



Santa Clara County  
Office of Education

# ➤➤➤ Inclusion Collaborative State Conference | 2017

➤➤➤ Inclusive Practices  
for Birth to 12th grade

**Building Bridges  
for Equity** <<<

➤➤➤ **Engaging  
ALL Learners**

➤➤➤ **October 25-27, 2017** San Jose, CA



# 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 (in-person or virtually):

- Develop relationships across agencies to support inclusive practices
- Meet and learn from peers to problem solve and create inclusive programs for children from birth to 12th grade
- Understand and learn about research findings, models and evidenced based practices to guide inclusive practices, policies and professional development

### Wednesday, October 25, 2017 (Pre-Conference Day)

9:00-10:00 Breakfast and registration  
10:00-11:00 Keynote Address (available virtually)  
11:00-11:15 Break and transition to next session  
11:15-12:15 Concurrent Sessions (1 session virtually)  
12:15-1:00 Lunch  
1:00-2:00 Concurrent sessions (1 session virtually)  
2:00-2:15 Break and transition to next session  
2:15-3:30 Concurrent Sessions (1 session virtually)

### Thursday, October 26, 2017

8:00-9:00 Breakfast and registration  
9:00-10:30 Welcome and Keynote Address (available virtually)  
10:30-10:45 Break and transition to next session  
10:45-12:15 Concurrent Sessions (4 sessions virtually)  
12:15-1:00 Lunch  
1:00-2:30 Keynote (available virtually)  
2:30-2:45 Break and transition to next session  
2:45-4:15 Concurrent session (4 sessions virtually)  
5:30-7:00 Networking Event at Embassy Suites, Milpitas

### Friday, October 27, 2017

8:00-8:30 Breakfast and registration  
8:30-10:00 Concurrent Sessions (4 sessions virtually)  
10:00-10:15 Break and transition to next session  
10:15-12:00 Keynote (available virtually)  
12:00-12:45 Dream Achievers Band



Age Levels	Learning Levels		
Birth to 5 years old	Beginner	Intermediate	Advanced
3 - 5 years old			
Transitional Kindergarten to 6th grade			
Middle School to High School			
All ages			



Santa Clara County  
Office of Education



# Inclusion Collaborative State Conference Mobile App

[Free for all conference participants]



- Conference agenda with session info.
- Game
- Live Q&A\*\*
- Mapping: location and inside venue
- Networking
- Note taking
- Personalized agenda (session selections)
- Presentation materials
- Quick search
- Social Media sharing
- Social Wall
- Speaker biographies
- Surveys
- Virtual Links
- Uber

\*\*In each session, a virtual room monitor will be monitoring the Live Q&A and will transcribe the questions from the virtual & in-person audience onto index cards for the presenter(s).

**Free Wi-Fi** Network: Inclusion  
Password: Collab2017

## In-Person vs. Virtual Sessions

### In-Person Sessions

There are only 325 in-person slots for on-site participants at the Santa Clara County Office of Education (SCCOE). In-person participants will have access to all keynote sessions and may select one session per time period to attend. In-person participants will also have access to all virtual sessions after the conference.

### Virtual Sessions

Since there are only 325 spaces available for in-person participation, the live virtual participation is a great feature of this conference. All four keynote sessions and 15 concurrent sessions will be available live virtually over the three conference days. They will be broadcast live through the SCCOE's website, like a webinar. Virtual sessions will also be recorded and available to all in-person & virtual participants one month after the conference.

### Virtual Participation (Individuals & Virtual Host Sites)

Individuals can tune in live virtually on their own computers, at work sites, or at home. Groups also participate at Virtual Host Sites which are typically located at County Offices of Education, Head Start locations, schools, district offices, regional centers, and other agencies. Virtual Host Sites offer the opportunity for more meaningful remote participation in the conference through networking, reflection, and discussion about the sessions. Breaks and lunch can be enjoyed at the same times at the on-site conference schedule. Participation by groups may also lead to team planning for implementation of the inclusive concepts presented at the conference.

## Networking Event

All registrants are invited to mix and mingle with their peers at this no-host appetizer event on Thursday, October 26, 2017, 5:30-7:00 p.m. at our conference hotel, Embassy Suites Milpitas Silicon Valley located at 901 E Calaveras Blvd., Milpitas, CA 95035 (five miles from SCCOE).

## Friday, October 27th 12pm Dream Achievers

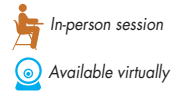


The Dream Achievers are a band of talented young musicians with autism. The members are Greg, who is in charge of vocals and guitar, Lawrence, on vocals, saxophone, and drums, and Alice, on keyboard. They won the 2015 Special Needs Got Talent Showcase and have been the headliner for major events at Beijing, Hong Kong, Shanghai, the California State Capitol, universities, and private events. Their repertoire includes over 200 songs that range from classical, jazz, hip hop, kids songs, and Latin music. By being challenged with Autism, these musicians are an inspiration and icon of hope. We hope you enjoy our music and feel free to book us for events!



# Inclusion Collaborative State Conference

## Conference at a Glance Wednesday, October 25



### 11:15 a.m.-12:15 p.m.



#### **Building and Sustaining Inclusive Preschool Programs**

3-5 years old

*Intermediate* – Saratoga Room



#### **Partnering with Paraeducators In Inclusive Settings**

3-5 years old

*Advanced* – Oak Grove Room



#### **Trans-disciplinary Collaboration: Improving Outcomes for Mod/Severe Pre-School Students**

3-5 years old

*Intermediate* – Morgan Hill Room



#### **Facilitating Successful Transitions**

3-5 years old

*Beginner* – Cupertino Room

### 1:00-2:00 p.m.



#### **Understanding the Impact of Trauma on Brain Development**

3-5 years old

*Beginner* – Saratoga Room



#### **DRDP Results: Understand Child Progress and Plan for Success**

3-5 years old

*Intermediate* – Oak Grove Room



#### **How Many M's in MTSS? Connecting the M's in MTSS for Preschool**

3-5 years old

*Intermediate* – Morgan Hill Room



#### **Goalbook: From Theory to Classroom: Supporting Best Practice Instruction for Early Learners**

3-5 years old

*Beginner* – Cupertino Room

### 2:15-3:30 p.m.



#### **Preschool Inclusion Success through Embedded Instruction**

3-5 years old

*Beginner* – Saratoga Room



#### **Inclusive Classroom Profile (ICP): Defining Quality in Inclusive Programs**

3-5 years old

*Beginner* – Oak Grove Room



#### **Integration of Early Childhood Mental Health, Attachment and Trauma-Informed Practices in an Early Intervention Home Visiting Program**

