



pro-ed
An International Publisher



**BREAKING NEWS:
PCI Education is now part of the
PRO-ED family of products.**

PRO-ED is proud to announce that it has acquired PCI Education.

Over its 20 year history, PCI produced an extensive collection of high quality special education materials and curricula for struggling learners at the elementary and secondary levels, and for English language learners.

PRO-ED is pleased to incorporate PCI's strong lines of textbooks, interventions, and materials designed specifically for students with intellectual and developmental disabilities.

Come see us at booth 301 in San Antonio!
Conference Floor Discount: 30% PLUS free shipping
More savings for everyone throughout
the conference.

SCHEDULE AT A GLANCE

	TUESDAY APRIL 2	WEDNESDAY APRIL 3	THURSDAY APRIL 4	FRIDAY APRIL 5	SATURDAY APRIL 6
REGISTRATION	2:00 p.m.–7:00 p.m.	7:00 a.m.–7:00 p.m.	7:00 a.m.–6:30 p.m.	7:00 a.m.–6:30 p.m.	7:00 a.m.–4:00 p.m.
PROGRAM SESSIONS		Preconvention Workshops 9:00 a.m.–4:00 p.m. Institute 9:00 a.m.–4:00 p.m. General Session 5:00–6:30 p.m.	Concurrent Sessions 8:00–11:30 a.m. 1:00–3:15 p.m. 3:45–6:00 p.m. Posters 8:00–8:45 a.m. 9:15–10:00 a.m. 10:30–11:15 a.m. 1:00–1:45 p.m. 2:15–3:00 p.m. 3:45–4:30 p.m. 5:00–5:45 p.m.	Concurrent Sessions 8:00–11:30 a.m. 1:00–3:15 p.m. 3:45–6:00 p.m. Posters 8:00–8:45 a.m. 9:15–10:00 a.m. 10:30–11:15 a.m. 1:00–1:45 p.m. 2:15–3:00 p.m. 3:45–4:30 p.m. 5:00–5:45 p.m.	Concurrent Sessions 8:00–11:30 a.m. 1:00–3:15 p.m. Posters 8:00–8:45 a.m. 9:15–10:00 a.m. 10:30–11:15 a.m. 1:00–1:45 p.m. 2:15–3:00 p.m.
EXPO HALL			Expo Hall 9:00 a.m.–4:00 p.m. Free Time to Explore 11:30 a.m.–1:00 p.m. 3:15–3:45 p.m.	Expo Hall 9:00 a.m.–4:00 p.m. Free Time to Explore 11:30 a.m.–1:00 p.m. 3:15–3:45 p.m.	Expo Hall 9:00 a.m.–1:00 p.m. Free Time to Explore 11:30 a.m.–1:00 p.m.
GOVERNANCE MEETINGS		CEC Board of Directors 8:00 a.m.–3:00 p.m. Representative Assembly Registration 1:00–5:00 p.m.	CEC Board of Directors 8:00 a.m.–4:00 p.m. Representative Assembly Registration 8:00 a.m.–1:00 p.m.	Representative Assembly Registration 11:00 a.m.– Noon Representative Assembly Orientation 10:00 a.m.–11:00 a.m. Representative Assembly 12:30–5:00 p.m.	
RECEPTIONS, SPECIAL ACTIVITIES, AND MEETINGS	Interdivisional Caucus (IDC) 1:00–4:00 p.m.	Student Orientation 3:30–4:30 p.m.	Student Forum 1:00–4:00 pm.	Yes I Can! Awards 5:30–7:00 p.m.	Teacher of the Year Brunch 10:30 a.m.–noon
TIMES AND ACTIVITIES ARE SUBJECT TO CHANGE					

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**Council for
Exceptional
Children**

The voice and vision of special education

CEC Core Values, Mission, and Vision

Since its inception in 1922, the Council for Exceptional Children (CEC) has played a leading role in advancing the education of children and youth with exceptionalities—students with disabilities and/or gifts and talents—and providing educational opportunities for its members and the field.

Core Values

CEC values:

- Dignity and worth of all individuals.
- Diversity and inclusiveness.
- Advocacy and social justice.
- Professional excellence, integrity, and accountability.
- Full participation in society.
- Effective individualized education.
- Family engagement.
- Collaboration and community.
- Responsibility to members.

Mission

The Council for Exceptional Children is an international community of professionals who are the voice and vision of special and gifted education. CEC's mission is to improve, through excellence and advocacy, the education and quality of life for children and youth with exceptionalities and to enhance the engagement of their families.

Vision

The Council for Exceptional Children is a premier education organization, internationally renowned for its expertise and leadership, working collaboratively with strategic partners to ensure that children and youth with exceptionalities are valued and full participating members of society. As a diverse and vibrant professional community, CEC is a trusted voice in shaping education practice and policy.

WELCOME

The Council for Exceptional Children and San Antonio, Texas, welcome you to the 89th CEC Annual Convention and Expo—the world’s largest professional development event focused solely on the education of children and youth with exceptionalities. All of you who have contributed to the education of children and youth, as well as to this current convention program, should have an exciting and rewarding experience the next few days.

At the last convention, we celebrated CEC’s 90th anniversary as a professional association. We are thrilled that you are here with us for CEC’s 89th convention as we explore the possibilities of what we can achieve together for the children, youth, and families we serve. The annual convention & expo gives all of us a time to reflect on the meaning and potential that belonging to CEC can provide.

If you’re joining us in San Antonio on Tuesday, April 2, it’s not too late to register for one of Wednesday’s Preconvention Workshops or the Institute on Physical Restraint and Seclusion. Later on Wednesday, you will not want to miss our Opening General Session from 5:00-6:30 p.m., featuring Amy Brenneman, a strong proponent of inclusive education practices as well as an accomplished actress (“NYPD Blue”, “Private Practice”).

Thursday morning you begin your journey by making the hard decisions on which session or strand to attend. Your program will guide you through endless opportunities for learning about critical innovations, evidence-based practices, and policy affecting our field. Check out the depth of expertise from our invited speakers, add your voice at the Town Hall meeting, or participate in a day-long strand and explore timely topics in inter-related sessions. CEC Divisions offer terrific sessions on issues and practices relating to their specific mission and interests; each Division has a Showcase Session that may be just what you are looking for to enhance your practice in the classroom. Members of the 2013 Program Advisory Committee have carefully selected all the sessions in the program and we trust that you will find this to be one of the best of CEC’s convention programs.

Many of you can’t wait for the Expo to open as you know that it is always full of company-sponsored exhibits of specialized educational materials and cutting edge technology. The exhibit hall opens on Thursday at 9:00 a.m. and will be open until Saturday at 1:00 p.m. On Thursday, Friday, and Saturday, we have built “exclusive” time in the Expo Hall that does not compete with any convention sessions.

If you have never attended the Yes I Can! Awards Ceremony, you have really missed out on something special. Plan on attending this celebration of children and youth who have inspired their peers, teachers, and families by their accomplishments. This moving ceremony, scheduled on Friday, April 5, from 5:30 – 7:00 p.m., reminds us of the importance of the role we all play in improving the quality of life of children and youth with exceptionalities. And, don’t forget the Teacher of the Year Brunch on Saturday, April 6 at 10:30 a.m.

We hope you save a little time to take in the wonderful sights and sounds of San Antonio. The River Walk is world famous for its pleasant atmosphere and is a great setting to enjoy time with your friends and colleagues. Our local events coordinators can assist you at any time in helping you learn more about San Antonio.

Finally, we wish to recognize and thank the CEC staff, the 2013 Program Advisory and Local Arrangements Committees, San Antonio ISD, and all of our CEC member leaders participating in CEC governance meetings this week. We thank them for volunteering their time and talents to making CEC’s 89th Convention and Expo a huge success.



Christy A. Chambers



Douglas Cheney

A stylized, cursive handwritten signature of Christy A. Chambers.

Christy A. Chambers
CEC President

A stylized, cursive handwritten signature of Douglas Cheney.

Douglas Cheney
CEC Convention Program Chairperson
San Antonio 2013

WELCOME TO SAN ANTONIO

Dear Friends and Colleagues,

On behalf of the 2013 Local Arrangements Committee (LAC) and the Council for Exceptional Children – Texas, it is my honor as LAC Chair to welcome you to San Antonio and the CEC 2013 Convention & Expo. During this exciting week, we are here to assist you in every way as you enjoy this year's Convention program.

Today, we are fortunate that there are so many knowledgeable, scholarly professionals in our field. The amazing 2013 CEC Program Advisory Committee has selected an array of professional development opportunities addressing a variety of educational topics. You may choose to follow sessions around a single theme, or attend presentations on diverse subjects. With more than 800 sessions, there is something for everyone! Visit the Expo to meet vendors and experts who will assist you in finding helpful products and services. I invite you to take the time to explore the Expo and to participate in the meetings, receptions, and other social events held this week including the Student Forum on Thursday, April 4, the Yes I Can! Awards Ceremony on Friday, April 5, and the Teacher of the Year Brunch on Saturday, April 6. And, you will not want to miss the Texas Social on Thursday, April 4!

I hope you have some time to enjoy the great city of San Antonio while you are here. Stroll through the restored Japanese Tea Garden or swim with the dolphins at Sea World. Have an exquisitely good tamale at Tellez, a great local restaurant. Take a river taxi from one end of the River Walk to the other or watch the sunset from the 759-foot Tower of The Americas. Enjoy a historical stroll through the Alamo. Experience the joy of going fishing or riding a carousel for the first time through the eyes of an individual with exceptionalities at Morgan's Wonderland.

I would like to acknowledge the tremendous efforts of the LAC Lead Team—Brenda Gilliam, Mishaleen Allen, Janice DeHaven, and Richard Evans; and Treasurer, Frank Dykes. A special thanks to the 25 Local Arrangements Subcommittee Chairpersons for their hard work and dedication, as well as to all the volunteers who have generously given their time and talents to make the Convention & Expo a success.

Thank you so much for all you do for children and youth with exceptionalities. Please enjoy your visit to our beautiful state and your time at the 2013 CEC Annual Convention and Expo!

Sincerely,



Carla Proctor

2013 Local Arrangements Chairperson



Carla Proctor



CITY OF SAN ANTONIO
JULIÁN CASTRO
MAYOR

Welcome to San Antonio for the Council for Exceptional Children's 2013 Convention & Expo! We are pleased to host you in our city.

Now the nation's seventh-largest city, San Antonio represents the new face of America — a diverse, globally competitive city with a dynamic vision for national and international economic development. In addition to our unique treasures like the Alamo and the River Walk, you will find an emerging brainpower community fueled by a robust economy that is lead by the biosciences and other 21st century industries like aerospace, health care, and cybersecurity.

I hope you will have an opportunity while you are here to take in the myriad attractions in our city. On behalf of the residents of San Antonio, I wish all of you a memorable and enjoyable stay!

Sincerely,



JULIÁN CASTRO
MAYOR



REALITY 101

CEC's blog for new teachers

Five Educators You Need to Meet

Advocacy, co-teaching, gifted education, IEPs . . . they're blogging about it all at *Reality 101*, CEC's blog for new special and gifted education teachers.

Cheer them on through their ups and downs—you can even subscribe via e-mail or RSS feed, so you won't miss a single post.



Charmelle



Danielle



Kaylie



Jerry



John

Follow Reality 101 today! www.cecquality101.org



Council for
Exceptional
Children

CONVENTION INFORMATION

Accessibility Assistance

Accessibility Booth, CEC Central, Expo Hall C, Street Level, Convention Center

If you need accessibility assistance, please stop by the Accessibility Booth, located in CEC Central.

Admission to Special Events

To register for Preconvention Workshops, the Teacher of the Year Brunch, and any other special ticketed event, go to CEC Onsite Registration Counter in CEC Central, Expo Hall C, Street Level, Convention Center

The CEC Store — CEC Central

Expo Hall C, Street Level, Convention Center

Excitement abounds in this year's CEC Store. If you're interested in RTI, assessment, assistive technology, behavior management, early childhood, gifted and talented, transition, autism, or other hot topics in the field, the CEC Store has it all. Be sure to stop by for the latest releases and to take advantage of onsite specials.

CEC STORE HOURS

Tuesday, April 2, 2:00–7:00 p.m.

Wednesday, April 3, 7:00 a.m.–7:00 p.m.

Thursday, April 4, 7:00 a.m.–6:30 p.m.

Friday, April 5, 7:00 a.m.–6:30 p.m.

Saturday, April 6, 7:00 a.m.–2:00 p.m.

CEUs and Clock Hour Credits

Please see complete information on page 42.

Convention Language

All sessions, business meetings, and other events will be conducted in English.

Copying and Other Business Services

The UPS Store, your office away from home, is located on the street level at the Market Street entrance to the main lobby of the Henry B. Gonzalez Convention Center. It offers black and white and color copying, oversized copying, fax services, binding, laminating and collating, computer/internet services, office supplies and even San Antonio postcards!

The prices below reflect a 10% discount on black/white and color copies, and computer rental time:

BLACK & WHITE SINGLE-SIDED COPIES

20 lb bond white paper (8 1/2 x 11 or 8 1/2 x 14)

Volume	Self-Service	Full-Service
0-250	.09	.11
251-1000	.07	.09
1001-5000	N/A	.07
5001-10,000	N/A	.06
10,001 – 20,000	N/A	.05

COLOR LASER COPIES

	8 1/2 x 11	8 1/2 x 14	11 x 17
1 – 5	.89	1.34	1.78
6 – 99	.62	.98	1.24
100 – 250	.53	.80	1.06
250 +	.45	.71	.88

COMPUTER RENTAL TIME – \$5.40 PER 15 MINUTES

GET A HEAD START and email your documents to store4180@theupsstore.com. They will be ready when you arrive! The 10% discount applies.

The UPS Store offers outbound shipping with your choice of carriers – UPS or USPO. You may use your own account number for these carriers.

Hours of operation: Monday, Tuesday and Wednesday 8:00 a.m. to 6:30 p.m.; Thursday and Friday 7:00 a.m. to 6:30 p.m.; Saturday 7:00 a.m. to 4:00 p.m. The UPS Store can be reached by dialing 210-258-8950.

