Inclusion Matters... Be the Change!

OCTOBER 23–24, 2014

www.inclusioncollaborative.org

Santa Clara County Office of Education
Jon R. Gundry, County Superintendent of Schools
INCLUSION COLLABORATIVE STATE CONFERENCE

The Inclusion Collaborative State Conference is an interactive and reflective educational opportunity to understand and learn evidenced based practices for individuals involved in the care and education of children birth to age 8 with and without disabilities to create or enhance inclusive practices in their respective programs and communities in which they live.

**Desired outcomes:**
- Develop relationships cross agencies to support inclusive practices (face-to-face or virtually)
- Understand and learn about research findings, models and evidenced based practices to guide inclusive practices, policies and professional development (face-to-face or virtually)
- Meet and learn from peers (face-to-face or virtually) to problem solve and create inclusive programs for children birth to grade 3
- Create a community of practice to support inclusion around the state (face-to-face or virtually)

**Thursday, October 23, 2014**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8–9 a.m.</td>
<td>Breakfast and registration</td>
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<tr>
<td>9–10 a.m.</td>
<td>A Collaborative Welcome (available virtually)</td>
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<td>Key Note Address (available virtually)</td>
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<tr>
<td>10–10:15 a.m.</td>
<td>Transition and break</td>
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<tr>
<td>10:15–11:45 a.m.</td>
<td>Concurrent Sessions (3 available virtually)</td>
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<tr>
<td>11:45 a.m.–1:30 p.m.</td>
<td>Lunch and Keynote (available virtually)</td>
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<tr>
<td>1:30–3 p.m.</td>
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<tr>
<td>3–3:15 p.m.</td>
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<tr>
<td>3:15–4:30 p.m.</td>
<td>Reflective session (all rooms)</td>
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**Friday, October 24, 2014**

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**Conference Committee**

Cindy Arstein-Kerslake  
Janice Battaglia  
Jeanette Bellerive  
Kim Boverio  
Linda Brault  
Meredith Cathcart  
Shalek Chappill-Nichols  
Dionne Clabaugh  
Linda Cochran  
Ruth Cook  
Nancy Crowe  
Mary Ann Dewan  
Howard Doi  
Amber Friesen  
Jean Gallagher  
Michael Garcia  
Andrea Golloher  
Dillon Henry  
Nancy Herota  
Peg Hughes  
Lisa Kaufman  
Laura Keeley-Saldana  
Susan Larkin  
Toby Librande  
Carolyn Loveridge  
Beth Majchrzak  
Angela McGuire  
Cathy Mikitka  
Erin Paulsen  
Virginia Reynolds  
Patricia Salcedo  
Veronica Tran-O’Leary  
Kathy Wahl

**Age Focus**

<table>
<thead>
<tr>
<th>Age Focus</th>
<th>Effective Model(s) Practicing Natural Environments/Least Restrictive Environments that support inclusion diverse cultural setting</th>
<th>Parent Engagement in Inclusive Settings</th>
<th>Overcoming Barriers into inclusion</th>
<th>Professional Development that supports inclusion</th>
<th>Alignment across age levels</th>
<th>Research Findings that Inform and Guide Inclusion Policies</th>
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</thead>
<tbody>
<tr>
<td>Birth to age 3</td>
<td>Evidenced-based Practices and resources that support inclusion research findings that inform and guide inclusion policies</td>
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<td>TK to 3rd grade</td>
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Make the most of your conference experience.

**Inclusion Collaborative State Conference is powered by Edmodo**

Edmodo is a free social learning platform with the largest community of educators and students in the world. Edmodo provides an easy way to collaborate and share content in a safe environment. Inclusion Collaborative State Conference has its own Edmodo group where attendees can connect and communicate before, during, and after the conference. Each concurrent session also has an Edmodo group, in which you can access presentation materials and discuss ideas shared during the session.

**Join the conference name group on Edmodo**

1. If you do not already have one, go to www.edmodo.com and select “I’m a Teacher” to create a free account.
2. Complete your profile information.
3. In the “Groups” section on the left side of your homepage, click “+” and then select “Join”
4. Enter this six-digit group code in the join field: ugr6mw

**Join conference name concurrent session groups on Edmodo**

1. In your conference guide, locate the six-digit group codes for the sessions you want to join.
2. Follow the same steps you took to join the conference group. With so many great sessions to choose from, don’t miss out on the ones you can’t attend – join as many groups as you like!

**Helpful Hint:**
During the conference, go to your Account Settings and disable notifications so you don’t receive an email every time someone posts to a group you’ve joined. After the conference, turn the notifications back on so you can stay connected and keep the conversation going.

