

Keynote and Plenary Sessions – 2017

Tuesday Keynote, June 27th - The Power of Positivity

People need positivity, and people need laughter. These are the exact ideas that pushed Shane Burcaw to create Laughing At My Nightmare, Inc. After starting a blog in 2011 about the funny stories in his life, Shane realized he had the ability to make a lasting positive impact on the world. People enjoyed his stories and were inspired by the humorous way Shane viewed his struggles. To date, this blog has grown to over 600,000 followers. Laughing At My Nightmare, Inc. exists to spread this message of positivity. Now, Shane and his cousin, Sarah, tell the story of his life in an uplifting, entertaining, and humorous manner that will make the audience laugh, and dare them to reframe adversity in a more positive way.

Presenters: Shane Burcaw, BA, President, with Sarah Yunsov, BS, Vice-President, Laughing At My Nightmare, Inc.

Outcomes:

As a result of this presentation, attendees will:

- 1) Laugh and quiet possibly cry;
- 2) Be motivated to work harder and laugh longer;
- 3) Be invigorated to live life with more meaning and purpose.

Tuesday Plenary, June 27th - How Do We Get to Inclusiveness? Collaborate, Collaborate, Collaborate!

The goal of inclusive schooling has been part of special education since the 1980s, but it often remains a concept or a hope instead of a practice and a reality. Why? Do we need more policies? Higher standards? More personnel? Better budget? Perhaps...but without a doubt inclusiveness cannot be accomplished without meaningful collaboration among all educators. This thought-provoking session emphasizes the potential and complexities of collaboration and demonstrates how every person can make a difference in children's lives through their collaborative efforts.

Presenter: Marilyn Friend, Ph.D., Professor Emerita of Education, Department of Specialized Education Services, The University of North Carolina at Greensboro; Past President, Council for Exceptional Children (CEC)

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Renew their understanding of collaboration as it applies to a wide range of school practices, including multi-tiered systems of support, IEP teamwork, co-teaching, and day-to-day professional interactions
- 2) Place school-based collaboration into the context of the need for partnerships across disciplines and professions, cultures and societies
- 3) Analyze barriers to collaboration in classrooms, schools, districts, and other school-related agencies
- 4) Articulate steps professionals can take to foster collaboration within their own work environment

Wednesday Keynote, June 28th - Inclusion and Transition

The intent of the transition services requirements in the Individuals with Disabilities Education Act (IDEA) is to improve the quality of life of young adults with disabilities. The basic purpose of the legislation is to better prepare students with disabilities to enter the work- place, go on for further training, become as independent as possible, and contribute to society. Michael Nevin will join us to provide a firsthand account of how successful transition planning can improve the quality and inclusion of life post-secondary school.

Presenter: Michael Nevin, Computer Aid, First Cerebral Palsy of NJ

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Gain an understanding of the transition process;
- 2) Become informed about best practices in transition;
- 3) Learn the importance of preparing students as self-advocates.

Wednesday Plenary, June 28th - What's Next for Inclusion? Keeping the "Special" in Students' Education

One concern raised related to inclusive practices is that students with disabilities in general education classrooms often receive general assistance (that is, "help") rather than the specially designed instruction (SDI) to which they are entitled. The conversation may include an assertion that SDI can only be delivered in a special education setting. And so emphasis now has shifted to a clear understanding of what SDI is and is not and ideas for integrating SDI into general education environments. This session will explore both these topics with emphasis on realistic examples across grade levels and subject areas.

Presenter: Marilyn Friend, Ph.D., Professor Emerita of Education, Department of Specialized Education Services, The University of North Carolina at Greensboro; Past President, Council for Exceptional Children (CEC)

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Describe key characteristics of specially designed instruction
- 2) Clarify responsibilities of general educators, special educators, paraprofessionals, and other in the delivery of SDI
- 3) Evaluate barriers to implementing SDI in general education settings and strategies to overcome those barriers
- 4) Analyze and apply examples of the successful integration of SDI across elementary, middle, and high school lessons

Breakout Workshops – 2017

A Personal Journey with Inclusion

Shane and Sarah will focus on how inclusion has benefitted Shane throughout his education in the Bethlehem Area School District as a student with a severe physical disability. This captivating presentation will touch on topics such as Shane's challenges and triumphs, his family's role in the process, his experience with personal advocacy and social inclusion and how his sense of humor and positive mindset have allowed him to navigate all while assisting others along the way.

Presenters: **Shane Burcaw**, BA, President, with **Sarah Yunsov**, BS, Vice- President, Laughing At My Nightmare, Inc.

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Identify potential challenges to inclusion;
- 2) Celebrate success in inclusive settings;
- 3) Discover how personal advocacy can positively impact personal outcomes.

Actively engaging students in Learning using Cooperative Learning and Differentiated Instruction

This workshop will provide participants with an overview of Cooperative Learning and Differentiated Instruction. We will focus on team building, class building, thinking skill information exchange, communication structures, social skills and brain energizers. ****This is an interactive workshop.**

Presenter: Donna Middlebrooks, MS, Administrator and Supervisor Certification, Lead Teacher/Staff Developer, Jersey City Public Schools

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Utilize different structures and strategies to address needs of all learners;
- 2) Develop tools to enhance student learning and be inclusive of all;
- 3) Understand that all students do not learn in the same way.

Adapting your technology classes to a student with a visual impairment

Beyond software, computer teachers often ask for other ideas around teaching students who are blind or visually impaired. There are a variety of adaptations that can be made to allow all students to participate in computer instruction. This session will look at some of these specific adaptations.

