

11th National Early Childhood Inclusion Institute

May 16–18, 2011 | The William and Ida Friday Center for Continuing Education, UNC-Chapel Hill

HOSTED BY FPG CHILD DEVELOPMENT INSTITUTE & NATIONAL EARLY CHILDHOOD TECHNICAL ASSISTANCE CENTER



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FPG CHILD DEVELOPMENT INSTITUTE

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Welcome!

On behalf of NECTAC and the FPG Child Development Institute, welcome to the 11TH National Early Childhood Inclusion Institute. We want to recognize the involvement of our partners and especially to thank this year's sponsor, the Brookes Publishing Company.

Brookes Publishing is a contributing sponsor. For over 30 years, Brookes has been a leading provider of resources on education, disabilities, child development, early intervention, communication, language, behavior, and mental health. An independent company, Brookes Publishing is headquartered in Baltimore, MD. Brookes is hosting an exhibit at the Institute featuring their early childhood/early intervention publications which can be purchased on site at a special discount. Visit Brookes online at www.brookespublishing.com

After the institute, visit www.nectac.org/inclusioninstitute for presenters' handouts and resources.

Thank you for joining us this year!

— Pam Winton & Shelley deFosset
CONFERENCE CHAIRS

HOSTS

FPG Child Development Institute
National Early Childhood TA Center (NECTAC)

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Center for Early Literacy Learning (CELL)
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National Child Care Information and Technical Assistance Center (NCCIC)
National Consortium on Deaf-Blindness
National Professional Development Center on Inclusion (NPDCI)
Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)
National Inclusion Project
North Carolina Association for the Education of Young Children (NCAeYC)

Agenda

Monday, May 16, 2011

10:30 AM–12:45 PM: Registration and Exhibits

1:00–2:00 PM: Welcome and Opening Address

Grumman Auditorium

Opening the Institute: Shelley deFosset and Pam Winton, CO-CHAIRS, FPG CHILD DEVELOPMENT INSTITUTE

Institute Keynote: *Including Melanie: Reflections on Dilemmas of Difference in Culture, Social Context, Language, and Disability.*

Beth Harry, PROFESSOR OF SPECIAL EDUCATION, UNIVERSITY OF MIAMI

From her triple perspective as mother, professional, and ethnic minority member, Beth Harry will use her daughter's story as a point of reference for the challenge of tailoring early childhood inclusion to the individual, cultural, social and linguistic needs of families and children.

2:00–2:15 PM: Break

2:15–3:00 PM: Reflection Sessions

Reflecting on the Keynote and Goals for Attending the Institute

These sessions will provide opportunities for participants to meet with colleagues with similar roles to reflect on the opening address and their personal goals for attending the Institute. Please refer to the flyer in your packet for more information and room assignments.

3:00–3:15 PM: Break

3:15–4:45 PM: Concurrent Sessions

Getting Past the Stereotypes: The Power of Reciprocity

Beth Harry

Dogwood A

This session will outline the process of cultural reciprocity and its importance in parent- professional interactions. By recognizing their own often unacknowledged cultural assumptions, professionals can sharpen their awareness of their prejudices and stereotypes and learn how to open the door to genuine dialogue and collaboration.

Inclusion Resources at Your FingertipsCamille Catlett
Dayana Garcia

Dogwood B

Come discover resources that can help administrators, staff, and families to support the success of every young child in inclusive environments. We'll explore evidence-based tools including activities, videos, self-paced learning units, and training modules. Handouts will include diverse examples that can be helpful in many settings and applications. This session will feature an engaging combination of presentation and facilitated discussion coupled with demonstrations of media and websites.

Legal Foundations of Inclusion

Abby Cohen

Redbud A

Participants will learn about a variety of legal sources for inclusion in early childhood settings. This will include highlights of civil rights laws such as Section 504 of the Rehabilitation Act of 1973, an emphasis on the Americans with Disabilities Act, entitlements such as Part B (Section 619) and Part C of the Individuals with Disabilities Education Act (IDEA), and the relevant requirements of Head Start. Participants will also learn about the relationship between federal and state requirements. The session will provide opportunities for questions and discussion. [This session is repeated later.]

***Professional Development (PD) for the Early Childhood Workforce:
National Perspectives and Implications for Inclusion***Virginia Buysse
Pam Winton
Deborah Cassidy
Carol Trivette
Lorie Barnes

Redbud B

Learn about and discuss emerging PD issues and implications for inclusion with presenters who participated on the recent National Academies/Institute of Medicine's panel and workshop on the early childhood workforce. A panel representing state agencies and professional organizations will respond to the key PD issues including the role of standards, competencies and credentials in guiding (or not guiding) practice focused PD, research on effective PD, support and expectations for PD providers, and cross-sector PD systems that support inclusion.