**Edmodo Help Desk available in lobby until 11:45.**
For Edmodo help after lunch email: hayley@edmodo.com.

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**Conference Production**

Craig Blackburn  Stephan Legeny  
Mike Bromberg  Evan Lloyd  
Elizabeth Calhoun  Jeremy Smith  
Hayley Craig  Lindsey Wong
Conference at a Glance
Thursday, October 23

10:15–11:45 a.m.

I Can Figure This Out: Integrating Science into Inclusive Early Education Settings
Primary Training Track  Evidenced-based Practices and Resources that Support Inclusion
Saratoga Room kswf9g

Using Desired Results access Project reports to Guide Program Planning
Primary Training Track  Evidenced-based Practices and Resources that Support Inclusion
Gilroy Room wzypey

Using Early Learning Foundations and Benchmarks to Meet Children’s Diverse Needs
Primary Training Track  Effective Model(s): Least Restrictive Environments that Support Inclusion
San Jose Room fnkmp

A Place in After School for Students of Various Needs
Primary Training Track  Overcoming Barriers into Inclusion
Morgan Hill Room wpwaub

Expanding Public School Opportunities to Maximize the Least Restrictive Environment: A Case Study
Primary Training Track  Evidenced-based Practices and Resources that Support Inclusion
Oak Grove Room 6xj156

Using Video to Promote Inclusion in Early Childhood Programs
Primary Training Track  Professional Development that Supports Inclusion (i.e. Technology)
Milpitas Room es99ja

1:30–3 p.m.

Building Schools of Kindness and Compassion: How a Relationship Based Approach Improves Teachers’ Skills and Motivation, School-Home Partnership, and Outcomes for at Risk Children
Primary Training Track  Research Findings that Inform and Guide Inclusion Policies
Gilroy Room k187z6

Co-teaching and Collaborative Partnerships for Inclusive Education to be Successful
Primary Training Track  Evidenced-based Practices and Resources that Support Inclusion
San Jose Room fxqxf

Developing a Community of Practice to Improve Inclusive Preschool Programs
Primary Training Track  Effective Model(s) Practicing Least Restrictive Environments that Support Inclusion
Saratoga Room k96464

DRDP Online Systems Across Collaborative Projects: Valid and reliable psychometric measurement of early childhood development across multiple domains
Primary Training Track  Professional Development that Supports Inclusion (i.e. Technology)
Morgan Hill Room r9efwb

Everything About the DRDP2015
Primary Training Track  Alignment Across Age Levels
Milpitas Room h9dpyb

Using Reflective Practice with Early Educators to Increase Developmentally Appropriate Practices for ALL Children
Primary Training Track  Professional Development that Supports Inclusion
Oak Grove Room k7jhte

3:15–4:30 p.m.

Reflective Session
All rooms 586egn

Reflective Session
At the end of each day you and your staff can meet in a room of your choice (including the room you are in for the last session) to strategize on turning your reflections into actions. The certificate of attendance is available during reflective sessions only.
<table>
<thead>
<tr>
<th>Time</th>
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<tr>
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<td><strong>Holding the Bar High for ALL Students:</strong> Assessing Program Effectiveness and Student Outcomes in Inclusive Programs for Students with Moderate-Severe Learning Needs</td>
<td>Saratoga Room</td>
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<td><strong>Inclusion Works! Creating Child Care Programs that Promote Belonging for Children with Special Needs</strong></td>
<td>San Jose Room</td>
<td>bhzpmi</td>
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<td><strong>Re-thinking Early Childhood Social Inclusion: Developing Teacher Competencies That Support and Nurture Diverse Learners and Build Classroom Community</strong></td>
<td>Gilroy Room</td>
<td>c5uiif</td>
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<td><strong>A Regional Center’s Journey: Shifting Early Intervention Services into Natural Environments</strong></td>
<td>Milpitas Room</td>
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<td><strong>Cultivating Collaboration, Curriculum, Community and Creative Educator Development in an Inclusive Early Childhood Education Program</strong></td>
<td>Oak Grove Room</td>
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<td><strong>Least Restrictive Environment Decision Making</strong></td>
<td>Oak Grove Room</td>
<td>g7za2p</td>
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<td>10:45 a.m.–12:15 p.m.</td>
<td><strong>Embedded Instruction for Early Learning: Intentional Teaching to Ensure Young Children’s Meaningful Access and Participation in Inclusive Classrooms</strong></td>
<td>Gilroy Room</td>
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<td><strong>Preparing Educators for Inclusive Education: Academic Supports, Social/Emotional Supports, and Environmental Supports</strong></td>
<td>Saratoga Room</td>
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<td><strong>Strengthening Families: Defining a New Normal</strong></td>
<td>San Jose Room</td>
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<td><strong>A Child’s Place: A Place for EVERY Child; Social Skills and Beyond!</strong></td>
<td>Milpitas Room</td>
<td>7i5dya</td>
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<td></td>
<td><strong>Breaking Barriers and Building Bridges—Collaboration between School District Special Education Services and Head Start Early Childhood Education Programs</strong></td>
<td>Morgan Hill Room</td>
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<td><strong>Co-teaching and Peer Assisted Learning Strategies: What all Teachers Need to Know about Implementation</strong></td>
<td>Oak Grove Room</td>
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<td>1:45-3:15 p.m.</td>
<td><strong>Implementing Augmentative Alternative Communication/Assistive Technology (AAC/AT) in the Inclusive Classroom</strong></td>
<td>Saratoga Room</td>
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<td><strong>State of the State: Implications for the Field on Inclusive Practices</strong></td>
<td>San Jose Room</td>
<td>emu7hc</td>
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<td><strong>Young Children’s Progress in the Approaches to Learning Domain: What It Means and How to Assess It</strong></td>
<td>Morgan Hill Room</td>
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<td><strong>Using Evidence-Based Self-Assessment Tools to Support Program Implementation and System Alignment to Promote Inclusive Practices</strong></td>
<td>Oak Grove Room</td>
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<td>3:30–4:30 p.m.</td>
<td><strong>Effective Evidence-based Practices in Inclusive Preschool Programs: A Tale of Two Preschools</strong></td>
<td>Oak Grove Room</td>
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<td><strong>“Building Bridges” Connecting ECE and Early Intervention Through Collaborative “Inclusive” Infant/Toddler Curriculum</strong></td>
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 Speakers

