

2023 South Carolina

EARLY CHILDHOOD INCLUSION CONFERENCE

"All Hands on Deck!"

September 28 • 8:00 AM to 4:30 PM
R2i2, Columbia, SC





Welcome to the 2023 SC Early Childhood Inclusion Conference!



The team at South Carolina Partnerships for Inclusion (SCPI) is thrilled to be able to offer this enriching professional development opportunity to educators, administrators, and school staff across our state. As the early childhood technical assistance provider through the South Carolina Department of Education's (SCDE) Office of Special Education Services (OSSES), it is our mission to increase inclusive opportunities and school readiness for preschool children with disabilities to lead to more positive outcomes for children and families.

This year's theme, ***All Hands on Deck!***, reminds us that cross-sector collaboration between our general education and special education partners is essential to address the remaining challenges & barriers to inclusion and to improve outcomes for children with disabilities.

The goals for this year's conference are to:

- foster high-quality inclusive early childhood programming by enhancing collaboration and strategic planning across sectors
- provide participants with evidence-based strategies that promote cross-sector partnerships, planning, professional development, and coordination of funding streams & resources to ensure that children with disabilities receive the supports they need to thrive
- provide a platform for all participants to build a strong culture of inclusion and belonging

You will be given the opportunity to provide feedback about your experience at today's conference. I hope you will use that opportunity to share your ideas with us.

Enjoy your day! ☺

Kerri Kannengieser
Program Director and Co-Principal Investigator, SCPI



FAQs

There is a strict **No Smoking** policy at R2i2. There is no smoking allowed on the R2i2 campus. Please ask someone at the registration desk to direct you to an area that is available for smoking.

Free Wi-Fi

Good News! You will be able to stay connected while at the 2023 SC Early Childhood Inclusion Conference. Free wi-fi is available for participants as follows:

- Network: RichlandTwo
- Password: r2success

Social Media

Follow us on social media and use our conference hashtag **#ECICConference23** to share your experience today!

Twitter: @SCPIInclusion

Instagram: @SC_PartnershipsforInclusion

Facebook: @SCPartnershipsforInclusion

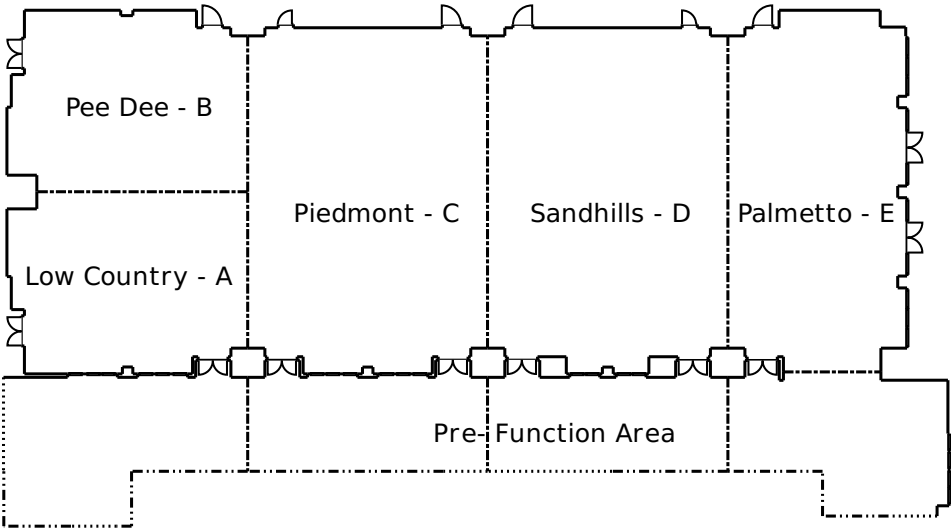
Training Credit

CEUs: Participants can earn .5 Continuing Education Units (CEUs) for participation throughout the conference. One CEU is awarded for every 10 hours of training. Conference participants have the opportunity to participate in 5 hours of training this year. **At the end of each session (including the keynote and closing address), you will be provided with a 5-digit code—please make sure to record these.** After the closing address, you will be asked to scan a QR code with your phone and complete a short form to capture your information. You will need to input the codes you received throughout the day on that form. **In order to receive CEU credit for the day, participants must attend the keynote, all 3 breakout sessions, and the closing address.**

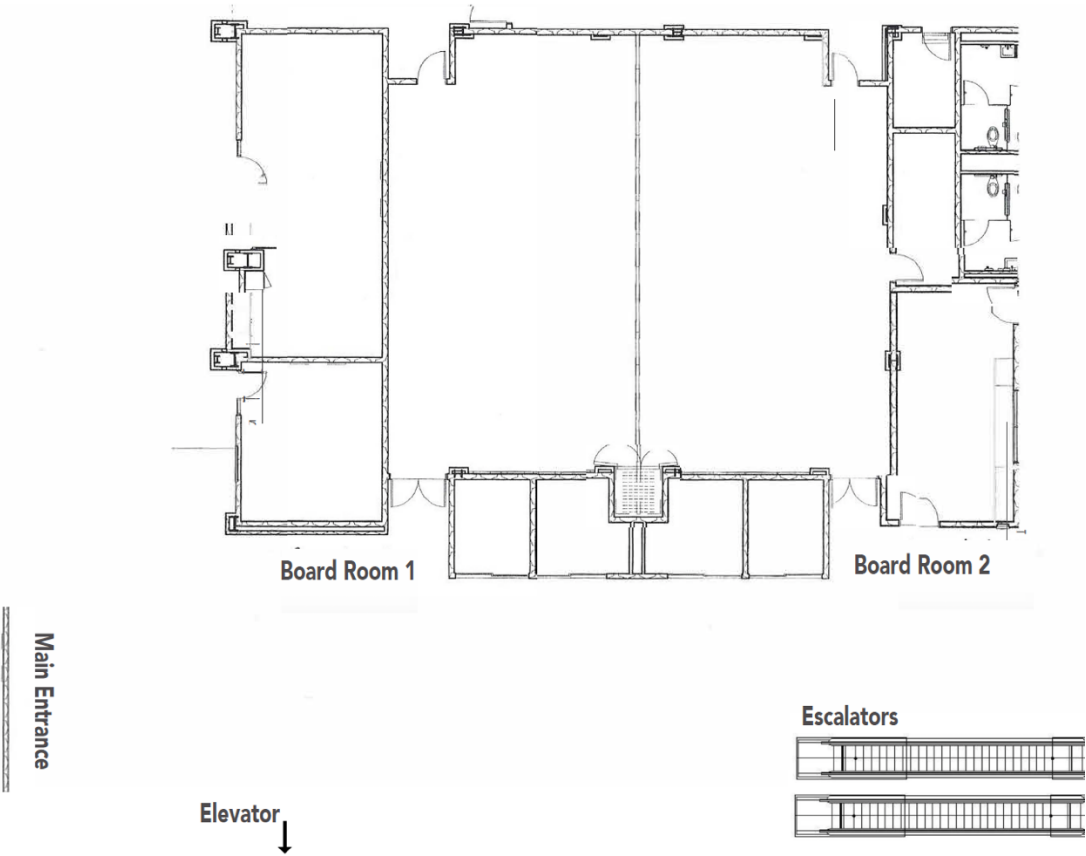
Part C Credential credits are available for sessions denoted with * on the Schedule At-A-Glance. Participants will receive additional guidance from Part C after the conference on how to apply for this credit.