Promoting Joint Attention and Symbolic Play in Preschoolers with Autism Spectrum Disorders (ASD)

Brian Boyd

Windflower A & B

This session will focus on practical strategies that can be used with preschoolers with autism spectrum disorders (ASD) to promote the development of joint attention and symbolic play skills. The presentation content will include: (a) brief information on the theoretical rationale and empirical support for promoting these skills in children with ASD, (b) practical intervention strategies that can be implemented in classroom settings, and (c) video examples of intervention implementation. Participants in this session will become familiar with the importance of joint attention and symbolic play as well as strategies for targeting those skills in the classroom environment.

Universal Design: Designing Universally for Early Childhood Settings

Suzanne Milbourne

Sunflower

When universal design and universal design for learning principles are applied in early childhood settings the environment, curriculum, activities and assessments will meet the needs of the greatest numbers of learners. Where individual needs call for additional support, adaptations are an optional intervention. Together the use of universal design and adaptations attempt to eliminate barriers to an individual's participation in everyday routines and activities. In this presentation learn about Universal Design and Universal Design for Learning. Participate in facilitated discussion about how they "fit" with the use of adaptations in the early childhood classroom.

Using Technology for Coaching Early Intervention Providers to Embed Intervention in Home Visits

Juliann Woods

Bellflower

While coaching has been shown to be an effective professional development strategy to support change in practice for early childhood classroom providers, less is known about its use in home based settings. This session will describe how low cost, easy enough to use technology has been incorporated into ongoing professional development activities focusing on the increased use of embedded intervention within the family identified daily routines without the presence of the “coach” onsite. Examples of which technology and how it was used, (e.g. digital video with peer mentor review, Skype with expert coaching, video self- modeling with email performance feedback) will be illustrated for participants. Practical strategies, lessons learned, and early intervention participant feedback will also be shared.

Tuesday, May 17, 2011**8:00–9:00 AM: Continental Breakfast****9:00–10:30 AM: Concurrent Sessions*****How I Benefited from Inclusion:******A Family Perspective on How Inclusive Childhood Experiences Contribute to Future Success***

Gwen Van Ark Moderator

Bellflower

Thea Wilson
Logan Wilson
Allison Wright
Edward Wright
Phyllis Wright

Three families will share their efforts to implement a vision for their children that have included educational and social inclusion in order to prepare them to lead independent lives as adults. Presenters will share personal stories and lessons learned along the way on their journey to independence. This will be a moderated panel discussion. There will be time for questions and response from the audience

Maximize Learning Time:***Practical Strategies for Preventing and Addressing Challenging Behaviors in Inclusive Settings (Part 1)***

Gail Joseph
Kristin Ainslie
Lindsey Lawrence

Windflower A & B

This session features the form and function of four training modules developed by the Head Start Center for Inclusion designed to help early care and education professionals prevent and address challenging behavior in inclusive classrooms. Modules provide a decision making framework and effective practical strategies for ensuring that every child—including those with challenging behaviors—has just the right amount of support to access, participate and thrive in preschool. Participants will receive copies of training modules, classroom materials and more. [This is the first of a two-part session.]

Positive Behavior Support in Preschool: The CSEFEL Pyramid ModelBrenda Dennis
Doyle Woodall

Sunflower

The Pyramid Model developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) provides guidance for early childhood special education personnel, early care and education professionals, and families on the evidence-based practices for promoting children's healthy social emotional development and addressing challenging behaviors through Positive Behavior Support. This session will provide an overview of the Pyramid Model and highlight an inclusive preschool class serving as a demonstration site in Johnston County Schools in North Carolina.

***Professional Development Strategies:
Adaptations to Learning Opportunities for Children with Disabilities***Carol Trivette
Allison Jones

Redbud A

In this workshop for **professional development providers**, emphasis will be placed on the role of evidence-based adult learning strategies in order to support practitioners in providing adaptations to children with disabilities. The adult learning model used in CELL is explored in-depth, using examples from the adaptation continuum for supporting children with disabilities in early literacy activities.