Presenter: Sally A. Hagarty, MST, ATP, Assistive Technology Specialist, Advancing Opportunities

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) State one way to adapt a lesson for a student who uses a screenreader
- 2) Understand how a student with a visual impairment can participate in computer class
- 3) Name one way to ascertain whether a website will be accessible

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 administrators 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.

Presenter: Sue A. Goldman, M.A., CCC - SLP, Private Consultant

Outcomes:

As a result of this presentation, attendees will be able to:

- 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.

Adjusting Instruction Made Practical

Teachers know that students come to classes with divergent experiences, understandings, interests, strengths, and needs. However, finding sustainable ways to adjust instruction to fit student needs, daily is among teachers' greatest challenges. In this workshop, participants will learn a practical decision-making framework to adjust instruction within the given curriculum and time constraints using existing materials. Participants will practice solving problems such as engagement and range of academic skills using the decision making framework. Throughout the workshop, participants will learn routines to start the school year by building a classroom culture where all students feel engaged, valued, stretched, and inspired

Presenter: Rhonda Bondie, PhD, Assistant Professor of Special Education, Curriculum and Teaching, Graduate School of Education, Fordham University

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Identify the adjustable parts of a learning activity.
- 2) Use classroom routines to observe student learning.
- 3) Examine a problem using CARR (clarity, access, rigor, and relevance).
- 4) Solve a problem using SHOp - structures, help, and options.

Apps and Strategies to support students with print disabilities

In this session, we will look at several different apps to support students with print disabilities. The features of each app will be demonstrated and we will discuss best practices for their use in the classroom. This workshop will also provide strategies and resources for converting certain types of materials.

Presenter: Vanessa Lombardo, Assistant Director, ATP, Advancing Opportunities

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Identify apps to convert print and digital materials
- 2) Explain how to convert inaccessible materials
- 3) Know resources for finding appropriate apps

Been There, Done That, Now What? Developing Behavior Interventions for Students After Class-Wide Ideas Have Failed

This session is designed as a follow up to Beyond Rewards and Consequences: Class-Wide Applications of Positive Behavior Support for ALL Students. During this workshop, participants will investigate ways to identify effective positive behavioral interventions and supports to use with individual students who are not being successful under a class-wide behavior management system.

Presenter: Michelle Lockwood, M.S., Director of Positive Behavior Support Services, NJCIE

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Explain the difference between responsive or “reactive” behavioral interventions and proactive, preventative interventions;
- 2) Investigate practical strategies for changing elements of students’ environments to promote more positive behavior; and
- 3) Identify how to effectively make long term changes in students’ behavior by teaching new skills and developing alternate or “replacement” behaviors to take the place of the problem behaviors (such as emotional self-regulation techniques they can use instead of “meltdowns”).

Belonging, Being and Becoming in Early Childhood Inclusive Education: A Social Action Approach to Learning

In this session, participants will discover how young children and teachers can partner to elevate the social, physical, artistic, emotional and intellectual well-being for themselves and others. An innovative child-tested approach to creating meaningful and sustainable change inside and outside the classroom will be presented.

Presenters: Elizabeth J. Erwin, Ed.D, Professor, Department of Early Childhood, Elementary and Literacy Education, Montclair State University; Edith Adomako, Preschool Teacher, The Leaguers Inc., Newark NJ; Matilda Baye-Akaho, Special Education Resource Teacher, Don Bosco Technology Academy, Paterson NJ; Maritza Deschamps-Soto, Preschool Teacher, Mario J. Drago School, Passaic, NJ; Laura E. Frey, Related Arts Instructor: Music Together, Montclair Community Pre-K, Montclair NJ; Elisabel Reyes, Preschool Teacher, School 12, Clifton, NJ; Lauren Michelle Salvatoriello, Paraprofessional, Kelly Elementary School, West Orange, NJ

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Articulate a clear understanding of becoming, being and belonging and where these concepts originate
- 2) Identify how and why social action is essential in early childhood and how to develop a unique and meaningful framework
- 3) Observe many classroom practices that have been successfully implemented with young diverse learners that enhanced citizenship in the classroom community and beyond

Best G Suite for Education (formerly Google Apps for Education) Extensions and Add-Ons for Universal Design

This workshop will expand participants’ knowledge of how to utilize applications within G Suite, including Google Docs, Sheets, Slides, and Forms. Through the lens of universal design participants will explore uses of various extensions and add-ons. The result will be a set of practical uses for these applications educators can put in their “toolbox.”

Presenter: Michele Toscano, Google Certified Educator: Level 1, *Senior Instructional Support Specialist, NJCIE*

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Explore a variety of extensions and add-ons to use within G Suite for Education;
- 2) Investigate how the extensions and add-ons can be utilized for multiple means of representation, action and expression, and engagement;
- 3) Identify practical uses, expanding on a collective “toolbox”.

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 that 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.

Presenter: Michelle Lockwood, M.S., Director of Positive Behavior Support Services, NJCIE

Outcomes:

As a result of this presentation, attendees will be able to:

- 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; and
- 3) Identify creative ideas for reinforcing students' use of desired behaviors and discouraging misbehavior in their classrooms.

Best Practices in Developing & Implementing Inclusion Programs in Public Schools

This workshop session will describe factors to be considered when developing an inclusion program, and the dynamics as they relate to students, teachers, parents, administrators and school climate. The role of school psychologists and other support personnel will be defined and discussed. Tips for school personnel, the role of parents in the development of inclusive education programs, as well as the need to understand key laws regarding students with disabilities will be reviewed. The workshop shall close with a discussion on the benefits and challenges of implementing an inclusive education program.