Conference Floor Plan

Second Floor



First Floor



Schedule At-A-Glance

	Low Country A	Pee Dee B	Piedmont C	Sandhills D	Palmetto E	Board Room 1 (downstairs)	Board Room 2 (downstairs)
8:00-8:45	Registration and Continental Breakfast – Pre-function area						
8:45-9:00			Opening Remarks Abbey Duggins, SCDE Office of Early Learning and Literacy Peter Keup, SCDE Office of Special Education Services				
9:00-10:00			Keynote Speaker All Hands on Deck: Using Our Collaborative Superpowers for Early Childhood Inclusion Jani Kozlowski				
10:00-10:15	Break						
10:15-11:30	*Tier 2 for All: Individual and Classroom Supports to Enhance Inclusion and Promote Birth-to-Five Social Emotional Development Dr. Kate Ascetta Dr. Sarah Edmunds	*Preschool Suspension and Expulsion: Shared Definitions and Next Steps Dr. Heather Googe Cathy Kovacs	Tapping into CERDEP to Support All Preschoolers Wendy Burgess Sherri Evans Martha Strickland	If Teacher Ain’t Happy, Ain’t Nobody Happy Jani Kozlowski	*Collaborative Service Delivery for Inclusion Dr. Alissa Rausch	Finding ALL the Children—Targeted Child Find Cindy Funderburk Jennifer Tillmann	*Creating Engagement for All Students through Universal Design and Accessibility Troy Hall
11:30-12:30	Lunch – Pre-function area (*SEIT luncheon will take place in Pee Dee)						
12:30-1:00	Break with Exhibitors						
1:00-2:15	Pyramid Model: At the Helm of Classroom Success for All Young Students Nichole Hudgens Carrie Trivedi	*Promoting Inclusion and Collaboration in Early Childhood: Reflections from SEIT Academy Cohort Members Charlotte Anthony Lucie Bingham Felicia Madden Nicole Randall Brooke Rockey	*Sensory Learning—How We Learn is How We Should be Taught! Responding to a Child’s Sensory Channel Robert Hill Krista Olsen	*Partnerships in Early Childhood Special Education – Family Systems Theory Dr. Kate Ascetta	*All Aboard! Collaborative Action for Related Service Providers to Promote Inclusive Early Childhood Practices: PART I Tracey Dumphy Amy Miller	*An Innovative Approach to Increasing Early Identification of Children with ASD Amy Holbert Jena Martin	*Ready to Go Resources for Collaborating with Child Care Programs Dana Bennett Sarah Shaw
2:15-2:30	Break						
2:30-3:45	Using the 5 Classroomwide Practices from PTR-YC to Support Positive Behavior and Promote Belonging Ellyn Andrews	*A Teacher’s Perspective—How Coaching Builds Confidence and Capacity Tanya Hutchinson	*Actively Engaging Students in Accessing, Exploring, and Learning from their Environment: A Pathway to Successful Outcomes Robert Hill Marcy Meachum	Head Start Partnerships for Success Mary Lynne Diggs Sherri Evans	*All Aboard! Collaborative Action for Related Service Providers to Promote Inclusive Early Childhood Practices: PART 2 Tracey Dumphy Amy Miller	*Every Interaction Counts: The Science Behind How Conversations Build Brains Lisa Blanton Paul Govoni	*BabyNet: Program Overview and Updates Heather Blackwell Jennifer Buster
3:45-4:00	Break						
4:00-4:30			Closing Address All Hands on Deck: Exploring the Possibilities Felicia Madden, Coordinator of Special Services Lexington District Two				

Exhibitors

Make sure to visit our exhibitors today! These partners have joined us to share resources with you to help improve outcomes for young children with disabilities and their families. After lunch, we will also have time for a *Break with Exhibitors* where you can learn more about the services & supports they provide!



Opening Remarks

Abbey Duggins Director, Office of Early Learning and Literacy
South Carolina Department of Education

Peter Keup Director, Office of Special Education Services
South Carolina Department of Education

Keynote Speaker



Jani Kozlowski, MA provides professional development and technical assistance (TA) for state leaders, educators, and other practitioners around topics such as early childhood inclusion, collaborative partnerships, social-emotional development, quality improvement initiatives, and workforce professional development systems. She currently leads initiatives focused on the early childhood workforce and the inclusion of children with disabilities for the Early Childhood TA Center at the Frank Porter Graham Child Development Institute at the University of North Carolina, Chapel Hill. Jani is the author of

the book, *Every Child Can Fly: An Early Childhood Educator's Guide to Inclusion*.

All Hands on Deck:

Using Our Collaborative Superpowers for Early Childhood Inclusion

What would you say if someone told you there is a superpower strategy for fostering early childhood inclusion? Sign me up, please! Our field is facing some tough challenges right now, and we won't be able to overcome them if we go at it alone. We need each other! Plus, the research has shown that collaboration creates a collective intelligence that is greater than the sum of its parts. When we use our collaborative superpowers, our expertise, passions, values, and skills are multiplied, and we all benefit from the results! Collaboration helps us problem-solve, opens new communication channels, boosts morale, and increases efficiency. While all of this is great, we also know that collaboration is group work – and it's a skill we all can learn, enhance, and strengthen. Through personal stories, current research, and evidence-based practices, this session will give you strategies to widen your range of

impact and create sustainable change on behalf of children and families. Are you ready? Collaborative inclusion superpowers activate!