Providing Intentional Instruction to Children with Autism in Inclusive Settings

Ilene Schwartz

Redbud B

The increase in the number of young children diagnosed with autism is presenting a unique challenge to early learning providers and public school systems. The purpose of this system is to describe the characteristics of effective programs for children with autism and then to discuss how these programs components can be implemented in community based programs. We will discuss issues of planning for intentional instruction, using effective instructional strategies in a variety of classroom contexts, and evaluating the effectiveness of the interventions that are being used.

Together We're Better: Collaborative Approaches to Regional Professional DevelopmentCamille Catlett
Jennie Couture
Pam Stevens
Lisa Backer
Shivani Pandit
Megan Cox

Dogwood B

Does your state have silos of professional development, with separate offerings for Head Start, child care, early intervention, and PreK? Come discover how two states are bringing the silos together in regional, cross-sector professional development approaches that are building quality and opportunities for inclusion. This session will feature an engaging combination of panel presentation and facilitated discussion.

Tools for Preschool Teachers: Embedded Instruction for Early Learning

Mary Louise Hemmeter

Dogwood A

Want to learn how to embed instruction during everyday activities, routines, and transitions? We will provide the tools you need by introducing you to *Tools for Preschool Teachers*, a research-based toolkit focused on embedded instruction. In this interactive session, we will use case studies and video examples to illustrate how preschool teachers plan for, implement, and evaluate embedded instruction. Ready-to-use materials and resources for application "back home" will be shared and demonstrated throughout the session.

10:30–11:00 AM: Break

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

An Overview of Adaptations that Promote Child Participation in Early Literacy Activities

Allison Jones
Wendy Highland

Dogwood A

The goal of using adaptations is to increase children’s level of participation in everyday interest-based learning activities. **Practitioners** will be guided through a number of practices, which will yield a better understanding of when and why to provide an adaptation and how to reflect on the effectiveness of the adaptation to enhance children’s participation. [This session is repeated later.]

Assessing the Quality of Inclusion: A Closer Look

Martha Diefendorf
Kelly Maxwell
Elena Soukakou

Dogwood B

This interactive session will provide information on available tools for measuring key dimensions of high quality inclusion in early childhood classrooms, and explore ways these measures can contribute to QRIS systems. The session will look more closely at one tool, *the Inclusive Classroom Profile (ICP)*, and how it relates to the definition of inclusion outlined in the 2009 DEC/NAEYC joint position statement. Participants will have the opportunity to practice assessing quality of inclusion based on video clips and discuss how these tools can support teachers, PD providers, and programs administrators to improve practice.

CONNECT: An Evidence-Based Practice Approach to Professional Development

Pam Winton
Virginia Buysse
Dale Epstein
Chih-Ing Lim

Redbud A

An emerging expectation for faculty, professional development providers, and administrators is that they incorporate EBP into the professional development they provide. This session sponsored by the CONNECT Project will present an approach and online FREE instructional resources for incorporating EBP into professional development on essential practices that support inclusion. These practices include embedded interventions, transitions, communication for collaboration, family-professional collaboration and assistive technology.

Considerations and Practical Implications for Serving Dual Language Learners

Cristina Gillanders
Michelle Plaisance

Redbud B

This facilitated discussion will focus on the characteristics of high quality early childhood education for dual language learners. The presenters will also provide examples of effective instructional strategies to promote vocabulary development in young Latino dual language learners that have been used in the Nuestros Niños School Readiness Program. Implications for transition to early elementary school will also be discussed.

Economic Collaborations to Promote Preschool InclusionMary Louise Peters
Katy McCullough

Sunflower

This interactive session will examine successful local models, state guidance, and other resources for blending programs and/or braiding funds to expand opportunities for the inclusion of young children with disabilities, ages 3-5. Participants will consider the features of inclusion (access, participation, and supports) as defined in the DEC/NAEYC joint position statement as a means of targeting the focus of potential economic collaboration in their state or community. They will be provided an opportunity to identify opportunities and challenges within their local/state contexts.

It's Your Turn: A Listening Session for Professional Development Providers

Susan Sandall

Bellflower

The National Center on Quality Teaching and Learning is developing and delivering training and other professional development materials for early childhood education. This session is an opportunity to learn more about the Center. It will also be an opportunity to share your ideas and lessons learned from your own experiences with professional development. What works? What is needed to help teachers and PD providers be more successful?

Maximize Learning Time:***Practical Strategies for Preventing and Addressing Challenging Behaviors in Inclusive Settings (Part 2)***Gail Joseph
Kristin Ainslie
Lindsey Lawrence

Windflower A & B

This session, a continuation of proceeding session, features the form and function of four training modules developed by the Head Start Center for Inclusion designed to help early care and education professionals prevent and address challenging behavior in inclusive classrooms. Modules provide a decision making framework and effective practical strategies for ensuring that every child—including those with challenging behaviors—has just the right amount of support to access, participate and thrive in preschool. Participants will receive copies of training modules, classroom materials and more. [This is the second of a two-part session.]