CONVENTION INFORMATION

Expo

Expo Hall C, Street Level, Convention Center

We invite you to visit the Expo. View the exhibits offering products and services just for you! Talk to representatives from various school systems about jobs. Please welcome the representatives who have joined us from companies, organizations, and school systems.

GRAND OPENING THURSDAY, APRIL 4

Exhibit Hours

9:00 a.m.–4:00 p.m.

FREE TIME TO EXPLORE

11:30 a.m.–1:00 p.m.

3:15–3:45 p.m.

FRIDAY, APRIL 5

Exhibit Hours

9:00 a.m.–4:00 p.m.

FREE TIME TO EXPLORE

11:30 a.m.–1:00 p.m.

3:15–3:45 p.m.

SATURDAY, APRIL 6

Exhibit Hours

9:00 a.m.–1:00 p.m.

FREE TIME TO EXPLORE

11:30 a.m.–1:00 p.m.

First Aid or Other Emergencies

In case of **emergency** at the **Grand Hyatt San Antonio**:

Dial 55 from any black house phone in the public spaces and meeting rooms; you will be connected to Security who are trained in first aid, CPR and AED with 24/7 coverage.

In case of **emergency** at the **Marriott Riverwalk**:

Dial 0 from any black house phone in the public spaces and meeting rooms; you will be connected to the Operator who will assist. Security personnel are trained in first aid and CPR with 24/7 coverage.

In case of **emergency** at the **Convention Center**:

Dial 77773 from any beige house phone and you will be connected to Security. Do not dial 911 as this may delay the arrival of emergency personnel.

A EMT will be on duty in the First Aid Office, CEC Central, Street Level during Registration Hours.

Message Boards

Headquarters Office, Located in CEC Central, Expo Hall C, Street Level, Convention Center

A self-service message board will be available outside the Headquarters Offices. Please check these boards periodically for incoming messages.

Philadelphia, PA—CEC 2014 Convention & Expo

Visit the Philadelphia Hospitality Booth located in CEC Central, Expo Hall C, Street Level, Convention Center.

Stop by and learn more about Philadelphia—the site of our 2014 Convention & Expo.

CONVENTION INFORMATION

Registration

CEC Central, Expo Hall C, Street Level,
Convention Center

Full registration is available at the Registration Counter. Attendees who have preregistered may pick up their program at the Program Pick Up counter—just show your badge!

REGISTRATION DESK HOURS

Tuesday, April 2, 2:00–7:00 p.m.

Wednesday, April 3, 7:00 a.m.–7:00 p.m.

Thursday, April 4, 7:00 a.m.–6:30 p.m.

Friday, April 5, 7:00 a.m.–6:30 p.m.

Saturday, April 6, 7:00 a.m.–4:00 p.m.

Room Overcrowding/Fire Codes

We try to schedule popular topics in rooms large enough to accommodate potential attendance. Please note that there are approximately 30 meetings convening at any given time during the convention. Please select alternative sessions in advance so that you can quickly move to another session if you are unable to arrive early enough to get a seat at your first choice. For your safety and to adhere to fire regulations, meeting rooms that have been filled to capacity will be restricted thereafter. Standing room is not an option.

Smoking

The CEC Convention & Expo is a nonsmoking event. Smoking is prohibited in the Convention Center.

TWITTER—Join the CEC Flock

FOLLOW US! CEC 2013 Convention & Expo is on TWITTER @CECconvention. Let us know about your experiences at the convention. Be sure to include #CEC13 in your tweets to be part of the conversation.



CEC DISCLAIMER

Reference herein by any speaker and/or exhibitor regarding commercial products, processes, or service does not necessarily constitute or imply the Council for Exceptional Children's (CEC) endorsement or recommendation. The views and opinions of any speaker and/or exhibitor expressed herein do not necessarily state or reflect those of CEC, and shall not be used for advertising or product endorsement purposes.

My parents gave me life.



Benedictine gave me independence.

At Benedictine
we address the needs of the "whole person" by
assisting individuals with disabilities in becoming
as independent as possible; and to live and work
in a community setting.

**★ SCHOOL ★ ADULT SERVICES ★
RESIDENTIAL ★ DAY ★ VOCATIONAL**



Providing comprehensive, integrated
educational, residential, and
transitional programs for individuals
with intellectual disabilities,
multiple disabilities, and autism.

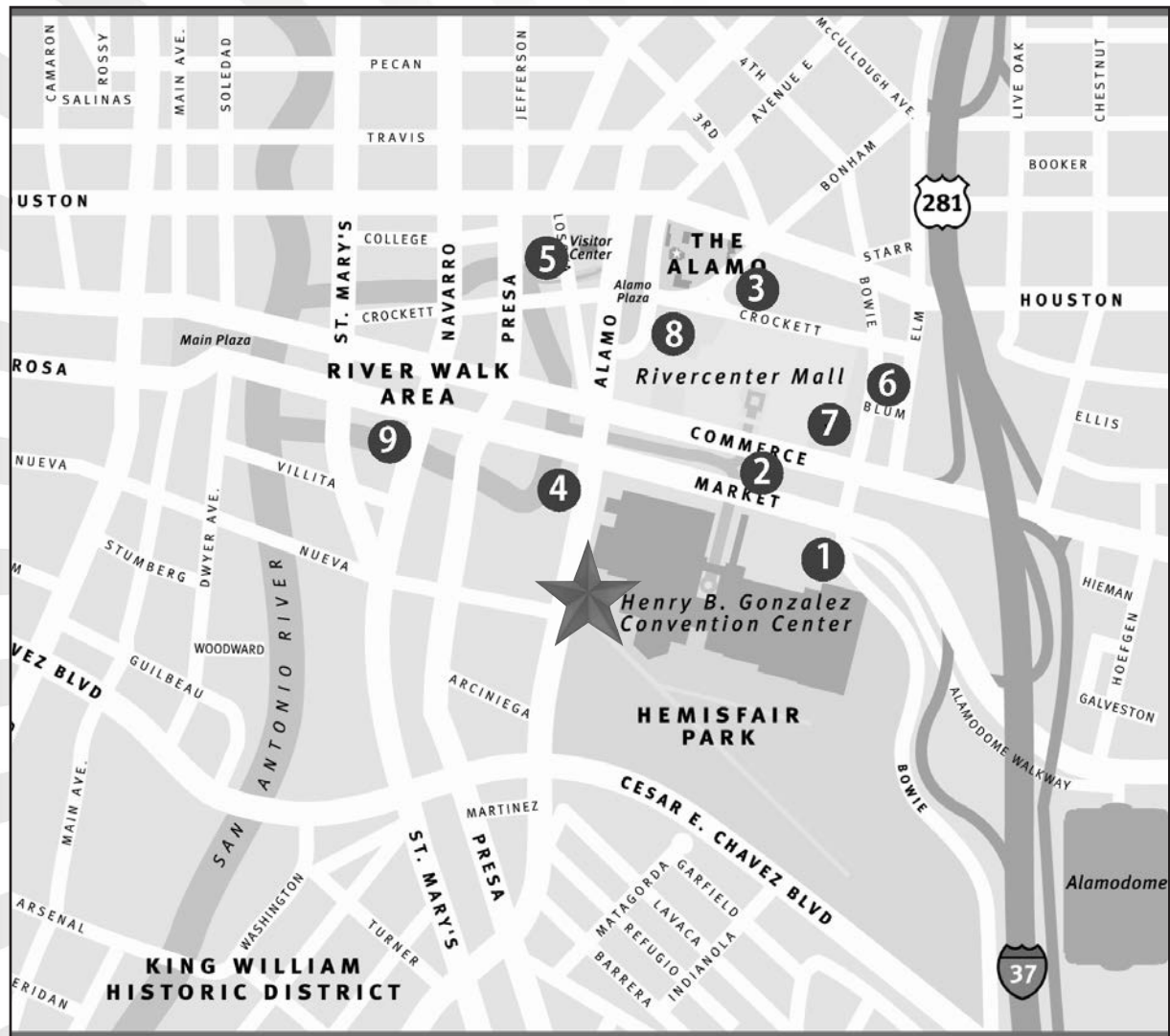
**Visit www.benschool.org ★ Call 410-634-2112
Cindy Thornton, School Admissions, Ext. 1130
Carol Callaway, Adult Services, Ext. 1113**

14299 Benedictine Lane, Ridgely MD 21660
E-mail info@benschool.org

CONVENTION SCHEDULE PLANNER

Day	Time	Event	Room	Session
WEDNESDAY				
	5:00-6:30 p.m.	Opening General Session	Grand Ballroom C	
THURSDAY				
FRIDAY				
SATURDAY				

CEC 2013 CONVENTION CENTER AND HOTELS



CEC 2013 CONVENTION CENTER AND HOTELS

All hotels are in downtown San Antonio. The rates indicate single/ double/ triple/ quad occupancy. Rates do not include tax; currently tax is 16.75%. The Henry B. Gonzalez Convention Center will host professional sessions, the Expo, and much more. ***There is no shuttle service between the hotels and the convention center.***



Henry B. Gonzalez Convention Center
200 E. Market Street
San Antonio, TX 7805
210-207-8500

La Quinta Inn & Suites Convention Center

6 303 Blum
San Antonio, TX 78205
210-222-9181

Grand Hyatt (co-headquarters)

1 600 E. Market Street
San Antonio, TX 78205
210-224-1234

Marriott Rivercenter

7 101 Bowie Street
San Antonio, TX 78205
210-223-1000

Marriott Riverwalk (co-headquarters)

2 889 E. Market Street
San Antonio, TX 78205
210-224-4555

Historic Menger Hotel

8 204 Alamo Plaza
San Antonio, TX 78205
210-223-4361

The Crockett Hotel

3 320 Bonham
San Antonio, TX 78205
210-225-6500

Westin Riverwalk

9 420 W. Market Street
San Antonio, TX 78205
210-224-6500

Hilton Palacio del Rio

4 200 S. Alamo Street
San Antonio, TX 78205
210-222-1400

Hyatt Regency San Antonio Riverwalk

5 123 Losoya Street
San Antonio, TX 78205
210-222-1234



THANK YOU!

CEC would like to recognize the following organizations
for their generous contributions throughout the year and for the
CEC 2013 Convention & Expo:



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A Union of Professionals



www.cec.sped.org

BECOME AN EXCEPTIONAL EDUCATOR AT REGENT

For Virginia's 2010 Teacher of the Year Catherine Webb, one of her greatest honors was a trip to the Oval Office and chance to discuss the education needs of students with autism. She says the strategies she learned at Regent are the benchmark standards in today's autism classroom. See how Regent's top-rated education programs can help you become an exceptional special educator.

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www.regent.edu/cec



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- M.Ed. Special Education
- Ed.D. Special Education
- Autism Certificate

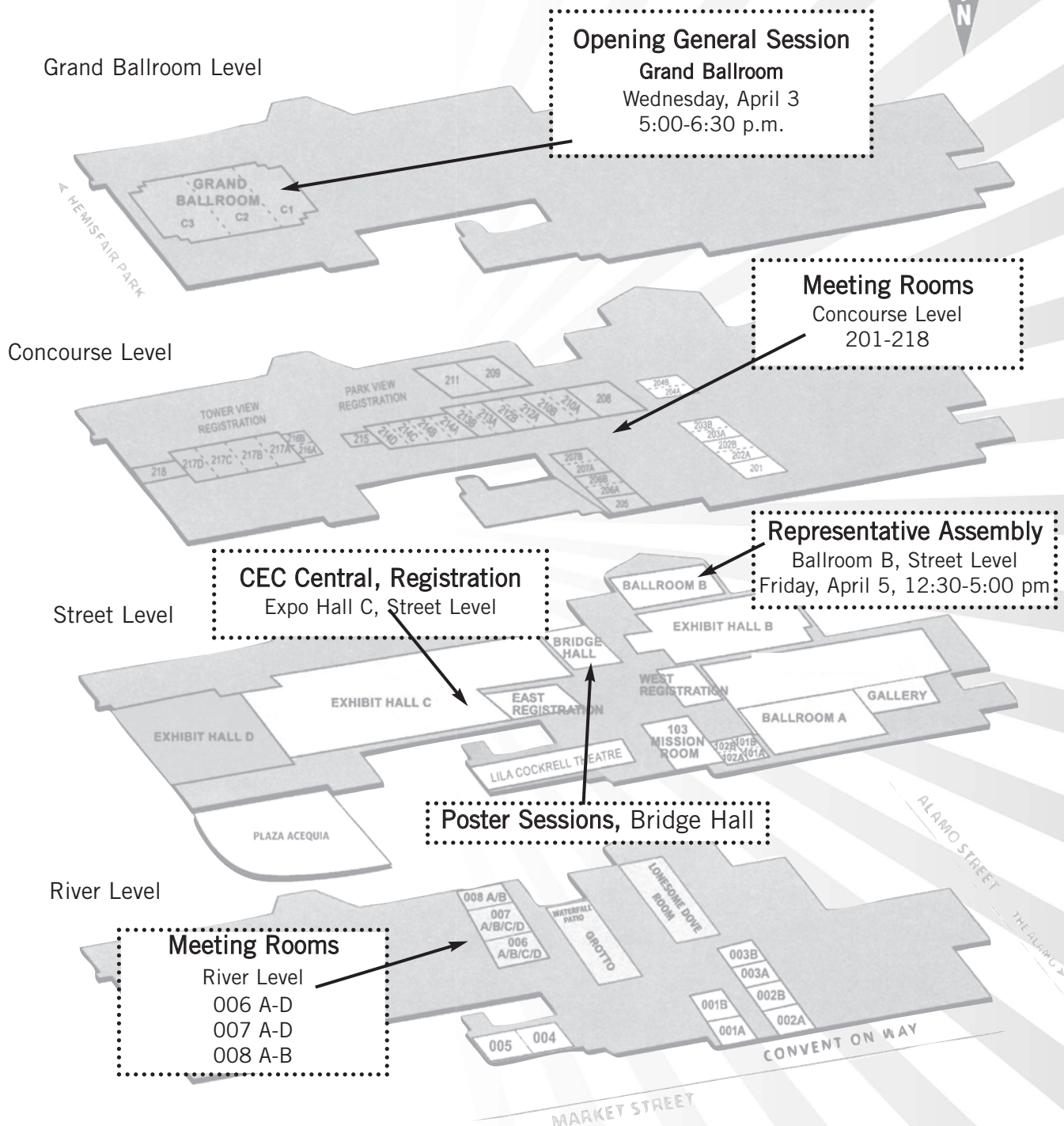


Catherine Webb
Virginia Teacher of the Year, 2010
Regent University Alumna

Regent University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, and doctoral degrees. Contact the Commission on Colleges at 1898 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Regent University. Regent University is certified by the State Council of Higher Education for Virginia to operate campuses within the Commonwealth of Virginia. The Regent University School of Education's educational leadership and teacher preparation programs are accredited by the Teacher Education Accreditation Council (www.regent.edu/teac). Regent University admits students without discrimination on the basis of race, color, disability, gender, religion, or national or ethnic origin. EDU100956