Closing Address



Felicia Madden is the Coordinator of Special Services for Early Childhood and Elementary programs in Lexington School District 2. Prior to this position, she was a Kindergarten Developmental Delay teacher and an Instructional Facilitator. Felicia also served as the Director of the district's ESY program for many years. Felicia is dual-certified in Early Childhood and Early Childhood Special Education. She received her undergraduate degree in Early Childhood Education from Winthrop University, a Master's in Education from Columbia College, and a Master's in Educational Administration from Grand Canyon University.

All Hands on Deck: Exploring the Possibilities

When we talk about inclusion, the question isn't "should we do this?". Decades of research have demonstrated the benefits of inclusive early learning practices for students with and without disabilities, their families, educators, and communities. We know WHY we are doing this: each and every student has a right to belong & thrive in their community. And belonging facilitates learning.

The real question is, "*HOW do we do this?*". Join us to hear from one South Carolina educator and how her district explored the possibilities to enhance their early learning programs for all. You'll learn how they've expanded their capacity to implement inclusive practices through building relationships, developing a shared understanding, and fostering community collaboration.

Let's explore the possibilities together and close out the conference by committing to "all hands on deck" to create communities where everyone belongs.

Breakout Session Information

10:15am–11:30am

If Teacher Ain't Happy, Ain't Nobody Happy

Location: Sandhills D

Presenter: Jani Kozlowski

We know that early childhood teachers set the tone for the classroom. We also know that our own mental state can have a profound effect on the people around us! Creating a positive learning environment ensures that children feel safe, valued, and loved. But while teachers are taking care of the children, who is taking care of the teachers? It's all about creating a culture of caring, kindness, and belonging – for children, families, and staff. Let's explore strategies for staff wellness and stress management designed specifically for the early childhood educator. When teachers establish and maintain a positive climate in the early learning classroom, as well as in their own lives outside of work, the joy of teaching can be rediscovered. Results are happy teachers AND happy children and families!

About the Presenter:

Jani Kozlowski, MA provides professional development and technical assistance (TA) for state leaders, educators, and other practitioners around topics such as early childhood inclusion, collaborative partnerships, social-emotional development, quality improvement initiatives, and workforce professional development systems. She currently leads initiatives focused on the early childhood workforce and the inclusion of children with disabilities for the Early Childhood TA Center at the Frank Porter Graham Child Development Institute at the University of North Carolina, Chapel Hill. Jani is the author of the book, *Every Child Can Fly: An Early Childhood Educator's Guide to Inclusion*.

Collaborative Service Delivery for Inclusion

Location: Palmetto E

Presenter: Dr. Alissa Rausch

A key barrier to inclusive opportunities is effective collaborative teaming between early care and education programs and service providers. This session will share strategies for implementing services in early childhood settings to ensure all young children with disabilities have access to and participation in inclusive experiences and positive outcomes. General education providers and assistants, early childhood special educators, related service providers and administrators are invited to this interactive workshop focused on the

individual structures and processes in the community that can support children and families to receive services across environments.

About the Presenter:

Alissa Rausch, EdD is Research Faculty in the Positive Early Learning Experiences (PELE) Center at the University of Denver. Previously, she has worked as clinical faculty in early childhood education and early childhood special education graduate personnel preparation. Her work in higher education blossomed from 15 years of practice as an early childhood educator working in inclusive preschool classrooms serving young children and their families. Alissa also had the privilege of partnering with providers, families, and children from diverse backgrounds in their homes and in community settings. Alissa is staff on the Early Childhood Technical Assistance Center (ECTA). Her additional work centers on technical assistance supporting leaders and practitioners to build their capacity for high quality early care and learning and inclusion of children diagnosed with disabilities in practice, sustainable systems, and grassroots advocacy.

Creating Engagement for All Students through Universal Design and Accessibility

Location: Board Room 2

Presenter: Troy Hall

Join us for an interactive session exploring the power of Universal Design for Learning (UDL) and accessibility in enhancing student engagement. Discover practical strategies to create inclusive learning environments. We will delve into UDL principles and the tenants of accessibility, followed by small group exercises challenging educators to critique and redesign lessons for accessibility and engagement. Collaborative discussions and shared resources will inspire innovation. Leave with a toolkit of practical applications and increased confidence in implementing UDL and accessibility principles. Empower yourself to create dynamic and inclusive classrooms that honor the unique abilities and learning styles of all students.

About the Presenter:

Troy Hall is the Director of Youth Transition Programs. In this role, Troy directs Able SC's transition programs, advocates for equitable and evidence-based education and transition services, and establishes collaborative community relationships to ensure quality outcomes with transition-age consumers. Troy started employment at Able SC in August 2018 and has built excellent relationships and partners. He is passionate about providing students with disabilities access to quality services. He graduated from the University of South Carolina with his Master's in Rehabilitation Counseling and is a Certified Rehabilitation Counselor. He worked with the South Carolina Vocational Rehabilitation Department before joining Able SC and believes that everyone in the disability community should have equal access to opportunities and resources to exercise their agency and achieve their goals.

Finding ALL the Children—Targeted Child Find

Location: Board Room 1

Presenters: Cindy Funderbunk & Dr. Jennifer Tillmann

Lexington School District One is a large school district with urban to rural areas. Learn how the school district analyzed its preschool child find data to determine areas of the county that appeared to need more intensive Child Find efforts. The special services department partnered with several other departments and schools to target Child Find efforts in the areas of the county that needed it the most.

About the Presenters:

Cindy Funderburk has a Master's in Early Childhood Special Education and a Master's in Educational Leadership. She is currently a doctoral candidate for Special Education Leadership with an emphasis in law, policy, and advocacy. She is a member of Council for Exceptional Children, Division of Early Childhood, and Council for Special Education Administrators. Ms. Funderburk is currently the Early Childhood Special Education Coordinator in Lexington School District One. Lexington School District One is a diverse school district with urban to rural areas. Prior to becoming coordinator, Ms. Funderburk served as a teacher in a preschool high support class, an itinerant preschool special education teacher, and the elementary curriculum specialist in Lexington School District One.

Dr. Tillmann received her M.A. and PhD in School Psychology from the University of South Carolina. She is a certified School Psychologist III through the SC Department of Education. She earned her national certification (NCSP) with the National Association of School Psychologists in 2001 and earned her licensure with the South Carolina Board of Examiners in Psychology in 2003. Dr. Tillmann has worked with the preschool program in Lexington School District One since 1999 providing services for children and their families as part of a multidisciplinary team. She has worked with a diverse population of children and families with the majority of her time spent in Title I schools where she conducts psychoeducational evaluations and works in a variety of capacities with special education and general education teachers, related service providers, and school staff to support children with special needs.

