

2016 INCLUSION COLLABORATIVE STATE CONFERENCE

Harvesting Equity for All Children & Youth

INCLUSION THROUGH INTEGRATED SERVICES

October 27-28, 2016

Santa Clara County Office of Education
1290 Ridder Park Drive, San Jose, CA

Learn from experts and peers from the field about
inclusive practices from birth to 12th grade

Who should attend? General and Special Education:
Teams • Administrators • Teachers • Parents • Support Staff

REGISTER NOW! SPACE IS LIMITED!

In-Person or Virtual Registration open until October 7.

www.inclusioncollaborative.org
For more info: inclusion@sccoe.org

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 from birth to 12th grade with and without disabilities to create or enhance inclusive practices in their respective programs and communities in which they live.

Desired outcomes:

- Develop relationships a 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 from birth to 12th grade
- Create a community of practice to support inclusion around the state (face-to-face or virtually)

Thursday, October 27, 2016

- 8:00-9:00 Breakfast and registration
- 9:00-10:30 Welcome and Keynote Address
- 10:30-10:45 Break and transition to next session
- 10:45-12:15 Concurrent Sessions
(4 sessions available virtually)
- 12:15-1:00 Lunch
- 1:00-2:00 Keynote (available virtually)
- 2:00-2:30 Reflective session*
- 2:30-2:45 Break and transition to next session
- 2:45-4:15 Concurrent sessions**
(4 sessions available virtually)

Friday, October 28, 2016

- 8:00-8:30 Breakfast and registration
- 8:30-10:00 Concurrent Sessions
(4 sessions available virtually)
- 10:00-10:15 Break and transition to next session
- 10:15-11:45 Concurrent Sessions
(4 sessions available virtually)
- 11:45-12:30 Lunch
- 12:30-1:30 Keynote (available virtually)
- 1:30-2:00 Reflective session*
- 2:00-2:15 Break and transition to next session
- 2:15-3:45 Concurrent sessions**
(4 sessions available virtually)

* Includes-time to reflect on lessons from the day and create an action plan for next steps.

** Certificates of attendance will be distributed ONLY during this session.

Age Levels	Learning Levels	
<i>Birth to 5 years old</i>	<i>Beginner</i>	<i>Intermediate</i>
<i>Transitional Kindergarten to 6th grade</i>		
<i>Middle School to High School</i>		
<i>All ages</i>		

Register online!

<https://www.regonline.com/2016inclusioncollaborativestateconference>

For additional information, contact inclusion@sccoe.org or (408) 453-6756.

Inclusion Collaborative State Conference

Conference at a Glance Thursday, October 27



10:45 a.m.–12:15 p.m.



Federal Policy Statement on Family Engagement

Birth to 5 years old
Beginner



Perspectives on Team Teaching in the High School Inclusion Class

Middle School to High School
Beginner



The Role of the Paraprofessional in the Inclusive Classroom

All Ages
Beginner



Using Transitional Kindergarten to Build Inclusive Services

Transitional Kindergarten to 6th Grade
Intermediate



Introducing the Inclusion Pathway

Birth to 5 years old
Beginner



Mindfulness Exercises to Promote Academic and Social Inclusion

All Ages
Beginner



Multi-Tiered System of Supports (MTSS): Aligning Organizational Structures to Increase Access, Equity and Outcomes for All Students

All Ages
Beginner



Integrating Positive Behavioral Interventions and Supports (PBIS) in Inclusive Learning Environments

All Ages
Beginner

2:45–4:15 p.m.*



Families are More than Mothers: Engaging with Siblings in Inclusive Settings

All Ages
Beginner



Leading the Co-Teaching Dance: The role of the administrator

All Ages
Beginner



Lessons Learned: Collaborative Assessment with the DRDP (2015)

Birth to 5 years old
Intermediate



The Instructional Framework for Empowering Teachers: Universal Design for Learning

All Ages
Intermediate



Addressing Disproportionality in Inclusion

All Ages
Intermediate



Developing Quality Learning Targets and Activity Matrices to Support Embedded Instruction

Birth to 5 years old
Intermediate



Stakeholder Perspectives and Strategies That Work: Lessons Learned in Inclusive Settings

Transitional Kindergarten to 6th Grade
Intermediate



Using Assessment Data to Inform Classroom Practice

Birth to 5 years old
Intermediate

* Certificates of attendance will be distributed ONLY during this session.



Inclusion Collaborative State Conference

Conference at a Glance Friday, October 28





8:30–10 a.m.