3-5 years old

*Intermediate* – Morgan Hill Room



#### **Expand Your Reach: Connecting Families to Clinicians through Telepractice**

3-5 years old

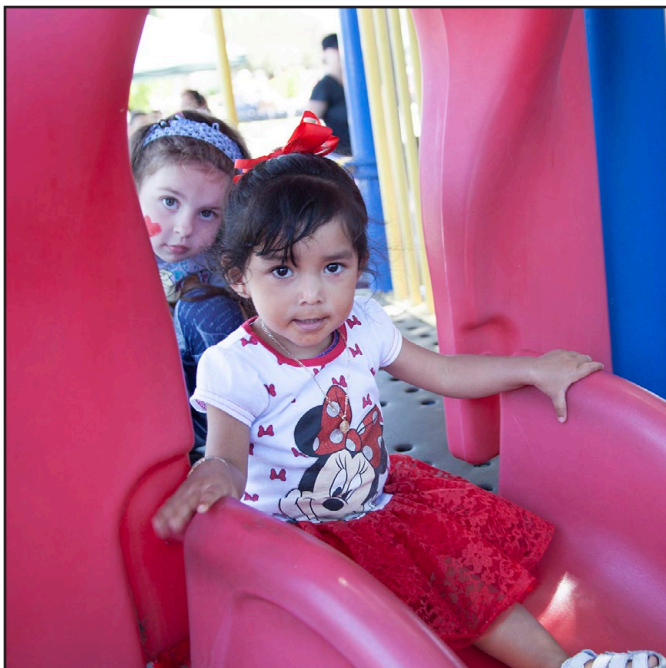
*Beginner* – Cupertino Room

### 4:00-5:00 p.m.



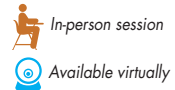
#### **Cengage MindTap**

Saratoga Room



# Inclusion Collaborative State Conference

## Conference at a Glance Thursday, October 26



**10:45 a.m.-12:15 p.m.**



### **How to Support Individuals with Autism Spectrum Disorder (ASD) in Inclusive Educational Settings**

Transitional Kindergarten-6th Grade  
*Intermediate* – San Jose Room



### **Pyramid Equity Project: Addressing Inequities in Early Childhood Discipline**

Birth-5 years old  
*Beginner* – Gilroy Room



### **Technology for the Visually Impaired**

All Ages  
*Beginner* – Saratoga Room



### **Using Universal Design for Learning (UDL) and Culturally and Linguistically Relevant Pedagogy in the Classroom**

Middle School/High School  
*Beginner* – Milpitas Room



### **Being with, Not Doing for: Using a Coaching Model in Early Intervention**

Birth-5 years old  
*Beginner* – Oak Grove Room



### **Leveraging University Partnerships to Sustain Inclusive Practices**

Birth-5 years old  
*Intermediate* – Cupertino Room



### **Union Perspectives on Inclusion**

All Ages  
*Beginner* – Morgan Hill Room

**2:45-4:15 p.m.**



### **Communication Access and Participation of Deaf or Hard of Hearing Students in Mainstream Classrooms**

Middle School/High School  
*Intermediate* – Saratoga Room



### **Eleven Co-Teaching Strategies**

All Ages  
*Beginner* – San Jose Room



### **Essential Steps to Creating Successful Inclusive Programs in a Large Urban School District**

Transitional Kindergarten-6th Grade  
*Beginner* – Milpitas Room



### **Planning for All Kids with DRDP (2015) Reports**

Birth-5 years old  
*Intermediate* – Gilroy Room



### **English Learners with Disabilities: An Overview of the Challenges and Strategies for Inclusive Schools**

All Ages  
*Beginner* – Oak Grove Room



### **How to Implement Inclusion Programs in Early Education**

Birth-5 years old  
*Intermediate* – Morgan Hill Room



### **Joining Forces to Support an Entire Community**

Middle School/High School  
*Beginner* – Cupertino Room

# Inclusion Collaborative State Conference

## Conference at a Glance Friday, October 27



In-person session



Available virtually

8:30-10:00 a.m.



### **Implementing Inclusion & Co-Teaching? So are we!**

All Ages

*Beginner* – Milpitas Room



### **Reaching ALL Learners with Culturally Responsive Design**

All Ages

*Intermediate* – Gilroy Room



### **Scaling Up Multi-Tiered System of Supports (MTSS) in California**

All Ages

*Beginner* – San Jose Room



### **Successful Inclusive Strategies for the Elementary Classroom**

Transitional Kindergarten-6th Grade

*Beginner* – Saratoga Room



### **0-3 Early Intervention: Sustaining Inclusion Relationships in the Lab School**

Birth-5 years old

*Intermediate* – Morgan Hill Room



### **Inclusion in an Outdoor Classroom:**

#### **Building Community and Developing Resiliency in the Presidio**

Birth-5 years old

*Beginner* – Cupertino Room

**Cancelled**



### **Mindfulness-Based Practices to Support Learning for ALL Children**

Birth-5 years old

*Beginner* – Oak Grove Room



# Keynote Speakers



**Thursday, October 26, 9:00-10:30 a.m.**  
**A Collaborative Welcome**

Kathy Wahl, *Director II, Inclusion Collaborative, Santa Clara County Office of Education*

Mary Ann Dewan, Ph.D., *Deputy Superintendent, Santa Clara County Office of Education*

Kristin Wright, *Director of Special Education Division, California Department of Education*

Jennifer Tschantz, Ph.D., *Early Learning Program Specialist, US Department of Education, Office of Special Education Programs*

**Wednesday, October 25, 10:00-11:00 a.m.**  
**Keynote**

## ***Supporting Access and Inclusive Participation for ALL Preschool Children***



Despite a strong evidence base supporting early childhood inclusion, young children with disabilities and their families continue to face significant barriers to accessing high quality inclusive early childhood programs. In response to these concerns, the US Departments of Education (ED) and Health and Human Services (HHS) issued a joint policy statement to raise awareness,

outline specific recommendations for early learning programs, and provide useful free resources. Additionally, ED's Office of Special Education Programs (OSEP) re-issued a Dear Colleague Letter on Preschool Least Restrictive Environments (LRE) in response to questions from the field about requirements, preschool placement options, and funding. An overview of the Inclusion Policy Statement and Preschool LRE letter will be presented with ample time for discussion about strategies for increasing meaningful preschool inclusion.