Preschool Suspension and Expulsion: Shared Definitions and Next Steps

Location: Pee Dee B

Presenters: Dr. Heather Googe & Cathy Kovacs

Join us to learn about preschool suspension and expulsion and work happening in South Carolina to define the issue, develop policy, and support the workforce to reduce or eliminate the use of these practices in early childhood settings in South Carolina.

About the Presenters:

Heather Googe is a Research Assistant Professor at the Yvonne & Schuyler Moore Child Development Research Center at the University of South Carolina and is the Principal Investigator for projects related to including children with disabilities in early childhood settings across sectors. She has 25 years of experiences in the field of early childhood special education and holds a PhD in Special Education from the University of South Carolina. Her research and professional interests include professional development to support inclusive practices among early childhood teachers, developmental screening practices of early childhood teachers, and the development and implementation of cross sector professional development systems in early childhood.

Cathy Kovacs is a Program Manager for South Carolina's Quality Rating and Improvement System, Division of Early Care and Education at South Carolina Department of Social Services. She has over 25 years' experience in the field of early care and education and has a Master's in Early Childhood Education from the University of South Carolina. Her professional interests include vast experiences in leadership roles in private and public child care sectors, early head start, administration, and system level policy development for early childhood programming statewide.

Tapping into CERDEP to Support All Preschoolers

Location: Piedmont C

Presenters: Wendy Burgess, Sherri Evans, & Martha Strickland

There is no doubt that inclusive education for all students starts with supportive classrooms. This session will provide a broad overview of CERDEP in South Carolina to include CERDEP through the lends of the South Carolina Department of Education, as well as South Carolina First Steps. We will share CERDEP admission requirements, as well as highlight partnerships among offices to ensure systems to support children with IEPs. This session will guide districts to examine ways to implement inclusive settings within CERDEP classrooms.

About the Presenters:

Wendy Burgess is a twenty-five year veteran educator and state-level leader who plays an active role in education at the local school district level and at the state level. Wendy currently serves as Anderson School District One School Board Trustee, Anderson County First Steps Board of Directors, and Anderson One and Two Career and Technology Center Board of Directors. She also is the team leader for the Office of Early Learning and Literacy at the South Carolina Department of Education. Wendy graduated from Lander University with a double major in elementary education and early childhood development. In addition, Wendy holds a Clemson University Master's degree in Special Education with a focus on learning disabilities and a Clemson University Master's Degree in Supervision and Administration. She earned her National Board Certification as an Early Childhood Generalist. As part of her work

as an early childhood advocate, Wendy serves on numerous task force and state level initiatives. Wendy strongly values the youngest learners in our state and focuses all her work on advocating for success for all young learners.

Sherri Evans, M.A., CCC-SLP, is the 619 Coordinator in the Office of Special Education Services at the South Carolina Department of Education. Sherri has a Master's Degree in Speech-Language Pathology. Her work experiences also include serving as a Speech-Language Pathologist and Lead Speech-Language Pathologist in South Carolina's public schools as well as in the area of Early Intervention. She has 24 years of experience in the fields of Speech-Language Pathology and Special Education. Her current role allows her to serve on various committees and teams specifically related to preschool children with disabilities. Sherri's professional interests include advocating for children with disabilities and their families, preschool inclusion for children with disabilities, and communication and language development.

Martha Strickland, State Director of 4K, SC First Steps, has over 35 years of experience in Early Childhood Education as a 4K, kindergarten, second grade teachers, and school and district administrator. She has served as an elementary principal and early childhood center principal, as well as district early childhood director in public schools. She holds a BA in Early Childhood Education and Master's degrees in both Early Childhood Education and Elementary Administration and Supervision. The strong commitment to both public and private efforts has brought Martha to the work that she is most gratified of today, the combined CERDEP public/private partnership of Full Day Four-Year-Old Kindergarten for SC First Steps 4K. Coming on board after the initial legislative expansion of the Child Early Reading Development and Education Program (CERDEP) in 2014, Martha continues to serve as the first 4K State Director.

Tier 2 for All: Individual and Classroom Supports to Enhance Inclusion and Promote Birth-To-Five Social Emotional Development

Location: Low Country A

Presenters: Dr. Kate Ascetta & Dr. Sarah Edmunds

Tier 2 of the Pyramid Model (Secondary Prevention: Targeted Social Emotional Supports) applies to all children up to age 5. For some children, classroom-level support is sufficient, while others need individual-level support in selected Social Emotional Learning (SEL) domains. Naturalistic Developmental Behavioral Interventions (NDBIs) are evidence-based interventions that improve social communication and interaction in young children. Using specific case examples and interactive scenarios, this workshop will share how early childhood educators can use both NDBI and traditional Pyramid Model Tier 2 strategies to design inclusive instruction in SEL to fit both the whole classroom and individual needs.

About the Presenters:

Kate Ascetta is an Assistant Professor of Early Childhood Special Education at the University of South Carolina. Before pursuing her Ph.D. at University of Oregon, she worked in a variety of settings with young children and early childhood teachers. She began as an early childhood special education teacher for young children who had experienced early life trauma. Prior to beginning her doctoral program, she was an assistant principal at a Head Start program.

Sarah Edmunds, PhD, is an Assistant Professor in the Department of Psychology and the Department of Educational Studies at the University of South Carolina. She received her PhD in Clinical Psychology from the University of Washington. She provides assessment and intervention for autism, ADHD, anxiety, and other mental health challenges in children. Dr. Edmunds's research investigates strategies for providing evidence-based interventions for social-emotional development within early intervention systems in ways that support equitable access for all children.

1:00pm–2:15pm

All Aboard! Collaborative Action for Related Service Providers to Promote Inclusive Early Childhood Practices: PART 1

Location: Palmetto E

Presenters: Tracey Dumphy & Amy Miller

In this 2-part session, we will discuss occupational therapy, physical therapy, and speech therapy frameworks and practices in the student's least restrictive environment. We will cover what the research shows us regarding the LRE and present a continuum of in-context services. We also will explore goals to move students toward natural-environment learning and carryover. Intentional coaching skills help to build relationships with our students, families, and classroom staff. Participants will have the opportunity to learn specific coaching communication skills, explore the principles of having crucial conversations, practice coaching conversations, and develop skills to provide strength-based feedback. Collaborating with other professionals and designing student-centered goals is vital in targeting the needs of the student within their learning environment. We will hear from special educators and general educators in an early childhood preschool program and reflect on their input as we explore what inclusive therapy services can look like including writing shared goals and collaborative data collection. Specific examples of therapeutic interventions, environmental accommodations, and universal design will be reviewed along with strategies for implementation at the systems, classroom, and individual levels.

