

Arizona Department of Education Presents

2017 Early Childhood Special

Education Summit:

Better Together



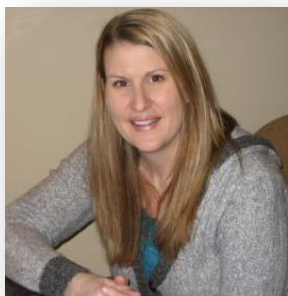
Dr. Adam Saenz



Dr. Adam Sáenz has worked in the mental health field since 1994, starting as a house staff for a residential treatment program in San Antonio, Texas. Since then, he has worked with children and parents in the juvenile justice and foster care systems. Adam earned his Ph.D. in School Psychology from Texas A&M University, with an emphasis in Clinical Child Psychology. He completed his pre-doctoral internship under a fellowship appointment to Harvard Medical School, and he holds a post doctorate from the Alpert Medical School of Brown University. Adam earned a Doctorate of Ministry in Pastoral Counseling from Graduate Theological Foundation with residency at the University of Oxford. Adam maintains a clinical practice at the Oakwood Collaborative, the counseling and assessment clinic he founded in 2003. Apart from his clinical work, Adam is passionate about encouraging and empowering educators; his life is living proof that educators have the power to change the world—they certainly changed his! Now, Adam is a consultant to school districts and agencies nationally in the area of teacher wellbeing, stress management, and the dynamics of effective relationship building. He is the author of the best-selling book *The Power of a Teacher*, and his most recent release, *Relationships That Work*.

Keynote Speaker: Thursday 8:45-9:45

Dr. Teresa Cardon



Dr. Teresa Cardon has worked with individuals on the autism spectrum for over 20 years. Dr. Cardon completed her doctoral training in Speech & Hearing Science with an autism emphasis at Arizona State University and is currently the Interim Director of the Melisa Nellesen Center for Autism at Utah Valley University. Dr. Cardon has published her research on autism in peer-reviewed journals and presents at conferences both nationally and internationally. Dr. Cardon has done extensive research on video modeling with young children with autism. Her latest book, *Technology and the Treatment of Children with Autism Spectrum Disorder*, describes a multitude of supports for individuals on the spectrum. Dr. Cardon is currently conducting research on clinical aspects of SLP's and BCBA's.

Dr. Cardon enjoys collaborating with colleagues and sits on numerous boards both locally and nationally. She recently joined the Utah Network for Early Autism Response to provide autism trainings all across the state of Utah.

Keynote Speaker: Friday 8:45-9:45

Relationships that Work: The Four Must-Have Readiness Skills for Every Educator

Dr. Adam Saenz

Most of us already know that relationships matter in any field, but particularly in education. The question is: how? How do I build life-impacting relationships with students? How do I build resourceful relationships with my colleagues on campus? How do I build supportive relationships with my students' parents? There is a framework—the practice of four essential skills that will posture and position any educator to a place of relational readiness.

- 1) Reflecting (on why I am here)
- 2) Directing (the fuel of my emotion)
- 3) Connecting (building relational bridges across differences) and
- 4) Protecting (my mind, my heart, and my body from toxic, hurtful people).

Thursday 10:00 - 11:30 Garnett

Initiations and Interactions: Early Intervention Techniques for Children with Autism Spectrum Disorders & Related Disabilities

Dr. Teresa Cardon

Come and learn how to help children discover the power of initiation! Learn to follow a child's lead and create meaningful interactions out of everyday activities and special interests. We will discuss creating communication environments and providing intervention in natural, inclusive settings. The workshop will focus on strategies to support the whole child including communication, music activities, play skills, visual supports, emergent literacy and much, much more! Specific techniques, along with video clips, will be introduced so that participants leave the workshop with useful strategies they can implement in their own settings! No matter what your current role is, this workshop will provide tools that are meaningful and practical.

Friday 10:00 - 12:00 Garnett

AT for EC is EZ in AZ (Assistive Technology for Early Childhood is Easy in Arizona)

Bruce Kennedy, ADE-ESS-AT

Janet Fukuda, ADE-ESS-AT

Assistive technology (AT) is used to help children access various curriculum areas and support activities of daily living. AT can also aide young children with developmental impairments in learning, as well as provide access to their environment. This session will provide information about assistive technology that is available for use in support of early childhood education and how LEA's and preschool programs can access the Arizona Dept. of Education – Assistive Technology Lending Library service to try AT items, tools and toys before they buy them.

Come learn about selecting, using, borrowing, making, and adapting items to support early childhood skill development.

