First Name	Last Name	Title	Description	Outcomes
Jessica	Bacon	Understanding the Impact of High-Stakes Testing, Accountability Measures, and Standards-Based Reform on Inclusive Education	This session will provide practical research-based information on ways that educational reforms that have emphasized high-stakes testing, accountability measures, and standards-based reform impact the inclusion of students with disabilities in New Jersey. The presentation will draw from both a broad-based literature review and qualitative data collected by the author over several years that has investigated these issues . Practical information for students and families will be provided for how to advocate for students with disabilities in light of such policies, and ongoing trends in schools that are resultant on such policies.	1. Gain a deeper understanding of how current educational policies operate in the state of New Jersey. Interactive opportunities to discuss personal experience and plans for actions will be provided. 2. Understanding future trends in the state related to high stakes testing, accountability, and standards-based reforms and consider how students with disabilities are considered in decision-making. 3. Learn tools and tactics to advocate alongside and on behalf of students with disabilities when schools succumb to the pressures of educational policies, where inclusion is not maintained as a priority.
Barry John Phil	Barbarasch Lestino Tenaglia	Best Practices in Developing and Implementing Inclusion Programs that Support Students' Behavioral and Mental Health	We will present a process model that assist parents, teachers, students and administrators in developing shared purposes, identify real and potential obstacles and move toward cooperation and collaboration in developing, implementing and monitoring effective inclusive practices. The session will describe factors that need to be considered when developing an inclusion program, including factors relating to students, teachers, parents, administrators, and the school. It will highlight the role teachers can play in addressing the mental/behavioral health needs of children, and how they can assist students in making positive choices which promote positive behavior.	1. Participants will develop an understanding of the factors to consider when developing an inclusion program. 2. Participants will learn the steps needed to implement an inclusion program, and the roles school psychologists and other support staff can play in implementing and supporting inclusion programs. 3. Participants will learn specific evidenced based interventions that teachers can utilize to assist students in developing skills that promote positive behavioral and mental health outcomes in an inclusion classroom. 4. Participants will get the opportunity to experience the use of the Matrix, and how they can utilize it to effect positive change in their students.
Paul	Barbato	NJTSS: A School District's Perspective	This workshop will provide participants an overview to build capacity of a multi-tiered system of supports (academic/ social-emotional) for all students. Participants will learn of support structures, practices, and programs within the public school system that can be replicated.	1. Explain the levels of tiers of support within a tiered system. 2. Examine current benchmark/ progress monitoring data within district to identify procedures to provide supports for students. 3. Develop affiliation agreements with outside linkages to supplement existing support structures.
Judith Brooke	Engles Wiener Berardo	Moving Pictures- Creating Digital Stories that Translate Classroom Experiences into Interactive, Visual, Tactile, Narratives	Presenters will demonstrate strategies that support young children with limited language abilities in participating in various types of classroom activities. Circle time, story time, special events, group instruction, can be situations that can be challenging and frustrating to many children. Participants will explore ways of using simple technology applications to help children process relevant information and ideas.	1. Consider adding multisensory and digital elements to language based experiences as a bridge between language, play, and learning. 2. Deconstruct stories, experiences, and lessons into simple elements that are visual, tactile, and interactive. 3. Become familiar with specific applications that can be used to transform ideas and informational content into digital narratives.
Rhonda	Bondie	Co-Teaching Playbook: Save Planning Time and Increase Student Engagement	Discover how "playbooks" save planning time and support co-teachers with varying levels of subject area expertise. Playbooks provide a visible instructional plan used by both teachers and students during routine parts of instruction like review, correction, and mini-lessons. Participants learn how to incorporate evidence-based practices into playbooks to ensure that students receive specialized instruction during daily co-teaching. Once established, playbooks help co-teachers respond to learners as their needs unfold during lessons. Practical video and lesson plan examples will demonstrate effective use of two or more teachers in the classroom.	1. Learners will be able to develop "plays" to incorporate more effective co-teaching. 2. Learners will be able to streamline their lesson planning. 3. Learners will be able to respond to student need more effectively and quickly
Rhonda	Bondie	Never Make Things Easier: Increasing Access Rigor to Meet Learner Needs	Teachers adjust instruction to fit learner needs by increasing rigor and access for all students. Examine the components of rigor (sustained effort and complexity) and multiple entry points to increase access without taking the thinking out of assignments. Find out how to save planning time while providing both supports and extensions to ensure all learners are challenged.	1. Learners will be able to identify rigor in their lessons. 2. Learners will be able to develop multiple entry points in their lessons. Learners will be able to provide access and rigor for all students
Rhonda	Bondie	How to Manage Differentiated Instruction or Differentiated Instruction Made Practical - Plenary Day 1	Teachers know that students come to classes with divergent experiences, understandings, interests, strengths, and needs. However, finding sustainable ways to respond to student diversity, daily is among teachers' greatest challenges. Through practical examples, participants will learn a four-step decision-making method to determine the when, how, what, and why of differentiated instruction. Participants will use already existing materials to adjust instruction to increase clarity, access, rigor, and relevance for all learners resulting in a classroom culture where all students feel engaged, valued, and stretched.	1. Implement a differentiated lesson in their classrooms. 2. Create flexible groupings of students based on student attributes. 3. Change classroom routines on the fly to address student need.
