



Presenter's Biographies

NJCIE's 16th Annual Summer Inclusion Conference

Expanding Horizons in the Classroom

Jessica Bacon

Understanding the Impact of High-Stakes Testing, Accountability Measures, and Standards-Based Reform on Inclusive Education – Day 2

Jessica Bacon, Ph.D., is an Assistant Professor in the Department of Early Childhood, Elementary and Literacy Education at Montclair State University. Jessica received her Ph.D. in Special Education in 2012 from Syracuse University. At Montclair State University, Jessica is the Faculty Coordinator of the Inclusive Elementary and Early Childhood Dual Degree/ Dual Certification Programs. Jessica's disability studies in education (DSE) informed research focuses on the impact of neoliberal standards-based educational policy on the inclusivity of schools and school systems. She is also interested in the experiences and advocacy opportunities for people with disability labels in K-12 and high education. Jessica has recently published in journals such as *Critical Studies in Education*, *Teachers College Record* and *The International Journal of Inclusion Education*.

Barry Barbaresch, John Lestino & Phil Tenaglia

Best Practices in Developing and Implementing Inclusion Programs that Support Students' Behavioral and Mental Health – Day 1

Barry Barbaresch, Ed.D., has been a school psychologist for over 35 years, in both general education and special education settings. He is President of the New Jersey Association of School Psychologists, and is currently chairperson of its Government and Professional Relations committee, where he advocates policies and legislation that support high quality services for all children. Barry is also an adjunct professor in the school psychology programs of Rowan University and the Philadelphia College of Osteopathic Medicine.

John Lestino, M.A., is a School Psychologist in the Edgewater Park Public Schools, where has over 25 years of experience working with children in both general education and special education settings. He also has experience working in residential school counselor and admissions positions. John is Past President of the New Jersey Association of School Psychologists, and currently serves as its Professional Development chairperson, and has been active in shaping public policy related to the practice of school psychology. He was recognized by the National Association of School Psychologists as School Psychologist of the Year in 2007. John is also an adjunct

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professor in the school psychology program of the Philadelphia College of Osteopathic Medicine.

Phil Tenaglia, M.A., is a school psychologist and psychological flexibility expert at the Hamilton Educational Program in the Hamilton Township Public School District. He works full-time supporting teachers and students directly in regular and special education classrooms through consultation, counseling, and support. He also is a family therapist at the Growth Opportunity Center in Southampton, PA. In 2016, Phil was named the School Psychologist of the Year by the New Jersey Association of School Psychologists for his work in schools. Phil recently authored the chapter on “Promoting Psychological Flexibility in Education” in the ACT Matrix book published by New Harbinger in 2014. Phil’s website’s are www.philtenaglia.com and www.evolvingsolutions.co

Dr. Paul F. Barbato

NJTSS: A School District’s Perspective

Dr. Paul Barbato is the Director of Special Services in the Dumont public schools in New Jersey. Dr. Barbato was awarded the 2014 Special Education Administrator of the Year from NJASA, NJAPSA, and the Centris Group. Dr. Barbato serves as an Adjunct Professor at Fairleigh Dickinson University, New Jersey City University and Hudson County Community College in New Jersey. Dr. Barbato serves on the following: NJ State Special Education Advisory Council (SSEAC), New Jersey Association of Pupil Services Administrators (NJAPSA) Treasurer/ President Elect, New Jersey Special Education Administrators Association (NJSEAA), and the Bergen County Special Services School District Advisory Committee. Dr. Barbato is also a NJL2L Mentor and teaches within the NJEXCEL Program.

Judith Engles-Wiener & Brooke Berardo

Moving Pictures – Creating Digital Stories that Translate Classroom Experiences into Interactive, Visual, Tactile, Narratives – Day 2

Judy Engles Wiener is a playwright, screenwriter, and storyteller. She has been the resident Interactive Storyteller at the Ben Samuels Children’s Center at MSU since it opened in 2005. You can find her there every day, telling interactive stories to babies, toddlers, and preschoolers, working with a transdisciplinary team addressing the educational needs of all kinds of learners.