Presenters: Barry Barbarasch, Ed.D., NCSP, School Psychologist, Adjunct Professor, School of Psychology Programs, Rowan University and Philadelphia College of Osteopathic Medicine; Beth Barbarasch, PsyD., NCSP, School Psychologist, Piscataway Public Schools; John Lestino, MA., LPC, School Psychologist, Edgewater Park Public Schools and Adjunct Professor, School of Psychology Program, Philadelphia College of Osteopathic Medicine

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Acquire an understanding of the factors to consider when developing an inclusion program
- 2) Learn the steps necessary to implement an inclusion program
- 3) Describe the roles school psychologists and other support staff can play in implementing and supporting inclusion programs
- 4) Name specific evidence based interventions that have been found to be effective in inclusion programs

Collaborative Leadership Teams: Changing School Practices to Include ALL Learners

The MCIE Collaborative Leadership Action Planning Model describes protocol for designing collaborative leadership teams; assessing school-wide strengths and needs; developing an action plan for changing school practices and designing professional learning; and evaluating results. This session demonstrates the model and impact on instructional practices in participating schools.

Presenter: Elissa Lockman Turner, M. Ed., Inclusive Education Facilitator, Maryland Coalition for Inclusive Education

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Know the essential components for effective collaborative teaming
- 2) Identify priorities and methods for professional learning based on MCIE's school-wide implementation framework
- 3) Understand how the integration of organizational and instructional changes can impact teacher practices

Co-Teaching: Creating Student Success through Classroom Partnerships

Inclusive education is far more than placing students with disabilities in general education classrooms. For it to succeed, the integrated delivery of students' specialized instruction within that environment must occur. One effective way to do this is through co-teaching, and this session focuses on the ingredients that make co-teaching successful. Topics addressed include how contemporary co-teaching differs from that of the past, the appropriate roles and responsibilities of general and special educators in a co-taught class, structures that should be used for grouping students and delivering instruction, and concerns teachers often raise regarding their classroom partnerships.

Presenter: Marilyn Friend, Ph.D., Professor Emerita of Education, Department of Specialized Education Services, The University of North Carolina at Greensboro; Past President, Council for Exceptional Children (CEC)

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Explain the essential characteristics of contemporary co-teaching as a service delivery option, distinguishing it from related practices and highlighting how it differs from co-teaching of the past.
- 2) Articulate the essential roles and responsibilities of general and special educators in co-teaching partnerships, analyzing how those contributions produce the desired co-teaching outcomes for students with disabilities.
- 3) Generate examples applying the six co-teaching approaches (and variations of them) to various teaching situations, examining the strengths and drawback of each approach and identifying when each might best be utilized.
- 4) Obtain answers to participant questions and concerns related to foundational understandings of co-teaching.

Co-Teaching Logistics: Sometimes the Devil is in the Details

Although co-teaching can have immeasurable benefits for students with disabilities, it also can be fraught with dilemmas and complications. This session will tackle several of the most common challenges that occur in co-teaching. Examples include options for creating shared planning time and using it most effectively; problems related to the professional relationship (for example, when one person is not contributing to the instruction or when one professional does not want to share classroom responsibilities); and dilemmas related to scheduling and number of personnel. Participants will be invited to raise issues they are encountering, and those issues will inform the priorities for this session.

Presenter: Marilyn Friend, Ph.D., Professor Emerita of Education, Department of Specialized Education Services, The University of North Carolina at Greensboro; Past President, Council for Exceptional Children (CEC)

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Identify at least three ideas to address the need for common planning time among co-teachers.
- 2) Examine principles for effectively scheduling teachers and students for co-teaching.
- 3) Discuss issues related to complications in co-teacher professional relationships.
- 4) Articulate additional co-teaching challenges and apply strategies for addressing them to the local context.

Co-teaching Math within A Response to Intervention Framework

In this workshop we will review Response to Intervention and how we use the framework to provide high quality Tier 1 instruction and supplemental Tier 2 instruction to our students on a daily basis. Attendees will be provided with sample data that they will work collaboratively to analyze and use to create instructional groups and tiered objectives. Finally, various math structures will be presented and attendees will select which model they feel is most appropriate for individual use.

Presenters: Allison Capone, M. Ed., Teacher, Little Silver Board of Education; Tara Zusack, Teacher, Little Silver Board of Education

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Learn the methods we use to analyze student data
- 2) Understand how to utilize data to make instructional decisions in the context of mathematics
- 3) Recognize how to use data to develop a structure for providing tiered support in general education classroom

Co-Teaching Playbooks: Get in the Time Saving Zone

Finally, a solution to not enough planning time. Consider how playbooks for inclusive classrooms, just like a coach calling a play during a football game, can be used to respond to student learning needs in real time during lessons. Learn how to save planning time with playbooks and zoning. See videos and lesson plans of co-teachers effectively using evidence-based practices to ensure that students receive specialized instruction during daily co-teaching playbooks.

Presenter: Rhonda Bondie, PhD, Assistant Professor of Special Education, Curriculum and Teaching, Graduate School of Education, Fordham University

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Use zoning with specific feedback to save planning time and provide specialized instruction.
- 2) Create a visual description of a lesson plan with regular instructional routines.

Co-Teaching: The Game

Do you want to develop the skills and to improve the communication and collaboration in co-teaching? Come and play this unique board game, specifically designed to improve your skills as a co-teacher. You'll need the strategy of Risk, the cunning of Poker, and the experience of Life. Easy to learn ...but a lifetime to master.

