

**Western
Carolina**
UNIVERSITY



FOURTH ANNUAL
**INCLUSION
SUMMIT**

JUNE 14-15, 2019

A.K. Hinds University Center
Western Carolina University (WCU)



DR. DAVID L. WESTLING

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Dr. David L. Westling (center) was the first Distinguished Professor at Western Carolina University serving as the Adelaide Worth Daniels Professor of Special Education since 1997.

He has co-authored numerous books and papers on special education and inclusion, was past president of TASH, served as co-director of several personnel preparation federally funded projects in severe disabilities, and co-founded and co-directed the University Participant Program at Western Carolina University.

Dr. Westling was a Fulbright Scholar in Salzburg in 1994. This academic year he received the Governor James E. Holshouser Jr. Award for Excellence in Public service by the UNC System and the Barbara R. Trader Leadership Award from TASH.

We would like to recognize his efforts today as the innovative leader and thinker behind the annual Inclusion Summit and continuing with this initiative over the last four years.

KEYNOTE SPEAKER INFORMATION

Dr. Jennifer Kurth

Dr. Jennifer Kurth is Associate Professor of Special Education at the University of Kansas, and affiliated faculty at the University of Kansas Center on Excellence in Developmental Disabilities.



Her research and interests include:

- methods of implementing inclusive education, specifically: methods of embedding critical instruction within the context and routines of general education and methods of providing appropriate supports and services for individual learners
- how teachers, students, and family's interactions support and constrain learning and socialization in general education classrooms
- how preservice teacher candidates develop their dispositions and skills in inclusive practices
- outcomes of inclusion in terms of skill development and quality of life indicators for students with disabilities

CONFERENCE ITINERARY

FRIDAY, June 14, 2019

- 3:30 pm.....Conference Check-In opens in Grand Room
- 4:00 – 5:00 pm.....NC TASH Meeting in Cardinal Room
- 5:00 – 6:15 pm.....Happy Hour/Poster Session in Illusions Room
Welcome: Dr. Dan Grube, Director of the School of Teaching and Learning, Western Carolina University
- 6:30 pm.....Dinner in UC Grand Room including:
Welcome: Dr. Karena Cooper-Duffy, WCU
Special Honoree: Dr. David Westling, WCU
Keynote: “Reimagining Special Education”
Dr. Jennifer Kurth, University of Kansas
- 8:30 (approx.) – 10:00 pm.....Film in Theater: “Intelligent Lives”

