



# Church Teachers' College: Mandeville

PROVIDING HIGH QUALITY EDUCATION FOR NATION BUILDING

## Entry Requirements

B. Ed. - Five Subjects including English Language and Mathematics at the CXC/CSEC General Proficiency Level, grade 1 or 2 (or 3 obtained since 1998), or at the GCE 'O' Level grade A, B or C.

Subjects for the Early Childhood, Primary, or Special Education Programmes should include a Social Science and a Science

Students must have a CXC (or equivalent) Grade 1 or 2 in the specialist subject area.

## Programme Offerings



### > MAIN CAMPUS

- a. Associate of Science Degree for Early Childhood Teachers.
- b. Bachelor of Education - Early Childhood, Primary, Secondary Education & Special Education.
- c. Bachelor of Education (B. Ed) with Advanced Standing - All Specializations (Conditions apply)



### > COLLABORATIONS (Main and Brown's Town Campus)

- a. The Middle Leaders Training Programme (NCEL)
- b. Pharmacy Technician Programme (UTECH)
- c. Master of Science in Mathematics Teaching (UTECH)
- d. Master of Educational Leadership (Temple University)
- e. Doctor of Education in Educational Administration (Temple University)
- f. Post Graduate Diploma (CASE)



### > BROWN'S TOWN CAMPUS

- a. Associate of Science Degree for Early Childhood Teachers.
- b. Bachelors of Education - Early Childhood, Primary, Secondary & Special Education.
- c. Bachelor of Education (B.Ed) with Advanced Standing - All Specializations (Conditions apply)



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Diocese of Jamaica and The Cayman Islands

# Church Teachers' College: Mandeville

In association with

The Jamaica Teachers' Association  
& The University of Wisconsin, Whitewater



Presents

## Special Education Conference & Workshops

January 15, 2021 @ 8:40 a.m.

Theme: Teaching and Behaviour Modification Strategies  
for the Inclusive Virtual Classroom



### Presentation Tracks Include:

- Behavior modification strategies for the inclusive virtual classroom
- Teaching strategies for the inclusive virtual classroom
- Subject specific strategies for online learners in an inclusive setting
- Strategies for parents in the homeschool environment
- Online schooling for preschoolers in an inclusive class

### We Remain Committed To:

- Relevant content
- Expert presenters
- Certificates of participation
- Consultation room



This is a Ministry of Education Endorsed Event



## JAMAICA TEACHERS' ASSOCIATION



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*The Professional Organization Representing Teachers in Jamaica*

## Frequently Asked Questions

### Who are children with special needs?

Exceptional children/children with special needs are those who experience difficulties in learning as well as those whose performance is so superior that modifications in curriculum and instruction are necessary to help them fulfil their potential.

Exceptional/ special needs children is an inclusive term that refers to children with learning and or behaviour problems, children with physical disabilities or sensory impairments, and children who are intellectually gifted or have special talent.

### What is Special Education?

Special Education is individually planned, specialised, intensive, goal directed instruction. When practised effectively and ethically, it involves the use of evidence-based teaching methods and evidence which is guided by direct and frequent measures of student performance.

### What does Inclusion mean?

Inclusion means that students with exceptionalities are taught in the general education classroom alongside their typically developing peers. The learning experience will be tailored to meet the needs of students. Adaptations in the form of accommodations or modifications increase the chances of students maximising their potential.

### What is Universal Design for Learning?

All new curricula materials and learning technologies should be designed to be flexible enough to accommodate the learning styles of a wide array of individuals including children with disabilities. The three principles of UDL are:

- Multiple means of representation
- Multiple means of action and expression
- Multiple means of engagement

### What is Differentiation?

Adjusting teaching environments, curricula and instructional practices to create appropriately different learning experiences for students with different needs, interests, readiness, and learning profiles  
Individualised Education Plan – IEP

Specialised plans developed and implemented to meet the needs of students with exceptionalities. These plans contain statements of the individual's present levels, targeted levels, strategies to be employed to meet the desired outcomes and timelines within which these goals will be met.

### Functional Behaviour Assessment

A systematic process of gathering information about the purposes a problem behaviour serves an individual. The assessment is used to create intervention plans

### Behaviour Intervention Plan

A statement of specific strategies and procedures to prevent the occurrence of a child's problem behaviour and to intervene when necessary based on the results of a functional behaviour assessment.

# Adapting Reading Instruction to the Virtual Classroom

Dr. Margaret Chin



**Dr. Margaret Chin** is the Assistant Secretary General in charge of Professional Services at the Jamaica Teachers’ Association. Dr. Chin holds a Doctorate in Education from the University of Sheffield in England, an honours degree in School Counselling from Western Carolina University (USA) and a Masters degree with distinction in Special Education from Nova Southeastern University, also in the USA. She received her teaching certification from the then Mico Teachers’ College. She has also received several awards for her work in the field of education and research.

Dr. Chin has nearly two decades of experience as a classroom teacher and a Guidance Counsellor. She has worked at the early childhood, primary, high school and tertiary levels. Dr. Chin has been conducting in-service training workshops for teachers for many years both locally, and in the Caribbean. She has worked as Education Consultant on several projects with international agencies such as USAID, Centre of Excellence for Teaching Training (CETT), and the European Union (EU).

## Abstract

The Covid-19 pandemic has caused educators to adapt many of the strategies they would use in the traditional classroom to promote reading skills. Virtual learning often requires students to work more independently than they are accustomed to, so as their teachers, we need to adjust the ways we help them read instructional texts. We therefore have to provide them with the necessary tools to understand those texts in new ways.