Presenter: Christopher Shamburg, Ed.D., Professor, Educational Technology, New Jersey City University, Consultant, NJCIE

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Identify problems and opportunities in co-teaching
- 2) Practice language and attitudes that optimize co-teaching situations
- 3) Have some fun

Could this child be stressed? Reframing a Child's Behavior and Supporting Inclusion In Early Childhood Education

All young children, those with and without identified special needs, exhibit challenging behaviors at times. So do most adults. This workshop will engage participants in exploring sources of stress and anxiety that are often the underlying cause of challenging behaviors. Our goal will be to discuss how we can shift our interventions to be focused on reducing stressors and supporting children in inclusive care and education settings.

Presenter: Corinne G. Catalano, M.A., IMH-E® IV-Clinical Mentor, Assistant Director for Consultation Services, Montclair State University Center for Autism and Early Childhood Mental Health

Outcomes:

As a result of this presentation, participants will be able to:

- 1) Identify what biological, environmental, social and academic factors might be stressful to young children.
- 2) Develop intervention plans to reduce stress for young children.
- 3) Understand the role they play in helping to reduce a child's stress.

Coming Home: Providing Person Centered Planning & Supports for Students Transitioning back to their Community School

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. It will explore the possibilities of collaborative person centered planning with students, their families, and supporting educators and identify components of planning that lead directly to person centered supports across environments. This session will utilize interactive activities, exploring how to ask the "right" questions and identify best supports for ALL students.

Presenters: Michael Steinbruck, M.A., PCAST Program Coordinator, The Boggs Center; Somerlee Monaghan, M.S., CCC/SLP, Training and Consultation Specialist, The Boggs Center

Outcomes:

As a result of this presentation, attendees will be able to:

- 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 identify components of a person centered plan and their direct relationship to the IEP.

Community Building for Differentiated Strategies

Participants will learn effective methods of community building so that attempts to differentiate can happen more easily. Examples of differentiated strategies will be shared and the group will discuss how specific community building techniques can directly support a variety of activities and methods.

Presenter: Virginia Gryta, MS Ed., Professor, Hunter College

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Create a plan for beginning class meetings and use it to develop student run meetings
- 2) Design questions for class meetings that will allow students to better support their own learning in differentiated classrooms based on examples of differentiated planning
- 3) Gain knowledge of the research supporting inclusive practices in differentiated instruction, and community building in classrooms

Co-teaching Writing in a Data Driven Classroom

Workshop participants will learn the methods we use to analyze student data and make instructional decisions in the context of writing. Attendees will be provided with sample data that they will collaboratively analyze and use to create instructional groups and lesson objectives. Finally, various co-teaching models will be presented and attendees will select which model they feel is most appropriate to address the selected instructional outcomes.

Presenters: Nicole Bbalo, M.Ed., Teacher, Little Silver Board of Education ; Cara Savaiano, Teacher, Little Silver Board of Education

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Analyze data in order to create instructional groups
- 2) Develop lesson plans to meet the needs of each instructional group
- 3) Evaluate various co-teaching models to implement instructional objectives

Creating an Organizational Structure to Include ALL Students in Elementary School

This session provides an overview of a process for scheduling staff and students in an inclusive, restructured school. Participants will learn how to create classrooms that maintain natural proportions of students with and without disabilities and teacher schedules that promote collaboration, co-teaching, and consultation for general and special educators.

Presenter: Barbara K. Gruber, Ph.D., Inclusive Education Facilitator, Maryland Coalition for Inclusive Education

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Explain the benefits and rationale for scheduling students and staff in an inclusive school in a way that is different from a traditional school

- 2) Describe the process for scheduling students with disabilities in general education classes across grade levels
- 3) Describe the process for scheduling teachers and other support staff across grade levels

Developing Emotional Regulation and Problem Solving Skills in Youth: Social Decision Making, an Evidenced Based Model

Regulation of emotion does not solve problems but gives us access to clearer thinking. This workshop session will educate participants on strategies to teach youth concrete skills for emotional regulation and problem solving. Tools to aid students, such as *Feeling Fingerprints* and *Keep Calm Breathing* will be shared with workshop attendees. Participants will be introduced to an interactive software program that can reinforce learned skills for emotional regulation to: increase positive outcomes; be applied in academics and real-life.

Presenters: Erin M. Bruno, MA, Coordinator, Social Decision Making, and Karen Rea, MA, Training and Consultation Specialist, Rutgers University Behavioral Health Care

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Help youth identify and name triggers and sources of stress
- 2) Provide youth concrete skills and strategies for emotional regulation
- 3) Present students with a concrete framework to learn problem solving skills and critical thinking

The Development of the Increasing Access to College Project at Montclair State University

This session will share information about the development of the Increasing Access to College (IAC) Program at Montclair State University, which seeks to provide inclusive post-secondary experiences to transition-aged students and young adults with developmental and intellectual disabilities on campus. During the initial stages of the development of the IAC, we have partnered with a local public high school and a private day program to enable 27 young adults to gain access to campus activities. Programs have worked collaboratively with campus partners and teacher education students to explore campus and to participate in campus social and academic life. As we have developed the project, we have also gathered research to aid in program development and to increase the literature base about inclusive post-secondary programming. This workshop will include a presentation of our programming, initial findings from our research and will provide dialogue with the audience about what young adults and families desire in post-secondary inclusive opportunities in New Jersey.