Rhonda	Bondie	The Secrets to Motivation in Inclusive Classrooms - Plenary Day 2	What moves you to act? What makes you invest time and energy in one task but not another? How can classroom culture foster feelings of intrinsic motivation including: independence, belonging, competence, and meaningful learning? Through practical routines, we will examine research on motivation and self-regulated learning to learn how "Rhonda's Rules for Implementing Classroom Routines" to build an inclusive classroom culture where ALL students develop deep, durable, and flexible understandings of course content; feel empowered to take academic risks; put forth effort and persist in the face of academic challenges; and experience academic success.	1. Develop lessons that motivate students. 2. Review previous lesson plans to identify how to motivate learners. 3. Develop motivating classroom routines.
Erin	Bruno	Developing Emotional Regulation and Problem Solving Skills in Youth: Social Decision Making an Evidence Based Model	Participants will be taught strategies to teach youth concrete skills for emotional regulation and problem solving. Participants will be introduced to interactive software program that can reinforce the skills for emotional regulation to increase positive outcomes.	1. Helping youth identify and name triggers and sources of stress. 2. Give youth concrete skills and strategies for emotional regulation. 3. Give students a concrete framework to learn problem solving skills and critical thinking.
Diane	Casale-Giannola	Dyslexia: How Do I Know? What Do I Do?	In this presentation New Jersey legislation related to dyslexia will be shared. New educational responsibilities related to definition of dyslexia, screening, interventions, accommodations and technology will be discussed. Application for elementary and secondary educators will be modeled.	1. Define dyslexia and identify comorbid conditions. 2. Identify screening protocols for dyslexia including reading and speaking indicators for elementary and secondary students. 3. Apply and adapt instructional methods to support students with dyslexia during reading and content area instruction. 4. Provide meaningful accommodations and the use of technology to improve the academic performance of students with dyslexia.
María	Cioè-Peña	Sharing the Microphone: Actively engaging Culturally and Linguistically Diverse parents during IEP meetings	Using results from a qualitative study, this session will review considerations that teachers and service providers must keep in mind when collaborating with culturally and linguistically diverse families during IEP meetings. Additionally, this session will also review the way some parents (particularly Latinx families) view IEP meetings their roles during the meetings and their understanding of special education. Finally, recommendations will be made as to how to ensure that parents feel invited to participate in the meetings rather than simply invited to attend.	1. Understand the ways in which teacher perception of the roles of a parent during an IEP meeting can differ from a parent's perception. 2. Identify exact ways in which a school (and its representatives) can unknowingly communicate an unwelcoming tone to their IEP meetings. 3. Enact strategies with which to approach future IEP and other formal meetings with culturally and linguistically diverse parents.
Francesca	Ciotoli	Intentional Design for Learner Diversity in Inclusive Classrooms	This introductory workshop will provide participants with guiding principles of Universal Design for Learning and differentiation. Using these frameworks, participants will gain an understanding of the different ways to approach curriculum, assessment, and instruction for meeting the needs of diverse learners. Participants will be given resources to begin applying the principles inclusive teaching in their own classrooms.	1. Define how the UDL and DI frameworks support the range of diverse learners in inclusive classrooms. 2. Explain how UDL and DI intersect and can be utilized in classroom practice. 3. Begin the process of designing curricula that accounts for the engagement and participation of varied learners within inclusive classrooms. 4. Explore specific strategies for applying the principles of inclusive curriculum design and assessment.
