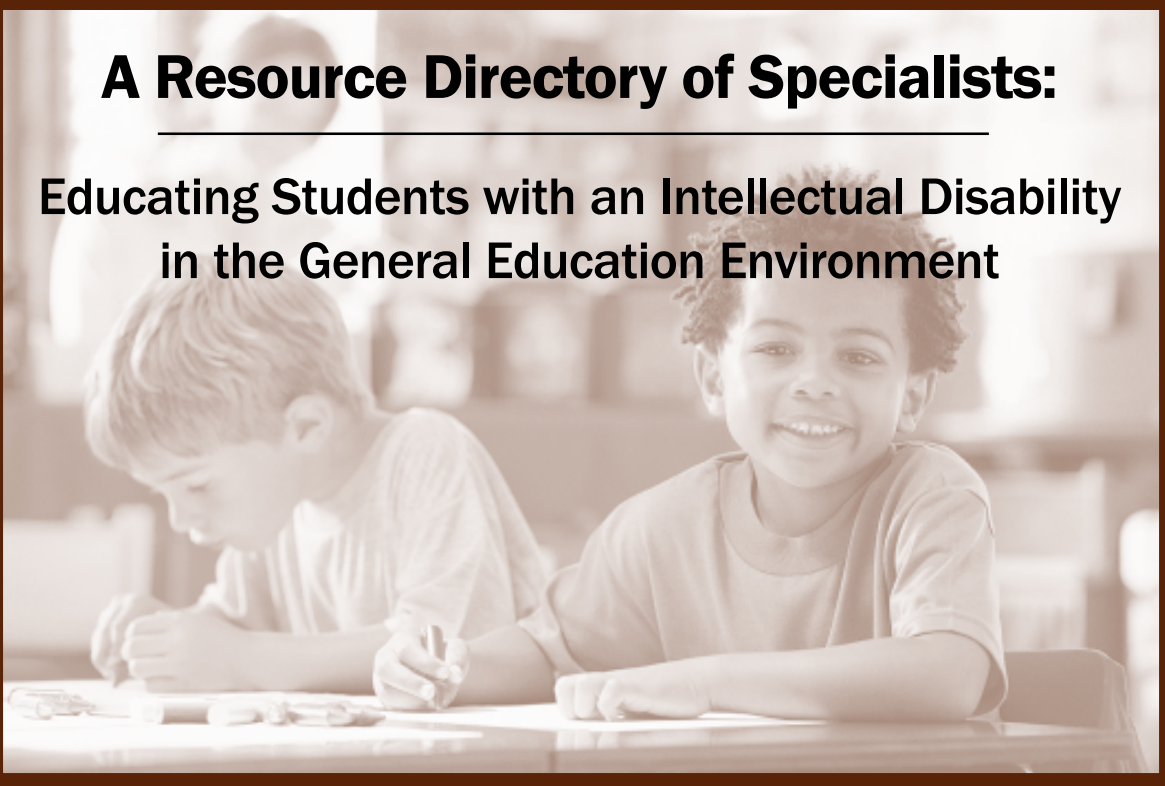


A Resource Directory of Specialists:

Educating Students with an Intellectual Disability in the General Education Environment



January 2005

Connecticut State Department of Education

Division of Teaching and Learning Programs and Services

Bureau of Special Education

State Board of Education

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CONTENTS

A RESOURCE DIRECTORY OF SPECIALISTS

PREFACE.....	iii
INTRODUCTION	1
WHAT YOU CAN EXPECT WHEN USING THIS DIRECTORY	3
CONSIDERATIONS WHEN SELECTING A QUALIFIED SPECIALIST	4
SPECIALISTS PROFILES	7
APPENDICES.....	21
SCHOOL-BASED PRACTICES PROFILE	23
SERC ACTIVITIES 2002-2004	24
PROJECTED ACTIVITIES FOR 2004-2005	25
EXPANDING HORIZONS CONFERENCES	26
SPRING 2003 SESSION INVITEES	27

PREFACE

A RESOURCE DIRECTORY OF SPECIALISTS: EDUCATING STUDENTS WITH AN INTELLECTUAL DISABILITY IN THE GENERAL EDUCATION ENVIRONMENT was developed for use by schools and families to identify sources of assistance in educating children with disabilities, and specifically children with an intellectual disability, in general education schools and classrooms.

