

THE INCLUDING SAMUEL PROJECT PRESENTS
THE NEW ENGLAND INCLUSIVE EDUCATION
LEADERSHIP SUMMIT



FRIDAY, APRIL 10, 2009 | 9:00 A.M. – 3:00 P.M.
CENTER OF NH RADISSON, MANCHESTER, NH





THE NEW ENGLAND
INCLUSIVE EDUCATION
LEADERSHIP SUMMIT
WELCOMES YOU!

*Summit Planning
Committee*

Mary Ann Allsop
Ann Dillon
Matthew Gianino
Nikki Guntz
Dan Habib
Cat Jones
Cheryl Jorgensen
Mary Schuh
Frank Sgambati
Susan Shapiro
Rae Sonnenmeier

Greetings!

Welcome to the 2009 New England Inclusive Education Leadership Summit! The collective knowledge and commitment gathered here today—from 15 states and Canada—is a statement unto itself that improving the educational opportunities of all learners is a high priority. We have designed this event around three fundamental principles: to learn from regional and national leaders, to have access to the latest evidence-based strategies, and to problem-solve with colleagues and peers.

Along with this guide, please take advantage of the comprehensive online resources we have organized at www.includingsamuel.com/resources courtesy of the Bubel Aiken Foundation.

If we can improve your experience today, please approach any one of the many staff members on hand. We also encourage you to provide feedback by completing the summit evaluation.

We hope you leave the summit today refreshed and reenergized with more tools at your disposal, a greater sense of community, and an even clearer path to creating greater equity in our classrooms. Thank you for joining us and for your work toward affecting lasting change in our schools and communities.

Sincerely,
The Summit Planning Committee



THE NEW ENGLAND
INCLUSIVE EDUCATION
LEADERSHIP SUMMIT
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This document is available in alternative formats upon request.



THE NEW ENGLAND
INCLUSIVE EDUCATION
LEADERSHIP SUMMIT
CONFERENCE SCHEDULE

- 8:00 a.m. Registration and continental breakfast
- 9:00 a.m. Welcome and Introduction by Dr. Jan Nisbet, Director, Institute on Disability and Dan Habib, **Including Samuel** filmmaker
- 9:15 a.m. Screening of the film **Including Samuel**
- 10:15 a.m. Panel discussion with Dan Habib, Keith Jones, Norman Kunc, Barbara O'Brien, Joe Petner, Isaiah Habib and Cheryl Jorgensen.
Panel moderated by NHPTV's Richard Ager.
** Panel discussion will be taped by NHPTV for a broadcast of NH Outlook.*
- 11:15 a.m. Break
- 11:30 a.m. Strands A-F: Facilitated by strand planning committees, including IOD staff members and individuals featured in **Including Samuel**
- 12:30 p.m. Lunch
- 1:30 p.m. Strands A-F: Continued
- 3:00 p.m. Summit Adjourns / Optional Networking Reception

This event is presented in collaboration with





THE NEW ENGLAND INCLUSIVE EDUCATION LEADERSHIP SUMMIT ONLINE RESOURCES

Introducing the new 'Resources' section of the Including Samuel website, sponsored by the Bubel-Aiken Foundation!

Go to www.includingsamuel.com/resources for cutting edge resources on inclusion, including downloadable articles, curriculum and essays, plus links to additional organizations and videos.

The resources are organized for:

- Teachers & Paraeducators
- Administrators
- Youth
- Parents & Family Members
- Self-Advocates
- Related Services Providers
- Community Members

The screenshot shows the 'INCLUDING SAMUEL' website header with the tagline 'A DOCUMENTARY BY DAN HABIB'. The navigation menu includes Home, About, Multimedia, Press, Screenings, Store, e-Newsletter, Links, Contact, and Support. The main content area is titled 'Resources for Teachers and Paraeducators' and features a sidebar with categories: Teachers & Paraeducators, Administrators, Youth, Parents & Family Members, Self-Advocates, Related Services Providers, and Community Members. Two resource cards are displayed:

Title	Author	Publisher	Summary	File
Beyond communication access: Promoting learning of the general education curriculum by students with significant disabilities.	McGeehan, M., Sommermeier, R.M., Jorgensen, C.M., & Turner, K.	Topics in Language Disorders (2006)	Descriptions of team member perceptions are reported regarding improvements in learning practices, expectations for student learning, and student performance based on initial implementation of the Beyond Access Model.	PDF #1 2 MB
Classroom-based versus pull-out intervention: An examination of the experimental evidence.	McClay, A.S. & Justice, L.M.	ESR Results (April 2006)	A comparison of speech and language outcomes for preschool and	

This information will be updated regularly. Submit a new resource or link for consideration to dan@includingsamuel.com.

