

MN-DEC SPRING PRACTITIONERS CONFERENCE 2015

Blending Practices for All Children

THURSDAY MARCH 5th AGENDA

Registration 5:30 - 6:45

Hors D'Oeuvres Buffet 6:15

Welcome - Aaron Deris PhD, President of Minnesota Division of Early Childhood 6:45

Parent - Adult Child Panel - Supporting Families with the Long View in Mind 7:00 - 9:00 (Break 8:00)

A panel of parents and their young adult children with disabilities will be sharing stories and insights from their journey through early childhood, K-12 education and beyond. They will identify things that were helpful to them and things that were not. The information shared will give early childhood practitioners a lifespan perspective and identify ways to be most supportive to families at the beginning of their journey. A question/answer session will be incorporated, giving you an opportunity to ask specific questions you may have.

Panelist: Brian Muhs, Heidi Muhs, Alex Bloc, Laura Bloch, Scott & Joy Whitehead. Moderated by Maya Nishikawa, a Parent, Osseo Birth to Three Teacher and former Television News Reporter

FRIDAY MARCH 6th AGENDA

Registration 7:30-8:15

Continental Breakfast 7:30-9:30

Keynote Address : Suzanne Milbourne PhD, OTR/L. 8:30 - 10:15

Together is Better! Environmental Teaching Practices to Support ALL Children's Participation

Participation happens when a child successfully engages in a routine or activity with only the amount of adult support as needed by most children. Environmental practices impact child participation indirectly by modifying or adapting the structural environment rather than by directly targeting skill development as does instructional teaching practices. Learn about the foundations of environmental teaching practices, how they support participation and discover a practical tool designed to aid educators to promote the participation of all children in the full early childhood curriculum.

Break 10:15 - 10:30

Morning Break Out Sessions 10:30 - 12:00

1A) CARA's Kit: Creating Adaptations for Children's Routines and Activities

Learn to use CARA's Kit to promote children's successful participation within everyday routines and activities. CARA: Creating Adaptations for Routines and Activities is a six-step process to building a bridge between the skills that a child can currently perform and the requirements or expectations of an activity/routine. Presented by: Suzanne Milbourne PhD, OTR/L.

1B) Understanding Trauma and Parenting within a Cultural Context

Childhood trauma can lead to long term health and social consequences. This session will help participants build a deeper understanding of how to support children and families experiencing trauma. We will examine parenting from a cultural perspective vs. parenting through trauma and how that affects children's development. Presented by: Sharon Henry Blythe and Nedra Robinson

1C) Parent Child Interaction Therapy (PCIT)

Parent Child Interaction Therapy (PCIT) is an evidenced based practice to intervene in a family based approach with behavior and social emotional concerns (such as mental health concerns, anxiety, aggression, defiance, temper tantrums, and oppositional behavior). This presentation will describe Parent Child Interaction Therapy and the implementation of PCIT by a school district. To serve the mental health needs of young children, PCIT is available for ALL young children in the district in partnership with Headways Emotional Health Services.

Presented by Mary Mitchell Lundeen and Kristin Boden.

1D) RP2- Reaching Potentials with Recommended Practices - Child engagement in 3-5 ECSE classrooms

This session will feature an overview of recommended practices in the area of child engagement. It will focus on how to increase child engagement while also increasing outcomes for our young learners. Practical implementation strategies for the classroom, how to utilize coaching support, and important data collection techniques will be shared.

Presented by: Melissa Stenke, ECSE Coordinator, Koni Grimsrud, ECSE Lead, Kim Welsh, ECSE Specialist, Brooke Fink, ECSE Teacher

1E) St. Paul Public Schools ECSE Inclusion Program -- Supporting Students in Community Settings

Overview of St. Paul Public Schools ECSE Inclusion Program; including model, service provision, successes and challenges in providing special education service to 3-5 year olds in community settings.

Presenters: Sara Meyer, Sonja Griebel, Patti LaFromboise and Michelle Mercado

Award Luncheon and Drawing 12:00 – 1:30

Award Presentation for DEC Practitioner and Leader of the Year

State of ECSE Address - words from Lisa Backer, Supervisor of the MDE ECSE Leadership Team

Afternoon Break Out Session 1:30-3:00

2A) Strategies, Apps and AT: Give Your B-5 Classrooms a Universal Design

Become a classroom architect using a framework of universal design for learning (UDL) to include all children in B-5 classrooms. Provide students who have varying learning styles, abilities and disabilities with a way to demonstrate learning using well-structured activities, adaptations, technology and assistive supports. Use iOS and Android apps to engage, assist and give a voice to young learners!