Included in this directory are educational specialists' names, contact information and self-identified areas of interest and expertise. All individuals are available to school districts for training and technical assistance on a classroom, program, building or district scale and/or regarding a specific child, on a fee-for-service basis, to be negotiated with the individual.

Participation in the directory is voluntary. Each individual was known to or referred to the CSDE as being an individual with the interest, attitudes, knowledge and skill to assist school personnel in educating students with disabilities and specifically, in educating students with an intellectual disability in the general education classroom. Participants were required to attend a one-day training and information session conducted by the CSDE on (1) the Settlement Agreement, (2) the *School-Based Practices Profile* and (3) *STEP BY STEP*. [The latter two are described in the appendices.] Each participant has agreed to make available to interested parties references from school districts and parents with whom they have worked in the area of including children with disabilities in the general education environment. The directory contains a list of educational specialists defined as a teacher, school administrator, speech language pathologist, psychologist, occupational therapist, physical therapist or other individual with professional educational training, and is not intended to be a directory of attorneys or educational advocates.

The inclusion of an individual's name in this directory is not an endorsement by the CSDE of the qualifications of the individual, beyond what was indicated immediately above; their degree of expertise; or their compatibility for your situation. It is only intended to help inform your decision making when selecting assistance in the area of educating children with disabilities, specifically with an intellectual disability, in general education environments.

Any questions or requests for further information about this document or the PJ et al. v. State of Connecticut, Board of Education, et al. Settlement Agreement may be directed to Anne Louise Thompson at (860) 713-6936 or annelouise.thompson@po.state.ct.us, or by mail to:

Bureau of Special Education
CSDE, attn: Anne Louise Thompson
P.O. Box 2219, Room 369
Hartford, CT 06145-2219

Our website address is: <http://www.state.ct.us/sde/deps/special/index.htm>

INTRODUCTION

In May 2002, the *PJ ET AL. v State of Connecticut, State Board of Education ET AL. Settlement Agreement*, was initiated by the United States District Court to address the identification and education of children having an intellectual disability in Connecticut. The settlement agreement stipulates that the Connecticut State Department of Education (CSDE) is to provide a sufficient number of qualified specialists to assist LEAs in carrying out training, supervision and support responsibilities. It goes on to say the specialists are to possess, in the CSDE's judgment, knowledge and skill in teaching students with mental retardation or intellectual disability in regular classes, and in assisting teachers and other personnel to accommodate and to support students with mental retardation or intellectual disability in regular classes (*PJ ET AL. v State of Connecticut, State Board of Education ET AL. Settlement Agreement* - Section VI. Technical Assistance (1.2)).

In an effort to be of assistance to school personnel and parents in addressing these elements of the settlement agreement, the CSDE has been developing and implementing a multiplicity of activities, one of which is the creation of this document, *A RESOURCE DIRECTORY OF QUALIFIED SPECIALISTS: EDUCATING STUDENTS WITH AN INTELLECTUAL DISABILITY IN THE GENERAL EDUCATION ENVIRONMENT*. Following is a brief history of the creation of the directory as well as other activities that the CSDE has instituted, or is planning to institute, which address the section of the settlement agreement referenced above.

SERC Statewide and School-Based Initiative

The CSDE, through its collaboration with the Special Education Resource Center (SERC), has made available to school districts a wide range of experts, from throughout the United States and Canada, to provide training and technical assistance on issues important to responsible and effective inclusive practice. In the spring of each calendar year, SERC and CSDE identify professional development opportunities to be provided for the upcoming year. During this time, topics, formats and presenters/trainers are identified.

A list of individuals, their affiliations and sessions/topics that have been offered during the 2002-03 and 2003-04 school years and are planned for the 2004-05 school year are provided in this directory as additional resources for schools and families (see appendices). This list allows for districts or parents to identify, by name or topic, persons or areas of interest or need. Each of these individuals have presented and/or provided technical assistance to Connecticut schools and their staff. All are considered experts in their fields and many have extensive knowledge of Connecticut and its schools, either through interaction with session participants or through visiting and consulting at the classroom and/or building levels in our school districts.