**Grade Level** 3-5 years old

**Learning Level** *Beginner*

Jennifer Tschantz, Ph.D., *Early Learning Program Specialist, US Department of Education, Office of Special Education Programs*

**Thursday, October 26, 9:00-10:30 a.m.**  
**Welcome Keynote**

## ***Universal Design for Learning***



Jose Blackorby will describe the current status of universal design for learning (UDL) policy, practice, research and implementation, as well as new challenges the field faces that come with growth. UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

This is a new era for UDL on many fronts,

which brings new opportunities, along with new challenges, as it becomes a mature field.

**Grade Level** All Ages

**Learning Level** *Beginner*

Jose Blackorby, Ph.D., *Senior Director of Research and Development, CAST*

**Thursday, October 26, 1:00-2:30 p.m.**  
**Lunch Keynote**

## ***Thunder Dog: The True Story of a Blind Man, His Guide Dog, and the Triumph of Trust***



On September 11, 2001, a man who is blind escaped the World Trade Center by walking down 78 flights of stairs with his guide dog. Days later, America fell in love with Mike Hingson and Roselle and the special bond that helped them both survive one of the country's darkest days. Mike became a recognized public speaker who captivates audiences with his personal and

compelling story. Book signing to follow presentation.

**Grade Level** All Ages

**Learning Level** *Beginner*

Michael Hingson, *#1 New York Times Best-Selling Author & Public Speaker*

**Friday, October 27, 10:15 a.m.-12:00 p.m.**  
**Lunch Keynote**

## ***Why Cultural Responsiveness Matters for Social-Emotional Development***



While the literature is clear that both social-emotional learning (SEL) and culturally responsive instruction (CRI) are necessary to address educational inequity, these two areas of thought and action have been kept separate in discussions of educating the whole child. Too often we approach social-emotional development (SED) activities with a "race and culture" neutral stance despite

the fact that we live in a structurally racialized society. Given this reality, it is important to understand why culturally responsive practices should be an important part of how we frame and practice social-emotional teaching and learning in schools with majority minority student populations, racially- and culturally-diverse student populations, and majority white student populations.

**Grade Level** All Ages

**Learning Level** *Intermediate*

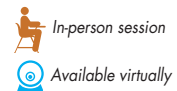
Zaretta Hammond, *Writer, Educator, Literacy Advocate*

All welcomes and keynotes are held in the San Jose Room (first floor North). Overflow rooms include: Gilroy, Saratoga, & Milpitas.



# Inclusion Collaborative State Conference

## Concurrent Sessions



**Wednesday, October 25**  
**11:15 a.m.-12:15 p.m.**



### **Building and Sustaining Inclusive Preschool Programs**

Participants will hear from panel members representing inclusive preschool programs from both northern and southern California. Presenters will share how they were inspired to build inclusive early education settings to support all students and how those programs have been sustained and scaled up.

**Presenters** Kristin Brooks, *Director II, Santa Clara COE*  
Christina Daffron, *Early Childhood Special Education Teacher, Etiwanda School District*  
Samantha Pellitteri, *Lead School Psychologist, Etiwanda School District*  
Marla Silversmith, *Director of Special Education, Pleasanton USD*  
Sasha Begell, *Director of Special Education, Vacaville USD*

**Grade Level** 3-5 years old

**Learning Level** *Intermediate* **Location** – Saratoga Room



### **Partnering with Paraeducators In Inclusive Settings**

Paraeducators' roles are essential to the collaborative team for the overall success of inclusion programs. This workshop will explore paraeducator training, their roles and responsibilities, and effective tools for supporting ALL children. We will discuss how Mission College is preparing future paraeducators for the inclusive classroom through a Certificate of Achievement for an Early Intervention Assistant.

**Presenter** Laurie Nielsen Dotson, *Adjunct Faculty, Mission College*

**Grade Level** 3-5 years old

**Learning Level** *Advanced* **Location** – Oak Grove Room



### **Trans-disciplinary Collaboration: Improving Outcomes for Mod/Severe Pre-School Students**

Hear from three pre-school educators how they use their expertise, high levels of collaboration and a unique co-teaching relationship to improve outcomes for moderate to severe students with disabilities. They will share with you their goals for the students, their challenges with co-teaching and co-planning, their successes, and their commitment to providing students with strong foundational skills. A Q&A session will follow their presentation.

**Presenters** Elizabeth Harman, *Early Childhood Education Specialist, Chico Unified School District*  
Kathy Nissan, MS, MA, CCC-Speech, *Speech and Language Pathologist, Chico Unified School District*  
Margo Henderson, *Occupational Therapist, Butte COE*

**Grade Level** 3-5 years old

**Learning Level** *Intermediate* **Location** – Morgan Hill Room



### **Facilitating Successful Transitions**

Explore the challenges around transitions and then discuss the benefits of supported transitions. During this session, gain a deeper understanding of why challenging behaviors occur around transitions and learn to use technology to support and manage transitions. Participants will leave with 3 transition visual supports projects.

**Presenter** Sung Park, *Inclusion Training Specialist, Inclusion Collaborative, Santa Clara County Office of Education*

**Grade Level** 3-5 years old

**Learning Level** *Beginner* **Location** – Cupertino Room

**Wednesday, October 25**  
**1:00-2:00 p.m.**



### **Understanding the Impact of Trauma on Brain Development**

This Workshop introduces important foundational information on the impacts of trauma. Children and their families who are impacted by trauma may be vulnerable to changes in their body and brain. Learning what happens behind the veil of trauma and within the brain of a child can help teachers increase their sensitivity to understanding challenging behaviors, and better support children in developing social and emotional skills.