Francesca	Ciotoli	Student-Created Digital Storybooks for Increased Access and Participation in Inclusive Classrooms	Participants will develop an understanding of how digital media can increase access to and participation in general education curriculum and instruction. Digital storybooks are most often used to support reading comprehension, but are also an effective way for students to show what they know. Participants will explore the teaching and learning potential of digital storybooks in supporting the literacy development of diverse groups of learners in inclusive classrooms.	1. Explain the rationale for using digital storybooks in inclusive classrooms. 2. Learn a systematic and realistic process for implementing digital storybooks in their classrooms. 3. Explore digital resources for creating digital storybooks. 4. Discuss ideas for integrating digital storybooks within a standards-based curriculum.
Caitlin Christie	Colandrea Schutz	Implementing a Response to Intervention (RTI) Model	Implementing a Multi-Tiered System of Support (MTSS) or Response to Intervention Model (RTI) in a school district, whether, large or small can be an intimidating undertaking; however, it is possible with a structured implementation plan that is well defined and goal oriented. In this 2.5 hour "mini-boot camp", attendees will learn how to begin the process of designing, implementing and maintaining success throughout the RTI implementation process.	1. Assess the readiness of your district to implement an RTI/MTSS model and how to gain staff buy-in. 2. Understand the process of implementing a RTI/Tiered systems of support model and how to conduct a thorough needs-assessment. 3. Identify and define the essential components of Response to Intervention (RTI) which include a) Professional Development, b) Assessment/Data-Based Decision Making, c)Scheduling & Meetings, d) Staffing, e) Research Based Interventions, f) Budget Development. 4. Discuss the benefits of implementing RTI with fidelity.
Lisa	Costenbader	Using Google Apps and Extensions to Meet the Needs of Learners with Dyslexia	This presentation will be focus on using the Chrome platform to help students with Dyslexia perform better in Reading and Writing classes. Various Extensions and Apps can be downloaded onto the Chrome browser to assist students with Dyslexia. Many are free and easy to use!	1. Identify extensions and apps that could be used to help students with dyslexia and have more success with reading and writing. 2. How to download extensions and apps to the Chrome browser and how to implement them into a reading/writing lesson. 3. How to use built-in features of Chrome in the classroom for reading and writing activities.

First Name	Last Name	Title	Description	Outcomes
Lauren	Delisio	Applying a Universal Design for Learning Framework in your Classroom - It's Easier than you Think!	The term, "Universal Design for Learning" (UDL) has become more widespread in education in recent years. The UDL Framework is rooted in an idea from the field of architecture, but has been applied to education as a means of addressing the barriers that curricula presents to many learners. During this session, the presenter will provide information related to the principles of UDL as well as practical strategies for applying UDL in the classroom.	1. Identify the background, three main principle, and benefits of UDL. 2. Create their own toolbox of low-mid-and high teach UDL strategies. 3. Write a UDL-friendly lesson plan.
Shveta	Dogra	Oral Language Rehearsal in Literacy (Grades K-5)	In these sessions, you will learn about the power of oral language rehearsal. It is a crucial foundational skill in children's literacy development. We will practice the art of storytelling through various means and find practical applications to bring into your daily classroom routines. To prepare for this session, please bring a list of your writing partnerships and/or a class roster!	1. Understand the differences between oral language, rehearsal and talk. 2. Learn the methods in which people acquire language. 3. Practical ways to lift the level of oral language in daily routines and in literacy.
Elizabeth Erin Bianca Laura Nicole Donna	Erwin Chambers Farley Gemignani D'Amato Gibson	Enough is Enough: Taking a Stand on Creating Sustainable Change Inside and Outside the Inclusive Classroom	Given the current pressures and excessive focus on assessments, prescriptive teaching, and limited opportunities in schools for play, creativity and discovery, this session offers fresh ideas for social change inside and outside the inclusive classroom. Discover instructional strategies to reach the interests and learning styles of diverse learners and how to promote a sense of collective well-being in the classroom community. In this session, participants will learn about and see firsthand how to identify issues and engage in social action with children.	1. Articulate the pressures facing educators in today's schools and describe ways to resist and challenge these ideas. 2. Design inclusive teaching strategies to reach the interests and learning of diverse learners as well as maintain a sense of collective well-being in the classroom community. 3. Discover how to identify meaningful issues and engage in social action with children.
Michele	Gardner	Co-Teaching That Works: Lessons Learned in General Education Classrooms	Presenters will discuss the various components that make a co-taught classroom successful and share lessons that have been learned as this model has been used throughout the various age groups. Strategies for ensuring that co-taught classrooms are meaningful for all students will be shared (planning time, resources, equipment). Also discussed will be the focus on station teaching and how this model can be implemented across the content areas.	1. Identify key factors to having a successful co-teaching dynamic. 2. Discuss & apply principles of the station teaching model of co-teaching to best utilize the talents of both teachers. 3. Implement strategies that ensure co-taught classrooms is effectively & efficiently meeting the needs of all students.
