This workshop will provide practical research-based information on ways that educational reforms that have emphasized high-stakes testing, accountability measures, and standards-based reform impact the students with disabilities within these schools. The presentation will draw from both a broad literature review and qualitative data collected by the author over several years that has investigated these issues. Practical information for students and families will be provided for how to advocate for students with disabilities in light of such reforms, and for others.

Barry, John & Phil Barbashenas, Lestino & Tengai Best Practices in Developing and Implementing Inclusion Narratives

We will present a process model that assist parents, teachers, students and administrators in developing comprehensive methods to increase student engagement, improve classroom discourse and implement meaningful co-teaching. It will highlight the importance of program design and development in developing, implementing and monitoring effective inclusive practices. The session will describe factors that need to be considered when developing an inclusion program, including factors relating to students, teachers, parents and administrators. 2. Participants will learn the steps needed to develop a program that supports student learning and improves student engagement.

Judith & Brooke Beranor &Englesi Wiener Moving Pictures-Creating Digital Stories that Translate Classroom Experiences into Interactive, Visual, Tactile, Narratives

Presenters will demonstrate strategies that support young children with limited language abilities in participating in various types of classroom activities. One time, story time, special events, group instruction, can be such situations but many educators do not know how to do that. Children will participate in experiencing simple technology applications to help children process relevant information and ideas. 2. Participants will explore ways that "playbooks" can be used to include the co-teaching with varying levels of special expertise. Playbooks provide a visible instructional plan used by both teachers and students during routine parts of instruction like review, correction, connections, and mini-lessons. Participants learn how to incorporate evidence-based practices into playbooks to ensure that students receive specialized instruction during daily co-teaching. Once established, playbooks help co-teachers respond to learners as their needs unfold during lessons. Practical video and lesson plan examples will demonstrate effective use of two or more teachers in the classroom.

Rhonda Bondie Co-Teaching Playbook: Save Planning Time and Increase Student Engagement

Rhonda Bondie Never Make Things Easier: Increasing Access Rigor to Meet Learner Needs

Teachers adjust instruction to fit learner needs by increasing rigor and access for all students. Examine the components of rigor (sustained effort and complexity) and multiple entry points to increase access without taking the thinking out of assignments. Find out how to save planning time while providing both supports and extensions to ensure all learners are challenged.

Rhonda Bondie How to Manage Differentiated Instruction or Differentiated Instruction Made Practical -Day 1

Teachers know that students come to classes with divergent experiences, understandings, interests, strengths, and needs. However, finding sustainable ways to respond to student diversity, daily is among teachers’ greatest challenges. Through practical examples, participants will learn a four-step decision-making method to determine the what, when, how, what, and why of differentiated instruction. Participants will use already existing materials to adjust instruction to increase clarity, access, rigor, and relevance for all learners resulting in a classroom culture where all students feel engaged, valued, and stretched.

Rhonda Bondie The Secrets to Motivation In Inclusive Classrooms - Day 2

What moves you to act? What makes you invest time and energy in one task but not another? How can classroom culture foster feelings of intrinsic motivation including: independence, belonging, competence, and meaningful learning? Through practical routines, we will examine research on motivation and self-regulated learning to learn how “Rhonda’s Rules for Implementing Classroom routines” to build an inclusive classroom culture where ALL students develop deep, durable, and flexible understandings of course content, feel empowered to take academic challenges; and experience academic success.

Erlin Bruno Developing Emotional Regulation and Problem Solving Skills in Youth: Social Decision Making an Evidence Based Model

In this presentation New Jersey legislation related to dyslexia will be shared. New educational responsibilities emphasized high-stakes testing, accountability, and standards-based reforms and consider how students with disabilities are considered in decision-making. 3. Learn tools and tactics to advocate alongside and on behalf of students with disabilities when schools succumb to the pressures of educational policies, that are rooted in resegregation, and political and parental pressure.