In this presentation, participants will be exposed to reading strategies that they can adapt to teach students during synchronous and asynchronous learning. These strategies will help students to better understand the texts and content they need for their coursework, assignments and indeed throughout their lives.

**Final Session 2:00p.m to 3:00p.m.**

<p><b>Consultation/Discussion</b></p> <p>The consultation and discussion forum consists of a panel of experts, local and international. While some attention will be given to the effects of the pandemic on inclusive education, the goal is to bring into sharper focus the solutions that have been and can be used to mitigate the challenges. Attendees will be given the opportunity to share their experiences and to seek answers thus empowering themselves and the community to be better able to effectively meet the needs of students in this ‘new normal.’</p>	<p><b>Moderator</b>  <b>Mrs. Samantha Radway Morrison</b>  <b>Conference Coordinator</b>  <b>Projects and Research Officer</b></p>
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## ABOUT THE CONFERENCE

The inaugural Special Education Conference and Workshops was held in 2014. It was the brainchild of Amy C. Stevens (University of Wisconsin, Whitewater) and Samantha Radway Morrison (Church Teachers' College: Mandeville). Since then, the conference and workshops have become a highly anticipated calendar event held on the second Friday in January. From its inception, the aim of the conference was to bridge the existing gap in the Jamaican education system by empowering teachers, caregivers and parents to meet the needs of exceptional students. The conference has grown from being a workshop with two presenters to its current format with hundreds of participants and presenters from all over the globe.

Our partners from the inception have been the University of Wisconsin, Whitewater, the Jamaica Teachers' Association and The John Rufus Williams Education Trust. The conference has also benefitted from support given by The Jamaica Teaching Council, TIP Friendly Society and other partners. The Conference is endorsed by the Ministry of Education, Youth and Information. Over the years, the Conference has attracted presentations by the faculty of Church Teachers' College: Mandeville, local and international experts.

### Themes and Keynote Speakers have been:

#### 2014 **Collaboration for Differentiation in the General Classroom**

Dr. Amy C. Stevens, University of Wisconsin Whitewater &  
Mrs. Samantha Radway Morrison, Church Teachers' College: Mandeville

#### 2015 **Repositioning for the Future – Addressing Special Needs: A National Imperative**

Dr. Sidi M. Lakhdar, Professor and Coordinator of the Graduate Program in Exceptional Student Education - Nova Southeastern University, USA

#### 2016 **The Learner in Difficulty: Strategies, Modifications and Accommodations for the Classroom Teacher**

Dr. Polly Bowes Howell, Consultant in Special Education and Early Childhood Development & Chairman of the JTA's Educational Conference

#### 2017 **Improving Students' Behaviour through Classroom Management and Active Learning**

Dr. Hixwell Douglas, retired Chief Education Officer for Special Education Unit, MOEYI

#### 2018 **Differentiation: Assessment and Teaching/Learning Strategies for the Inclusive Classroom**

Dr. Joan Spencer Hernandez, Founder of the School of Education Centre for the Assessment and Treatment of Exceptionalities – University of the West Indies, Mona Campus

#### 2019 **What's Trending? Evidence Based Practices for Effective Instruction and Behaviour Management in Special Education**

Mrs. Samantha Radway Morrison, Conference Coordinator & Projects and Research Officer - Church Teachers' College: Mandeville

#### 2020 **From Assessment to Intervention: Maximising the Potential of Persons with Special Needs**

Dr. Shawn Robinson, Senior Research Associate in the Wisconsin's Equity and Inclusion Laboratory (WeiLAB), USA

#### 2021 **Teaching and Behaviour Modification Strategies for the Inclusive Virtual Classroom**

Dr. T. Rowand Robinson, Professor - Department of Special Education, University of Wisconsin - Whitewater

## Unmute: Inclusive Talk for Diverse Learners in the Virtual Language Arts Classroom

### Mrs. Ardene Reid Virtue



**Mrs. Ardene Reid Virtue** is a teacher educator who has sixteen years of instructional experiences, inclusive of years spent teaching at the secondary and tertiary levels of education. She is presently a senior lecturer in the Department of Languages and Literatures at Church Teachers' College: Mandeville.

Mrs. Reid-Virtue is motivated to excel in her professional and academic pursuits, and remains committed to contributing unremitting efforts to the success of education. Therefore, she is involved in research and publication that enable her participation in discourses and interventions aimed at constructively solving teaching and learning related challenges. In addition, she is a creative and effective public speaker, and workshop facilitator who is passionate about sharing best practices, and personally constructed pedagogical philosophies for the purpose of

improving methodologies employed for the teaching and learning of English.

### Abstract

Involving students in online classroom dialogue is germane to clarifying and building students' comprehension of concepts as well giving teachers valuable opportunities to formally assess students' learning. Indeed, it is essential for teachers to invest careful thought in how students may be systematically included in discourses to ensure all students are meaningfully engaged. Along with lesson aims and procedures, considerations should include a focus on how students' varied academic abilities and learning preferences influence a customised crafting, and effectual management of classroom talk. Therefore, the workshop will engage participants in an examination of how technological tools/resources may be employed to facilitate students' involvement in differentiated classroom talk. Different types of conversations include Synchronous and Asynchronous, Individual and Collaborative, Graphic and Reflective Talks that are aimed at encouraging students to explain, question, and evaluate information and perspectives.

