



# Virtual Inclusion Collaborative State Conference (Early Learning)



## ***Oceans of Opportunities***

BUILDING, TRANSFORMING AND SUSTAINING INCLUSIVE PRACTICES

**October 29-30, 2015**

**San Mateo County Office of Education**

**101 Twin Dolphin Drive  
Redwood City**



# Oceans of Opportunities

BUILDING, TRANSFORMING AND SUSTAINING INCLUSIVE PRACTICES

We are pleased to bring the **2015 Inclusion Collaborative State Conference (with emphasis on Early Learning)** directly to San Mateo County using a combination of virtual and in-person 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 of children birth to 3rd grade, intervention specialists, special education program administrators, ECE directors, early education students - anyone involved in the care and education of children birth to age 8 with and without disabilities!

**Location:** San Mateo County Office of Education  
101 Twin Dolphin Drive  
Redwood City

## Registration:

**Registration Opens:** August 5, 2015  
**Deadline:** October 15, 2015

**Online registration is required at:** <http://sanmateo.k12oms.org/eventdetail.php?id=101573>

**Fees:** Attend both days for \$40, or one day for \$25  
(Students: Attend both days for \$35 or one day for \$20).  
Light breakfast and lunch will be provided each day.

**Please make checks payable to: County School Service Fund.** In the memo section or stub of your check, please note "*Virtual Inclusion Conference*", what day(s) attending, and if paying for multiple participants, list name of each participant.

**Send payments to:** San Mateo County Office of Education  
SELPA/Manny Topacio  
101 Twin Dolphin Drive  
Redwood City, CA 94065

Registration will be confirmed only upon receipt of check payment or Purchase Order. Fees are non-refundable unless notification is received seven (7) days before training day. We will not be able to process credit card payments.

For more information contact: Manny Topacio – (650) 802-5462  
[etopacio@smcoe.org](mailto:etopacio@smcoe.org)

# Conference Schedule

## Thursday, October 29, 2015

8:00 – 9:00	Breakfast and registration
9:00 – 10:30	Welcome and Keynote Address <b><i>“From Kristen to New Zealand: Personal to Systematic Perspectives on Inclusion”</i></b> Robin McWilliam <i>Center for Child and Family Research Siskin Children’s Institute</i>
10:30 – 10:45	Break & Transition to Next Session
10:45 – 12:15	Concurrent Sessions <i>(3 sessions available virtually or in-person)</i>
12:15 – 1:00	Lunch
1:00 – 2:00	Keynote Pam Winton <b><i>“Turbo-Charge Your Journey to Inclusion”</i></b> <i>FPG Child Development Institute University of North Carolina at Chapel Hill</i>
2:00 – 2:15	Break & Transition to next session
2:15 – 4:15	Concurrent sessions <i>(3 sessions available virtually or in-person)</i>

## Friday, October 30, 2015

8:00 – 8:30	Breakfast and registration
8:30 – 10:00	Concurrent sessions <i>(3 sessions available virtually or in-person)</i>
10:00 – 10:15	Break & Transition to Next Session
10:15 – 11:45	Midday Concurrent Sessions <i>(3 sessions available virtually or in-person)</i>
11:45 – 12:30	Lunch
12:30 – 1:45	Keynote Dr. Wayne Sailor <b><i>“Re-Conceptualizing Inclusion”</i></b> <i>Schoolwide Integrated Framework for Transformation (SWIFT) Center at the University of Kansas</i>
1:45 – 2:00	Break & Transition to next session
2:15 – 4:15	Concurrent sessions <i>(3 sessions available virtually or in-person)</i>

# CONCURRENT SESSIONS

Thursday, October 29, 2015

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

## ***Inclusion: The Nine Often-Unmet Needs in Early-Childhood***

Nationally, early-childhood inclusion needs a booster shot. Among many pockets of excellence lie nine needs, ranging from interactions with children, through classroom management, to service delivery policies. This session will identify those needs and suggest solutions.

**Presenter:** Robin McWilliam, *Director, Siskin Children's Institute*

**Grade Level:** 3 years old to Transitional Kindergarten

**Primary Training Track:** *Transforming Inclusive Practices*

## ***Collaborative Assessment with the DRDP (2015)***

The DRDP (2015), coming in the fall of 2015, provides opportunities for general education and special education to collaborate in completing the DRDP assessments. Participants are encouraged to come in general ed/special ed teams to learn more about the DRDP (2015) and to develop strategies for collaboration.

