

all born (in)



Cross-Disability
Inclusion
Conference

April 17, 2010

www.nwdsa.org

Session Abstracts and Presenter's Bios

Schedule for the Day

- 7:45 - 8:30 Registration
- 8:30 - 8:45 Welcome
- 8:45 - 9:45 Joy Zabala
- 9:45 - 10:00 Break
- 10:00 - 11:10 Session 1
- 11:10 - 11:20 Break
- 11:20 - 12:30 Session 2
- 12:30 - 12:45 Lunch
- 12:45 - 1:30 Terri Couwenhoven
- 1:30 - 1:40 Break
- 1:40 - 2:50 Session 3
- 2:50 - 3:00 Break
- 3:00 - 4:10 Session 4
- 4:10 - 4:45 Karen Gaffney
- 4:45 - 5:00 Art & Self Advocates
- 5:00 - 5:30 Closing & Music

Morning Keynote

Achievement for All the UDL Way!

Joy Zabala, PhD

Ambridge Rose Ballroom

Join Joy Zabala for a brisk walk down UDL Way - the path to inclusion and achievement for ALL learners! On this walk, we will explore the rationale, major components, and pillars of Universal Design for Learning. We will glance at the places where UDL intersects with other initiatives and consider the destinations opened up via this path. Dr. Zabala is the Director of Technical Assistance for CAST, located in Wakefield, MA.

Afternoon Keynote

Building the Foundation for Healthy Sexuality

Terri Couwenhoven

Ambridge Rose Ballroom

Terri will cover key content areas that lay the foundation for healthy sexuality for people with developmental disabilities. Practical teaching strategies and resources for home, school, and community will be shared. Terri is a certified sexuality educator and author of Teaching Children with Down Syndrome about Their Bodies, Boundaries, and Sexuality.

Closing Keynote

Friendships - A Key Ingredient for Successful Inclusion

Karen Gaffney

Ambridge Rose Ballroom

Karen will share information about the "Friends First" program, which gives students with and without disabilities the chance to establish friendships and work collaboratively. Karen is president of the Karen Gaffney Foundation and is dedicated to championing the journey to full inclusion.

Art & Self Advocates

Following the Joy

Marie Blanchard, John Kelting, Quinn and Daniel Jarvis-Holland

Ambridge Rose Ballroom

A panel shares the joy of art in their lives as well as an exhibit of several art pieces created by self advocates. Art will be available for sale at the conference. This project is coordinated by Susan Blanchard, Family Support Director, United Cerebral Palsy of Oregon and SW Washington.

Closing Remarks & Music

Angela Jarvis-Holland

Ambridge Rose Ballroom

Join the Executive Director of the NWDSA at the conclusion of a day dedicated to celebrating diversity.

Session # 1

UDL: What does it look like? Am I doing it now?

Joy Zabala, Ph.D., Director of Technical Assistance for CAST

Ambridge Rose Ballroom

UDL is versatile! UDL is dynamic! UDL does not look the same at every moment or in every situation. So how do you know when you're "doing" UDL? In this session we'll look at UDL Guidelines and other tools that help you build on what you're already doing to develop, enhance and sustain inclusive learning environments in which ALL students are actively engaged and achieving.

Dr. Joy Zabala is the Director of Technical Assistance for CAST and for the National Accessible Instructional Materials (AIM) Center. The National AIM Center is funded by the Office of Special Education Programs, U.S. Department of Education and is charged with working with state education agencies, local education agencies and other stakeholder to develop effective systems to speed the delivery of high-quality accessible instructional materials to students with print disabilities.

For many years Dr. Zabala has been a popular provider of professional development and technical assistance in the areas of assistive technology and leadership to state and local departments of education, families, school communities, and other organizations across North America and abroad. She is the developer of the SETT Framework, a concerns-identification and solution-seeking tool that helps collaborative teams make decisions about effective ways to increase the participation and achievement of students with disabilities through the use of assistive technology and other supports. She is a founding member of the QIAT Consortium and has been instrumental in the development and validation of Quality Indicators for Assistive Technology (QIAT) Services. She serves on the Advisory Board of the Family Center for Technology and Disability, the steering committee for the State Leaders for Assistive Technology in Education (SLATE) and is the Education Program chair for both national conferences of the Assistive Technology Industry Association.

