



**Spring Conference**  
**Focus on Inclusive Practices**  
**February 23, 2024**

**Hosted by Arizona Christian University**  
**Glendale, Arizona**

**SCHEDULE-AT-A-GLANCE**

- 8:00** CHECK IN & BREAKFAST
- 8:30** INTRODUCTIONS, PRAYER, WELCOME
- 8:40** SPARK TALK: KARLA PHILLIPS-KRIVICKAS
- 9:10** SUPPORTING AND ENGAGING FAMILIES RAISING SPECIAL KIDS
- 9:45** DON'T LEAVE MONEY ON THE TABLE! GET THE MOST OUT OF FEDERAL PROGRAMS SUE MILANO
- 10:45** BREAKOUT SESSIONS
- 11:40** AUDITORIUM: WHOLE GROUP DEBRIEF
- 12:00** LUNCH & NETWORKING (ATRIUM)
- 12:45** MOVE IN...TO LEARN, DR. LINNEA LYDING
- 1:30** ROUND ROBIN
- 2:15** SPECIAL ANNOUNCEMENTS & CLOSING



Scan for All  
Event  
Documents!

## Spark Talk by Karla Phillips-Krivickas. Founder of Arizona Inclusion Network *A Parent's Perspective*



### Supporting and Engaging Families Family Support Specialist, Brittany Miller

*Brittany Miller is a Family Support Specialist and serves on the Communications team for Raising Special Kids. She started her journey with the organization years ago when her youngest daughter Brooke was diagnosed with Aicardi Syndrome, Cerebral Palsy, severe Epilepsy and many other medical diagnoses. After receiving invaluable support and guidance from Raising Special Kids, it inspired her to get involved in the Arizona disability community. Brittany started volunteering as a Raising Special Kids Parent Leader mentoring parents whose children had similar medical issues and disabilities and applied and was accepted onto the Family Advisory Council at Phoenix Children's Hospital where she has served for over 9 years. Brittany was a parent volunteer for Raising Special Kids for several years before coming on as a staff member in 2018. She currently is the chair of the Phoenix Children's Neurosciences Patient and Family Advisory Council, and serves on the Patient Safety Committee and Patient Family Faculty at PCH. Brittany also participates in several Early Childhood councils and committees locally and nationally and has a passion for providing parent perspective to improve our programs and systems of care for children and families. Her most valued role is being a mother to her three amazing teen daughters.*

## Don't Leave Money on the Table! Getting the Most out of Federal Programs

Sue Milano, Educational Resource Specialist

Private schools need to know what federal and state funds they have access to. This session is designed to give school personnel a deeper understanding of the Child Find process and how to access IDEA funds to support students with disabilities at your school. Participants will also learn about ESSA funds and the different Title funds available.



*Sue Milano is an advocate of inclusive practices in Catholic Schools. With a Master's in Special Education, Sue has worked in public, charter, and private schools educating students with disabilities for over 25 years. Currently, Sue oversees inclusion efforts at a private Catholic School with the focus being on ensuring that all students receive the supports they need, including accommodations and modifications, all while being included in the regular classroom for the maximum extent possible.*

## Breakout Sessions

### **Transforming Schools for Inclusion, Dr. Lisa Bernier, Room 1**

Due to the expansion of the Empowerment Scholarship in Arizona many faith-based schools have seen an increase in their enrollment in general. This has also brought an influx of students affected by disabilities and learning needs. Some schools were already serving all students, but many found they were ill-prepared to serve these students in their classrooms. How can a school implement inclusion while still maintaining high standards? And are we trained to handle these students? This, sadly, is the attitude of many teachers. It is not that they have no compassion or care for the students affected by disabilities, but they think that by allowing them to come into their classrooms they will lose the academic rigor or environment they once had. But once they see what true inclusion is; once they see what the Bible has to tell us about how God views inclusion; and once they hear from the students themselves – then they have the willingness to learn new methods of delivering instruction and new ways of managing their classrooms that promote learning for ALL. Participants in this session will take away ideas, forms, and strategies to return to their schools ready to ignite the passion for inclusion in their faculty and staff.

### **Beyond the Student Support Team: Behavior Intervention, Care Coordination and Advocacy Andrea Davey, MEd, BCBA, LBA & Katie Mangus, BA Room 2**

This breakout session provides a model for parent, educational and medical care coordination. Attendees will learn how school personnel collaborated with a family in seeking a diagnostician specializing in developmental disabilities, specifically autism, and aligning outside service providers to partner in intervention and educational progress. In terms of educational collaboration, attendees will recognize the importance of continuous communication, immediate action by the school's support team and ongoing teamwork. A review of basic classroom management procedures will be offered and when to consider something more robust. Attendees will be introduced to the most common functions of behavior in the educational setting. In addition, attendees will hear about function based interventions as they relate to a specific student and the outcomes. Attendees will leave with a guide to follow for any student needing more support than the private school can provide. They will understand concrete ways to improve overall classroom behavior in large and small settings and can share methods with classroom assistants.

