

PRE-CONFERENCE WORKSHOPS – 14th February 2017

01-Title: That Suckeye! Making my Early Childhood Center Inclusive

Facilitator: Dr. Lenisa N. Joseph, Duquesne University, Pittsburgh, PA

This 90 minute workshop session aims to challenge the existing beliefs of early childhood educators that they are not equipped to include a young child with special needs or disabilities. Using a combination of interactive engagements and lecture, participants will receive coaching in ways to repurpose current activities to allow children with disabilities the opportunity to actively participate in their centers. Further, participants will explore ways to measure a child's progress. Additionally participants will conduct a base assessment of their center to measure the Center readiness to meet the needs of children with disabilities and their families. Participants will learn: Techniques for modification and adaptation of materials and equipment, addressing the environment to support positive behavior, pyramid levels of intervention, progress monitoring techniques and conduct a base measure of a centers readiness to include children with special needs

Venue: TR3 Time: 9:00am – 12:00noon

02-Title: Classroom Assessment for Inclusion

Facilitator: Professor Jerome De Lisle, School of Education, UWI-STA

Inclusive classrooms must promote high quality educational assessment practice that support and promote learning. In this workshop we first examine the nature of high quality assessment in two educational systems, Singapore and Ontario, based on a new benchmarking study done for the Trinidad and Tobago Ministry of Education. We then examine a local model for installing high quality classroom assessment based upon international best practice. This model, called FPSI, explicitly emphasizes (1) formative assessment (2) performance of understanding, (3) the development of 21st century skills, and (4) integrated learning. We show the way each element contributes to inclusive practice and deep learning. We provide multiple examples of such assessment designs at the Early Childhood, Primary and Secondary Levels. We also provide templates to demonstrate how participants may successfully design such assessments.

Venue: TR3 Time: 1:00pm – 4:00pm

03-Title: Practicing Responsive Leadership for Inclusive Schools.

***Facilitators: Professor Dennis Conrad, State University of New York at Potsdam
Dr. Jean Crockett, University of Florida.***

Successful inclusive education depends on effective principals and effective teacher leaders with the knowledge, skills, and sensitivity to respond to a diversity of students and families. In this session, participants will learn about leadership strategies and practical resources that can support both general and special educators as they work together in teaching students with, and at risk for developing, disabilities.

Venue TR4 Time 1:00pm – 4:00pm

04-Title Managing Classroom Behaviour in Inclusive Settings

Facilitator: Dr. Elna Carrington-Blaides, School of Education, UWI-STA

Behaviour disorders are a high-incidence disability in schools in Trinidad and Tobago. Statistics for various types of behaviour disorders indicate that over 30% of the school age population is affected. How children behave in the inclusive environment can therefore present special challenges to teachers, administrators, parents and the community. This workshop will expose participants to a range of strategies and techniques suitable for developing appropriate curriculum and pedagogy for learners with and without behaviour disorders in the inclusive classroom.

Venue TR4 Time 9:00am – 12:00noon

05-Title: Reading Comprehension Instruction: Making Inferences from Printed Texts

Facilitator: Dr. Krishna Seunarin Singh, School of Education, UWI-STA

Target Audience: This workshop is intended for primary school teachers, as well as high school teachers of English.

Focus: The workshop will show participants how to teach inference making from printed text. Specifically, the workshop takes a systemic-functional linguistic (SFL) approach to reading texts, and shows how a basic principle of SFL can be used for working out what is implied in a text.

Prior Knowledge Required: Basic working knowledge of English grammar.

Venue: TR5 Time: 9:00am – 12:00noon

06-Title: Learners who Struggle with Mathematics

***Facilitators: Dr. Madgerie Jameson-Charles, School of Education, UWI-STA
Dr. Sharon Jaggernaut, School of Education, UWI-STA***

The focus of this workshop is on pedagogy in the inclusive classroom for students who struggle with mathematics. Students are confronted with varying degrees of difficulty in mathematics. In this regard, teachers are challenged to be more effective, to understand deeply the mathematics they are teaching, and to be able to share that knowledge with flexibility in their teaching tasks. Participants will work in groups and discover new and creative ways to help learners who struggle with mathematics.

