

Early Childhood Special Education Summit 2018

Designing and Delivering: Building Programs for All

Arizona Department of Education's Early Childhood Unit welcomes you to the Early Childhood Special Education Summit for its third year of sharing professional development led by practitioners from around our state.

Our goal is to highlight the systems and strategies that quality programs embrace to achieve positive outcomes for all their young children. The Summit includes sessions from several partnering organizations, service providers, teachers, therapists, and coaches whose leadership and transformative practices are keys to success in our early childhood community.



General Information

GOING GREEN

In an effort to reduce paper waste and promote quality use of technology to support PD, ADE ECE will provide the conference agenda/presentation materials electronically. A limited number of printed agendas will be available at the registration table.

SEATING

ADE ECE has tried to anticipate and plan for seating capacities, but it's likely that some rooms will fill up. Room capacities are set by the Fire Marshall. No standing is allowed in the rooms. We appreciate your cooperation and recommend you arrive as early as possible for sessions of highest interest on your personal itinerary.

PARKING, LODGING, MEALS

Parking is available in the conference center's lot at no cost. Participants must reserve their own lodging as applicable. [Nearby Accommodations](#). The registration fee includes breakfast, lunch, and snack for the date of the conference.

CERTIFICATE OF PROFESSIONAL DEVELOPMENT

Registered participants will receive a certificate of professional development for 14 hours upon successful completion of this conference within 2 weeks after the scheduled conference date. Certificates can be accessed from a participant's ADE Events Management System (EMS) account: ems.azed.gov.

WI-FI/ CHARGING

ADE ECE recognizes that participants are busy professionals working to ensure quality programs for children and families, and we encourage participants to invest in their professional development by giving their fullest attention during keynote, featured speaker, and breakout sessions. Complimentary Wi-Fi is available throughout the conference center. Be sure that your electronics are charged before arriving as there may be no electrical outlets available.

KEYNOTE, FEATURED AND BREAKOUT SESSIONS

Session presentation overviews were reviewed by ADE ECE. Presentations were selected based on alignment of the submission with conference content focus areas and experience and community expertise of the presenters. The content, views, and opinions expressed in sessions are those of the presenters and do not necessarily reflect the official policy or position of Arizona Department of Education or the Early Childhood Education Unit.

IN CASE OF EMERGENCY

Please be aware of emergency exits in your immediate surroundings at all times. In case of emergency, please call 911 and notify an ADE ECE staff member immediately.

For additional ADE ECE information and resources and to access electronic conference materials: www.azed.gov/ece.

Early Childhood Special Education Summit-- Designing and Delivering: Building Programs for All