Brooke Berardo is a speech-language pathologist working on a transdisciplinary team at the Ben Samuels Children’s Center Demonstration Program, an inclusive preschool program. She utilizes a “whole child”, relationship based approach to communication facilitation. Through movement and play, she infuses services into the child’s natural environments.

Rhonda Bondie – Plenary Speaker

Differentiated Instruction Made Practical – Day 1

The Secrets to Motivation in Inclusive Classrooms – Day 2

Break-out Session: Never Make Things Easier: Increasing Access Rigor to Meet Learners Needs – Day 1

Break-out Session: Co-Teaching Playbook: Save Planning Time and Increase Student Engagement – Day 2

Rhonda Bondie, Ph.D., is a lecturer on education at the Harvard Graduate School of Education. Her years of experience and extensive research on inclusive teaching has yielded the book, *Differentiated Instruction Made Practice: Engaging the Extremes through Classroom Routines*, Routledge. She began her career as an artist-in-residence, teaching required curricula through the arts to K-12 students with diverse abilities. Rhonda taught in urban public schools for more than two decades in both special and general education classrooms, working with many students who were learning English as a new language. Rhonda's research focuses on sustainable differentiated instruction practices using self-regulated learning and motivation theories. Rhonda creates and shares practical classroom routines that are rooted in what we know about effective and efficient learning all around the world. Currently, teachers in nine countries are using the [All Learners Learning Every Day](#) framework, developed with her research partner, Akane Zusho, to ensure that all learners feel engaged, valued, and stretched every day. Dr. Bondi affirms her love of the arts by chairing the working education board of the Brooklyn Academy of Music. Rhonda actively maintains the website www.all-ed.org for the benefit of all educators.

Erin Bruno

Developing Emotional Regulation and Problem Solving Skills in Youth: Social Decision Making an Evidence Based Model – Day 1

Erin Bruno, M.A., is the Coordinator for Rutgers University Behavioral Health Care's Social Decision Making Program. Ms. Bruno has been working with schools, parents and mental health agencies in the field of Social Emotional Learning (SEL) for over 20 years.

Diane Casale-Giannola

Dyslexia: How Do I Know? What Do I Do? – Day 2

Diane Casale-Giannola, Ph.D., is an inclusion consultant for NJCIE and a professor at Rider University seeking to support educators and diverse student populations. She has many years' experience as general and special educator and school administrator. Her current research interests include practice, dyslexia and international education. She is a co-author of the series "Active Learning Strategies for the Inclusive Classroom, Grades K-5 and 6-12"

María Cioè-Peña

Sharing the Microphone: Actively Engaging Culturally and Linguistically Diverse Parents during IEP Meetings – Day 2

María Cioè-Peña is a doctoral candidate in the Urban Education department, an Advance Research Collaborative fellow and a Presidential MAGNET fellow at the

Graduate Center – City University of New York. She is an incoming Assistant Professor at Montclair State University. María is a former elementary school teacher whose passion for children and social justice in education pushes her to fight for equity and full inclusion for children of diverse backgrounds and abilities.

Francesca Ciotoli

Intentional Design for Learner Diversity in Inclusive Classrooms – Day 1 & 2

Student-Created Digital Storybooks for Increased Access and Participation in Inclusive Classrooms – Day 2

Francesca Ciotoli, M.Ed., is the mother of two children, one of whom has autism, is a fervent advocate of inclusive education. She is currently a doctoral candidate in the Teacher Education and Preparation program at Montclair State University and earned her Master's in Education at Fordham University. Francesca has 17 years' of experience inside New York and New Jersey classrooms teaching children with diverse abilities and working with teachers and administrators on inclusive practices. She is an Inclusion Facilitator for NJCIE and is primarily working in the Newark Public Schools Districts supporting the transition of students from self-contained classrooms into general education classrooms.

