

# FIRST Education Special Education Summit



WEDNESDAY, DECEMBER 14, 2022

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# Welcome!



## FIRST EDUCATION SPECIAL EDUCATION SUMMIT WINTER 2022

On behalf of our entire team at FIRST Educational Resources, we are so pleased that you have chosen to join us for the Winter 2022 **FIRST Education Special Education Summit!** We have heard your requests and excitement to learn more about Universal Design for Learning, Autism, and other Special Education specific needs. With that, we are so excited to be hosting FIRST Educational Resources Special Education Summit to provide you with meaningful, professional learning that is designed to meet your requests with an amazing line-up for presenters.

The multiple "**Keynote Sessions,**" on December 14, provide participants with the opportunity to learn from a few leading experts around Universal Design for Learning. During the Keynote Sessions, you will be engaged in new learning, reflection on your practices, and strategies that you can immediately use in your buildings and classrooms.

Next, the "**Breakout Sessions,**" on December 14, will engage you in new learning that will be immediately useable in your role. With so many great options to choose from, you will definitely want to plan to catch your top choice during the Summit and the other sessions on video afterwards.

**We want to be your continued partner in learning!** As you participate in the Summit, know that we offer workshops, customized sessions, and on-site support for teachers and leaders like you! We'd love to talk with you about your goals and how we might partner with you to make these goals a reality!

Please enjoy the Winter 2022 FIRST Education Special Education Summit!

Greg Wolcott  
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FIRST EDUCATION  
SPECIAL EDUCATION SUMMIT  
WINTER 2022