Friday 10:00 - 11:30 Sapphire

AZ FIND: Child Find Tips and Tools

Becky Raabe, ADE AZ FIND Coordinator

Participants will actively engage with the presenter to learn about the federal and state requirements to locate, identify and evaluate children with disabilities who may need early intervention and special education services. Small group activities will highlight the importance of establishing meaningful family partnerships throughout the child find process. Attendees will leave with knowledge of the necessary components for an effective child find program: public awareness; staff training and resources; student referral and tracking; and, screening and evaluation. In addition, everyone will receive public awareness materials and be directed to online resources.

Thursday 12:30 - 2:00 Sapphire

The Clear Connection Between Vision Health and Early Learning

Karen Woodhouse, Director - Eyes On Learning

Vision problems are one of the most prevalent disabling conditions among young children. If vision disorders are not detected and treated at an early age, some symptoms may develop into partial or full blindness and affect not only a child's physical health and well-being, but potentially their academic achievement, self-esteem, and social and emotional development. Early identification and treatment are especially critical for children with developmental delays or special needs, as they are at higher risk of vision problems. Session participants will interactively build their understanding of vision problems and how they impact quality of life and learning success. Evidence-based practices for vision screening and treatment will also be reviewed. Large group information sharing and small group discussion activities will allow participants to identify successes, gaps and barriers related to children's vision in their program, and determine solutions to improve vision health among young children.

Thursday 10:00 - 11:30 Onyx

Moving to Inclusion: A Large Urban District's Journey

Rachell Hochheim, Preschool Director - Tucson Unified School District
Laurie Dagostino, Preschool Coordinator - Tucson Unified School District
Reem Kievit, Preschool Coordinator - Tucson Unified School District

In this presentation the participants will learn how TUSD moved an entrenched 'typical' preschool program (PACE) and a self-contained program (ABLE) in a large urban district to a districtwide inclusion model. Areas addressed will include: presenting to the board, public opinion, teacher perceptions, placements, supports and logistics.

Friday 1:00 - 2:30 Garnett

DART (Data Analyzation Review Team)-Developing a team approach for making meaningful decisions

Alicia Arellano, Student Services Facilitator - Chandler Unified School District

Michelle Stegg, Student Services Facilitator - Chandler Unified School District

We will begin by discussing the analyzation of data. First the importance of a team approach to analyzing the data, what forms of data should/could be analyzed, and how the results influence the team's approach with each particular student. The continuum of special education services will be reviewed to ensure participants are educated about the options available for students with special needs. Finally, Participants will work in small groups on given case examples. They will be asked to read the examples, identify the benefits and concerns of a general education placement, develop any questions they might have, and ultimately determine what they thing the appropriate placement would be for the student.

Thursday 2:15 - 3:45 Emerald

Supporting Young Diverse Learners through Differentiation in Literacy Instruction

Julie Blair, Program Lead, Assistant Professor - Grand Canyon University

Jena Akard, Assistant Professor - Grand Canyon University

Stacy Rucker, Program Lead/Instructor - Grand Canyon University

In this interactive session, the presenters will discuss the need for and the best practice regarding differentiation. The presenters will model differentiation strategies with literacy standards for early childhood, ranging from preschool to grade three. In return, the participants will collaborate on a case study, based upon a student's needs, and then brainstorm effective differentiation strategies to apply towards instruction. In concluding the session, the participants will consider their own classroom, students' needs, curriculum, and how they can differentiate to make their classroom a stronger inclusive model to benefit diverse learners.

Thursday 12:30 - 2:00 Garnett

Creating and Continuing Connections between Families and AzEIP in Tribal or Rural Areas

Sue Kirlin, ESS Coordinator - Salt River Indian Community

Brandie Phillips, AzEIP Service coordinator - Southwest Human Development

We will share strategies that enable us to have an Early Head Start family engagement success rate of almost 100% with AzEIP. Both EHS and AzEIP will share strategies and tips. Participants will be encouraged to share tips about what works for them as well as share problematic situations. All participants will brainstorm additional strategies and methods of developing policies and practices for supporting families in EHS throughout the AzEIP process.

Thursday 2:15 - 3:45 Garnett

Faith, Trust and a Little Bit of Pixie Dust: How Preschool Inclusion Began in a Large School District

Penni Natvig, Program Coordinator – Tucson Unified School District

Maura Clark-Ingle, Director-EXED – Tucson Unified School District

This presentation will focus on ways that teachers, classrooms, schools and districts can begin the process of creating blended environments for all preschool students. Participants will work with the five areas needed to begin blending preschool classrooms: Leadership, Assessment, Climate and Culture, Instruction/Professional Development and Community Outreach. Each individual will gain new knowledge about inclusive education, develop practical strategies that involve the whole community, and a plan to begin the process. This presentation will be useful for teachers, administrators, parents and community members.