Caitlin Colandrea & Christie Schutz

Implementing a Response to Intervention (RTI) Model – Day 1

Caitlin Colandrea, Psy.D., currently works for Old Bridge Township Public Schools in Old Bridge, New Jersey as the Supervisor of Intervention Services. She received her Masters in Educational Psychology and Professional Diploma in School Psychology from Kean University and her Doctorate in School Psychology from Fairleigh Dickinson University. Dr. Colandrea's areas of expertise include: Program evaluation, co-teaching, Response to Intervention (RTI) implementation, Positive Behavioral Interventions and Supports (PBIS), data-based decision making, academic and behavioral interventions, reading interventions and literacy instruction at the elementary level, professional development, supervision and evaluation, assessment, and data management systems.

Christie M. Schutz, Ed.D., graduated from The College of New Jersey with a Bachelor of Science in Elementary and Music Education. She then went on to teach middle school music at Millstone Township Middle School where she was awarded "Teacher of the Year" recognition. While teaching, Dr. Schutz earned her Master of Arts Degree in Special Education from Rider University along with the departmental award for "Excellence in Special Education." Dr. Schutz worked diligently to create opportunities for the students to be included in the general education classrooms. While teaching and earning her first administrative job as the Director of Special Services at The Shore Center for Students with Autism, she earned her Ed.D in Educational Leadership, Management and Policy from Seton Hall University. Dr. Schutz then had a successful 4 years of becoming the Director of Special Services in Little Silver Schools where she was also President of the Monmouth County Director's Group and recognized for the district developed RTI program. Dr. Schutz is currently an

independent consultant as well as the Supervisor of Special Programs in East Brunswick Public Schools.

Lisa Costenbader

Using Google Apps and Extensions to Meet the Needs of Learners with Dyslexia- Day 1

Lisa Costenbader, M.Ed., in Special Education, Lisa taught in a self-contained classroom for 5 years. Lisa has worked with people with disabilities for the last 12 years. Currently, she works for Advancing Opportunities as an Assistive Technology Specialist, focusing on providing evaluations, recommendations and trainings for students with learning disabilities.

Lauren Delisio

Applying a Universal Design for Learning Framework in your Classroom – It's Easier than you Think! – Day 2

Lauren Delisio, Ph.D., completed her Ph.D. in Exceptional Student Education at the University of Central Florida in August 2015. Currently, she is an Assistant Professor of Special Education at Rider University. She is also a former elementary school teacher, with experience teaching grades 1-5, in general education, inclusive, and self-contained settings. Dr. Delisio has presented at both local and national conferences on the topics of ASD, Universal Design for Learning, and the use of technology in inclusive classrooms.

Shveta Dogra

Oral Language Rehearsal in Literacy (Grades K-5) – Day 1

Shveta Dogra, M.A., is a general education teacher in Brooklyn, New York. She teaches a group of inquisitive, energetic and loving third graders. She received her Master in Curriculum and Teaching with a focus in Inclusive Education from Teachers College, Columbia University. Prior to joining the classroom, Shveta worked at the Teachers College Reading and Writing Project on the Operations team.

Elizabeth Erwin

Co-presenters:

Erin Chambers, Bianca Farley, Laura Gemignani, Nicole D'Amato & Donna Gibson

Enough is Enough: Taking a Stand on Creating Sustainable Change Inside and Outside the Inclusive Classroom – Day 1

Elizabeth Erwin, Ed.D., is a Professor and Graduate Program Coordinator for the Programs in Inclusive Education at Montclair State University, her commitment to equity, innovation and excellence for young children and their families, with a particular focus on disability, continues to shape her research and teaching. Recent interests include inquiry and partnerships at the international level, alternative ways of knowing, thinking and being in early childhood, and strengthening diverse family voices and partnerships in education.