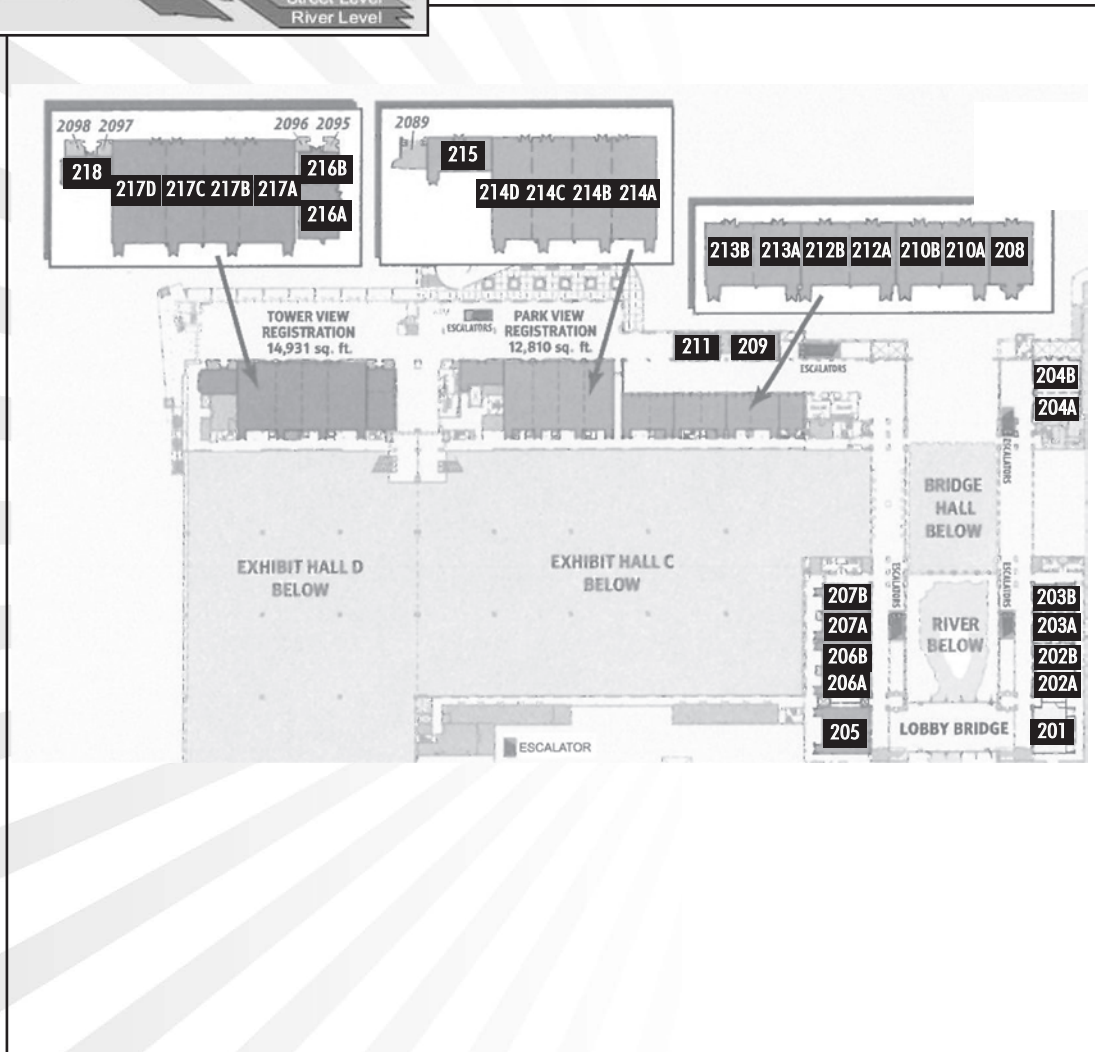
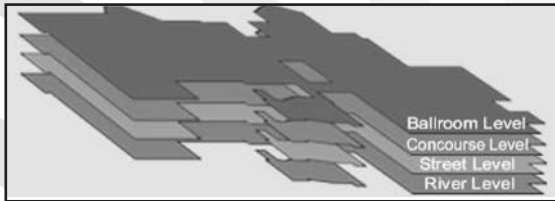
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CONVENTION CENTER LEVELS

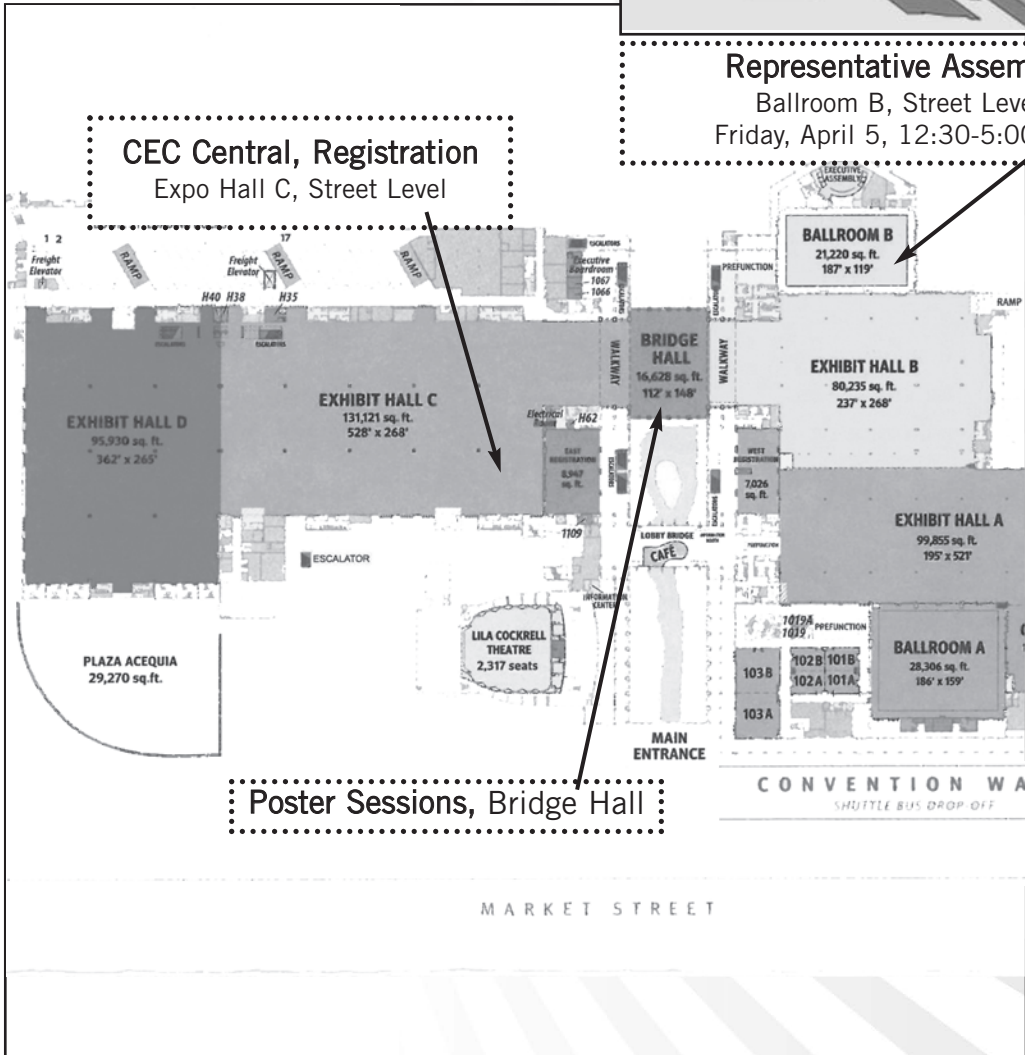


HENRY B. GONZALEZ CONVENTION CENTER

CONCOURSE LEVEL

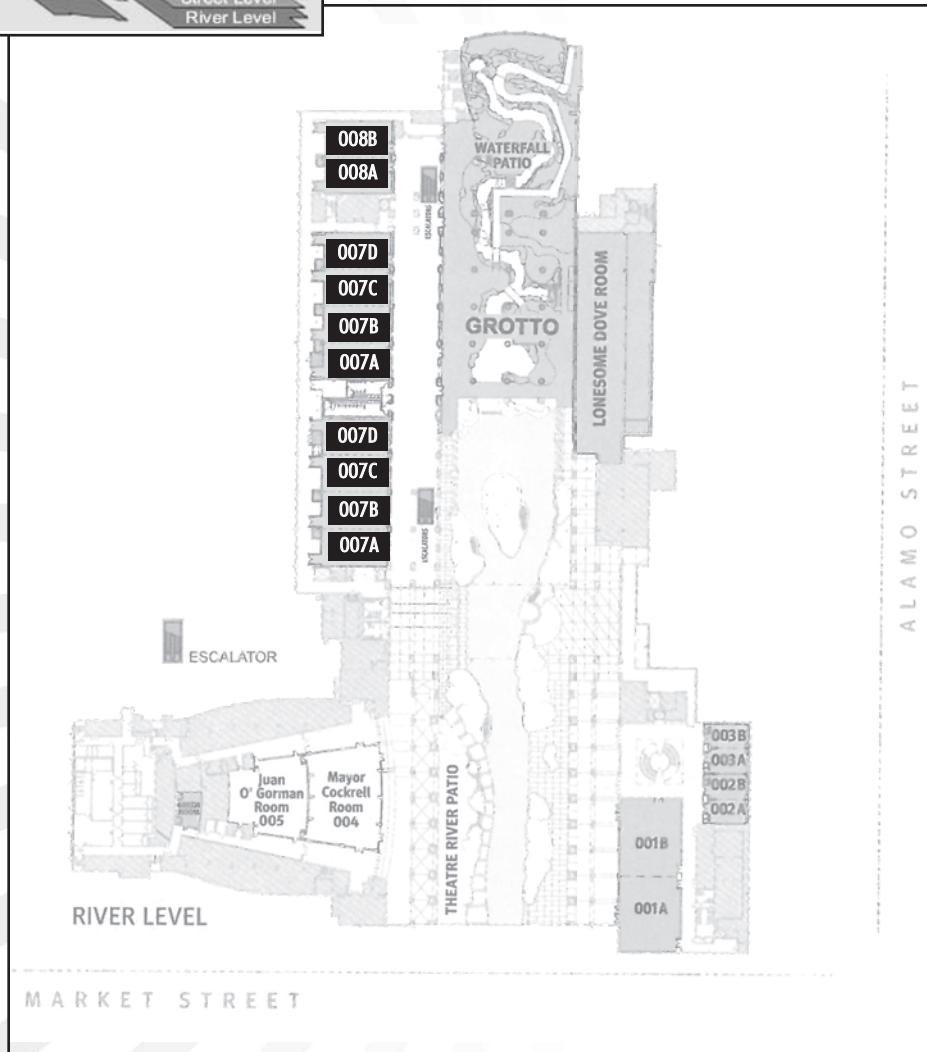
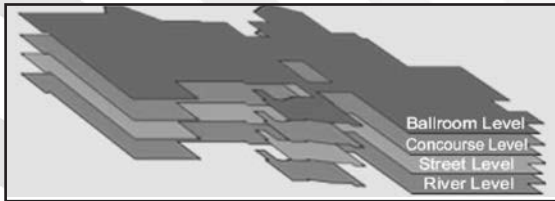


STREET LEVEL



HENRY B. GONZALEZ CONVENTION CENTER

RIVER LEVEL



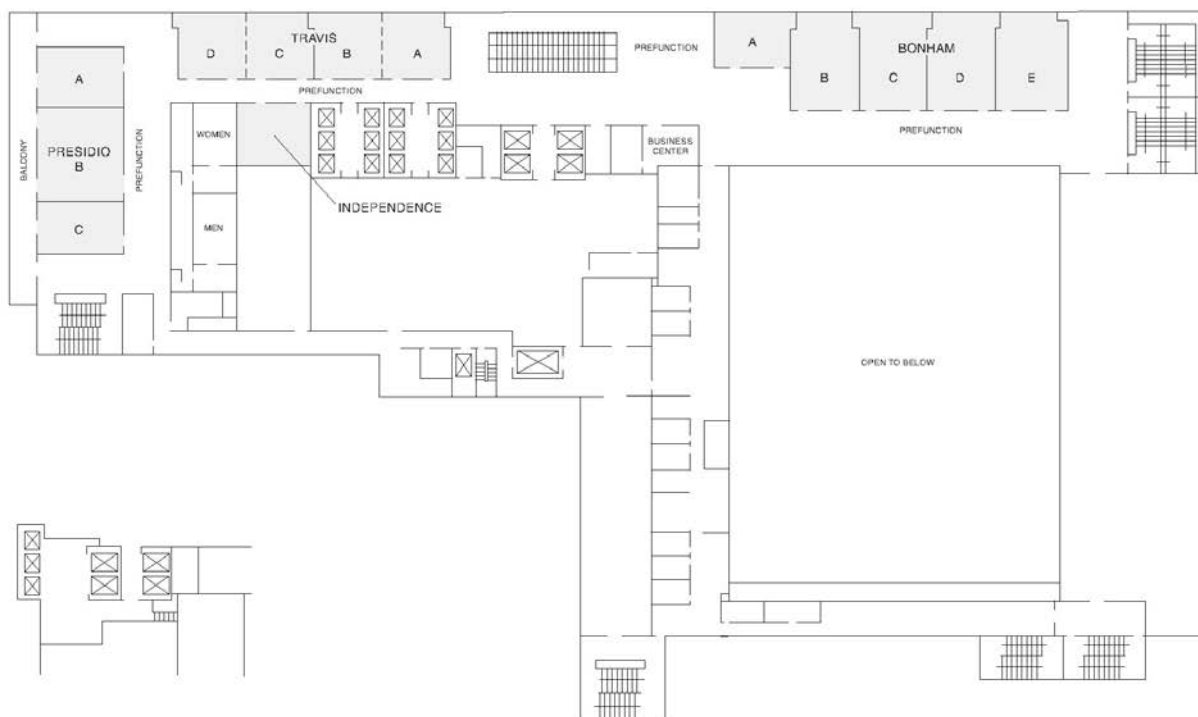
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GRAND HYATT SAN ANTONIO