Note: All submitted Word Documents or PDFs must be accompanied by written permission from the copyright holder in order to be considered.

Website links do not need this permission.



Dan Habib/includingsamuel.com

INCLUDING SAMUEL

A DOCUMENTARY FILM
BY DAN HABIB

Premiering on NHPTV
4/19 @ 9 p.m.
4/22 & 4/24 @ 10:30 p.m.

Followed each night by
a *NH Outlook* special



**Bubel
Aiken**
foundation

Inclusion

The Right Thing
To Do!

www.bubelaiken.org

Proud Sponsor of the New Resources Section
at IncludingSamuel.com



A SCHOOL AND DISTRICT ADMINISTRATORS

Facilitators: Cheryl M. Jorgensen, Ph.D., IOD and Joe Petner, Ph.D., Former Principal, Haggerty School

The administrator strand will provide general and special education administrators with an interactive forum in which to learn how to lead schools where an ethic of caring and high standards work together to create an inclusive community of learners. The strand will be facilitated by Joe Petner, the principal featured in *Including Samuel*, and Cheryl Jorgensen, a nationally recognized scholar in inclusive education who has served as a critical friend to hundreds of schools engaged in comprehensive systems change.

STRAND PLANNING COMMITTEE

- Daniel J. Ferreira, M.Ed., CAGS, Director of Special Education, Bow School District, Bow, NH; Treasurer, NH Association of Special Education Administrators
- Cheryl Jorgensen, Ph.D., Program Coordinator, Institute on Disability
- Joe Petner, Ed.D., former principal, Haggerty Elementary School; Education Program Co-Director, CitySprouts Urban Garden Program
- Sandra Plocharczyk, M.Ed., Special Education Support Center Director, NH School Administrators Association



B EDUCATORS, PARAEDUCATORS, CHILD CARE PROVIDERS, AND STUDENTS PURSUING EDUCATION DEGREES

Facilitators: Susan Shapiro, M.Ed., Faculty, Plymouth State University; Cathy Apfel, M.Ed., IOD; Barbara O'Brien, Teacher, Beaver Meadow School; Cheryl Lampron, Paraeducator

Inclusion is more than students just being *in* a regular education classroom. It's about real membership, active participation, and authentic learning for all students—including those with intensive support needs. This strand will be led by a group of educators who have “walked the talk.” Susan Shapiro, an early childhood education professor at Plymouth State University, is a general and special educator who has facilitated students' inclusion and authored of numerous books and chapters on inclusive education. Barbara O'Brien was Samuel Habib's first grade teacher and serves as a mentor to many teams committed to inclusion. Cheryl Lampron, Samuel's Paraeducator for the past 3½ years, has presented at several paraeducator trainings. Cathy Apfel is a national expert on the paraeducator's role in inclusive classrooms and supporting students whose behaviors challenge the existing structure of public school systems. Practical strategies and opportunities for open discussion and problem solving will dominate this strand.

STRAND PLANNING COMMITTEE

- Cathy Apfel, M.Ed., Institute on Disability
- Cheryl Lampron, Associates in Business, Samuel's Paraeducator, Beaver Meadow School, Concord, NH
- Barbara O'Brien, MA, CAGS, Primary Multi Age Teacher, Beaver Meadow School, Concord, NH
- Susan Shapiro, M.Ed, Faculty, Plymouth State University



C SELF-ADVOCATES AND FAMILY MEMBERS

Facilitator: Dan Habib, IOD

Leaders in self-advocacy and parental advocacy will facilitate a community 'town meeting' on maximizing opportunities and overcoming obstacles on the path to inclusion. The collective wisdom of the participants and strand facilitators will address issues including creating cultural shifts around perceptions of disability, strategies for confronting persistent challenges in schools, working effectively with IEP teams and school administrators, and achieving lasting inclusion in the classroom, on the playground, and in the community.