Michele Gardner

Co-Presenters:

Annie Corley-Hand, Principal, Berkeley Heights Schools

Kevin Morra, Supervisor of Special Education, Berkeley Heights Schools

Steve Siebelts, School Social Worker/ Transition Coordinator, Berkeley Heights Schools

Co-Teaching that Works: Lessons Learned in General Education Classrooms – Day 1

Building a Supportive, Inclusive School Culture for All Students at the Early Childhood Level – Day 1

High School Inclusion: Accessing the Community for Meaningful Learning – Day 1

Michele Gardner is the Director of Special Services in Berkeley Heights, Michele, has over 20 years' experience building inclusive public schools and is a nine-year adjunct with The College of New Jersey. Her areas of expertise include co-teaching, building an inclusive culture, creating classroom communities, educating students with significant disabilities and utilizing a person-centered and wraparound approach to educating students with disabilities.

Sue Goldman

Administrators: Be Aware – the Speech-Language Pathologist's Underlying Role and Expertise in Language/Literacy Efforts! – Day 2

Sue A. Goldman, M.A., CCC – SLP, spent the bulk of her career working and collaborating in public schools and currently applies all she has learned as adjunct faculty at Kean University and a consultant/presenter for school districts and parents. Areas of expertise and topics of workshops include phonemic awareness, state and federal regulations relative to schools, and in-class speech-language services. Sue is a member of the current New Jersey Tiered Systems of Supports Committee of the NJDOE, a former member of NJ's *Special Education Review Commission*, and co-author of ASHA's 2010 Roles and Responsibilities of School-Based Speech-Language Pathologists and NJ's *Technical Assistance Document – The Evaluation of Speech and Language*.

Virginia Gryta

Building, Maintaining and Mending Co-Teaching Relationships – Day 2

Including Kids on the Spectrum – Day 2

Virginia Gryta, M.S. Ed., received her B.S. in Severe and Profound Disabilities from Boston University and her M.S. Ed. From Hunter College's Graduate Program in Special Education with a concentration in Learning Disabilities. She is an "expert" for www.Understood.org, contributing and reviewing content from pre-launch in 2014 to the present. She taught for 15 years in inclusive classrooms and for the last 8 years has

taught teacher candidates at Hunter College who are working towards a master's degree in Special Education.

Robert Haugh - Keynote

Preparing Students to Become Self-Advocates – Day 2

Inclusive Education: A Personal Perspective – Keynote Day 2

Students Presenters:

Andrew Diodato, Somerville Schools; Joseph Dunlop, Vernon Township High School; Joshua Turbiak, Seton Hall University Nursing Program, Class of 2019

Robert Haugh, Transition Coordinator, New Jersey Department of Education, Office of Special Education 1990-Present

Jeremy Hertz

Using UDL and Design Thinking to Improve Instruction and Outcomes for All Students – Day 1

Jeremy Hertz, Goalbook, is an experienced education technology professional and former special education teacher. Prior to joining Goalbook, Jeremy worked in the classroom at the Perkins School for the Blind in Massachusetts, as well as the Chicago Public Schools in Illinois. In his classroom, Jeremy embraced the use of technology to enhance his and his students' experience in inclusionary practice, helping to provide a level playing field in order to help all students succeed. Jeremy has continued to embrace these inclusionary philosophies in his work at Goalbook, where he currently works with schools and school districts across the Northeast, from Maryland to Maine. Jeremy currently lives in Brooklyn, New York and is extremely excited to continue working with educators in New Jersey to help advance inclusionary practices across the state.

Jason Jennings

Managing Your Space – Day 2

Jason Jennings, M.A., joined the NJCIE team in January of 2017 as a Behavior Support Specialist and has 20 years' of experience working with students with challenging behaviors and special needs. Prior to joining NJCIE, Jason managed large scale programs with enrollments of over 850 students, trained teachers in various districts on classroom management, interpreting student data, driving student performance, and applying Positive Behavior Supports in Schools (PBSIS). Under NJCIE's wing, Jason is working as an Inclusion Facilitator within the Irvington Public Schools District to support students in middle and high school. He is an avid speaker on the benefits of inclusive education.