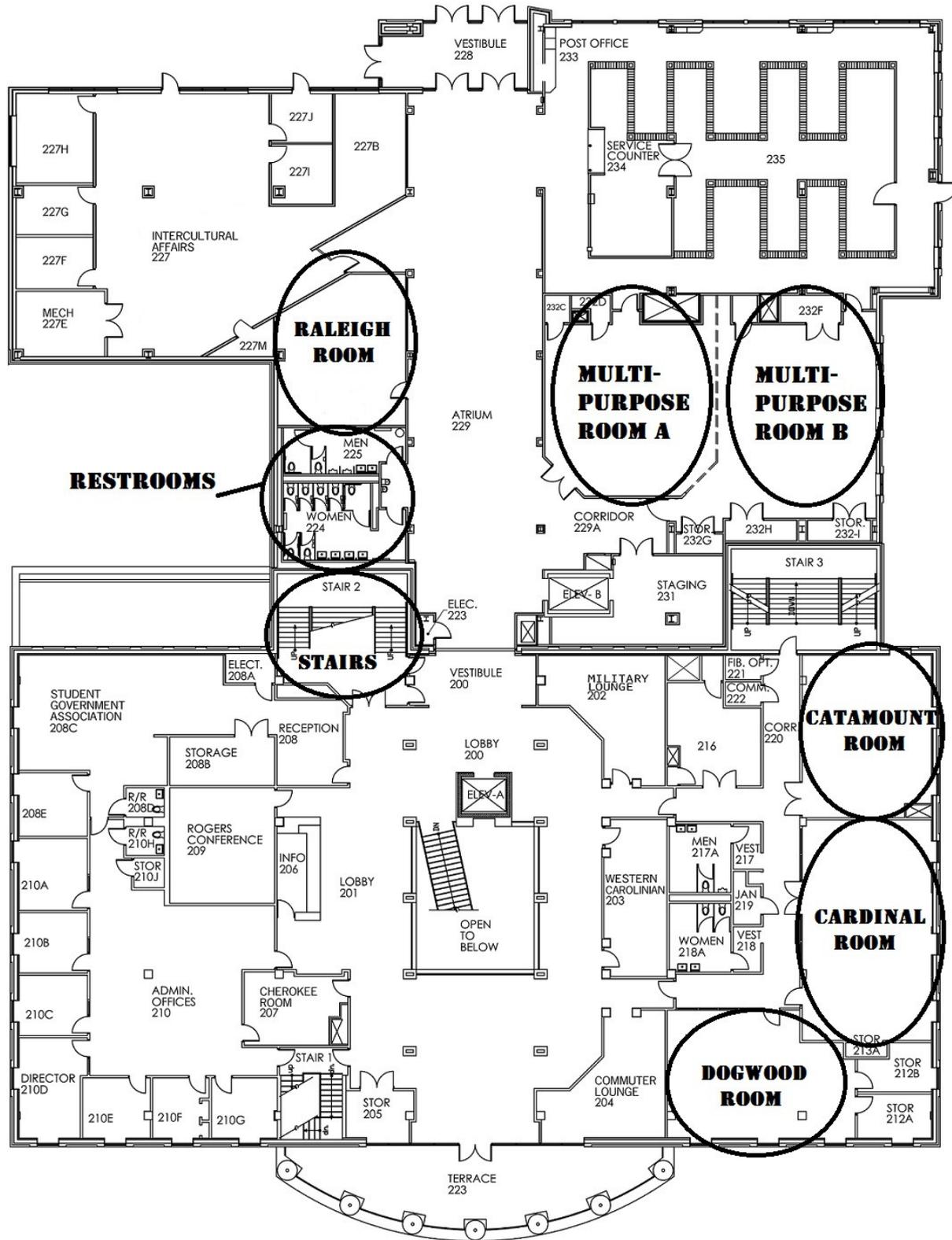
SATURDAY, June 15, 2019

- 7:45 – 9:00 am.....Breakfast Buffet in Grand Room
- 8:00 – 8:50 am.....NC TED General Meeting in Cardinal Room
- 9:00 – 9:50 am.....Breakout Session #1
- 10:00 – 10:50 am.....Breakout Session #2
- 11:00 – 11:50 am.....Breakout Session #3
- 12:00 – 1:30 pm.....Lunch in UC Grand Room including:
Welcome: Dr. Adrienne Stuckey, WCU
Keynote: “Reallocating Resources to Implement and Sustain Inclusive Education”
Dr. Jennifer Kurth, University of Kansas
- 1:40 - 2:30 pm.....Breakout Session #4
- 2:40 – 3:30 pm.....Breakout Session #5
- 3:30 pm.....Conference Concludes

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A.K. HINDS UNIVERSITY CENTER MAP SECOND FLOOR



BREAK OUT SESSION # 1: 9-9:50 A.M.

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Theme: Research

Room: Dogwood (Room 212, 2nd Floor)

Coaching others to implement strategies for facilitating inclusion

In this exciting session, the presenters will offer a model and supporting strategies for building the skills of teachers and paraprofessionals in the use of instructional strategies to support the learning of students with disabilities in inclusive settings.

Objectives: 1. Participants will identify variables that may impede the adoption and use of practices to support the inclusion of students with severe disabilities. 2. Participants will identify strategies for facilitating the adoption and implementation of inclusive strategies.