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# SPECIAL EDUCATION SUMMIT

## SUMMIT SCHEDULE

**December 14, 2022**

**\*All times are central\***

**9:30 - 11:00**      **Welcome and Keynote**

Live  
Session  
Only

### **UNIVERSAL DESIGN DAILY: SUPPORTING ALL STUDENTS IN THE DIVERSE CLASSROOM**

*Paula Kluth*

**11:00 - 11:15**      **BREAK**

**11:15 - 12:15**      **Breakout Sessions (Select 1)**

### **THE REALITIES & SYSTEMS OF SPECIAL EDUCATION LEADERSHIP**

*Mike Domagalski and Dr. David Simpson*

### **THE ABC'S OF STUDENT SUCCESS**

*Ebony Grice*

### **DEVELOPING CULTURALLY SUSTAINING RELATIONSHIPS IN OUR SCHOOL COMMUNITIES**

*Martin Odima Jr.*

### **ENGAGING STUDENTS WITH AUTISM AND SOCIAL EMOTIONAL LEARNING DIFFERENCES**

*Jen Townsend*

**12:15 - 12:45**      **LUNCH**

# SUMMIT SCHEDULE

**December 14, 2022**

**\*All times are central\***

**12:45 - 1:45**

**KEYNOTE**

**POWER AND EMPOWERMENT: HONORING BY DECISION AND DESIGN**

*Andratesha Fritzgerald*

**1:45 - 2:00**

**BREAK**

**2:00 - 3:00**

**Breakout Sessions (Select 1)**

**CONNECTED LEADERS IN SPECIAL EDUCATION: OUR KIDS, OUR SUCCESS!**

*Doug Ammeraal and Roxie Ammeraal*

**OPTIMIZING RESOURCES: WHAT YOU NEED TO KNOW TO HELP STUDENTS SUCCEED IN POST-SECONDARY INSTITUTIONS**

*Ebony Grice*

**PURPOSEFULLY PLANNING MATH INSTRUCTION FOR SMALL GROUPS**

*Amanda Ironside*

**JUST GIVE HIM THE WHALE: SUPPORTING LEARNERS WITH THEIR PASSIONS AND INTERESTS TO ACHIEVE ENGAGEMENT AND INCLUSION**

*Dr. Patrick Schwarz*

**3:00 - 3:15**

**SUMMIT CLOSING**

**December 14, 2022**

**\*All times are central\***

**9:30 - 11:00**

### **WELCOME AND KEYNOTE**

#### **UNIVERSAL DESIGN DAILY: SUPPORTING ALL STUDENTS IN THE DIVERSE CLASSROOM**

Paula Kluth

Too often a “one-size-fits-all” approach is used to design lessons, leaving some learners struggling to participate and their teachers scrambling to find alternative supports. In this presentation, Dr. Kluth will illustrate alternatives to this retrofit-style of teaching and learning by discussing the benefits of Universal Design for Learning. Specifically, she will outline and give examples of UDL methods (engagement strategies, action & expression strategies, representation strategies) and emphasize how a UDL model can help teachers reach a wider range of students and include those learners who may previously have been excluded. This Universally-Designed presentation also features “TikTok teaching”, a rock-paper-scissors challenge, and a unique dance party!



**Live  
Session  
Only**

**11:00 - 11:15**

**BREAK**

**11:15 - 12:15**

**Breakout Sessions (Select 1)**

#### **THE REALITIES AND SYSTEMS OF SPECIAL EDUCATION LEADERSHIP**

*Mike Domagalski and Dr. David Simpson*

In this session, presenters from Design Education Group, both K-12 principals, will share about the systems that any lead teacher, principal, and central office personnel should be aware of when it comes to special education. With their combined 25 years of administrative experience, Mike and David will share the reality of what happens from the lens of a school leader in supporting and leading special education in schools. Through scenarios and real-life experiences, participants will learn both the nuts and bolts of special education leadership and strategies to support ALL students in schools. Topics covered will include best practices with IEPs and MDRs, FAPE, programming, and leveraging the knowledge of all school personnel to ensure every student reaches their full potential.



# SPECIAL EDUCATION SUMMIT

## DETAILED SCHEDULE

**December 14, 2022**

**\*All times are central\***

### **11:15 - 12:15 Breakout Sessions (continued)**

#### **THE ABC'S OF STUDENT SUCCESS**

*Ebony Grice*

Successfully supporting students with a disability is more than helping them to attain good grades and navigating all things academic. Helping students develop habits of success through executive functioning skills is a critical component to student success as well. However, we must also help students gain lifelong skills by focusing on the ABC's of Student Success: Awareness, Belief, and Confidence. This session provides strategies to engage middle and high school students in interactive conversations about their aspirations, building on their strengths, and reaching their goals through self-awareness and self-authorship.

#### **DEVELOPING CULTURALLY SUSTAINING RELATIONSHIPS IN OUR SCHOOL COMMUNITIES**

*Martin Odima Jr.*

Many of our students who have learning differences have multiple overlapping social identities (e.g. race, gender, socioeconomic status, sexual orientation, or disability). When we ignore identity and cultural differences, we perpetuate barriers to equity and inclusion in our schools. During this training, you will learn highly practical classroom and school-wide strategies to deconstruct implicit bias and create culturally sustaining relationships for students with ADHD, dyslexia, autism, and other learning differences.

#### **ENGAGING STUDENTS WITH AUTISM AND SOCIAL EMOTIONAL LEARNING DIFFERENCES**

*Jen Townsend*

Research in social neuroscience fosters our understanding of the development of social and emotional competence in the classroom. This translates into essential instructional elements for learners with social emotional learning differences such as autism while creating a Universal Design for Learning (UDL) for all learners. The outcomes from this session will provide practical tools for educators on how to discover what's working to enhance learner engagement. We will explore resources from the Social Emotional Engagement Knowledge and Skills (SEE-KS) framework that provide educators with a focus on ensuring learning strategies to promote access, engagement and expression of learning across various stages of development.