Francesca Cistolfi Intentional Design for Learner Diversity in Inclusive Classrooms

Participants will develop an understanding of how digital media can increase access to participation and collaboration in general education curriculum and instruction. Digital storybooks are most often used to support reading comprehension, but are also an effective way for students to show what they know. Participants will explore the teaching and learning potential of digital storybooks in supporting the literacy development of diverse groups of learners in inclusive classrooms.

Francesca Cistolfi Student-Created Digital Storybooks for Increased Access and Particiaption In Inclusive Classrooms

This presentation will be focused on using the Chrome platform to help students with Dyslexia perform better in Reading and Writing classes. Various Extensions and Apps can be downloaded onto the Chrome browser to assist students with Dyslexia. Many are free and easy to use!

Lisa Cusimondi Using Google Apps and Extensions to Meet the Needs of Learners with Dyslexia

1. Gain a deeper understanding of how current educational policies operate in the state of New Jersey. Interactive opportunities to discuss personal experience and plans for actions will be provided. 2. Understand how the emerging trends in the state related to high-stakes testing, accountability, and standards-based reforms and consider how students with disabilities are considered in decision-making. 3. Learn tools and tactics to advocate alongside and on behalf of students with disabilities when schools succumb to the pressures of educational policies, that are rooted in resegregation, and political and parental pressure.

Catlin & Christie Cilandrea & Schacht Implementing a Response to Intervention (RTI) Model

Implementing a Multi-Tiered System of Support (MTSS) or Response to Intervention Model (RTI) in a school district, whether, large or small can be an intimidating undertaking; however, it is possible with a structured implementation plan that is well thought out. In this 1.5 hour "nuts and bolts" session, participants will learn how to begin the process of designing, implementing and maintaining success throughout the RTI implementation process.

Lisa Cusimondi Using Google Apps and Extensions to Meet the Needs of Learners with Dyslexia

1. Identify extensions and apps that could be used to help students with dyslexia and have more success with reading and writing. 2. How to download extensions and apps to the Chrome browser and how to implement them in a reading/writing lesson. 3. How to use built-in features of Chrome in the classroom for reading and writing activities.
Educators and parents often engage in efforts aimed at increasing awareness, acceptance, and inclusivity. Inclusive Education: A Personal Perspective.

Virginia Gryta
Building, Maintaining and Mending Co-teaching Relationships
Many special educators today are hired to work in co-taught classrooms. The dynamic of this partnership can make or break the success and development of all students. In this workshop teachers and administrators research tools will be discussed and we will explore how to avoid commonly faced hurdles and know when a co-teaching partnership is not working. This session will illuminate the often hidden knowledge and talents of speech-language specialists (SLSs) and their role in literacy of which administration are often unaware. Because SLSs have expertise in phonology, morphology, semantics and syntax, they are prime consultants in the area of literacy, especially since research has shown reading disorders are 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 and well expressing themselves in writing.

Virginia Gryta
Including Kids on the Spectrum
A discussion for parents, teachers and administrators on meeting the needs of kids with ASD in the general education classroom. Conversation around the research, experiences, and potential outcomes of this branch of inclusion. We’ll talk strategies, classroom implications, benefits and some logistics.

Bob Haugh
Preparing Students to become Self-Advocates
A group of young adults that have experienced services in the special education system will share what they have learned through the process. Participants will gain an understanding of the future, the importance of preparing for life, and how to advocate for themselves.

Bob Haugh
Inclusive Education: A Personal Perspective
This presentation is intended to inspire educators to realize that talent and potential that students possess once they learn to become self-advocates and have the ability to make responsible decisions. Participants will learn personal insights of student that have experienced inclusive education. In addition, participants will gain an understanding of the value and importance of preparing students with disabilities with the necessary self-advocacy skills not only to participate in IEP meetings, but to be adequately prepared for adult life.