### NOTES

## Strategies to Address Challenging Student Behaviors in the Classroom and Beyond

**Dr. James Collins & Ms. Sara Athorp**



**Dr. James Collins** is a school psychologist, board certified behavior analyst, and an associate professor of special education. His professional and research interests include behavior modification, postsecondary programming for students with intellectual disabilities, special education law, and assessment.



**Ms. Sara Athorp** is a special educator and graduate student with expertise in supporting young adults, both behaviorally and academically, who have an intellectual disability.

### Abstract

This session will review practical evidence-based strategies for practitioners to use when remediating challenging student behavior. Information will be applicable to general and special educators, as well as families and others who support students across a variety of settings.

### NOTES

## MESSAGES

### MESSAGE FROM THE CONFERENCE COORDINATOR



This 2021 Conference marks 8 years since the seed was planted, nurtured and has been bearing fruit. The aim of the conference remains the same – to empower teachers, parents and caregivers to meet the needs of exceptional students so that they can maximize their potential. Despite the pandemic, we refused to renege on our commitment.

In Jamaica and other parts of the world, meeting the needs of exceptional students in a virtual environment has been particularly challenging. The peculiarities of the exceptionalities coupled with technological issues, teacher competence and a myriad of other issues have further disadvantaged members of this vulnerable community. Our consciousness of the extent to which impactful actions by stakeholders are needed to effectively and efficiently address the gaps in educational systems has been heightened.

The focus of this year's conference and workshops, **Teaching and Behaviour Modification Strategies for the Inclusive Virtual Classroom**, will undoubtedly mitigate some of these challenges. Putting together and hosting a virtual conference is a totally new experience for us. We embrace the opportunity to expand our creativity, develop new competencies and reach an even wider audience.

We are indeed happy for the sustained commitment of our partners, the University of Wisconsin, Whitewater, The Jamaica Teachers' Association and the Ministry of Education, Youth and Information, and our repeat participants who have assured us that indeed we are doing something right. We take this investment of trust seriously; hence, we have committed to maintaining and exceeding the high standards that have been hallmarks of the conference and workshops even though the format has changed.

The conference secretariat - The Office of Projects and Research, expresses sincere gratitude to the administrative team of Church Teachers' College: Mandeville, the IT unit, esteemed presenters, participants and all partners for supporting us in this another staging of the conference and workshops. We continue to uphold the College's motto – "To Nurture Through Love and Wisdom."

**Samantha Radway Morrison**

Projects and Research Officer & Conference Coordinator

**PRINCIPAL'S MESSAGE**  
**SPECIAL EDUCATION CONFERENCE 2021**



Recognition of “Individual Worth; Excellence in all Endeavors; Kindness, Love and Wisdom” are major pillars in the guiding philosophy of Church Teachers’ College: Mandeville. These and a recognition of the increased vulnerability of the students among us with special needs as well as the challenges of teachers, parents, and caregivers trying to meet those needs in the context of the pandemic, have strengthened our resolve that our annual Special Education Conference and Workshops could not be shelved. The virtual format of the conference is reflective of a major feature of the new realities of the educational landscape – online teaching and learning. This new norm has been challenging for all stakeholders and unarguably even more so for students with exceptionalities.

The theme of the conference **Teaching and Behaviour Modification Strategies for the Inclusive Virtual Classroom** is quite apt. The presentations from our local and international experts will undoubtedly add to the repertoire of knowledge and skills of our participants thus providing a rich arsenal of tools that can be used to tackle the pervading challenges. Although the format of the conference has changed, we are committed to standards of excellence that are characteristic of the Church Teachers’ College: Mandeville brand. Unfortunately, we are unable to facilitate the usual face-to-face interactions which have fostered many bonds of friendship and which enabled networking, but the bonds formed over the past eight years of this conference will not be broken; not even by a pandemic. I am sure it will take the usual exuberance in the virtual space.

Let me extend thanks to the conference secretariat and our partners – the University of Wisconsin, Whitewater, The Jamaica Teachers’ Association, The Ministry of Education, Youth and Information, our presenters, and participants for staying the course. We value your support and do not take lightly the trust you have invested in us. I hope you will find the conference meaningful and that you will leave feeling empowered to better meet the challenges. With you applying what you have garnered, those in your charge will be better. I urge you to adopt our motto: *“To Nurture Through Love and Wisdom”*

**Garth Anderson, Ed.D.**  
 Principal, Church Teachers’ College: Mandeville

**Blended Learning & Exceptional Students**

**Ms. Allison Gillentine**



**Ms. Allison Gillentine** received her Bachelors and Masters from the University of Texas at Tyler in Tyler, TX. She has been in public education for 16 years. Her experiences include teaching in grade eight science, high school biology, honors physics, chemistry, IPC Inclusion, state assessment prep, and Math/Science teams competitions. Mrs. Gillentine has a published lesson in a collegiate text *Teaching Students with Special Needs in the Inclusive Classrooms* by Bryant, Bryant, and Smith pg. 206. Her eight years of experience as a classroom teacher, experience as a district special programs coordinator, district level specialist, district science coordinator, and 5A Campus Academic Dean have provided her with the opportunity to become an educator that supports learner centered curricula, best instructional practices for all populations, and promotes success for all staff and students.

**Abstract**

All students can learn, but the way they learn is unique and colored by their past experiences and present challenges. Participants in the Blended Learning & Exceptional Students workshop will explore varied digital modalities for creating virtual experiences using science for elementary students with exceptional needs in grade five. Free digital interfaces will be showcased while using GSuite as the platform to explore food chains, food webs, producers, consumers, and decomposers. Participants will see a grade five Science lesson through the eyes of a student. A general lesson plan guide will be shared for future planning. Differentiated virtual strategies will be included via short video instruction, digital manipulatives, checks for understanding, and short assessments. Exceptional students need varied supports in multiple ways. The Blended Learning & Exceptional Students workshop will explore innovative ways to support students from a distance.