Michele Annie	Gardner Corley-Hand	Building a Supportive, Inclusive School Culture for All Students at the Early Childhood Level	Presenters will discuss how data teams, an intervention/enrichment period, co-teaching and a gentle therapy dog have transformed this elementary school into one that is truly for all students. Data teams and an intervention/enrichment period have moved staff into using data to very accurately inform instructional practice and focus intervention/enrichment on individual student need. Co-teaching teams have been working collaboratively throughout the school day and have become the basis for which other co-teaching decisions have been made throughout the district.	1. Identify core components of a truly inclusive school building. 2. Understand the importance of data-driven decisions and how data should inform instructional planning. 3. Develop supports such as co-teaching and intervention/enrichment periods to meet the needs of an ever-growing diverse population of students in our public schools.
Michele Kevin Steve	Gardner Morra Siebelts	High School Inclusion: Accessing the Community for Meaningful Learning	Presenters will discuss how to build an in-direct program for students with more significant disabilities that incorporates both classroom learning and community-based instruction that is driven by a person-centered approach. Topics will include employment/job safety regulations, student strengths/interests, curriculum and employment searches. Presenters will also discuss the role of the job coach and typical supervision and support of students in the community setting.	1. Identify key components of a public high school program that successfully transitions students to a post-secondary employment setting in the local community. 3. Identify the role of the job coach and specifically how this support staff can be most effectively utilized to ensure independence and success in the employment setting.
Sue	Goldman	Administrators: Be aware - the Speech-Language Pathologist's Underlying Role and Expertise in Language/ Literacy Efforts!	This session will illuminate the often hidden knowledge and talents of speech-language specialists (SLSs) and their role in literacy of which administration are often unaware. Because SLSs have expertise in phonology, morphology, semantics and syntax, they are prime consultants in the area of literacy, especially since research has shown reading disorders to be based on auditory perceptual deficits that require language-based learning strategies. Learn how SLSs can be players in RTI and MTSS/NJTSS for at risk students suspected of having language-based learning impairments by facilitating comprehension of narrative and expository text as well expressing themselves in writing.	1. Explain the language underpinnings of literacy and how the SLS's knowledge of phonology, morphology, semantics, syntax and pragmatics enables them to plan/consult with teachers to promote literacy. 2. Describe how the CCSS relate to basic areas of language involving phonological/phonemic awareness, needed for effective reading skills, up to more complex areas of language such as more advanced parts of speech used in expository text. 3. Describe the RTI/MTSS strategies that SLSs can suggest and demonstrate due to their expertise in language as well as how to use effective progress monitoring.
Virginia	Gryta	Building , Maintaining and Mending Co-teaching Relationships	Many special educators today are hired to work in co-taught classrooms. The dynamic of this partnership can make or break a classroom culture and help or hinder the success and development of all learners present. In this workshop teachers and administrators research and tools will be discussed and we will explore how to avoid commonly faced hurdles as well as how to reset and begin again when a co-teaching pair is not working.	1. Describe what is required for healthy functioning co-teaching relationships and have ideas about how to advocate for and accomplish these tasks. 2. Use two tools to set up co-teaching relationships before the school year starts - or to intervene and reset a tumultuous co-teaching partnership. 3. Prepare for difficult conversations that might come up in co-taught classrooms and troubleshoot solutions.
Virgina	Gryta	Including Kids on the Spectrum	A discussion for parents, teachers and administrators on meeting the needs of kids with ASD in the general education classroom. Conversation around the research, experiences, and potential outcomes of this branch of inclusion. We'll talk strategies, classroom implications, benefits and some logistics.	1. Discuss the debate around inclusion related to kids on the spectrum. 2. Put into practice some tools and techniques for developing a supportive classroom community that is inclusive of all. 3. Plan for specific needs of kids on the spectrum within inclusive classrooms.
Bob	Haugh	Preparing Students to become Self-Advocates	A group of young adults that have experienced services in the special education system will share what they have learned through the process. If our job as educators is to prepare the next generation of contributing adults for the future, we must be willing to learn firsthand what's working from our students.	1. Participants will gain an understanding of the importance of students having an understanding of their disability and be able to advocate for themselves. 2. Participants will gain an understanding of the importance of teaching students their rights along with their responsibilities. 3. Participants will gain an understanding of the critical importance of preparing students to participate and lead their IEP meetings.
