



# **Inclusive Education: Promising Practices**

*a conference focused on educational practices that promote the inclusion of  
students with developmental disabilities in general education*

**Saturday, October 25, 2003**

**Saxe Middle School**

**468 South Avenue, New Canaan, Connecticut**

*sponsored by:*



New Canaan  
Public Schools

Special Education Network  
of New Canaan, Ltd.



[www.spednet.org](http://www.spednet.org)



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468 South Avenue  
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## **Inclusive Education: Promising Practices**

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This conference is a partnership between New Canaan Public Schools and SPED\*NET, Special Education Network of New Canaan, Ltd. SPED\*NET is a network of parents and professionals who are interested in special education and § 504 issues. Our collaborative effort provides an opportunity to exchange information and ideas for effective practices in the education of all children in the least restrictive environment.



## **Who should attend**

Workshops have been designed to appeal to all members of the school community, including administrators, teachers, paraprofessionals, related service providers, parents, advocates, agency representatives, and any person interested in learning about promising practices in inclusive education.

## **Continuing Education Units**

Attendance at this conference will provide up to 0.4 Continuing Education Units under the Connecticut Department of Education for certified educators.



## **Directions**

*Via Merritt Parkway – Rte. 15 (Southbound and Northbound)*

Exit 37; left onto South Avenue (Rte. 124 North) to New Canaan. Saxe Middle School is 0.7 miles on the right, just before a traffic light.

*Via I-95 (Southbound and Northbound)*

Exit 15; follow signs for Rte. 7 (Connector) towards Danbury. Take Exit 3 onto Rte. 15 South (Merritt Parkway). Follow directions above.

## **Keynote address: What do I do Monday morning?**

### *Essential strategies for inclusive and heterogenous schooling*

Professor Mary Falvey is the coordinator of credentials and masters programs in Special Education at California State University, Los Angeles. She teaches courses in each of these programs as well as the doctoral program, which is a joint program with University of California, Los Angeles. In the keynote address, Dr. Falvey will address the essential issues about and strategies for successfully implementing inclusive education. Teachers, parents, students, and administrators will receive critical information about what each of them can do to make inclusive education work in their communities.

A founding member of the California chapter of TASH and former member of the International TASH Board of Directors, Dr. Falvey has been a teacher and administrator of programs for students with and without disabilities, and has worked with numerous schools and school districts in developing inclusive educational services and programs. She is a consultant for numerous school districts on building inclusive educational practices. She has lectured at over 250 international, national, state, and local conferences as well as taught courses at numerous universities throughout the United States, Canada, Peru, and New Zealand. She has written, edited, and contributed chapters to over 12 books, and currently working on a new book for Paul Brookes Publishing Company entitled: *Celebrating Ability in Disability*.

Dr. Falvey is the mother of two boys, ages 13 and 16. Her 16 year old son was identified as having a learning disability and receives all his special education supports in his general education classes in high school. In addition, she is the aunt of a 13 year old boy with Down syndrome who receives the majority of his special education supports within his middle school classes. She is passionate about inclusive education and as a result has been instrumental in creating and supporting inclusive education for all of her family.



**Keynote Speaker**

**Mary A. Falvey, Ph.D.**



## Schedule

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8:00 am **Registration and continental breakfast**

8:45 am **Welcome and Keynote address**

10:15 am **Workshop #1**

12:15 pm **Lunch** (*provided*)

*good time to network and visit our vendor area*

1:45 pm **Workshop #2**

3:45 pm **Adjourn**

*The expansive Vendor and Exhibition Area will be open all day. Participants include the Connecticut State Department of Education, vendors of educational products, and disability-related organizations. Plan to do some of your holiday shopping with us.*

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## Conference committee

Beth Lurie, *Committee Chairperson*

Dr. Candy Lombardo, *Director of Special Education, NCPS*

Anne Eason, Esq.