**Concurrent Sessions 4 1:15p.m. to 2:00p.m.**

<b>Presentation Title</b>	<b>Presenter(s)</b>	<b>Moderator</b>	<b>Technical Support</b>
Strategies to Address Challenging Student Behaviors in the Classroom and Beyond	Dr. James Collins Ms. Sara Athorp	Dr. Janett Singh	
Unmute: Inclusive Talk for Diverse Learners in the Virtual Language Arts Classroom	Mrs. Ardene Reid Virtue	Dr. Ann-Marie Wilmot	
Adapting Reading Instruction to the Virtual Classroom	Dr. Margaret Chin	Mrs. Sherika Powell Easy	

## Abstract

Crucial Questions to be answered

1. Are students with special needs tuned in?
2. What behaviours do you expect from students with special needs in the virtual setting?
3. How are students with special needs managing in the virtually classroom?

Managing behavior at any level and with multiple groups require an understanding of the appropriate way to behave in any setting. A positive, consistent and constructive approach is often the best way to guide behaviours and to elicit positive responses. Students with special educational needs may pose a greater challenge to manage and often training of individuals in special or regular settings must be given. In the current virtual educational and technologically advanced settings virtual, students with special needs have very high and low interest levels which may require higher levels of training to manage behaviours.

## NOTES

## MESSAGE FROM THE PRESIDENT OF THE JAMAICA TEACHERS' ASSOCIATION



I must commend the Church Teachers' College family for this timely conference and workshops under the theme: ***Teaching and Behavior Modification Strategies for the Inclusive Classroom***. It is especially noteworthy that, despite the COVID-19 Pandemic and the plethora of associated challenges globally, you are focusing on the unique opportunity to collaborate with and support our teachers in this very important sector. As we move towards an inclusive education system where all learners are valued, behavior modification techniques such as positive reinforcements, effective classroom communications, and cognitive behavior intervention are essential in eliminating undesired behavior and shaping positive behaviors in schools.

According to Mahatma Gandhi, behavior is the mirror in which we display our image. Everything we do and say, tells the world around us what is happening in our minds. Our behavior is displayed in the experiences we gained throughout our lifespan. Genetic makeup, culture, age, gender and the environment in which we live, all impact the way we behave.

Additionally, a person's behavior may differ based on the aforementioned factors, along with the way in which they are socialized. When our behavior deviates from the norms set by society, it poses great challenges for all involved.

Within the school environment, socialization is a very important part of the developing child. As children interact with each other, they develop self-esteem, self-concept, values and social norms. They learn to adapt to situations by observing and interacting with other individuals within their environment.

As we reflect on our education system, the level of indiscipline among some students is of great concern. We see where many of the parents of some of these children are frustrated; our teachers are concerned about the disruption of teaching and learning and school administrators are concerned about the low scores on national examinations. Colleagues all, you will agree with me that indiscipline puts great demand on our schools and the education system. Additionally, it has a negative impact on the push towards a more civilized and progressive society.

I am therefore confident that at the end of this conference, we will be better equipped with strategies to foster appropriate behavior, maintain classroom discipline and provide hope for the most challenged among us.

Let us continue to Unite and Serve!

**Jasford Gabriel (Mr.)**  
President

## MESSAGE FROM THE UNIVERSITY OF WISCONSIN

### WHITEWATER



UNIVERSITY OF WISCONSIN-WHITEWATER  
COLLEGE OF EDUCATION



Greetings Conference Participants:

Years ago, representatives from the University of Wisconsin-Whitewater, Church Teachers' College, and the John Rufus Williams Trust planned the first Special Education Conference and Workshops. The goal was bringing high-quality professional development to teachers in the Mandeville area. Here we are nine years later, in the middle of a pandemic bringing you high quality special education training again. Covid may have shut down our travel, but it could not stop the eighth Special Education Conference and Workshops brought to you virtually this year. We may not be with you in person but we are with you in spirit and through the blessing of technology.

The partnership between UW Whitewater and schools in Jamaica began over 20 years ago. At first, or students came to Mandeville region through the Live and Learn program. In this program students toured and worked in area schools. Now we bring students to Jamaica for student teaching. We are grateful for our continued relationship with the schools and educational professionals of Mile Gully, Mandeville area, and the Ministry of Education, Youth and Information Region 5. This relationship makes it possible for Wisconsin student teachers and field students to have a rich international experience, learn from Jamaican teachers, and develop friendships with students at Church Teachers' College: Mandeville. To further our commitment to international training in special education, UWW now offers an online Master's Degree with special education licensure, transition planning, autism, and Applied Behavior Analysis.

Thank you, administrators like Mr. Lawrence Rowe of Belair High School and Mrs. Knight of Mile Gully Primary, teachers like Ms. Chinque of Mile Gully High School and Ms. Whitley of Woodlawn School of Special Education, and parents who embrace the education of all children. Your commitment to understanding children with disabilities and using scientifically supported instructional practices reflects in the success of this conference.

On behalf of the University of Wisconsin Whitewater, College of Education and Professional Studies, and the Department of Special Education we are pleased to continue our partnership with Church Teachers' College : Mandeville, Jamaica Teachers' Association, and the Ministry of Education, Youth and Information to present the eighth Special Education Conference and Workshops. I give special thanks to Mrs. Samantha Radway Morrison who worked tirelessly with her team to innovate to bring this conference to you this year.