 **Creating Inclusive Environments: Meaningfully Including All Students in the General Education Classroom**
 Transitional Kindergarten to 6th Grade
Intermediate



 **Differentiating Instruction: Access to the General Education Curriculum for ALL**
 All Ages
Intermediate

 **Essential Policies and Practices that Support One Coherent System of Education**
 All Ages
Intermediate

 **Give Them the Support They Need: Co-Teachers' Call for Help**
 Middle School/High School
Intermediate

 **A Parent's Perspective: Inclusion, Collaboration, and Using Video to Tell Powerful Stories**
 All Ages
Intermediate



 **Inclusion of Students with Disabilities Removes Barriers**
 All Ages
Intermediate

 **Longitudinal Outcomes of Inclusive Practices**
 Birth to 5 years old
Intermediate

 **National, State, and Local Educational Environments Data: Coding and Using Data to Increase Inclusion for Children Ages 3-5**
 Birth to 5 years old
Intermediate



10:15–11:45 a.m.

 **Co-Teaching in Elementary School-Our Journey**
 Transitional Kindergarten to 6th Grade
Intermediate



 **From Problems to Power: Collaboration Making a Real Difference**
 All Ages
Beginner

 **Multi-Tiered System of Supports (MTSS): Aligning Organizational Structures to Increase Access and Equity for All Students**
 All Ages
Beginner

 **Working Together for Inclusion in Early Childhood Settings**
 Birth to 5 years old
Intermediate



 **Collaborative Assessment for the DRDP (2015)**
 Birth to 5 years old
Beginner

 **Highlighting Parallel Process in Reflective Practice**
 Birth to 5 years old
Intermediate



 **Including All Students in the Common Core Curriculum**
 Middle School to High School
Beginner



 **Using Technology to Enhance EI and ECSE Services**
 Birth to 5 years old
Intermediate

2:15–3:45 p.m.*



 **A Full Inclusion Journey with Jon: Reaping the Rewards from Preschool to 3rd Grade**
 Transitional Kindergarten to 6th Grade
Intermediate

 **Designing Environments for Successful Learning: Collaborative Planning & Co-Teaching**
 All Ages
Intermediate

 **He/She Just Wants My Attention! What does this really mean?**
 Birth to 5 years old
Beginner

 **The Nuts and Bolts of Co-Teaching: What, Why, and How**
 All Ages
Beginner

 **Connecting the Dots to Successfully Implement Inclusive Practices Throughout a School District**
 All Ages
Intermediate

 **How the PITC Policies Support Inclusive Practices for Infants and Toddlers**
 Birth to 5 years old
Beginner

 **Making Co-teaching Effective: Uncovering Teachers' Greatest Concerns**
 All Ages
Intermediate

 **Universal Design for Learning: Infusing the Guidelines into Our Daily Instruction**
 All Ages
Intermediate

* Certificates of attendance will be distributed *ONLY* during this session.

Keynote Speakers



Thursday, October 27 A Collaborative Welcome

Christy Kavulic, Associate Division Director, Office of Special Education Programs
Chris Drouin, Interim State Director, Special Education Division, California Department of Education
Glen Price, Co-Chief Deputy Superintendents of Public Instruction, California Department of Education

Thursday, October 27 Welcome Keynote

“That’s not fair!”: Addressing Equity in a World Wanting Equality

Using humor, examples, and research Dr. Wendy Murawski will emphasize the need for equity in schools. Emphasis will be placed on acknowledging issues and discussing practical solutions for teachers and administrators. Dr. Murawski will examine the role of inclusion and provide strategies for helping to meet the diverse demands that come with



educating students with special needs.

Grade Level All Ages
Learning Level *Beginner*

Dr. Wendy Murawski, Executive Director, Center for Teaching and Learning, California State University, Northridge

Dr. Wendy Murawski is the Executive Director and Eisner Endowed Chair for the Center for Teaching and Learning at California State University, Northridge. An internationally known speaker and author, she has published extensively, including six books. Dr. Murawski has won numerous awards for her teaching, research and publications, to include Teacher Educator of the Year in California, and runs her own educational consulting company, 2 TEACH LLC. Wendy is known for the high energy, humor, content and personal experiences she brings to each of her presentations.

Thursday, October 27 Lunch Keynote

Family Engagement in 2016 and Beyond: Policy, Practice, and Anticipated Outcomes

Participants will get the “breaking news” from the U.S. Department of Education on the critical importance of it’s newly released family engagement policy jointly with the Department of Health and Human Services). Participants will learn current evidence-based practices that merge the best available



research and the wisdom of veteran professionals and families.