Friday 2:45 - 4:15 Sapphire

“Find Your Happy Place”: Using Positive Behavior Supports to Increase Social Competence in Inclusive Preschool Classroom

Susan Shinn, Ed. D., Director of ESS/Early Learning Programs - Flowing Wells School District

Jaymie Jacobs, M. Ed., Regional Director - First Things First

Patty Mathews, Ed. S., School Psychologist - Tucson Unified School District

This session will offer a range of evidence based behavioral and environmental supports aimed at decreasing challenging behaviors in an inclusive preschool setting. Presenters will offer explicit instructional strategies that foster a positive classroom community and promote social and emotional competence within a pyramid model framework. Recommendations for implementation and sustainability of positive behavior supports in an inclusive preschool environment will be offered. Participants will engage in cooperative learning through the use of case study analysis, video models and round table discussions.

Thursday 2:15 - 3:45 Sapphire

Meaningful Inclusion Opportunities for Students with Significant Learning and Behavioral Challenges

Kara Magee-Arick, Consultant - Star Autism Support

Mary Jo Hammond, Consultant - Star Autism Support

This presentation will provide an overview of the Arizona Statewide Autism Project (AzSAP). The project is a collaboration between Star Autism Support, the Arizona Department of Education and local school districts to provide students with Autism Spectrum Disorders (ASD) effective educational opportunities based on evidence-based strategies and research validated curricula. The end goal is to increase *meaningful* opportunities for students to participate in inclusive settings. It is imperative we ensure students with significant learning/behavior challenges not only have access to inclusive settings, but are engaged in appropriate educational activities while in these settings. Participants will review and discuss the components necessary to sustain inclusive practices while addressing specific learner goals. Topics discussed will focus on effective assessment, program planning and practices to target student learning goals while providing meaningful inclusion opportunities. Practical and accessible teacher tools for modification and differentiation of instruction will also be discussed.

Friday 1:00 - 2:30 Sapphire

The Making Friends Program: Supporting Acceptance in Your K-2 Classroom

Hyejin Park, Assistant Professor - Arizona State University

MAKING FRIENDS is a research-based program designed to promote acceptance in kindergarten-grade 2 classes. Strategies for evaluating a classroom's social climate, suggestions for books and materials to use, ideas for structuring cooperative learning groups to foster social interactions, and suggestions for bridging school-home discussions about acceptance will be shared during this session. The participants will evaluate the social climates of their own classrooms, choose the books and other materials that are appropriate for promoting acceptance of peers with disabilities, and create action steps for making changes in their current setting.

Friday 1:00 - 2:30 Onyx

How Vision Loss Affects the Development and Education in Children

Katie Armstrong, Assistant Director/TVI - Foundation for Blind Children

Research shows that about 80% of what is learned is through visual channels. This presentation is designed to provide the audience with a general overview of how any level of visual impairment can affect the development and access to educational material. What can we do to bridge the gap in the information these students are missing?

Thursday 2:15 - 3:45 Onyx

Support and Challenge Every Student: Individualized Group Instruction in Preschool

Margy Eldridge, Program Manager Early Care and Education Inclusion (ECEI) Program
Southwest Human Development

High quality preschool instruction is, among other things, individualized for students developing both typically and uniquely. Many teachers are naturally individualizing but are unsure of how to intentionally offer and record these learning opportunities. Participants will discuss and practice using strategies for organizing, delivering, and documenting individualized teaching strategies as well as methods for tracking progress. This session will build upon concepts such as routine based learning, Developmentally Appropriate Practices (DAP), and Universal Design for Learning (UDL). Small group activities and scenarios will be utilized.

Friday 10:00 - 12:00 and 2:45 - 4:15 Onyx

Early Childhood Literacy: Read On Arizona's Smart Talk Campaign

Terri Clark, Read On Arizona

Smart Talk Campaign: Developing early literacy skills in children is key to future reading ability. Parents are the child's first teachers and our ability to help parents engage with their child to support language and literacy development is essential. From infant-toddler language development to noticing differences and adopting intervention strategies to support suspected dyslexia, this session is designed for educators working directly with children and their administrators.

Friday 2:45 - 4:15 Garnett

Brain Development, Language Acquisition, and Literary Success

Mary Beth Turner, Preschool Coordinator - Yuma School District One

Decades of neuroscience and behavioral research studies are now being used to establish the idea that focusing on early childhood development is essential for building the foundation for prosperous and sustainable society. Information in this presentation on brain research, early childhood experience and its impact on cognitive and executive function as well as research in the field of language acquisition will show that environment, relationships and interactions play a critical role in a child's ability to develop solid literary skills. Through brain-storming and interactive discussions about theory and practice it is the presenters hope that the audience will come away with a better understanding of the importance of viewing the child as a whole and creating language rich interactive classrooms to lay the best literary foundation possible.