Thursday, February 15, 2018

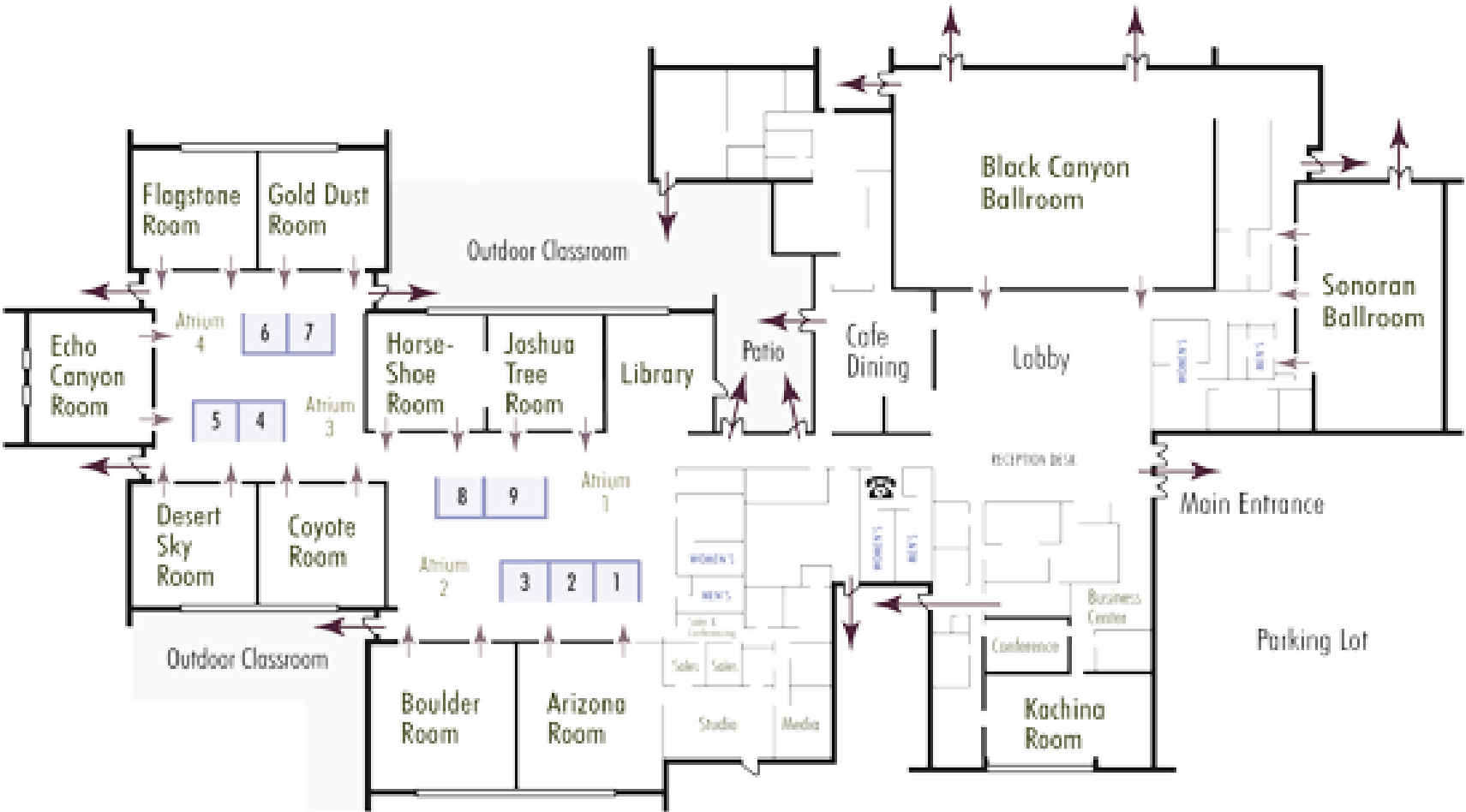
8:00-9:00	<u>Lobby/Black Canyon Ballroom:</u> Registration, Breakfast, Partner/Exhibitor Booths Opening Welcome: Superintendent Diane Douglas			
9:00-10:00	<u>Black Canyon Ballroom:</u> Keynote: Jim Gill – A Joyous Way to Learn			
10:00-10:30	Exhibitor Visits/Transition Break to Session 1			
10:30-12:00	<u>Main Ballroom</u> *Music Play with Purpose Jim Gill Green Sticker Group	<u>Boulder</u> Successful Collaboration with Speech/Language Pathologists Rebeca Embree, Linda Shenk, Jennine Davidson, Jenn Casey & Mary Keeney	<u>Arizona</u> LRE: Preschool Inclusion Millie Archer	<u>Library</u> Can We Talk? Ana Herron-Valenzuela & Stephanie Collier
12:00-1:30	<u>Black Canyon Ballroom:</u> Lunch, Networking, Partner/Exhibitor Booths			
1:30-3:00	<u>Main Ballroom</u> *Music Play with Purpose Jim Gill Blue Sticker Group	<u>Boulder</u> Occupational Therapy and Physical Therapy and Inclusion in Preschool Michelle Wagoner, Margaret Egan, JoHelen Strawn, Meagan Orban	<u>Arizona</u> “EBP for CWD in ECSE” WHAT?! Lisa Kunz and Loretta Hamilton	<u>Library</u> Preschool Outcomes Elizabeth Hamilton
3:00-3:15	Snack Break/Transition Break to Session 3			
3:15-4:45	<u>Echo Canyon</u> Preschoolers Learning Through funds of Knowledge Dr. Alissa Gonzalez	<u>Boulder</u> Effective and Efficient Transition Evaluations Rebecca Embree, Michelle Wagoner, Crystal Brooks	<u>Arizona</u> *Integrated Services: A Team Approach Mitch Galbraith OTR/L, Jeaneen Duensing CCC-SLP, Cara Frye	<u>Library</u> Autism in the Classroom Stacey Gagnon
*Indicates a session that will be repeated.				