Being an Active Part of an Individual Education Program (IEP)

Michael Bailey, Ph.D., Author, & Eleanor Bailey, Self-Advocate

St. Johns

Join Eleanor and Michael in a lively discussion of the importance of a student taking an active role in his or her IEP process. This session will include the perspectives of a student and a parent, and will offer practical tips and useful advice on ways to help the student's voice be heard in the setting of an IEP meeting.

Eleanor Bailey is twenty two years old and a graduate of Grant High School. Eleanor is currently a part-time staff member at the Northwest Down Syndrome Association. She is a member of Kids As Self Advocates, sponsored by Family Voices, and has spoken out on behalf of individuals with disabilities on many occasions. Her most recent speeches were at the OHSU Center for Health & Healing and in the Capitol Building in Olympia, Washington. She is an active self-advocate who likes to play basketball, swim, hang out with friends, read Helen Keller, and travel.

Michael T. Bailey is author of "Special Education: A Parent's Guide for Children's Success." He is President Elect of the Board of Director's of the National Disability Rights Network in Washington, DC. He is past president of the Oregon Advocacy Center, a member of ADAPT, and a speaker at many conferences and trainings. A former criminal defense lawyer he is currently working on a new book and teaching law and philosophy at the University of Phoenix.

Positive Behavior Supports: Creating strategies for essential social and learning opportunities in the early years

Tim Andrews, MECP, & Jen Brandse, NWDSA Board, Chair of RLC

Marquam

If behavior interferes with learning opportunities, it may be time to formulate a behavior management plan. This session will cover the elements involved in making a plan and the value of working as a team. With a focus on the first five years of development, we will look at the impact of relationships and environment on behavior, provide specific strategies for problem solving and find out how we can help set the stage for successful learning.

Tim Andrews received a master's degree in early childhood special education from Portland State University in 2000. He is the Early Childhood Positive Behavior Support Specialist for MECP. His roles include consulting with preschools in order to maintain children in community placements, working directly with families in their homes on routines and challenging behaviors, and providing trainings and in-services for teachers in Multnomah County.

Jen Brandse has been on the board of the Northwest Down Syndrome Association since 2004. She is the chair of the Reciprocal Learning Community and has coordinated the birth to five track of the All Born "In" conference since its inception. She is a graduate of Partners in Policymaking class of 2004. In 2005 and 2006, she participated in SpecialQuest; the Hilton/Early Head Start training program. Jen is also the proud mom of Chloe, a 7 year old is currently fully included in her 1st grade in the Hillsboro school district.

Person Centered Thinking - Utilizing person centered thinking to create individualized home and employment support.

Joe Wykowski, Executive Director of Community Vision, Inc.

Learn how to create person directed supports to address all aspects of an individual's daily life in the community and at work. Learn strategies for creating new relationships via an individual's circle of support.

Joe Wykowski is the Executive Director of Community Vision a person centered organization providing individual supports to over sixty individuals and families. Joe also founded the Homeownership Empowerment Program, which assists 15 individuals or families a year to purchase a home of their own. Joe consults with various housing coalitions across the country concerning the creation of individual housing opportunities and personal supports for persons with disabilities. He is a guest lecturer for the University of New Hampshire, Colorado State University, and University of Kansas.