Presenters: Robert Pennington Ph.D., BCBA-D, UNC Charlotte and Alicia Saunders, Ph.D., UNC Charlotte

Theme: Research

Room: Cardinal (Room 214, 2nd Floor)

Lessons Learned through Implementation of Co-teaching in a Lab School

Co-teaching holds tremendous promise for creating a collaborative classroom culture, but it is complex and a major shift from traditional classrooms with just a single teacher. As co-teaching has evolved, those who have implemented it have experienced both successes and challenges.

Objectives: In this session administrators and teachers will share strategies for new delivery of content in innovative ways and how to embed teaching methods that focus on individualize instruction to scaffold learning experiences and monitor students' understanding more effectively.

Presenters: The Catamount School - WCU Lab School: Chip Cody, Principal, Amber Henry, Teacher Tammy Barron, Exceptional Children Director.

Theme: School Inclusion

Room: Catamount (Room 215, 2nd Floor)

Collaborating for Equity: The Critical and Changing Role of Special Educators as Capacity Builders on PLC Teams

Participants will learn how special educators can serve on "PLC" teams in order to build the capacity of general education teachers to meet the needs of a wider range of students within heterogeneous, proportionally represented classrooms. The co-plan to co-serve model associated with ICS for Equity will be introduced.

Objectives: 1. Participants will be able to report the four cornerstones of the ICS for Equity process including the difference between asset-based and deficit-based responses to students and families. 2. Participants will be able to report the ways in which special/exceptional educators and service providers work within the ICS process, specifically within teams (co-plan to co-serve) and within heterogeneous, proportionally represented classrooms.

Presenter: Dr. Jess Weiler, Assistant Professor, Western Carolina University

BREAK OUT SESSION # 1: 9-9:50 A.M.

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Theme: Independent Living

Room: Multipurpose B (Room 232 B, 2nd Floor)

David's Vision - How K-12 inclusion Translates Into Successful Integration Into Community Work and Living

School Inclusion is not just about achieving academic proficiency in the three R's. Inclusion in the school setting creates an atmosphere of co-learning between children with disabilities and their "typical" peers that inspires all children to pursue postsecondary education. Inclusive settings also create opportunities for children with disabilities to learn important "soft skills" that engender success in community work and living settings.

Objectives: Through story-telling, demonstrate the linkage between positive support for inclusion by families and school systems and community outcomes for persons with intellectual and developmental difficulties. Demonstrate the value of creating opportunities within the classroom community setting to teach proficiency in social and soft skills and the value of mutual accountability and success in post-academic life (i.e. work and community living). Demonstrate the concept of "dignity of risk" for persons with disabilities and how families and schools can honor their need for independent and self-determined lives through providing maximum exposure to inclusive settings.

Presenters: Rebecca Garland, Parent; David Maennle, WCU University Participant Program Alumnus 2013; and Bekah Mulligan, Exceptional Children Teacher, Smoky Mountain High School.

Theme: Postsecondary Education

Room: Raleigh (Room 226, 2nd Floor)

WCU Faculty Perspectives and Experiences: Inclusive Practices at the College Level

Students with intellectual disability who participate in inclusive postsecondary education classes report increased satisfaction across various life domains (emotional well-being, interpersonal relationships, personal development, self-determination, and social inclusion). This presentation will include firsthand teaching experiences and practices used by WCU faculty who have successfully included UP students in their classes.

Objectives: Attendees will gain knowledge and strategies from current faculty members who successfully include UP students each semester in their traditional college courses.

Attendees will understand a variety of teaching practices and lessons learned on how inclusion works at the postsecondary education level for individuals learning together with and without disabilities.

Presenters: Faculty Panel from Western Carolina University:

Mary Beth DeConinck, Marketing

Debbie Logan, Recreational Therapy

Alex Macaulay, History

Candy Noltensmeyer, Communications

Amy Rose, Communication Sciences and Disorders

BREAK OUT SESSION #2: 10-10:50 A.M.

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Theme: Research

Room: Dogwood (Room 212, 2nd Floor)

Building an Inclusive School Culture

Creating a positive school culture is the starting point for building an inclusive school. This presentation will focus on results from a qualitative research study examining how a NC School has worked to build an inclusive culture with meaningful membership for all students, including students with the most severe disabilities, using a school-wide approach. Examples of how to build a program like this will be shared.