Specialists Meetings Spring 2003

In the spring of 2003, CSDE met with approximately 20 individuals working in Connecticut, who had been identified as having expertise or interest in educating children with intellectual disabilities in general education schools and classrooms. These individuals were invited to attend this meeting along with CSDE and SERC representatives. The majority of those invited participated in at least one or both of the two meetings held that spring. During these sessions, CSDE discussed the *PJ ET AL. v State of Connecticut, State Board of Education ET AL. Settlement Agreement* and gathered information from the attendees regarding the characteristics of qualified specialists to address the settlement agreement, and suggestions for the development of a resource directory to assist LEAs and families in the selection of a specialist. *A RESOURCE DIRECTORY OF SPECIALISTS: EDUCATING STUDENTS WITH AN INTELLECTUAL DISABILITY IN THE GENERAL EDUCATION ENVIRONMENT* incorporates much of the information gathered at these sessions. A list of invitees (see appendices) was disseminated to directors of special education for their information for the 2003-04 school year.

Resource Directory Membership

During the spring 2004, each of the specialists who were invited to attend the 2003 meetings (in addition to several other similarly qualified and interested individuals) were invited to a one-day training and information session with CSDE, SERC and Dr. Frances Stetson of Stetson and Associates, Inc. This session provided participants with an update on the status of the implementation of the settlement agreement and an overview of the *School-Based Practices Profile (SBPP)* and *A STEP-BY-STEP Approach to Inclusive Schools* training, both developed by Stetson and Associates, Inc. CSDE views the *SBPP* and *STEP BY STEP* as critical elements in Connecticut's systems-change efforts to create more effective inclusive practices and, therefore, is interested in having consultants who are working in Connecticut schools to know about the content of these training sessions and resources (see appendices for description of *SBPP* and *STEP BY STEP*). The individuals included in this directory each participated in this one-day training session.

Coaches Academy

During the 2004-05 school year, CSDE will be collaborating with an independent organization to support a training academy referred to as the Coaches Academy to increase available specialists to Connecticut schools. Regional Educational Service Center (RESC) and school district personnel will participate in a yearlong academy addressing the essential elements for educating students with intellectual disability in general education schools and classrooms. Participants will be trained to assist school personnel to address students' needs at a district, building and classroom levels.

WHAT YOU CAN EXPECT WHEN USING THIS DIRECTORY

The directory is intended as a resource to school districts and parents to help locate an individual that has self-identified his/her areas of interest and expertise to assist with child, classroom, building or district need regarding the education of students with an intellectual disability in the general education classroom.

All fees and arrangements for services are to be made directly with individuals listed in the resource directory. You can expect to receive references from both school districts and parents who have used the services of this individual. These are available by asking the individual for his/her references.

Each listing in the directory specifies the individual's name, contact information and areas of expertise which the individual has self-identified. Additional information—self-reported by the individual—may include an individual's title, educational credentials, past experiences, types of services available, other disability areas of specific expertise, areas of special interest or focus, age levels or grade levels of particular interest or experience, and other information the individual chose to include.

Individuals in this directory are under no obligation to respond to requests solicited from this directory. All decisions on rendering services are at the discretion and decision of the individual.

A RESOURCE DIRECTORY OF SPECIALISTS

CONSIDERATIONS WHEN SELECTING A QUALIFIED SPECIALIST

In the spring of 2003, CSDE met with approximately 20 individuals working in Connecticut who had been identified to the CSDE as having expertise or interest in educating children with intellectual disabilities in general education schools and classrooms. Each of these individuals had multiple years of experience consulting to educational programs, school districts and/or families of children in educational programs. From their collective wisdom, the following list of recommendations was offered to users of this resource directory when making a decision about a qualified specialist. One may want to consider using these recommendations when conducting a phone or face-to-face formal or informal interview of the individual.

Things to consider:

- Consider using a variety of people with specific skills rather than just one person with general skills
- Make decision on qualifications, not necessarily linked to a “certification”
- *Education Week* journal has a list of qualifications
- Examine the persons competency and credentials
- The use of a qualified specialist should not be viewed as a long-term job
- A qualified specialist should be able to define what s/he can and will do, and what role s/he will play (The qualified specialist will need information to decide if the situation is well suited to his or her skills)
- A qualified specialist needs to be able to make a commitment to “make it happen”
- A qualified specialist serves the best interest of the child (not districts, not parents)

Questions to consider:

- What does the individual see as his/her personal strengths in the field?
- What type of roles do you anticipate the individual to be engaged in and what are his/her experiences in those roles (individual; team; systems; instructional design)?