SECOND FLOOR



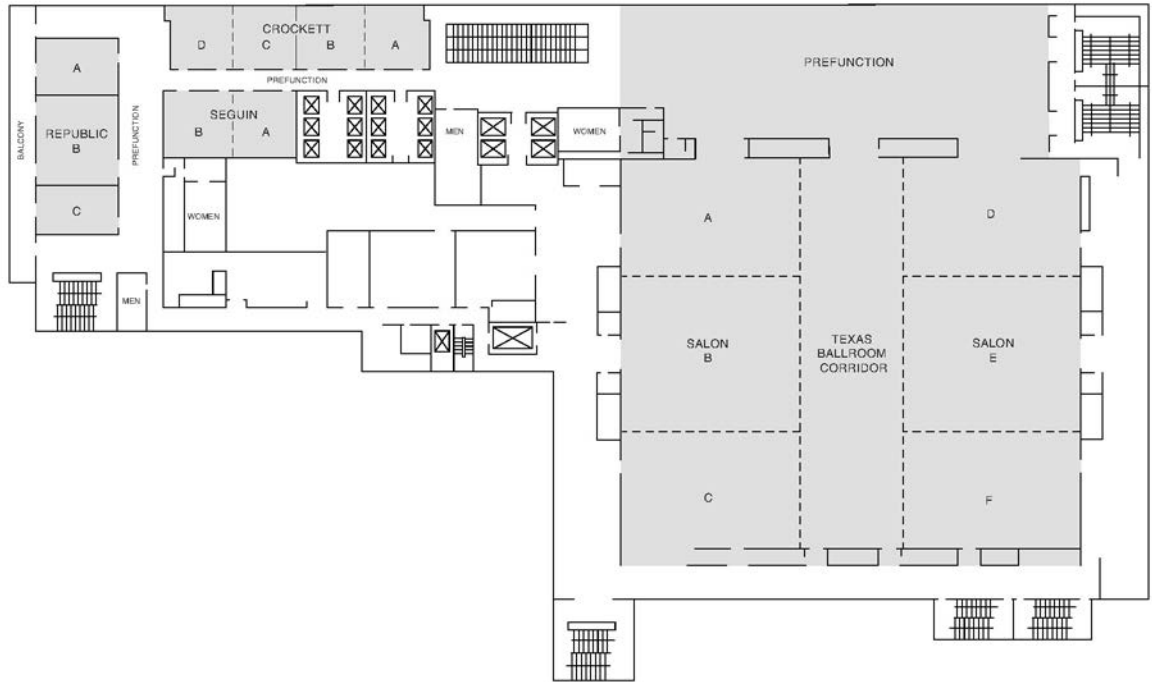
THIRD FLOOR



HYATT®

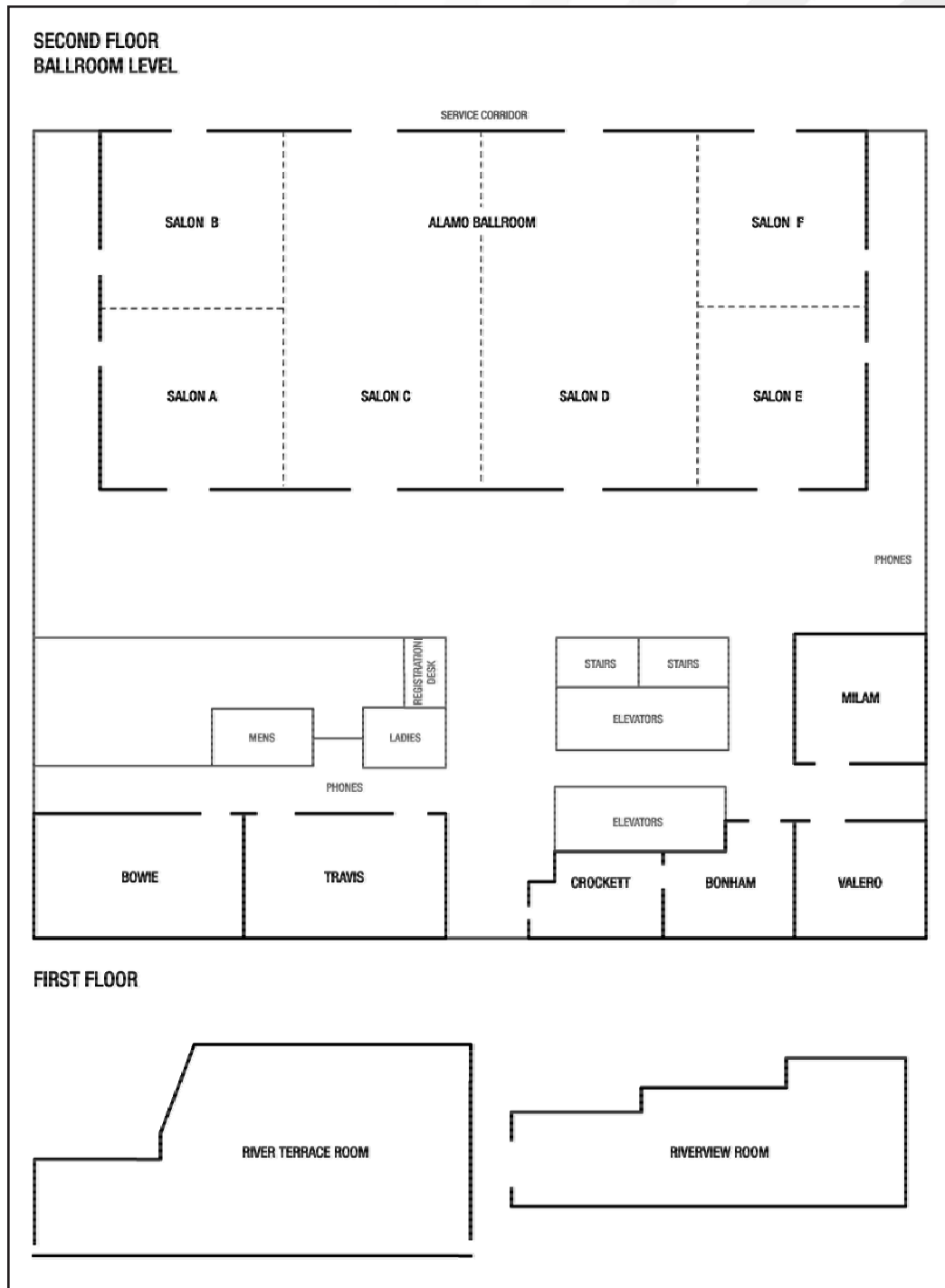
GRAND HYATT SAN ANTONIO

FOURTH FLOOR





MARRIOTT SAN ANTONIO RIVERWALK



WELCOME TO CEC CENTRAL

(Located inside Expo Hall C, Street Level)

Tuesday, April 2, 2:00–7:00 p.m.

Wednesday, April 3, 7:00 a.m.–7:00 p.m.

Thursday, April 4, 7:00 a.m.–6:30 p.m.

Friday, April 5, 7:00 a.m.–6:30 p.m.

Saturday, April 6, 7:00 a.m.–4:00 p.m.

Plan to spend some time in CEC Central, where you can do everything from pick up your convention program, join or renew CEC membership, shop at the CEC Store, meet the CEC Board of Directors, talk to CEC Division representatives or send an e-mail to your Representatives and Senators.

AND, NEW FOR CEC 2013 - *TEC* – Featuring You! – You can be on the cover of *TEACHING Exceptional Children*! A photographer will be snapping away as our attendees take turns playing cover model. The best part is, you get a FREE printout of the photo to take home as a souvenir!

Don't forget to stop by the CEC 2014 booth and find out more about Philadelphia, the host city for next year's convention & expo!



CEC DIVISIONS

COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION (CASE) promotes professional leadership and provides special education administrators with opportunities for personal and professional advancement. CASE's members include administrators, directors, and supervisors of special education programs and services.

SHOWCASE: Thursday, April 4, 1:00-3:00 p.m.

Room: 214A, Convention Center

COUNCIL FOR CHILDREN WITH BEHAVIORAL DISORDERS (CCBD) is committed to promoting and facilitating the education and general welfare of children and youth with behavioral and emotional disorders. CCBD's members include educators, parents, mental health personnel, and a variety of other professionals and related service providers.

SHOWCASE: Thursday, April 4, 9:15-10:15 a.m.

Room: 205, Convention Center

DIVISION FOR RESEARCH (CEC-DR) is devoted to the advancement of research related to the education of individuals with disabilities and/or who are gifted. CEC-DR's members include university, public, and private school teachers; researchers; administrators; psychologists; speech language clinicians; parents of children with special learning needs; and other related professionals and service personnel.

SHOWCASE: Friday, April 5, 1:00-2:00 p.m.

Room: 007A Convention Center

CEC PIONEERS DIVISION (CEC-PD) promotes activities and programs to increase awareness of the educational needs of children with disabilities and/or who are gifted, and the services available to them. The division supports CEC's programs and activities. CEC-PD membership is open to anyone who has been a member of CEC for a period of at least 20 years or is a Past President of CEC.

SHOWCASE: Friday, April 5, 1:00-3:00 p.m.

Room: 212, Convention Center

COUNCIL FOR EDUCATIONAL DIAGNOSTIC SERVICES (CEDS) promotes the most appropriate education of children and youth through appraisal, diagnosis, educational intervention, implementation, and continuous evaluation of a prescribed educational program. CEDS' members include educational diagnosticians, physicians, psychologists, social workers, and/or other disciplines.

SHOWCASE: Thursday, April 4, 10:30-11:30 a.m.

Room: 006C, Convention Center

DIVISION ON AUTISM AND DEVELOPMENTAL DISABILITIES (DADD) is committed to enhancing the quality of life of individuals, especially children and youth, with developmental disabilities, including those with cognitive disabilities/mental retardation, autism, and related disabilities. DADD's members include professionals and others who advocate on behalf of individuals with developmental disabilities.

SHOWCASE: Thursday, April 4, 1:00-3:00 p.m.

Room: 203, Convention Center

DIVISION FOR COMMUNICATIVE DISABILITIES AND DEAFNESS (DCDD) promotes the welfare, development, and education of infants, toddlers, children, and youth with communicative disabilities or who are deaf or hard of hearing. DCDD's members include professionals serving individuals with hearing, speech, and language disorders in the areas of receptive and expressive, verbal and nonverbal, spoken, written, and sign communication.

SHOWCASE: Thursday, April 4, 3:45-5:45 p.m.

Room: 207B, Convention Center

DIVISION ON CAREER DEVELOPMENT AND TRANSITION (DCDT) promotes efforts to improve the quality of and access to career/vocational and transition services, increase the participation of education in career development and transition goals, and influence policies affecting career development and transition services for persons with disabilities. DCDT's members include professionals and others interested in career development and transition for individuals with any exceptionality at any age.

SHOWCASE: Thursday, April 4, 10:30-11:30 a.m.

Room: 006D, Convention Center

DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS (DDEL) is dedicated to advancing and improving educational opportunities for culturally and linguistically diverse learners with disabilities and/or who are gifted, their families, and the professionals who serve them. DDEL's members include teachers, administrators, parents, paraprofessionals, teacher educators, policy makers, researchers, and related service providers.

SHOWCASE: Friday, April 5, 1:00-3:00 p.m.

Room: 006B Convention Center

CEC DIVISIONS

DIVISION FOR EARLY CHILDHOOD (DEC) an organization for those who work with or on behalf of young children with disabilities and other special needs, promotes policies and advances evidence-based practices to support the optimal development of young children with special needs. DEC's members include early childhood intervention professionals as well as parents of children who have disabilities, are gifted, or are at risk of future developmental problems.

SHOWCASE: Thursday, April 4, 8:00-9:00 a.m.
Room: 213, Convention Center

DIVISION OF INTERNATIONAL SPECIAL EDUCATION AND SERVICES (DISES) promotes international communication, cooperation, and progress in education and services for children and youth who have disabilities and/or are gifted and talented — across all age groups, from infancy through adulthood. DISES' members include teachers, students, administrators, faculty members, and others.

SHOWCASE: Thursday, April 4, 10:30-11:30 a.m.
Room: 206A, Convention Center

DIVISION FOR LEARNING DISABILITIES (DLD) promotes improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. DLD's members include teachers, teacher educators, administrators, policy makers, researchers, parents, and related service providers.

SHOWCASE: Friday, April 5, 2:15-4:15 p.m.
Room: 203, Convention Center

DIVISION FOR PHYSICAL, HEALTH AND MULTIPLE DISABILITIES (DPHMD) advocates for quality education for individuals with physical disabilities, multiple disabilities, and special health care needs served in schools, hospitals, or home settings. DPHMD's members include classroom teachers, administrators, related service personnel, hospital/homebound teachers, and parents.