Priya Lalvani

Disrupting Ableism and Building Communities of Belongingness – Day 1

Dr. Priya Lalvani is an Associate Professor of Disability Studies at Montclair State University. Her research is focused on examining the socio-political contexts which

frame the lives of individuals with disabilities and their families. Through her research she seeks to draw attention to institutionalized ableism, and to problematize the existence of a special education system that relies on an ideology of 'separate but equal' for students with disabilities.

Newark-Montclair Urban Teaching Residents

Kameron Brodie; Kelsey Hubsch; Ann Jansen; Anna Kingsmith; Kathy Pedersen; Danielle Riley; Mitchell Sommers; Kerry Vaccaro; Colleen Yamakaitis

Cultures of Inclusivity: Action Plans for Creating Change – Day 1

Michelle Lockwood

From Paper to Practice: Implementing an Effective Behavior Intervention Plan (BIP) – Day 2

Beyond Rewards and Consequences: Class-Wide Applications of Positive Behavior Support for ALL Students – Day 1 & 2

Michelle Lockwood, M.S., Director of Positive Behavior Support Services for NJCIE. She has over 20+ years' of professional experience working with students and individuals in need of behavioral support. Michelle shares her expertise by providing professional education and support to school staff for the advancement of school-wide, classroom, and individual student positive behavior support systems. Michelle facilitates the development of behavior intervention plans for individual students and presents informative workshops to parent groups. Prior to joining NJCIE in 2007, Michelle was a Behavior Specialist and Inclusion Facilitator for the Howard County Public School System in Maryland.

Sharon Lohrmann

Co-Presenters:

Scott McMahon, MSW, Training and Consultation Specialist, The Boggs Center, Rutgers Robert Wood Johnson Medical School

Bill Davis, M.Ed., Training and Consultation Specialist, The Boggs Center, Rutgers Robert Wood Johnson Medical School

Paula Raigoza, M.Ed., Training and Consultation Specialist

NJ Positive Behavior Support in Schools: Tiered Interventions to Create Supportive and Proactive Learning Environments for all Students – Day 2

Tools for Assessing Behavior Patterns to Design Meaningful Supports – Day 2

Sharon Lohrmann, Ph.D., is an Assistant Professor of Pediatrics at The Boggs Center, Rutgers Robert Wood Johnson Medical School. Since 2004, she has directed the New Jersey Positive Behavior Support in Schools initiative (NJ PBSIS), a partnership with the New Jersey Department of Education, Offices of Special Education. The mission of the NJ PBSIS initiative is to build capacity among New Jersey school personnel to implement Positive Behavior Interventions and Supports, a tiered system of behavior intervention to create school environments conducive to social and

academic development. Visit www.njpbs.org for NJ PBSIS resources and products that are available for public use.

Donna Middlebrooks, Kathleen Kowana

Creating an Interactive Learning Environment Utilizing Universal Design for Learning & Cooperative Learning – Day 2

Donna Middlebrooks, M.S., Lead Teacher/Staff Development in the Jersey City Public School System in the Special Education Department. My role consists of working with Special Education and At Risk Students, the General and Special Education Teachers, Paraprofessionals, Security Officers, Administrators, parents and the community. Employment in this School System began in 1987 and I am still happily employed!

Kathleen Kowana, Lead Teacher/Staff Developer in the Jersey City Public School System in the Special Education Department. My role consists of working with Special Education and At Risk Students, the General and Special Education Teachers, Paraprofessionals, Security Officers, Administrators, parents and the community. Employment in the School System began in 1982 and I am still happily employed!

Alyson Nechamkin & Chelsea P. Tracy-Bronson

Embracing Inclusive Education: A School District's Journey – Day 2

Alyson Nechamkin is a Director of Special Education at Milltown Public Schools where for the past three years she has focused on leading inclusive school reform efforts with the mission of increasing the number of students with disabilities who are fully educated within general education classrooms.