 Thursday, October 23

 A Collaborative Welcome
 Fred Balcom, Director, Special Education Division, California Department of Education
 Debra McManis, Director, Early Education Support Division, CA Department of Education
 Santi J. Rogers, Director, CA Department of Developmental Services

 Introductions
 Jon R. Gundry, Santa Clara County Superintendent of Schools
 Mary Ann Dewan, Chief Schools Officer, Santa Clara County Office of Education

 Thursday, October 23
 Welcome Keynote
 Coming Together on the Road to Inclusion 5xkzcj
 Whit Hayslip, Independent Early Childhood Education Consultant

 Whit Hayslip has worked in the field of early childhood education for over forty years. He serves as an independent consultant on various Birth to 3rd Grade projects throughout California. Through 2010, Whit was Assistant Superintendent, Early Childhood Education for the Los Angeles Unified School District, where he was responsible for programs serving over 35,000 children between birth and five years of age. During his long career he has worked as a District Director of Early Childhood Special Education, and a teacher of infants and toddlers, preschoolers and kindergarten–age children. He has been a member of numerous local, state and federal advisory boards related to Early Childhood Education. Whit is especially interested in the development and support of inclusive early childhood programs and has delivered numerous keynote addresses and workshops on this topic at conferences throughout the world.

 Thursday, October 23
 Lunch Keynote
 We all need to learn to play well together, including the teachers: Strategies for Co-Teaching dpzh69
 Mary Falvey, Dean, Charter College of Education at California State University, LA

 Dr. Falvey was Dean of the Charter College of Education at California State University, Los Angeles (CSULA) from 2001–2013 where she was responsible for undergraduate and graduate degree and credential programs. Prior to being Dean, she coordinated the credential and master’s degree programs in moderate/severe disabilities, as well as the master’s degree program in Inclusion Education at CSULA for 25 years. She has lectured at over 300 international, national, state, and local conferences as well as taught courses at numerous universities throughout the United States, Thailand, Canada, Peru, and New Zealand. She has written, edited, and contributed chapters to over 14 books and has written 4 books, her most recent being Believe in My Child with Special Needs.

 Friday, October 24
 Lunch Keynote
 Inclusive Practices – A National Perspective yuuvqw
 Sharon Walsh, Co-Director of Walsh Taylor Incorporated

 Sharon Walsh, Co-Director of Walsh Taylor Incorporated, has worked in the field of special education and early intervention for over 30 years. She provides consultation to state and local agencies (e.g. SEAs, state lead agencies for Part C, school districts and local lead agencies) on the implementation of Part C and Part B of IDEA. She is also the Governmental Relations Consultant for the Division for Early Childhood of the Council for Exceptional Children (DEC) and the IDEA Infant and Toddler Coordinators Association (ITCA), the national association representing the state Part C lead agencies. Sharon also works as a consultant on the federally funded Early Childhood Technical Assistance Center (ECTA) and the Center for IDEA Early Childhood Data Systems (DaSy). Sharon taught in a large suburban school district in early childhood and served as the district’s IEP Specialist.