# SPECIAL EDUCATION SUMMIT

## DETAILED SCHEDULE

**December 14, 2022**

**\*All times are central\***

**12:15 - 12:45 LUNCH**

**12:45 - 1:45 Keynote Session**



### **POWER AND EMPOWERMENT: HONORING BY DECISION AND DESIGN**

*Andratesha Fitzgerald*

Equitable and inclusive learning environments are built on the choices of individuals. This keynote will explore the notions of power and empowerment that are made evident in our decisions, our designs and our outcomes. With antiracism and Universal Design for Learning we can begin inviting every voice to powerful positions by honoring identity, culture, and learning needs.

Participants will:

- Explore the definitions of honor and power
- Evaluate power filled choices and examine the implications of power in equitable access to learning.
- Begin co-creating a community of educators who are conscious of how to use power to honor learners.

**1:45 - 2:00 BREAK**

**2:00 - 3:00 Breakout Session (Select 1)**

### **CONNECTED LEADERS IN SPECIAL EDUCATION: OUR KIDS, OUR SUCCESS!**

*Doug Ammeraal and Roxie Ammeraal*

Join presenters Doug Ammeraal (Building Principal & Design Education Group) and Roxie Ammeraal (Special Education Teacher) as they discuss the importance of fostering a collaborative relationship between Administrators and Special Education teachers/staff as well as supporting the roles each team member plays in the academic, behavioral, and social/emotional growth in students who receive special education supports and services. Additionally, they will share their experiences in mentoring staff in collective responsibility, inclusion, and shared ownership of all our learners.

Overall, this session will take a deeper dive in how teachers and administrators can effectively work as a team to best support all learners, especially those with IEPs.

## DETAILED SCHEDULE

**December 14, 2022**

**\*All times are central\***

### **2:00 - 3:00 Breakout Session (Select 1)**

#### **OPTIMIZING RESOURCES: WHAT YOU NEED TO KNOW TO HELP STUDENTS SUCCEED IN POST-SECONDARY INSTITUTIONS**

*Ebony Grice*

Students with disabilities are eligible for Student Support Services. This session aims to raise awareness of available services, resources, and opportunities for students with disabilities within post-secondary institutions. The Student Support Services (SSS) offices at post-secondary institutions are designed to offer student-centered success strategies and increase academic success for students with disabilities. We will dive into the resources that are available and discuss how high school educators, parents, counselors, and other stakeholders can best support students.

#### **PURPOSEFULLY PLANNING MATH INSTRUCTION FOR SMALL GROUPS**

*Amanda Ironside*

This session will focus on knowing where your students are in their mathematical journey, intentionally planning for small group instruction, and using progress monitoring in order to meet our learners' needs through small group instruction.

#### **JUST GIVE HIM THE WHALE: SUPPORTING LEARNERS WITH THEIR PASSIONS AND INTERESTS TO ACHIEVE ENGAGEMENT AND INCLUSION**

*Dr. Patrick*

Considering the fascinations, passions and interest areas of learners, powerful new ways of viewing these areas as positive teaching tools that calm, motivate and improve learning will be illustrated. Using authentic student examples, participants will discover how to make the most of fascinations, passions and interest areas to help learners they support. Areas included will be learning standards-based academic content, developing social connections, minimizing anxiety, boosting literacy learning and mathematics skills, expanding communication skills and much more

### **3:00 - 3:15 SUMMIT CLOSING**

## SUMMIT SPEAKERS

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### PAULA KLUTH

Dr. Paula Kluth is a consultant, author, advocate, and independent scholar who works with teachers and families to provide inclusive opportunities for students with disabilities and to create more responsive and engaging schooling experiences for all learners. She is a former K-12 special educator who has served as a classroom teacher, co-teacher, and inclusion facilitator. Paula has also been a university professor and has taught courses on both inclusion and disability studies. Most recently, Paula's work has centered on helping teachers and administrators educate all students in their schools and classrooms. She also frequently works with families and advocacy groups to support goals related to inclusion. In addition to inclusive education, her professional interests include Universal Design for Learning, co-teaching, and educating students with complex support needs.