Chelsea P. Tracy-Bronson, Ph.D., is an Assistant Professor in the Special Education Graduate Program at Stockton University where she teaches courses on inclusive special education. She works with districts and schools to redesign services to create inclusive special education and related service provision. Her published works include a book called the *Educators Handbook for Inclusive School Practices*, two additional books on Inclusive School Practices, and articles in *The International Journal of Whole Schooling* and the *NSE (National Society for the Study of Education)*.

Louis Olander

Co-presenter: María Cioè-Peña

Promoting Understanding Across and Beyond Named Languages: Incorporating a Translanguaging Framework into UDL – Day 1

Louis Olander is a doctoral candidate in the Urban Education program at the CUNY Graduate Center, and teaches graduate and undergraduate students about inclusive education and assessment of students with and without disabilities in the Special Education department at Hunter College. He previously taught special education in New York City at the middle and high school levels.

Chinwe Osondu

Reaching All Learners with Engaging Mathematics Strategies – Day 1

Chinwe Osondu, M.Sc., M.A., is a Special Education Consultant and a Math Specialist at the New Jersey Department of Education. Chinwe earned a master's degree in Special Education from Touro College and a master's degree in math education from Montclair State University. She has taught mathematics at many levels to students in general and special education serving in the role of inclusion teacher, teacher of the emotionally disturbed, grade level master teacher and mathematics coach. In her spare time, Chinwe enjoys reading, travelling, listening to music and being a mom to three lovely kids.

Erica Paich

Dyslexia or Dyssteachia?: What is Good for Dyslexic Students is Good for All Struggling Readers – Day 1

Eric Paich, M.A., is a Special Assistant for English Language Arts with Newark Public Schools. Her area of focus is on interventions and the use of technology and curricular materials to support Dyslexia and other reading disabilities. Erica began her teaching career in the district as a middle school Special Ed teacher prior to joining the Instructional Technology Department. During the time she spent with the instructional technology department she supported the adoption and deployment of Google Apps for Education and Chromebooks. After a year, she moved over to the English Language Arts department to support the reading interventions programming and Dyslexia legislation. Ultimately, Erica's passion is in supporting students at the point of their deficit and provide to access to further develop the strengths of the child.

Cristina Pennetti

Co-presenters:

Dr. Margaret O'Donoghue, Dr. Joseph Bresnahan

A Whole School Approach to Enhance Inclusive Practices – Day 2

Cristina Pennetti, M.A., L.D.T.C, is a certified Learning Disability Teachers Consultant (LDT-C) specializing in academic evaluations of children and adolescents. Mrs. Pennetti has over 15 years' experience as a general and special education teacher, a mathematics coach and an L.D.T.-C. on a child study team. As a member of the child study team, she established and maintained appropriate programs for children with exceptionalities and provided professional development to administrators, colleagues, students and parents. She has experience working with a multitude of students with disabilities including learning disabled, multiply disabled and behaviorally disabled. She currently is an Inclusion Specialist for the Office of Special Education in Newark, NJ. As an Inclusion Specialist, she serves in the capacity of working with school based teams to improve inclusive practices. Mrs. Pennetti graduated with B.A. in Psychology from the College of Saint Elizabeth. She later attended Kean University and earned a Masters in Teacher of the Handicapped High Incidence Disabilities and her certification in L.D.T.C and Supervision. She currently attends Rowan University and is in her dissertation phase for an Ed.D. in Educational Leadership.