SHOWCASE: Thursday, April 4, 10:30-11:30 a.m.
Room: 209, Convention Center

DIVISION ON VISUAL IMPAIRMENTS (DVI) advances the education of children and youth who have visual impairments that impede their educational progress. DVI's members include teachers, teacher educators, other practitioners, and administrators. Members receive the DVI Quarterly newsletter.

SHOWCASE: Thursday, April 4, 8:00-9:00 a.m.
Room: 215, Convention Center

THE ASSOCIATION FOR THE GIFTED (TAG) focuses on the delivery of information to both professionals and parents about gifted and talented children and their needs. TAG's members include teachers, administrators, parents, paraprofessionals, teacher educators, and others.

SHOWCASE: Thursday, April 4, 2:15-3:15 p.m.
Room: 209, Convention Center

TECHNOLOGY AND MEDIA DIVISION (TAM) supports educational participation and improved results for individuals with disabilities and diverse learning needs through the selection, acquisition, and use of technology. TAM's members include special education teachers, speech and language therapists, rehabilitation therapists, counselors, researchers, teacher educators, and others.

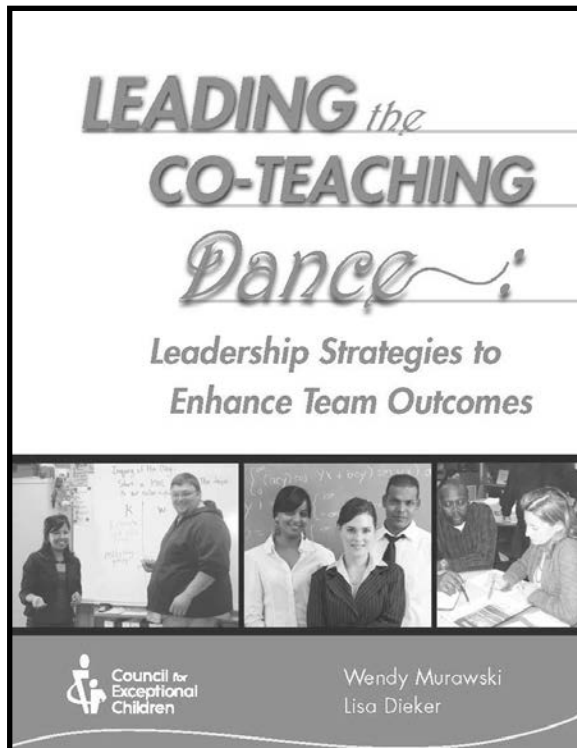
SHOWCASE: Thursday, April 4, 3:45-4:45 p.m.
Room: 201, Convention Center

TEACHER EDUCATION DIVISION (TED) supports and stimulates continued improvements in practices in order for all individuals with diverse abilities and disabilities to achieve optimal educational outcomes. TED's members include persons involved in the education and continuing development of professionals in special education and related fields, such as general education, allied health, speech and language pathology, rehabilitation, legal services, and more.

SHOWCASE: Friday, April 5, 9:15-11:15 a.m.
Room: 207B, Convention Center

Premier Members...

Look What We Have for YOU!



***Leading the
Co-Teaching
Dance: Leadership
Strategies to
Enhance Team
Outcomes***

**By Wendy Murawski
and Lisa Dieker**

Please come to the
CEC Bookstore located
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book.



***Not a Premier Member? Ask about joining or upgrading to
Premier Membership today!***

CEC's Teacher of the Year Brunch

Honoring the best of the best



L-R: CEC Past President Margaret J. McLaughlin, CEC's 2012 Clarissa Hug Teacher of the Year Hannah F. Ehrli and CEC President Christy A. Chambers.

Join us as we recognize our fellow CEC members who go above and beyond to improve the lives of children and youth with exceptionalities.

CEC's Teacher of the Year Brunch honors our 2013 State, Provincial and Division Teachers of the Year.

Have brunch and wrap up your convention experience with colleagues while helping congratulate CEC's 2013 Clarissa Hug Teacher of the Year **Ashlie Abercrombie Allardyce** of Louisiana, who will give a keynote address.



Honor your peers and renew your commitment to teaching!

Sponsored by:



CEC's 2013 Teacher of the Year Brunch

Saturday, April 6, 10:30 a.m. – 12 p.m.

Grand Hyatt

\$45 per person

**It's not too late –
stop by the registration area today to buy a ticket.**

MEETINGS AND SOCIAL EVENTS

CEC Meetings

Board of Directors

- *Wednesday, April 3*
8:00 a.m.-3:00 p.m.
Republic A-C Level 4
Grand Hyatt San Antonio
- *Thursday, April 4*
8:00 a.m.-4:00 p.m.
Republic A-C, Level 4
Grand Hyatt San Antonio

Representative Assembly

- *Representative Assembly Orientation*
Friday, April 5, 10:00-11:00 a.m.
Ballroom B, Street Level
Convention Center
- *Representative Assembly*
Friday, April 5, 12:30-5:00 p.m.
Ballroom B, Street Level
Convention Center

Committees and Work Groups

- *Canadian/U.S. Committee*
Friday, April 5, 8:00-9:30 a.m.
Travis B, Level 3
Grand Hyatt San Antonio
- *Elections Standing Committee*
Thursday, April 4, 5:30-7:30 p.m.
San Jacinto, Level 2
Grand Hyatt San Antonio
- *Finance and Audit Standing Committee*
Friday, April 5, 10:30 a.m.-Noon
Goliad, Level 2
Grand Hyatt San Antonio
- *Honors Committee*
Friday, April 5, 10:30-11:30 a.m.
Independence, Level 3
Grand Hyatt San Antonio
- *Knowledge and Skills Subcommittee*
Friday, April 5, 9:00 a.m.-12:30 p.m.
Bonham C, Level 3
Grand Hyatt San Antonio

- *Nominations Standing Committee*
Friday, April 5, 9:00-11:00 a.m.
Crockett C, Level 4
Grand Hyatt San Antonio
- *Professional Standards and Practice Committee*
Thursday, April 4, 8:00 a.m.-4:00 p.m.
Bowie A, Level 2
Grand Hyatt San Antonio
- *Student Committee*
Wednesday, April 3, 8:00 a.m.-3:00 p.m.
Mission A, Level 2
Grand Hyatt San Antonio
- *Student Chapter Faculty Advisors Roundtable*
Friday, April 5, 7:30-10:00 a.m.
Bowie A/B, Level 2
Grand Hyatt San Antonio
- *Student Forum 2013*
Thursday, April 4, 1:00-4:00 p.m.
Lone Star Ballroom, Salon D, Level 2
Grand Hyatt San Antonio
- *Yes I Can! Subcommittee*
Friday, April 5, 9:30-10:30 a.m.
Independence, Level 3
Grand Hyatt San Antonio

Other CEC Meetings and Events

- *Division Membership Chairs*
Tuesday, April 2, 10:00 a.m.-Noon
Bonham D, Level 3
Grand Hyatt San Antonio
- *Student Orientation*
Wednesday, April 3, 3:30 p.m.-4:30 p.m.
Seguin A/B, Level 4
Grand Hyatt San Antonio
- *CEC/CEC-PD Mentoring Program Breakfast*
"By Invitation Only"
Thursday, April 4, 6:45-8:00 a.m.
Presidio B/C, Level 3
Grand Hyatt San Antonio

MEETINGS AND SOCIAL EVENTS

- *CEC Membership Categories Workgroup*
Thursday, April 4, 2:45-3:45 p.m.
Goliad, Level 2
Grand Hyatt San Antonio
- *CEC CAN Coordinator Meeting*
Thursday, April 4, 5:00-6:00 p.m.
Room 006B, River Level
Convention Center
- *2014 Convention Program Advisory Committee*
Friday, April 5, 8:00-10:00 a.m.
Sequin A/B, Level 4
Grand Hyatt San Antonio
- *MENA Caucus Gathering 2013*
Friday, April 5, 2:00-3:30 p.m.
Independence, Level 3
Grand Hyatt San Antonio
- *Division Publication Chairs and Journal Editors*
Friday, April 5, 2:00-3:30 p.m.
Seguin A/B, Level 4
Grand Hyatt San Antonio
- *Yes I Can! Awards Ceremony*
Friday, April 5, 5:30 p.m.
Lone Star A/B/C, Level 2
Grand Hyatt San Antonio
- *State and Provincial Unit Membership Chair's and President's Meeting*
Saturday, April 6, 7:00-9:30 a.m.
Travis C/D, Level 3
Grand Hyatt San Antonio
- *Evidence-Based Practice Initiative Team Meeting*
Saturday, April 6, 7:30-8:30 a.m.
Seguin B, Level 4
Grand Hyatt San Antonio
- *Division Treasurer's Meeting*
Saturday, April 6, 10:00-11:00 a.m.
Republic B, Level 4
Grand Hyatt San Antonio
- *Teacher of the Year Brunch*
Saturday, April 6, 10:30 a.m.-Noon
Lone Star A, Level 2
Grand Hyatt San Antonio

Caucus Meetings

- *American Indian Caucus*
Friday, April 5, 3:30-5:30 p.m.
Bonham D, Level 3
Grand Hyatt San Antonio
- *Asian/Pacific Islander Caucus*
Friday, April 5, 11:30 a.m.-1:00 p.m.
San Jacinto, Level 2
Grand Hyatt San Antonio
- *Black Caucus*
Executive Board Meetings
Thursday, April 4, 2:00-4:00 p.m.
Independence, Level 3
Grand Hyatt San Antonio

Saturday, April 6, 9:00-11:00 a.m.
Independence, Level 3
Grand Hyatt San Antonio

Research Poster Session
Friday, April 5, 10:00 a.m.-Noon
Lone Star D, Level 2
Grand Hyatt San Antonio

General Membership Meeting and Social
Friday, April 5, 4:00-7:00 p.m.
Bonham C, Level 3
Grand Hyatt San Antonio
- *Canadian Caucus*
Thursday, April 4, 5:30-7:30 p.m.
Mission A, Level 2
Grand Hyatt San Antonio
- *Educators With Disabilities Caucus General Meeting*
Friday, April 5, 9:00-10:30 a.m.
Travis C/D, Level 3
Grand Hyatt San Antonio
- *Gay-Lesbian-Bisexual-Transgender Caucus Meeting*
Friday, April 5, 1:00-3:00 p.m.
Bowie A, Level 2
Grand Hyatt San Antonio
- *Hispanic Caucus*
Friday, April 5, 4:00-5:00 p.m.
Republic A, Level 4
Grand Hyatt San Antonio

MEETINGS AND SOCIAL EVENTS

Division Meetings and Social Events

- *Interdivisional Caucus (IDC)*
Tuesday, April 2, 1:00-4:00 p.m.
Lone Star Ballroom A, Level 2
Grand Hyatt San Antonio

Council of Administrators of Special Education (CASE)

- *Executive Committee*
Tuesday, April 2, 4:00-8:45 p.m.
Travis C, Level 3
Grand Hyatt San Antonio
- *Board of Directors and Membership Meeting*
Wednesday, April 3, 7:30 a.m.-4:00 p.m.
Lone Star Ballroom C, Level 2
Grand Hyatt San Antonio
- *Publications and Product Review Meeting*
Thursday, April 4, 8:00 a.m.-3:30 p.m.
Mission A, Level 2
Grand Hyatt San Antonio
- *Research Committee*
Thursday, April 4, Noon-3:00 p.m.
Crockett A, Level 4
Grand Hyatt San Antonio
- *Finance Committee Meeting*
Thursday, April 4, 1:00-4:00 p.m.
Seguin B, Level 4
Grand Hyatt San Antonio
- *Publications and Product Review Meeting*
Friday, April 5, 7:45 a.m.-3:30 p.m.
Travis A, Level 3
Grand Hyatt San Antonio

Council for Children With Behavioral Disorders (CCBD)

- *Executive Committee*
Tuesday, April 2, 5:00-9:00 p.m.
Mission B, Level 2
Grand Hyatt San Antonio

Wednesday, April 3, 9:00 a.m.-5:00 p.m.
Mission B, Level 2
Grand Hyatt San Antonio

- *Publishing in CCBBD Journals*
Thursday, April 4, 2:00-3:00 p.m.
Mission B, Level 2
Grand Hyatt San Antonio
- *CCBD Membership Concerns*
Thursday, April 4, 3:30-5:00 p.m.
Travis C/D, Level 3
Grand Hyatt San Antonio
- *General Membership Meeting*
Thursday, April 4, 5:15-6:30 p.m.
Travis C/D, Level 3
Grand Hyatt San Antonio
- *President's Reception*
Thursday, April 4, 6:30-7:30 p.m.
Presidio B, Level 3
Grand Hyatt San Antonio
- *Regional Coordinators, Subdivision Presidents, and State Representatives*
Friday, April 5, 9:00-11:00 a.m.
Presidio A, Level 3
Grand Hyatt San Antonio

Division for Research (CEC-DR)

- *Executive Board Meeting*
Wednesday, April 3, 11:00 a.m.-7:00 p.m.
Travis A, Level 3
Grand Hyatt San Antonio
- *Beginning Career Researchers Workshop*
"By Invitation"
Thursday, April 4, 8:30 a.m.-4:00 p.m.
Bonham C, Level 3
Grand Hyatt San Antonio
- *DR Knowledge Utilization/DR & DLD Alerts Committee Meeting*
Thursday, April 4, 9:00-11:00 a.m.
Presidio B, Level 3
Grand Hyatt San Antonio

MEETINGS AND SOCIAL EVENTS

Division for Research (CEC-DR), *continued*

- *Business Meeting*
Friday, April 5, 5:00-6:00 p.m.
Seguin A/B, Level 4
Grand Hyatt San Antonio
- *Donald D. Hammil Foundation Reception*
Friday, April 5, 6:00-8:00 p.m.
Bowie B/C, Level 2
Grand Hyatt San Antonio
- *Interdivisional Research Group Meeting*
Saturday, April 6, 8:00-9:30 a.m.
Travis A/B, Level 3
Grand Hyatt San Antonio