Thursday 10:00 - 11:30 Sapphire

Inclusive Practices for Students with Low Incidence Disabilities

Suzanne Perry, Director Early Childhood Special Education – ESS, Arizona Department of Education

Lisa Kunz, Autism/Low Incidence Specialist – ESS, Arizona Department of Education

Increase awareness of ways to assess and include students with low incidence disabilities such as autism, developmental delays, vision and hearing impairments in the general education preschool setting. We will be using video clips to share examples of strategies, classroom materials and assessments. Interactive and full of resources to use right away!

Friday 10:00 - 12:00 Emerald

Early Childhood Special Education Indicator Data: How Are We Doing?

Elizabeth Hamilton, Program Specialist, ECE - Arizona Department of Education

Peggy Staples, Data Manager, ESS - Arizona Department of Education

Lori Masseur, Program Specialist, ECE - Arizona Department of Education

What data do we submit to the Federal Government and what does it say? How do we compare to other states with regard to inclusion? Child outcomes? In by three? If you are a data person, come and learn about the Early Childhood performance indicators 6, 7, and 12. This session is for you!

Friday 2:45 - 4:15 Emerald

The Road to Inclusion: One District's Journey

Dr. Debbie Pischke, Early Childhood Director - Peoria Unified School District

Laura Smith, Developmental Preschool Lead - Peoria Unified School District

This presentation will describe PUSD's 20 year journey to more inclusive preschool classrooms and the success of students with higher needs in general education settings. We will discuss the road blocks and detours encountered along the way. Ideas for braiding funding will be included.

Thursday 12:30 - 2:00 Onyx

Early Access to Care – Arizona: Building Community Partnerships

Amber Wright, Pediatric Nurse Practitioner, Phoenix Children's Hospital

Diana Davis-Wilson, Executive Director - Hope Group

Research supports the effects of early identification and intervention of autism spectrum disorders as leading to the remediation of core symptoms of autism. The Early Access to Care – Arizona team has identified the diagnostic barriers as being a combination of inadequate use of current resources, lack of qualified diagnosticians, and a subsequent lack of primary care physicians trained in autism and autism treatment. Through this program, we have worked to establish community partnerships which include early interventionists, educators, and pediatric providers to help individualize care pertinent to the health care needs of the child. Each team member assists in the diagnostic process and with helping to coordinate care across disciplines.

Friday 1:00 - 2:30 Emerald

Multi-Tiered System of Language Support: An Inclusion Model for All Arizona Children

Trina D. Spencer, Research Director – NAU Institute for Human Development

Too many students do not sufficiently comprehend what they read, especially those with disabilities or who are culturally, linguistically, and economically diverse. Students who are at risk of reading comprehension problems can be identified and helped long before reading comprehension problems emerge. Multi-tiered models of differentiated instruction for decoding are ubiquitous in schools. However, educators and clinicians need measures and intervention curricula to be able to promote language comprehension with the same vigor as they do decoding skills. Without language tools, language differences and difficulties transform into reading comprehension problems. In this session, Dr. Spencer will introduce multi-tiered systems of language support (MTSLS), including the newly validated (and free) assessment tools and an extensively researched curriculum that ensure the model is effective for all children. Videos and audio samples will be used to promote hands on practice and interaction (if time permits).

Thursday 10:00 - 11:30 Emerald

Dynamic Assessment: Earlier Identification of Children who Need Language and Decoding Interventions

Trina D. Spencer, Research Director – NAU Institute for Human Development

Many children who are at risk of later reading difficulties can be identified much earlier and their reading failures can be prevented. Reading difficulties can involve code-based skills (e.g., dyslexia) or comprehension. Dynamic assessment is an innovative approach that allows educators to predict which children will need supplemental interventions BEFORE they fall behind and exactly what type of intervention they will need. This assessment helps distinguish children with language differences from those with legitimate difficulties thereby reducing cultural and linguistic bias. This is especially important for Arizona children who are extremely diverse or who lack rich language experiences before entering kindergarten. In this presentation, Dr. Spencer will provide adequate background for participants to understand the differences between static and dynamic assessments, show how dynamic assessments ensure limited school resources are reserved for children who really need them, and introduce a reading disability screener that was validated with AZ students.

Thursday 12:30 - 2:00 Emerald