Bob Andrew Joseph Joshua	Haugh Diodato Dunlop Turbiak	Inclusive Education: A Personal Perspective - Keynote Day 2	This presentation is intended to inspire educators to realize that talent and potential that students possess once they learn to become self-advocates and have the ability to make responsible decisions. Participants will learn personal insights of students that have experienced inclusive education. In addition, participants will gain an understanding of the value and importance of preparing students with disabilities with the necessary self-advocacy skills not only to participate in IEP meetings, but to be adequately prepared for adult life.	1. Understand the unique perspectives of students with disabilities. 2. Recognize the importance of transition programs. 3. Design lessons and curricula with long-term student outcomes in mind.
Jeremy	Hertz (Goalbook)	Using UDL and Design Thinking to Improve Instruction and Outcomes for All Students	Goalbook's mission is to empower educators to transform instruction so that all students succeed. Together, we will explore the following essential question: How can we engage in empathy and provide research based supports for educators to transform their instruction to ensure that all students succeed? We will engage in a hands-on, user-centered design thinking process. We will work to put the "design"; in Universal Design for Learning, grounded in the belief that purposeful design has the power to transform our supports and services within all of our classrooms and our schools. Join Jeremy Hertz, for an interactive session that will leave you feeling empowered to tackle challenges in your classrooms and at your schools using design thinking and instructional best practices.	1. Participants will engage in empathizing with teacher challenges in providing rigorous accessible instruction for ALL students. 2.Participants will be challenged to think through the intersection of design thinking, UDL, and standards based instruction. 3.Participants will build understanding about concrete research based supports for rigorous inclusive instruction. 4. Participants will take away learnings from current school/districts implementing Goalbook to support UDL and inclusive practices.
Jason	Jennings	Managing Your Space	There are many distractions that impede the teacher's ability to provide uninterrupted classroom instruction. Challenging behaviors are usually the most common obstacles teachers have to work through. This workshop will address strategies and concepts to help manage the classroom through these challenges	1. Teachers will have a better understanding of how to set the "tone" for active listening in the classroom setting. 2. Teachers will have a greater knowledge of how to drive positive behaviors and decrease inappropriate behaviors in the classroom setting. 3. Teachers will learn proven methods and strategies for addressing behaviors in the classroom.
Priya	Lalvani	Disrupting Ableism and Building Communities of Belongingness	Educators and parents often engage in efforts aimed at increasing awareness, acceptance, and inclusivity, with regard to students with disabilities. However, are there times when our actions, are inconsistent with the missions of disability rights communities? This interactive workshop will highlight these tensions and we will strategize ways to align our efforts in order to disrupt ableist practices and create more inclusive communities.	1. Identify ways in which many of our own practices can inadvertently reify negative assumptions about people with disabilities. 2. Understand the problematic nature of many commonly used 'disability awareness' activities. 3. Learn strategies to create more inclusive communities in schools and communities.
Newark-Montclair	Urban Teaching Residents	Cultures of Inclusivity: Action Plans for Creating Change	Resident teachers at Newark Public Schools share their experiences with regard to inclusive education. They will also discuss the 'action projects' they implemented, aimed at increasing access to inclusive learning environments for all students with disabilities.	1. Identify barriers to the full participation of students with disabilities in inclusive classrooms. 2. Learn strategies for creating inclusive school communities. 3. Develop a conceptual understanding of inclusive school practices as related to civil rights and to democratic societies.

First Name	Last Name	Title	Description	Outcomes
Michelle	Lockwood	From Paper to Practice: Implementing an Effective Behavior Intervention Plan (BIP)	Over 80% of teachers report that students' problem behavior negatively affects their job satisfaction. More severe behavioral outbursts are being seen in children at much earlier ages (i.e., Pre-K, K) than in the past. However, by the time students are able to benefit from quality behavior intervention plans, they are often at a high-risk of placement change. Students need to be able to access behavior supports much sooner. During this workshop, participants will investigate ways to move from "paper to classroom practice" and implement effective behavioral interventions often included in a student's behavior intervention plan (BIP).	1. Be able to more accurately interpret, then implement strategies typically included in a student's behavior intervention plan. 2. Explain the difference between responsive or "reactive" behavioral interventions and proactive, preventative interventions and give examples of each. 3. Identify ways that teachers can support their students in using "replacements" for their interfering behaviors (such as emotional self-regulation techniques they can use instead of "meltdowns" or age-appropriate ways to get attention from others instead of acting out).