Early Childhood Special Education Summit: Designing and Delivering: Building Programs for All

Friday, February 16, 2018

8:00-9:00	<u>Lobby/Black Canyon Ballroom:</u> Registration, Breakfast, Partner Booths, Opening Welcome			
9:00-10:00	<u>Black Canyon Ballroom:</u> <u>Keynote: Laurie A. Dinnebeil, Ph.D., Distinguished University Professor, Inclusive ECE University of Toledo</u>			
10:00-10:30	Exhibitor Visits/Transition Break to Session 1			
10:30-12:00	<u>Main Ballroom</u> <u>Promoting Inclusion through Collaboration: Step by Step</u> Laurie A. Dinnebeil, Ph.D.	<u>Boulder</u> <u>Early Intervention: Improving Practices</u> Jena Akard & Dr. Lisa Bernier	<u>Arizona</u> <u>*Integrated Services: A Team Approach</u> Mitch Galbraith OTR/L, Jeaneen Duensing CCC-SLP, Cara Frye	<u>Library</u> <u>*Specially Designed Instruction for Young students with Disabilities</u> Susan Shinn, Patty Mathews, Jaymie Jacobs
12:00-1:30	<u>Black Canyon Ballroom:</u> Lunch, Networking, Partner/Exhibitor Booths			
1:30-3:00	<u>Echo Canyon</u> <u>Assistive Technology: Strategies for Successful Implementation</u> Maritza Ramirez, Kim Anderson, Gina Carlson, Jeri Ann Farkas, Kim Levingar	<u>Boulder</u> <u>Early Intervention and Transition to Preschool</u> Alicia Sharma & Annie Converse	<u>Arizona</u> <u>Assistive Technology in Early Childhood</u> Mitch Galbraith, Janet Fukuda, Bruce Kennedy	<u>Library</u> <u>*Specially Designed Instruction for Young students with Disabilities</u> Susan Shinn, Patty Mathews, Jaymie Jacobs
3:00-3:15	Snack/Transition Break to Session 3			
3:15-4:45	<u>Echo Canyon</u> <i>Help Manual</i> Suzanne Perry	<u>Boulder</u> <i>MOU's: Collaboration Equals Student Success</i> Mita Almeida & Judith Mendoza	<u>Arizona</u> <u>Surrogate Parent: When, Why, How?</u> Stefanie Sharkey	<u>Library</u> <u>Using Empower to Improve Health</u> Bonnie Williams
*Indicates a session that will be repeated.				

Black Canyon Conference Center Map



Summit Keynote Speakers



Jim Gill is a musician and author with singular credentials among children's artists. Jim spent twenty years directing programs in music play for families and children with special needs in the Chicago area. His particular writing style—combining word play and movement opportunities into songs—was developed through this work. Jim completed his graduate studies in child development at the Erikson Institute of Chicago with a special emphasis on the study of play. His work experience and studies have led Jim to create each of his recordings and books as an opportunity for playful interactions between a child and a caring adult.

Jim has released seven award-winning CDs of music play for young children that are favorites in family rooms, classrooms and playrooms. Jim is also the author of two children's books. Over the years he has received five awards from the American Library Association for his releases.

Over the years Jim has shared his expertise and ideas on music, play and literacy with organizations such as Head Start, The National Association for the Education of Young Children, The National Association for Family Child Care and the Chicago Symphony Orchestra.