Objectives: At the conclusion of this presentation, audience members will be able to:(a) Identify the steps needed for developing a schoolwide education program on disability awareness and advocacy; (b) Gain ideas of strategies for building inclusive partnerships at the school level, family level, and community level based on concrete examples and themes that emerged from the study.

Presenters: Alicia Saunders, Ph.D., UNC Charlotte and Elizabeth Reyes, M.ED., UNC Charlotte

Theme: School Inclusion

Room: Cardinal (room 214, 2nd Floor)

Administrators Panel Discussing MTSS implementation and Inclusive Practice

Administrators from the western region will discuss the implementation of Multi-tiered system of support (MTSS). MTSS is about developing a systematic approach to help our students be successful. Universal, classroom-based screenings identify students who need support. Collaborative teams provide different levels of interventions based upon individual needs. Continuous progress monitoring helps teachers meet their students' needs and reflect upon their core instructional practices.

Objectives: Participants in this session will explore MTSS components and examine ways to incorporate integration of behavioral and academic supports that build a positive school culture. The session will help participants analyze the strengths and challenges of implementation and make connections across MTSS, datasets, and practices in various settings to develop evidence-based strategies that support academic growth, positive behavior, and social emotional well-being of students.

Presenters: Kelly Doppke, Director of Student Support Services, Jackson County Public Schools with various additional school administrators; and Tammy Barron, Moderator

Theme: School Inclusion

Room: Catamount (Room 215, 2nd Floor)

Legal Principles for Fully Inclusive Educational Practice

Five fundamental elements form the legal and instructional improvement basis for teaching, learning, decision-making, and program operations in special education. These are: Individualization; Evidence-Based Decisions; Least Restrictive Alternative; Appropriate Education; and Parent Involvement. Participants will take away strategies for improving academic outcomes for students with disabilities in fully inclusive programs.

Objectives: Participants will learn how inclusive practices lead to improved academic outcomes for students with disabilities. Participants will examine the meaning of appropriate as included in IDEA and the U.S. Supreme Court's Endrew F. ruling. Participants will increase their capacity to provide legally compliant IEPs that focus on instructional improvement and academic achievement.

Presenters: Carl Lashley, Associate Professor, University of North Carolina Greensboro
Jennifer Brown, Lexington City Schools

BREAK OUT SESSION #2: 10-10:50 A.M.

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Theme: School Inclusion

Room: Multipurpose A (Room 232 A, 2nd Floor)

One Story of Inclusion

This presentation will tell the collective stories of a school community's journey of inclusion. Participants will hear the voices of the student, family, staff and peers. The presenters will cover modifications, social support, collaboration, peer support, and technology. In addition, participants will learn how inclusion can positively impact lifelong learning for all.

Objectives: The participants will be able to explain the positive impact of inclusion on a school wide community. The participants will be able to state how social participation modifications and accommodations are equally as important as academic accommodations and modifications. Participants will be able to use the examples provided to identify strategies to improve their inclusion practice

Presenter: Amber Lavin, Exceptional Children Teacher and Kathy Norris, Exceptional Children & 504 Coordinator, Evergreen Community Charter School

Theme: Independent Living

Room: Multipurpose B (Room 232 B, 2nd Floor)

What Makes a Good Direct Support Professional?

Good lives for people with intellectual and developmental disabilities (I/DD) are contingent on the commitment to and implementation of high-quality supports with a significant focus on elevating the quality of life for this population. For many people with I/DD, these supports include paid staffers known as Direct Support Professionals (DSPs).

Objectives: Attendees will learn about the barriers that affect Direct Support Professional (DSP) performance. Attendees will learn what is working well and can be expanded across the field of service providing. Attendees will learn about what makes a good DSP - from feedback given by people receiving paid supports, family members of people who receive paid supports, past and present DSPs, supervisors of DSPs, and published research about DSPs

Presenter: Raquel Rosa, Assistant Director, TASH

Theme: Postsecondary Education

Room: Raleigh (Room 226, 2nd Floor)

Peers are Powerful: The Most Critical Stakeholders to Inclusion

Natural supports help in so many ways within the University Participant (UP) Program at Western Carolina University. It is important to effectively train and foster meaningful relationships among peers and young adults with intellectual disability (ID). Presenters will share practices that foster genuine and fully inclusive living and learning experiences together in college.