Pioneers Division (CEC-PD)

- *Executive Board Meeting*
Thursday, April 4, 8:30 a.m.-3:30 p.m.
Lone Star Ballroom A, Level 2
Grand Hyatt San Antonio
- *Annual Business Meeting of the Membership*
Thursday, April 4, 4:00-5:00 p.m.
Lone Star Ballroom A, Level 2
Grand Hyatt San Antonio
- *Annual Dinner*
Thursday, April 4, 7:00-9:00 p.m.
Cactus Flower Restaurant
San Antonio Marriott Riverwalk
(Located across the street from the
Grand Hyatt San Antonio)

Council for Educational Diagnostic Services (CEDS)

- *Board Meeting*
Wednesday, April 3, 6:00-9:00 p.m.
Travis B, Level 3
Grand Hyatt San Antonio
- *Business Meeting*
Thursday, April 4, 4:30-5:30 p.m.
Lone Star Ballroom B, Level 2
Grand Hyatt San Antonio
- *CEDS Social*
Thursday, April 4, 6:00-7:30 p.m.
Lone Star Ballroom B, Level 2
Grand Hyatt San Antonio

Division on Autism and Developmental Disabilities (DADD)

- *Executive Committee*
Wednesday, April 3, 8:00-9:00 a.m.
DADD President's Suite
Grand Hyatt San Antonio
- *Board of Directors*
Wednesday, April 3, 9:00 a.m.-5:00 p.m.
DADD President's Suite
Grand Hyatt San Antonio

Friday, April 5, 6:30-7:30 p.m.
DADD President's Suite
Grand Hyatt San Antonio
- *Critical Issues Committee*
Thursday, April 4, 8:00-9:00 a.m.
DADD President's Suite
Grand Hyatt San Antonio
- *Past Presidents' Meeting*
Thursday, April 4, Noon-1:00 p.m.
DADD President's Suite
Grand Hyatt San Antonio
- *Awards Committee Meeting*
Thursday, April 4, 1:00-1:30 p.m.
DADD President's Suite
Grand Hyatt San Antonio
- *Subdivisions Meeting*
Thursday, April 4, 1:30-2:30 p.m.
DADD President's Suite
Grand Hyatt San Antonio
- *Finance Committee Meeting*
Thursday, April 4, 2:30-3:30 p.m.
DADD President's Suite
Grand Hyatt San Antonio
- *General Business Meeting*
Thursday, April 4, 5:00-6:30 p.m.
Lone Star Ballroom C, Level 2
Grand Hyatt San Antonio
- *Diversity Committee Meeting*
Friday, April 5, 8:00-9:00 a.m.
DADD President's Suite
Grand Hyatt San Antonio

MEETINGS AND SOCIAL EVENTS

- *Membership Committee*
Friday, April 5, 9:00-10:00 a.m.
DADD President's Suite
Grand Hyatt San Antonio
- *Conference Committee*
Friday, April 5, 10:00-11:00 a.m.
DADD President's Suite
Grand Hyatt San Antonio
- *Student Meeting*
Friday, April 5, 11:00 a.m.-Noon
DADD President's Suite
Grand Hyatt San Antonio
- *Communications Committee*
Friday, April 5, Noon-1:00 p.m.
DADD President's Suite
Grand Hyatt San Antonio
- *Publications Committee*
Friday, April 5, 1:00-2:00 p.m.
DADD President's Suite
Grand Hyatt San Antonio
- *Early Career Professional Meeting*
Friday, April 5, 2:00-3:00 p.m.
DADD President's Suite
Grand Hyatt San Antonio

Division for Communicative Disabilities and Deafness (DCDD)

- *Board Meeting*
Wednesday, April 3, 10:00 a.m.-4:00 p.m.
Travis C, Level 3
Grand Hyatt San Antonio
- *Member-Fest!*
Sponsored by Pearson
Thursday, April 4, 6:30-8:30 p.m.
Bonham C, Level 3
Grand Hyatt San Antonio

Division on Career Development and Transition (DCDT)

- *Opening Full Board Meetings*
Wednesday, April 3, 5:00-9:00 p.m.
Bonham C, Level 3
Grand Hyatt San Antonio

Friday, April 5, 1:00-5:00 p.m.
Republic B, Level 4
Grand Hyatt San Antonio
- *Committee Meetings*
Thursday, April 4
Travis A/B, Level 3
Grand Hyatt San Antonio

Publications Committee—8:00-9:00 a.m.
Governmental Relations—9:00-10:00 a.m.
Transition Assessment – Vocational Evaluation—10:00-11:00 a.m.
Parent/Family Involvement—11:00 a.m.-Noon
Membership—Noon-1:00 p.m.
Human Rights Cultural Diversity—1:00-2:00 p.m.
Research—2:00-4:00 p.m.
CDTEI Editors—4:00-5:00 p.m.
Youth and Young Adults With Disabilities—5:00-6:00 p.m.

Friday, April 5
Republic B, Level 4
Executive Committee – 9:00-11:00 a.m.
Past Presidents – 11:00 a.m.-Noon

- *Redbook/Knowledge and Skills*
Friday, April 5, Noon-1:00 p.m.
Mission A, Level 2
Grand Hyatt San Antonio
- *General Business*
Friday, April 5, 5:30-6:30 p.m.
Travis A/B, Level 3
Grand Hyatt San Antonio
- *Member's Reception-All DCDT Members Welcome*
Friday, April 5, 7:00-9:30 p.m.
Travis C/D, Level 3
Grand Hyatt San Antonio

MEETINGS AND SOCIAL EVENTS

Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)

- *Subcommittees Meeting*
Thursday, April 4, 10:00 a.m.-Noon
Bowie B/C, Level 2
Grand Hyatt San Antonio
- *Writing for Multiple Voices*
Thursday, April 4, 11:00 a.m.-Noon
Crockett C/D, Level 4
Grand Hyatt San Antonio
- *Executive Committee*
Thursday, April 4, 1:00-5:00 p.m.
Presidio A, Level 3
Grand Hyatt San Antonio
- *DDEL Reception*
Thursday, April 4, 7:00-9:00 p.m.
Crockett C/D, Level 4
Grand Hyatt San Antonio
- *Student Research Forum*
Friday, April 5, 9:00-11:00 a.m.
Lone Star Ballroom F, Level 2
Grand Hyatt San Antonio
- *Business Meeting*
Friday, April 5, 3:30-5:30 p.m.
Mission A, Level 2
Grand Hyatt San Antonio

Division for Early Childhood (DEC)

- *Executive Board Meeting*
Friday, April 5, 7:30 a.m.-12:30 p.m.
Alamo Ballroom Salon A, Level 2
San Antonio Marriott Riverwalk
- *DEC Reception*
Thursday, April 4, 5:30-7:30 p.m.
Bowie, Level 1
San Antonio Marriott Riverwalk

Division of International Special Education and Services (DISES)

- *Board of Director's Meeting*
Wednesday, April 3, 8:30 a.m.-4:30 p.m.
Independence, Level 3
Grand Hyatt San Antonio
- *Membership Meeting*
Friday, April 5, 5:00-6:30 p.m.
Presidio A/B, Level 3
Grand Hyatt San Antonio
- *DISES Reception*
Friday, April 5, 7:00-9:00 p.m.
Republic A/B/C, Level 3
Grand Hyatt San Antonio

Division for Learning Disabilities (DLD)

- *Executive Board Meeting*
Wednesday, April 3, Noon-7:00 p.m.
Crockett A, Level 4
Grand Hyatt San Antonio

Friday, April 5, 8:30 a.m.-12:30 p.m.
Republic C, Level 4
Grand Hyatt San Antonio
- *Professional Development & Standards*
Thursday, April 4, 9:00 a.m.-2:00 p.m.
San Jacinto, Level 2
Grand Hyatt San Antonio
- *DR Knowledge Utilization/DR & DLD Alerts Committee Meeting*
Thursday, April 4, 9:00 a.m.-11:00 a.m.
Presidio B, Level 2
Grand Hyatt San Antonio
- *Cultural and Linguistic Diversity Committee*
Thursday, April 4, 11:00 a.m.-2:00 p.m.
Crockett B, Level 3
Grand Hyatt San Antonio
- *Membership Committee*
Thursday, April 4, 1:00-3:00 p.m.
Crockett C, Level 4
Grand Hyatt San Antonio
- *Publications Committee*
Thursday, April 4, 1:00-3:00 p.m.
Crockett D, Level 4
Grand Hyatt San Antonio

MEETINGS AND SOCIAL EVENTS

- *Business Meeting*
Thursday, April 4, 5:00-6:00 p.m.
Bonham D, Level 3
Grand Hyatt San Antonio
- *Reception AND Student Poster Session*
Thursday, April 4, 6:00-8:00 p.m.
Lone Star Ballroom E, Level 2
Grand Hyatt San Antonio
- *CAN Committee*
Friday, April 5, 2:00-3:00 p.m.
Mission B, Level 2
Grand Hyatt San Antonio

Division for Physical, Health and Multiple Disabilities (DPHMD)

- *Executive Board Meeting*
Wednesday, April 3, 2:00-4:00 p.m.
Travis B, Level 3
Grand Hyatt San Antonio
- *Finance Committee*
Wednesday, April 3, 4:00-5:00 p.m.
San Jacinto, Level 2
Grand Hyatt San Antonio
- *General Business Meeting*
Thursday, April 4, Noon-3:30 p.m.
Presidio B, Level 3
Grand Hyatt San Antonio
- *Critical Issues Committee*
Friday, April 5, 8:00-10:00 a.m.
Presidio B, Level 3
Grand Hyatt San Antonio
- *Professional Development Committee*
Friday, April 5, 10:00 a.m.-Noon
Presidio B, Level 3
Grand Hyatt San Antonio
- *Chronic Medical Conditions Committee*
Friday, April 5, Noon-3:00 p.m.
Presidio B, Level 3
Grand Hyatt San Antonio
- *Severe/Multiple Committee*
Friday, April 5, 1:00-4:00 p.m.
Presidio A, Level 3
Grand Hyatt San Antonio

Division on Visual Impairments (DVI)

- *Executive Board Meeting*
Wednesday, April 3, Noon-4:00 p.m.
Bowie A, Level 2
Grand Hyatt San Antonio
- *General Business Meeting*
Thursday, April 4, 6:15-8:15 p.m.
Lone Star Ballroom D, Level 2
Grand Hyatt San Antonio
- *DVI Social*
Thursday, April 4, 8:30-10:30 p.m.
Bowie B, Level 2
Grand Hyatt San Antonio

The Association for the Gifted (TAG)

- *Board Meeting*
Tuesday, April 2, 1:00-9:00 p.m.
Travis A, Level 3
Grand Hyatt San Antonio
- *TAG Symposium*
Wednesday, April 3, 8:30 a.m.-4:00 p.m.
Lone Star Ballroom A, Level 2
Grand Hyatt San Antonio
- *Business Meeting*
Thursday, April 4, 5:30-6:30 p.m.
Crockett A/B, Level 4
Grand Hyatt San Antonio
- *TAG Social*
Thursday, April 4, 6:30-7:30 p.m.
Republic B, Level 4
Grand Hyatt San Antonio

Technology and Media Division (TAM)

- *Board Meeting*
Wednesday, April 3, 9:00 a.m.-4:00 p.m.
Travis D, Level 3
Grand Hyatt San Antonio
- *Membership Business Meeting*
Wednesday, April 3, 4:30-5:30 p.m.
Crockett C/D, Level 4
Grand Hyatt San Antonio

MEETINGS AND SOCIAL EVENTS

Teacher Education Division (TED)

- *Executive Committee*
Tuesday, April 2, 4:00 -8:00 p.m.
Travis B, Level 3
Grand Hyatt San Antonio
- *Budget and Finance Committee*
Wednesday, April 3, 8:30-10:00 a.m.
San Jacinto, Level 2
Grand Hyatt San Antonio
- *325T Conversations*
Wednesday, April 3, 9:00-11:00 a.m.
Crockett C/D, Level 4
Grand Hyatt San Antonio
- *Membership Committee*
Wednesday, April 3, 9:00-10:00 a.m.
Goliad, Level 2
Grand Hyatt San Antonio
- *Professional Development Committee*
Wednesday, April 3, 9:00-11:00 a.m.
Travis B, Level 3
Grand Hyatt San Antonio
- *Conference Advisory Committee*
Wednesday, April 3, 10:00-11:30 a.m.
Crockett B, Level 4
Grand Hyatt San Antonio
- *Ad Hoc Communications Technology Committee*
Wednesday, April 3, 11:30 a.m.-12:30 p.m.
Goliad, Level 2
Grand Hyatt San Antonio
- *Governmental Relations Committee (PALs/GALs)*
Wednesday, April 3, 11:30 a.m.-12:30 p.m.
Bowie C, Level 2
Grand Hyatt San Antonio
- *Executive Board Meeting*
Wednesday, April 3, 12:30-9:00 p.m.
Presidio A/B, Level 3
Grand Hyatt San Antonio
- *TED/HECSE Early Bird Meeting*
Thursday, April 4, 8:00-10:00 a.m.
Sequin A/B, Level 4
Grand Hyatt San Antonio
- *Diversity Caucus-Executive Board Meeting*
Thursday, April 4, 8:30-10:00 a.m.
Goliad, Level 2
Grand Hyatt San Antonio
- *Knowledge and Skills Committee*
Thursday, April 4, 9:00-10:00 a.m.
Bonham A, Level 3
Grand Hyatt San Antonio
- *Research Committee*
Thursday, April 4, 9:00-10:00 a.m.
Travis D, Level 3
Grand Hyatt San Antonio
- *Diversity Caucus General Business Meeting*
Thursday, April 4, 10:00 a.m.-Noon
Bonham D, Level 3
Grand Hyatt San Antonio
- *Publications Committee*
Thursday, April 4, 10:30 a.m.-12:30 p.m.
Bonham A, Level 3
Grand Hyatt San Antonio
- *SSEPC Past Presidents*
Thursday, April 4, 11:00 a.m.-Noon
Independence, Level 3
Grand Hyatt San Antonio
- *Small Special Education Programs Caucus (SSEPC) Board*
Thursday, April 4, Noon-1:00 p.m.
Goliad, Level 2
Grand Hyatt San Antonio
- *State Subdivisions*
Thursday, April 4, 2:00-4:00 p.m.
Bowie B, Level 2
Grand Hyatt San Antonio
- *General Business Meeting*
Thursday, April 4, 4:00-5:30 p.m.
Texas Ballroom Salon F, Level 4
Grand Hyatt San Antonio
- *TED/Pearson Award Reception*
Thursday, April 4, 5:30-7:00 p.m.
Lone Star Ballroom F, Level 2
Grand Hyatt San Antonio
- *Early Career Faculty SIG*
Friday, April 5, 8:00-9:00 a.m.
Mission B, Level 2
Grand Hyatt San Antonio