Dr. Laurie Dinnebeil is a Distinguished University Professor and holds the Judith Daso Herb Chair, Inclusive Early Childhood Education at the University of Toledo. She also Chairs the Department of Early Childhood and Special Education and is the Editor-in-Chief for the *Journal of Early Intervention*. She is widely recognized as one of the experts on itinerant early childhood special education service delivery as evidenced by her numerous publications, scholarly presentations and externally funded projects related to this important topic. Dr. Dinnebeil and her colleagues focus on the importance of a consultative model of itinerant ECSE service delivery, that is, the critical need for early childhood intervention professionals to work in consultation with other adults (i.e., general early childhood teachers, child care providers, parents) to embed specialized services into children's daily routines and activities. In addition to her scholarship in this area, she and her colleagues have provided technical assistance and professional development opportunities to local, regional, and state education agencies across the country.

Dr. Dinnebeil has provided service to the early childhood community at the local, state and national levels. At the local and state levels, she has served on numerous advisory boards and task forces related to improving the quality of early care and education programs for young children. At the national level, Dr. Dinnebeil has provided consistent leadership to the Division of Early Childhood of the Council for Exceptional Children. Within this venue, she has worked with other national leaders to provide guidance and assistance to federal policy leaders regarding high quality services to young children with disabilities and their families.

Session Descriptions Thursday, February 15th, 2018

Music Play with Purpose: Jim Gill

This session is a great follow-up to Jim's morning keynote address. It is filled with the musical inspiration you'll need to keep energized!

In this energizing session, Jim Gill shares additional musical games and explains, in greater detail, the purpose behind his play. His active music play provides a context for children to develop abilities, such as self-regulation, essential to school success. Jim's clever word play and rhymes in the context of active movement games also provide broad opportunities for literacy development.

You'll bring some inspiration, useful in the morning and afternoon, back to your work with young children!

Main Ballroom

Green Sticker Group 10:30-12:00

Blue Sticker Group 1:30-3:00

Successful Collaboration with Speech/ Language Pathologists

Preschool students benefit from receiving therapies in the classroom that support their language and speech growth. Speech and language pathologists can collaborate with preschool teachers to plan interventions to be provided in the already language rich curriculum and carried over into other activities throughout the child's day. These interventions are ideal for mild through severe delays and disorders of speech and language, aligning with the goals within the IEP. Active collaborations are necessary for successful inclusive practices. All preschool students experience developmental gains during these critical years that will impact their literacy and language skills. Teacher and therapist collaborations will also support those student with typical and slower than expected motor skill development. This session will provide data to support collaborative efforts, scenarios in which children have made gains through inclusive, collaborative efforts, and strategies that can be implemented immediately that will lead to initiation or improvement of collaborative efforts.

Boulder 10:00-10:30

LRE: Preschool Inclusion

Children who participate in inclusive settings benefit from interactions with non-disabled peers. Learn how IEP teams review the placement options, what the regulations are around Least Restrictive Environment, about the new OSEP guidance, and about effective accommodations and modifications that support preschool aged children with disabilities.

Arizona 10:00-10:30

Can We Talk?

Parents see you as a trusted partner in their child's care and they look to you for information about how their child is developing. Join us for an interactive workshop on how building a relationship with parents can make your conversations with them easier and help you feel more confident.

Library 10:00-10:30

Occupational Therapy and Physical Therapy and Inclusion in Preschool

This presentation will provide information on the inclusive practices of occupational therapy and physical therapy services into the preschool classroom along with examples. Inclusive practices are integral to the provision of special education across the continuum of services. School-based therapist(s) bring a unique knowledge and skill set that support the child's successful physical and emotional development for elementary school readiness. Collaborating and co-teaching with the preschool teacher and staff on implementation of therapeutic activities into teacher lesson plans with data collection is important to achieve the skills and highest outcomes for student readiness. Some of the areas discussed in the presentation are physical developmental levels of gross and fine motor skills that impact classroom seating, school mobility, play ground accessibility, self care skills and age appropriate classroom tool use. Address sensory motor development and how it impacts the student's ability to develop play skills, follow classroom routines and regulate their emotional response to the environmental demands.