Presented by: Berni Ester

2B) Collaborating to Support Inclusion: ECSE and Child Care

In this session, we will discuss successful inclusion of children with special needs through effective partnerships between ECSE and child care programs. What makes a partnership work? We will discuss specific tools for successful relationship-building.

Presented by: Cindy Croft, Priscilla Weigel and Dea Anderson

2C) Early Interventions for the Culturally Linguistically Diverse (CLD) Learner: Emphasis will be on the best current research and expert recommendations on topics such as: classroom cultural competency, supporting a child's native language, intervention strategies for children who are bilingual, IFSP/IEP considerations, strategies for home support, and intervention strategies for the home visitor.

Presented by : Cathy Miller, CLD master cadre trainer

2D) Structuring Flexible Home Visits: "Putting the SS-OO-PPR Approach into Practice"

Building on Family Guided Routine Based Interventions the presenters will share strategies for increasing skills and understanding of how to bring some structure to a home visit, even when priorities of the family are constantly changing. This interactive session will provide opportunities to view examples from presenters as well as practice some strategies. Presenters have been active members of the Centers of Excellence FGRBI initiative and are expanding their skills by researching and authoring a series of implementation trainings soon to be launched!

Moderated by Donna Miller, PDF from the Centers of Excellence for Young Children with Disabilities.

Presenters: Jennifer Dodson, Sonja Griebel, Chastity Lewis, Ann Maczuga and Anne Marsnik.

2E) Alphabet Disorder: Part C to Part B

Confused? This interactive session will bring clarity to the transition and evaluation process from Part C to Part B. Actions and activities needed to evaluate and serve children with disabilities from age two to age three will be presented.

Presented by: Jennifer Moses and Sue Thomas, Minnesota Department of Education

BIOS:

Dea Anderson is the Coordinator of Inclusion Consultation with Center for Inclusive Child Care. She has worked in early childhood care and education for over 30 years and has been a classroom teacher, assistant director, trainer, and consultant. Her current job responsibilities include coordination and program development of the consultation program, provision of support and resources to consultants, facilitation of a monthly meeting of school age care professionals, and training in consultation and other topics. Dea has a BS in Elementary Education with a minor in Early Childhood Education. She has a Early Childhood Special Education License and a MA in Marriage and Family Therapy with an emphasis in Play Therapy. Dea recently completed the requirements for Minnesota Association for Infant & Early Childhood Mental Health endorsement and is now IMH-E (II).

Kristin Baden is a Mental Health Practitioner and ECSE Teacher with a PhD in Early Childhood. Kristin specializes in Autism Spectrum Disorders, mental health, anxiety and early intervention home based coaching.

Sharon Henry Blythe has dedicated her professional career to serving children, families, and communities with a focus on increasing resources and opportunities for children and caregivers in communities of color. Ms. Henry-Blythe has more than 20 years' experience as a leader in managing child care resource and referral organizations and has served as a member of the Minneapolis Public School Board of Education. She joined the Family Supportive Housing Center, LLC in September of 2006 to assist the organization in elevating the needs of homeless and formerly homeless very young children. In 2012 she joined the Family Housing Fund to lead The Visible Child Initiative. Ms. Henry-Blythe is the co-author of *Present Vision Future Work: Learning from the Anti-Bias Leadership Project*, the *Infant/Toddler Discovery Project* (an analysis of the status of formerly homeless children), and *Culture Matters*.

Cindy Croft is Director of the Center for Inclusive Child Care at Concordia University, St. Paul, Minnesota where she also serves as faculty in the College of Education. She is field faculty at the U of MN CEED program and teaches for the Minnesota on-line Eager To Learn program. She has her M.A. in Education with Early Childhood Emphasis. She has authored *The Six Keys: Strategies for Promoting Children's Mental Health in Early Childhood Programs* and co-authored *Children and Challenging Behavior: Making Inclusion Work* with Deborah Hewitt. She has worked in the early childhood field for the past 20 years.

Jennifer Dodson is a speech-language pathologist working in the Early Intervention program in Eastern Carver County Schools. She earned her Bachelor of Science in Interdisciplinary Social Sciences and her Master of Science in Speech-Language Pathology from the University of South Florida. She has 23 years invested in the development of young children, serving their needs in Florida and Kansas before moving to Minnesota in 2010. All the while, Jennifer has raised four beautiful children and one husband

Berni Ester is an assistive technology/augmentative communication specialist with 40 years of experience in special education. She has an MS degree in Speech Correction and a Masters Level Certificate in Assistive Technology.