**Presenter** Julie Kurtz, LMFT, *Regional Director, WestEd Center for Child & Family Studies*

**Grade Level** 3-5 years old

**Learning Level** *Beginner* **Location** – Saratoga Room



### **DRDP Results: Understand Child Progress and Plan for Success**

This interactive workshop explores the relationship between the DRDP (2015), the foundations, and the IEP process. Learn how to measure progress with the DRDP, set goals, determine what to teach, and how to embed teaching into daily activities. Obtain new tools and resources and meet a teacher who uses the DRDP to plan goals and instruction.

**Presenters** Patricia Salcedo, *Co-Director, The Desired Results Access Project*

Elizabeth Schroder, *Senior Research Associate, The Desired Results Access Project*

Kathy Lewis, *Early Childhood Special Ed Teacher, Santa Clara COE*

**Grade Level** 3-5 years old

**Learning Level** *Intermediate* **Location** – Oak Grove Room



### **How Many M's in MTSS? Connecting the M's in MTSS for Preschool**

Applying a Multi-Tiered System of Support (MTSS) is all the rage, but what does it mean? How does it connect with other approaches such as Response to Intervention (RtI), CSEFEL, and Universal Design? Come see how MTSS incorporates many of these approaches and ideas and helps to support ALL children.

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

**Grade Level** 3-5 years old

**Learning Level** *Intermediate* **Location** – Morgan Hill Room



### **Goalbook: From Theory to Classroom: Supporting Best Practice Instruction for Early Learners**

Participants will interactively empathize with the challenges of supporting best practice instruction within Early programs. Collaboratively we'll then walk through how Goalbook supports teachers in providing high expectations and support for students within Pre-K and early learning programs.

**Presenters** Oscar Aviles, *District Partnerships, Goalbook*  
Maureen Goltz, *District Partnerships, Goalbook*

**Grade Level** 3-5 years old

**Learning Level** *Beginner* **Location** – Cupertino Room

**Wednesday, October 25**  
**2:15-3:30 p.m.**



### **Preschool Inclusion Success through Embedded Instruction**



This session will facilitate learning about the four major components of Embedded Instruction (What to Teach, When to Teach, How to Teach, and How to Evaluate). An overview and examples for each component will be followed by application for a child. Tools and resources for embedding instruction for children with disabilities in inclusive preschool settings will be shared. Data and insights from the Embedded Instruction Pilot in California will be presented.

**Presenters** Mary McLean, Ph.D., *Professor, University of Florida*  
Patricia Snyder, *Professor, University of Florida*

Katie Johnson, *Special Education Program Coordinator,*  
*Paso Robles Joint Unified School District*

**Grade Level** 3-5 years old

**Learning Level** *Beginner* **Location** – Saratoga Room



### **Inclusive Classroom Profile (ICP): Defining Quality in Inclusive Programs**

The Inclusive Classroom Profile (ICP) was created in response to the need to provide quality rating indicators for inclusive early childhood education settings. The ICP complements the work of other quality rating tools in ensuring administrator's and staff's ability to develop baselines, goals, and action steps as they strive for ongoing program improvement. Participants will understand the importance of intentionally adapting classroom environments, activities and instructional support to encourage access and participation, as well learn how the ICP can be utilized to increase quality inclusive programming.

**Presenter** Kathy Wahl, *Director II, Inclusion Collaborative,*  
*Inclusion Collaborative, Santa Clara County Office of Education*

**Grade Level** 3-5 years old

**Learning Level** *Beginner* **Location** – Oak Grove Room



### **Integration of Early Childhood Mental Health, Attachment and Trauma-Informed Practices in an Early Intervention Home Visiting Program**

Historically, early childhood mental health and early intervention have been viewed as two separate fields. There is growing recognition that early childhood development is critically impacted by early relationships with caring adults. One Early Intervention program is meeting the challenge of preparing home visitors to support social-emotional development with infants and toddlers.

**Presenters** Stephanie Gomez, *Coordinator of Staff and Family Support, Sacramento County Office of Education*

Andrea Lemos, *Director III, Special Programs, Sacramento County Office of Education*

**Grade Level** 3-5 years old

**Learning Level** *Intermediate* **Location** – Morgan Hill Room



### **Expand Your Reach: Connecting Families to Clinicians through Telepractice**

Throughout the country, educational agencies often struggle to provide children with onsite speech-language therapy, occupational/motor therapy, and behavioral and mental health services. PresenceLearning removes this barrier by providing live, online services by fully credentialed therapists who are licensed in CA. Learn how this new way forward is becoming a successful addition to programs across the US.

**Presenters** Brett Gallagher, *School Partnership Director,*  
*PresenceLearning*

Tami Radzai, MA, CCC-SLP, *Clinical Quality Manager/Speech Language-Pathologist, PresenceLearning*

**Grade Level** 3-5 years old

**Learning Level** *Beginner* **Location** – Cupertino Room

**Wednesday, October 25**  
**4:00-5:00 p.m.**



### **Cengage MindTap**

Prepare Classroom-Ready, Reflective Teacher with MindTap! Like you, Cengage is committed to preparing pre-service students to be reflective teachers in preparation of their future careers. And we are committed to you—providing the best content and digital learning system to support your teaching goals. Join us as we walk through MindTap for Education, the all-in-one digital solution that elevates preservice students' thinking by giving them experience in practicing teaching concepts, applying their skills, and evaluating their decisions, guiding them to become classroom-ready, reflective teachers.

**Presenters** Andy Miller, *Marketing Manager, Cengage*  
Jessica Alderman, *Content Developer, Cengage*

**Location** – Saratoga Room





### How to Support Individuals with Autism Spectrum Disorder (ASD) in Inclusive Educational Settings

Supporting individuals with Autism Spectrum Disorder (ASD) in inclusive settings requires knowledge about evidence-based practices (EBPs) for ASD. Specific EBPs will be described that address the unique needs of students with ASD so that s/he can be successfully educated in inclusive settings. The statewide initiative on ASD, CAPTAIN (California Autism Professional Training And Information Network), will be described as an important resource.