12:30–1:30 PM: Buffet Lunch (Please pick up your lunch ticket at the registration desk)

1:30–3:00 PM: Concurrent Sessions

Assessing Young Children in Inclusive Settings: The Blended Practices Approach for Practitioners

Jennifer Grisham-Brown

Dogwood A

The purpose of this session is to provide **practitioners** with practical suggestions about how to implement authentic assessment practices in inclusive classrooms. Specific ideas for how to gather information from families, select a high quality curriculum-based assessment, and collect assessment information within daily activities will be provided. Participants will view examples of authentic assessment being implemented in inclusive classrooms and practice strategies discussed in the session.

Coaching to Support Implementation of Practices Related to Embedded Instruction and Social-Emotional Development

Mary Louise Hemmeter

Windflower A & B

A coaching framework has been developed, validated, and evaluated in two research studies focused on supporting practitioners' implementation of practices related to embedded instruction and social-emotional development. In this interactive session, participants will learn about key elements of the coaching framework. We will use videotapes to illustrate coaching in action and to guide discussion about each element of the framework. Processes and materials that are used to support coaches to implement the coaching framework will be shared during facilitated discussion using case examples.

Creating National Guidance on Response to Intervention (RTI) in EC: Updates on the DEC/NAEYC/NHSA Joint Position Statement

Camille Catlett
Virginia Buysse
Heidi Hollingsworth

Redbud A

Plan to attend this session if you want to: 1) receive information about the importance of RTI in early childhood; 2) obtain details about the joint position statement being developed by DEC, NAEYC, and NHSA; and 3) learn where and how to contribute to the evolving position statement. This session will feature an engaging combination of presentation and large group/small group discussion.

Expanding Inclusive Opportunities - Impacts of Collaborative Interagency Planning

Kathy Whaley
Debbie Cate

Redbud B

The benefits of collaborative interagency planning to improve inclusive policies and practices for children and their families is illustrated by the *Expanding Opportunities* Interagency Inclusion Initiative. An overview of the national initiative will be provided as a context for describing positive impacts. Evaluation results will be shared and an opportunity for participants to explore implications for effective collaborative practices will be provided.

Getting from Here to There: How Implementation Science Can Help Move Best Practices to the Real World

Karen Blase

Sunflower

This presentation will provide an overview of strategies and frameworks to implement and sustain high quality, inclusive services and create hospitable environments for such initiatives and for evidence-based and evidence-informed practices and programs. Based on the science and practice of implementation and organization and systems change, participants will learn about strategies to improve competency of staff, better align organizational policies and practices, and how to choose the right leadership strategies for systems change initiatives.

Making Networks Work: Consultation as a Strategy to Support Child Care Providers Serving Infants & Toddlers in Inclusive Settings

Amanda Moore
Deana Buck
Terry Butler

Dogwood B

Three states will share successes and challenges in developing and implementing regional and statewide networks of infant-toddler consultants to support inclusion. This very interactive session will allow for participants to share and learn from others the successes, challenges, and opportunities of providing consultation to local programs, with an emphasis on consultation models and linkages to other programs.

Promoting Young Children’s Participation by Creating Adaptations for Routines and Activities

Suzanne Milbourne

Bellflower

Young children’s participation in everyday activities and routines in home and community settings is an important focus of services for infants and young children with disabilities. Adaptation interventions combine environmental accommodations and assistive technology in ways that promote children’s participation in activities and routines and provide functional skill-building learning opportunities. Learn about a tool called CARA’s Kit, unique in its design for use by staff and consulting professionals and its structure of using adaptations as potential solutions for promoting young children’s participation in everyday activities and routines. [This session is repeated later.]

3:00–3:30 PM: Break

3:30–5:00 PM: Concurrent Sessions

***Assessing Young Children in Inclusive Settings:
The Blended Practices Approach for Those Planning and Providing Professional Development***

Jennifer Grisham-Brown

Dogwood A

The purpose of this session is to provide **administrators and technical assistant specialists** with ideas for how to support the implementation of authentic assessment practices in inclusive early childhood settings. Challenges associated with implementing high quality assessment in inclusive classrooms will be discussed and specific suggestions for how to overcome barriers will be provided. Specifically, strategies for assessing children with diverse needs, using assessment data for planning, and meeting multiple assessment mandates will be addressed in the presentation.