Michelle	Lockwood	Beyond Rewards and Consequences: Class-Wide Applications of Positive Behavior Support for ALL Students	This workshop will increase participants' working knowledge of positive behavior interventions and supports and help them create a classroom environment which supports the personal, social and academic growth of all students. Areas covered will include setting expectations and routines, using pre-correction to prevent incidents, and shaping student behavior using positive and corrective feedback.	1. Explain the key elements of a successful classroom management plan based on the principles of positive behavior support. 2. Outline effective ways to set expectations and routines in a classroom setting. 3. Identify creative ideas for reinforcing students' use of desired behaviors and discouraging misbehavior in their classrooms.
Sharon Scott Bill	Lohrmann McMahon Davis	NJ Positive Behavior Support in Schools: Tiered Interventions to Create Supportive and Proactive Learning Environments for all Students	Behavior and conduct issues frequently place students at risk for exclusion. Tiered Interventions are a framework for planning a continuum of interventions and supports that result in positive outcomes for all students, and specifically students with IEPs. This session will present the essential features of a tiered interventions system and illustrate implementation in schools that are participating in the NJ PBSIS network. Resources and outcome data will be shared.	1. State the primary purpose of each of the intervention tiers. 2. Name at least one essential predictor of sustainability. 3. Name at least one tool or resource they can use to get started.
Sharon Paula	Lohrmann Raigoza	Tools for Assessing Behavior Patterns to Design Meaningful Supports	Understanding why a behavior is occurring is paramount to designing the right combination of supports. The purpose of this session is to share tools and strategies participants can incorporate into their process for assessing behavior patterns. The presenters will illustrate how to use the tools and strategies within the larger context of a planning process, but will assume that attendees have some prior knowledge of how to conduct a behavior assessment. Electronic versions of tools and resources will be available for participants.	1. State the primary purpose of each of the intervention tiers. 2. Name at least one essential predictor of sustainability. 3. Name at least one tool or resource they can use to get started.
Donna Kathleen	Middlebrooks Kowana	Creating an Interactive Learning Environment Utilizing Universal Design for Learning & Cooperative Learning	This workshop will provide participants with an overview of Universal Design for Learning and Cooperative Learning: with the focus being offering the students: a variety of choices in representation, action and expression and engagement, thinking skill information exchanges, communication structures, social skills and brain energizers utilizing content. This workshop is interactive and designed to meet the needs of all the students.	1. Utilize different structures and strategies that will address the needs of all learners. 2. Have tools to use that will enhance student learning and be inclusive of all of the students in the classroom. 3. Understand that all students do not learn in the same way.
Alyson Chelsea P.	Nechamkin Tracy-Bronson	Embracing Inclusive Education: A School District's Journey	Students with significant disabilities can be academically successful in general education classes. The staff and students in Milltown School District are proving that to be true. Listen to the process of how a pre-k to 8 district transformed from special education being a location to special education being specialized instruction, with appropriate modifications, accommodations, and supplementary aids and services, delivered by co-teachers. Hear about the journey of change toward inclusion this district has taken. It started as increasing inclusion opportunities for specific students with complex disabilities and has led to 86.4% of students with disabilities being included through the full school day in general education classes.	1. Begin the process of increasing the number of students with disabilities who are included in general education classes. 2. Understand that students with significant delays and disabilities can all be included in general education classes. 3. Understand the steps that need to be taken and the supports that need to be provided to successfully include students with disabilities in general education classes.
Louis María	Olander Cioè-Peña	Promoting Understanding Across and Beyond Named Languages: Incorporating a Translanguaging Framework into UDL	After a brief introduction to UDL and translanguaging, participants will be offered an opportunity to explore and discuss ways in which UDL and translanguaging can work in concert with each other in order to include students' diverse linguistic practices. We will discuss the barriers that are in the way of teachers inclusion of students' home languaging practices and workshop potential solutions as a collaborative community.	1. Understand what Universal Design for Learning and Translanguaging are. 2. Discuss the ways in which the two frameworks complement each other in the context of co-constructed labels, especially "ELL" and "Special Education". 3. Identify barriers to and strategies for implementing translanguaging as a universally designed pedagogy.