Venue: TR5 Time: 1:00pm – 4:00pm

07- Title: Peace Building in Communities

***Facilitators: Henry Charles, MBA – Youth Development Specialist and Policy Advisor
Dr. Madgerie Jameson-Charles, School of Education, UWI-STA***

One of the reason for conflict in communities is perceived inequality in societies. The aim of this workshop is to use appreciative ecological systems approach to address conflict. We propose that we change the discourse from “fighting crime” to “building peaceful communities.” Participants will explore:

1. The legacy of conflict
2. How conflict is portrayed in the media?
3. Peacebuilding initiatives in communities
4. Mediation as a peace building strategy.

This will be an interactive session where participants will be given the opportunity to engage in role play activities.

Venue: TR6 Time: 9:00am – 12:00noon

08-Title: Inclusive Solutions to promote the Goals of Education

Facilitator: Dr. Maraika Gooding, Chartered Educational and Child Psychologist, Chartered Status (British Psychological Society), Registered with the Health and Care Professions Council (UK), Member of the Trinidad and Tobago Association of Psychologists

The workshop is based on the *Inclusive Solutions School Project* being piloted in two small urban public schools - one Primary School and one Secondary. The project adopts a systems perspective in identifying, applying and evaluating the impact of an inclusive approach to school transformation. In this workshop, participants will have an opportunity to explore the mechanisms required to create and sustain an environment in which the needs of all children and young people including those identified as at-risk can be met in order to achieve identified goals of education.

Venue: TR6 Time: 1:00pm – 4:00pm

09-Title: De-escalating Challenging Behaviors: Concept, Context, and Competence

Facilitator: Daniel J. Valenzuela, MSED; Special Education Principal Intern, Special Education Division of Champlain Valley Educational Services, Plattsburgh, NY.

Too often learning communities are reactive rather than proactive to very challenging behaviors. Many teachers and administrators are propelled towards the use of coercive measures in dealing with perceptions of indiscipline and violence by students. Such troublesome or aggressive behaviors have consistently ranked highly as the optimum threat to inclusive practices of disaffected youth primarily boys. For this session, participants will learn: Strategies on how to approach challenging behavior; identify crisis situations and the phases of a crisis; apply appropriate proactive strategies and variables to monitor in a crisis; and develop crisis prevention and management skills.

Venue: TR7 Time: 9:00am – 12:00noon

10-Title: Single-Subject Research Design

Facilitator: Professor Launcelot Brown, Duquesne University, Pittsburgh, PA

The focus of this workshop is single-subject research design for Educational Research. The following will be explored: requirements within single-subject design, phases of single-subject design, flexibility of the design, interpretation of data and limitations of single-subject design.

Venue: TR7 Time: 1:00pm – 4:00pm

11-Title: Successful Inclusion through Music Therapy Interventions

Facilitator: Jean Raabe, M.Ed., MBA, MT-BC

Board Certified Music Therapist from the United States, part-time lecturer UWI-DCFA

Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program. In this workshop the presenter provides both lecture and demonstration of music therapy as an intervention for more successful inclusion of at-risk children/youth and students with learning differences. The workshop will provide definition music therapy, compelling research/cases to demonstrate its effectiveness and activities that would be used with various populations under the conference theme umbrella. The experiential part of the session will be key to understanding the intrinsic value of music therapy. Singing, rhythm and movement activities will be used to solidify participant learning at the workshop.

Who can benefit from music therapy?

Any age client with:

- Mental health needs
- Developmental and learning disabilities
- Alzheimer's disease and other aging related conditions
- Substance abuse problems
- Brain injuries

- Physical disabilities
- Acute and chronic pain, including mothers in labor

Venue: TR8 Time: 9:00am – 12:00noon