Attitudes, Knowledge and Skills to look for:

- When doing consulting in inclusion, look for the individual who:
 - ✧ believes in it
 - ✧ has experiences facilitating it
 - ✧ has experience as a practitioner (doing inclusion) or who has been in a school role actually doing it—knowing the job from inside
 - ✧ is able to demonstrate how to include children with success
 - ✧ doesn’t just know it from a theoretical perspective
- Ability to do versus lip service (be clear on “this is what you should be doing”)
- Expertise as a classroom teacher
- Expertise to respond to an individual child’s needs
- A collaborator, has “ambassador” skills

A RESOURCE DIRECTORY OF SPECIALISTS

- ∞ Ability to filter and judge how to use/share information
- ∞ Ability to facilitate change
- ∞ Sensitivity to individual cultures of classes, schools or districts
- ∞ Ability to negotiate, compromise, baby steps if needed, to move toward including the child
- ∞ Ability to shape behavior of school staff
- ∞ Ability to empower staff
- ∞ Ability to clarify roles of team members with team members and what the qualified specialist's role is
- ∞ Ability to clarify using the ideas offered in this list
- ∞ Sensitivity, skilled to "see" typical kids as a reference point
- ∞ Understanding of the law
 - ✧ How it comes into play w/the actual
- ∞ Demonstrated knowledge of child development
- ∞ Sensitivity to families
- ∞ Skillful in building capacity (this is a goal of a qualified specialist)
- ∞ Ability to help school personnel think of skills, realms outside of school (home, community, vocational, adult life)
- ∞ Ability in how not to enable ("write a check") IEP
- ∞ Demonstrated knowledge of agencies

SPECIALISTS PROFILES

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Futures, Inc.
62 Washington Street
Middletown, CT 06457
(860) 347-5099
e-mail: aefutures@yahoo.com

Areas of Expertise:

- Transition Planning (from School-to-Adult Life)
- Curriculum Modifications
- Exceptionalities: Autism, Traumatic Brain Injury (TBI) and Intellectual Disability (ID)
- Developing and Writing IEPs
- Supporting Students with Disabilities in Regular Classrooms

31 East Hill Road
Canton, CT 06019
(860) 693-2767
e-mail: golderaune11@aol.com

Areas of Expertise:

- ∞ Differentiated Instruction
- ∞ Inclusive Practices
- ∞ IEP Writing
- ∞ Modifications and Accommodations
- ∞ Collaboration among Staff
- ∞ Increasing Time With Non-Disabled Peers (TWNDP)
- ∞ Multiple Intelligence and Learning Styles
- ∞ Settlement Agreement Overview

Julie Giaccone, M.S., CCC-SLP

CREC SSST
111 Charter Oak Avenue
Hartford, CT 06106

Home Office:
10 Salerno Drive
Enfield, CT 06082
(860) 748-8001 (cell)
e-mail: jgiaccone1@cox.net

Areas of Expertise:

- Language and Literacy
- Inclusion (Multidisciplinary-Related Services)/Least Restrictive Environment (LRE)
- Accommodations/Modifications
- Co-Teaching
- Deaf Education; Language and Literacy
- Auditory Processing
- Phonemic Awareness
- Autism/Pervasive Developmental Disorder (PDD) Spectrum
- Adaptive and Augmentative Communication (AAC)/Assistive Technology (AT)

Judy S. Itzkowitz, Ph.D.

106 Talcott Ridge Road
South Windsor, CT 06074-2386
(860) 644-6810
email: jsitzkowitz@cox.net

Areas of Expertise:

- Educational Consultant for 16 years
- Facilitating Family/School Partnerships
- Facilitating Person-Centered Planning (MAPS, COACH, etc.)
- Facilitating Functional Behavioral Assessments, Developing Behavior Intervention Plans using Positive Behavior Supports
- Curriculum Modification/Accommodations; Instructional Design and Delivery
- Developing IEPs that make sense, are related to the General Education Curriculum
- Supporting Students with Intellectual Disabilities, Severe Disabilities, Multiple Disabilities, Autism Spectrum Disorders, and Challenging Behavior in General Education
- Fostering Friendships through Circle of Friends, Social Skills Training, and Developing Skills for Social Understanding
- Conducting Independent Program Evaluations through the use of Ecological Assessments
- Using “Current” and “Best” Educational Practices to Develop Appropriate Programs for all Students, including Students with Disabilities

Beth Kurker-Stewart, Ph.D.