Objectives: Attendees will gain knowledge and strategies from undergraduates who have provided natural support to UP students for several years in their shared college experiences. Attendees will understand a variety of peer support strategies used for promoting increased independence and more inclusive communities at the postsecondary education level for individuals learning together with and without disabilities.

Presenters: Panel of WCU University Participant Program natural supports:
Olivia Penny, Alex Raxter, Katie Rhoney, and Lisa Robles

BREAK OUT SESSION #3: 11-11:50 A.M.

11

Theme: Research

Room: Dogwood (Room 212, 2nd Floor)

Transitioning on the Spectrum

Currently, 1 in 58 NC children has an autism spectrum disorder. Increasingly, students with autism are educated in regular classrooms. This session will provide you with differentiation strategies based on characteristics of autism and take-away tools you can use to build success for your students in the classroom and community.

Objectives: 1. Participants will be able to identify core characteristics of autism and how they may affect student performance in the classroom and post-secondary settings. 2. Participants will be able to identify support strategies in the areas of academic, social, and behavioral skills for a student with autism. 3. Participants will be able to identify resources for more information on support strategies for students with autism.

Presenters: Malinda Pennington, Special Education Coordinator, East Carolina University Community School and Karyna Parrish, Teacher, Toisnot Middle School

Theme: School Inclusion

Room: Cardinal (Room 214, 2nd Floor)

The Things They Carried: Using Reading, Writing, and Art to Include All Learners in History Classroom

This presentation discusses how to implement Reading, Writing, and Art in the history classroom in order to help all students achieve positive results. The presenters will discuss their use of collaborative strategies (KAGAN), as well as reading and writing strategies in all classrooms.

Objectives: 1. Expand mastery of technology in student learning; 2. Engage student collaborative problem solving through continuous planning; 3. Designing and implementing digital learning for all learning levels; 4. Promote life-long learning.

Presenters: Lisa Camichos, Teacher, Hickory High School and Jessica Esposito, Digital Learning and Media Facilitator, Hickory High School

Theme: School Inclusion

Room: Catamount (Room 215, 2nd Floor)

Co-teaching in Middle and High Schools: Panel Discussion

Perhaps the most important analysis across studies of co-teaching is the identification of three specific domains that can be used to analyze current and future co-teaching practice. The domains include content knowledge and delivery, the structure of the co-taught setting, and how diversity is perceived among professionals and students. The panel will share real-world application related to these domains as well as provide time for a Q & A on co-teaching practice.

Objectives: The co-teachers and administrators on this panel will discuss the complexities of co-teaching practice and how they collaborated to establish important components necessary for successful co-teaching at the middle school and high school level. This will include a focus on co-planning and co-assessing.

Presenters: Tammy Barron, Ph.D., Western Carolina University; Kelly Rhodes, Jackson County Schools; Amber Henry, The Catamount School; and Holly Sapp Vargas, Macon County Schools

BREAK OUT SESSION #3: 11-11:50 A.M.

12

Theme: Employment

Room: Multipurpose A (Room 232 A, 2nd Floor)

Student to Volunteer: A School and Student Story

In this session, participants will meet Aubrey Bridges, graduate of Gaston County Schools, and hear her perspective of K-12 education as a student with Autism. We will also share how she is currently working with Kindergarten students to teach them both American Sign Language and Exact English Sign Language. This has led to a dramatic increase phonemic awareness, fluency and building a strong foundation for reading practices.

Objectives: Explore creative opportunities for graduates to be active participants in the school system.

Strategies to build on student skills to increase vocational readiness.

Hear a student perspective on their experience as a K-12 student.