**Presenters** Ann England, Assistant Director & Co-Coordinator, Diagnostic Center & CAPTAIN

Patty Schetter, MA, BCBA, Project Coordinator & Co-Coordinator of CAPTAIN, Center for Excellence in Developmental Disabilities (CEDD) at the UC Davis MIND Institute

**Grade Level** Transitional Kindergarten-6th Grade

**Learning Level** *Intermediate* **Location** – San Jose Room



### Pyramid Equity Project: Addressing Inequities in Early Childhood Discipline

National reports on the number of suspensions and expulsions for preschool children are alarming, with suspensions and expulsions occurring at troubling rates and affecting black children disproportionately. In response to these concerns, the US Departments of Education and Health and Human services issued a joint statement on reducing the use of suspension and expulsion in early learning settings. Additionally, the agencies funded the Pyramid Equity Project (PEP) to develop a model of using evidence-based approaches for promoting social and emotional competence in young children and implementing policies and procedures that limit expulsions and suspensions in early learning programs. In this session, an overview of the federal policy statement will be provided along with resources being developed by PEP on how program-wide implementation of the Pyramid Model can be used to address implicit bias, implement culturally responsive practices, and use data systems to understand potential discipline equity issues.

**Presenter** Jennifer Tschantz, Early Learning Program Specialist, US Department of Education, Office of Special Education Programs

**Grade Level** Birth-5 years old

**Learning Level** *Beginner* **Location** – Gilroy Room



### Technology for the Visually Impaired

A history and where and how we are moving forward into the future! Michael Hingson has been involved with the development and implementation of 'assistive technology for the Blind' since he worked to help bring the Kurzweil Reading Machine for the Blind to a production status. He will discuss in this informative and discussion-oriented session some of the devices he has used and helped to create. He will talk about where Technology fits into the education of blind children and students. Given the new technologies on the horizon he will discuss and demonstrate some of the newest revolutionary technologies that will be impacting blind people worldwide including students of all ages. There will be lots of time for questions and discussion, so bring your thoughts and questions.

**Presenter** Michael Hingson, #1 New York Times Best-Selling Author & Public Speaker

**Grade Level** All Ages

**Learning Level** *Beginner* **Location** – Saratoga Room



### Using Universal Design for Learning (UDL) and Culturally and Linguistically Relevant Pedagogy in the Classroom

Attendees will learn about the alignment of Universal Design for Learning (UDL) and Culturally and Linguistically Relevant Pedagogy and how to take a simultaneous approach using both methods in designing lessons to support and engage students.

**Presenter** Anna Marie Villalobos, SELPA Director, Santa Clara SELPA I, II, III, IV, VII

**Grade Level** Middle School/High School

**Learning Level** *Beginner* **Location** – Milpitas Room



### Being with, Not Doing for: Using a Coaching Model in Early Intervention

As we move away from traditional approaches of clinical intervention to reflective practice and relationship-based models of supporting families, service providers make a conscious shift of being with rather than doing for. Learn practical strategies for supporting the development of young children by capitalizing on family strength and the abundant learning opportunities present in everyday routines and activities.

**Presenters** Ross Adams, Early Intervention Content Specialist, WestEd Center for Prevention & Early Intervention (CPEI)

Lisa Houghtelin, Special Education Parent Liaison, North Coastal Consortium for Special Education

**Grade Level** Birth-5 years old

**Learning Level** *Beginner* **Location** – Oak Grove Room



### Leveraging University Partnerships to Sustain Inclusive Practices

The development of strong school-university partnerships is a well-recognized approach for reducing the gaps between research in universities and practice in schools. This session will emphasize the process and collaborative effort involved in the development of a partnership emphasizing inclusive educational practices. The structure of the partnership, successes and challenges, and self-evaluation of inclusive practices will be shared.

**Presenters** Annie Cox, Executive Director, CHIME Early Education Programs

Amy Hanreddy, Assistant Professor, California State University Northridge

**Grade Level** Birth-5 years old

**Learning Level** *Intermediate* **Location** – Cupertino Room



### Union Perspectives on Inclusion

Participants will hear how positive district-union relationships support the inclusion and achievement of all students. Examples of how collaborative partnerships were built and maintained will be shared, as well as how to overcome barriers to this end.

**Presenter** Stacy Begin, California Teachers Association Staff, California Teachers Association

**Grade Level** All Ages

**Learning Level** *Beginner* **Location** – Morgan Hill Room

**Thursday, October 26**  
**2:45-4:15 p.m.**

 In-person session  
 Available virtually



### **Communication Access and Participation of Deaf or Hard of Hearing Students in Mainstream Classrooms**



Participants will become knowledgeable of the specific challenges of mainstreaming for teachers, sign language interpreters and Students who are Deaf or Hard of Hearing (SDHH) and gain a better understanding of the distinction between mainstreaming vs. inclusion.

**Presenter** Maryam Salehomoum, *University Lecturer & Speech and Language Pathologist, University of Pacific (UoP) & San Mateo Unified School District*

**Grade Level** Middle School/High School

**Learning Level** *Intermediate* **Location** – Saratoga Room



### **Eleven Co-Teaching Strategies**



This session will highlight and show video clips of eleven co-teaching strategies. Suggestions for implementation and integration of co-teaching between prek-12 general education/special education co-teaching will be the primary focus. Strong researched based evidence for the practice will be provided. This presentation will provide the participants with eleven research based engagement strategies for supporting differentiation of learning.

**Presenter** Belinda Karge, *Professor, Doctoral Programs, Concordia University Irvine*

**Grade Level** All Ages

**Learning Level** *Beginner* **Location** – San Jose Room



### **Essential Steps to Creating Successful Inclusive Programs in a Large Urban School District**



Our presentation will outline the essential components of creating a successful inclusive program and proactively plan to address barriers. Determining how and where to educate students with disabilities is a complex task. Educators must find a way to balance the mandate of least restrictive environment with the principle of most appropriate environment. Our presentation will go over the 4 I's of Inclusion (Investigate, Invite, Implement and Improve) that provide steps to a collaborative and structured shift that promote best practices for students with disabilities.

**Presenters** Kasey Klappenback, *Principal, Santa Ana Unified School District*

Bianca Barquin, *School Psychologist, Santa Ana Unified School District*

Gabriela Aguirre Palosaari, *Curriculum Specialist, Santa Ana Unified School District*

**Grade Level** Transitional Kindergarten-6th Grade

**Learning Level** *Beginner* **Location** – Milpitas Room



### **Planning for All Kids with DRDP (2015) Reports**



Teachers who assess children with the DRDP (2015) benefit from reports of results. Learn more about the reports and join a team of early care and education and special education teachers as they share their experiences using DRDP (2015) reports to identify their students' strengths and areas of focus; and their experiences planning developmentally appropriate classroom activities to meet children's goals.