MEETINGS AND SOCIAL EVENTS

- *Kaleidoscope Committee*
Friday, April 5, 8:00-9:00 a.m.
Crockett A/B, Level 4
Grand Hyatt San Antonio
- *Paraeducator SIG*
Friday, April 5, 9:00-10:00 a.m.
San Jacinto, Level 2
Grand Hyatt San Antonio
- *TED/TESE Editorial Board*
Friday, April 5, 9:00-10:00 a.m.
Mission A, Level 2
Grand Hyatt San Antonio
- *Early Childhood SIG Meeting*
Friday, April 5, 10:00-11:00 a.m.
Crockett B, Level 4
Grand Hyatt San Antonio
- *Indianapolis 2014 Conference Planning*
Friday, April 5, 10:00-Noon
Bonham D, Level 3
Grand Hyatt San Antonio
- *Small Special Education Programs Caucus (SSEPC)*
General Business Meeting
Friday, April 5, 10:00 a.m.-Noon
Presidio C, Level 3
Grand Hyatt San Antonio
- *TED TESE Doctoral Student Mentoring*
Friday, April 5, 11:00 a.m.-Noon
Seguin A/B, Level 4
Grand Hyatt San Antonio
- *Kaleidoscope Session*
Friday, April 5, 1:30-5:00 p.m.
Lone Star Ballroom E, Level 2
Grand Hyatt San Antonio

Other Meetings and Social Events

- *Vanderbilt University Peabody College Reception*
Thursday, April 4, 5:00-7:00 p.m.
Alamo Ballroom, Salon C
San Antonio Marriott Riverwalk
- *Texas Social*
Thursday, April 4, 8:00 p.m.-Midnight
Texas Ballroom D, Level 4
Grand Hyatt San Antonio
- *Hammill Institute Journal Editors' Meeting*
Friday, April 5, 9:00-10:30 a.m.
Travis, Level 1
San Antonio Marriott Riverwalk
- *NCED Board Meeting*
Friday, April 5, 1:00-5:00 p.m.
Valero, Level 1
San Antonio Marriott Riverwalk
- *Special Interest Group for Teachers of the Arts*
Friday, April 5, 4:00-5:00 p.m.
Bowie A, Level 2
Grand Hyatt San Antonio
- *Department of Special Education,
University of Kansas Reception*
Friday, April 5, 5:00-7:00 p.m.
Alamo Ballroom, Salon C, Level 2
San Antonio Marriott Riverwalk

WHO'S REPRESENTING YOU?

2013 CEC Student Committee

The Student Committee advises the CEC Board of Directors on ways to recruit, mentor, and support individuals entering the profession, and on ways to enhance the membership experience of student members and encourage their transition to professional membership. The members of this year's committee are:

Jacqueline Rodriguez, *Chair*, University of Central Florida

Robin Parks Ennis, *Student Representative to the CEC Representative Assembly*,
Georgia State University

Catherine Howerter, *Student Representative to the CEC Representative Assembly*, University of Nevada-Las Vegas

Brian Kulaga, Illinois State University

Amber McAdoo, Clarion University of Pennsylvania

William Sanders, Brenau University

Benjamin White, *Student Member, CEC Board of Directors*, Eastern
Michigan University

Denise Whitford, University of Arizona

Exceptional Children's Week • May 5–11, 2013

Taking the "Dis" Out of Disability

Celebrate special education and the accomplishments of children and youth with exceptionalities.

Visit CEC's website for resources to help you:

- Share anti-bullying messaging.
- Acknowledge your students' achievements.
- Spread the word in your community.

Learn more at www.exceptionalchildrensweek.org.



STUDENT MEETINGS

Welcome to the CEC Annual Convention & Expo! On behalf of the Student Committee and CEC's 6,000 student members, we invite you to take full advantage of this opportunity for professional development, personal growth, and networking with special educators from around the world. Begin your convention week at the Convention Orientation for Students on Wednesday afternoon to get the scoop on must-see sessions, exhibitors, recruiters, and special events. Later that afternoon attend the General Session with keynote speaker actress Amy Brenneman and recognition, CEC's award winners, including the recipients of CEC's Student Awards. On Thursday at 1:00, join us at the Student Forum. The Forum focuses on information for students. It starts with poster sessions and includes presentations and group discussions on topics of interest to student members and student chapters. Please refer to the Program Supplement for a complete list of the posters and other presentations at the Forum. There's much more for students at this year's convention! Be sure to check the Program Supplement for further information.

Enjoy the many opportunities CEC's Annual Convention & Expo brings to you!

Jacqueline Rodriguez

Chair, Student Committee
University of Central Florida

STUDENT SPOT

Located in CEC Central, CEC Registration Area, Expo Hall C, Street Level

This is THE place to get information on all events for students plus places to eat and things to do and see in San Antonio. Stop by and pick up information and ask the "locals" about their favorite hangouts. The Student Spot will also have general information about the convention and CEC Student membership.

CONVENTION ORIENTATION FOR STUDENTS

Wednesday, April 3, 3:30-4:30 p.m.
Seguin A/B, Level 4, Grand Hyatt San Antonio

Whether this is your first convention or you're a "veteran," you'll want to attend this popular session to learn how to maximize your convention experience. We'll highlight sessions and events of interest to students to help you plan your time at the convention. Get tips on how to get the most out of the exhibit show. Be sure to join us for this orientation designed specifically for students!

STUDENT AWARDS

Wednesday, April 3, 5:00 p.m.
Grand Ballroom C, Convention Center

The recipients of the Outstanding Student Awards and Susan Phillips Gorin Award will be recognized as part of the Opening General Session.

The recipients of the Graduation Scholarships and Kayte M. Fearn CEC Ethnic Diversity Scholarship will be recognized as part of a special awards ceremony at the Student Forum on Thursday afternoon.

CAREER OPPORTUNITIES

Thursday, April 4, 9:00 a.m.-4:00 p.m.
Friday, April 5, 9:00 a.m.-4:00 pm
Saturday, April 6, 9:00 a.m.-1:00 pm
Expo Hall C, Street Level

Whether you are looking for a job, just scoping out the career market, or want information from various school districts, check out the recruiters in the Expo Hall. School districts from across the United States will be represented. This is an excellent opportunity for you to find a great job so bring your resume and schedule an interview!

STUDENT FORUM

Thursday, April 4, 1:00-4:00 p.m.
Lone Star Ballroom D, Grand Hyatt San Antonio

Join your colleagues at the tenth Annual Student Forum! The Forum is a collection of presentations addressing issues of interest to and directly affecting students. You'll get tips on how to successfully navigate the transition from student to first-year educator, instructional strategies, keeping up with technology, and ideas for CEC student chapters. The Forum is also your opportunity to find out more about CEC, how you can be a more active member, and the leadership opportunities in CEC for student members. Our 2013 student scholarship and award recipients will also be recognized. Please see the Program Supplement for a complete list of the posters and other presentations at the Forum as well as a list of the 2013 student scholarship and award recipients.

Lead Your Professional Association: Apply for the 2014 CEC Board of Directors

"CEC's effectiveness and vitality as an organization depends on its members.
Please consider a leadership position in CEC . . . we need you!"

—Margaret McLaughlin, Immediate Past President, CEC

Strong leadership is essential to fulfilling CEC's strategic goals and advancing our profession.

Apply for:

- President Elect
- Treasurer
- Member-at-Large, Non-Designated (three positions)
- Member-at-Large, Diverse Ethnic and Multicultural Groups (one position)
- Member-at-Large, Canada

To apply, go to www.cec.sped.org and look for Board of Directors 2014 Applications or contact Sharon Rodriguez, sharonr@cec.sped.org

Questions regarding applications?

Contact Margaret McLaughlin
Chair, Nominations Standing Committee
mjm@umd.edu

APPLICATION DEADLINE
MAY 10, 2013



Christy A. Chambers,
2013 CEC President



CEC Leadership . . . your voice and vision make a difference!

REPRESENTATIVE ASSEMBLY Schedule at a Glance

Wednesday, April 3	Thursday, April 4	Friday, April 5
Representative Assembly Registration 1:00–5:00 p.m. CEC Central, Membership Area Expo Hall C	Representative Assembly Registration 8:00 a.m.–1:00 p.m. CEC Central, Membership Area Expo Hall C	Representative Assembly Registration 11:00 a.m.–Noon CEC Central, Membership Area Expo Hall C
		ORIENTATION 10:00–11:00 a.m. Ballroom B Convention Center
		REPRESENTATIVE ASSEMBLY 12:30–5:00 p.m. Ballroom B Convention Center

CEC Leadership Opportunity for Student Members

Student Representative to the CEC Representative Assembly

The CEC Student Committee seeks nominations for the Student Representative to the CEC Representative Assembly for the 2014-2015 term. Please see the CEC web site at www.cec.sped.org for information and the nominations packet.

Nominations due May 10, 2013

Questions? Contact the CEC Student Committee, c/o Susan Simmons at CEC, 703.264.9435 or students@cec.sped.org.



**Council for
Exceptional
Children**
The voice and vision of special education

Continuing Education Units (CEUs) From the Council for Exceptional Children

FREQUENTLY ASKED QUESTIONS ABOUT CEC CEUs

What Are CEUs? Local education agencies (LEAs), state education agencies (SEAs) and some professional associations require employees/members to complete certain types of professional development activities. Continuing Education Units (CEUs) are awarded to provide evidence of the completion of these activities. CEUs are not university credits. CEC awards .10 CEU for each hour of instruction.

Will My School District, State or Other Organization

Accept CEC CEUs? Most state education agencies accept CEC CEUs; however others do not. You need to contact your district or state department of education to find out whether CEC CEUs are accepted. CEC provides participants with a transcript verifying the CEUs earned, but it is the responsibility of individuals to submit their CEUs to their employers.

Can I Earn CEUs at the CEC Convention & Expo? At the 2013 convention, you may earn CEUs for attending any of the Preconvention Workshops, the Restraint and Seclusion Institute or all of the sessions of any of the convention Strands. These events are eligible for CEUs because they specify and evaluate learner outcomes. Each hour at one of these events earns .10 of a CEU.

Preconvention Workshops

The majority of the Preconvention Workshops are 6 hours in length. If you attend a 6-hour Preconvention Workshop, you are eligible to earn .6 CEUs. Preconvention Workshops 9-15 are each 3 hours in length, which is equivalent to .3 CEUs.

CEC Institute on Restraint and Seclusion:

The Institute is 6 hours in length. If you attend the Institute, you are eligible to earn .6 CEUs.

Strands

In order to be eligible to earn CEUs for one or more strands, you must attend all the sessions in those strands. Strands differ in the number of sessions they include, and therefore in the number of CEUs that can be earned. However, as with other CEU-earning events, each hour of instruction is worth .10 CEU. Credit will not be given to individuals who do not attend all the sessions in any given strand. In addition, CEUs cannot be earned by combining sessions in different strands.

Earn CEC CEUs in 3 Easy Steps!

1. REGISTER. Your full convention registration gives you access to all the Strands, Preconvention Workshops and the Institute require a separate registration fee. You can register and pay for a Preconvention Workshop or the Institute until the morning of Wednesday, April 3.

2. PARTICIPATE. Attend the full Preconvention Workshop, the Institute or a Strand. You must attend each session in the Strand. Credit will not be given to individuals who attend sessions across Strands.

3. COMPLETE THE PARTICIPANT EVALUATION.

At the end of each Preconvention Workshop, the Institute and each Strand, Program Hosts will distribute "bookmarks" that carry a URL that links to the participant form for that particular event. Enter that URL into the Internet browser on your computer, and it will take you to the Survey Monkey form for that Workshop, Institute or Strand. If you fill the form out completely, including the name and address page, then the CEUs for that event will be awarded to you, and you will receive a CEU transcript in the mail.

When Do I Get My Transcript?

You will receive a transcript of the CEC CEUs you have earned and applied for, via the Survey Monkey forms described above, within approximately eight weeks from the date on which you complete the online form. Your record of CEC CEUs will be maintained for five years. You must apply for the CEUs by April 30, 2013. To request a transcript of all CEUs you have earned over the past five years, please e-mail profdev@cec.sped.org with your name, your contact information and the details of your request. You may request one transcript per year at no charge. Additional transcripts are \$10 each.

How much are CEUs?

There is no additional charge for CEUs; the cost is included in your registration fees.

How Can My Employer Verify I Attended?

Your CEU transcript can be used for this. If you don't want CEUs but need to show your employer proof of attendance, please stop by the on-site Headquarters Office, located in CEC Central, where registration is located, and request a Certificate of Attendance. Your certificate will be available for you to pick up by the end of the day.



SESSION INFORMATION

The CEC convention encompasses more than 800 sessions. The majority are 1-hour professional sessions presented Thursday through Saturday. Listed below are the descriptions of the session types included in the 2013 program.

Demonstrations

One- to 2-hour sessions in which presenters demonstrate innovative instructional materials and strategies.

Division Showcase Sessions

The showcase session addresses a critical or future issue related to the general mission of each division. All of CEC's divisions have planned a feature session that highlights their area of interest.

Exhibitor Showcase Sessions

Exhibitor showcase sessions are offered to vendors who have contracted with CEC for space in the expo hall. These sessions do not come through the Call for Papers and Presentations process and are not juried. The speakers pay a fee for audiovisual equipment and/or Internet service. The presentations may focus on products or services offered by the vendors.