Session #2

Parents as Advocates for Universal Design for Learning

Gayl Bowser, M.S. Ed., www.educationtechpoints.org

St. Johns

This session will address the ways that parents can advocate for their children's access to universally designed curriculum and learning activities. Examples of the ways that technology can be used to adapt content for many learning styles will be provided. Parents have some specific things that they can do to advocate for their children's use of UDL. While teachers plan curriculum and design lessons, parents are experts about their own children's learning styles and the big picture of their child's learning. In this role, they can

1. *Speak the same "language" as educators who are thinking about UDL and differentiated instruction;*
2. *Work collaboratively to encourage the use of UDL in classroom settings and;*
3. *Work together to encourage school systems to change to include their children in UDL initiatives.*

Gayl Bowser's work as an independent consultant focuses on the integration of technology into the educational programs of students with disabilities. Former Coordinator of the Oregon Technology Access Program (OTAP) and a special education teacher by training, Ms Bowser has also worked as a school administrator She works, regularly, with school districts to develop effective, legal and high quality assistive technology service designs. Ms Bowser provides assistive technology consultation, training and technical assistance throughout the United States and internationally.

Exploring Resources for Accessible Instructional Materials

Shar Powell, Assistive Technology Resource Specialist/Trainer, Oregon Technology Access Program, www.otap-oregon.com

Marquam

Accessible literacy is for everyone. We can read a digital book from the computer, download it, put it on a CD or transfer it to an mp3 player and do homework while riding the bus home. So many options and so many books. Accessible Instructional Materials (AIM) are an alternative to print materials in audio, digital text, large print or Braille formats. Come explore Bookshare and an array of other free and fee-based online resources. Find out where to access additional training about AIM, both in person and online.

Shar Powell, ATP is the Assistive Technology Resource Specialist for the Oregon Technology Access Program. Shar brings to the table 20+ years of diverse knowledge in several aspects associated with Assistive Technology; from building your own basic switch to the latest Augmentative Communication Device. Her abilities include building, training and implementation whether in the classroom or one on one setting.

How Can Schools Best Support a Child When Behavior Gets Challenging

Christine Shank, Attorney from Disability Rights Oregon (DRO)

Morrison

A good behavior plan is essential for students who experience disabilities that impact their behavior. This session will focus on the elements of a good functional behavior assessment and a behavior plan.

We will also review the Oregon Administrative Rules regarding the use of seclusion and restraint in schools.

Parents and staff will leave with an understanding of when districts are permitted to use seclusion and restraint, what procedure district staff must follow after the use of seclusion or restraint and how to construct behavior plans that help to avoid the need for seclusion and restraint.

Chris received her Law Degree from Northwestern School of Law of Lewis and Clark College. She has been practicing law, specializing in special education law, for 10 years. She has provided training on special education law and parental rights for parents and advocates around the state, and has assisted in developing DRO's Special Education Guide for Parents and Advocates. Her work this year is focused on reducing the use of seclusion and restraint in the school setting.

The Power of Parenting: Your vision for your child's future

Roberta Dunn, Parent, FACT Coalition Director

Ambridge Rose Ballroom

Explore the incredibly important role we play as parents and the essential need to have vision for our children's future. No more "but I'm just a parent"

Parents make their way through life one of two ways...like a leaf or like a rock climber. Roberta will challenge you to find your inner rock climber! It's never too early or too late- session will offer insight to parents with young children and encouragement to those whose kids are a bit older.

Roberta Dunn is the mother of four sons and lives in Beaverton, Oregon with her boys and husband of twenty four years. She has been a disability advocate since the birth of her twins seventeen years ago. One of the twins experiences Down syndrome. Roberta serves on the State Advisory Council on Special Education, is a Partners in Policymaking (PIP) graduate and is currently the PIP Program Director. She is also the Executive Director of the Family And Community Together (FACT), a group dedicated to empowering Oregon families experiencing disability by developing family leaders actively engaged in making sure that the perspective of families is heard and reflected in systems and policies that affect them.

Diplomas Options in Oregon: It's never too early to prepare

Victoria Haight, Oregon Parent Training and Information Center (ORPTI)

The State of Oregon recently revised education laws and policies, changing the requirements for receiving a high school diploma. Meeting these new requirements depends on parents, students and educators preparing for and understanding them.