About the Presenters:

Tracey Dumphy is an occupational therapist with 24 years of experience working with pediatric populations. Prior to becoming an OT, Tracey received a BS in Special Education from The College of NJ. Since graduating from Eastern Michigan University with her Master of OT degree, Tracey worked in a variety of pediatric settings. She is currently the lead OT for Williamsburg-James City County Schools. She presented at the National PBIS conference on the role of OT-PT in MTSS. Additionally, Tracey presents regularly at local conferences on the topics of self/co-regulation, sensory processing, and motor development. Throughout her career Tracey received advanced training in sensory processing (Including SIPT certified, STAR school-based intensive), feeding (SOS, Ages and Stages), autism, VTSS division level coaching, and school-based practice.

Amy E. Miller, PT, DPT is a physical therapist for Williamsburg-James City County Public Schools, working with students of all ages, including the Bright Beginnings Preschool Program. Since graduating from the Emory University School of Medicine with her Doctorate of Physical Therapy, she has worked in a wide variety of pediatric settings in North Carolina and Virginia. In addition to pediatrics, Dr. Miller has a particular interest in physical therapy in mental health settings and worked in mental health hospitals for over 8 years. She continues working to promote the role of physical therapists in improving the mental health of clients through physical activity. Dr. Miller was a contributor to a chapter titled "Mental Health Settings" in the upcoming first edition of *VanWye: Health System Management and Policy*.

An Innovative Approach to Increasing Early Identification of Children with ASD

Location: Board Room 1

Presenters: Amy Holbert & Jena Martin

In this session, attendees will have the opportunity to explore and discuss innovative approaches to early identification and interventions by examining a recently piloted project in our state. The focus of this project focuses on the importance of community partnerships, removing barriers to increase opportunities for developmental screenings and engaging caregivers in the healthy development of their child(ren). We will explore a two-tiered, evidence-based developmental screening approach, with a focus on using the STAT, a screening tool for Autism in infants and toddlers, referred by child care center staff and or a parent, and identify next steps for referral and follow up.

About the Presenters:

Amy Holbert is a licensed, clinical social worker with over twenty years of experience in clinical pediatrics and maternal child health work. She is a graduate of the University of South Carolina with a Master's of Social Work. Currently she is the CEO of Family Connection of SC, a statewide nonprofit providing an array of outreach, home visiting, educational and support services for families that have a child with a chronic health condition and/or a

disability of any kind. While at Family Connection, Amy has assisted the organization in achieving the U.S. Department of Education's Parent Training and Information Center designation (PTI), thereby making Family Connection of SC a "one-stop" organization for families with children that have disabilities. Amy is Governor appointed to the State's Interagency Coordinating Council for Part C services in S.C. Amy has two wonderful sons, Andrew and Evan. Both are diagnosed with asthma and ADHD. The life lessons of being a parent to two children with special medical and behavioral health needs have shaped her career path and choices.

Jena Martin currently serves as the Director of Special Populations for Family Connection of South Carolina, ensuring our underserved and at-risk children receive appropriate and timely special education services. She oversees the Parent Support Program, as well as early childhood initiatives and programs for children and family's birth to five. Jena has over 15 years of experience providing care and support to families in a clinical setting as a former Certified Child Life Specialist which led her to develop and implement South Carolina's first Child Life outpatient position for pediatric hospice and palliative care patients. She also became the first healthcare provider in South Carolina to be certified in Perinatal Loss Care by the Hospice and Palliative Nurses Association (HPNA). She received her BA in English and minored in Early Childhood Education from the University of South Carolina in 2004. In 2020, she graduated with a Master's in Early Childhood Education from USC. She credits the impact of working with parents and professionals as part of the PTI for her motivation in seeking her degree.

Partnerships in Early Childhood Special Education—Understanding Family Systems Theory

Location: Sandhills D

Presenter: Dr. Kate Ascetta

An interactive and self-reflective presentation centered around Family Systems theory, with an emphasis on strategies for collaborating and communicating with families and other professionals as members of multidisciplinary teams in Early Intervention and Early Childhood Special Education. Participants will explore school and community resources that can provide information and services to parents of children with disabilities. An opportunity will also be provided to address participant concerns related to: common concerns that parents of children with disabilities may have and what resources might be made available in meeting those needs and assisting the parent in being an active team member; how to assist families in communicating needs and concerns, in accessing resources and in developing advocacy skills; and/or strategies to teach parents to participate as active team members and use strategies with their children.

About the Presenter:

Kate Ascetta is an Assistant Professor of Early Childhood Special Education at the University of South Carolina. Before pursuing her Ph.D. at University of Oregon, she worked in variety of settings with young children and early childhood teachers. She began as an early childhood special education teacher for young children who had experienced early life trauma. Prior to beginning her doctoral program, she was an assistant principal at a Head Start program.

Promoting Inclusion and Collaboration in Early Childhood—Reflections from SEIT Academy Cohort Members

Location: Pee Dee B

Presenters: Charlotte Anthony, Lucie Bingham, Felicia Madden, Nicole Randall, & Brooke Rockey

The purpose of this panel is to highlight the experiences of school district teams that have participated in the Special Education Itinerant Teacher (SEIT) Academy. Panelists will discuss how participating in the SEIT Academy has impacted their school district's special education service delivery model and their commitment to early childhood inclusion. Through engaging discussions, the panelists will describe their school district's motivation for participating in the SEIT Academy, highlight the benefits of the SEIT Academy, and share how the SEIT Academy supported their use of cross-sector collaborative partnerships within their communities to support preschoolers with disabilities and their families.

About the Presenters:

Charlotte Anthony is the early childhood special education itinerant teacher for Greenwood School District Fifty in Greenwood, SC. She partners with local outside agencies, such as child care and Head Start programs, to meet the needs of young children in their centers that have special needs. Charlotte's job includes training, modeling, and executing research-based practices that lead to successful early intervention for students. She has been teaching special education for 23 years. Charlotte has obtained a Bachelor's degree in Special Education and Early Childhood Education, as well as a Master of Arts degree in Elementary Education.