Presenters: Meghan LeFevers, Principal, Gaston County Schools; Aubrey Bridges, Student, Gaston County Schools; and Tammy Wilson, School Psychologist

Theme: Independent Living

Room: Multipurpose B (Room 232 B, 2nd Floor)

Key Ingredients to Inclusion from Families of Young Adults with Intellectual Disabilities

We see many opportunities in raising our children within a world of true inclusion based on the benefits and progress made among their same-age peers. We will share lessons learned while working with natural supports, teachers, school administrators, doctors, related service providers, community agencies, college personnel, and various business networks.

Objectives: Attendees will gain knowledge and strategies from families for greater inclusion among school personnel and various community stakeholders.

Attendees will understand a variety of family perspectives related to inclusion and milestones of raising a son/daughter with intellectual disability.

Presenters: Parent Panel: Becky Garland, Tom Mueth, Christina Mueth, Jennifer Wilkerson

Theme: Postsecondary Education

Room: Raleigh (Room 226, 2nd Floor)

Beyond Service Learning: Outcomes of a Powerful Collaboration

Special education majors engaged in service learning with students from a four-year postsecondary educational program. At the end, special education majors wrote reflections and produced artifacts describing their experiences. Examples will be shared to demonstrate the depth and impact of this meaningful collaboration.

Objectives: Participants will learn about a successful collaboration between special education majors and student learning partners from a four-year comprehensive transition program for students with intellectual and developmental disabilities. Participants will learn gain an understanding of the ways in which preservice teachers can work as natural supports with students in inclusive college programs. Participants will learn about ways in which a similar collaboration can take place at their college/university.

Presenter: Debra Holzberg, Ph.D., Research Associate

BREAK OUT SESSION #4: 1:40-2:30 P.M.

13

Theme: Research

Room: Dogwood (Room 212, 2nd Floor)

Effects of Video Modeling and System of Least Prompts on Completion of Transitions in Inclusive Settings

This session will show the effects of Video Modeling (VM) and System of Least Prompts (SLP) on completion of transitional routines for a student with extensive support needs (ESNs). The presentation will explain and define ESNs, as well as detail how VM and SLP can be used to support these students. The presentation will show how a balance of high-tech (VM) and low-tech (SLP) can be combined as an intervention to support independence of a student with ESNs in an inclusive classroom setting. Information and materials will be shared so teachers and practitioners can recreate some aspects from this research study in their own classrooms or settings.

Objectives: 1. Participants will gain basic understanding for creating and implementing Video Modeling with a System of Least Prompts. 2. Participants will be able to identify steps required for transitioning between classroom activities and school locations using a task analysis. 3. Participants will understand the planning and implementation process to increase student independence during transitional routines in inclusive settings.

Presenters: Elizabeth N. Reyes, M.ED., UNC Charlotte and Virginia L. Walker, Ph.D., BCBA-D, Assistant Professor, UNC Charlotte

Theme: School Inclusion

Room: Catamount (Room 215, 2nd Floor)

Using team building and evidence-based strategies to facilitate inclusion for students with multiple disabilities

This session will provide participants with information on team building and evidence-based strategies to facilitate inclusion for students with multiple disabilities. Participants will learn how to build a team that includes families and professionals and apply research-based inclusion strategies to effectively and efficiently include students with multiple disabilities.

Objectives: 1) Participants will have a model for using collaborative problem-solving skills and effective team building practices to include students with multiple disabilities in general education classes. 2) Participants will have an inclusion plan that enables them to plan through multiple steps for their student with multiple disabilities. 3) Participants will have a current list of research-based inclusion strategies to use with students who have multiple disabilities.

Presenters: Karena Cooper-Duffy, Professor of Special Education, Western Carolina University and Charmion Rush, Assistant Professor of Special Education, Western Carolina University

BREAK OUT SESSION #4: 1:40-2:30 P.M.