Welcome to the eighth annual Special Education Conference and Workshops. Have a wonderful conference.

#### Dr. Amy Stevens

Chair, Department of Special Education  
Coordinator, Jamaica Student Teaching Program  
The University of Wisconsin-Whitewater

## Behaviour Intervention for Students with Special Educational Needs

Ms. Marjorie Smith, Mrs. Alison Munroe Tai & Dr. Joan Reid



Ms. Marjorie Smith is a senior lecturer in the Special Education Department of the Mico University College for over twenty years. She is the coordinator of the Deaf and Hard of Hearing Programme. She is a graduate of the Mico University College Diploma in Special Educations (Honours), The University of the West Indies B.Ed (Honours), and University of Louisville ( M.Ed.). She also received a Fulbright scholarship to pursue a doctoral degree in Communication Disorders at Louisiana State University. In addition to lecturing in the area of Deaf Education, she has taught Classroom Assessment as a general course for over ten years. In this course students were exposed to assessment strategies and instruments (inclusive of task analysis, observation, work sample analysis, Informal Reading Inventory, Informal Spelling Inventory), factors that affect learning and developing Individual Intervention Education Plans based on assessment results.



Mrs. Alison Munroe Tai is a Lecturer in the Department of Special Education at The Mico University College. She has been in the field of education for over 32 years and has experience in classroom teaching, assessment and administration in both general and special education settings. For 12 years she was a Special Educator at the Mico CARE Centre where she conducted assessments and designed and implemented intervention programmes for children with special needs at the primary level. She has over 12 years experience as the Vice Principal at a well-known preparatory school in Kingston, Jamaica where she supervised the Special Education programme offered there. She has presented at conferences in Calgary, Savannah Georgia, Orlando and Jamaica. Her interests currently lie in designing effective teacher education programmes, collaboration and programme design for special needs students in the general education setting.



Dr. Joan Reid studied Special Education at Mico College and the University of the West Indies and further studied at the Nova Southeastern University where she received a Doctor of Education, Master of Science and recYellow Belt Lean Six Sigma Excellence. She is currently the Head of Department Special Education Department at the Mico University College. Continued professional development is her hallmark as she believes "there is always a better way... you just need to find it". This has led to participation in numerous workshops and certificate courses including: Advanced Educational Management (Mount St. Vincent University), Technology Integration in the Education System (E-I-Jam), Behavior Management, Best Practices in Teaching Reading (Reading Solutions), as well as Improving Quality in Education Systems and Leading with a Purpose, at the Harvard Graduate School of Education. Dr. Joan Reid is passionate about Special Education and the teaching and learning process.

## Universal Design - Responding to the Needs of Diverse Learners in a Virtual Space

Ms. Andree Campbell & Mr. Brian Campbell



**Ms. Andree Campbell** is a lecturer in the Technology Department at Church Teachers' College: Mandeville. She holds a Master of Science and Bachelor of Education degree in Computer Science from the University of the West Indies and a Diploma in Secondary Education with emphasis in History and Computer Science from Church Teachers' College: Mandeville. She has been an educator for sixteen years.

Ms. Campbell believes that effective technology integration in the classroom can stimulate interest and provide opportunities for all different kinds of learners to engage in meaningful learning regardless of their disability or 'difference.'



**Mr. Brian Campbell** is in his third year pursuing a Bachelor of Education in Mathematics at Church Teachers' College: Mandeville.

As a student teacher, he believes he is poised to enter a profession where he will have a direct platform to assist students in realising and maximising their hidden potential.

He currently serves as the Debate Society's Interim President. Mr. Campbell is passionate about student empowerment and upliftment.

### Abstract

Addressing learner diversity in the classroom has always been challenging for educators, in the Caribbean and internationally. Several researchers have recorded the negative attitudes of teachers towards providing inclusive education for learners with exceptionalities. What then of the 'new normal' created by the COVID 19 pandemic?

Meyer, Rose & Gordon (2014) records success with shifting from the medical model approach to a social model approach, to effectively address the needs of exceptional learners, utilizing the Universal Design for Learning (UDL) approach. What if we anticipated all barriers to accessing a curriculum and addressed them before we actually faced the students in the classroom? UDL offers three guiding principles that can facilitate this, even in the 'new normal' environment. Three enduring principles of UDL such as: multiple means of engagement, multiple means of representation, and multiple means of action and expression; can be applied to virtual settings enabling differentiation and successful inclusionary practices.



## Message by the Honourable Fayval Williams Minister of Education, Youth and Information



I am delighted to extend congratulations and best wishes to the Church Teacher's College; Mandeville, the University of Wisconsin, Whitewater and the Jamaica Teachers Association for organizing another

Special Education Conference and Workshop. The focus of this conference with the theme *Teaching and Behaviour Modification Strategies for an Inclusive Virtual Classroom* is timely given the challenges to

education in general and special education in particular caused by the Covid-19 pandemic.

Historically, students with disabilities were often denied access to public schools, placed in special / separated classrooms or placed in regular

classrooms without the right support. At other times, children with severe and moderate disabilities may be acknowledged, but those with mild or hidden disabilities are sometimes ignored. A similar situation obtains for children with learning disabilities or difficulties. These children are often among those who are either never sent to school or do not complete primary education. They have no obvious disability but may experience extreme difficulty with learning in one or more areas. Children with "hidden" disabilities may include those with intellectual disabilities and mental health problems, but may also include children with unidentified disabilities such as hearing loss. Children from many of the groups listed above may fall into any of these categories.