Lucie Bingham works in Spartanburg District 5 as a preschool special education teacher. She works part of the week as an Itinerant special education teacher and the other part on the Baby Net and Child Find team. Lucie serves on the District Preschool Inclusion Team, which works to move the District to more inclusive programs for preschool children. She was part of a district team that attended the Special Education Itinerant Teacher Academy (SEIT) in summer 2021. Through her experience in four diverse districts in South Carolina, Lucie has acquired a commitment to helping teachers understand how to serve students based on their needs rather than "fitting" students into established programs. She has a Master's in Special Education and is a certified teacher in the areas of Early-Childhood and Early-

Childhood Special Education. Lucie has over 19 years' experience in public school preschool, with 14 of those years in special education programs.

Felicia Madden is the Coordinator of Special Services for Early Childhood and Elementary programs in Lexington School District 2. Prior to this position, she was a Kindergarten Developmental Delay teacher and an Instructional Facilitator. Felicia also served as the Director of the district's ESY program for many years. Felicia is dual-certified in Early Childhood and Early Childhood Special Education. She received her undergraduate degree in Early Childhood Education from Winthrop University, a Master's in Education from Columbia College, and a Master's in Educational Administration from Grand Canyon University.

Nicole Randall is the Project Manager for the SEIT Academy, the South Carolina Child Care Inclusion Collaborative, and Pyramid PIECES-Child Care. Previously, she worked as an Education Specialist and Behavior Specialist at a Child Care Resource and Referral Agency in North Carolina, assisting early childhood professionals with promoting the social-emotional development of young children. Over the past several years, Nicole has gained extensive experience in the human services and early childhood education field. Her roles have included being a Preschool Teacher, Job Coach, Inpatient Discharge Planner, Adjunct Instructor, and Early Learning Coach. She holds a Master's degree in curriculum and instruction from Florida State University and she completed her Bachelor's degree in psychology from the University of South Carolina.

Brooke Rockey currently works for Fort Mill Schools, as the preschool itinerant teacher for the district. She has been with Fort Mill Schools for four years and helped start up the itinerant services for the district. Brooke enjoys itinerant teaching and being able to work with a variety of preschool settings throughout the district. She loves working with preschool age students, especially supporting their social emotional development. Prior to working with Fort Mill Schools, Brooke taught in Union County, NC for 15 years both as a classroom teacher for children with special needs and as an itinerant teacher.

Pyramid Model: At the Helm of Classroom for All Young Students

Location: Low Country A

Presenters: Nichole Hudgens & Carrie Trivedi

This session will introduce participants to the foundations of social and emotional development and its connection to challenging behavior, while also providing several key Pyramid Model practices educators can begin using in their classrooms to support all young students.

About the Presenters:

Nichole Hudgens is a Pyramid Model Program Implementation Coach with the Pyramid PIECES team, supporting school districts with program-wide implementation. Prior to joining Pyramid PIECES, Nichole served as an Inclusion Specialist with the SC Inclusion Collaborative, and as Quality Coach with the South Carolina Child Care Resource and Referral Network for four years. Nichole earned a BA in Early Childhood Education from Clemson University and received her Master's degree in Education from Ashford University. Nichole also taught pre-kindergarten, kindergarten, and upper elementary school. Nichole holds a certification as a Certified Trainer and Technical Assistance Provider with the SC Endeavors.

Carrie Trivedi is the Lead Behavior Specialist with Pyramid PIECES. In this role, Carrie leads program-wide Pyramid Model Implementation in child care and facilitates the Pyramid PIECES Community of Practice. Carrie earned a BA in Psychology from the University of South Carolina. She loved being a Gamecock so much that she returned to earn her Master of Arts in Teaching in Early Childhood Education. Carrie holds a South Carolina Professional Teaching Certificate, as well as being a Certified Trainer and Technical Assistance Provider with SC Endeavors.

Ready to Go Resources for Collaborating with Child Care Programs

Location: Board Room 2

Presenters: Dana Bennett & Sarah Shaw

Participants will explore early childhood inclusion and why child care is a critical partner in increasing inclusive opportunities for young children with disabilities/developmental delays. Participants will learn how early care providers can be involved and support access to the general education curriculum for young children with disabilities/developmental delays. Resources will be shared to support the successful inclusion of children with disabilities in early childhood classrooms.

About the Presenters:

Dana Bennett joined the SCPI team in April 2022 as a Technical Assistance Specialist. In this position, she provides training and technical assistance to districts to increase their use of evidence-based practices that support the inclusion of young children with disabilities in early learning programs. Dana holds a M.Ed. and has 18 years of experience teaching in the public school system in self-contained and inclusive preschool classrooms for children ages birth to 5 years of age. She has also served as a family child care teacher and an Inclusion Specialist.

Sarah Shaw is the Program Coordinator for the SC Child Care Inclusion Collaborative. She provides support to Inclusion Specialists and coordinates the ASQ-3 initiative. Sarah earned a BS in Early Childhood Education from the College of Saint Rose in Albany, NY and an M. Ed. in

Early Childhood Education from the University of South Carolina. Sarah has worked as a child care teacher in inclusive child care programs for seven years and as an Early Interventionist (EI) for ten years. As an EI, Sarah trained families and child care teachers in strategies to support the development and inclusion of young children with disabilities.

Sensory Learning—How We Learn is How We Should be Taught! Responding to a Child's Sensory Channel

Location: Piedmont C

Presenters: Krista Olsen & Robert Hill

Learn how various students learn as we explore the effectiveness and purpose of the Sensory Learning Kit in discovering the various sensory channels of students with a dual-sensory loss (Hearing and Vision). Learn how to determine how a child likes to receive information and how to use that vital information to provide access to the general curriculum. Tapping into a child's sensory channel can make a significant difference in the student engagement and their academic success.

About the Presenters:

Krista Olsen is a Technical Assistant for the South Carolina Statewide Deaf-Blind Project and Early Interventionist for the SC School for the Deaf and Blind. She has been with the project for 9 years and in Early Intervention for 2 years. She is a Certified Teacher of the Visually Impaired and worked as an Itinerant Teacher of the Visually Impaired and Lead Teacher for a transition program in South Florida for 7 years. Krista received her Bachelor of Arts degree in Visual Disabilities at Florida State University. Her passions include communication, transition, and assessment.