Brooke Fink is an Early Childhood Special Education teacher for the Rochester Public Schools. She teaches in an inclusive classroom (serving special needs children as well as their typical peers) alongside a team at the Head Start Center, The Place, which includes Head Start teachers, Head Start program assistants, and other school district staff and service providers

Sonja Griebel, MA, CCC-SLP is a bilingual Speech-Language Pathologist on the St. Paul Public Schools ECSE Inclusion team, working mostly with the 3-5 population in home and community settings. She is a co-author of the "Talk With Me" manual and has been a member of the FGRBI cadre since it began in 2010.

Koni Grimsrud is the ECSE Preschool Program Lead for the Rochester Public Schools, and has worked as a preschool teacher and speech language pathologist with a primary focus in early childhood.

Patty LaFromboise, Early Childhood Special Education teacher, on the St. Paul Public Schools ECSE Inclusion team, working with 3-5 year olds in the community: homes, child care, Head Starts. She has worked on a team to write the social-emotional lessons for "Discovering Our World" curriculum for the St. Paul Public Schools Pre-kindergarden and has served as an internal coach for TACSEI for the past two years.

Chastity Lewis has been working in the special education 16 years. She holds a Bachelor's Degree in Communication Disorders and a Master's Degree in ECSE. She has a teaching license in the areas of ECSE and Physical and Health Disabilities and has worked with children ages 0-21. Currently, Chastity is serving families in Eastern Carver County Schools as a birth to three special education teacher and evaluation specialist. Chastity began her role in the Family Guided Routines Based Intervention Master Cadre in 2011 with a passion for helping children and families build skills within their own unique routines and circumstances.

Mary Mitchell Lundeen is a Licensed Psychologist and ECSE Teacher with many years of experience working with families. Mary specializes in young children with mental health concerns, callous unemotional children and children on the Autism Spectrum

Ann Maczuga has worked as an educator of young children in the Minneapolis Public Schools (MPS) for 30 years. Ann began her career working in the Birth to Three Program and in an ECSE 3-4 year old preschool classroom. She has also taught first and second grade and has had leadership positions in staff development and early learning curriculum. Ann has been part of the Family Guided Routine Based Intervention Cadre since it began in 2010. She holds a Bachelor's Degree from Eastern Michigan University in Elementary Education and a Masters Degree from St. Cloud State University in ECSE. Ann is currently working in the Birth to Three Early Intervention program in MPS. She uses FGRBI in her daily practice with families and plans to continue working with the Cadre to increase her own skills and participate in training other teachers in the use of Coaching and using FGRBI.

Anne Marsnik has been an educator of young children for 34 years. She holds a Bachelor's Degree in Elementary Education/Kindergarten and a Master's Degree in Curriculum and Instruction. She holds a teaching license for teaching K-6 and ECSE. Anne has worked as a teacher in preschool, kindergarten, first grade, second grade, and ECFE. She began working in the Minneapolis Public Schools in 1991 and has been on the Early Intervention/Early Childhood Special Education Team for 18 years as a member of the birth to 3 evaluation team and as an Early Intervention teacher. She has also served in leadership positions as an ECFE Coordinator in the St. Anthony Schools and as a District Program Facilitator for the 3-5 Community ECSE in Minneapolis. Anne has supervised many student teachers during her career. She was part of the initial Master Cadre for FGRBI Strategies in 2010 and has worked to build her own skills in coaching and using routines as a tool for educating families, mentoring colleagues and student.

Michelle Mercado, MA,OTD, OTR/L received a Bachelor Degree in Occupational Therapy, a Master's Degree in Occupational Therapy and an Occupational Therapy Doctorate from St. Catherine University. She has worked in private practice, in elementary schools serving children in grades kindergarten through 12th grade and in early intervention with high risk and developmentally delayed infants and toddlers. She has worked with children of all ages in outpatient and school practice. Michelle is currently is an occupational therapist in the ECSE program at Saint Paul Public Schools working with children and families in the 3-5 inclusion program.

Sara Meyer, Early Childhood Special Education Inclusion Program Manager, supporting the Inclusion team working with 3-5 year olds in community settings. She taught in an ECSE classroom and on the Birth-Three team with St. Paul Public Schools for 8 years. She has been supporting the Inclusion team for the past two years.

Dr. Suzanne A. Milbourne is the co-author of the highly regarded *CARA's Kit for Preschoolers* (2007), its companion 2012 *Toddler* version and the *TAM Technology Fan for Young Children* (2006). Trained as an occupational therapist, and trained in providing supports to children with disabilities in inclusive child care and preschool settings, Dr. Milbourne has provided over countless hours of community-based professional development and technical assistance to early intervention and early childhood programs across the country. Her favorite early childhood topics of discussion are *inclusion—a process not a place, environmental teaching practices, assistive technology, universal design, and human-environment-behavior interactions*.