Presenters: Jessica Bacon, Ph.D., Assistant Professor, Department of Early Childhood, Elementary and Literacy Education, Montclair State University; Susan Baglieri, Ph.D., Associate Professor, Department of Secondary and Special Education, Montclair State University

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Learn about the development of the Increasing Access to College Project at Montclair State University, the national movement of similar programs that have been developed in the United States, and the various ways that these programs are committed to principals of inclusion
- 2) Examine the initial research findings that Dr. Baglieri and Dr. Bacon have collected, along with two Montclair State University undergraduate research assistants, through small group discussions with the researchers about the implication of the findings
- 3) Work collaboratively in small groups to discuss ways that the IAC project and research could continue to develop with input from the community

Disabling Oppression in K-12 Curricula: Teaching students to recognize ableism in popular culture

This workshop will teach pedagogical strategies to engage children in becoming critical consumers of cultural products (TV, films, children's literature, advertisements, etc.) by examining the ableist messages implicit in these. Through hands-on activities, participants will learn how to develop lessons aimed at examining society's responses to human differences through a social justice framework.

Presenters: Priya Lalvani, Ph.D., Associate Professor, Montclair State University; Jessica Bacon, Ph.D., Assistant Professor, Department of Early Childhood, Elementary and Literacy Education, Montclair State University;

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Recognize that the omission of the topic of disability in K-12 curricula only serves to perpetuates disability oppression
- 2) Identify negative messages about disability embedded in cultural products (films, TV, children's books, images)
- 3) Learn strategies to engage children in becoming critical consumers of cultural products, and to disrupt ableism in schools

Easy Individualized Reading Instruction for Struggling Readers in Inclusive Classrooms

This session will discuss the use of software to help busy teachers successfully individualize and adapt reading instruction to develop struggling students toward the goal of performing at grade level.

Presenters: James Griffin, President, New Century Education Foundation; Adia Edwards, Special Education Teacher, East Orange Campus High School

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Assess skill deficits in reading
- 2) Use data to individualize and adapt instruction
- 3) Measure learning gains toward educational goals

Effective IEP Development: LRE Decision Making

The Least Restricted Environment (LRE) mandate is one of the key considerations in the development of an appropriate Individualized Education Plan (IEP). This workshop will review a framework for effective decision-making that emphasizes the importance of assessing individual student needs and how these identified needs are linked to annual measurable goals, supports for students, supports for school personnel, and the measurement of student progress. As this framework is reviewed, specific strategies will be discussed to support more students with disabilities in general education settings as well as methods to facilitate family engagement in the IEP process.

Presenter: Damien Petino, Psy.D, NJDOE Office of Special Education Professional Development

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Review the Least Restrictive Environment Mandate in IDEA and the New Jersey Administrative Code;
- 2) Learn a framework for effective IEP decision-making with an emphasis on LRE through a discussion and overview of the following parts of the IEP: PLAAFP, Goals and Objectives, Modifications and Supports, and Progress Monitoring;

3) Identify a variety of strategies to successfully support students with disabilities in general education settings.

From an I & RS Team to a Problem-Solving Team

Collaborative problem-solving teams play an essential role in the implementation of an MTSS model. Session participants will learn about the many ways that I & RS team meetings can be infused with principles of data-based decision-making, and become an integrated component of an MTSS model.

Presenter: Jamie Zibulsky, Ph.D., Associate Professor, Director of MA / Certification Program in School Psychology, Fairleigh Dickinson University

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Learn about the many ways that I & RS team meetings can be infused with principles of data-based decision-making, and become an integrated component of an MTSS model.
- 2) Understand methods for providing performance feedback to teams and teachers.
- 3) Gain strategies for discussing the importance of utilizing a problem-solving approach when conducting pre-referral or intervention planning meetings.

How to manage your expectations and still advocate for your child

This workshop, presented by a parent, is targeted to parents who already know the basics but seek information about working effectively with their district. Information covered will include ideas for working through conflict when you and your district don't agree; parent strategies that work and don't work; ideas for brainstorming and problem solving and tips for persevering even when you feel burned out.

Presenter: MaryAnn Comparetto, Director of Family Engagement, NJCIE

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Identify three ideas for working through conflict when in disagreement with the district
- 2) Analyze their past approach to preparing and participating in their IEP meeting and determining what worked and what they might do differently based upon the information in this workshop
- 3) Work together using a solution circle in an effort to have a more positive outcome

IEP Facilitation: Helping Districts and Parents Develop an IEP- So What's the Catch?

All public schools are required to develop an Individualized Education Program (IEP) for students with disabilities. The Office of Special Education Policy and Procedure has developed a statewide IEP Facilitation Pilot Program for the 2017-18 school year. This FREE and voluntary program provides a trained facilitator to assist parents and districts in the development of a mutually agreed upon IEP. States and school districts across the country are increasingly turning toward this less costly measure and are reporting improved relationships between school districts and parents, a greater number of mutually agreed upon IEPs, and a reduction in the number of districts and parents utilizing formal dispute resolution options. This session will explain the program in detail and how districts and parents can utilize this pro-active program. There is no catch!

Presenters: Barbara Haake, MA, Office of Special Education Policy and Procedures; Cynthia Hoenes-Saindon, MA, Office of Special Education Policy and Procedure

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Recognize the Statewide IEP Facilitation Pilot Program and how to access the program
- 2) Know how a facilitated IEP meeting will be conducted and how it may be different from a traditional IEP meeting
- 3) Understand how having a facilitated IEP meeting can improve communication between parents and districts with the goal of developing a mutually agreed upon IEP for a student

The IEP process, the good, bad and the reality

This workshop will review the history of the disability movement up to present time and the current research regarding the benefits an inclusive education affords all students with and without disabilities. This workshop, presented by a parent, will discuss the good the bad and everything in between. It will show ways to include students with disabilities in the general education classroom and follows one child's journey to inclusion and the benefits from that choice. Participants will also review tools for working thru IEP team conflict such as solution circles.