 All welcomes and keynotes are held in the San Jose Room
 1st Floor South

 All are available virtually
Concurrent Sessions
Thursday, October 23, 2014
Morning Concurrent Sessions (10:15–11:45 am)

I Can Figure This Out: Integrating Science into Inclusive Early Education Settings
This workshop will provide an overview of foundational science concepts that can be fostered in all young children. Information will be shared about how science content and processes can be integrated into inclusive early education settings, using vignettes, hands-on experiences, and sample classroom activities. An integral part of this content will be how to promote access, learning, and participation of all children within science activities, including those with disabilities. kswt9g
Presenter Amber Friesen, Ph.D., Assistant Professor in Early Childhood Special Education, San Francisco State University
Laura Currier, Specialized Physical Health Care, San Francisco Unified School District
Elan Parti, Autism SDCC Preschool Teacher, New Haven Unified School District

Audience Level Intermediate
Grade Level 3 years old to 5 years old
Primary Training Track Evidenced-based Practices and Resources that Support Inclusion

Using Desired Results access Project reports to Guide Program Planning
Participants will review the two types of Desired Results access project reports to better understand the type of information to be gained from them and explore strategies for using the reports to inform a number of program activities. Participants will also learn how the reports can inform the IFSP and IEP process. wzypey

Presenters Patty Salcedo, Project Co-Director, Desired Results access
Elizabeth Schroeder, Research Associate, Desired Results access

Audience Level Intermediate
Grade Level Birth to 5 years old
Primary Training Track Evidenced-based Practices and Resources that Support Inclusion

Using Early Learning Foundations and Benchmarks to Meet Children’s Diverse Needs
This highly-interactive session is designed to help participants build their skills in effectively using the California Early Learning Foundations to meet the needs of all children. It will offer specific guidance in strategies for including children with disabilities in Foundations-based assessment and instruction. fnktp

Presenter Whit Hayslip, Independent Early Childhood Education Consultant Los Angeles, CA

Audience Level Intermediate
Grade Level Birth to 5 years old
Primary Training Track Effective Model(s): Least Restrictive Environments that Support Inclusion

A Place in After School for Students of Various Needs
Working with students who have Special Needs in an after school setting seems like a difficult prospect at best. Many believe without specialized training, they cannot begin to reach and teach these unique individuals. Yet, for most, inclusion begins with an attitude and in many cases, is far simpler that you can imagine. Come gain an awareness of the challenges faced by children with disabilities and learn how you can build positive rapport and foster a positive relationship that accommodates for their needs and encourages their success in out-of-school programming. wpwau

Presenter Dr. Gale K. Gorke, Executive Director, Kids Kan Inc.

Audience Level All Levels
Grade Level Birth to 3rd Grade
Primary Training Track Overcoming Barriers into Inclusion

Expanding Public School Opportunities to Maximize the Least Restrictive Environment: A Case Study
This presentation is timely and highly relevant to early childhood and special education administrators; attorneys advising LEAs on special education compliance; and professors whose research focuses on the IDEA, inclusion based practices, and public policy surrounding the expansion and efficacy of early childhood education. The ECLC experience provides useful lessons for anyone interested in increasing opportunities in the LRE for preschoolers with special needs, but also indicates an important new local pathway for the expansion of publicly-supported high quality preschool programs. 6xji56

Presenters Robin Hunter, Principal, ECLC, Irvine Unified School District
Sandy Avzaradel, Assistant Principal, Early Childhood Learning Center (ECLC), Irvine Unified School District

Audience Level Intermediate
Grade Level Birth to 3rd Grade
Primary Training Track Evidenced-based Practices and Resources that Support Inclusion

Using Video to Promote Inclusion in Early Childhood Programs
This session will illustrate many ways that digital video and video conferencing can support inclusion by enhancing a number of key practices, including assessment, documentation, individual and group planning, family support/engagement, transition, self-reflection, coaching, reflective supervision, professional development, virtual participation, and more. We’ll review equipment options and recommended practices for shooting, file management, editing, security, and sharing clips. An in-depth resource guide will accompany the session. es99ja

Presenters Larry Edelman, Senior Clinical Instructor, Department of Pediatrics, University of Colorado School of Medicine
Ginger Brown, Preschool Teacher of the Visually Impaired and Visitation Site/DR access Trainer for Supporting Early Education Delivery Systems (SEEDS)

Audience Level Intermediate
Grade Level Birth to 5 years old
Primary Training Track Professional Development that Supports Inclusion (i.e. Technology)
Building Schools of Kindness and Compassion: How a Relationship Based Approach Improves Teachers’ Skills and Motivation, School-Home Partnership, and Outcomes for at Risk Children
Relationship based tools and skills are very effective in building teachers capacity to support inclusion. Tools from the CSEFEL Pyramid Model and skills from Teacher Child Interaction Training are woven together to give participants improved ways to connect with each other, families and children. kj87z6