It is within this context that the Ministry of Education through its Special Education Unit continues to pay keen attention to the work of special education schools and units island-wide that are Government-owned or Government-aided, and those which receive special grants. We also focus on special education facilities in private homes and community-based schools and groups.

There is a recognition that teachers who are required to work with children with special needs must be provided with adequate training to carry out their responsibilities adequately.

The disruptions caused by the pandemic and the move to have more classes done online have thrown into sharper focus the challenges facing children with special needs. Happily, our special needs children are not being left out. The visually-impaired are able to access online teaching material using the text-to-speech software and where they do not have access to online classes, material is printed in Braille and made available

to them. Children without hearing or impairment in hearing are also able to access online classes with the aid of sign language interpreters. Printed material is also delivered to them if they do not have ready access to online services.

I am happy to note that the Ministry's Special Education Unit has delivered 500 tablets to date to special needs children. Additionally, with the support of the Jamaica Combined Disabilities Association another 600 tablets have been delivered.

We do recognize that having devices by themselves do not address all the needs and so the work of training colleges in preparing teachers who have to interact with these students is of special importance.

Friends, the new normal requires flexibility and responsiveness and the Ministry will continue to work with our various stakeholders to ensure that all our students benefit from the available resources.

I trust that during the course of this conference, more innovative ideas will be shared so that together we can continue to make our education space a more inclusive environment.

Best wishes for a successful conference.

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*NOTES*

**Reading and Behavior Resources for Your Virtual Inclusive Classroom**

**Ms. Hannah Madson**



**Ms. Hannah Madson** has a Bachelor's Degree from the University of Wisconsin -Whitewater in Special Education with an Emphasis in Learning Disabilities and Behavioral Disorders. She also has a Master's Degree from Northern Arizona University in International Educational Leadership. She has been teaching special education for the last five years and has experience educating students from kindergarten through 12th grade and has taught internationally in Sweden.

Ms. Madson currently teaches 6th and 7th grade special education in Verona, Wisconsin, USA, at Core Knowledge Charter Middle School. Previously she taught high school in Kenosha, WI, USA. She has taught and supported both inclusive and self-contained Language Arts, Math, Science, and Social Studies. However, Ms. Madson is very passionate about working with students on

behavioral and reading skills.

**Abstract**

This session will provide teachers with resources that can be used in the virtual classroom for reading, behavior and etiquette. The session will be in three sections: reading strategies, behavior and etiquette strategies, and applying the strategies to lessons that participants will bring to the session.

The reading strategy section will look at how specific strategies benefit students and can be modified for different learning abilities. The second part will focus on different behavior and etiquette lessons that can be taught in the virtual setting. Resources will be provided for teachers to use for teaching behavior etiquette in the virtual classroom, the home environment and the community during a pandemic.

The last session will show participants how to apply these strategies to their current assignments and how to incorporate the behavior and etiquette lessons into their daily curriculum.

The session is geared towards students 9 to 13 years old. Participants should bring future student reading assignments to the session.

**Concurrent Sessions 3 12:15p.m. to 1:00p.m.**

Presentation Title	Presenter(s)	Moderator	Technical Support
Universal Design- Responding to the Needs of Diverse Learners in a Virtual Space	Mr. Brian Campbell Ms. Andree Campbell	Dr. Jean Chen – Wellington	
Behaviour Intervention for Students with Special Educational Needs	Ms. Marjorie Smith Mrs. Alison Munroe Tai Dr. Joan Reid	Mrs. Tracey-Ann Anderson	
Blended Learning & Exceptional Students	Mrs. Allison Gillentine	Mr. Tillack Hardeen	

## The Instructional Approach to Teaching Mathematics; Virtual Edition

### Mr. Lamar Edghill



**Mr. Lamar Edghill** currently serves as the Regional Mathematics Coordinator in the Ministry of Education, Youth and Information, Mandeville Regional Office. Prior to this current post, he served in the Ministry as a Cluster Based Mathematics Specialist, Secondary Mathematics Coach, and Primary Mathematics Coach in Region 5. Mr. Edghill is currently pursuing an Ed.D. in Educational Leadership at Temple University.

He holds a Masters of Science Degree in Mathematics Teaching from the University of Technology, Jamaica and a Bachelor of Education in Secondary Education, with specialisation in Mathematics from Church Teachers' College: Mandeville. Since the onset of COVID - 19, Mr. Edghill has been integral in providing Mathematics resources and support to the nation's children; through radio programmes; such as 'The Adventures of Thomas the Inventor' and 'School Streetz Production', and also television and online programmes such as the then TVJ's 'School's Not Out' programme, TVJ's 'Class time' Programmes, and finally 1Spotmedia's 'School Time' and 'School Time Math'

channels.

### Abstract

Sub Theme: More than talking heads – effective use of technology in the virtual inclusive classroom. This session aims at exploring the application of the instructional approach to teaching Mathematics across online modalities. According to the National Research Council (2001) because of the abstract nature of Mathematics, people have access to mathematical ideas only through the representations of those ideas. This statement serves to represent the underpinning focus of the session coupled with exploration and discussion of the big ideas surrounding virtual inclusivity of students in the Mathematics classroom.

This session is intended for teachers engaging students in Mathematics using online platforms with greater emphasis on synchronous engagement.

