

### Eliminating Suspension and Expulsion: Where to Start and What You Can Do

Lise Fox, Megan Vinh

Redbud B

Age Group: Birth–5

Primary Audience: Professional Development Providers, Local and State Administrators

*DEC Recommended Practices: Leadership, Instruction*

National data continue to provide evidence of preschool suspension and expulsion, with boys and children of color experiencing these inappropriate discipline practices disproportionately. Join this interactive session to explore issues of equity and inappropriate discipline practices. In this session, you will also have an opportunity to share your perspectives, learn about promising programmatic approaches, and become aware of tools that can be used to address these concerns.

### Supporting Infants and Toddlers with Embedded Learning Opportunities

Jani Kozlowski

Azalea

Age Group: Birth–3

Primary Audience: Practitioners, Families, Professional Development Providers

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

Infants and toddlers have unique needs and diverse abilities. It can be challenging for education staff to provide quality learning opportunities for all children—including infants and toddlers with disabilities or suspected delays. This session provides recent research and effective teaching practices using embedded learning opportunities to support infants and toddlers. Practitioners and PD providers can use this information to work toward the goal of having all children being served in high-quality, inclusive settings.

### From All to Each and Every: Resources to Bring an Emphasis on Inclusion to ANY Conversation

Camille Catlett

Dogwood A

Age Group: Birth–5

Primary Audience: Professional Development Providers, Practitioners

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

Looking for ways to skillfully steer any professional development conversation toward how to include children with disabilities and their families? This presentation will offer resources and examples to support your work, including how to incorporate an emphasis on individualizing in any conversation, ranging from professional development to policy development.

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

Mountain Laurel

Age Group: 3–5

Primary Audience: Professional Development Providers, Practitioners, Local Administrators

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

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

**The Power of Federal Regulations and Policies for Successful Inclusion****Sharon Walsh, Amanda Bryans**

Bellflower

Age Group: Birth–5

Primary Audience: All

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

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

**Creative Movement for the Mind & Body****Kim Black**

Redbud A

Age Group: 3–5, PreK–3rd Grade

Primary Audience: Practitioners, Families, Professional Development Providers

*DEC Recommended Practices: Instruction, Interaction*

Creative movement is a vital part of a preschool child's development. Participants will learn creative movement through skits, songs, and presentations as well as a simple children's yoga story. Modifications will be explained for all types of learners. Participants will learn how to use various props that enhance the creative movement experience for all preschoolers. The session will include demonstrations and videos of creative movement with special needs children.

**Data as Lens: How to Not Always be a Terrible Teacher****Adam Holland**

Redbud A

Age Group: 3–5, PreK–3rd Grade

Primary Audience: Professional Development Providers, Local and State Administrators

*DEC Recommended Practices: Environment, Instruction, Interaction*

Sometimes, classroom observations using tools like the ECERS or the CLASS can just feel like a chore that professionals have to get through in order to achieve certification or funding. However, used properly, measures like these can be powerful tools that we can use to improve our practices. In this session, Dr. Holland will share some of his own experiences as a teacher being observed with measures like these as well as his experiences using them to coach teachers. Participants will then have the opportunity to practice using one such tool, the EduSnap, and discuss how this and other tools could be used to improve practices in the classroom.

**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.

All Teachers (e.g., Special Education, General Education, Child Care, Head Start)	Redbud A
Local and State Administrators and Families	Mountain Laurel
Professional Development and Technical Assistance Providers/Staff, Faculty, Coaches	Redbud B



# Sessions at-a-Glance

## Tuesday, May 7, 2019

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

### 2:45–4:15 PM: Plenary Sessions

Plenary 1: Federal Panel on Early Childhood Directions and Initiatives for Enhancing the Quality of Inclusive Services .....	Grumman Auditorium
Plenary 2: The Story of Building Bridges and Resiliency: Becoming the Village Teacher and Moving from “That Kid” to “That Teacher” .....	Dogwood A & B

### 4:15–5:15 PM: Reflection Sessions

Preschool Special Education/Developmental Disabilities: ( <i>Participants w/last names that begin with A-L</i> ) .....	Grumman Auditorium
Preschool Special Education/Developmental Disabilities: ( <i>Participants w/last names that begin with M-Z</i> ) .....	Dogwood A & B
Pre-K/Regular Education .....	Redbud A & B
Head Start/Early Head Start .....	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

# Sessions at-a-Glance (cont.)

## Wednesday, May 8, 2019

### 9:00–10:30 AM: Concurrent Sessions

Building Successful Teams .....	Windflower
Now We're at the Table: Inclusive Practices and Policies that Build Systems for Young Children and Families .....	Mountain Laurel
Nuts and Bolts of the Routines-Based Model for Children Birth to Five and Their Families .....	Redbud A
High Quality Inclusion: The Essential Elements for Classrooms .....	Sunflower
Words, Sign, Pictures & Gestures: Strategies for Promoting Social-Communication in Inclusive Settings .....	Redbud B
Collecting and Using Evaluation Data on Implementation of Evidence-Based Practices .....	Azalea
DEC Recommended Practices Modules in Action: Tools You Can Use In PD, TA and Coursework .....	Dogwood B
RESILIENCE: The Biology of Stress and the Science of Hope "The child might not remember, but the body does." .....	Dogwood A