61 Cobblestone Road
Glastonbury, CT 06033
(860) 633-5722
email: kurkerstewart@cox.net

Areas of Expertise:

- Systems Change and Inclusive Education Consultation
- All Levels from Kindergarten through Secondary
- Learning Together in Heterogeneous Classrooms:
 - Differentiating Curriculum and Instruction
 - Grading and Assessment Alternatives
 - Writing Curriculum-Based IEP Goals and Objectives
 - LRE, Inclusion and the Law
- Working Together in Inclusive Schools:
 - Whose Responsibility Is It? Clarifying Roles and Responsibilities
 - The Art and Science of Successful Co-Teaching
 - Futures Planning with Families for Students
 - Enhancing the Role of the Paraeducator
 - An Introduction to Transition Planning
- Strengthening Student Participation:
 - Facilitating Friendships
 - Promoting Social Involvement
 - Classroom Management Strategies
- Building Community:
 - Communication and Collaboration Skills
 - Conflict Resolution Strategies
 - Creative Problem-Solving Approaches

Ann Majure, Ph.D.

346 Main Street
Wallingford, CT 06492
(203) 269-6273
email: lamajure@earthlink.net

Areas of Expertise:

- ↻ Facilitating Inclusive Educational Programs
- ↻ Supporting Children with Autism in the Public Schools
- ↻ Conducting Functional Behavior Assessment and Developing Positive Behavior Supports
- ↻ Brain Gym®-Licensed Consultant/Instructor
- ↻ In-service Trainings/Workshops on Range of Topics related to Supporting Children with Disabilities
- ↻ Person-Centered Planning
- ↻ Developing Curricular Modifications/Accommodations

Marlene Mayes

90 Richmond Lane
West Hartford, CT 06117
(203) 232-0363
email: marlenemayes@comcast.net

Areas of Expertise:

- Former Director/Pupil Services:
 - Bloomfield 1991-1996
 - Torrington 1996-2001
- Connecticut Data-Based Model Program (CDBM), 1982-1986
- Program Director EASTCONN, 1982-1986
- Developer/Adjunct Faculty at University of Connecticut (with Tom Powell)
- Program Director – Connecticut Data-Based Model Program (CDBM), Capitol Region Education Council (CREC), 1984-1986
- Skills in PreK-12
 - Developing Modifications within Regular Curriculum
 - Providing Teacher Support/Administrative Support

Joan Nicoll-Senft, Ph.D.

Assistant Professor, Department of Special Education
Central CT State University
1615 Stanley Street, PO Box 4010
New Britain, CT 06050-4010
(860) 832-2403
e-mail: nicoll-senft@ccsu.edu

Areas of Expertise:

- ↻ Formal and Informal Assessment
- ↻ Person-Centered Planning
- ↻ IEP Plan Development and Implementation in Inclusive Educational Settings (PreK-12)
- ↻ Developing Curricular Accommodations/Modifications
- ↻ Curriculum Design or Development (Differentiated Instruction, Understanding by Design)
- ↻ Collaboration
- ↻ Facilitating Relationships between Students with and without Disabilities
- ↻ Pre-service and In-service Training

Linda H. Rammler, M.Ed., Ph.D.

Rammler & Wood, Consultants, LLC
80 Toad Ridge Road
Middlefield, CT 06455
(860) 338-0165
e-mail: lindarwc@mindspring.com

Areas of Expertise:

- Inclusive Education Consultation
- Staff Development and Technical Assistance
- Consultation Regarding Systems Change and Individual Students
- Positive and Inclusive Behavior Supports That Work
- Curricular and Instructional Modification that Reflect Best Practices (e.g. Multiple Intelligences, Differentiated Instruction, Brain-Based Learning)
- Building Circles of Friends and Communities of Learners
- Person-Centered Planning (C.O.A.C.H., MAPS, PATH, etc.)
- Transition of Youth with Disabilities
- All Levels, PreK through Postsecondary
- Intellectual Disability (ID), Autism Spectrum Disorders, Attention Deficit Disorder (ADD), Psychiatric Conditions, Low Incidence and Other Disabilities (Fragile Brain training with Eric Jensen)
- Other Accommodations and Supports for Inclusion
- Transdisciplinary Educational Evaluations