Presenter: MaryAnn Comparetto, Director of Family Engagement, NJCIE

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Understand the benefits of inclusive education. The good and the bad.
- 2) Learn some ways to include children with disabilities in the general education classroom
- 3) Acquire tools to assist working through conflict with an IEP team.

Inclusion: Past, Present and Future

This workshop will be based on the book, *Inclusion: The Dream and the Reality in Special Education*. An inside view of how teachers and administrators view inclusive ideas will be presented through book excerpts. The future of inclusion and the impact of parental choice and school vouchers will be discussed.

Presenter: Jeanne D'Haem, Ph.D., Associate Professor, Department of Special Education and Counseling, William Paterson University

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Understand current strengths and weaknesses with inclusion in our public schools.
- 2) Understand teachers' and administrators' perspectives about the issues that children with disabilities present.
- 3) Consider what recent ideas about school choice and closing the U.S. Department of Education might mean for students with disabilities

Inclusive Schools Transformation: A Case Study

Inclusive School Transformations take time, coordination, effort, and patience. Change does not occur overnight, but the concerted efforts of an implementation team can guide a school to improved results for ALL students and greater inclusion for students with disabilities. This session will take a bird's eye view of an inclusive transformation

in an urban secondary school that resulted in graduation rates rising from 47% to 90%, suspension rates dropping from 35% to less than 3%, and inclusion rates rising from 50% to 98%.

Presenters: Fred Buglione, MA, M.Ed., Executive Director, New Jersey Coalition for Inclusive Education; David Reisenfeld, M.Ed., Assistant Principal for Academics, New York City DOE

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Explain key components of proactive systems that are consistent with research findings, including establishing consistent expectations and learning routines
- 2) Understand how scheduling acts as a critical piece in systems change
- 3) Identify how class/grade/school-wide interventions can provide preventative support to struggling learners avoiding student failure to accumulate credits

Maintaining an Inclusive Setting: Delving into the IEP and the Least Restrictive Environment portion

With the trends of over classification, rising costs, and the push to provide more services prior to classification, understanding the road from interventions available in the general education environment through the 3 Tiers of Response to Intervention (RTI) to potential classification is critical. This workshop will begin with the history of Response to Intervention, examining the 3 Tiers of services, defining services available in the general education environment, data collection and progress monitoring and when it is appropriate to send a student to the Child Study Team for Evaluation.

Presenters: Christie Robinson, Ed.D., Director of Special Services, Little Silver Public Schools and Brian Latwis, Ed.D, Director of Special Services, Barnegat Public Schools

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Explain the history of Response to Intervention (RTI) and why it is an essential practice for all districts to follow.
- 2) Define the 3 tiers of RTI, the continuum of services that can be made available through RTI and how the process works from implementation to classification if deemed necessary.
- 3) Evaluate current RTI programs in the district where you work. How can it be improved?

Mathematics Strategies for the Inclusive Classroom

Research has demonstrated that time spent engaged in the general education curriculum is strongly and positively correlated with math and reading achievement for students with disabilities. This session will equip educators with the tools they need to include, support and engage all students in the General Education classroom. Participants will get the opportunity to explore games, activities and strategies that reduce barriers to learning and provide access to all students irrespective of disability or ability.

Presenter: Chinwe Osondu, MSc., Special Education Consultant, Office of Special Education Programs, New Jersey Department of Education

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Identify key instructional strategies and supports for students within the General Ed as it relates to mathematics
- 2) Explore ways to integrate these strategies into daily instructions
- 3) Leave the workshop with materials to use in the classroom

New Jersey Tiered System of Supports

The New Jersey Tiered System of Supports (NJTSS) is a framework of supports and interventions to improve student achievement, based on the core components of Multi-Tiered Systems of Support and the three tier prevention logic of Response to Intervention (RTI). With a foundation of strong district and school leadership, a positive school culture and climate and family and community engagement, NJTSS builds on I&RS and gives schools structure to meet the academic, behavioral, health, enrichment and social/emotional needs of all students. In this workshop, participants will learn more about the NJDOE's initiative and resources for districts to improve educational achievement and post-secondary success for ALL New Jersey students.

Presenter: Saskia Brown, Ed.D., Project Manager, New Jersey Tiered System of Supports Early Reading (NJTSS-ER), New Jersey Department of Education

Outcomes:

As a result of this presentation, participants will be able to:

- 1) Identify Reasons to Implement NJTSS
- 2) Define the Essential Components of the New Jersey Tiered System of Supports Framework
- 3) Identify Steps and Key Resources for Initial Planning for Implementation

Owning Our Learning: the ABC + M of Motivation and Self-Regulated Learning

When instruction is designed to address different learning needs, students are often expected to work by themselves or together in small groups. Therefore, facilitating the development of autonomous, self-regulated learners is imperative to the effective functioning of an inclusive classroom where instruction must be differentiated. Participants in this workshop will learn how to promote student driven learning through goal setting, monitoring, and reflection and teacher structured student choice.

Presenter: Rhonda Bondie, PhD, Assistant Professor of Special Education, Curriculum and Teaching, Graduate School of Education, Fordham University

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Define through classroom examples self-regulated learning and motivation.
- 2) Identify the parts of a lesson plan (OSCAR) to support self-regulated learning.
- 3) Revise student materials to prompt self-regulated learning.

"People in Motion" - Creating authentic inclusive (non- therapeutic) recreational movement opportunities for your child

This presentation will highlight effective and meaningful methods of assisting individuals and families to find and create authentic inclusive recreational movement programs that bridge the gap from the therapeutic world to the recreational community setting.