### **Understanding Dyslexia: Empowering Educators and Families to Address the Instructional Needs of the Dyslexic Student**

**Thea Slingland, M.Ed. and Tiffany Wells Room 3**

Are you struggling with an otherwise bright student having trouble learning to read and sounding out the same word over and over again? Perhaps their writing is riddled with spelling errors and is lacking focus. The specific learning disability (SLD) commonly known as dyslexia is neurobiological in origin and the difficulties outlined above are just a few typically associated with a disorder that affects 1 in 5 learners. Participants will leave understanding what dyslexia is (and what it is not), what to do for those finding difficulty with reading and spelling, and how to recognize signs of it in your students.

# Move in...to Learn

Dr. Linnea Lyding, Dean, Shelly Roden School of Education and Professional Studies at Arizona Christian University

After spending two days as a student, a Learning Coach said, “Students sit all day, and sitting is exhausting.” Sitting is difficult for typical students, and it is often more challenging for students with disabilities. My research showed that teachers understand the value of movement and want to include it, but they don’t know how. In this session, participants will identify research-based elements that maximize using movement to learn. Then, they will participate in learning activities that involve movement. This active participation will prepare them to implement the methods in their classrooms right away and empower their students to be all that God has intended them to be.



*Dr. Linnea Lyding spent over 18 years teaching elementary and middle school students in general and special education classrooms prior to teaching college. Dr. Lyding holds degrees as a Reading Specialist, Early Childhood, Elementary, and Special Education as well as a doctorate in Leadership and Innovation in Teaching. She is passionate about reaching all students, which is why she completed her doctoral work researching the connection between movement and learning. Since that time, she has assisted many teachers in adding movement and other forms of engagement to their instruction, which has resulted in increased student behavioral involvement, enjoyment, and learning.*

## Round Robin

Want to learn more about a specific topic or ask a question of one of today’s speakers? This Round Robin activity encourages participants to move freely from space to space OR spend the session with one expert to dig deeper into an important topic.

Speakers will be positioned in various spaces for you to engage and interact.

Room 1	Room 2	Room 3	Room 4	Auditorium	Atrium
Leveraging ESA for Student Resources: How to Guide Parents (K-12)	Federal Programs & IDEA Q&A (K-12)	Modified Programs for Students with Intellectual Disabilities (K-12)	Supporting classroom teachers & the benefits of a push-in model (K-8)	Reading and Dyslexia	Movement AND Trouble-shooting Culture & Dispositional Issues
Liz Dreckman	Sue Milano	Crystal Brooks & Karla Krivickas	Andrea Davey & Katie Magnus	Thea Slingland & Tiffany Wells	Dr. Lyding; Dr. Bernier & Colleen McCoy-Cejka

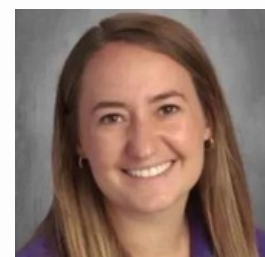


## Meet Our Presenters

**Dr. Lisa Bernier** is the Department Chair of the Shelly Roden School of Education at Arizona Christian University. For almost 40 years, she has served as a teacher and administrator in district, charter, virtual charter, and private Christian schools in regular education, special education, and ESL. Dr. Bernier developed a unique special education resource and inclusion program at a private Christian school in 2006. Additionally, she serves on the development board for an international disability ministry, Joni and Friends, Arizona. In 2019, she began serving on the board of directors of the National Institute for Learning Development (NILD).



**Andrea Davey** is the Student Support Coordinator and Reading Interventionist at St. Timothy Catholic School. She holds a Bachelor's Degree in Special Education with dual certification in Regular and Special Education as well as a Master's Degree in Special Education from Gonzaga University. Her graduate work in Applied Behavior Analysis (ABA) prepared her to become a Board Certified Behavior Analyst and Licensed Behavior Analyst. Her past experiences include teaching special education and providing ABA based consulting services to school districts and families. She will complete the requirements for AZ Literacy Endorsement this year and is one of St. Tim's Dyslexia Designees.