**Michele Schneider, M.S.
Special Education**

Pound Ridge Learning Center
4 Trinity Pass Road
Pound Ridge, NY 10576
(914) 764-4766
email: mish54@optonline.net

Areas of Expertise:

- ∞ Curricular Modifications/Collaborative Planning (PreK-12)
- ∞ Staff Development/Training (Successful Inclusion)
- ∞ Reading Disabilities (Recognized Orton-Gillingham Practitioner)
- ∞ Supporting All Children with Disabilities in General Education Environments
- ∞ Educational Evaluations from Aptitude to Achievement and Person-Centered Planning
- ∞ Fostering Positive Communication and Outcomes at Planning and Placement Team (PPT) Meetings among all Team Members
- ∞ Director and Founder, Pound Ridge Learning Center, NY

Amy Seville-Nelson, M.Ed.

Educational Consultant
283 Spring Street
Manchester, CT 06040
(860) 646-2282
email: asnelson419@yahoo.com

Areas of Expertise:

- Early Childhood and Disabilities (Birth to Age 8)
- Inclusion, Differentiated Instruction
- Curriculum and Program Development Informed by Best Practices
- Staff Development
- In-depth Technical Assistance
- System-Level Change Facilitation Based on Adult Learning Models (All Levels)
- Parent Advocacy
- Program Evaluation

Kathleen Whitbread, Ph.D.

University of Connecticut Center on Developmental Disabilities (UCEDD)
263 Farmington Avenue, M6222
Farmington, CT 06030
Tel: 860-679-1565
Fax: 860-679-1571
E-mail: whitbread@nso1.uhc.edu

Areas of Expertise:

- ↻ Supporting Children with Disabilities in Regular Education Settings
- ↻ Early Literacy Instruction for Children with Intellectual Disabilities
- ↻ Positive Behavior Supports/Functional Behavioral Analysis
- ↻ Developing Useful and Legally Correct IEPs
- ↻ Pre-service and In-service Training
- ↻ Person-Centered Planning (MAPS, PATH, COACH)
- ↻ Facilitating Parent Professional Partnerships

A RESOURCE DIRECTORY OF SPECIALISTS

SCHOOL-BASED PRACTICES PROFILE

The **SCHOOL-BASED PRACTICES PROFILE (SBPP)**- A Self-Assessment Instrument to Guide the Enhancement of Effective LRE Practices in Connecticut Schools is designed to assess current status of the implementation of effective LRE (Least Restrictive Environment) practices in Connecticut schools. Through the use of faculty, administrator and parent surveys, information is gathered that indicates a current “level” of implementation in a school or district in six broad dimensions. The dimensions include:

- Dimension A: Collaboration for Planning and Service Delivery**
- Dimension B: Use of Effective Instructional Strategies for Diverse Learners**
- Dimension C: Early and Effective Intervention Strategies**
- Dimension D: Services in Integrated Settings**
- Dimension E: Social Opportunities, Relationships, and Self- Advocacy**
- Dimension F: Family Involvement in Inclusive Services**

The **LEADERSHIP COMPANION** is a self-assessment instrument intended to support school-based and central office administrators in implementing practices which support the placement of students with disabilities in the Least Restrictive Environment.

STEP BY STEP

A **STEP-BY-STEP APPROACH FOR INCLUSIVE SCHOOLS (SBS)** training is a three-day comprehensive program presented by Stetson and Associates, Inc. of Houston, Texas. The training focuses on the following content: the foundation of LRE/inclusive education; exploration and debunking of the “myths” of inclusive education; planning for individual students’ participation in “regular education”; multi-level instruction; staffing and scheduling; and peer supports. This training is designed for school-based teams to include the school principal, general education teacher, special education teacher, related services professional, and others such as parents and paraprofessionals.