## Special Education Conference and Workshops 2021

### Programme Schedule

Time/Session	Presentation Titles	Presenters	Moderators
8:40a.m.	Opening <ul style="list-style-type: none"> <li>Prayer</li> <li>Welcome and Greetings</li> </ul>	Dr. Garth Anderson, Principal, Church Teachers' College: Mandeville  Mr. Jasford Gabriel, President of JTA  The Hon. Fayval Williams, M.P., Minister of Education, Youth and Information	Dr. Monica Dempster
9:00a.m to 9:45a.m	Plenary Practical Strategies for Addressing Academic and Behavioral Challenges in Virtual Environments	Dr. T. Rowand Robinson Professor Department of Special Education at the University of Wisconsin, Whitewater	Mrs. Karen McMillan Tyme
Concurrent Sessions 1	So, You Have to Pivot to Distance Learning, No Problem! UDL Tips for the Inclusive Remote Classroom!	Dr. Jennifer Lesh Lynn University	Mrs. Keisha Smith Davis
10:00a.m. to 10:45a.m.	Teaching Life Skills to Students with Severe Autism and Intellectual Disabilities	Ms. Maria Parks Ms. Caitlin Cook Ms. Dana Furr Independents - USA	Mrs. Sharlene Sutton
	Making Virtual Learning Stick: Strategies for Elementary/Primary School Teachers	Mrs. Massia Bailey Independent - USA	Dr. Tracey Ann McGhie Sinclair
Concurrent Sessions 2	Behaviour Management Strategies to Help Educators in the Virtual Classroom	Ms. Sherika Lawrence Mrs. Teemars Spencer Aitken Church Teachers' College: Mandeville	Dr. Sandra Hamilton
11:00a.m. to 11:45a.m.	The Instructional Approach to Teaching Mathematics; Virtual Edition	Mr. Lamar Edghill Ministry of Education, Youth and Information	Mr. Leroy Blair
	Reading and Behavior Resources for Your Virtual Inclusive Classroom	Ms. Hannah Madson Independent - USA	Dr. Jasmin Rose

Programme Schedule

Time/Session	Presentation Titles	Presenters	Moderators
11:45a.m to 12:15p.m	BREAK	BREAK	BREAK
Concurrent Sessions 3	Universal Design - Responding to the Needs of Diverse Learners in a Virtual Space	Mr. Brian Campbell Ms. Andree Campbell Church Teachers' College: Mandeville	Dr. Jean Chen – Wellington
	Behaviour Intervention for Students with Special Educational Needs	Ms. Marjorie Smith Mrs. Alison Munroe Tai Dr. Joan Reid The Mico University College	Mrs. Tracey-Ann Anderson
	Blended Learning & Exceptional Students	Mrs. Allison Gillentine Independent - USA	Mr. Tillack Hardeen
Concurrent Sessions 4	Strategies to Address Challenging Student Behaviors in the Classroom and Beyond	Dr. James Collins, Ms. Sara Athorp University of Wisconsin, Whitewater	Dr. Janett Singh
	1:15p.m. to 2:00p.m.	Unmute: Inclusive Talk for Diverse Learners in the Virtual Language Arts Classroom	Mrs. Ardene Reid Virtue Church Teachers' College: Mandeville
	Adapting Reading Instruction to the Virtual Classroom	Dr. Margaret Chin Jamaica Teachers' Association	Mrs. Sherika Powell Easy
2:00p.m. to 3:00p.m.	Consultation/Discussion		Mrs. Samantha Radway Morrison Conference Coordinator

Ms. Sherika Lawrence & Mrs. Teemars Spencer Aitken



**Ms. Sherika Lawrence** is a Special Education lecturer at Church Teachers' College. She has over 20 years teaching experience and has worked with students at the secondary level with mild-moderate learning disabilities and challenges.

Ms. Lawrence possesses a teaching diploma from Church Teachers' College, a Bachelor of Arts Degree and Master of Science Degree in Special Education both from Nova South Eastern University.

She is very passionate about the holistic development of children with special needs. It is her goal to contribute to future developments in the field of special education to ensure that students with special needs are given a fair opportunity to maximize their true potential to achieve their social and

educational goals.



**Mrs. Teemars Spencer Aitken** is a trained Speech and Language Screener Administrator serving the Jamaican education system for over 13 years. She is currently a Special Educator/ Intervention Teacher at the Educational Assessment and Intervention Centre at Church Teachers' College: Mandeville.

She has a Diploma and a Bachelor's degree from the Catholic College of Mandeville. She is currently pursuing a Master's Degree in Leadership and Administration with Temple University in the USA.

Mrs. Spencer Aitken holds national certification in Special Education from the Mico University College and certification in Dyslexia Screening from San Francisco University Training Institute. She has earned a distinction in Counselling from the UWI and International Certification in teaching students with Autism (Autism Pro) from the Triumphant Behavioural Health Agency in the U.S.A.

**Abstract**

The Covid-19 Virus created a shift in how educators approach the teaching learning process. Our method of educating our nation's children has moved from face to face to the virtual space. This is a challenging situation for learners and educators.

This presentation will focus on:

- Defining behaviour management
- Identifying some of the behavioural challenges faced by educators in virtual teaching environments
- Research data to show the impact of negative behaviour in the virtual classroom
- Evidence based strategies that can be used to assist educators to manage behaviour in virtual classrooms thus enhancing the teaching and learning process

**Making Virtual Learning Stick: Strategies for Elementary/Primary School Teachers**

**Mrs. Massia Bailey**



**Mrs. Massia Bailey** is a certified K-12 Special Educator with additional qualifications in K-6 Elementary Education. She currently specializes in educating students on the autism spectrum in a self-contained highly structured environment with small pupil to adult ratio. She holds a Post-graduate Diploma in Education and Training, Masters degree in Exceptional Student Education and is currently pursuing a Doctorate in Applied Learning Sciences at the University of Miami.