Dr. Margaret O'Donoghue is a Special Assistant in Office of Special Education at Newark Public Schools with a focus on behavior disabilities program in High Schools. She is also the District 504 Coordinator. Dr. O'Donoghue has worked for Newark Public Schools since 2001. She received her Ph.D. in Clinical Social Work from New York University where she has been an Adjunct Professor in the Silver School of Social Work for the past 20 years teaching in the graduate department. Dr. O'Donoghue has a Masters in Social Work from Hunter College and is licensed as a Clinical Social Worker and School Social Worker in New Jersey. Her publications include: O'Donoghue, M. (2005). White Mothers Negotiating Race and Ethnicity in the Mothering of Biracial, Black-White Adolescents. *Journal of Ethnic & Cultural Diversity in Social Work*. Vol.14. Numbers 3/4", "O'Donoghue, M (2004) Racial Identity in White Mothers of Biracial Children. *Affilia; Journal of Women and Social Work*. Vol.19, Number.1"

Amy Pleet-Odle

Included with the End in Mind: Using a Transition Perspective to Focus Inclusive Practice – Day 1

Amy Pleet-Odle, Ed.D., has been a career educator for nearly five decades. She has served in a variety of positions: English teacher, Special Education teacher/chair, District Transition Coordinator, State Transition Specialist, and College Professor. Having retired twice, she now does free-lance school consultation, bringing a systems approach to school transformation. Through parenting two children with disabilities herself, she became passionate about building alliances between professionals and families. She co-authored a CEC best seller *Engaging & Empowering Families in Secondary Transition*. Her newest book *Included with the End in Mind* (2016) offers a systemic, integrated approach to improving youth outcomes.

Dana Purcel & Milla Yakubov

Transdisciplinary Collaboration that Supports Growth and Development in an Inclusive Preschool Classroom – Day 2

Dana Purcel, M.Ed., is a Preschool Teacher at the Ben Samuels Children's Center at Montclair State University. Her undergraduate degree is in Family and Child Studies and her M.Ed. is in Early Childhood Special Education. She holds a NJ teaching certificate, Nursery through 8th grade as well as a certificate for special education, Teacher of Students with Disabilities. Currently, she is an Adjunct Professor with the Department of Family Science and Human Development and teaches the undergraduate class, Child Development 1.

Milla Yakubov, MA.T., SpeEdu., is a Special Educator for the inclusive preschool program at the Ben Samuels Children's Center at Montclair State University. In addition to her Teacher of Students with Disabilities certificate, she has a DIR® Training Leader and Expert Provider certificate. She works within a trans-disciplinary team and provides developmental interventions for children with identified special needs. She is skilled at play facilitation using a developmental, relationship-based approach.

David Reisenfeld

Close Reading Strategies: Differentiating Literacy Instruction in Secondary Classrooms
– Day 2

David Reisenfeld, Ed.M., has been in the education field in California and New York for the past 18 years. He's taught High School social studies on both coasts, in rural, suburban, and urban school settings. Following the first 12 years of his career, Dave took the leap and joined the world of school administration, where he currently serves as the Assistant Principal for Academics and Instruction at a small, public secondary school in NYC. His educational interests involve academic programming, curriculum design, and instructional supervision. He holds a BA in US History and an MA in Curriculum Theory and Instructional Design from Humboldt State University, and an Ed.M in Educational Organization and Leadership from Teachers College at Columbia University.

Jason Resnick

How to Complete Classroom Activities Using Accessible Applications on an iPad –
Day 1 & 2

Jason Resnick, ATP is an assistive technology specialist at Advancing Opportunities. Jason received a Bachelor's Degree in Psychology and Elementary Education and a minor in Special Education at Rider University. Jason is also a certified Elementary Education and Special Education teacher. At Advancing Opportunities, he provides assistive technology evaluations and training to children and adults of all disabilities, so they can be successful in school, work and at home.

Kristy Ritvalsky

Managing Problem Behaviors: Check-in/Check-out – Day 1 & 2
Supporting Positive Behaviors in the Home – Day 2

Kristy Ritvalsky, MPH., is an Inclusion Facilitator who works to improve equity-based multi-tiered systems of support (MTSS) and inclusive education services in New Jersey urban schools. Kristy believes every child deserves a quality education despite their socioeconomic status or disability. Before relocating to New Jersey, Kristy was responsible for the implementation of Positive Behavioral Intervention and Supports (PBIS) for the School District of Philadelphia. She brings more than 10 years' experience in developing, implementing, and maintaining school-wide positive behavioral support systems in a variety of settings to advance the inclusion of all students.