A RESOURCE DIRECTORY OF SPECIALISTS

**SERC Statewide
Least Restrictive Environment/Inclusion Initiative**

Activities 2002-2004

Year Presented	Presenter's Name	Presenter's Affiliation	Workshop Title
02-03	Sarah Barzee & Alice Henley	SERC	Action Planning for LRE
02-03	Rachel Janney, Ph.D.	Radford University Radford, VA	Modifying Schoolwork to Meet the Instructional Needs of Students with Intellectual Disabilities
02-03	Kathleen Bradley, Ph.D.	Consultant, Mansfield	Starting Early to Develop Self-Advocacy Skills for Students with Intellectual Disabilities
02-03	Kenna Colley, Ed.D.	Radford University Radford, VA	Just the Beginning: Facilitating Positive Relationships and Peer Supports for Students with Disabilities
02-03 & 03-04	Judy S. Itkowitz, Ph.D.	Consultant South Windsor	Supporting Students with Intellectual Disabilities in General Education Environments
02-03 & 03-04	Chigee Cloninger, Ph.D. & Ginny Iverson, M. Ed.	Co-Authors of C.O.A.C.H., University of VT	C.O.A.C.H.–Choosing Outcomes and Accommodations for Children: An Effective Planning Tool
03-04	Jack Pearpoint	Toronto, Ontario	Person Centered Planning: Powerful Tools to Improve Educational Outcomes for Students with Disabilities
02-03 & 03-04	Rosemary Tralli	CREC	Developing the IEP Based on the General Education Curriculum: Teams Supporting Students with Intellectual Disabilities
02-03 & 03-04	Richard Charette & Sonya Kunkel	Math Instructor, Berlin CREC	Accessing the General Mathematics Curriculum at the Secondary Level for Students with Intellectual Disabilities
03-04	Kathy Gee, Ph.D.	California State University Sacramento, CA	Effective Instruction in Inclusive Classrooms for Students with Intellectual Disabilities
03-04	Stephanie Spadorcia	Lesley University, Cambridge, MA	Comprehensive Literacy Instruction: Curriculum for Students with Intellectual Disabilities
02-03	Brian Cunnane, Norma Sproul, Ph.D, & Anne Louise Thompson	CSDE	Understanding and Implementing the Guidelines for Identifying Children with Intellectual Disability/Mental Retardation
03-04	Ingrid Canady & Norma Sproul, Ph.D.	SERC CSDE	Understanding and Implementing the Guidelines for Identifying Children with Intellectual Disability/Mental Retardation
03-04	Kenna Colley, Ed.D.	Radford University Radford, VA	Making Inclusion Work: Strategies and Practices for Social and Academic Success in General Elementary Education Classrooms
03-04	Marilyn Friend, Ph.D.	University of North Carolina, Greensboro	Extracurricular Activities: It's All About Access