Chinwe	Osondu	Reaching All Learners with Engaging Mathematics Strategies	This workshop supports teacher's efforts to reach all learners with strategies for engagement and redesigning the classroom environment. Participants will enjoy hands on activities that boost understanding and reduce barriers to learning. They will also leave with numerous ideas and resources that provide math access to all students irrespective of ability or disability.	1. Understand the importance of engaging ALL learners. 2. Learn strategies for redesigning the classroom. 3. Leave with resources to use in the classroom.
Erica	Paich	Dyslexia or Dysteachia?: What is Good for Dyslexic Students is Good for All Struggling Readers	As educators many times we ask, "is this child dyslexic?" An increased amount of attention has been place on Dyslexia since the implementation of NJ's legislation on Dyslexia (and other reading disabilities). Some students have a legitimate reading disability while others struggle because of a lack of quality "learn to read" or phonics instruction. Which leads to the question: Is the remediation and supports for a struggling learner vs a Dyslexic student truly different? This session dives into the overview of Dyslexia along with interventions, multisensory strategies and providing access to support all struggling learners regardless of the cause of their struggles.	1. Understand what Dyslexia is (and what it is not!) and appropriate interventions to support struggling readers. 2. Engage in strategies to support all learners in the classroom and provide access to curricular materials and text (regardless of the cause of their struggles). 3. Utilize Learning Ally, Read and Write Toolbar and other online platforms to provide access to.
Cristina Dr. Margaret Dr. Joseph	Pennetti O'Donoghue Bresnahan	A Whole School Approach to Enhance Inclusive Practices	Although inclusive education is universally acknowledged to be best practice and a Federal and moral mandate, in reality school systems often struggle with attaining a truly inclusive system. This presentation, based on the theoretical and practical experiences of seasoned educators from Newark Public Schools, will focus on how to enhance inclusive practices. The challenges and the rewards of working towards a model of education that serves all of our students will be explored in an experiential and didactic workshop.	1. Participants will gain an understanding of how to apply Multiple Tiered Systems of Supports (MTSS) for all learners. 2. Participants will gain an understanding of the vital roles of Child Study Teams (CST) in promoting inclusive practices. 3. Participants will gain an understanding of the vital role of school staff collaboration in promoting inclusive practices.
Amy	Pleet-Odle	Included with the End in Mind: Using a Transition Perspective to Focus Inclusive Practice	"A fragmented approach is a barrier to change" (Fullen, M. 2008). Yet frequently secondary transition and inclusive instruction are viewed as separate priorities with little overlap. This session with propose a systems approach to inclusion that integrates transition preparation into all aspects of inclusive practice, based on her recent book *Included with the End in Mind*	1. Identify ways inclusive and transition practice align. 2. Consider how professionals (administrators, general & special educators, and related service providers) can reinforce transition preparation within inclusive practice. 3. Analyze ways that student self-efficacy and empowerment can be incorporated within inclusive instruction.
Dana Milla	Purcel Yakubov	Transdisciplinary Collaboration That Supports Growth and Development in an Inclusive Preschool Classroom	General and special education teachers, teaming together to present how they collaborate in an inclusive preschool classroom to provide a successful learning environment for all children. This trans-disciplinary team approach will be highlighted using video demonstration and concrete examples that can be utilized in any preschool inclusion classroom.	1. Participants will gain insight into an emergent curriculum model and how it enhances learning outcomes for all children, especially those with disabilities. 2.Participants will learn strategies for successful collaboration between classroom team members to promote children's growth and development. 3. Participants will learn concrete instructional strategies and ideas for accommodating and modifying learning environments for all learners.
David	Reisenfeld	Close Reading Strategies: Differentiating Literacy Instruction in Secondary Classrooms	Inclusive classrooms are designed to focus on the provision of high quality, rigorous learning experiences for a truly diverse group of learners. Teachers, students, and parents often experience intense roadblocks when planning for, learning from, or supporting kids with literacy-based activities in content-specific classrooms. During our time in this session, we will address effective close reading lesson planning strategies and pedagogical choices for teachers, and provide parents with understanding and tools to appropriately support their kids throughout the learning process.	1. Gain insight into different reading and writing strategies based in student interaction with complex, informational text (including text selection, task development, and questioning strategies for complex text) 2. Build capacity to appropriately differentiate reading and writing assignments in the context of inclusive classrooms. 3. Be able to create content-driven lesson plans focused on important literacy skills and state content standards.
Jason	Resnick	How to Complete Classroom Activities Using Accessible Applications on an iPad	This workshop will provide participants with an understanding of different accessibility applications that can be used in a classroom. Applications that can be used in different subjects will be covered.	1. Use the built in accessibility features on the iPad. 2. Learn about different applications including Co-Writer, SnapType Pro, and Learning Ally Link. 3. Assist their students in using the accessibility applications.