Christopher Shamburg

Technology and UDL – Day 2

Christopher Shamburg, Ed.D., is a professor of Educational Technology at New Jersey City University. He is the author of several books on language education and technology. He is 2013 HP STEMx Catalyst Fellow and the Digital Humanities Scholar for the Folger Shakespeare Library. Before working in higher education, Dr. Shamburg was a high school English teacher at the Hudson County Schools of Technology.

Betsy Smith, Ashley Rillo - Keynote

A Journey to Belong – Keynote Day 1

Betsy Smith is a passionate self-advocate of inclusion. She has delivered keynote addresses and participated on panels across the nation. A wealth of accomplishments, too many to mention, stem from Betsy being one of the first students with Down Syndrome to be included in general education in New Jersey. Today, she maintains her own apartment and for 20 years had worked at the Montclair YMCA.

Ashley Rillo, MaT., is an English/Special Education teacher at Ridgewood High School and is a Montclair State University alumni. She is an incoming Teacher Education and Teacher Development PhD Student at Montclair State University.

Michael Steinbruck

The Power of PCAST: Implementing Person Centered Approaches in Schools and Transition (PCAST) – Day 1

Michael Steinbruck, M.A., is Program Coordinator at The Boggs Center on Developmental Disabilities. Mr. Steinbruck's programmatic focus is on developing the Person Centered Approaches in Schools and Transition (PCAST) project. He leads the project's training and technical assistance activities related to the development and delivery of person centered thinking and planning, and works with schools on implementation of person centered approaches and related organizational improvement efforts. Mr. Steinbruck has more than 25 years' experience in facilitation and training various person centered thinking and planning approaches and is a Mentor Trainer in person centered thinking and planning as certified by The Learning Community for Person Centered Practices, Inc.

Candice Wells

Understanding Administrative Role in Building Inclusive Environments – Day 1

Candice Wells, M.Ed. in Special Education and M.Ed. in Urban Education/Administration is a Special Assistant at the Office of Special Education at Newark Public Schools. As the Special Assistant she serves in the capacity working with school based teams to improve Inclusive Practices. She has over 15 years of experience working with other districts both public and private regarding inclusive practices. Currently, she serves as the regional chair for Learning Forward NJ and as a special education facilitator with NJPSA/FEA Learning Academy.

Jamie Zibulsky

How to Develop and Support a Successful, Motivated Reader – Day 1

Jamie Zibulsky, Ph.D., is an Associate Professor of Psychology at Fairleigh Dickinson University, and directs the university's School Psychology MA/Certification program. As a school psychologist, she focuses on collaborating with teachers and parents to support children's reading acquisition. Her current research focuses on the interaction between early reading skills and behavioral development, the best strategies for parents to use when supporting young readers, and teacher professional

development efforts in the area of literacy. Jamie's research team provides reading workshops to caregivers of young children throughout New York and New Jersey in order to help improve the quality and quantity of shared reading at home. She received the 2010 Outstanding Dissertation Award from Division 16 of the American Psychological Association. Jamie is co-author of *Book Smart: How to Support and Develop Successful, Motivated Readers*, a how-to guide for parents' rich with stories, lessons, activities, and ideas aimed at addressing the broad range of interpersonal, social, emotional, and motivational skills that must be fostered in young children. *Book Smart*, published in January 2014, was chosen as a Mom's Choice Award honoree, an IndieFab Book of the Year Award finalist, and a National Parenting Publications Awards (NAPPA) GOLD award winner. It also received a 1st Runner-Up prize in the Eric Hoffer Award Home category and was shortlisted for the Eric Hoffer Award Grand Prize.