Jeremy Hertz (Goalbook)
Using UDL and Design Thinking to Improve Instruction and Outcomes for All Students
GoalBook’s mission is to empower educators to transform instruction so that all students succeed. Together, we will explore the following essential question: How can we engage in empathy and provide research based supports for educators to transform their instruction to ensure that all students succeed? We will engage in a hands-on, user-centered design thinking process. We will work to put the “design” in Universal Design for Learning, grounded in the belief that purposeful design has the power to transform our supports and services within all of our classrooms and our schools. Join Jeremy Hertz, for an interactive session that will leave you feeling empowered to tackle challenges in your classrooms and at your schools using design thinking and instructional best practices.

Jason Jennings
Managing Your Space
There are many distractions that impede the teacher’s ability to provide uninterrupted classroom instruction. Challenges vary as students age, the content and instruction change, and the students themselves change. This workshop will address strategies and concepts to help manage the classroom through these challenges.

Priya Lalvani
Disrupting Ableism and Building Communities of Belongness
Educators and parents often engage in efforts aimed at increasing awareness, acceptance, and inclusivity, with regard to students with disabilities. However, are there times when our actions, are inconsistent with the mission of disability rights and inclusion? This interactive workshop will highlight these tensions and we will strategize ways to align our efforts in order to disrupt ableist practices and create more inclusive communities.

1. Identify the background, three main principles, and benefits of UDL. 2. Create their own toolboxes of low-mid and high teach UDL strategies. 3. Write a UDL-friendly lesson plan.

1. Understand the differences between oral language, rehearsal and talk. 2. Learn the methods in which people acquire language. 3. Practical ways to lift the level of oral language in daily routines and in literacy.

1. Identify key factors to having a successful co-teaching dynamic. 2. Discuss & apply principles of the station teaching model of co-teaching to best utilize the talents of both teachers. 3. Implement strategies that ensure co-taught classrooms is effectively & efficiently meeting the needs of all students.

1. Identify core components of a truly inclusive school building. 2. Understand the importance of data-driven decisions and how data should inform instructional planning. 3. Develop supports such as co-teaching and intervention/enrichment periods to meet the needs of an ever-growing diverse population of students in our public schools.

1. Identify key components of a public high school program that successfully transitions students to a post-secondary employment setting in the local community. 3. Identify the role of the job coach and specifically how this support staff can be most effectively utilized to ensure independence and success in the employment setting.

1. Describe what is required for healthy functioning co-teaching relationships and have ideas about how to advocate for and accomplish these tasks. 2. Use two tools to set up co-teaching relationships before the school year starts - or to intervene and reset a tumultuous co-teaching partnership. 3. Prepare for difficult conversations as well as how to co-teach classes and troubleshoot solutions for commonly faced hurdles as they arise.

1. Discuss the debate around inclusion related to kids on the spectrum. 2. Put into practice some tools and the common knowledge for developing a supportive classroom community that is inclusive of all. 3. Plan for specific needs of kids on the spectrum within inclusive classrooms.

1. Describe what is required for healthy functioning co-teaching relationships and have ideas about how to advocate for and accomplish these tasks. 2. Use two tools to set up co-teaching relationships before the school year starts - or to intervene and reset a tumultuous co-teaching partnership. 3. Prepare for difficult conversations as well as how to co-teach classes and troubleshoot solutions for commonly faced hurdles as they arise.

1. Participants will gain an understanding of the importance of students having an understanding of their disabilities, strengths, and ability to advocate for themselves. 2. Participants will gain an understanding of the critical importance of preparing students to participate and lead their IEP meetings.

The following segment from a Dare to Dream conference keynote by a student with autism, who served as his senior class president for the class: “I think most important for me, there are people who have helped me understand why I become angry and frustrated. Students should learn about their disability. It is not something to be ashamed about. Students should have the experiences that will help them gain confidence in themselves and know that they can accomplish extraordinary things in their lives as I have.” - Chris Gagliardo, Class President Ridgefield Memorial High School

1. Teachers will have a better understanding of how to set the “tone” for active listening in the classroom environment. 2. Teachers will have a greater knowledge of how to address positive behaviors and decrease inappropriate behaviors in the classroom setting. 3. Teachers will learn proven methods and strategies for addressing behaviors in the classroom.

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