**Katie Magnus** is the kindergarten teacher at St. Timothy Catholic School. She is the daughter of a Catholic school principal and attended Catholic School. Prior to St. Tim's, she taught first grade for 7 years in the Diocese of Phoenix. She holds a Bachelor's Degree in Early Childhood Education from Franciscan University of Steubenville. During the past 8 years, she has had the privilege of witnessing the gift of inclusion in the classroom setting. She has collaborated with ABA agencies on behalf of her students and witnessed how behavioral services and collaboration can best support students to gain independence.



**Thea Slingland's** experience with neurodiversity started at a very young age. Raised with a profoundly dyslexic brother, she has seen firsthand the importance of early intervention. It was these experiences that shaped her career and led her to specialize in dyslexia to bring evidence-based, multi-sensory learning best practices to her teaching. Thea has a Bachelor's of Science in Early Childhood Growth and Development, a Master's Degree in Education, and has over 20 years of classroom experience.



**Tiffany Wells** has been a Certified Dyslexia Interventionist for over ten years and feels that she has found her calling. Her background includes curriculum and instructional design as well as content development. She is passionate about bringing back the joy of reading to the students she serves and for providing the support needed so all learners can achieve their personal best.

A very special Thank You to all of our presenters!

## Parking and Registration

See the Campus Map on the next page. Check in and gather in Building 7, The Administration Building. Parking is found conveniently all around Building 7.

## Arizona Inclusion Network

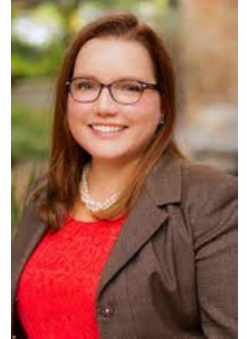
### Our Founders



Karla and Liz have been public policy advocates for school choice and students with disabilities for more than 2 decades. Their work with schools through the Arizona Inclusion Network aims to provide support, networking opportunities, and training to faith-based schools throughout Arizona that wish to become more effective, more connected, and more inclusive.

Karla is the owner of Think Inclusion and a member of the Arizona State School Board. Liz is the President of Arizona School Choice trust and Choose a School.

Karla Phillips-Krivickas



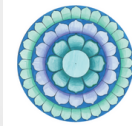
Liz Dreckman

Thank you to Arizona Christian University for graciously hosting and to all of today's presenters for sharing your time and wisdom! We are so grateful!

### Special Thanks



ARIZONA  
CHRISTIAN  
UNIVERSITY



Inclusion Solutions, LLC  
and ED-21 Solutions  
Widening the Circle



Choose A School  
Helping Great Families Find Great Schools

## Arizona Inclusion Network

### Program Partners and Event Emcees



Crystal Brooks

Crystal Brooks and Colleen McCoy-Cejka are the Owners and Managing Partners of Inclusion Solutions, LLC. They partner with private, faith-based schools throughout the country to help schools realize and achieve fullness of mission by creating places of belonging and success for ALL learners.

Learn more at [www.inclusionsolutions4kids.com](http://www.inclusionsolutions4kids.com)



Colleen McCoy-Cejka

Join the AZIn Private Facebook Group: Arizona Inclusion Network

✕ @AZIn\_Network

[www.azinclusion.org](http://www.azinclusion.org)





\*Firestorm Recreation Center  
14711 N 59th Ave  
Glendale, AZ 85306



## KEY

- 1 1100 Campus Safety
- 2 1100 Athletic Training
- 3 1200 Constitution Dorm
- 4 2500 Communication/Music
- 5 2600 Library
- 6 2700 Classrooms (Snell)
- 7 2000 Administration
- 8 2100 Classrooms (JT Tai)
- 9 2200 Classrooms (Voris)
- 10 2400 Information Technology

- 11 2300 Student Success Center
- 12 Pavilion
- 13 3300 Independence Dorm
- 14 3200 Dining Commons
- 15 3000 Tower Student Union
- 16 3400 Hangar
- 17 3700 Facilities
- 18 3600 Athletics Administration & Education
- 19 4000 Freedom Dorm
- 20 Pool
- 21 4100 Liberty Dorm
- 22 4200 Classrooms (DeVos)
- 23 4300 Patriot III Dorm
- 24 4400 Patriot I Dorm
- 25 4500 Patriot II Dorm

- 26 4600 Founders Fieldhouse
- 27 Sand Volleyball Courts (Future)
- 28 Baseball (Future)
- 29 Soccer Field (Future)
- 30 Football Field
- 31 Multipurpose Field
- 32 Softball Field
- 33 1100 Event Center
- 34 Firestorm Recreation Center\*
- 35 Parking Lot 1
- 36 Parking Lot 2
- 37 Parking Lot 3
- 38 Parking Lot 4 (Staff Only)
- 39 Parking Lot 5
- 40 Parking Lot 6
- 41 Parking Lot 7

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