A RESOURCE DIRECTORY OF SPECIALISTS

**SERC Statewide
Least Restrictive Environment/Inclusion Initiative**

Projected Activities for 2004-2005

Proposed Date	Presenter's Name	Presenter's Affiliation	Workshop Title
November 3, 2004	Anne Beninghof	Highlands Ranch, CO	Moving Forward with Responsible Inclusive Practices: Strategies for Administrators
November 4, 2004	Anne Beninghof	Highlands Ranch, CO	Accommodations and Modifications: Teacher Tested Ideas for the Inclusion of Students with Disabilities in General Education Classrooms
December, 1, 2004	Jack Pearpoint Lynda Kahn	Publisher/Advocate Toronto, Ontario Exec Director, Div of Dev.Disabilities, RI	Graphic Facilitation in Support of Person Centered Planning
December 2, 2004	Jack Pearpoint Lynda Kahn	Publisher/Advocate Toronto, Ontario Exec Director, Div of Dev. Disabilities, RI	Person Centered Planning: Setting a Course with PATH
December 3, 2004	Deb Richards Nancy Prescott	CSDE CPAC	A District Training Session: Conducting Parent Workshops on Educating Students in the Least Restrictive Environment
December, 15, 2004	Rosemary Tralli	Consultant, CREC	The Foundations of Making Sound IEP Decisions: Part I of Developing the IEP Based on General Education Curriculum
December 16, 2004	Eileen Depka	Waukesha, Wisconsin	Delving Into Data from the District Level to the Classroom
January 6 or 7, 2005	Stephanie Spadorcia, Ph.D	Lesley University, MA	Comprehensive Literacy Instruction: Accessing the General Education Curriculum for Students with Intellectual Disabilities, K-6
January 14, 2005	Rosemary Tralli	Consultant, CREC	Teams Supporting Students with Intellectual Disabilities: Part II of Developing the IEP Based on the General Education Curriculum
January 21, 2005	Mara Sapon-Shevin, Ed.D	Syracuse University Syracuse, New York	We Can Make Inclusion Work: Practices That Build Supportive Elementary Classroom Communities
January 26, 2005	Rosemary Tralli Amy Norton	Consultant, CREC Consultant, SERC	Assistive Technology Supporting Instruction: Part III
February 17 or 18, 2005	Kathy Gee, Ph.D.	California State Univ. Sacramento, California	Effective Instruction in Inclusive Classrooms for Students with Intellectual Disabilities
March 2, 2005	Rosemary Tralli Karen Stigliano	Consultant, CREC Consultant, SERC	Transitioning Through School and Community Life: Part Transitioning Through School and Community Life: Part IV of Developing the IEP Based on the General Education Curriculum
March 3, 2005	Judy Itzkowitz, Ph.D.	Consultant South Windsor	Supporting Students with Intellectual Disabilities in Secondary General Education Classrooms
May 15, 2005	Consultants	CSDE	Guidelines for Identifying Children with Intellectual Disability/Mental Retardation: Working with Updates and Revisions
May 19 or 20, 2005	Kathy Gee, Ph.D.	California State Univ., Sacramento, California	Effective Instruction in Inclusive Classrooms for Students with Intellectual Disabilities

SERC Statewide
Least Restrictive Environment/Inclusion Initiative

Expanding Horizons Conferences

Year Presented	Presenter's Name	Presenter's Affiliation
December 2002	Don Kincaid Frances Stetson, Ph.D. Kathy Gee, Ph.D. James A. Tucker, Ph.D.	Positive Behavior Support Project, University of South Florida Stetson and Associates, Houston, Texas St. Mary's College Moraga, California University of Tennessee at Chattanooga
October 2003	Leonard C. Burrello, Ed.D. W. Alan Coulter, Ph.D. Sharon Freagon, Ph.D. Wayne Sailor, Ph.D. Michael McSheehan Kathy Gee, Ph.D. Diane Browder, Ph.D. Local Presenters	Indiana University Louisiana State University Northern Illinois University University of Kansas University of New Hampshire California State University, Sacramento University of North Carolina, Charlotte
October 2004	Marilyn Friend, Ph.D. Nancy Frey, Ph.D. Carol Tashie Leonard C. Burrello, Ed.D. W. Alan Coulter, Ph.D. Sharon Freagon, Ph.D. Wayne Sailor, Ph.D. Local Presenters	University of North Carolina, Greensboro San Diego State University University New Hampshire Indiana University Louisiana State University Northern Illinois University University of Kansas

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SPRING 2003 SESSION INVITEES

Mary Beth Bruder, Ph.D., Director University of Connecticut Center for Developmental Disabilities	Peg MacDonald Cromwell, CT 06416
Anne Eason, Esq. New Canaan, CT 06840	Ann Majure, Ph.D. Wallingford, CT 06492
Amy Eaton Directions / Futures Middletown, CT 06457	Joan Nicoll-Senft, Ph.D. Associate Professor in Special Education School of Education & Professional Studies Central Connecticut State University
Judy S. Itzkowitz, Ph.D. South Windsor, CT 06074-2386	Linda Rammler, Ph.D. Middlefield, CT 06455
Janette Johnson Wallingford, CT 06492	Michelle Schneider Pound Ridge Learning Center Pound Ridge, NY 10576
Sonia Kunkel Cromwell, CT 06416	Rosemary Tralli Educational Consultant 431 Ash Swamp Road Glastonbury, CT 06033
Beth Kurker Stewart Glastonbury, CT 06033	Kathy Whitbread, Ph.D. Associate Director of School-Aged Programs University of Connecticut Center for Developmental Disabilities
Sandi Librandi CT DMR Southwest Region Bridgeport, CT 06610	Robin Wood CT DMR South Central Region Wallingford, CT 06492
Eileen Luddy, Ph.D. Higganum, CT 06441	

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Anne Louise Thompson
Consultant

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