**Presenters:** Patty Salcedo, Project Co-Director, *Desired Results Access Project*

Melinda Brookshire, *Director Desired Results T/TA, CPIN, WestEd Center for Child & Family Studies*

**Grade Level:** Birth to 5 years old

**Primary Training Track:** *Building Inclusive Practices*

## ***Helping All Children Get Ready to Learn: A Sensorimotor Approach (In-Person)***

**Description:** Join us as we explore sensorimotor strategies that can be used to help children with a wide range of abilities to support their self-regulation and enhance readiness to learn. Utilizing this approach within the classroom will help children who are developing typically as well as those with more complex challenges such as Autism Spectrum and disorders, Attention Deficits, Down's Syndrome and Speech Language Delays among other issues. Through self-reflection activities and hands-on experiences participants will gain an understanding of how sensory inputs can be leveraged to promote attention, motivation and focus.

**Presenter:** Lisa Kaplan Shaanan, MS OTR/L TMHP

**Grade Level:** Birth to 5 years old

**Primary Training Track:** *Transforming inclusive practices*

**Afternoon Concurrent Sessions, 2:15 p.m. – 4:15 p.m.**  
*(Thursday, October 29, 2105)*

***Ten Mistakes in Early Intervention...and Solutions***

Early interventionists do some crazy things without knowing it. This session will highlight why some of our long-held beliefs about working with infants, toddlers, and families have come under scrutiny. The alternatives will be presented. There is hope. In fact, many communities across the globe are implementing the practices presented.

**Presenter** Robin McWilliam, *Director, Siskin Children's Institute*

**Grade Level:** Birth to 3 years old

**Primary Training Track:** *Transforming Inclusive Practices*

***Quality Inclusion: What's it look like-how can we measure it?***

Through the Race to the Top—Early Learning Challenge Program and other reform efforts, states are being challenged to develop systems for rating, monitoring and improving early learning and development programs. This challenge includes improving the quality of programs serving high-need children. This session will share findings from a demonstration study in North Carolina that investigated the acceptability, reliability and validity of the Inclusive Classroom Profile (ICP), a tool used to assess the quality of inclusive classroom practices. Results will be discussed in terms of the implications for more widespread applications of the ICP for research, quality rating systems and professional development. PowerPoint presentation and small group discussion will enable participants to explore key issues from a variety of angles.

**Presenter:** Pam Winton, *Senior Scientist & Director of Outreach, Frank Porter Graham Child Development Institute*

**Grade Level:** 3 years old to Transitional Kindergarten

**Primary Training Track:** *Building Inclusive Practices*

***Panel: Best Practices for Inclusion in Early Care and Education Programs in San Mateo County (In-Person)***

Join us for to hear how best practices for inclusion are being implemented in a wide range of early care and education programs for infants through Pre-K in San Mateo County and participate in a focused discussion about how programs can effectively support infants and young children with special needs and their families in inclusive settings.

**Panel Presenters:**

Cynthia Fong-Wan, Program Director, Life Steps Foundation

Shawneece Stevenson, Manager, Early Start, Golden Gate Regional Center

Jennie Chien, Director, Learning Links Preschool

Iris Postigo, Director, "Mi Escuelita", a Family Child Care Program

Sheri Geesey Developmental Service Coordinator / Guadalupe Ibarra, Developmental Service Manager, IHSD Head Start/Early Head Start

**Grade Level:** Birth to 5 years old

**Primary Training Track:** *Sustaining inclusive practices*

## CONCURRENT SESSIONS

*Friday, October 30, 2015*

### Morning Concurrent Sessions, 8:30 a.m. – 10:00 a.m.

#### ***Collaboration is Critical for Inclusive Practices at All Levels – A State and National Perspective***

This session will discuss collaborative state projects related to natural environments and least restrictive environments that impact inclusive practices across the state and nationally. Topics will include California and National initiatives that support all students and their impact on inclusive practices.

**Presenters:** Representatives from the California Department of Education's Special Education Division, Early Education Support Services Division, and Department of Developmental Disabilities; and a Washington DC-based Childhood Education Consultant

**Grade Level:** All ages

**Primary Training Track:** *Sustaining Inclusive Practices*

#### ***Developmentally Appropriate Practice: The Key to Inclusion***

The National Association for the Education of Young Children's core document, "Developmentally Appropriate Practice in Early Childhood Programs for Children from Birth through Age 8", has played a key role in the field of early learning since its first publication in 1987. Too often, however, there has been a misunderstanding of the principles of Developmentally Appropriate Practice (DAP) and assumptions have been made that it is not applicable to children with special education needs. This workshop will look deeply at the core principles of DAP and assert that these principles are the essential foundation for successful inclusive programs. The workshop will make use of the DAP document written by Sue Bredekamp and Carol Copple as well as the joint position paper from the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC).