Grade Level All Ages
Learning Level *Beginner*

Dr. Ann Turnbull, Retired Distinguished Professor, Beach Center on Disability

Dr. Ann Turnbull has been a professor, researcher, and advocate for individuals with disabilities, their families, and service providers for four decades. She has authored 32 books and over 275 articles and chapters. In 1999, Ann Turnbull was selected as one of 36 individuals who “changed the course of history for individuals with disabilities in the 20th century.”

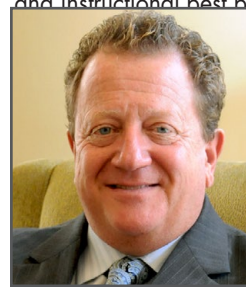
Christy Kavulic, Associate Division Director of the Early Childhood and Parent Team, Office of Special Education Programs, US Department of Education

Christy Kavulic oversees the management of discretionary grants funded under the Individuals with Disabilities Education Act. She has a master’s in speech-language pathology and a doctorate in early childhood special education.

Friday, October 28 Lunch Keynote

Restructuring for Caring & Effective Education: The Inclusive School Through Integrated Services

Participants become familiar with the characteristics of inclusive schools, rationales for change, and organizational and instructional best practices for creating school.



Grade Level All Ages
Learning Level *Intermediate*

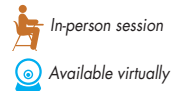
Dr. Richard A. Villa has worked with thousands of teachers and administrators throughout North America and the world, to develop and implement organizational and instructional support systems for educating all students within general education settings. Rich has been a middle and high school classroom teacher, special educator, special education coordinator, pupil personnel services director, and director of instructional services. In addition to working with schools, governmental and non-governmental agencies, and advocacy organizations, Rich has authored over a hundred articles and book chapters regarding inclusive education, differentiated instruction, collaborative planning and teaching, and school restructuring. Dr. Villa has co-edited seventeen books and developed three multi-media kits for teachers, administrators, and parents.


Inclusion Collaborative State Conference

Concurrent Sessions

Thursday, October 27

Morning Concurrent Sessions (10:45 am–12:15 pm)



 **Federal Policy Statement on Family Engagement**
It is the goal of the US Departments of Health and Human Services and Education that all early childhood programs and schools recognize and support families as essential partners in providing services that improve children's development, learning, and wellness. This session will provide an overview of the federal policy statement on family engagement and how it aligns with other policy statements released by the Departments.

Presenter Christy Kavulic, Associate Division Director, Office of Special Education Programs

Grade Level Birth to 5 years old

Learning Level Beginner

 **Perspectives on Team Teaching in the High School Inclusion Class**

Team teaching is one inclusion strategy that supports students with special needs within general education. Gain the perspective of general and special education teachers and an administrator on the benefits and challenges of team teaching in the high school setting. Audience interaction with the panel and each other will support planning and problem solving for teams in development and implementation.

Presenters Trudy Gross, Assistant Superintendent, Fremont Union High School District (FUHSD)

Angelica de Koning, Special Education Teacher, Cupertino High School, FUHSD

Susan Rocha, English Teacher, Department Chair, Cupertino High School, FUHSD

Grade Level Middle School/High School

Learning Level Beginner

 **The Role of the Paraprofessional in the Inclusive Classroom**

The role of the paraprofessional in the inclusive classroom is a tricky one. In this session, we will discuss ways in which the paraprofessional can take initiative, support learning, minimize disruptions, and act as a liaison between general and special educator. We will also discuss the "do's and don'ts", common issues or barriers, and strategies for success.

Presenter Dr. Wendy Murawski, Executive Director, Center for Teaching & Learning, California State University, Northridge

Grade Level All Ages

Learning Level Beginner

 **Using Transitional Kindergarten to Build Inclusive Services**

Created in 2010, Transitional Kindergarten (TK) is an exciting educational program to help prepare children for kindergarten and later school success. It also offers rich opportunities to provide inclusive services.

Unfortunately, many communities have not yet realized the inclusive potential in TK. This workshop will help participants better understand TK and provide concrete ideas for inclusive TK strategies and models.

Presenter Whit Hayslip, Early Learning Consultant, Packard Foundation "Starting Smart and Strong"

Grade Level Transitional Kindergarten-6th Grade

Learning Level Intermediate

 **Introducing the Inclusion Pathway**

The Inclusion Pathway document, created by the Orange County Inclusion Collaborative, provides a supplemental pathway to the QRIS matrix, which assists Early Childhood educators and care providers in assessing and improving their ability to include children with special needs in their programs. Participants will be introduced to the document and encouraged to revise for application in their own areas.