Victoria Muñoz

Catherine Klein

## A special thanks to...

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**1. How Do I Assess and Teach Such a Heterogeneous Group of Kids?**

**Mary Falvey, Professor, California State University, Los Angeles.** A continuation of the keynote address, this session will provide systematic strategies for assessing and teaching students with disabilities within general education settings. Specific examples will be provided of accommodations that have been successfully used within general education settings.

**2. Teaching in the Parallel Curriculum: Changing Roles, Critical Skills**

**David Freschi, Simply Good Ideas.** This presentation is designed to offer paraprofessionals and the teachers they work with an understanding of their changing roles in special education. Practical strategies for effective support and instruction of students with special needs will be covered.

**3. An Introduction to the School-Based Practices Profile**

**(double session) Sarah Barzee, SERC, and Anne Louise Thompson, CSDE.** The School-Based Practices Profile (SBPP) is a self-assessment tool intended to assist Connecticut schools and districts in their efforts to assess their current efficacy in implementing LRE requirements of IDEA. In this session, learn how the school based practices profile helps districts identify areas in need of improvement and develop a strategic action plan to address them.

**4. Person-Centered Planning**

**Donna Franchini Sparago, Department of Mental Retardation, and Kathy Whitbread, PhD, University of Connecticut Center on Developmental Disabilities.** Planning is the foundation of any individualized educational program. A rich plan will facilitate actions to include children in all facets of school and community life based on the child's specific needs and preferences. Participants will gain information on the current best practices regarding widely used tools, including PATH, MAPS, Solution Circles and Circles of Friends/Support, as well as the applicability of which tool to affect the best outcome.

**5. What Do I Adapt? Making General Elementary Education Curriculum Accessible to All**

**Beth Lakretz and Kim Conger, Lakretz Creative Support Services.** This session will focus on techniques for making general education accessible to all students. Participants will learn a lesson planning paradigm that allows for all learning styles. Hands-on adaptations and modifications will be addressed. Walk away with concrete ideas and strategies.

**6. Re-examining Our Views on Behavior: A Roundtable Discussion on Challenging Behaviors and Our Responses**

**Ann Majure, Ph.D., Linda Rammler, Ph.D. and Eileen Luddy, Ph.D.** Some of the people who have been labeled as "behaviorally challenged" have begun to tell us how they feel about some of the "positive behavioral supports" that have been applied to them. They have given us cause to question both the ethics and effectiveness of many of the methods we have used to understand behavior and to respond. The panel will discuss some of the misconceptions about reward/ reinforcement paradigms and will discuss new approaches to understanding and responding to behaviors.

**7. Co-teaching and Teaming** **Kristen GoldMansour and Diane Ripple, Lakretz Creative Support Services, Inc.** Teams will learn various co-teaching and teaming techniques for inclusive classrooms. We will discuss how to use multiple adults in the classroom, and how to plan and problem solve collaboratively. Discover how much fun teaming can be!!

**8. Assistive Technology in Inclusive Settings: Making it Happen**

**Joan Nicoll-Senft, PhD, and John Foshay, EdD, Central Connecticut State University.** This presentation will provide participants with an overview of assistive technology (AT), including hardware and software demonstrations; integrating AT in elementary and secondary school settings; incorporating AT into IEPs; and local and national resources regarding AT.

**9. Assessment Options in Transition Planning**

**Margaret Kardos, OTR/L, ATP.** The first step to developing an appropriate transition plan is through comprehensive, transdisciplinary assessment. This workshop will discuss ways to creatively identify transition needs necessary to developing a functionally relevant IEP. Evaluation tools, team roles and functional outcomes will be explored.

**10. Best Practices in Family-School Collaboration**

**Judy Grossman, DrPH, OTR, FAOTA.** The speaker will describe parent needs and concerns that have been identified through her policy research studies, consultations, and clinical interventions as a family therapist specializing in children with special needs. Additional topics will include strategies to involve parents in each phase of the special education process and recommendations to promote family-centered services.