Presenters
Kathleen Kelley, Program Manager, Behavioral Consultation Project, Early Learning Institute
Mary Linscomb, Mental Health Consultant, Early Learning Institute; Teri Porter, Director A Special Place Therapeutic Preschool, YWCA of Sonoma County

Audience Level Intermediate
Grade Level 3 years old to 5 years old
Primary Training Track Research Findings that Inform and Guide Inclusion Policies

Co-teaching and Collaborative Partnerships for Inclusive Education to be Successful
This workshop will address co-teaching and collaborative partnerships to facilitate inclusive education for young children with and without disabilities. fxqapf

Presenter Mary A. Falvey, Ph.D., Emerit Professor, California State University, Los Angeles

Audience Level Intermediate
Grade Level 3 years old to 3rd Grade
Primary Training Track Evidenced-based Practices and Resources that Support Inclusion

Developing a Community of Practice to Improve Inclusive Preschool Programs
This session will present a model for improving inclusive preschool practices by developing communities of practice which consist of general educators and early childhood special education pre-service teachers. Focus topics include shared professional development, practical collaborations between general and special education, and universal design for learning (UDL). k96464

Presenters
Suzanne Robinson, Ph.D., Associate Professor, California State University Fullerton
Janice Myck-Wayne, Associate Professor, California State University Fullerton;

Audience Level Intermediate
Grade Level 3 years old to 3rd Grade
Primary Training Track Effective Model(s) Practicing Least Restrictive Environments that Support Inclusion

DRDP Online Systems Across Collaborative Projects: Valid and reliable psychometric measurement of early childhood development across multiple domains
The workshop will describe and demonstrate internet based online systems and software, developed for CDE-funded programs, that teachers and providers can use to generate DRDP assessment reports. Participants will develop an understanding of the two systems, their purposes, how they work, and how the functions and features facilitate understanding of individual developmental profiles. r9efwb

Presenter
Stephen Moore, Associate Director, UC Berkeley - BEAR Center Elizabeth Schroeder, Research Associate, DR access Project

Audience Level Intermediate
Grade Level Birth to 5 years old
Primary Training Track Professional Development that Supports Inclusion (i.e. Technology)

Everything About the DRDP2015
This workshop will introduce the participants to the DRDP2015, provide a short summary of the research and how it can be used to promote inclusion and collaboration. h9dpyb

Presenters
Melinda Brookshire, Senior Program Associate, WestEd Patty Salcedo, Co-Director, DR access Project

Audience Level Beginning
Grade Level Birth to 5 years old
Primary Training Track Alignment Across Age Levels

Using Reflective Practice with Early Educators to Increase Developmentally Appropriate Practices for ALL Children k7jhte
Reflective practice is an effective strategy to increase intentional instruction applicable for all children. It is the link between teacher experience, child development knowledge, and developmentally appropriate practices. Participants will engage in reflective practice and to apply specific strategies to implement in the curriculum. Participants will share their ideas and be given resource tools to use in their classroom.

Presenters
Sue Bollig, CIBC Network Coordinator, WestEd CPEI Jan Kearns, Technical Assistance Provider, WestEd CPEI

Audience Level Intermediate
Grade Level Birth to 5 years old
Primary Training Track Professional Development that Supports Inclusion
Morning Concurrent Sessions (9–10:30 a.m.)

Friday, October 24, 2014

**Holding the Bar High for ALL Students: Assessing Program Effectiveness and Student Outcomes in Inclusive Programs for Students with Moderate-Severe Learning Needs**

In this era of high stakes testing and school accountability, many schools have a range of tools designed to assess program quality and student outcomes for the general student population. However, these tools are often not appropriate for students with moderate to severe learning needs. Additionally, schools with inclusive education programs often lack the concrete tools needed to assess the overall implementation quality of inclusive practices. This workshop will summarize the steps that one charter network has taken to assess both implementation and student outcomes within a specialized inclusion program for students with moderate to severe learning needs. Lessons learned will be shared, and participants will leave with several tools that can be adapted to their own schools and settings. 7vy5nx

**Presenters**
Genevieve Thomas, Director Special Education, Rocketship Education
Caitlin Gallagher, School Psychologist, Rocketship Education
Hannah Gray, Special Education Teacher, Rocketship Education

**Audience Level** Intermediate

**Grade Level** TK to 3rd Grade

**Primary Training Track** Evidence-based Practices and Resources that Support Inclusion

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**Inclusion Works! Creating Child Care Programs that Promote Belonging for Children with Special Needs**