Presenters Krista Murphy, Coordinator, QRIS, Early Ed, Orange County Dept of Education

Dillon Henry, Coordinator, Early Ed Programs, Orange County Department of Education, Special Education

Darcie Kass, Owner/Director, A Child's Place Learning Center, Inc.

Grade Level Birth to 5 years old

Learning Level Beginner

 **Mindfulness Exercises to Promote Academic and Social Inclusion**

Mindfulness means paying attention in the present moment. Thus, mindfulness activities can support children's attention, emotional regulation, social interaction, and compassion for self and others. Participants will engage in enjoyable mindfulness exercises across a range of developmental levels. She will incorporate music and movement which can be motivating factors for individuals with autism.

Presenter Kate Turnbull, Mindfulness & Human Relations Specialist, Private Consultant

Grade Level All Ages

Learning Level Beginner

 **Multi-Tiered System of Supports (MTSS): Aligning Organizational Structures to Increase Access, Equity and Outcomes for All Students**

By definition, a coordinated system of supports from a preventative standpoint is crucial for ensuring appropriate and timely attention to students' needs. Attendees will learn key components of a Multi-Tiered System of Supports (MTSS) as a continuous improvement process that can be used to develop and align resources, programs, supports and services at all organizational levels to increase positive student outcomes.

Presenter Kevin Schaefer, Assistant Director of Special Programs, WestEd/Center for Prevention and Early Intervention

Grade Level All Ages

Learning Level Beginner

 **Integrating Positive Behavioral Interventions and Supports (PBIS) in Inclusive Learning Environments**

This session provides an overview of PBIS framework, organizing the implementation of evidence-based practices across multi-tiered system of supports (MTSS). It also describes PBIS' integration into inclusive learning environments to create positive social culture for all children.

Presenters Rebecca Mendiola, Director, Safe and Healthy Schools, Santa Clara County Office of Education

Josh Harrower, Professor of Special Education in the Department of Teacher Education, California State University, Monterey Bay

Grade Level All Ages

Learning Level Beginner



Families are More than Mothers: Engaging with Siblings in Inclusive Settings

Beginning with a brief research base, Kate and Ann will particularly target four sibling touchstones including:

- Family space – balancing family time, attention, and responsibilities;
- Communication – confronting and communicating about disability;
- Problem behavior – addressing emotional well-being and safety aspects of problem behavior;
- Advocacy – advocating for inclusion success.

They will share sibling experiences and draw lessons learned over decades that they hope will be helpful to other families who have similar inclusive experiences. They will also share key national resources related to sibling well-being across the lifespan.

Presenter Kate Turnbull, Mindfulness & Human Relations Specialist
Ann Turnbull, Retired Distinguished Professor, University of Kansas

Grade Level All Ages

Learning Level Beginner



Leading the Co-Teaching Dance: The role of the administrator

When it comes to co-teaching, administrators often determine partnerships, training, resources, planning time and master scheduling. It is critical then that they know the best practices, strategies, and evidence-base to make the best decisions. In this session, Dr. Murawski will describe the role of the administrator in setting up a culture & system designed to help co-teaching succeed.

Presenter Dr. Wendy Murawski, Executive Director, Center for Teaching & Learning, California State University, Northridge

Grade Level All Ages

Learning Level Beginner



Lessons Learned: Collaborative Assessment with the DRDP (2015)

Learn from a panel of special education and general education teams who complete the DRDP (2015) together. The panelists will share what works and what is challenging from sharing observations to completing ratings and meeting timelines

Presenters Patty Salcedo, Co-Director, DR Access Project, Desired Results Access Project
Larry Edelman, Consultant, Desired Results Access Project

Grade Level Birth to 5 years old

Learning Level Intermediate



The Instructional Framework for Empowering Teachers: Universal Design for Learning

Participants will understand the scientific basis for Universal Design for Learning and will explore examples and tools for designing their own classroom instruction around the principles and guidelines of UDL.

Presenter Debra Herburger, Senior Program Associate, WestEd

Grade Level All Ages

Learning Level Intermediate

* Certificates of attendance will be distributed ONLY during this session.



Addressing Disproportionality in Inclusion

This interactive workshop focuses on the problem of racial/ethnic disproportionality in more restrictive educational settings. We will discuss the nature of the problem, the implications of it for creating truly inclusive educational systems, and strategies for addressing it at the district, school site, and classroom levels. The goal is to create supports for culturally responsive inclusive environments.