Evidence-Based Practices to Support High Quality Inclusion

Pam Winton
Virginia Buysse
Dale Epstein
Chih-Ing Lim

Dogwood B

This session will identify, define and provide demonstrations of specific practices (e.g., embedded interventions, assistive technology, communication for collaboration) that support the three essential features of high quality inclusion as defined by DEC/NAEYC: access, participation and support. It will include demonstrations of FREE, online professional development resources that participants can use in their work to support practitioners and families.

FAPE In the LRE: How Does the Data Tell the Story

Lynne Kahn
Debbie Cate
Beth Caron

Redbud A

This session will focus on the federal requirement under IDEA to report on Free Appropriate Public Education in the Least Restrictive Environment for preschool children with special needs. The session will feature an overview of the current data collection, updates on state reporting and a discussion of how the data can be used at state and local levels to both present an understandable message, and to inform practice.

Policies and Practices for Enhancing Children's Physical Activity in Preschools

William Brown

Redbud B

The purpose of the presentation is to provide teachers, administrators, and individuals interested in early childhood services with contemporary evidence-based information about preschoolers' physical activity. Specifically, the presenter will provide (1) information related to current childhood weight trends, (2) descriptive data on preschoolers' physical activity, (3) two practical intervention strategies that teachers can use to enhance young children's physical activity outside, and (4) emerging policy and practice guidelines on nutrition and physical activity in preschools.

SpecialQuest Preschool Inclusion Series: An Interactive Cross-sector Training Curriculum

Katy McCullough

Windflower A & B

Trish Mengel

Looking for free, high-quality training resources on preschool inclusion to use within your program or state? Come learn about the SpecialQuest approach to professional development and training materials available on-line targeting preschool inclusion. Since 1997, SpecialQuest has supported cross-sector teams (over 500 local communities nationwide and 10 states) to effectively include young children with disabilities and their families. Participants in this session will preview the training DVDs, experience sample activities and brainstorm potential application of these resources in their work.

Strategies for Inclusion of Young Children with Multiple Disabilities, Including Deaf-Blindness

Tom Udell

Bellflower

This session focuses on practical strategies for supporting the inclusion of young children with multiple disabilities including children with deaf-blindness. A conceptual framework and principles for supporting inclusion will be presented. Specifically, participants will understand the following: 1) a conceptual framework for blending developmentally appropriate practices with early childhood special education recommended practices, 2) foundational principles supporting inclusion, and 3) strategies for embedding specialized instruction into typical daily routines and activities.

Systematic Incidental Teaching by Families and Teachers: Beefing Up Instruction in Everyday Routines

Robin McWilliam

Sunflower

Somehow, actual instruction of children appears to have fallen by the wayside in our zeal to provide interventions in natural environments. A four-step process, simple on the surface but complex in its possibilities, exists for children's natural caregivers to use. But they need to learn how to use this method, systematic incidental teaching, and to apply it throughout daily routines. This session will describe the procedure, and participants will discuss how to teach it to others and how to implement it. [This session is repeated later.]

Wednesday, May 18, 2011

7:30–8:30 AM: Continental Breakfast

8:30–10:00 AM: Concurrent Sessions

An Overview of Adaptations that Promote Child Participation in Early Literacy Activities

Allison Jones
Wendy Highland

Dogwood A

The goal of using adaptations is to increase children's level of participation in everyday interest-based learning activities. **Practitioners** will be guided through a number of practices, which will yield a better understanding of when and why to provide an adaptation and how to reflect on the effectiveness of the adaptation to enhance children's participation. [This is a repeat of an earlier session.]

***Effective Communication Practices to Build Collaborative Partnerships:
Learning and Teaching About Them***

Aubrey Comperatore

Dogwood B

Collaborating with others is essential in an inclusive early childhood setting. Whether you are a practitioner, administrator, or a specialist, practicing effective communication is the key to promoting a welcoming, functional, and thriving community. In this session, you will be invited to participate in an interactive and cooperative learning experience that will not only allow you to identify and practice research-supported communication skills for yourself, but also will give you the opportunity to learn about free professional development resources.

Legal Foundations of Inclusion

Abby Cohen

Azalea A & B

Participants will learn about a variety of legal sources for inclusion in early childhood settings. This will include highlights of civil rights laws such as Section 504 of the Rehabilitation Act of 1973, an emphasis on the Americans with Disabilities Act, entitlements such as Part B (Section 619) and Part C of the Individuals with Disabilities Education Act (IDEA), and the relevant requirements of Head Start. Participants will also learn about the relationship between federal and state requirements. The session will provide opportunities for questions and discussion. [This is a repeat of an earlier session.]