**Presenters** Elizabeth Schroder, *Senior Research Associate, The Desired Results Access Project*

Tamara Osborn, *Early Childhood Content Expert, Desired Results Training & Technical Assistance Project, WestEd*

Kathy Lewis, *Early Childhood Special Ed Teacher, Santa Clara County Office of Education*

**Grade Level** Birth-5 years old

**Learning Level** *Intermediate* **Location** – Gilroy Room



### **English Learners with Disabilities: An Overview of the Challenges and Strategies for Inclusive Schools**

Approximately 8.5% of all English learners also have a disability; approximately 13% of all students with disabilities are also English learners (37th Annual Report to Congress on Implementation of IDEA, 2012-2013). What are some of the unique challenges that schools and districts must overcome to identify and meet the instructional students of this diverse group of students in our schools?

**Presenter** Debra Herburger, *Professional Development Facilitator, WestEd*

**Grade Level** All Ages

**Learning Level** *Beginner* **Location** – Oak Grove Room



### **How to Implement Inclusion Programs in Early Education**

How to Implement Inclusion Programs in Early Education session will describe how two different School District's in San Diego blend funding and best practices to include students with varying needs in the least restrictive environment.

**Presenters** Jennifer Lopez, *Lead Psychologist, Chula Vista ESD*  
Rita Palet, *Director of Early Childhood Programs, Chula Vista Elementary School District*

Noemy Salas, *Coordinator of ECE, Chula Vista ESD*

David Sheppard, *Director of Early Education, South Bay Union School District (San Diego County)*

**Grade Level** Birth-5 years old

**Learning Level** *Intermediate* **Location** – Morgan Hill Room



### **Joining Forces to Support an Entire Community**

How one idea provided vocational training and served families in need while including other community stakeholders. We will share our experience of taking a simple idea of a community clothing closet and incorporating important student learning goals, providing valuable learning opportunities for students with special needs and community service learning hours for students in general education.

**Presenters** Marla Silversmith, *Director of Special Education, Pleasanton Unified School District*

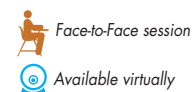
Paige Giglio, *Transition Specialist, Pleasanton Unified School District*

**Grade Level** Middle School/High School

**Learning Level** *Beginner* **Location** – Cupertino Room



**Friday, October 27**  
**8:30–10:00 a.m.**



### **Implementing Inclusion & Co-Teaching? So are we!**

Participants will experience an authentic perspective of developing and implementing an inclusive/co-teaching program. We will share our journey from the ground up. Learn about (and hopefully from) the barriers, struggles and successes that we experienced and continue to experience with our implementation.

**Presenters** Ryan Perry, *Program Specialist 9-12, ATP, Covina Valley Unified School District*

Charles Bourque, *Special Education Teacher, Covina Valley Unified School District*

**Grade Level** All Ages

**Learning Level** *Beginner* **Location** – Milpitas Room



### **Reaching ALL Learners with Culturally Responsive Design**

Universal Design for Learning (UDL) offers a unique lesson planning process to help educators to proactively develop culturally responsive learning environments while also addressing the linguistic needs of English Learners (ELs). Modeling the UDL principles, this session explores how to create culturally responsive UDL-infused lessons for all learners with a specific focus on the dual language development of ELs.

**Presenter** Dr. Patti Ralabate, *Author & Speech-Language Pathologist*

**Grade Level** All Ages

**Learning Level** *Intermediate* **Location** – Gilroy Room



### **Scaling Up Multi-Tiered System of Supports (MTSS) in California**

In this presentation, members from the California SUMS Initiative team will give an overview of the California Scale Up MTSS Statewide Initiative. Members will discuss the various components that comprise a fully integrated Multi-Tiered System of Support framework. Needs of rural, suburban, and urban districts will be addressed.

**Presenters** Efrain Mercado, *Director, Education, Children Now*  
Dawn Miller, *Associate Director of Technical Assistance, SWIFT Education Center*

Christine Olmstead, Ed.D., *Associate Superintendent, Orange County Department of Education*

**Learning Level** *Beginner* **Location** – San Jose Room



### **Successful Inclusive Strategies for the Elementary Classroom**

Alignment with the principle that there is “one education system for all students” means that school teams are working to include more students with disabilities in the general education classroom. This session will briefly discuss the law related to inclusion. Participants will learn about strategies for inclusion, resources to facilitate the process, and tips for collaboration amongst team members.

**Presenter** Shannon Johns, *Education Specialist, Moderate/Severe, Diagnostic Center - North, CA Dept. of Ed*

**Grade Level** Transitional Kindergarten–6th Grade

**Learning Level** *Beginner* **Location** – Saratoga Room



### **0-3 Early Intervention: Sustaining Inclusion Relationships in the Lab School**

This session will highlight and explore California’s first, Regional Center funded, ages 0-3 yrs., full inclusion Early Intervention Program in the Community College Lab School setting. Preparation, process, implementation and efficacy will be examined. Relationships with parents, teachers, college administration and collaborating agencies will be central to the presentation. Reflective practice, the critical ingredient, will be woven throughout.

**Presenters** Kristine Gose, *Early Intervention Faculty Coordinator, Fresno City College*

Harmony Negrete, *CCC/SLP, Early Intervention Faculty Coordinator, Fresno City College*

Danette Isom-Norman, *LMFT, Early Intervention Faculty Coordinator, Fresno City College*

**Grade Level** Birth-5 years old

**Learning Level** *Intermediate* **Location** – Morgan Hill Room



### **Inclusion in an Outdoor Classroom: Building Community and Developing Resiliency in the Presidio**

Sharing real experiences from children and teachers, this workshop illustrates the benefits of engaging with nature for children’s social, emotional, cognitive, and physical development. Educators will learn how to create outdoor classrooms that meet the needs of diverse learners to create life-long resiliency and a love of nature.

**Presenters** Jetta Jacobsen, *Instructional Coach, Inclusion Program Specialist, San Francisco Unified School District*

**Grade Level** Birth-5 years old

**Learning Level** *Beginner*



### **Mindfulness-Based Practices to Support Learning for ALL Children**

Mindfulness is paying attention in the present moment without judgment (Kabat-Zinn, 1994). Emerging research suggests mindfulness-based practices promote social emotional competencies in ALL young children (Erwin, 2015). This presentation will provide participants with research that supports mindfulness-based practices and will provide interactive examples of how to infuse mindfulness into classrooms through music, games, and movement.