Presenters Connie Silva, SPP-TAP Director, SPP-TAP, Napa County Office of Education

Mildred Browne, Ph.D., SPP-TAP TA Facilitator

Lou Denti, Ph.D., SPP-TAP TA Facilitator

Grade Level All Ages

Learning Level Intermediate



Developing Quality Learning Targets and Activity Matrices to Support Embedded Instruction

Participants will learn about key features of quality learning targets and activity matrices that support the implementation of embedded instruction in preschool classrooms. They will have guided opportunities to practice writing and evaluating learning targets, which align with the CA Early Learning Foundations and the DRDP 2015, and also to develop activity matrices. Resources for back-home application will be provided.

Presenters Patricia Snyder, Professor & Lawrence Endowed Chair, University of Florida

Mary McLean, Professor, University of Florida

Grade Level Birth to 5 years old

Learning Level Intermediate



Stakeholder Perspectives and Strategies That Work: Lessons Learned in Inclusive Settings

With the vision to provide equitable learning opportunities for students with disabilities, a school in Fremont conceptualized a Learning Center that considered the development and socio-cultural experiences of children with disabilities while scaffolding their learning with typically developing peers. This study explores the theoretical framework, practices utilized, and perspectives of all stakeholders (parents, teachers, para educators, students and administrators). Lessons learned, the path forward and the impact on district policy will be shared.

Presenters Lakshmi Balasubramanian, Inclusion Specialist, Fremont USD

Christine Sammy, Inclusion Specialist, Fremont USD

Sara and Linda Mendoza and Fischer Werk, General Education teachers, Fremont Unified School District

Grade Level Transitional Kindergarten to 6th Grade

Learning Level Intermediate



Using Assessment Data to Inform Classroom Practice


Participants will explore how to obtain and use DRDPtech reports to plan developmentally appropriate activities and interactions which promote child engagement and support children's learning and development.

Presenters Heidi Mendenhall, Project Manager CPIN, WestEd
Tamarra Osborne, Early Childhood Content Expert, WestEd

Grade Level Birth-5 years old


Learning Level Intermediate

 **Creating Inclusive Environments: Meaningfully Including All Students in the General Education Classroom**


 Participants will review critical components of inclusive education environments, examine school-wide systems that support inclusion, and evaluate their school/district's current ability to implement inclusion practices. They will also spend time creating an action plan they can take back to their schools to help increase access to the general education classroom for students with special needs.


Presenter Erin Studer, *Executive Director, CHIME Institute*
Grade Level Transitional Kindergarten to 6th Grade
Learning Level *Intermediate*

 **Differentiating Instruction: Access to the General Education Curriculum for ALL**

 Topics include approaches to differentiating the content students learn, the process through which they learn it, and how they demonstrate what they have learned. Retrofit and Universal Design for Learning (UDL) approaches to differentiation will be explored.


Presenter Richard Villa, *President, Bayridge Consortium, Inc.*
Grade Level All Ages
Learning Level *Intermediate*

 **Essential Policies and Practices that Support One Coherent System of Education**

 The Statewide Task Force on Special Education recommended that there be one coherent system of education. To move the current system towards this ideal will require changes in policy and practice at all levels from the classroom to the statehouse. Attendees will learn what they can do now to improve educational outcomes for all of our students.

Presenter Dr. Mary Ann Dewan, *Deputy Superintendent, Santa Clara County Office of Education*
Grade Level All Ages
Learning Level *Intermediate*

 **Give Them the Support They Need: Co-Teachers' Call for Help**

 Teachers cite a need for support when establishing co-teaching relationships to develop. Administrators express a desire to provide such support, but are sometimes unsuccessful at meeting the teachers' needs. This session reviews the results of focus group discussions to help pinpoint the types of support teachers desire to support co-teaching and how administrators may be able to meet those needs.

Presenters Andrea Golloher, *Assistant Professor, San Jose State University*
 Lisa Simpson, *Asst Professor, San Jose State University*
Grade Level Middle School to High School
Learning Level *Intermediate*

 **A Parent's Perspective: Inclusion, Collaboration, and Using Video to Tell Powerful Stories**

This session will address several key themes related to inclusive practices for children with special needs from the perspective of a parent and former Special Educator. Videos, personal anecdotes,

and the DEC Recommended Practices will illustrate many themes, including recognizing children and families for their uniqueness, not their diagnosis; honoring parents as experts and decision-makers; coaching parents to support childrens' development and learning; Successful intervention occurs in a variety of environmental settings; etc.