This workshop will present what the diploma options in Oregon are as well as the credit requirements, and credit for proficiency. Participants will also discover which diplomas automatically qualify for federal financial aid, admission to the college and university system, and military service.

Victoria Haight works as a Regional Trainer for OrPTI (Oregon Parent Training and Information Center); a position she's held for the past five years. She's also an IEP partner, and a mediation partner. As a parent of an eighteen year old daughter with Asperger's Syndrome, she knows the joys and challenges of raising a child on the Autism Spectrum.

Session #3

Typical Sexual Development: What's Normal?

Terri Couwenhoven, M.S., Clinic Coordinator

Ambridge Rose Ballroom

The presenter will share what we currently know about physical and psychosocial development from birth through adolescence/young adulthood.

This session will focus on typical sexual development and what that looks like. Although few studies have been done on individuals with developmental disabilities, Terri will look at how having a disability may impact specific stages of physical and psychosocial development. A segment of this presentation will address common issues and concerns that surface during pubescence as well as psychosocial issues during adolescence.

Terri is an ASSECT certified sexuality educator who specializes in developing programs and resources for people who have intellectual disabilities, their families and the professionals who support them. Her newest book *Teaching Children with Down syndrome about Bodies, Boundaries and Sexuality: A Guide for Parents and Professionals* was released in fall 2007 from Woodbine House. When she is not teaching or writing, she is Clinic Coordinator for the Down Syndrome Clinic of Wisconsin at Children's Hospital of Wisconsin. She is the mother of two daughters, her oldest daughter has Down syndrome.

Putting it all together using UDL to create person-centered supports for the home & community

Joan Medlen, M.Ed., R.D., L.D.

Marquam

Putting it all together to create a plan and specific supports can feel daunting. In this workshop, we'll work together to apply Universal Design for Learning, the Least Dangerous Assumption, Person Centered Planning (and thinking), and wellness for use in the home and the community. We'll pay close attention to creation of low-tech tools to provide visual and communication supports as well as other techniques. A great workshop for visual and kinesthetic learners who want to "Put it All Together"!

Joan Guthrie Medlen, RD, LD, is a registered dietitian, and Oregon native. An internationally known presenter and consultant, Joan focuses her work on projects that have practical use for improving the lives and health of people with intellectual and developmental disabilities, their families, and their communities. She is the author of, *The Down Syndrome Nutrition Handbook* and other practical tools, and the project director of DisabilityCompass.org, a project of Community Vision. Joan is the mother of two young men, one of whom has Down syndrome and autism.

Getting baby on track: Parents' rights and responsibilities to build a resume for inclusion

Ruth Falco, Ph.D., PSU, & Jen Brandse, NWDSA Board Member

Morrison

It's never too early to start advocating for inclusion. For many parents, Early Intervention can be a whirlwind experience. Stay on your feet and learn about your rights and your responsibility as a parent. Find out who attends meetings and who you can invite, options when it comes to testing, and tools to advocate for your child. Use what works in your family and the interests you want to share with your child to create goals. We will discuss what to look for when exploring inclusive preschool settings and why it is vital to build relationships with the people on your child's team.

Ruth received her doctoral degree in special education from the University of Oregon. Her experience prior to her doctoral degree included serving as a teacher, consultant and administrator for programs serving young children with disabilities and their families. She is currently a professor in the Special Education Department at Portland State University where she directs the Research Center on Inclusive

and Effective Educational Practices. Ruth's work includes development of curriculum and instructional strategies for young children with significant and multiple disabilities, including children with autism. In addition, she has directed two interdisciplinary personnel preparation projects focusing on collaboration with families to support inclusion and self-determination for children with disabilities. Ruth's current projects include preparation for personnel who will use effective and inclusive practices to serve children with significant disabilities and their families, research to validate competencies for personnel who serve young children in inclusive classrooms, and research to study instructional practices for young children with autism.