STRAND PLANNING COMMITTEE

- CarolAnn Edscorn, Parent and Self-Advocate, Autism Ability Adventures, Jaffrey, NH
- Dan Habib, Including Samuel Project Director, Institute on Disability
- Anne Huff, Parent-Advocate, Concord, NH
- Keith Jones, Hip-Hop Artist and Disability Rights Activist, SoulTouchin' Experiences, Boston, MA
- Trey Latulippe, Self-Advocate and UNH Undergraduate Student, Durham, NH
- Linda Quintanilha, Parent-Advocate, Bennington, NH



D RELATED SERVICES PROVIDERS (OT, PT, SPEECH/LANGUAGE, AND OTHERS) AND STUDENTS PURSUING RELATED SERVICES DEGREES

Facilitators: Ann Dillon, M.Ed., IOD; Rae Sonnenmeier, Ph.D., IOD; and Norman Kunc, Self-Advocate

Related services professionals will explore the ways they can help the process of educating children in inclusive school communities. This related services community of learners will thoughtfully examine barriers, strategies, and leadership opportunities that ensure that services and supports help to build community while addressing individual needs.

STRAND PLANNING COMMITTEE

- Karen Gage Bensley, PT, MS, PCS, Physical Therapist, Seacoast Child Development Clinic and Clinical Staff, UNH
- Ann Dillon, M.Ed., OTL, Institute on Disability and Clinical Assistant Professor, Dept. of Occupational Therapy, UNH
- Debra Hiney, M.Ed., CCC-SLP, Deaf Educator; Educational Consultant, Seacoast Language and Learning
- Norman Kunc, M.S., Self-Advocate and Co-director of Broadreach Training and Resources Ltd.
- Rae Sonnenmeier Ph.D., CCC-SLP, Institute on Disability and Clinical Assistant Professor, Dept. of Communication Sciences, UNH
- Janet Wright MS, OTR, Adjunct Faculty, UNH, and President of Kidz Play Pediatric Therapy Centers and the NH Occupational Therapy Association Board of Directors



E SCHOOL BOARD MEMBERS, PTA, LEGISLATORS, POLICY MAKERS, AND COMMUNITY MEMBERS

Facilitators: Mary Schuh, Ph.D., IOD, and Betsy McNamara,
Samuel and Isaiah's Mother

Join leaders in the field for a deep and thought provoking presentation and discussion about the obvious and more subtle elements necessary for fully inclusive schools. Issues will include school leadership and mission statements, special education funding myths and realities, using local media to promote inclusion, and the participation of students with disabilities during field trips, after-school activities, and during recreation.

STRAND PLANNING COMMITTEE

- Susan Adams, NHPTV Knowledge Network
- Stacey Brooks, B.S., Parent-Advocate and Executive Director, Advocates Building Lasting Equality in New Hampshire (ABLE NH)
- Karen Knowles, PTO Treasurer and Co-chair of the Beaver Meadow School Playground Committee, Beaver Meadow School, Concord, NH
- Betsy McNamara, Parent and Member of Beaver Meadow School Playground Committee, Beaver Meadow School, Concord, NH
- Mary Schuh, Ph.D., Associate Director, Institute on Disability
- Karen Turner, Parent-Advocate and Member of Newmarket Parks and Recreation, Newmarket, NH



F YOUTH LEADERS AND HIGH SCHOOL STUDENTS

Facilitators: Frank Sgambati, M.S., IOD; Janet Hunt, People First of New Hampshire; and participants from the IOD's Youth Empowerment Services project

What do young people have to say about their dreams and the strategies necessary to reach them? What are the components for success as young adults move from school to adult life? This session is open to teenagers through adults and will identify how participants can get involved in youth leadership activities around disability rights and inclusion in their schools and communities.

STRAND PLANNING COMMITTEE

- Carrie Blake, B.M., Employment Connector, Neighborhood Connections/The River Center
- Deb Genther, B.S., Project Coordinator, Youth Empowerment Services Program, Institute on Disability
- Janet Hunt, People First of New Hampshire
- Frank Sgambati, MS, Director, YES Program, Institute on Disability
- Maureen Tracey, B.A., Achievement in Dropout Prevention and Excellence (APEX)/Positive Behavioral Interventions and Supports (PBIS) Facilitator, Institute on Disability
- YES graduates from 2008-2009



Inclusive education is characterized by presumed competence, authentic membership, full participation, reciprocal social relationships, and learning to high standards by all students with disabilities in age-appropriate general education classrooms with supports provided to students and teachers to enable them to be successful. This document describes seminal policy statements, research articles, and reports that demonstrate the positive outcomes of inclusive education. Full citations are available by contacting cheryl.jorgensen@unh.edu.