Looking for resources and strategies regarding inclusive practice? This workshop is for you! Based on the book published by the California Department of Education, “Inclusion Works!”, there will be an overview of definitions and descriptions of inclusion (from the joint position statement from the Division for Early Childhood and the National Association for the Education of Young Children), evidence-based strategies for inclusive practice, and an opportunity to discuss the application of the strategies in case studies. bhz2pmi

**Presenter** Linda Brault, Project Director, WestEd

**Audience Level** Beginning

**Grade Level** Birth to 3rd Grade

**Primary Training Track** Evidence-based Practices and Resources that Support Inclusion

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**Re-thinking Early Childhood Social Inclusion: Developing Teacher Competencies That Support and Nurture Diverse Learners and Build Classroom Community**

Learn new ways to think about early childhood inclusion. Work with others to generate meaningful teaching practices and strategies. Develop ideas for instructional methods that will support and nurture diverse learners and build classroom community.

**Presenters**
Susan Recchia, Ph.D., Professor, Integrated Early Childhood Program, Teachers College, Columbia University
YoonJoo Lee, Ed.D., Assistant Professor, Early Childhood Special Education, Brooklyn College, City University of New York

**Audience Level** Intermediate

**Grade Level** Birth to 5 years old

**Primary Training Track** Evidence-based Practices and Resources that Support Inclusion nrzwwz

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**A Regional Center’s Journey: Shifting Early Intervention Services into Natural Environments**

This regional center will partner with a panel of providers who deliver services at home and community settings. This will be a panel discussion with programs and regional center staff who will share their steps to shift EI services to Natural Environments; and share challenges and successes. c5uiif

**Presenter** Shawneee Stevenson, Manager, Early Start Program, Golden Gate Regional Center
Gloria Jarquin, Social Worker, Golden Gate Regional Center

**Audience Level** Intermediate

**Grade Level** Birth to 3 years old

**Primary Training Track** Evidence-based Practices and Resources that Support Inclusion

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**Cultivating Collaboration, Curriculum, Community and Creative Educator Development in an Inclusive Early Childhood Education Program**

Google Children’s Centers staff will share program practices that support families, children and educators to meet the needs of various children in a group care setting. Educators will share experiences and learning’s around collaborating with families, curriculum modification, creating communities of support, and contributing to internal innovative professional development opportunities. 3k8iyyp

**Presenters**
Laura Lochner, Early Childhood Educator, Google Children’s Centers, Google Inc.
Inbal Ondhia, Inclusion Specialist Manager, Google Children’s Centers, Google Inc.
Krystina Tapia, Early Childhood Educator, Google Children’s Centers, Google Inc.

**Audience Level** Intermediate

**Grade Level** Birth to 5 years old

**Primary Training Track** Overcoming Barriers into Inclusion

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**Least Restrictive Environment Decision Making**

Through discussion and multiple scenarios, a conceptual understanding of LRE will be built by presenting the elements that comprise it, in accordance with IDEA and the final Part B regulations. We’ll take a closer look at IDEA’s provisions, including Requirements, Continuum of alternative placements, placements, and nonacademic settings. We also explore the role that supplementary aids and services play in supporting the participation of children with disabilities in regular classes and other extracurricular activities alongside their nondisabled peers and the multiple factors that must be considered when determining a child’s LRE placement. The training will conclude by connecting participants with selected resources they can use to support the education of children with disabilities in the LRE.

**Presenter** Mouna Raad, Bilingual Education Resource Specialist, Parents Helping Parents

**Audience Level** Beginning

**Grade Level** 3 years old to 3rd Grade

**Primary Training Track** Professional Development that Supports Inclusion g7za2p

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**Available virtually edmodo group codes**
Embedded Instruction for Early Learning: Intentional Teaching to Ensure Young Children’s Meaningful Access and Participation in Inclusive Classrooms

Want to learn how to embed instruction in everyday activities, routines, and transitions to support young children’s access, participation, and learning in inclusive early childhood classrooms? We will provide the tools you need by introducing you to Embedded Instruction for Early Learning. This research-based approach supports intentional teaching and embedded instruction implementation. The interactive session will provide a ready-to-use set of materials and resources for practical application. c5i8mn

Presenters
Dr. Patricia Snyder, Professor, University of Florida and Desired Results access Project
Dr. Mary McLean, Kellner Professor of Early Childhood Education, University of Wisconsin-Milwaukee and Desired Results access project

Audience Level Intermediate
Grade Level 3 years old to 5 years old
Primary Training Track Evidenced-based Practices and Resources that Support Inclusion

Preparing Educators for Inclusive Education: Academic Supports, Social/Emotional Supports, and Environmental Supports