**11. Service Delivery of Occupational and Physical Therapy in Inclusive Settings**

**Sharon McCloskey, OTR/L, Norwalk Rehabilitation Services.** This presentation addresses classroom-based assessment and service delivery in inclusive settings, and the role of the school-based therapist.

**12. Possible School Difficulties Associated with Chronic Lyme Disease**

**Patrick McAuliffe, Ridgefield Public Schools.** Participants will learn how specific cognitive difficulties associated with Lyme disease may present themselves within a school setting. Assessment and intervention for students with chronic Lyme disease will be discussed.



**Morning Workshops**

**10:15 am**



## Afternoon Workshops

12:45 pm

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### **13. Teaching in the Parallel**

**Curriculum: Now What?** David Freschi, Simply Good Ideas. This session is a continuation of workshop 2. During this presentation, participants will become acquainted with practical, “next day” strategies and techniques to help support social development, providing support in varied environments, and reducing dependency. Participants will also learn to use a paraprofessional rating scale to monitor their own development. Special attention will be given to the role of the 1:1 paraprofessional.

### **14. An Introduction to the School-Based Practices Profile** (double session)

Sarah Barzee, SERC, and Anne Louise Thompson, CSDE. This session is the second half of workshop 3 in morning session.

### **15. Meaningful Modifications across the Secondary Curriculum**

Linda Rammler, PhD., Rammler & Wood Consultants. Nowadays, secondary inclusion is fairly common in PE and electives. But if challenging academic courses are required of students without disabilities, true inclusion means guaranteeing that everyone has meaningful access to these courses. This presentation addresses that access in terms of curricular modifications, instructional strategies, and other supports so that ALL means ALL across the secondary curriculum.

### **16. Effective Literacy Instruction for All Students**

Kathy Whitbread, PhD, University of Connecticut Center on Developmental Disabilities, and Michele Schneider, MS, Pound Ridge Learning Center. Reading is one of the most basic skills children will learn in their lifetime, yet many children with disabilities never progress beyond basic levels of literacy. This session will focus on what the research indicates are the components of effective reading instruction as well as proven strategies for teaching children with diverse learning needs to become successful and confident readers.

### **17. Community Building in Your Diverse Elementary Classroom**

Kristen GoldMansour, Beth Lakretz, and Diane Ripple, Partners in Community. This session will focus on providing tools and understanding needs in order to teach essential social skills to elementary school children. The session will have small and large group activities in a relaxed, interactive atmosphere. Participants will leave with ideas and lessons they can take back to their own classrooms.

### **18. Presenting Positive Supports in the Classroom: Getting Started**

Lenore Dweck, M.A. This workshop will provide an overview of the potential reasons why interfering behavior exists, the importance of matching treatment to function, and practical strategies that teachers can use to prevent interfering behaviors from occurring. Case examples will be shared to provide examples of positive behavior support plans.

### **19. Social Skills Instruction for Secondary School Students**

Todd Kellogg, MPsy, MA, MFT, and Susan Izeman, PhD, BCBA, Greenwich Autism Program. A child’s ability to relate successfully with peers and adults will likely determine whether school is an enjoyable environment or a place to dread. The speakers will discuss the rationale for formal social skills instruction and outline the process of implementing a social skills program at the secondary level.

### **20. A Map to Successful Inclusion: One Team’s Journey**

Linda Spenard and Kathleen Hall, New Canaan Public Schools. How do parents and educators work collaboratively to orchestrate successful inclusion of students with special needs in the general education program? Hear the journey of a team that worked to do just that. Learn strategies that facilitate inclusion, including curriculum modifications, team collaboration, professional development, abilities awareness initiatives, and MAPS.

### **21. Using the IEP Process to Make Inclusion Work!**

Lolli Ross, ARC Youth Division. As parents, we are our child’s most passionate and lifelong advocates. We speak out for our children’s right to an education equal to and with their peers without disabilities. The laws that protect our children and ensure that they will have equal access and expectations for academic success have existed for years. Yet we know the reality – too many children labeled with disabilities experience social isolation and an inferior education with their true learning potentials never fully realized. This workshop will outline concrete steps parents can take throughout the IEP process to make sure their child is an active participant in both the academic and social environment of his/her school.