All In: 18 Ways to Include All Students in Virtual Classrooms is Paula's newest book. She is also the author or co-author of 15 other titles including Universal Design Daily, 30 Days to the Co-Taught Classroom, Don't We Already Do Inclusion?, and "You're Going to Love This Kid!": Teaching Students with Autism in Inclusive Classrooms. She is also the author of a few books for children including Coaster, a story of a puppy with wonderful wheels.

Paula has won several awards in her field. She is the recipient of the PEAK Parent Center's Ally for Inclusion Award; The PEAL [Parent Education & Advocacy Leadership] Center's Inclusive Education Champion Award; The National Down Syndrome Congress's Educator of the Year; The Belle Center of Chicago's Inclusion Advocate of the Year; and the University of Wisconsin's "Forward Under 40" Award.



### **ANDRATESHA FRITZGERALD**

Andratesha Fitzgerald is the founder and lead consultant of Building Blocks of Brilliance Educational Consulting Firm. As an international speaker Fitzgerald exhibits an audacious perseverance that calls organizations to evolve into inclusive antiracist safe zones for all learners. With over twenty years in education, she has served as a teacher, curriculum specialist, administrator, and director. Her award winning book Antiracism and Universal Design for Learning: Building Expressways to Success (CAST, 2020) has been a catalyst for UDL to ensure safety and radical inclusion in every learning community.

For more information, go to [www.buildingblocksofbrilliance.com](http://www.buildingblocksofbrilliance.com) and @FritzTasha.



## **DOUG AMMERAAL**

Doug has spent over twenty years in middle school education. During the first eleven years, he taught Math and English, with the past ten leading as a building administrator. Currently he serves as the principal at Mona Shores Middle School in Muskegon, Michigan. He is committed to understanding strong leadership, modeling a servant's heart, maintaining relentless optimism, and empowering others to succeed. In addition to educational leadership, Doug has brought his leadership and passion into the coaching and non-profit worlds as well. He spent ten years coaching basketball at Hope College and West Ottawa, along with spending twenty years at Camp Sunshine, as a counselor, volunteer recruiter, and leadership team member.



## **ROXIE AMMERAAL**

Roxie has spent 18 years in middle school special education at West Ottawa Public Schools in Holland, MI. Over the course of her career, she has taught in a variety of least-restrictive settings ranging from pull-out/resource to inclusion/co-taught settings in Math and English Language Arts. Her co-teaching experience has primarily been in Math and ELA, but has ranged into Social Studies and Science content areas as well. In addition, Roxie has been teacher-leader within her buildings and district, including her current role as Special Education Department chair. Additionally, she has led/participated in various committees, teams, and initiatives to best support her building and the students they serve. This includes PBiS, MTSS, PLCs, SIOP, and School Improvement. Roxie has a passion for inclusion, differentiation, and meeting the needs of all learners.



## **MIKE DOMAGALSKI**

Mike Domagalski has had the honor of leading and working in many aspects of education for nearly twenty years. Mike is a tenth year School Administrator and currently serves as Principal of both Palms Elementary School (K-5) and the East China Virtual Academy (K-12) for the East China School District in southeastern Michigan. He currently serves as the Past-President of the Michigan Elementary & Middle School Principals Association (MEMSPA) and is also the creator & founder of the nationally recognized #MEMSPAchat social media platform for leading in education. Lastly, as part of his work with schools, Mike is a partner with Design Education Group, which is a group of school leaders who are focused on shaping the future one connection at a time while inspiring learning and growth, through authentic, real-time solutions based on personalized client needs.



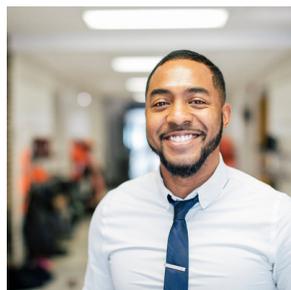
## EBONY GRICE

Ebony Grice has 19 years of educational service to Wisconsin students and families. She has led in Special Education, Regular Education, Instructional Coaching, Education Consulting, and as a School Administrator. She is an advocate for access and opportunity for all students. During her tenure she has supported the development of student-centered policies and systems-change management in several sectors of the educational system including public, private, charter, urban, suburban, and the Juvenile Justice System. As part of her career, Ebony has extensive experience serving as a Practicum Mentor, providing instructional leadership to educators, executing a vision in a school district, and ensuring that all students and families have access and information. She specializes in leading teams and cultivating positive learning environments building strong relational capacity for all stakeholders.