In this workshop educators will be provided with professional development ideas and resources to support students in inclusive education models. Examples of ongoing support such as consultation, web-based community interaction and resources, classroom observations, progress monitoring, vertical planning, and facilitating successful transitions. Attendees will leave this workshop with tools and applicable strategies to support inclusive education practices in addition to examples of professional development that will address relevant topics and concerns in regards to inclusive education. 22t4hy

Presenters
Andrea Youpel, Inclusion Specialist, Tustin Unified School District
Ashley McAdams, Early Intervention Specialist, Tustin Unified School District

Audience Level Intermediate
Grade Level TK to 3rd Grade
Primary Training Track Professional Development that Supports Inclusion

Strengthening Families: Defining a New Normal

This workshop will provide participants with an overview and history of the Strengthening Families Framework, and the Five Protective Factors. Participants will learn the research behind the protective factors, and understand how they prevent child abuse and neglect. Strategies to incorporate the protective factors in your work will be explored. ebp6df

Presenter Barbara DeGraaf, Strengthening Families State Lead, Strategies

Audience Level Beginning
Grade Level Birth to 3rd Grade
Primary Training Track Parent Engagement in Inclusive Settings

A Child’s Place: A Place for EVERY Child; Social Skills and Beyond! 7i5dya

A Child’s Place is a full inclusion non-subsidized preschool in Orange County. Based in evidence based best practice, this presentation will provide information on how to start up & sustain a full inclusion preschool, and after-school social skills program.

Presenters
Jan S. Weiner, Professor & Consultant, Cal State Fullerton and A Child’s Place
Wendy Evans, Lead Teacher
Darcie Kass, Program Director, A Child’s Place

Audience Level Intermediate Level
Grade Level Birth to 3rd Grade
Primary Training Track Overcoming Barriers into Inclusion

Breaking Barriers and Building Bridges-Collaboration between School District Special Education Services and Head Start Early Childhood Education Programs

Educator and family attitudes toward students with disabilities in the general education classroom influence placement and program decisions. In order to promote inclusion in Early Childhood Education, all members of the team must understand the merit of best practice in Early Childhood Education and how this can align with Special Education expected outcomes. This workshop will provide an overview of models in place in California and what has been the pathway to inclusion for them. The presenter will share the journey she charted that began the collaboration between the school district special education department and the local Head Start program. 2qxxg2

Presenter Carolyn Love, Early Childhood Special Education Inclusion Support, HUSD

Audience Level Intermediate
Grade Level Birth to 5 years old
Primary Training Track Effective Model(s) Practicing Least Restrictive Environments that Support Inclusion

Co-teaching and Peer Assisted Learning Strategies: What all Teachers Need to Know about Implementation

In this instructional interactive session, participants will acquire the tools and ability to implement co-teaching in a classroom that effectively utilizes peer assisted learning strategies (PALS) to teach and improve reading skills. pprhse

Presenters
Susan Courey, Ph.D. Associate Professor, San Francisco State University;
Phyllis Tappe, Adjunct Professor, San Francisco State University

Audience Level Beginning
Grade Level Birth to 3rd Grade
Primary Training Track Effective Model(s) Practicing Least Restrictive Environments that Support Inclusion
Implementing Augmentative Alternative Communication/Assistive Technology (AAC/AT) in the Inclusive Classroom

Technology is developing at such a rapid pace it is hard to keep up! The AAC/AT team from the Santa Clara County Office of Education (SCCOE) is here to help. During this session, participants will get an overview of augmentative alternative communication and assistive technology, hands-on trials, and strategies to implement technology in the inclusive classroom. h6ihk4

Presenters
Leslie Haverstock, Teacher of Students with Orthopedic Impairments
AT Specialist, Santa Clara County of Education (SCCOE)
Tegan Anderson, Speech Language Pathologist, SCCOE
Sriprya Appalakutti, Speech Language Pathologist, SCCOE

Audience Level
Beginning
Grade Level
TK to 3rd Grade
Primary Training Track
Professional Development that Supports Inclusion (i.e. Technology)

State of the State: Implications for the Field on Inclusive Practices

This session will review the Federal and State regulations related to natural environments and least restrictive environments and inclusive practices across the Department of Developmental Services, California Department of Education-Special Education Division and Early Education and Support Service Division. Topics will include discussions across the divisions and agencies to support inclusive practices for these environments, as well as information related to requirements of reports to the feds regarding inclusive practices. Information will be shared regarding California’s early learning initiatives and their impact on our practices in the field as they relate to young children with and without disabilities and their families. emu7hc