Jen's bio is listed under session #1

Multiply by the Power of Two: Co-Teaching and Inclusive Education

Susan Bert, M.S., Special Education Department (PSU), Barbara Ruben, EdD.
Curriculum & Instruction (PSU), Amanda Blakemore, Stasia Honnold

St. Johns

This session will focus on models of co-teaching that support inclusive education. Susan and Barbara will provide an overview of co-teaching models that support inclusive education, discuss evidence that supports co-teaching as an effective instructional delivery method, and make the connection between co-teaching and inclusive education. They will also draw on their own co-teaching experiences, making clear the connection between theory and practice. Teaching partners from a local middle school will share their experiences as active co-teachers.

Susan received her master's degree in special education from the University of Oregon. Over the last 30 years, her experience in the field has included being a teacher, a vocational specialist, a case manager, a consultant to school districts, and a family advocate to support the inclusion of all children and adults in schools, the workplace, and communities. For the past 13 years, Susan has worked to prepare teachers as an instructor at the Graduate School of Education at Portland State University. Her teaching and service has been dedicated to the areas of inclusion in middle schools and high schools, self-determination, person-centered planning, and transition from school to adult life. Susan's current efforts have focused on the development of the Secondary Dual Educator Program to prepare future teachers who can effectively teach and support all students within general education classrooms.

Barbara Ruben received her doctoral degree in curriculum and instruction from Portland State University. Barbara taught k-8th grade in Portland Public Schools as a general education teacher. She had little training in working with students with special needs in her classroom and learned to lean heavily on her special education colleagues. After a few years teaching, she returned to graduate school for her reading endorsement, hoping to better understand the needs of her struggling readers in her classroom. She has been on faculty in the Department of Curriculum and Instruction at the Graduate School of Education at Portland State for the last ten years completing her doctoral studies in teacher education. She has been part of the team developing the Secondary Dual Educator Program to prepare future teachers who can effectively teach and support all students within general education classrooms. As part of the work, she has helped develop and co-teach a collaborative teaching course with Sue Bert.

Latino Parent Leadership: Parents: Agents of Change!

Susana Ramirez, Special Education Advocate, Disability Rights Oregon (Defensora de Educación Especial)

(Session will be presented in Spanish)

Join Susana to ask questions related to special education, interpreters at IEP meetings and community participation. How to organize your parent community to advocate for systemic change.

Parents will be able to ask questions in more depth about the ABI sessions they attended or any other questions related to their rights and their children's rights. They will be presented with practical strategies that can be applied at their next child's IEP meeting. Principles of Latino community organizing will be covered. A group of "Padres en Acción" will also share their perspective.

Acompañe a Susana y haga preguntas relacionadas a educación especial, intérpretes en reuniones de IEP y participación en la comunidad. Cómo organizar su comunidad de padres para abogar por cambios en el sistema.

Los padres podrán hacer preguntas más a fondo de las sesiones a las que asistieron de ABI o cualquier otro tipo de preguntas relacionadas a los derechos que tienen sus hijos y también como padres. La presentación incluirá estrategias prácticas para que los padres las puedan aplicar en la siguiente reunión de IEP de sus hijos. También se hablará de como organizar a la comunidad latina. Algunos padres de "Padres en Acción" hablarán de su perspectiva en su lucha.

Susana Ramírez has been advocating for the rights of children and adults with disabilities with Disability Rights Oregon for the last 8 years. Susana's presentations combine her personal experiences as a parent advocate and her professional expertise in special education law and community organizing. Her work with the Latino community to help develop parent leaders statewide is one of her most rewarding endeavors.

Susana Ramírez ha agogado por los derechos de niños y adultos con discapacidades en Disability Rights Oregon, durante los últimos ocho años. Las presentaciones de Susana combinan su experiencia personal como madre defensora y su experiencia profesional de la ley de educación especial y organizadora de la comunidad. Su trabajo con la comunidad latina para impulsar a padres líderes a nivel estatal es uno de sus esfuerzos más satisfactorios.