## AMANDA IRONSIDE

Amanda Ironside has 20 years of experience in public education in which she has enjoyed working as an elementary teacher, math interventionist, gifted & talented teacher and instructional coach. Amanda earned her Gifted and Talented Coordinator license through UW-Whitewater and is currently the Gifted & Talented Coordinator for her district. Amanda is an instructional leader, focusing on curriculum development and enhancing educational pedagogy in order to meet the diverse needs of all students. Amanda has extensive experience coaching and collaborating with teachers and students so that their unique academic and instructional needs are met through extensions and support when appropriate. Through coaching and collaborating, she shares research-based strategies and aids in developing instructional plans based on best practice. She is an innovator in her district, providing professional development in multiple disciplines and at all grade levels.



## MARTIN ODIMA JR.

Martin Odima Jr., M.A., is a Special Education Teacher Coach in the Saint Paul Public School (SPPS) District in Minnesota. He is an Adjunct Faculty at the University of St. Thomas in Minnesota. He studied psychology at the University of Minnesota and completed his master's in special education at the University of St. Thomas. His scholarly interests focus on educational equity, inclusive practices for students with disabilities, and retention of teachers of color. His publications include a chapter that focuses on teaching strategies for special education teachers to thrive and persist in the field. Also, Martin has written several journal articles related to building culturally sustaining practices within school communities.



## DR. PATRICK SCHWARZ

Dr. Patrick Schwarz is a dynamic and engaging professor, author, motivational speaker and leader in Education and Educational Leadership for all students. He is the President of Creative Culture Consulting LLC and Young Professor Emeritus at National Louis University, Chicago. He is the author of *From Disability to Possibility®*, *You're Welcome*, *Just Give Him the Whale*, *Pedro's Whale* and *From Possibility to Success*. His amazing colleague, Dr. Paula Kluth, co-authored three of his books. Patrick has presented, consulted and coached in school districts all across the world, impacting a significant number of schools with his progressive work. Patrick's professional mission is to promote education and human services that advance the status of people of all ages with diverse support needs. This will enable individuals to be successfully engaged, find meaning and be respected members of their learning, working and living communities.



## JEN TOWNSEND

Jen Townsend, M.Ed., Consultant who works in collaboration with schools, families and professionals to appreciate what works using appreciative inquiry techniques, social neuroscience and universal design for learning. She authored *Think Differently: An Educator's Approach to Appreciate What Works* and is co-author of *SEE-KS*. She's a contributing author to other works such as *A Spectrum of Solutions for Clients with Autism* and *Changing the World for Parents, and People with Autism*. Jen Townsend believes that together we can go beyond just making a difference; we can be the difference.



## DR. DAVID SIMPSON

With over fifteen years of administrative experience, David has had the privilege of leading at both the secondary and elementary levels. Currently, David is the principal of Northern Hills Middle School in Grand Rapids, Michigan, and leads the district's center-based middle-level programming for students with cognitive impairments. In his previous position, David helped lead the center-based ASD programming at the middle-level. His passion has been in empathy-based hacking towards Deeper Learning in schools using Project Based Learning. Using a systems-based approach, David has demonstrated an ability to raise student achievement for all students and support students' social-emotional learning. In addition, he has worked with schools to create cultures of thinking based on the work of Dr. Ron Ritchhart from Harvard's Project Zero. By doing so, he has been able to be in a position to lead and support innovative learning in schools that is authentic and lasting. David received his Ph.D. in K-12 Educational Administration from Michigan State University with a research focus on teacher learning in informal and formal settings.