**Presenters** Kimberly Knodel, *Ph.D. Student Instructor & Early Interventionist, San Francisco State University and UC Berkeley*  
Dr. Amber Friesen, *Assistant Professor, San Francisco State University*

Leyna Brabant, *Family Yoga, Mindfulness, & Intuition Teacher, Calm Mind, Happy Heart*

**Grade Level** Birth-5 years old

**Learning Level** *Beginner* **Location** – Oak Grove Room

**Cancelled**

# Inclusion Collaborative State Conference

## CEUs

Payment and registration for University of the Pacific CEUs will be taken on-site at the conference.  
Fee: \$140 (two semester units total for all 3 days). *NO REFUNDS.*

## Certificates of Completion

Certificates of Completion for each day will be available on the conference mobile app.

# Save the Date

## 2018 Inclusion Collaborative State Conference



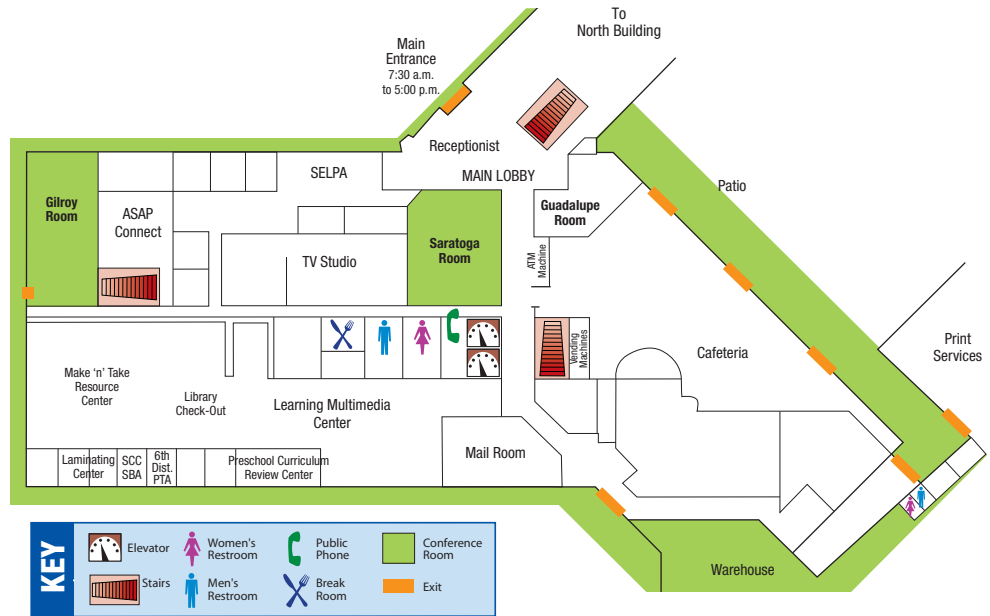
**October 24-26, 2018**

**San Jose, CA**

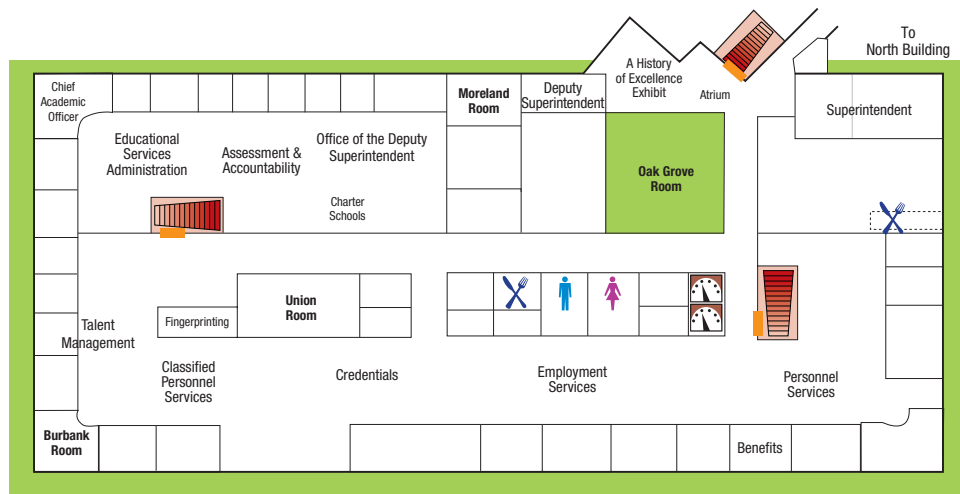


# South Building

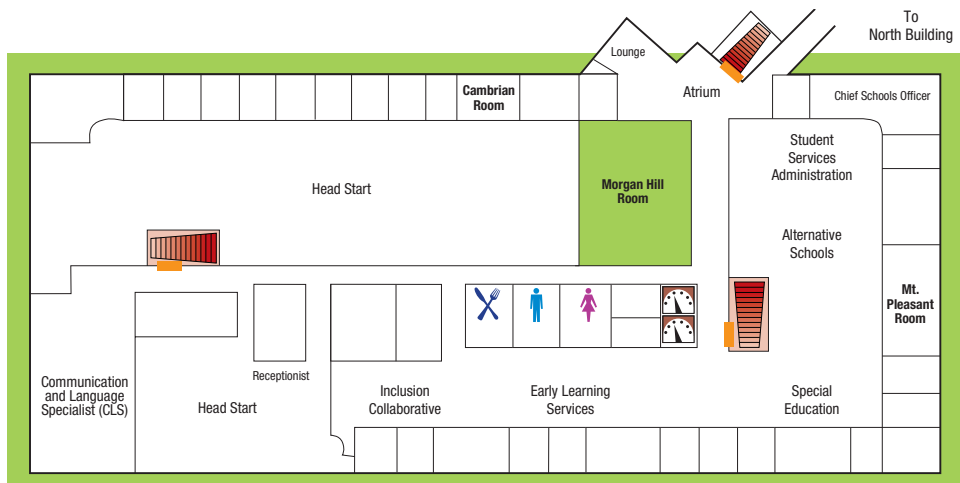
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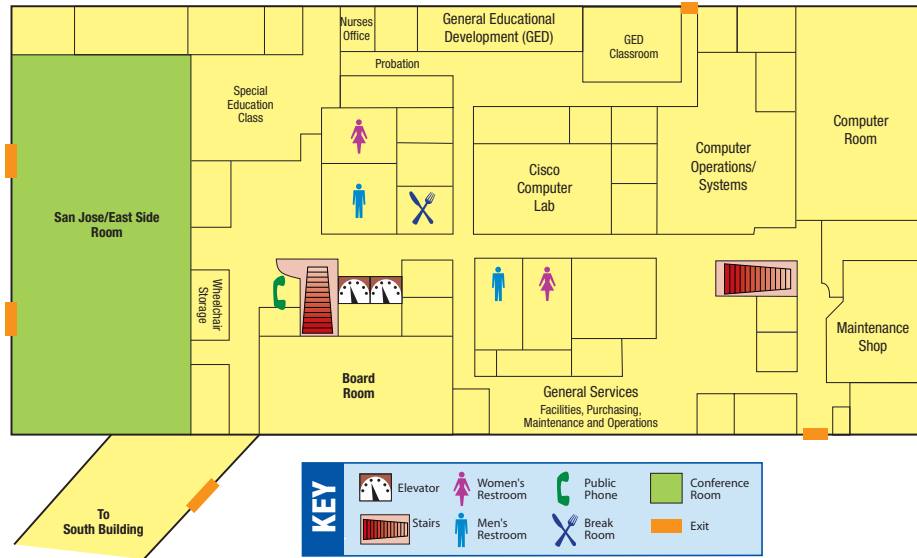


## Third floor

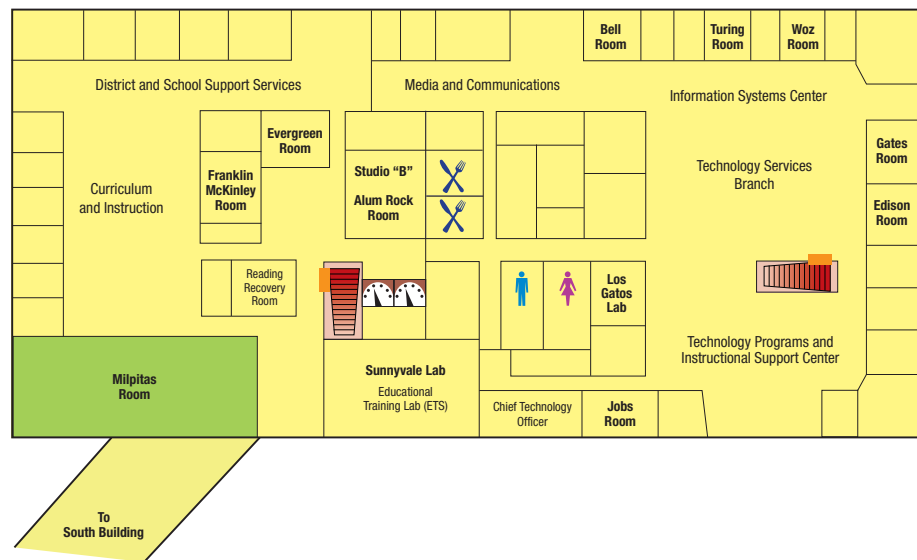


# North Building

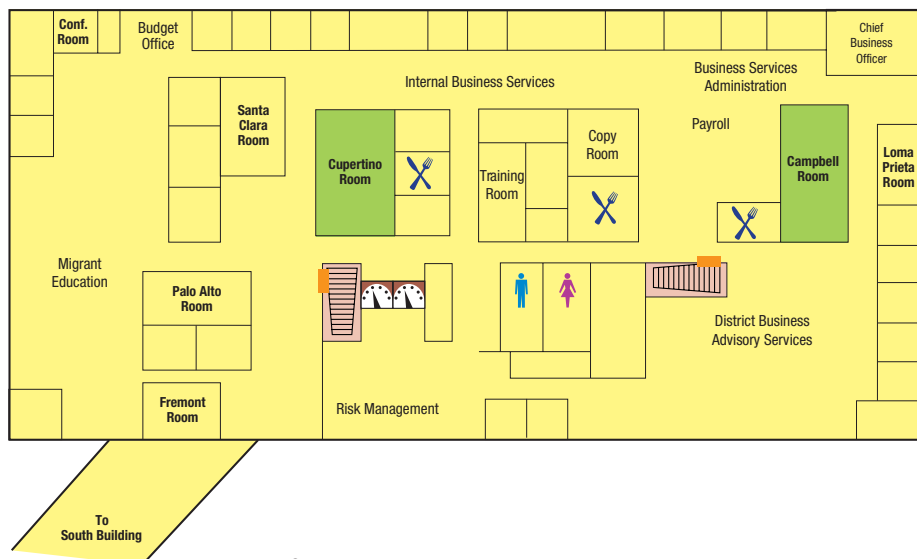
## First floor



## Second floor



## Third floor



# Exhibitor Hours

(Board Room)

10/25/17: 9:00am to 3:30pm

10/26/17: 8:00am to 4:15pm

10/27/17: 8:00am to 12:00pm





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**We truly appreciate your support!**

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INCLUSION  
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For:  Parents  
 Educators

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**Offered in English and Spanish.**

**(408) 453-6651**

**[inclusionwarmline@sccoe.org](mailto:inclusionwarmline@sccoe.org)**

**FREE support, information  
and referrals for including  
children of all ages with  
disabilities and other  
needs in your community**

- Positive behavior support for parents and professionals
- Referrals to local resources, agencies, and services
- Developmental Screening for ages one month to 5-1/2 years
- Answers to questions regarding inclusive practices
- Parent and educator resources  
(such as visual supports, social stories)
- Resources for transitions between programs  
(such as elementary to middle school)
- Technical assistance and support to increase inclusive services
- Referrals to inclusive community activities

**[www.inclusioncollaborative.org](http://www.inclusioncollaborative.org)**

Supported  
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for Inclusion



# INCLUSION COLLABORATIVE

[www.inclusioncollaborative.org](http://www.inclusioncollaborative.org)

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## **County Superintendent of Schools**

Jon R. Gundry

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