Promoting Young Children's Participation by Creating Adaptations for Routines and Activities

Suzanne Milbourne

Sunflower

Young children's participation in everyday activities and routines in home and community settings is an important focus of services for infants and young children with disabilities. Adaptation interventions combine environmental accommodations and assistive technology in ways that promote children's participation in activities and routines and provide functional skill-building learning opportunities. Learn about a tool called CARA's Kit, unique in its design for use by staff and consulting professionals and its structure of using adaptations as potential solutions for promoting young children's participation in everyday activities and routines. [This is a repeat of an earlier session.]

***Roundtable Discussion for Practitioners and Administrators:
Classroom-Focused Inclusion Challenges and Strategies***

Kate Gallagher

Windflower A & B

We believe that high-quality, inclusive learning environments are best for young children (0 – 5 years) with and without disabilities. However, educating and caring for children in inclusive settings can be extraordinarily challenging. It is difficult to meet the diverse needs of children, families, and colleagues, and the demands of partner-regulators, and school districts. In this roundtable we will share some of those challenges, and generate a collection of strategies and wisdom for going forward in our work. The voices of teaching professionals, inclusion specialists, therapists, and administrators are welcome and needed in this roundtable discussion. Come prepared to listen and share

8:30 AM–3:00 PM

Implementation Workshop (Invitation Only)

Redbud A & B

This workshop has been planned for the National Professional Development Center on Inclusion (NPDCI) state teams and Expanding Opportunities state teams (NECTAC, RRCF, Head Start TA) and is not open to general audience.

10:00–10:15 AM: Break

10:15–11:45 AM: Concurrent Sessions

Ethical Practice Dilemmas in Inclusive Settings

Harriet Able

Azalea A & B

This session will be a facilitated discussion guided by practice dilemmas described by early intervention practitioners who have encountered ethical issues in their delivery of inclusive services for young children with disabilities. Ethical issues such as the rights of children with and without disabilities, parental consent and autonomy, and justice will be highlighted. Participants will have the opportunity to share their own dilemmas of practice having ethical implications. A framework for ethical deliberation and problem solving will be presented for the audience to consider for use in their daily practice.

LEAP Forward: Learn, Experience, Achieve, Play to Foster Greater Inclusion

Aron Hall
Kristy Barnes

Dogwood A

LEAP Forward focuses on closing the achievement gap, giving children with and without disabilities the opportunity to serve their community together, helping children learn about and from one another, providing recreational opportunities that address health issues—especially obesity, and fostering social inclusion. We will talk about the implementation of this program as well as give some practical walk away techniques for you to further improve the inclusive atmosphere of your program. Support for the development of this curriculum was provided by the Mitsubishi Electric America Foundation and CVS Caremark.

***Meaningful Access, Participation and Supports (MAPS):
A Look Inside a Resource You Can Share With Families***

Samtra Devard

Dogwood B

Delaware's MAPS to Inclusion is a resource created to help essential stakeholders to prepare for a high quality inclusive experience for children with disabilities. Both professionals and families want an inclusive experience that provides meaningful access, participation and systemic support, but might need a place to start. Professionals looking to engage families can share this resource with families as a beginning to a partnership working to make the inclusion experience high quality. Families asking the question, "Can my child with a disability be included?" can rely on this resource to help them become effective partners in making it happen.

Systematic Incidental Teaching by Families and Teachers: Beefing Up Instruction in Everyday Routines

Robin McWilliam

Sunflower

Somehow, actual instruction of children appears to have fallen by the wayside in our zeal to provide interventions in natural environments. A four-step process, simple on the surface but complex in its possibilities, exists for children's natural caregivers to use. But they need to learn how to use this method, systematic incidental teaching, and to apply it throughout daily routines. This session will describe the procedure, and participants will discuss how to teach it to others and how to implement it. [This is a repeat of an earlier session.]