**Abstract**

How do we help students to traverse the new frontiers of virtual learning? How can we help them to stay engaged and reap learning success? This session is a practical guide on engaging students learning online and a demonstration of some of the useful resources available to make content “stick” in fun yet meaningful ways.

**Concurrent Sessions 2 11:00a.m. to 11:45a.m.**

Presentation Title	Presenter(s)	Moderator	Technical Support
Behaviour Management Strategies to help Educators in the Virtual Classroom	Ms. Sherika Lawrence Mrs. Teemars Spencer Aitken	Dr. Sandra Hamilton	
The Instructional Approach to Teaching Mathematics; Virtual Edition	Mr. Lamar Edghill	Mr. Leroy Blair	
Reading and Behavior Resources for Your Virtual Inclusive Classroom	Ms. Hannah Madson	Dr. Jasmin Rose	

**Practical Strategies for Addressing Academic and Behavioral Challenges in Virtual Environments**

**Dr. T. Rowand Robinson**



**Dr. T. Rowand Robinson** is a Professor in the Department of Special Education at the University of Wisconsin, Whitewater. Dr. Robinson teaches graduate and undergraduate courses in emotional and behavioral disorders, classroom management, and positive behavioral supports. His research interests education in juvenile correction facilities and cognitive-behavioral interventions. He has published in professional journals and book chapters and his findings and recommendations have been presented at state, regional, national, and international professional conferences. Prior to receiving his Ph.D. in Special Education from the University of Florida, he was a special education teacher in the Charleston County School District in South Carolina.

**Abstract**

As the need to offer k-12 classes in virtual environments has increased, academic and behavioral challenges have often impeded access to a meaningful education. This session will provide practical strategies to address academic and social skill deficits in at-risk populations within virtual classrooms. During the session, we will discuss practical strategies to meet this population's educational needs in a manner that maintains their interests and considers various circumstances that may influence a student's ability to focus and access a meaningful education within this setting.

**Concurrent Sessions 1 10:00a.m. to 10:45a.m.**

Presentation Title	Presenter(s)	Moderator	Technical Support
So, You Have to Pivot to Distance Learning, No Problem! UDL Tips for the Inclusive Remote Classroom!	Dr. Jennfier Lesh	Mrs. Keisha Smith Davis	
Teaching Life Skills to Students with Severe Autism and Intellectual Disabilities	Ms. Maria Parks Ms. Caitlin Cook Ms. Dana Furr	Mrs. Sharlene Sutton	
Making Virtual Learning Stick: Strategies for Elementary/Primary School Teachers	Mrs. Massia Bailey	Dr. Tracey Ann McGhie Sinclair	

## So, You Have to Pivot to Distance Learning, No Problem! UDL Tips for the Inclusive Remote Classroom!

**Dr. Jennifer Lesh**



**Dr. Jennifer Lesh**, is the Immediate Past President for the Council for Exceptional Children. She has a Ph.D. in Leadership with an emphasis in Special Education, from Barry University and is currently an Assistant Professor and the Coordinator Master's program in Exceptional Student Education at Lynn University. She has over 20 years of special education practical experience ranging from classroom teacher and specialist, to dean of students at the high school level. Dr. Lesh has presented topics within the special education realm extensively at conferences and professional development workshops at the local, state, and national level.

### Abstract

This presentation will share tips and tricks for a smooth transition to remote learning inclusive classroom using Universal Design for Learning. UDL strategies and methods in remote settings for differentiated instruction will be modeled.

*NOTES*

## Teaching Life Skills to Students with Severe Autism and Intellectual Disabilities

**Ms. Maria Parks, Ms. Caitlin Cook & Ms. Dana Furr**



**Ms. Maria Parks** graduated from the University of Wisconsin, Whitewater in 2018. During her final semester at UW-Whitewater, she spent six weeks student teaching at Woodlawn Special Needs School in Jamaica. She has a Bachelor's of Science in Education with a Cross Categorical Special Education licence. Currently, she is employed with the School District of Waukesha in Waukesha, Wisconsin as a special education teacher working with students with intellectual disabilities and autism.



**Ms. Caitlin Cook** graduated from Carthage College in 2014 with two Bachelor of Arts degrees, one in Elementary Education and the other in Cross Categorical Special Education. She graduated in 2020 with her Master's Degree in Curriculum and Instruction from Carroll University. Currently, she is employed with the School District of Waukesha in Wisconsin as a special education teacher.



**Ms. Dana Furr** graduated from the University of Wisconsin-Milwaukee (UWM) in 2003 with a Bachelor's degree in Communication Sciences and Disorders. She continued on at UWM and also received a Master's degree in Communication Sciences and Disorders in 2005, focusing on speech-language pathology in both the medical and educational settings. After graduating, Ms. Furr worked with adults and children in a rehabilitation hospital before pursuing a career in the public school systems. She has worked as a middle school speech-language pathologist for her current district, the school district of Waukesha, for the past 10 years.

### Abstract

This session is centered on life skills in the classroom. What happens to our most exceptional students after they leave us? Do they have the skills necessary to function in society? Do they have the skills to gain employment? Believe it or not, you have the power to help prepare your students for life after school through meaningful engagement in life skills activities right inside of your classroom. The session examines practical strategies and ideas to practice life skills with resources you already have! Come take a look at how you can service your students for their future.