**Presenter:** Whitcomb Hayslip, *Early Childhood Education, Independent Consultant*

**Grade Level:** 3 years old to Transitional Kindergarten

**Primary Training Track:** *Building Inclusive Practice*

#### ***Legal Issues Related to the Inclusion of Young Children and their Families in Early Care and Education and Community Programs (In-Person)***

**Presenter:** Brooke Heymach, Supervising Attorney and Michelle DeBlank, Attorney, Legal Aid Society of San Mateo

**Grade Level:** All ages

**Primary Training Track:** *Building inclusive practices*

**Midday Concurrent Sessions, 10:15 a.m. – 11:45 a.m.**  
(Friday, October 30, 2015)

***Tantrums: Why Do They Happen & What Can Adults Do to Help?***

Young children are a bundle of emotions: joyous, peaceful, angry, calm. When emotions overwhelm toddlers, the result is often a big reaction or tantrum. Understanding the “science” behind tantrums can allow adults to be more effective addressing this behavior. Adults have a big impact on preventing, shortening, triggering, or extending a tantrum. Gain information, strategies, and practice scenarios to increase your knowledge and confidence as you support healthy social emotional development in very young children.

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

**Grade Level:** Birth to 3 years old

**Primary Training Track:** *Sustaining Inclusive Practices*

***Promoting Sensory Integration for All Preschool Children***

This workshop will provide an overview of sensory integration and characteristics of children who have difficulty modulating their senses. Different modifications/adaptations will be shared from two inclusive preschool teachers that can be integrated into early education settings. Participants will have opportunities to reflect and apply this information to their own professional settings.

**Presenters:** Amber Friesen, *Ph.D. Asst. Professor, Early Childhood Special Education, San Francisco State Univ.*  
Mikayla Coble, *San Francisco State University*  
Melissa O’Mahony, *San Francisco State University*

**Grade Level:** 3 years old to Transitional Kindergarten

**Primary Training Track:** *Building Inclusive Practices*

***We All Belong: Using Children’s Books to Support Inclusion in Early Childhood Settings (In-Person)***

**Description:** Children love books and the right books, used effectively, can serve as excellent tools to help support inclusion of children with special needs. Spend some time exploring picture books that will help young children understand others who are “differently abled”. Learn about how to use the books to teach children to play together and some ways to adapt books so that they can be enjoyed by children with a wide range of skills, abilities and interests

**Presenter:** Lisa Kaplan Shaanan, MS OTR/L TMHP

**Grade Level:** Birth to Grade 3

**Primary Training Track:** *Building inclusive practices*

**Afternoon Concurrent Sessions, 2:00 p.m. – 4:00 p.m.**  
(Friday, October 30, 2015)

***Reflecting on Routines: Challenges in Natural Environments***

Challenges with daily routines and their impact on primary relationships are one of the most common issues we face working with infants and toddlers with special needs. Parents, early educators, and early interventionists are often challenged with issues related to feeding, sleeping and other daily routines. It is important that we are aware of our own cultural biases and the impact they have on our interventions with young children and families. Additionally we need evidence-based practices and resources to guide us as we coach parents and primary caregivers on these sensitive topics. This workshop will help the participants utilize the reflective process as well as be aware of evidence-based resources on these caregiving routines, while promoting optimal health and development.

**Presenter:** Dana Cox, RN, MA, *Early Start Infant/Toddler Teacher and Program Coordinator, Santa Cruz County Office of Education*

**Grade Level:** Birth to 3 years old

**Primary Training Track:** *Sustaining Inclusive Practices*

***Powerful Practices: Changing the Future through CA CSEFEL***

The session will focus on the specific strategies that have been found to be “fundamental” to strong implementation, including positive descriptive acknowledgement, regulation of strong emotion, and problem-solving skills.

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

**Grade Level:** 3 years old to Transitional Kindergarten

**Primary Training Track:** *Building Inclusive Practices*

***Promoting Emotional Health in Young Children Through Inclusion (In-Person)***

**Description:** Unmet social-emotional needs of infants and young children often appear in early education settings as “challenging behaviors.” This workshop will explore how we understand the meaning underlying these behaviors and how adults can respond in a way that supports inclusion in the classroom/early care setting.

**Presenter:** Sarah Dobkin, LCSW, Program Manager, and Kathy Winship, ASW, Consultant, Early Childhood Mental Health Consultation Program, StarVista

**Grade Level:** Birth to 5 years old

**Primary Training Track:** *Transforming inclusive practices*