11:45 AM–11:55 PM: Break

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

Reflecting on the Institute: Taking It Home

These sessions will provide opportunities for participants to reconvene in groups with colleagues with similar roles to share highlights of the Institute and ideas for using strategies and resources at home. Please refer to the flyer in your packet for more information and room assignments

Participants

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The Eleventh National Early Childhood Inclusion Institute

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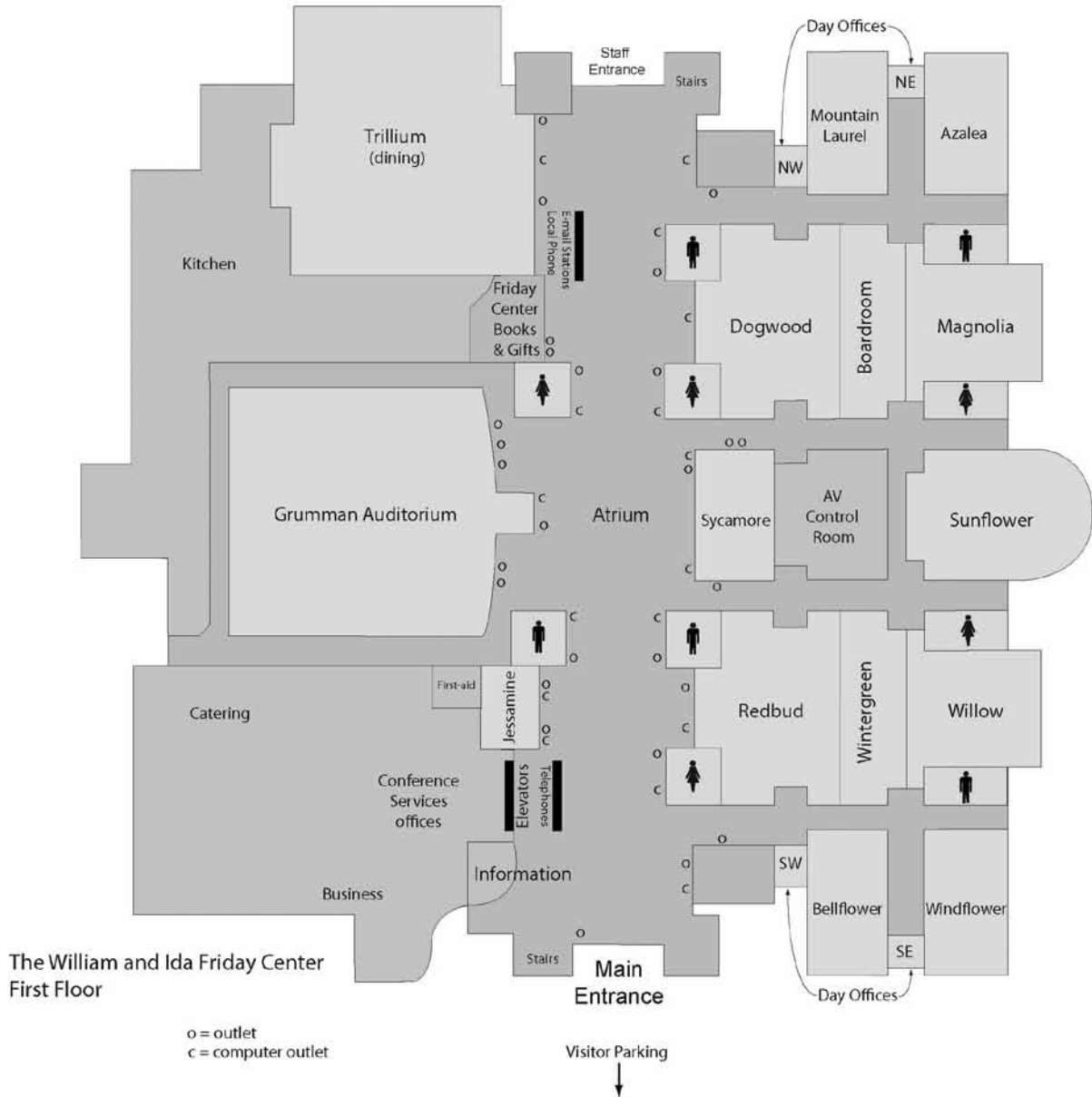
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Concurrent Sessions at-a-Glance

Monday, May 16, 2011

3:15–4:45 PM: Concurrent Sessions Round I

Getting Past the Stereotypes: The Power of Reciprocity	Dogwood A
Inclusion Resources at Your Fingertips	Dogwood B
Legal Foundations of Inclusion*	Redbud A
Professional Development (PD) for the Early Childhood Workforce:	
National Perspectives and Implications for Inclusion	Redbud B
Promoting Joint Attention and Symbolic Play in Preschoolers with Autism Spectrum Disorders (ASD)	Wildflower
Universal Design: Designing Universally for Early Childhood Settings	Sunflower
Using Technology for Coaching Early Intervention Providers to Embed Intervention in Home Visits	Bellflower

