



## Virtual Inclusion Collaborative State Conference



# *Building Bridges for Equity* *Engaging ALL Learners*

INCLUSION THROUGH INTEGRATED SERVICES

**October 25-27, 2017**

Sponsored by:



Jon R. Gundry, County Superintendent of Schools



MONO COUNTY OFFICE OF EDUCATION  
STACEY ADLER – SUPERINTENDENT OF SCHOOLS

# ***Building Bridges for Equity***

## ***Engaging ALL Learners***

INCLUSION THROUGH INTEGRATED SERVICES

We are pleased to bring the **2017 Inclusion Collaborative State Conference (with emphasis on Early Learning)** directly to Mono County using virtual strategies. Join nationally-recognized educators and researchers to learn and share innovative, evidence-based strategies, tools and models to support full inclusion of young children with disabilities in diverse settings.

Keynote addresses and a broad choice of session topics will be transmitted virtually from the conference's San Jose location.

**Who should attend?** Teachers (both general and special education) of children birth to 12th grade, intervention specialists, special education program administrators, ECE directors, early education students, and anyone involved in the care and education of children with and without disabilities.

### **Location:**

Mammoth Lakes Library  
400 Sierra Park Rd.  
Mammoth Lakes, CA 93546  
Rooms: Ellie Randol Room (1<sup>st</sup> floor)  
Upstairs conference room (2<sup>nd</sup> floor)  
(TBD)

**Registration:** Registration opens September 21 and closes October 19. Please click on the following link to register: <http://mono.k12oms.org/1769-140586>

For more information contact: Jenni Huh or Deanna Tuetken  
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(760) 934-0031 x108

# Conference Schedule

## Wednesday, October 25, 2017

9:00-10:00	Breakfast and registration
10:00-11:00	Keynote: Jennifer Tschantz, <i>Early Learning Program Specialist, US Department of Education, Office of Special Education Programs</i> “Supporting Access and Inclusive Participation for ALL Preschool Children”
11:00-11:15	Break and transition to next session
11:15-12:15	Session – “Building and Sustaining Inclusive Preschool Programs”
12:15-1:00	Lunch
1:00-2:00	Session – “Understanding the Impact of Trauma on Brain Development”
2:00-2:15	Break and transition to next session
2:15-3:30	Session – “Preschool Inclusion Success through Embedded Instruction”

## Thursday, October 26, 2017

8:00-9:00	Breakfast and registration
9:00-10:30	Welcome and Keynote: Jose Blackorby, Ph.D., <i>Senior Director of Research and Development, CAST</i> “Universal Design for Learning”
10:30-10:45	Break and transition to next session
10:45-12:15	Concurrent sessions (3 sessions available)
12:15-1:00	Lunch
1:00-2:30	Keynote: Michael Hingson, <i>#1 New York Times Best-Selling Author &amp; Public Speaker</i> “Thunder Dog: The True Story of a Blind Man, His Guide Dog, and the Triumph of Trust”
2:30-2:45	Break and transition to next session
2:45-4:15	Concurrent sessions (3 sessions available)

## Friday, October 27, 2017

8:00-8:30	Breakfast and registration
8:30-10:00	Concurrent sessions (3 sessions available)
10:00-10:15	Break and transition to next session
10:15-12:00	Keynote: Zaretta Hammond, <i>Writer, Educator, Literacy Advocate</i> “Why Cultural Responsiveness Matters for Social-Emotional Development”

# SESSIONS

## *Wednesday, October 25, 2017*

### Morning Session, 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 County Office of Education*  
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 Unified School District*  
Sasha Begell, *Director of Special Education, Vacaville Unified School District*

**Grade Level:** 3-5 years old

**Learning Level:** Intermediate

### Afternoon Session, 1:00 p.m. – 2:00 p.m.

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

The first in a series of Trauma Informed Care workshops, this 1.5 hour workshop will introduce participants to important foundational information on the impacts of trauma. Children and their families who are impacted by ongoing trauma, vicarious trauma or a one-time traumatic event may be vulnerable to biological and physiological 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 the meaning behind challenging behaviors observed in the classroom. Once there is an increased sensitivity and understanding of the impacts of trauma, a teacher can then be introduced to trauma informed strategies to 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

### Afternoon Session, 2:15 p.m. – 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

# CONCURRENT SESSIONS

## *Thursday, October 26, 2017*

Morning Concurrent Sessions, 10:45 a.m. – 12:15 p.m.

### ***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 to 6<sup>th</sup> grade

**Learning Level:** Intermediate

### ***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

### ***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.

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

**Grade Level:** Middle School/High School

**Learning Level:** Beginner

Thursday, October 26, 2017  
Afternoon Concurrent Sessions, 2:45 p.m. – 4:15 p.m.

### ***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.

**Presenters:** 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

### ***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

### ***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:** Gloria Olamendi, Special Education Coordinator, Santa Ana Unified School District  
Marisela Longacre, School Principal, Santa Ana Unified School District  
Kasey Klappenback, School Principal, Santa Ana Unified School District

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

**Learning Level:** Beginner

# CONCURRENT SESSIONS

## *Friday, October 27, 2017*

Morning Concurrent Sessions, 8:30 a.m. – 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

### ***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

### ***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



# 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**  
**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**  
**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**  
**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**  
**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, as well as with majority white student populations.

**Grade Level** All Ages

**Learning Level**  
*Intermediate*

Zaretta Hammond, *Writer, Educator, Literacy Advocate*