Cathy Miller is an Early Interventionist with Minneapolis Public Schools. She has been privileged to work with Dr. Lillian Duran in a Cadre studying culturally and linguistically diverse learners for the past 3 years. Cathy holds licenses in Early Childhood Education, Early Childhood Special Education, and Autism Spectrum Disorders.

Jennifer Moses has more than ten years of experience in Early Childhood Special Education. She has a Master's degree in Early Childhood Special Education and holds licensure in Early Childhood Special Education. Jennifer has worked at the Minnesota Department of Education on the ECSE team since April of 2013. She currently works with local programs on implementation of their ECSE programming.

Heide Muhs is a special education teacher with 40 years of experience in special education with students B- 14 years old. For the last 24 years, she has been doing home based early intervention with young children and their families. She has an MS with a major in special education and a minor in early childhood education from the University of MN. She has been married for 40 years and a parent to two young men who are now 33 and 31. Her husband and sons help her on a daily basis to stay positive, young and remember to celebrate life.

Brian Muhs is an entrepreneur who owns a business along with his brother David. The business is called Muhs Bro, LLC. Currently it is primarily a vending machine business with quarter candy machines. He volunteers at a senior center and the community food shelf. He also volunteers at church teaching Sunday School. He enjoys playing drums and continues to take lessons at MacPhail Center. He also enjoys acting and singing. He is representative to state for his local self-advocacy group and has several speaking engagements each year.

Maya Nishikawa's journey in special education began with the birth of her daughter, Mieko, in March of 2004. Mieko had Trisomy 18 (Edwards Syndrome) and faced severe physical and developmental challenges all of her life. Only about 10 percent of children with the disorder live beyond their first birthday. Mieko grew and developed with the help of many medical professionals and her special education team. Mieko passed away in 2008 at the age of four. She touched many lives with her joyful spirit and taught her family about the potential of children with special needs. The family continues to have a strong relationship with Mieko's team. Mieko's life and special education experience made such an impact, Maya decided to start a career in the field. She graduated from the ECSE Master's Program at the University of St. Thomas in 2010 and is now a Birth to Three Teacher in the Osseo School District. For 18 years previously, Maya was a television news reporter, most recently at WCCO-TV and Channel 12 in the Northwest metro. She lives in Maple Grove with her husband, Shawn, and three year-old daughter, Hana.

Nedra R. Robinson is the Early Childhood Specialist for the Young Parent Program at Simpson Housing Services where she works with young parents experiencing homelessness. She is an adjunct instructor teaching undergraduate early childhood education courses at St. Paul College; multicultural education graduate courses at Hamline University, and undergraduate and graduate early childhood education courses for Concordia University. She consults and trains extensively and nationally on topics regarding early childhood education, multicultural education, diversity, and cultural issues. She received her B.A. at Hamline University, and her M.A. Ed, Early Childhood Education at Concordia University. Nedra has been an active member in the Minnesota early childhood professional community working in several capacities and roles for over 20 years. One of her most recent projects is researcher for the African American Babies Collation. Nedra is passionate about the welfare of all children and consistently works with joy in her heart to that end! She feels that one of her most important responsibilities to children is to vigorously work toward the elimination of the achievement gap.

Melissa Stenke is the ECSE Coordinator for the Rochester Public Schools. Prior to this role she worked as an ECSE teacher with a focus in early childhood social emotional development

Priscilla Weigel has been working with young children in inclusive settings for 30 years. She has spent time in the classroom as a preschool teacher, worked as a child care provider, a curriculum coordinator, a mentor teacher, a parenting consultant, an inclusion consultant, trainer, and is now coordinating the Inclusion Coaching Project for The Center for Inclusive Child Care. She is committed to assisting caregivers in successfully providing positive opportunities for children of all abilities to grow and learn and enjoy childhood.

Kim Welsh is an Early Childhood Special Education specialist for the Rochester Public Schools. As a specialist, she is a resource to teachers as they plan and implement engagement strategies in their classrooms.

The journey for **Scott & Joy Whitehead** has been nothing short of amazing! For the past 5 years their only child, Keith, who is 26, is currently living in a wonderful group home not far from them. Keith has maintained a variety of jobs at a work force center in the same town he resides in. He enjoys living in the group home and seems to thrive on working in the community at the local thrift store in addition to his regular job at the work force center. Keith was born with a chromosome disorder (Monosomy 9, Trisomy 18) and has been affected with Autism (ASD, NOS). Scott & Joy continue to support Keith, wanting only the best for him, and are excited that he is happy and feels successful in life.

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