Boulder 1:30-3:00

"EBP for CWD in ECSE" WHAT?!

This session will discuss common trends and data of Arizona's children, in early childhood settings. Participants will learn about evidence based practices and how they support student outcomes. Participants will discover how to choose EBP's to support students and support instruction in the classroom. Presentors will be sharing experiences and examples from an early childhood teacher, currently using some of the EBP, discussed in this session.

Arizona 1:30-3:00

Preschool Outcomes

Child Outcome data comes from on-going progress monitoring activities using the Teaching Strategies Gold program. This data describes how children with disabilities in preschool settings progressed in developing knowledge and skills, their social-emotional development, and the development of self-help skills. Join us in learning about what and how data is collected, this year's results and ways to improve data analysis which will help with classroom instructional practices.

Library 1:30-3:00

Preschoolers Learning Through funds of Knowledge

Preschool children with language delays often struggle to learn new concepts. This presentation focuses on the importance of social interactions and shared experiences with more knowledgeable persons to promote language acquisition. By focusing on Funds of Knowledge (FoK), the talents, traditions, and abilities families possess and pass down to their children, language acquisition is situated within a cultural context. However, FoK implementation had not been explored with parents of children with special needs. Participants of this presentation will be asked to self-reflect on the talents, traditions and experiences they learned from their families and the value language acquisition this offers children.

Echo Canyon 3:15-4:45

Effective and Efficient Transition Evaluations

Transitions from preschool to kindergarten mark a significant step for the IEP team and especially the child. The growth made during the preschool years is significant and shapes the entry into kindergarten. Evaluations to determine continued eligibility and services that will be required in the kindergarten classroom can be efficient and meaningful, provide new insight into the knowledge and ability of the child, and promote academic, social, and emotional growth in the year to follow. This session will focus on strategies to streamline this process and while accounting for the valuable input of all evaluators and the parent. Scenarios will be described and action plans to implement a new process may be created.

Boulder 3:15-4:45

Integrated Services: A Team Approach

The early childhood special education classroom is a dynamic environment with a broad spectrum of students with varying ability level and needs. It is sometimes tricky to plan dynamic activities that will meet the needs of all of these students. Fortunately, there is a team of professionals available to work together to assist the children in making progress towards their goals. Team members typically include a certified special education teacher, a speech Language pathologist, an occupational therapist, a physical therapist, and other specialists as needed. The focus of this session will be on understanding the role of each team member and how to work together to integrate services in the most effective way possible. Planning together with a theme will be discussed with specific examples given. In addition, ways to integrate assistive technology into the day will be discussed. A brief review of supporting research will be given.

Arizona 3:15-4:45

Autism in the Classroom

Children with Autism Spectrum Disorders (ASD) usually demonstrate impairments in social interactions, have challenges with communication, and/or exhibit delays in cognitive skills. Often, these students require accommodations and modifications within an inclusive classroom setting. Classroom teachers should educate themselves regarding the diagnosis and needs of their ASD students. Studying information about the broad spectrum of ASD is the greatest help for teachers. Having a teacher that is both knowledgeable and understanding gives ASD students the best chance for classroom and social success. This session is designed to give tips and techniques to utilize within the classroom.

Library 3:15-4:45

Session Descriptions Friday, February 16th, 2018

Keynote Breakout Session: Promoting Inclusion through Collaboration: Step by Step

Interested in learning more about a system to provide professional support to early childhood educators who work with children with disabilities? This session will provide a step-by-step overview of the consultative approach to itinerant service delivery.

Main Ballroom 10:30-12:00

Early Intervention: Improving Practices

Research indicates that early intervention for children with disabilities or challenges is essential in their future academic, social, and emotional development. This 90-minute interactive session will take school teams and/or individuals on a self-examination of policies and practices regarding the education, screening, and evaluation of these exceptional children at their schools. The individuals or teams will identify a question to pose to the participants to gain insight. Each individual/team will develop an action plan to take back to their site for implementation.