- ▶ The Individuals with Disabilities Education Improvement Act of 2004 states: Congress finds the following:

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities. Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible.

- ▶ Students with intellectual and other developmental disabilities educated in general education classrooms demonstrate better performance in reading and math (Cole, Waldron, & Majd, 2004) and significantly higher gains in adaptive behavior when compared to students with intellectual and other developmental disabilities educated in separate settings.

- ▶ The largest longitudinal study of education outcomes of 11,000 students with disabilities, the National Longitudinal Transition Study, showed that more time spent in a general education classroom was positively correlated with:
 - Higher scores on standardized tests of reading and math
 - Fewer absences from school
 - Fewer referrals for disruptive behavior
 - Better outcomes after high school in the areas of employment and independent living (Wagner, Newman, Cameto, Levine, & Garza, 2006).
- ▶ This positive correlation was found for all students with disabilities, regardless of their disability label, the severity of their disability, their gender, or their family's socioeconomic status.
- ▶ No studies conducted since the late 1970s have shown an academic advantage for students with intellectual and other developmental disabilities educated in separate settings (Falvey, 2004).
- ▶ Leaders in the field (e.g., Wehmeyer & Agran, 2006) identify the general education classroom as the optimal place where access to the general education curriculum occurs.
- ▶ A meta-analysis of research in inclusive education conducted by McGregor and Vogelsberg (1998) found:
 - Students with intellectual and other developmental disabilities in inclusive classrooms had a higher likelihood to be identified as a member of a social network by peers without disabilities.
 - There is a small-to-moderate beneficial effect of inclusive education on the academic and social outcomes of students with disabilities.
 - Students with disabilities demonstrate high levels of social interaction in settings with typical peers.

- Social competence and communication skills improve when students with disabilities are educated in inclusive settings.
- Students with disabilities have demonstrated gains in other areas of development when they are educated in inclusive settings, such as level of engagement, involvement in integrated activities, affective demeanor, and social interaction.
- The performance of students without disabilities is not compromised by the presence of students with disabilities in their classrooms.
- Typical students derive benefits from their involvement and relationships with students with disabilities.
- The presence of students with disabilities provides a catalyst for learning opportunities and experiences that might not otherwise be part of the curriculum, especially relating to social justice, prejudice, equity, and so forth.
- Parent support for inclusion is positively impacted by actual experience with inclusion, although experience alone does not shape attitudes.
- Parents of students with disabilities are looking for positive attitudes, good educational experiences, and acceptance of their child among educators.
- Although many teachers are initially reluctant about inclusion, they become confident in their abilities with support and experience.
- Support from other teachers is a powerful and necessary resource to empower teachers to problem-solve new instructional challenges.
- The IEPs of students with disabilities who are included in general education classes are of higher quality; that is, they include goals and objectives that are more closely related to desired adult outcomes and roles than the IEPs of students with disabilities who are in segregated classes.

- There is evidence to suggest that while start-up costs may initially increase the cost of inclusive services, the costs over time decrease, and are likely to be less than segregated forms of service delivery.
- There is an overall “added value” to the general education classroom of students with disabilities and their support resources.
- ▶ There are negative effects of educating students with disabilities in self-contained settings, including:
 - Poorer quality IEPs (Hunt & Farron-Davis, 1992)
 - Lack of generalization to regular environments (Stokes & Baer, 1977)
 - Disruption of opportunities for sustained interactions and social relationships with typical students (Strully & Strully, 1992)
 - Decrease in the confidence that general class teachers have for teaching diverse learners (Giangreco et al., 1993)
 - Absence of appropriate role and behavior models (Lovett, 1996)
 - Negative impact on classroom climate and student attitudes about difference (Fisher, Sax, & Rodifer, 2000)

For additional information about these and other resources, visit the new Online Resources Section at includingsamuel.com/resources.