Tuesday, May 17, 2011

9:00–10:30 AM: Concurrent Sessions Round II

How I Benefited from Inclusion:	
A Family Perspective on How Inclusive Childhood Experiences Contribute to Future Success	Bellflower
Maximize Learning Time:	
Practical Strategies for Preventing and Addressing Challenging Behaviors in Inclusive Settings (Part 1)	Wildflower
Positive Behavior Support in Preschool: The CSEFEL Pyramid Model	Sunflower
Professional Development Strategies: Adaptations to Learning Opportunities for Children with Disabilities	Redbud A
Providing Intentional Instruction to Children with Autism in Inclusive Settings	Redbud B
Together We're Better: Collaborative Approaches to Regional Professional Development	Dogwood B
Tools for Preschool Teachers: Embedded Instruction for Early Learning	Dogwood A

11:00 AM–12:30 PM: Concurrent Sessions Round III

An Overview of Adaptations that Promote Child Participation in Early Literacy Activities*	Dogwood A
Assessing the Quality of Inclusion: A Closer Look	Dogwood B
CONNECT: An Evidence-Based Practice Approach to Professional Development	Redbud A
Considerations and Practical Implications for Serving Dual Language Learners	Redbud B
Economic Collaborations to Promote Preschool Inclusion	Sunflower
It's Your Turn: A listening Session for Professional Development Providers	Bellflower
Maximize Learning Time:	
Practical Strategies for Preventing and Addressing Challenging Behaviors in Inclusive Settings (Part 2)	Wildflower

1:30–3:00 PM: Concurrent Sessions Round IV

Assessing Young Children in Inclusive Settings: The Blended Practices Approach for Practitioners	Dogwood A
Coaching to Support Implementation of Practices Related to	
Embedded Instruction and Social-Emotional Development	Wildflower
Creating National Guidance on Response to Intervention (RTI) in EC:	
Updates on the DEC/NAEYC/NHSA Joint Position Statement	Redbud A
Expanding Inclusive Opportunities – Impacts of Collaborative Interagency Planning	Redbud B
Getting from Here to There: How Implementation Science Can Help Move Best Practices to the Real World	Sunflower
Making Networks Work: Consultation as a Strategy to Support Child Care Providers	
Serving Infants & Toddlers in Inclusive Settings	Dogwood B
Promoting Young Children's Participation by Creating Adaptations for Routines and Activities*	Bellflower

3:30–5:00 PM: Concurrent Sessions Round V

Assessing Young Children in Inclusive Settings:

The Blended Practices Approach for Those Planning and Providing Professional Development	Dogwood A
Evidence-Based Practices to Support High Quality Inclusion	Dogwood B
FAPE In the LRE: How Does the Data Tell the Story	Redbud A
Policies and Practices for Enhancing Children’s Physical Activity in Preschools	Redbud B
SpecialQuest Preschool Inclusion Series: An Interactive Cross-sector Training Curriculum	Wildflower
Strategies for Inclusion of Young Children with Multiple Disabilities, Including Deaf-Blindness	Bellflower
Systematic Incidental Teach by Families and Teachers: Beefing Up Instruction in Everyday Routines*	Sunflower

Wednesday, May 18, 2011

8:30AM–3:00 PM

Implementation Workshop (invitation only)	Redbud A& B
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8:30–10:00 AM: Concurrent Sessions Round VI

An Overview of Adaptations that Promote Child Participation in Early Literacy Activities *	Dogwood A
Effective Communication Practices to Build Collaborative Partnerships: Learning and Teaching About Them	Dogwood B
Legal Foundations of Inclusion*	Azalea A& B
Promoting Young Children’s Participation by Creating Adaptations for Routines and Activities*	Sunflower
Roundtable Discussion for Practitioners and Administrators:	
Classroom-Focused Inclusion Challenges and Strategies	Wildflower

10:15–11:45 AM: Concurrent Sessions Round VII

Ethical Practice Dilemmas in Inclusive Settings	Azalea A& B
LEAP Forward: Learn, Experience, Achieve, Play to Foster Greater Inclusion	Dogwood A
Meaningful Access, Participation and Supports (MAPS):	
A Look Inside a Resource You Can Share With Families	Dogwood B
Systematic Incidental Teaching by Families and Teachers: Beefing Up Instruction in Everyday Routines*	Sunflower

* Session is repeated at another time during the Institute



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