Presenter Janelle Rethwisch, *Parent, Childcare Provider, and former Interventionist, Kind Kids Inclusive Home Childcare*
Grade Level All Ages
Learning Level *Intermediate*

 **Inclusion of Students with Disabilities Removes Barriers**

Circle of Friends strengthens inclusion for students with disabilities. They are no longer isolated and ignored and all students improve social and life skills. As the understanding and acceptance of differences is established on school campuses, bullying decreases. The results of this program are life changing for all and genuine friendships develop that can last a lifetime.

Presenter Barbara Palilis, *Founder and Executive Director, Circle of Friends – The Path to Inclusion*
Grade Level All Ages
Learning Level *Intermediate*

 **Longitudinal Outcomes of Inclusive Practices**

1. How to build relationships to support inclusion.
2. Evidence-based best practices for including children with mild to significant support needs.
3. How to create an inclusive program of your own.
4. How to reduce behavior challenges through inclusive practice.
5. How to ensure that students transition to inclusive kindergarten and above.
6. How to collaborate with and engage families in the inclusive process.

Presenters Kristin Brooks, *Inclusion Project Specialist, Santa Clara County Office of Education*
 Jan Weiner, *Educational Consultant, and Emeritus Faculty, California State University, Fullerton, Santa Clara County Office of Education, Inclusion Collaborative & WestEd*
Grade Level Birth to 5 years old
Learning Level *Intermediate*

 **National, State, and Local Educational Environments Data: Coding and Using Data to Increase Inclusion for Children Ages 3-5**

Come learn about national and state data on inclusive environments for children ages 3 to 5. This session will present information on collecting and reporting educational environments data and the tools available to ensure accuracy. We will practice coding scenarios and drill down to examples of data use for program improvement.

Presenter Debbie Cate, *TA Specialist, IDEA Data Center*
Grade Level Birth to 5 years old
Learning Level *Intermediate*

Friday, October 28
Midday Concurrent Sessions (10:15–11:45 a.m.)

 In-person session

 Available virtually



Co-Teaching in Elementary School—Our Journey

Attendees can expect to hear the story of how Sara and Sara began co-teaching in their elementary school, how it evolved, what worked and what failed. They will see video from their experience as well as interviews from parents of students and students themselves.

Presenters Sara Castille, *Ed specialist, BUSD*

Sara Ellberg, *Gen Ed teacher, BUSD*

Grade Level Transitional Kindergarten–6th Grade

Learning Level *Intermediate*



From Problems to Power: Collaboration

Making a Real Difference

Emerging from burdening special education related problems, one Association and one District decided to work collaboratively to combine resources to achieve a common purpose. This has led to changing the conversation about student needs, reaching out to other organizations, increasing communication between all stakeholders, growing inclusive practices, and creating a new structure called Multi-Tiered System of Supports (MTSS).

Presenters Representatives from the *California Department of Education's Special Education Division*

Grade Level All Ages

Learning Level *Beginner*



Multi-Tiered System of Supports (MTSS): Aligning Organizational Structures to Increase Access and Equity for All Students

By definition, a coordinated system of supports from a preventative standpoint is crucial for ensuring appropriate and timely attention to students' needs. Attendees will learn key components of a Multi-Tiered System of Supports (MTSS) as a continuous improvement process that can be used to develop and align resources, programs, supports and services at all organizational levels to increase positive student outcomes.

Presenter Kevin Schaefer, *Assistant Director of Special Programs, WestEd/Center for Prevention and Early Intervention*

Grade Level All Ages

Learning Level *Beginner*



Working Together for Inclusion in Early Childhood Settings

The recent federal statement on Inclusion in Early Childhood Settings makes it clear that young children with early intervention and special education services are to be served in inclusive early childhood settings. While this is not a new requirement, it is a new emphasis. This session will explore how to maximize the collaboration between specialists and ECE staff.

Presenter Linda Brault, *Project Director, WestEd Center for Child & Family Studies*

Grade Level Birth to 5 years old

Learning Level *Intermediate*



Collaborative Assessment for the DRDP (2015)

In this presentation we will discuss the key elements of DRDP 2015 and how this valid assessment meets the need of all children. This workshop will provide an overview of the DRDP 2015 and an opportunity to discuss strategies for communication, joint observation and planning. Using websites, we will share current collaboration resources that are available to all teaching staff.

Presenter Tamarra Osborne, *Early Childhood Content Expert, WestEd*

Grade Level Birth to 5 years old

Learning Level *Beginner*



Highlighting Parallel Process in Reflective Practice

This session highlights the role of parallel process to strengthen one's capacity to support inclusion in early childhood settings. Participants will deepen their understanding of how to incorporate and validate parallel process with adults in early childhood settings.