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Theme: Employment

Room: Multipurpose A (Room 232 A, 2nd Floor)

Pre-Employment Transition Services (PETS) Facilitates a Coordinated Continuum of Employment Supports & Services During Post-Secondary Transition

Panel discussion about implementation outcomes of Pre-Employment Transition Services in public secondary school as a means to enhance student employability and facilitate a coordinated continuum of employment services for transition-aged individuals as they move from protections under IDEA to WIOA and ADA.

Objectives: Attendees will list at least three state-holders that can assist transition-aged secondary students meet their employment and training employment goals. Attendees will differentiate between "least-restrictive environment" approach and "greatest needed level of support" approach of the Rehabilitation Act and ADA. Attendees will gather specific information from Exceptional Child Educators, Vocational Rehabilitation, Vaya Health, and outside agencies offering employment-support services in Jackson, Macon and Swain Counties and the Qualla Boundary.

Presenters: Laura H. Smith, Pre-Employment Transition Services Coordinator, Webster Enterprises; Susie Bryson, Webster Enterprises; Chris Stuckey, Webster Enterprises; and Holly Davis, Vocational Rehabilitation Counselor

Theme: Independent Living

Room: Multipurpose B (Room 232 B, 2nd Floor)

Inclusive Supported Living Resources and Options

There are a variety of different types of resources to support adults with intellectual disabilities in living independently. This presentation will discuss community services and the development of different support systems to facilitate independent living. UP Program graduates will discuss their experiences transitioning to living on their own.

Objectives: Participants will further explore independent living skills and available services from UP Program graduates who are now living inclusively in their community.

Participants will strategies to develop independent living skills from UP Program graduates who are living independently in the community.

Presenters: Gretchen Reece, Program Assistant for WCU's University Participant (UP) Program, Kyle Douglas, Ali Hale, David Maennle, and Arley Andrews, UP Community Graduates

Theme: Postsecondary Education

Room: Raleigh (Room 226, 2nd Floor)

College: Where Inclusion is Embraced and Everyone Finds Their Place with High Expectations & Inclusive Opportunities

College opportunities for ALL students can be beneficial to help explore and achieve many goals while living away from home. This session will share firsthand college experiences of UP students within Western Carolina University's University Participant program and how inclusion makes a difference in their lives as they make their journey through college.

Objectives: Attendees will gain knowledge and strategies directly from young adults with intellectual disability for promoting greater inclusive practices among school personnel and various community stakeholders.

Attendees will understand a variety of student perspectives related to inclusion and milestones of facilitating inclusive practices that have helped them reach their goals and improved quality of life while living away from home in a fully inclusive college program.

Presenters: Madelyn Mueth and Michael Wilkerson, Current University Participant (UP) Students, Kelly R. Kelley, Director, UP Program

BREAK OUT SESSION #5: 2:40-3:30 P.M.

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Theme: Research

Room: Dogwood (Room 212, 2nd Floor)

Treatment Outcomes for Young Adults with Intellectual and Developmental Disabilities Utilizing PEERS® Social Skills Training

Maintaining positive relationships has been linked to improved health, increased self-esteem, and overall quality of life. This is no different for individuals with intellectual and developmental disabilities (IDD). This presentation will share how PEERS® and CIRCLES were used with seven young adults enrolled in an inclusive residential postsecondary education program.

Objectives: Participants will: Describe major elements of the pilot study design and findings; Discuss conclusions and recommendations for future research in relation to social skills training with young adults with intellectual and developmental disabilities; and Acquire teaching strategies and practices to implement social coaching among peers in classrooms and clinical settings

Presenters: Dr. Amy Rose, Assistant Professor, Western Carolina University

Dr. Kelly R. Kelley, Associate Professor, Western Carolina University

Kaylee Himes, Communication Sciences and Disorders (CSD) Graduate Student, Western Carolina University

Megan Vu, CSG Graduate Student, Western Carolina University

Theme: School Inclusion

Room: Cardinal (Room 214, 2nd Floor)

Specially Designed Instruction in the Co-taught Classroom

The heart of co-teaching is the grouping of students for instruction and the teaching roles adopted by each educator. Co-teachers ensure that they are meeting students' educational, behavioral, attentional, social, and emotional needs by implementing six key approaches and variations of them. The knowledge base for co-teaching has gradually expanded. Across years of research, program descriptions, analysis of practice, and recommendations for implementation, co-teaching generally can be summarized as embedding specially designed instruction (SDI) along with accommodations and modifications into the general education classroom. This session will explore the use of models, hybrid of models, and strategies to implement SDI in co-taught classes.