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

A Practical Toolkit for Trauma Informed Care in Early Childhood Special Education .....	Dogwood A
Family Strengths in Constructing Learning Experiences .....	Windflower
Red Light! Green Light! Supporting Peer Relationships Through Physical Activities .....	Dogwood B
High Quality Inclusion: The Essential Elements for State and Local Systems .....	Sunflower
Tune up Music to Turn on Inclusion .....	Redbud B
Supporting Developmental Monitoring and Screening .....	Mountain Laurel
Multi-Tiered Systems of Support for Young Children: Driving Change in Early Education .....	Redbud A
Teaching and Parenting Children with Executive Function Challenges .....	Azalea

### 1:30–3:00 PM: Concurrent Sessions

Out of the House – Evidence Based Early Intervention in Community Settings .....	Windflower
Promoting Resilience in Infant-Toddler Child Care: Bringing Trauma-Informed Practice to Child Care Settings .....	Dogwood A
Don't Be Fooled! When Children Use Assistive Technology So Do You! Be Prepared... ..	Azalea
Begin with the End in Mind: Making Inclusion Work in Early Intervention and Beyond .....	Dogwood B
Supporting Social Communication and Play for Preschool Students with ASD:	
An Overview of the Advancing Social-communication and Play Intervention .....	Redbud B
Relationship-Based Competencies to Support Family Engagement for Early Childhood Professionals Serving	
Families with Disabilities .....	Bellflower
Making Connections (and Friends) Through Play .....	Redbud A
Intending to Include: A Comprehensive Approach to Inclusion .....	Mountain Laurel
North Carolina's Guiding Practices in Early Childhood Discipline .....	Sunflower

# Sessions at-a-Glance (cont.)

## 3:30–5:00 PM: Concurrent Sessions

Smooth Transition from Part C to B: Best Practices and Practical Tools . . . . .	Windflower
Assessing Quality Inclusion: Now What? . . . . .	Dogwood B
Getting In The Room – Evidence-Based Early Intervention in Inclusive Child Care Settings . . . . .	Redbud B
Research-Based Practices for Supporting Students With and Without Visual Impairments. . . . .	Bellflower
International Implementation of Early Intervention Birth to Five. . . . .	Sunflower
Practical Skills for Challenging Behaviors in the Classroom: Supporting Children of All Abilities. . . . .	Redbud A
Capacity-Building Resource Support: Family Well-Being Supports Inclusion . . . . .	Mountain Laurel
Gender Fluid, Gender Creative and Transgender Preschoolers: Supporting These Young Learners and Their Families . . . . .	Dogwood A
EarlyEdU Alliance: Free Inclusion Resources and Effective Professional Development for Early Childhood Educators . . . . .	Azalea

## Thursday, May 9, 2019

*(Note: Thursday sessions begin at 8:30.)*

## 8:30–10:00 AM: Concurrent Sessions

Extend Dignity: Developing Trusting Partnerships with Families Who Are Too Often Judged and Marginalized . . . . .	Azalea
Including Children who are Dual Language Learners: Culture, Equity, and Practice . . . . .	Dogwood A
Itinerant Early Childhood Special Education Service-Delivery Model: Implementation Challenges and Solutions. . . . .	Windflower
Family Style Dining: Supporting Children of All Abilities During Mealtime. . . . .	Bellflower
Supporting Meaningful STEM Learning for Young Children with Disabilities:	
Conversations with the STEM Innovation for Inclusion in Early Education Center . . . . .	Redbud B
Challenging Situation? Create an Adaptation. Say What? . . . . .	Mountain Laurel
Peers and Play: Supporting Social Interactions of Students with Autism. . . . .	Dogwood B
Making Sound Placement Decisions for Children ages 3-5: Considerations and Guiding Questions. . . . .	Redwood A

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

Mindful Self-Compassion: Caring for Yourself While You Care for Others . . . . .	Dogwood B
Supporting Infants and Toddlers with Embedded Learning Opportunities. . . . .	Azalea
From All to Each and Every: Resources to Bring an Emphasis on Inclusion to ANY Conversation. . . . .	Dogwood A
Wired to Move: Facts and Strategies for Nurturing Boys in an Early Childhood Setting. . . . .	Mountain Laurel
The Power of Federal Regulations and Policies for Successful Inclusion . . . . .	Bellflower
Eliminating Suspension and Expulsion: Where to Start and What You Can Do . . . . .	Redbud B
Creative Movement for the Mind and Body. . . . .	Redbud A

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

All Teachers (e.g., Special Education, General Education, Child Care, Head Start) . . . . .	Redbud A
Local and State Administrators and Families . . . . .	Mountain Laurel
Professional Development and Technical Assistance Providers/Staff, Faculty, Coaches . . . . .	Redbud B

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## Session Evaluations Are Online

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

<https://inclusioninstitute.fpg.unc.edu/evaluations>

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

Use this QR code to access the CEU Request Form



THERE IS A WIDENING OPPORTUNITY GAP IN STEM LEARNING FOR YOUNG VULNERABLE CHILDREN, ESPECIALLY THOSE WITH DISABILITIES.

**The STEM Innovation for Inclusion in Early Education Center (STEMIE) aims to:**

- Develop and enhance the knowledge base on engagement in STEM learning opportunities for young children with disabilities (0-5),
- Implement high-quality TA and PD to increase engagement for young children with disabilities in STEM opportunities, and
- Engage partners (e.g., industry professionals, families, practitioners, IHE faculty, leaders, students) in work to increase the inclusion of young children with disabilities in early high-quality STEM learning opportunities/experiences.



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



# Floor Plan

## The William and Ida Friday Center for Continuing Education