Presenters Jennifer Miller, *Project Coordinator, WestEd CPEI*

Monica Adrian, *CIBC Consultant,*

Grade Level Birth to 5 years old

Learning Level *Intermediate*



Including All Students in the Common Core Curriculum

This session will focus on strategies that will enable students with significant disabilities to meaningfully access the Common Core Curriculum while meeting their IEP goals within the general education classroom. Attendees will see examples of curricular modifications that enable students to participate alongside their peers in a general education setting.

Presenter Cindy Sawchuck, *Inclusion Support Teacher, GWHS, San Francisco Unified School District*

Grade Level Middle School to High School

Learning Level *Beginner*



Using Technology to Enhance EI and ECSE Services

This session will illustrate how video, video conferencing, and other technologies can be used to enhance a range of home visiting and classroom-based services, professional development activities, coaching, and reflective practice.

Presenter Larry Edelman, *Consultant, Desired Results Access Project*

Grade Level Birth to 5 years old

Learning Level *Intermediate*

 **A Full Inclusion Journey with Jon:
Reaping the Rewards from Preschool to 3rd Grade**



1. How to build relationships to support inclusion.
2. Evidence based best practice for including children with significant support needs.
3. How to create an inclusive program of your own.
4. How to effectively use an Independence Facilitator to support the included student.

Presenters Carrie Ro, *Parent/Advocate, St. John the Baptist Elementary School*

Barbara Wyner-Lory, *Independence Facilitator*

Jan Weiner, *Educational Consultant, Emeritus Professor, Santa Clara County Inclusion Collaborative, California State University, Fullerton, WestEd*

Grade Level All Ages

Learning Level *Intermediate*

 **Designing Environments for Successful Learning:
Collaborative Planning & Co-Teaching**



Participants become familiar with the five critical elements of an effective collaborative team and the four approaches to co-teaching. Answers to the most frequently asked questions on collaborative planning and co-teaching will be provided.

Presenter Richard Villa, *President, Bayridge Consortium, Inc.*

Grade Level All Ages

Learning Level *Intermediate*

 **He/She Just Wants My Attention!
What does this really mean?**



In understanding behavior, one thing we want to understand is why a child engages in behavior that is challenging. When asked why a child is doing the behavior, the most common answer from parents and teachers alike is “He/She just wants my attention!”. This workshop will provide new ways to think about attention-seeking and for preventing and addressing behavior challenges.

Presenter Linda Brault, *Project Director, WestEd Center for Child & Family Studies*

Grade Level Birth to 5 years old

Learning Level *Beginner*

 **The Nuts and Bolts of Co-Teaching:
What, Why, and How**



Participants will explore and understand the role of co-teaching in the continuum of inclusive options to meet the educational and social-emotional needs of students with disabilities. The session will include a review of the research as well as access to tools and resources that support continued learning and exploration of establishing a successful co-teaching program.

Presenter Debra Herburger, *Senior Program Associate, WestEd*

Grade Level All Ages

Learning Level *Beginner*

* Certificates of attendance will be distributed **ONLY** during this session.

 **Connecting the Dots to Successfully Implement
Inclusive Practices Throughout a School District**

Learn about Oakley School District’s systematic approach in the development of successful inclusive practices to best serve all students. What stakeholders were involved? What data was used? What information was important in development of a plan? Learn how Inclusion efforts were aligned to the LCAP while “connecting the dots” to best meet the needs of all learners.

Presenter Maria Bordanaro, *Assistant Superintendent, Student Services, Oakley Union Elementary School District*

Grade Level All Ages

Grade Level *Intermediate*

**How the PITC Policies Support Inclusive Practices
for Infants and Toddlers**



Participants will explore the benefits of the PITC Policies and how a relationship-based approach supports inclusive practices for young children. Implementation of the six policies – Primary Care, Small Groups, Continuity of Care, Individualized Care, Cultural Continuity and Inclusion of Children with Special Needs – are essential for young children, their families and programs (center-based and family child care homes) serving infants and toddlers.

Presenters Consuelo Espinosa, *Southern California Area Manager, WestEd, the Program for Infant Toddler Care, Partners for Quality*
Janelle Crossley, *Regional Coordinator, WestEd, the Program for Infant Toddler Care, Partners for Quality*

Grade Level Birth to 5 years old

Learning Level *Beginner*

**Making Co-teaching Effective:
Uncovering Teachers’ Greatest Concerns**



In an attempt to address all students’ needs, co-teachers sometimes have concerns about their instruct: ‘what’ to teach, ‘how’ to teach it, and ‘when’ do they do all this co-planning? This session will give attendees a sneak peek into the latest research involving co-teachers’ greatest concerns about co-teaching and how to maximize having two teachers in the same room.