Session #4

The Culture of Disability: Our History & Rights

Dean Westwood, M.S.W., Director, OHSU Center on Self Determination, CDRC

Ambridge Rose Ballroom

This presentation will explore the Culture of Disability and the various distinct cultures that make up the fabric of Disability Culture.

We will explore in an interactive format, with lecture, discussion, audio, video and depictions of art and culture, the changing definition of 'disability', who and how it is defined, the history surrounding the treatment of persons with disabilities, the changing attitudes towards and about disability, the legislative and civil movements related to disability awareness, and the promising practices for serving individuals with disabilities as a distinct culture and sub-cultures that are varied and unique. Finally the discussion will stimulate thought on the Culture of Disability and how each person perceives this culture.

Speaker, Dean Westwood, has 20 years experience in clinical practice, academic settings, and community collaborations. He continues to work in bridging the divide between academia and the community for more progressive options for people with disabilities. Currently Mr. Westwood is the Director of the OHSU Center on Self-Determination of the Child Development & Rehabilitation Center (CDRC), Oregon Institute on Disability and Development and is a Training Coordinator in the Maternal and Child Health Bureaus, Leadership Education in Neuro-developmental and Related Disabilities (LEND) program. He has both personal and professional experience with the culture of disability and of leadership building. He researches, writes, and trains others in the areas of self-determination and leadership, particularly in the areas of disability policy, implementation and systems change. Mr. Westwood has authored articles on self-determination, independent living, and mentorship for persons with disabilities and is co-author of a The Contemporary Experience of Disability in America chapter for a CDC sponsored Masters of Public Health textbook.

Writing IEP Goals That Drive Inclusion

Michael Bailey, Ph.D., Author

Marquam

This dynamic session will present concrete strategies for creating strong, effective IEP goals. Special education advocacy is far more art than science. Nowhere is this more true than in writing the goals for the IEP. Learn to be a strong advocate for inclusion by creating an IEP with goals and services that can only be implemented in an inclusive placement.

Michael's bio is listed in session #1

No Tech? No Problem!: UDL in action in the low tech classroom

Joy Zabala, Ph.D., Director of Technical Assistance for CAST

Think that the latest and greatest technology is required implement UDL principles? In this session we will see how elegantly one teacher "does" UDL with nothing but an "attitude of possibility" coupled with good teaching practices, common classroom supplies, and one ancient computer!

Joy's bio is listed in session #1

Kindergarten Transitions: 10 things I wish I knew

Ruth Falco, Ph.D., & Jen Brandse, NWDSA, and parent panel

St. Johns

Kindergarten transition can be a stressful time for parents. Learn how to decode the IEP (Individual Education Program) form. We will discuss eligibility, district guidelines, general education curriculum, school selection and goal writing. Look at concrete tools that parents can use to advocate for inclusive settings and hear real life experiences from a panel of parents who have been through this important transition.

Ruth's bio is listed in session #3

Jen's bio is listed in session #1

Supporting Healthy Sexuality in Individuals with Developmental Disabilities

Terri Couwenhoven, M.S., Clinic Coordinator

A brief discussion on how we define healthy sexuality and the important roles parents and professionals contribute. A video highlighting a married couple with developmental disabilities will be shared and discussed.

What is healthy sexuality and what how do we help our children and students become sexually healthy adults? This workshop will define healthy sexuality, the rationale for providing information and education, and help parents and professionals define their roles and responsibilities. Participants will view a video about a married couple who both have developmental disabilities, and hear from their parents and the professionals who support them as they live and work in the community.

Terri's bio is listed in session #3

Successful Collaborations to Reach and Teach ELL (English Language Learners) Students with Special Needs and Their Families

Julie Esparza-Brown, Ed.D., PSU

Julie received her doctorate from Portland State University, her master's in special education at the University of San Diego and her bachelor's of music at Willamette University with a specialization in Music therapy. She is currently on the National Advisory Board for the National Center on Response to Intervention. Since 1998, much of her focus has been on preparing ESL and bilingual teachers and most recently, bilingual special educators.