Objectives: Understand the models and hybrid models of co-teaching.

Understand the nature and importance of SDI in general education curriculum.

Explore strategies to implement SDI in co-taught classes.

Presenters: Nancy Mamlin, North Carolina Central and Tammy Barron, Assistant Professor, Western Carolina University

BREAK OUT SESSION #5: 2:40-3:30 P.M.

16

Theme: School Inclusion

Room: Catamount (Room 215, 2nd Floor)

"Teachers as "Reachers": Meeting Individual Students Where They Are

"Teachers as Reachers" will present research-based instructional strategies to help educators better connect with individual ESL and EC students. Educators will learn to use daily classroom data to evaluate student learning needs. Tools emphasized include: 15-minute chunking, effective peer collaboration, post-it notes for-the-win, and visible learning.

Objectives: Teachers will walk away with practical strategies that they can immediately implement in response to current data within the classroom including: 15-minute chunking, effective use of peer collaboration, post-it notes for-the-win, and visible learning within the classroom environment. Examples of tools to incorporate in order to build strong connections with ESL and EC relationships within a classroom include: visible learning (eye-catching colorful displays and student work on display that connects to cultural values); student-to-student connections via strategic student groupings; and high expectations with focused guidance.

Presenter: Mrs. D. JaMese M. Black, East Montgomery High School

Theme: Independent Living

Room: Multipurpose B (Room 232 B, 2nd Floor)

A Picture is Worth a Thousand Words: Amplifying the Voices of People with Disabilities

Jen Vogus' passion for photography began years ago when she started taking pictures her son who is non-verbal.

She captured his daily life and interests so he could share them with peers and teachers at school. Jen shares her story and the process of working with others to create photo books to enable communication between home and other environments. She shares how this activity has evolved and the many benefits of having individuals with disabilities take pictures of their own.

Objectives: The participant will be able to understand the communication challenges between home and other environments when the student or adult is non-verbal or has communication difficulties. The participant will be able to understand that photographs are a powerful tool for change... they can help build relationships, change perspectives, and depict the many abilities of students with disabilities. The participant will be able to understand the educational, communication, and advocacy benefits of having students and adults participate in creating their own photo books. The participant will be able to understand the many benefits of having students and adults with disabilities not only view, but also take photographs of their own.

Presenter: Jen Vogus, Educator, Photographer, Advocate, and Parent of child with disability

Theme: Postsecondary Education

Room: Raleigh (Room 226, 2nd Floor)

The Use of UDI in Higher Education: What the Data Say

This study evaluated the extent to which university instructors use UDI practices in their courses. Participants were also asked their preferred format for professional development in the area of UDI. Results of the survey will be discussed as will implications for practice.

Objectives: 1. Participants will learn about the results of a campus-wide survey to evaluate faculty - at one university's - use of UDI in the classroom. 2. Participants will learn the rationale for moving towards UDI as an inclusive practice for a wide range of students.

Presenter: Debra Holzberg, Ph.D., Research Associate



Fourth Annual Inclusion Summit

WCU Planning Committee

Tammy Barron - Inclusive and Special Education

Dale Carpenter - Inclusive and Special Education

Karena Cooper-Duffy - Special Education Program Coordinator

Kelly Kelley - Inclusive and Special Education & University Participant Program Co-Director

Marissa Ray - Inclusive Education Program Coordinator

Charmion Rush - Inclusive and Special Education

Kimberly Smith - School of Teaching and Learning Administrative Assistant

Adrienne Stuckey - Inclusive and Special Education

David Westling - Adelaide Worth Daniels Distinguished Professor of Special Education & University Participant Program Co-Director

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WCU Participant (UP) Program

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