Presenter: Matthew Schinelli, Director, New Jersey All People Equal

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Identify the essential steps needed to ensure that your child's movement opportunities are moving from therapeutic services to inclusive community recreational programs.
- 2) Identify possible resources for community based movement recreational programs.
- 3) Better understand the underlying dynamics of authentic inclusive movement recreational programs.

A Road Map for Creating a Multi-Tiered After-School Program for Struggling Learners

Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) is a service delivery model designed to maximize student success through linking assessment and instruction, and depends upon the provision of graduated tiers of increasingly intensive intervention supports to students. It can be challenging to meet the needs of at-risk students solely during the school day, and programming focused on after-school care can be an avenue for boosting student performance and motivation. In this workshop, we will share information about an after-school program designed to increase 3rd - 5th graders' success in reading. The goal of this workshop will be to highlight strategies that districts can utilize to begin using a MTSS/RTI to frame current practices.

Presenters: Jamie Zibulsky, Ph.D., Associate Professor, Director of MA / Certification Program in School Psychology, Fairleigh Dickinson University; Paul Barbato, Psy.D, Director of Special Services, Dumont Public Schools

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Explain the importance of reading motivation for student success
- 2) Examine current practices in district in order to evaluate strength of Tier 2 interventions
- 3) Develop a plan for increasing Tier 2 offerings before and after the school day

Role and Responsibilities of Paraprofessionals Supporting Students in Inclusive Education

Paraprofessionals are an important component of Inclusive Education. The purpose of the Paraprofessional is primarily to help teachers facilitate learning for students with high support needs, along with providing some direct support. It is critical for Paraprofessionals, as well as all faculty and staff, to be clear on how this role can be utilized effectively to meet the needs of students with high support needs and also their teachers. This workshop will help provide clarity around the Paraprofessional role and best practices for Paraprofessionals in Inclusive Education.

Presenter: Cathay Macysyn, Universal Design for Learning (UDL) Coach, Montclair Public Schools

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Understand the role and responsibilities of Paraprofessionals in Inclusive Education
- 2) Identify Paraprofessional do's and don'ts
- 3) Secure strategies for Paraprofessionals to learn and implement

Self-Directed IEPs and the included Student: Moving from Participant to Principal Lead

Self-advocacy is a vital component for successful transition for students with disabilities to post-secondary life. Students at all ages can begin to work on the skills that eventually lead to effective self-advocacy. One step is helping students to become more active in their own IEPs (self-directed IEPs). In this workshop, teachers can learn about skills students will need and methods for supporting their included students in becoming more active participants in their IEPs.

Presenter: Tracy Amerman, Ed. D., Professor, New Jersey City University; Co-chair, NJ State Special Education Advisory Council; Member, New Jersey Coalition for Inclusive Education's Program Advisory Board

Outcomes:

As a result of this presentation, participants will be able to:

- 1) Utilize methods to help their students become more involved in their own IEPs.
- 2) Use the ME! Scale to help identify how much students know about their disabilities and IEPs.
- 3) Become familiar with various resources to assist students toward self-directed IEPs.

Strategizing Success for Secondary Co-Teaching

Given the schedule of a middle or high school teacher, at times co-partners do not have common planning time. Join this session to learn how to use technology to plan and how to shift from the conversation of "what to plan" to "what process for learning will be implemented, how will the lesson be designed?" to impact student achievement.

Presenters: Candice Wells, MA, Special Assistant, Office of Special Education; Facilitator, NJPSA New Jersey Leadership Academy; Regional Chairperson, Executive Board of New Jersey Learning Forward; and Cristina Pennetti, M.A., Learning Disabilities Teacher Consultant, Newark Public Schools

Outcomes:

As a result of this presentation, participants will be able to:

- 1) Review co-partner checklists determine a common language in which they can integrate their strengths;
- 2) Evaluate how other Co-Teaching Models are more effective than One Teach One Assist;
- 3) Apprise sample co-teacher lesson plans and discuss how to use technology such as Google Docs to communicate.

Successfully Transitioning to a Response to Intervention Framework in New Jersey

This workshop will discuss the various components of a Response to Intervention (RTI) framework and how the implementation of multi-tiered systems of supports can transform a school district. Participants will be provided with information on how to successfully provide educational supports and interventions to struggling students. Participants will learn how to communicate goals and gain staff buy-in for RTI initiatives. A discussion of the importance of utilizing data to inform decisions and how to investigate and select evidence-based interventions will also be included.

Presenter: Caitlin Colandrea, Psy.D., Supervisor of Intervention Services, Old Bridge Township Public Schools

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Understand the impact that RTI can have on a school district
- 2) Understand how to implement the various components of RTI
- 3) Understand how to utilize data to inform instructional decisions and select evidence-based interventions to address the needs of students who are identified as being at-risk for falling behind.

Supporting Students with ASD in the Inclusive Classroom Through the use of visual supports

Visual supports have been recognized as an evidence-based practice for students with autism spectrum disorders (ASD). In this session, participants will learn about a variety of visual supports, how to create them, and how to easily and effectively implement them in the inclusive classroom.

Presenter: Lauren A. Delisio, Ph.D., Assistant Professor of Special Education, College of Education and Human Services, Rider University

Outcomes:

As a result of this presentation, participants will be able to:

- 1) Identify the primary characteristics and needs of students with ASD
- 2) Match visual supports to specific student needs
- 3) Create a wide variety of visual supports to meet the academic, behavioral, social, and communicative needs of students with ASD in the inclusive classroom

Supporting Students with Intellectual Disabilities in the Inclusive Classroom: Research vs. Reality

In this presentation, the benefits and challenges of supporting students with intellectual disabilities in the inclusive classroom will be shared. Research related to best practice will be presented. Current issues shared by teachers in the field will be discussed. Participants will discuss research vs. reality.