Kristy	Ritvalsky	Manage Problem Behaviors: Check-in/Check-out	This presentation will focus on how to decrease chronic low-level behaviors by implementing the evidence-based behavioral intervention Check-in/Check-out (CICO). Participants will learn how to develop a CICO system while understanding the importance of data-based decision making.	1. Understand how CICO fits into your Tier I system. 2. Develop your CICO system. 3. Learn how to make data-based decisions regarding CICO implementation.
Kristy	Ritvalsky	Supporting Positive Behaviors in the Home	This workshop will focus on ways parents, caretakers and guardians can better understand why inappropriate behaviors occur and strategies to increase appropriate behaviors in the home. Participants will learn positive reinforcement strategies that will increase pro-social behaviors.	1. Understanding why inappropriate behaviors occur. 2. Establishing rules and expectations. 3. Implementing a positive reinforcement system.

First Name	Last Name	Title	Description	Outcomes
Christopher	Shamburg	Technology and UDL	This presentation will share 25 technology applications for Universal Design for Learning. The presentation will cover apps, websites, and hardware to make classrooms more inclusive. The applications were submitted and reviewed teachers who are high-end users of technology. Each technology will cover applications in various grades and subjects. This will be a hands-on presentation with time for audience participation and feedback.	1. Create engaging activities that help all students understand complex text. 2. Apply techniques and technologies to help all students succeed in fluency and comprehension. 3. Understand the basic principles of UDL and how they apply to literacy.
Betsy Ashley	Smith Rillo	A Journey to Belong - Keynote Day 1	Betsy Smith has overcome many of the structural inequalities into which she was born...but not without supportive family, friends, and educators. Along her journey, she forged a close relationship with Ashley Rillo. The two share the same philosophical commitment to education: to live in a society where people are not judged on elements of their identities they cannot control.	1. Build insight on steps that promote excellence through inclusive education. 2. Describe the benefits of inclusive education. 3. Recognize that the presumption of competence supports real growth.
Michael	Steinbruck	The Power of PCAST: Implementing Person Centered Approaches in Schools and Transition (PCAST)	This workshop provides an overview of person centered thinking and planning and related approaches that have been developed and used by New Jersey schools involved in the Person Centered Approaches in Schools and Transition (PCAST) project. These approaches empower students and families to effectively and meaningfully participate in person centered IEPs. They equip educators with innovative strategies, including holistic collaborative planning as well as individual and classroom approaches. All are welcome.	1. Participants will understand the purpose, philosophy and activities of the PCAST project. 2. Participants will learn core concepts of person centered thinking and planning. 3. Participants will learn of examples of person centered approaches that are being used in New Jersey.
Candice	Wells	Understanding Administrative Role in Building Inclusive Environments	This workshop is designed for principals and vice principals in becoming more collaborative with Teachers, Child Study Teams (CST), related service providers and Directors of Special Education. Participants will review the Multi-Tiered System of Supports and engage in a discussion to reconsider how they can align resources to better support students within their school. Participants will also complete a graphic organizer to share back with peers to follow up regarding what resources at their district are either Tier One, Tier Two or Tier Three. The goal of this workshop is to have participants realize that Inclusive Practices is a general education initiative that requires collaboration between leaders in both general education and special education.	1. Gain an understanding that effective leadership includes becoming more involved with data available within a system that manages IEPs. 2. Gain an understanding of how leadership decisions around scheduling can improve CST decision making. 3. Identify three reasons why a multi-tiered system of support is good for all students.
Jamie	Zibulsky	How to Develop and Support a Successful, Motivated Reader	Reading aloud to and with young children is an experience that serves a variety of purposes. In this presentation, we explain how the reading experience is a vehicle for discussing the varied yet interconnected skills and opportunities that jumpstart the career of a successful reader. Parents and teachers will be provided with the most powerful and proven strategies for helping children develop emergent literacy skills, persistence, and empathy through reading together. We will also discuss how researchers and school districts can partner to develop interventions that foster home-school collaboration in the area of reading.	1. Parents and teachers will be knowledgeable about the process of reading development and understand the component skills that children must acquire to be successful readers. 2. Parents and teachers will be able to apply this knowledge to practice by demonstrating their ability to use practical strategies that foster each component reading skill. 3. Parents and teachers will develop an action plan for increasing shared reading time for their children and students at home.