Presenters
Meredith Cathcart, M.S., Administrator Policy and Program Services, Special Education Division, California Department of Education (CDE)
Cecelia Fisher-Dahms, Administrator, Quality Improvement, CDE
Erin Paulsen, Assistant Chief, Early Start, Department of Developmental Services
Sharon Walsh, Co-Director, Walsh Taylor Incorporated

Audience Level
Beginning
Grade Level
Birth to 3rd Grade
Primary Training Track
Alignment Across Age Levels

Young Children’s Progress in the Approaches to Learning Domain: What It Means and How to Assess It

This workshop will explore the developmental domain of Approaches to Learning (ATL) and its relationship with the developmental constructs of self-regulation and executive functioning. Participants will have an opportunity to consider different aspects of ATL. Video examples will be shown that show children’s ATL across the birth to 5 developmental continuums. The workshop will then focus on how research informs the observational assessment of children’s progress in the ATL domain. The DRDP 2015 will be used to illustrate how young children’s progress in the ATL domain can be assessed and supported through curriculum planning that includes all children in an early childhood classroom. t3k2k

Presenter
Peter Mangione, Co-Director, WestEd

Audience Level
Advanced
Grade Level
Birth to 5 years old

Primary Training Track
Evidenced-based Practices and Resources that Support Inclusion

“Building Bridges” Connecting ECE and Early Intervention Through Collaborative “Inclusive” Infant/Toddler Curriculum

This workshop is directed to college/university faculty and community ECE/ECSE instructors/trainers who provide pre-service and/or in-service trainings, technical assistance, and/or coaching on early childhood inclusion. b7zfnn

Presenters
Dana Cox, RN, MA, Program Coordinator/Lead Infant-Toddler Teacher and Cabrillo Adjunct ECE Instructor, Santa Cruz County Office of Education
Linda Brault, Project Director, WestEd

Level
Intermediate
Grade Level
Birth to 3 years old
Primary Training Track
Overcoming Barriers into Inclusion

Effective Evidence-based Practices in Inclusive Preschool Programs: A Tale of Two Preschools

This presentation will address several topics on how to effectively work with families, professionals, paraprofessionals in two different co-teaching models of inclusion in two Pre-K programs in the South Bay area of California. Collaboration strategies and practical ideas and materials will be shared with the audience along with some evidence-base practices. xsw3mi

Presenters
Peg Hughes, Ph.D., Professor/Coordinator of ECSE, SJSU
Amy Kraus, MA, Special Education Preschool Inclusion, Greenell School Palo Alto USD
Thuy Nguyen, MA, ECSE Preschool Inclusion Teacher, Santa Clara County of Education

Audience Level
Intermediate
Grade Level
3 years old to 5 years old
Primary Training Track
Parent Engagement in Inclusive Settings

Using Evidence-Based Self-Assessment Tools to Support Program Implementation and System Alignment to Promote Inclusive Practices

This workshop will review the work of San Francisco Inclusion Networks and its methods of promoting inclusive practices at the child, program and family/community levels. Participants will learn about two research-based tools that can be used to measure implementation of inclusive practices at the program level and at the classroom/child level – the Community Perception of Inclusive Practices (CPIP) and the Inclusive Classroom Profile (ICP). Participants will also learn how to use the CPIP, ICP and other established measures tools as the CLASS and DRDP to inform both self-assessment and professional development.

Presenters
Alan Brousseau, Project Manager, San Francisco Inclusion Networks (SFIN)
Deidre Hayden, Project Director, SFIN
Ramya Krishna, Early Childhood Inclusion Specialist, SFIN

Audience Level
Intermediate
Grade Level
Birth to 5 years old
Primary Training Track
Professional Development that Supports Inclusion
College Units
Payment and registration for University of the Pacific (UoP) Units will be taken on-site at the conference.
Fee: $120 (two units total for both days). NO REFUNDS.
Sign up at lobby entrance Thursday, October 23, before 1:30.

Certificates of Completion
Certificates of Completion will be at the reflective sessions for pick up at the end of each day of the conference.
Inclusion Collaborative Community of Practice (CoP)

2014-2015 Save the Dates!

CoP members may participate in discussions, access recordings of archived trainings, access posted resources, post/share links and resources, and participate in periodic ‘meet-up’ events.

Meetings are also available through conference call/Adobe Connect.

All meetings to be held at the Santa Clara County Office of Education (SCCOE), 1290 Ridder Park Drive, San Jose, CA 95131.

Information will be sent out for virtual participation the week of the meeting.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Friday, December 12 2014</td>
<td>9–11 a.m.</td>
<td>SCCOE–Saratoga Room 1st floor South building</td>
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<tr>
<td>Friday, February 13 2015</td>
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<td>Friday, April 10 2015</td>
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Available virtually

See you there!