Boulder 10:30-12:00

Integrated Services: A Team Approach

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Arizona 10:30-12:00

Specially Designed Instruction for Young Students with Disabilities

Challenging behaviors and the acquisition of new skills can be closely associated to a child's unique disability. Certain disabilities (e.g. Autism spectrum disorder, Down Syndrome, Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder or other genetic disorders) are inextricably linked to genetic/biologically based origins. Therefore, careful consideration of the child's individual biologically based limitations, psychological attributes (personality, self-regulation, emotional control) and social factors (family, community, culture) in structuring the learning environment and planning instruction.

Library 10:30-12:00

Assistive Technology: Strategies for Successful Implementation

Avondale Elementary School District assembled an Assistive Technology team during the 2016-2017 school year. The mission of the Avondale Assistive Technology team is to provide consultation, training, and technical assistance to support student access to curriculum, through the use of appropriate equipment and services, enabling students to meet individual education goals. This is achieved through collaboration, training and resource development. In this session, participants will learn strategies, factors to consider when implementing assistive technology and will gain knowledge about the types of assistive technology that are currently being used. Participants will also be provided resources that have been helpful in locating and implementing Assistive Technology with fidelity and success.

Echo Canyon 1:30-3:00

Early Intervention and Transition to Preschool

This session will review the transition process from AzEIP to preschool special education, IDEA Part C to B. Participants will learn about the AzEIP program including eligibility and practices, the transition to preschool process, family engagement, and collaboration with local education agencies. Participants will also learn more about how AzEIP builds a foundation for social emotional development leading to better outcomes for children and families as they move onto preschool special education.

Boulder 1:30 to 3:00

Assistive Technology in Early Childhood

Assistive technology helps young children with disabilities to participate more actively in everyday activities in order to develop and learn. AT in early childhood looks different than AT for older students. Assistive technology can help young children with disabilities play with toys, engage with print, communicate, and become more independent with self-help skills. This session will focus on the use of assistive technology in early childhood education. Topics will include a review of definitions, consideration/implementation, the continuum and categories of assistive technology, and common tools used in different categories. Participants will have the opportunity for hands on exploration of AT tools as well as an opportunity to ask questions and learn about available resources. A brief review about what the research says about assistive technology and early childhood will be given.

Arizona 1:30 to 3:00

HELP Manual

A review of the manuscript completed to date. Participants will have an opportunity to provide feedback and make suggestions for additions.

Echo Canyon 3:15-4:45

MOU's: Collaboration Equals Student Success

This session will focus on the collaborative effort between Child Parent Centers, Head Start and school districts to promote successful outcomes for children through the creation & utilization of Memorandums of Understanding (MOU).

Boulder 3:15-4:45

Surrogate Parent: When, Why, How?

Parents play an integral role in the special education process. When - as is the case for potentially thousands of kids in Arizona - a parent is not available to participate in this process, the IDEA has procedures in place to ensure a child's rights are represented. These procedures involve an often-misunderstood federal initiative known as the Surrogate Parent Program. Exactly when is a surrogate parent needed? Who can and can't serve as a surrogate parent? What is the application process for requesting a surrogate appointment? In addressing these questions and more, the presenter will help PEAs cultivate an understanding of the Surrogate Parent Program so that they may both serve Arizona's most fragile population and comply with federal law.

Arizona 3:15-4:45

Using Empower to Improve Health

This session will provide an overview of the Empower Program, designed to improve health, nutrition and wellness in early care and education programs in Arizona. Ten standards will be explained, with examples given, and an assessment checklist will be discussed in small groups. The Empower website will be toured which includes standards, policy samples, rationale, resources related to standard, online courses and the monthly newsletter. Particular emphasis on physical activity will be discussed and accommodations and adaptations will be identified.

Library 3:15-4:45