PROGRAMS OF STUDY IN DISABILITY

Helping to Prepare the Leaders of Today & Tomorrow



As a central component of its mission, the Institute on Disability (IOD) at the University of New Hampshire is dedicated to providing innovative, evidence-based undergraduate and graduate academic opportunities to those interested in expanding their knowledge about disability and community inclusion.

SPECIAL EDUCATION TEACHER CERTIFICATION IN IDD

The Special Education Teacher Certification in Intellectual/Developmental Disabilities (IDD) prepares teachers to promote evidence-based, high quality, inclusive educational programs for students with IDD. The program emphasizes that individuals with disabilities have the same rights as individuals without disabilities to exert control and choice over their lives, to live independently, and to fully participate in and contribute to their communities.

Because of class scheduling, enrollment is feasible for practicing professionals or full time students.

****Significant financial aid is available for a limited number of highly qualified scholars.***

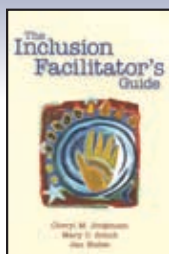
To learn more about this or any other IOD programs of study, call **603.862.4320**, e-mail **contact.iod@unh.edu**, or visit us on the web at **www.iod.unh.edu**



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The IOD Bookstore

Featuring publications, resources, and merchandise produced and recommended by the **Institute on Disability** and the **Autism National Committee** including:



THE INCLUSION FACILITATOR'S GUIDE

Cheryl M. Jorgensen, Ph.D., Mary C. Schuh, Ph.D., & Jan Nisbet, Ph.D.

Developed by three inclusion experts from the IOD and UNH's Inclusion Facilitator Training Option, this guide fully prepares staff to facilitate full inclusion and transform the hearts and minds of those skeptical of reform. Whether used to prepare preservice educators or to augment the skills of in-service professionals, this comprehensive, strategy-filled guide will help inclusion facilitators create classrooms, schools, and communities where all students can flourish.

US\$29.00 | Paperback Book | 250 Pages | 2006
ISBN 1-55766-707-1



COMING JULY 2009!

THE BEYOND ACCESS MODEL: PROMOTING MEMBERSHIP, PARTICIPATION, AND LEARNING FOR STUDENTS WITH DISABILITIES IN THE GENERAL EDUCATION CLASSROOM

Cheryl M. Jorgensen, Ph.D., Michael McSheehan, & Rae M. Sonnenmeier, Ph.D.

An innovative model that can transform schools and lives, Beyond Access will ensure that students with disabilities enjoy the benefits of full membership, participation, and learning within truly inclusive classroom communities.

Visit our exhibit in the lobby today!
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INSTITUTE ON DISABILITY / UCED
A University Center for Excellence on Disability



the Janet Krumm Lecture Series
presents
**DISABILITY, BENEVOLENCE,
& COMMUNITY:**
**Rethinking the Nature of
Respectful Support**
with Norman Kunc

April 16, 2009 | 3:30pm – 5:30pm
Strafford Room
Memorial Union Building
University of NH, Durham, NH

The overall goal of rehabilitation, special education, and human services is to help people with disabilities become contributing members of their communities. But when does our impulse to help others we see as less able or fortunate obscure the opportunity to work together as equals? Norman Kunc and Emma Van der Klift explore various perceptions of disability, the dynamics of benevolence, and offer practical suggestions on how people can work more cooperatively in transformative communities to solve difficult social issues.

This lecture is free and open to all UNH faculty, staff, and students, as well as the general public. For more information, visit www.iod.unh.edu.

*Sponsored by a grant from the UNH Class of 1954
Academic Enrichment Fund.*

SAVE THE DATE!



THE 11TH ANNUAL

autism summer institute

SHOW ME THE EVIDENCE

*Evidence-Based Practices for Supporting Students
with ASD in the General Education Classroom*

August 10-13, 2009 | Holloway Commons
University of New Hampshire | Durham, NH

FEATURED KEYNOTE PRESENTERS:

Dan Habib

Institute on Disability, UNH

Ari Ne'eman

Autistic Self Advocacy Network

Lana L. Collet-Klingenberg, Ph.D.

National Professional Development Center on
Autism Spectrum Disorders

Cathy Pratt, Ph.D.