Robert Hill serves as the Director of the South Carolina Deaf-Blind Project and represents the South Carolina Department of Education as the state consultant for students who are Deaf and Hard of Hearing. He has served as a classroom teacher, vice-principal, principal, special education director, and school superintendent since 1990. Robert has served on state and national boards advocating for the needs of students on a variety of topics. He holds four graduate degrees (Curriculum and Instruction, Deaf Education, Special Education, and Theology) and a graduate certificate in early childhood education. However, it is his personal connection that inspired and motivated him to become a special educator. Robert had an IEP himself, until his junior year in High School, as well having several individuals in his family that were Deaf, hard of hearing, and deafblind. As a parent of a child with an IEP, as an individual with an IEP, and as a professional, he enjoys sharing experiences and hearing from others regarding their journey in meeting the unique needs of all students in a respectful, meaningful, and creative collaboration.

2:30pm–3:45pm

A Teacher's Perspective—How Coaching Builds Confidence and Capacity

Location: Pee Dee B

Presenter: Tanya Hutchinson

There is growing evidence that when coaching is used in conjunction with professional development (PD) sessions, a teacher's demonstration of knowledge, skill, and application of that PD is significantly higher than just PD sessions alone. In this session, the focus will be on the teacher's perspective of the benefits of participating in a relationship-based, evidence-based practice of coaching in their inclusive early childhood setting. We will be looking at the purpose and approaches when using coaching, the key elements and challenges in coaching, and the theoretical framework for coaching with its five principal characteristics of Joint Planning, Action/Practice, Observing, Reflection, and Feedback.

About the Presenter:

Tanya Hutchinson, MA ECE, services as the Special Education Itinerant Teacher (SEIT) Coach as part of the South Carolina Partnerships for Inclusion Technical Assistance (TA) center. In this role, she supports school districts who have completed the SEIT Academy as they implement the special education itinerant model in inclusive preschool programs within their districts. Tanya holds an MA in Early Childhood Education with over 25 years in early childhood education. 15 of those years were in the role of an Early Childhood Special Education (ECSE) Itinerant teacher. She had the honor of mentoring first-year ECSE teachers and supporting student teachers as a site-supervisor. Tanya also had the privilege of partnering with families in the home and in community settings providing respite care services. Tanya is a certified trainer with the SC Endeavors.

Actively Engaging Students in Accessing, Exploring, and Learning from their Environment: A Pathway to Successful Outcomes

Location: Piedmont C

Presenters: Marcy Meachum & Robert Hill

Come join and enjoy a session designed to explore Active Learning for students with a dual-sensory loss (hearing and vision). Active Learning strategies provide accessibility and opportunity for students as they discover their environment. Active Learning techniques discussed will demonstrate the importance and means by which the environment can be enhanced to meet the unique and individualized needs of students who have a dual-sensory loss. Participants will be exposed to a variety of Active Learning strategies, as well as have the opportunity to participate in a make-and-take activity.

About the Presenters:

Marcy Meachum is a Technical Assistant for the South Carolina Statewide Deaf-Blind Project. She is a certified special education teacher and teacher of the visually impaired and specializes in working with children with multiple disabilities and early intervention. She served 18 years in Texas as an Early Childhood Teacher for Children with Special Needs and as an Itinerant Teacher of the Visually Impaired for 15 years in Virginia and Washington state. She received her bachelor of arts in General and Special Education at Michigan State University, a certificate in Visual Impairments at Stephen F. Austin State University, Texas and a doctor in Jurisprudence at South Texas College of Law.

Robert Hill serves as the Director of the South Carolina Deaf-Blind Project and represents the South Carolina Department of Education as the state consultant for students who are Deaf and Hard of Hearing. He has served as a classroom teacher, vice-principal, principal, special education director, and school superintendent since 1990. Robert has served on state and national boards advocating for the needs of students on a variety of topics. He holds four graduate degrees (Curriculum and Instruction, Deaf Education, Special Education, and Theology) and a graduate certificate in early childhood education. However, it is his personal connection that inspired and motivated him to become a special educator. Robert had an IEP himself, until his junior year in High School, as well having several individuals in his family that were Deaf, hard of hearing, and deafblind. As a parent of a child with an IEP, as an individual with an IEP, and as a professional, he enjoys sharing experiences and hearing from others regarding their journey in meeting the unique needs of all students in a respectful, meaningful, and creative collaboration.

All Aboard! Collaborative Action for Related Service Providers to Promote Inclusive Early Childhood Practices: PART 2

Location: Palmetto E

Presenters: Tracey Dumphy & Amy Miller

In this 2-part session, we will discuss occupational therapy, physical therapy, and speech therapy frameworks and practices in the student's least restrictive environment. We will cover what the research shows us regarding the LRE and present a continuum of in-context services. We also will explore goals to move students toward natural-environment learning and carryover. Intentional coaching skills help to build relationships with our students, families, and classroom staff. Participants will have the opportunity to learn specific coaching communication skills, explore the principles of having crucial conversations, practice coaching conversations, and develop skills to provide strength-based feedback. Collaborating with other professionals and designing student-centered goals is vital in targeting the needs of the student within their learning environment. We will hear from special educators and general educators in an early childhood preschool program and reflect on their input as we explore what inclusive therapy services can look like including

writing shared goals and collaborative data collection. Specific examples of therapeutic interventions, environmental accommodations, and universal design will be reviewed along with strategies for implementation at the systems, classroom, and individual levels.

About the Presenters:

Tracey Dumphy is an occupational therapist with 24 years of experience working with pediatric populations. Prior to becoming an OT, Tracey received a BS in Special Education from The College of NJ. Since graduating from Eastern Michigan University with her Master of OT degree, Tracey worked in a variety of pediatric settings. She is currently the lead OT for Williamsburg-James City County Schools. She presented at the National PBIS conference on the role of OT-PT in MTSS. Additionally, Tracey presents regularly at local conferences on the topics of self/co-regulation, sensory processing, and motor development. Throughout her career Tracey received advanced training in sensory processing (Including SIPT certified, STAR school-based intensive), feeding (SOS, Ages and Stages), autism, VTSS division level coaching, and school-based practice.

Amy E. Miller, PT, DPT is a physical therapist for Williamsburg-James City County Public Schools, working with students of all ages, including the Bright Beginnings Preschool Program. Since graduating from the Emory University School of Medicine with her Doctorate of Physical Therapy, she has worked in a wide variety of pediatric settings in North Carolina and Virginia. In addition to pediatrics, Dr. Miller has a particular interest in physical therapy in mental health settings and worked in mental health hospitals for over 8 years. She continues working to promote the role of physical therapists in improving the mental health of clients through physical activity. Dr. Miller was a contributor to a chapter titled "Mental Health Settings" in the upcoming first edition of *VanWye: Health System Management and Policy*.