Presenter: Diane Casale-Giannola, Ph.D., Professor, Rider University

Outcomes:

As a result of this presentation, participants will be able to:

- 1) Identify the benefits and challenges of the including students with intellectual disabilities.
- 2) Review research related to teaching students with intellectual disabilities
- 3) Discuss best practice to support inclusion of students with intellectual disabilities in the classroom.
- 4) Share current concerns and discuss solutions for supporting students with intellectual disabilities in the inclusive setting.

TIPS for Turning Data into Useable Information: A Brief Overview of Team- Initiated Problem Solving (TIPS)

Inadequate training and support to implement an effective, efficient problem solving process for addressing students' academic and behavioral issues is a common barrier many schools encounter. General problem solving models are often missing critical components, thus decreasing the chances of improving student outcomes. Team-Initiated Problem Solving (TIPS) is a framework that addresses this by breaking down problem solving into six critical steps to guide teams through data-based decision making. TIPS is designed to be applicable to varied data sources (e.g., DIBELS, AIMSweb, SWIS), content areas (e.g., academic, behavior), and levels of application (e.g., school, district, state). During this workshop, participants will be given a brief introduction to the Team- Initiated Problem Solving (TIPS) framework. Additional team training and coaching in TIPS can be provided by New Jersey Coalition for Inclusive Education (NJCIE).

Presenter: Michelle Lockwood, M.S., *Director of Positive Behavior Support Services, NJCIE*

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Review the 6 steps in TIPS;
- 2) Identify the 5 precision problem statement elements (who, what, when, where, why);
- 3) Explain how the development of precision problem statements can lead to more effective student interventions with better contextual fit.

Using a Flipped Classroom to provide Special Education and Related Services in an Inclusion Model

The session will explore using the flipped classroom model entirely or in parts to address inclusion in special education classrooms with a focus on integrated classrooms where there are general education and special education students. These are the most challenging classes in which to provide related services in an inclusion model. The flipped classroom can be a valuable tool in addressing this need.

Presenters: Thomas Coleman, Occupational Therapist, Reaching Higher Therapy; Richard Flamini, Ed. D., Retired Director of Special Services, Current mentor/facilitator for New Jersey Principals and Supervisors Association Leadership Program

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Understand the flipped classroom model.
- 2) Learn how to incorporate this model into practice for special education.
- 3) Identify related services that can be provided in an inclusive manner using a flipped classroom.

Using G Suite for Education (formerly Google Apps for Education) for Universal Design

During this workshop, participants will investigate the various applications within G Suite for Education - including Google Docs, Sheets, Slides, Forms, Classroom, Sites, and Drawing - through the lens of universal design. This will increase awareness of how the apps can be used for representation, action, expression, and engagement.

Presenter: Michele Toscano, Google Certified Educator: Level 1, *Senior Instructional Support Specialist, NJCIE*

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Review a variety of Google applications including Google Docs, Sheets, Slides, Forms, Classroom, Sites, and Drawing;
- 2) Build an awareness of how to use the apps for multiple means of representation, action and expression, and engagement;
- 3) Identify practical uses, expanding on a collective "toolbox"

Using Play Therapy at School with Young Students with Emotional and Behavioral Issues

Play is the language of the child. Attempting to work with students on their emotional and behavioral issues in a primary talk therapy modality can be difficult for the student and the school social worker. Play therapy is recognized as an effective means of addressing many developmental and psychological issues of children and adolescents. In this workshop, school social workers will hear how one district is formally using play therapy with their students, and learn about how they might begin to use play therapy in their work.

Presenter: Colleen Daly Martinez, PhD, LCSW, RPT-S, Licensed Clinical Social Worker and Registered Play Therapy Supervisor, Lecturer, Rutgers University

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Explain the rationale for using play therapy in the school setting
- 2) Discuss the basic equipment and supplies necessary to conduct play therapy
- 3) Find more information on how to obtain more play therapy information and training

When the World Loses Hope: How Can Teachers Help Students to Keep Pushing Forward?

The focus of this session will be to reflect on pedagogical practices that have allowed us to be responsive co-educators and social justice inclusive teachers during the challenging political and social times in our classrooms this past year in New York City public schools.

Presenters: Shveta Dogra & Michael Vanden Heuvel, New York City Public School Elementary Classroom Teachers

Outcomes:

As a result of this presentation, attendees will be able to:

- 1) Reflect on what it means to be a responsive teacher and why it is important to connect educational theory to practice
- 2) Consider the importance of socio-emotional growth in teaching and how it transcends into academic learning
- 3) Find ways to connect assessments, both formal and informal, that allow students to grow both personally and academically in times of need

Working Collaboratively in Order to Increase the Number of Students in General Education

Designed specifically for building and district-level administrators, a Director of Special Education and a Specialist in Inclusive Education will speak about the process of working collaboratively in order to increase the number of students with disabilities in general education classes. Discussion will be held about the benefits of Inclusive Education in addition to what steps administrators can take in order to include students in general education classes.

Presenters: Chelsea P. Tracy-Bronson, Ph.D., Assistant Professor, Special Education, Stockton University; Alyson Nechamkin, Director of Special Education, Milltown Public Schools

Outcomes

As a result of this presentation, participants will be able to:

- 1) Create a plan of action in the process of increasing the number of students educated in general education classes and reducing the number of students removed from the general education setting
- 2) Meet with school administrators, Child Study Teams, related service providers, teachers, and other staff members in order to provide the benefits and rationale for inclusive students with varied disabilities in general education classes
- 3) Create key topics of discussion and concepts to be discussed and reviewed at ongoing in service meetings with district staff member