Presenter Tamarah Ashton, *Professor, Dept. of Special Education, California State University, Northridge*

Grade Level All Ages

Learning Level *Intermediate*

**Universal Design for Learning (UDL):
Infusing the Guidelines into Our Daily Instruction**



Participants will gain an understanding of the UDL guidelines and neuroscience behind them, learn how to enhance everyday lesson plans to support all learners, and build their repertoire of strategies to increase student engagement. They will see how UDL guides the design of instructional goals, assessments, methods, and materials tailored to meet individual needs.

Presenter Kristin Brooks, *Inclusion Project Specialist, Santa Clara County Office of Education*

Grade Level All Ages

Learning Level *Intermediate*

Inclusion Collaborative State Conference

CEUs

Payment and registration for University of the Pacific CEUs will be taken on-site at the conference.
Fee: \$120 (two semester units total for both days). **NO REFUNDS.**

Certificates of Completion

Certificates of Completion will be distributed during the last afternoon sessions.
You must attend the last session of each day in order to receive the certificate.

Registration Rates and Deadlines

Registration for the Conference (In-Person or Virtual) closes **October 7, 2016**, or when filled.

Register online at <https://www.regonline.com/2016inclusioncollaborativestateconference>

Registration*	
For In-Person Conference Attendance	
Individual	
1-Day Registration	\$250
2-Day Registration	\$350
Student/Volunteer	
1-Day Registration	\$150
2-Day Registration	\$200
General Presenter/Co-Presenters**	
1-Day Registration	\$150
2-Day Registration	\$200
For Virtual Conference Attendance	
Individual	
2-Day Registration	\$175
Host Site	
2-Day Registration	\$250

**Please note: Maximum of *three* presenters per session to receive *special pricing*

***No registrations will be accepted after October 7, 2016.**

Please note: **NO REFUNDS.**

Financial Aide/Scholarships

A limited number of registration fee scholarships are available. Submit a request for scholarship form (available online at: www.inclusioncollaborative.org). You will be notified if you are awarded the scholarship. Scholarships are provided on a first-come, first-served basis. Once the limited numbers of registration fee scholarships have been given out, a limited number of financial assistance will be available.

Travel information

Hotels

Conference Preferred Hotel: **Embassy Suites Milpitas**

Rooms will be available at the group rate of \$249/night until October 5, 2016. (The group rate will not be honored after this date.) Guests can call the hotel directly to make their reservation at 1-800- EMBASSY (800-362-2779), or can visit: http://embassysuites.hilton.com/en/es/groups/personalized/M/MILCAES-ICC-20161026/index.jhtml?WT.mc_id=POG
Group Code is: ICC.

This room rate includes:

- In-suite microwave, refrigerator, and wet bar
- Complimentary cooked-to-order breakfast (6-9am Mon-Fri, 7am-10:30am Sat-Sun)
- Complimentary evening reception (beer, wine, well drinks, soft drinks, and light snacks)
- Waived internet in guest rooms (\$9.95 value per day, per device)
- Complimentary parking
- Numerous eateries within walking distance, including Italian, seafood, Mexican, Greek, subs, coffee, tea, juice, and frozen yogurt

Airports

Airport	Address	City	Distance to Conference
San Jose International Airport (SJC)	1701 Airport Boulevard	San Jose 95110	2.5
Oakland International Airport (SFO)	1 Airport Drive	Oakland 94621	32.3
San Francisco International Airport (OAK)	Highway 101	San Francisco 94128	34.3

Ground transportation

Transportation	Phone Number
Rainbow Cab	(408) 271-9990
Super Shuttle	(800) BLUE-VAN (800-258-3826)
United Cab Company	(408) 971-1111
Yellow Cab	(408) 777-7777 or (650) 999-9999

Volunteering

Volunteering provides an opportunity for you to help the 2016 Inclusion Collaborative State Conference run smoothly both for presenters and participants and to also be an active Conference participant at a reduced cost. As a volunteer, you will be expected to plan the Conference sessions you want to attend around your volunteer schedule. Conference volunteers will be scheduled in blocks of one to four hours depending on the assignment.

If you are interested in volunteering please register online at

<https://www.regonline.com/2016inclusioncollaborativestateconference>



INCLUSION COLLABORATIVE

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