### **22. Assistive Technology Expo: Supports for the Inclusive Classroom**

Ann Leffert, Denise Moore, and Dana Uhrynowski, Fairfield Public Schools. Assistive technology supports are not always of the “plug-in” variety! This presentation will focus on low-tech and mid-tech options that are easily available for students. The first hour will feature an expo of various AT supports that participants can try in small groups. The second hour will focus on technology options for students in general education classrooms.

**23. Transition Planning: Expanded Opportunities for Inclusion in Secondary Education** Margaret Kardos, OTR/L, ATP. This workshop is a follow-on to workshop 10. Using a comprehensive, transdisciplinary assessment, ways to achieve functional outcomes through inclusion in secondary education will be explored. Inclusion opportunities in academic, social and extra-curricular activities will be identified. Using related service providers and assistive technology to support successful participation will be discussed.

**24. Best Practice: How Occupational Therapists Can Facilitate Functional Participation** Tara J. Glennon, Ed.D., OTR/L, BCP, FAOTA, Quinnipiac University. Occupational therapists continue to struggle with the medical versus educational dilemma. However, the "pull-out" model of service delivery is not an adequate method of supporting a student's functional participation within natural school environments. This interactive presentation will illustrate how the entire team, including parents, can utilize the collaborative, problem-solving approach that is considered "best practice" for school-based therapists.

**25. Tourette syndrome in the classroom** Andrew Vogel and Chris Phelps-Thiry, Connecticut Tourette Syndrome Association. Tourette Syndrome is a neurological disorder characterized by motor and vocal tics, and often is accompanied by ADHD, OCD, or learning disabilities. This session will help participants understand what TS is, how to recognize it, and what strategies and interventions are likely to be effective in the classroom.

**26. The LIFE Program: Creative In-school Transitional Services for Emotionally Fragile Students** Patrick McAuliffe, MEd, Barbara George, CSW, and Deborah Scherrer, MA, Ridgefield Public Schools. This presentation describes the creation and operation of a high school therapeutic alternative program called LIFE (Learning Independence for Future Experiences). LIFE provides academic and therapeutic support to general education and special education students transitioning back from an outplacement, or to emotionally fragile students who are at risk for outplacement.



To download a copy of this brochure, visit our web site at [www.spednet.org](http://www.spednet.org). For more information about the conference, or if you need special accommodations, please contact Beth Lurie at [lurie@optonline.net](mailto:lurie@optonline.net) or 203.966.2982.

CUT HERE



Please complete this form by October 6 and **mail it with your check for \$35**, made payable to SPED\*NET New Canaan, to:  
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**Name** \_\_\_\_\_

**Organization/school** \_\_\_\_\_

**Street address** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Email address** \_\_\_\_\_

**Phone** \_\_\_\_\_ **Social Security #** \_\_\_\_\_  
(IF APPLYING FOR CEU'S)

**Role:** *(circle one)* Special ed administrator, general ed administrator, general ed teacher, special ed teacher, paraprofessional, related service provider, parent, advocate, agency representative, other \_\_\_\_\_

**Workshop selection:** *Please indicate the number of first and second choice for each session.*

<b>AM workshop</b>	FIRST CHOICE # _____	SECOND CHOICE # _____
<b>PM workshop</b>	FIRST CHOICE # _____	SECOND CHOICE # _____

Participants will be assigned to workshops on a first come basis. You will receive your workshop assignments when you register the morning of the conference. Walk-ins will be admitted if space is available, for a fee of \$50. Register online with a credit card at [www.spednet.org](http://www.spednet.org).



**8 am - 3:45 pm**

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Keynote speaker, 26 workshops, vendor & exhibitor area  
*continental breakfast and lunch provided*



**Special Education Network of New Canaan, Ltd.**  
P.O. Box 1612  
New Canaan, CT 06840

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