Indiana Resource Center on Autism

Michael McSheehan

Institute on Disability, UNH

presented by the

nh resource center on autism spectrum disorders

at the **unh institute on disability**

THE INCLUDING SAMUEL PROJECT



Using the power of documentary film for

INCLUSIVE EDUCATION • SOCIAL CHANGE
DISABILITY RIGHTS • WORLDWIDE OUTREACH
PUBLIC AWARENESS • CURRICULUM AND TRAINING

The Including Samuel Project is part of the Institute on Disability/UCED, a non-profit 501(c)3 organization at the University of New Hampshire. The project's mission is to build more inclusive schools and communities through curriculum, training, and outreach.

www.includingsamuel.com

Certificate of Attendance

This is to certify that

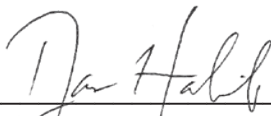
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has successfully completed the

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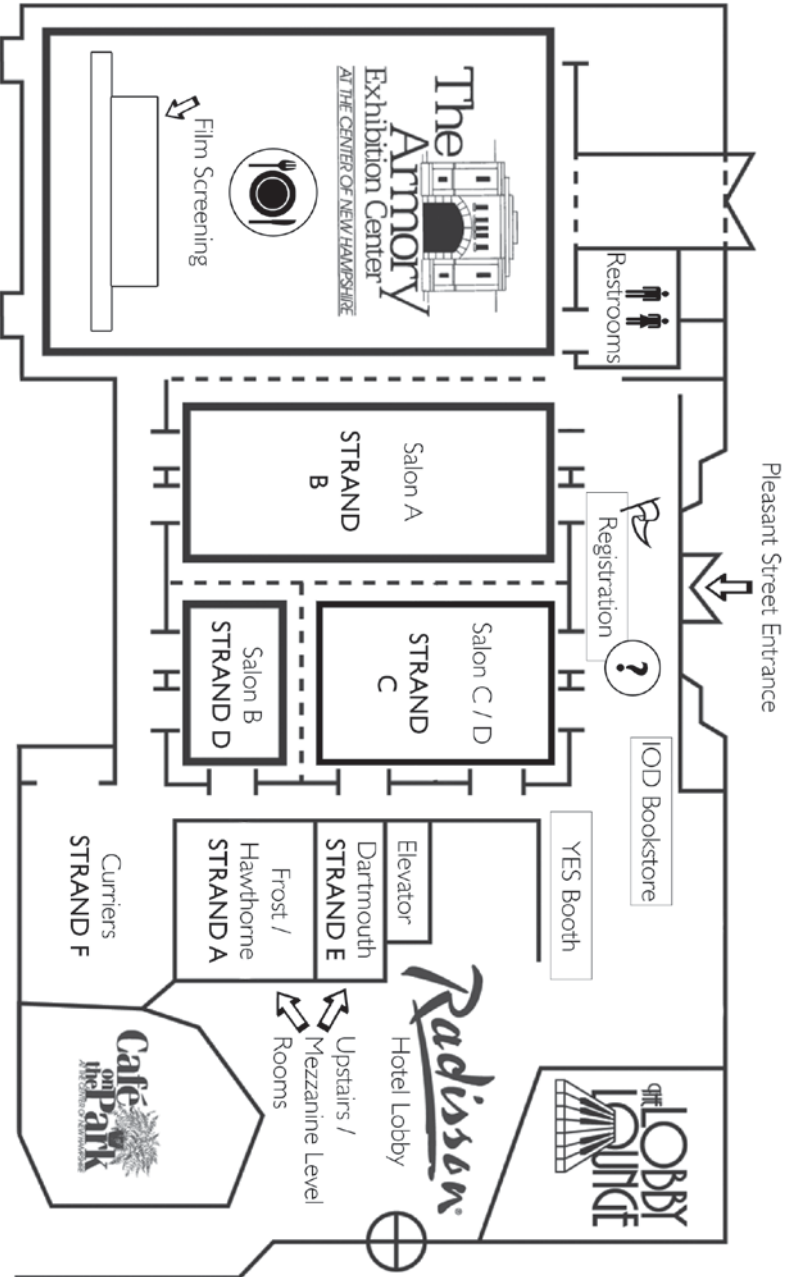
April 10, 2009

and received 6 hours of instruction



Dan Habib, **Including Samuel** Project Director
Institute on Disability

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HOTEL FLOOR PLAN



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