BabyNet: Program Overview and Updates

Location: Board Room 2

Presenters: Heather Blackwell & Jennifer Buster

Come learn all about South Carolina's IDEA Part C System, BabyNet. We will walk you through the entire Early Intervention process, from referral to transition to Part B. You will learn about recent and upcoming improvements in the system that will improve services for children.

About the Presenters:

Heather Blackwell is the Operations Manager for South Carolina's IDEA Part C Program, BabyNet at the SC Department of Health and Human Services. She has worked in the Early Intervention system for ten years in various roles. Heather has a Master's degree in human services from Liberty University. She is an ACE's Master Trainer, and recently gained National Family Support Certification through the Institute for the Advancement of Family Support Professionals Career Compass program. Heather's love for the field of Early Intervention

comes from the experiences and relationships she has had from having a younger sister with disabilities.

Jennifer R. Buster, M.Ed., is the IDEA, Part C/BabyNet Director at the South Carolina Department of Health and Human Services where she has been employed for the last 5 years. Prior to that she worked as the Director of Children's Services at the South Carolina Department of Disabilities and Special Needs for 16 years. She has over 28 years of experience in the Developmental Disabilities field at both the state and local level. In the past she served on the State Child Fatality Advisory Committee, the Safe Sleep Coalition, as well as numerous other children's committees in the state. She earned her bachelor's and her M.Ed. from the University of South Carolina.

Every Interaction Counts—The Science Behind How Conversations Build Brains

Location: Board Room 1

Presenters: Lisa Blanton & Paul Govoni

Over the past decade, peer-reviewed research studies have linked conversational turns to improved social-emotional, executive functioning, early language and literacy skills, and brain development. In this session we will explore the latest early talk research and how it has been put into practice by Cherokee County to promote responsive caregiving and positive outcomes for all children.

About the Presenters:

Mrs. Blanton has been in education for 20 years with experience as a teacher, instructional coach, and public-school administrator. She has worked with both local and state agencies to improve developmentally appropriate practices in early childhood settings, with a special focus on language and literacy professional development for teachers. Mrs. Blanton currently serves as the Coordinator of Early Childhood/ Elementary Curriculum in Cherokee County, South Carolina. She is National Board Certified as an Early Childhood Generalist, has a B.A. in Elementary Education, M.Ed. in Early Childhood Education, and an Ed.S in Educational Leadership.

Paul Govoni has been a part of the LENA research team since 2020 and currently works as a Senior Data Analyst. During his first two years at LENA, Paul also participated in Harvard's Strategic Data Project (SDP) Fellowship. Prior to LENA and SDP, Paul received his Ed.M. with a focus in international education policy and statistics from the Harvard Graduate School of Education. Paul has served as a Program Evaluation Consultant for Two Rabbits, an early childhood education nonprofit with programs in Cameroon. He currently lives in New Hampshire and is passionate about using data to evaluate programs to enhance educational quality and opportunity.

Head Start Partnerships for Success

Location: Sandhills D

Presenters: Mary Lynne Diggs & Sherri Evans

This session will highlight the collaborative partnership between the South Carolina State Department of Education's Office of Special Education Services and Head Start. When districts and Head Start work together, additional inclusive sites for young children may be created. Topics to be discussed include the services that Head Start programs provide for children and families, meeting community needs, and guidance for providing services for children with disabilities.

About the Presenters:

Mary Lynne Diggs is the Director of the South Carolina Head Start Collaboration Office and has been a part of the organization since 1996. The program has been housed at the South Carolina Department of Social Services since October of 2005. Ms. Diggs' role is to help the Administration and Governor make progress toward goals that improve the lives of young children through partnerships. Specifically, these partnerships seek to: help build childhood systems, encourage widespread collaboration between Head Start and other programs, and facilitate Head Start's involvement in the State's policies and plans. Mary Lynne is a member of the Regional and State Head Start Associations, as well as the National and State Association for the Education of Young Children of which she is a board member. A 1977 graduate of Spelman College, Mary Lynne earned an M.A. degree from Webster University in 1989. Mary Lynne's previous professional experiences include Medicaid Program Manager, Financial Aid Officer, Technical College Instructor, Labor Arbitrator, Crime Prevention Coordinator, Head Start Field Representative, Staff Assistant to former Governor Richard W. Riley, Campaign staffer for Pugh and Ravenel and Jim Clyburn, and Fundraiser for the United Negro College Fund.

Sherri Evans, M.A., CCC-SLP, is the 619 Coordinator in the Office of Special Education Services at the South Carolina Department of Education. Sherri has a Master's Degree in Speech-Language Pathology. Her work experiences also include serving as a Speech-Language Pathologist and Lead Speech-Language Pathologist in South Carolina's public schools as well as in the area of Early Intervention. She has over 24 years of experience in the fields of Speech-Language Pathology and Special Education. Her current role allows her to serve on various committees and teams specifically related to preschool children with disabilities. Sherri's professional interests include advocating for children with disabilities and their families, preschool inclusion for children with disabilities, and communication and language development.

Using the 5 Classroomwide Practices from PTR-YC to Support Positive Behavior and Promote Belonging

Location: Low Country A

Presenter: Ellyn Andrews

This session will help classroom teachers, coaches, and administrators explore five key practices to improving young children's behavior from Prevent-Teach-Reinforce for Young Children (PTR-YC). All children benefit from classroom instruction that supports their understanding of schedules, routines, behavior expectations, and social skills from a strengths-based perspective. These behavior supports are the magic wand to improving challenging behaviors in the classroom, while reducing the need for intensive individualized interventions or using punitive forms of exclusion.

About the Presenter:

Ellyn Andrews is a Behavior Specialist with the Pyramid PIECES team serving school districts who are pursuing program-wide implementation of the Pyramid Model. Ellyn has her Bachelor's degree in Early Childhood Education, holds a NC teaching license, and has 29 years of experience as a teacher, director and early childhood outreach specialist in Ohio, Texas, Colorado, North and South Carolina. Her career goals have always included promoting high-quality early childhood environments, where children learn and grow together, and children's healthy social and emotional development is prioritized.

2023 SC Early Childhood Inclusion Conference Evaluation



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