Featured Sessions and Special Focus Sessions

Special invited sessions focusing on current issues in the field.

Lectures

One-hour sessions on important topics designed for you to interact with presenter(s) and other participants.

Multiple Presentations

Multiple presentation sessions are 1- to 2-hour sessions in which two or three presenters are given approximately 10-15 minutes each to present their papers on a common topic, followed by 15-20 minutes of dialogue led by a discussant.

Panels

Moderated 1- to 2-hour sessions designed to provide participants with multiple perspectives on a given topic.

Posters

Interact with the presenters as they share their innovative strategies during these 45-minute sessions! Designed to present research findings and practical information in a visual format, poster sessions allow participants to formally discuss the presentation displays one-on-one as well as gather materials for later professional use.

Program Chair Invited Speakers

Signature sessions selected by the convention program chairperson and features key leaders in special education or related disciplines. Presentations explore a broad range of topics and issues of significance to the field.

Strands

Strands explore specific educational topics in depth through a series of conceptually and developmentally linked sequential sessions. You may elect to attend all strand sessions (and be eligible for CEUs), or you may attend one, two, or as many sessions of a strand as you like.

Town Hall Meetings

Attend one or more of these stimulating and interactive meetings that focus on current topics in education today. Join the dialogue. Participate!

EARN CEUs

At CEC 2013, you may earn CEC CEUs by attending a Preconvention Workshop, the Institute on Physical Restraint and Seclusion, or all sessions in a Strand (see page 42).

In addition, the CEC Division on Visual Impairments (DVI) is sponsoring Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) continuing education credits for Certified O&M Specialists (COMS), Certified Low Vision Specialists (CLVT), and Certified Vision Rehabilitation Therapists (CVRT). Continuing education credits can be earned in the 14 DVI-sponsored presentations only.



January 1, 1863
Emancipation Proclamation

August 26, 1920
19th Amendment

July 4, 1776
Declaration of Independence

August 10, 1922
Council for Exceptional
Children founded

November 29, 1975
Individuals with Disabilities
Act (IDEA)

July 2, 1964
Civil Rights Act
of 1964

Save the Date!

April 9–12, 2014

Pennsylvania Convention Center

www.cec.sped.org/convention



CEC 2014
Convention
PHILADELPHIA, PA

Expo
APRIL 9–12, 2014



Council for
Exceptional
Children



TO EMBLISH
IS HUMAN;
TO REPENT
DIVINE;
TO PERSEVERE
DIVINELY.



WEDNESDAY APRIL 3

(Workshops, the Institute, Opening General Session, and Awards are scheduled in the convention center.)

Preconvention Workshops.....46

CEC Institute on Physical Restraint and
Seclusion53

Opening General Session54

PRECONVENTION WORKSHOPS

Wednesday, April 3

Workshops 1, 2, 3, 4, 5a & 5b, 16 - 9:00 a.m. - 4:00 p.m.

Workshops 9, 11, 15 - 9:00 a.m. - Noon

Workshop 12, 13, 14 - 1:00 - 4:00 p.m.

WORKSHOP 1

LEARNING WITH APPTITUDE: IPAD AS UDL SUPPORT

Room: 205



Alexandra Dunn



Luis Perez

BYOD (Bring Your Own Device) or share with neighbors as class profiling and goal selection act as a catalyst for exploring how apps, accessibility features, and the integration of the iPad with external devices (switches, interactive whiteboards) can provide multiple means of representation, expression, and engagement for ALL in collaborative, inclusive learning environments. Accessibility features of iOS 6 along with new apps and class examples will be highlighted. An update on our action research -iPads for students with autism spectrum disorder will be shared. Time will be allotted for audience Inklusioneers to share apps and accessibility tips/tricks used for inklusioneering of their classrooms for student success.

At the end of this workshop, participants will be able to:

- Identify how iPads can be used as part of a UDL Toolkit to support academic and social participation for ALL students in collaborative, inclusive learning environments.
- Identify apps, accessibility features and accessories, which support multiple means of representation, expression, and engagement.
- Understand how students play a valuable role in providing feedback to app developers to ensure that ALL students can participate.
- Identify how the iPad can work together with external devices (switches, interactive whiteboards) to support ALL students.

Who Should Attend? Special Educators (All levels), General Educators (Early Childhood Middle School), Administrators/Supervisors, Paraeducators, Parents/Families, Students, Teacher Educators, Related Service Professionals

Leaders: *Alexandra Dunn*, Upper Canada District School Board, Ottawa, Ontario, Canada and *Luis Perez*, University of South Florida, Tampa

PRECONVENTION WORKSHOPS

WORKSHOP 2

Room: 209

LIFE CENTERED EDUCATION--CEC'S NEWLY REVISED LIFE SKILLS CURRICULUM AND ASSESSMENT WEB PORTAL*



Pat Burch

Attend this workshop and learn about the processes and procedures for implementing the assessment and instructional components of the Life Centered Education curriculum, a motivating and effective classroom, home, and community-based curriculum designed to prepare students to function independently

and productively. This in-depth and comprehensive life skills curriculum, aligned with the Common Core State Standards, identifies three critical domains for adult living in the 21st century - daily living skills, self-determination and interpersonal skills, and employment skills. It incorporates 94 life skills and competencies, with differentiated lesson plans and objectives for each one.

At the end of this workshop, participants will be able to:

- Explain the components and use of the curriculum.
- Discuss revisions to the curriculum and its implementation.

Who Should Attend? Special Educators (All levels), Administrators/Supervisors, Paraeducators, Parents/Families, Community Agency Providers

Leader: *Pat Burch*, Framington, MO

WORKSHOP 3

Room: 208

THE PARAEDUCATOR AND TEACHER TEAM: COMMUNICATION AND TEAM BUILDING STRATEGIES FOR SUCCESS!



Kent Gerlach

To be successful, the teacher and paraeducator must view themselves as a team and partners in the educational process. This workshop will present an overview of effective teamwork with a focus on paraeducator and teacher teams. Topics will include creating a positive environment, building a foundation for effective communication,

role clarification, time management strategies, goal setting, and team leadership. Additional topics will include effective communication and meeting techniques, problem solving, and dealing with different personalities found in a work environment. Strategies to build trust and improved communication will be addressed including ethical guidelines for effective communication, training evaluation and supervision.

At the end of this workshop, participants will be able to:

- Define communication, collaboration, and teamwork.
- Identify communication skills important to working with other team members.
- Explain the importance of problem solving as it applies to school-based teams.
- Identify and give examples of the types of strategies used to seek, provide, and clarify information.
- Describe successful meetings and activities that contribute to their success.
- Understand different work styles.
- Learn time management strategies.

Who Should Attend? Special Educators (All levels), General Educators (Early Childhood Middle School), Administrators/Supervisors, Paraeducators

Leader: *Kent Gerlach*, Pacific Lutheran University, Tacoma, WA

PRECONVENTION WORKSHOPS

WORKSHOP 4

Room:206A

CLASSROOM MANAGEMENT STRATEGIES THAT WORK



Gregory J. Benner

In this educator-friendly workshop, attendees will be equipped to do what works to create a healthy and positive classroom learning environment. Attendees will come away with doable strategies to establish the positive classroom culture they envision and to keep it going all year.

Educators who apply the con-

tent of this workshop will experience reduced teacher stress, improved teacher job satisfaction, and more time to teach. Their students will see improved academic engaged time, academic success, and greater social and emotional well-being. Culturally responsive classroom management practices and strategies for differentiating to meet diverse student needs will be emphasized.

At the end of this workshop, participants will be able to:

- Generate an action plan for improving their classroom management approach.
- Identify which strategies need to be strengthened in their classrooms (e.g., overall organizational features, ongoing professional development and coaching, instructional practices, systems for responding to behavior, monitoring behavioral success).
- Understand how to embed the strategies discussed within core, secondary (Tier II), and tertiary (Tier III) positive behavioral intervention and support (PBIS) systems.

Who Should Attend? Special Educators (All levels), General Educators (All Levels), Administrators/Supervisors (Special and General Education), School Psychologists, Counselors, Alternative School Teachers, Mental Health Providers

Leader: *Gregory J. Benner*, University of Tacoma, Washington

WORKSHOP 5A:

Room:207A

PROGRAM DEVELOPER WORKSHOP: HOW TO PREPARE THE PROGRAM RECOGNITION REPORTS



Joni Baldwin

The CEC Program Developer Workshop assists individuals developing CEC Preparation Program Recognition Reports. Participants have the opportunity to interact with colleagues and the consultants and learn the components of a performance-based teacher preparation program. All participants completing the

workshop will receive *What Every Special Educator Must Know: Ethics Standards and Guidelines*, the CEC Program Developer Resource manual, and .6 CEC Continuing education units.

At the end of this workshop, participants will be able to:

- Understand the CEC program recognition report process and cycle.
- Discuss the essential elements of a program report.
- Develop program performance-based assessments.
- Align program assessments with major elements of the CEC Content Standards.
- Collect and analyze program data on their candidates.
- Use data to analyze current program strengths and weaknesses.
- Present aggregated data.
- Develop the program report.
- Identify exemplars of program recognition report components, and tips for high quality program recognition reports.
- Identify resources for further support in developing a program report.

Who Should Attend? Special education college and university personnel interested in learning to develop program reports for the CEC program recognition process.

Leader: *Joni Baldwin*, University of Dayton, Ohio

PRECONVENTION WORKSHOPS

WORKSHOP 5B:

Room: 207B

PROGRAM REVIEWER WORKSHOP: HOW TO REVIEW CEC PROGRAM RECOGNITION REPORTS



Christy Hooser

The CEC Preparation Program Review Report Reviewer Workshop is designed to assist individuals preparing to become a CEC Preparation Program Reviewer. Participants learn to review CEC Preparation Program Recognition Reports on the preparation of special education professionals and to prepare CEC Program Review

Reports. Principles for and examples of performance-based program review, strategies for efficiently reviewing reports, and examples and strategies for successfully writing the sections of the CEC Program Recognition Review will be presented and discussed. Participants will have the opportunity to interact with colleagues and the consultant. All participants completing the workshop will receive *What Every Special Educator Must Know: Ethics Standards and Guidelines*, the CEC Program Developer Resource manual, and .6 CEC Continuing education units.

At the end of this workshop, participants will be able to:

- Explain the steps and components in reviewing a CEC Preparation Program Recognition Report.
- Assure program assessments align with the major elements of the CEC Content Standards as informed by the appropriate specialty set(s).
- Review special education preparation programs for CEC recognition.
- Determine if the program data demonstrates candidate mastery and if the data informs program improvement.
- Describe how to obtain further support in developing a CEC Program Review Report.

Who Should Attend? Special education college higher education personnel preparing to become a CEC Program Reviewer.

Leader: *Christy Hooser*, Eastern Illinois University, Charleston

WORKSHOP 9

Room: 213

LEADING THE CO-TEACHING DANCE: STRATEGIES TO SUPPORT OUTCOMES

(9:00am - Noon)



Lisa Dieker

This engaging workshop will provide practical strategies for those in leadership roles related to co-teaching: developing a collaborative culture, scheduling, staffing, using technology, classroom observations, and data collection of outcomes. If co-teaching partners lack the co-planning, shared instruction, and differentiated practice that is supposed to be the hallmark of effective co-teaching, it is unlikely that any real change will be seen for students with or without disabilities. Those in positions to support co-teachers need to ensure that co-teachers are engaged in those collaborative activities that dis-

tinguish co-teaching from the type of traditional instruction that has not been effective in meeting students' needs in the past. This workshop will provide practical strategies for those in leadership roles related to co-teaching by presenting them in a clear, engaging, and co-taught format.

At the end of this workshop, participants will be able to:

- Identify five key elements to enhance co-teaching effectiveness from a leadership perspective.
- Create two concrete goals for improving the co-teaching practices at their own sites.

Who Should Attend? Special Educators (All levels); General Educators (All levels)

Leader(s): *Lisa Dieker*, University of Central Florida, Orlando and *Wendy Murawski*, California State University, Northridge

PRECONVENTION WORKSHOPS

WORKSHOP 11

Room: 206B

COMPETITION, PRIVATIZATION, FUNDING AND NEW ACCOUNTABILITY SYSTEMS?

(9:00am - Noon)



Deborah Ziegler



Lindsay Jones



Kimberly Hymes

In this broad ranging presentation, CEC's Policy and Advocacy team will both analyze special education policies supported by the Administration and Congress over the last 4 years and look ahead to future issues. Topics will include the U.S. Senate and House of Representatives work on the reauthorization of the Elementary and Secondary Education Act (ESEA), with a special focus on its most controversial provisions – such as differentiated compensation, turnaround models, restraint and seclusion, assessment and accountability, and charter schools. The team will also review ongoing implementation of Race to the Top grants and ESEA waivers. Other topics to be discussed will include school climate and mental health, teacher evaluation, early childhood, and the federal budget.

At the end of this workshop, participants will be able to:

- Identify and understand key special/gifted education policy issues currently under consideration by the Obama Administration and U.S. Congress.
- Understand issues complicating the reauthorization of ESEA/NCLB.
- Understand relevant U.S. Department of Education guidance.
- Understand upcoming federal budget procedures and process.
- Understand CEC's recommendations and positions on key policy issues.

Who should attend? All special educators, administrators, related services personnel, higher education professionals, and others.

Leader(s): *Deborah Ziegler, Lindsay Jones, and Kimberly Hymes, Council for Exceptional Children, Arlington, VA*

WORKSHOP 12

Room: 206B

RESEARCH-BASED LITERACY STRATEGIES FOR STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

(1:00 - 4:00pm—Exhibitor Workshop)

Many students with intellectual and developmental disabilities struggle with reading and writing, particularly those students who experience challenges with short- and long-term retention and generalization skills. This workshop will focus on four evidence-based strategies, including errorless teaching, mastery-based learning, positive reinforcement, and multisensory teaching, and apply those strategies to teaching reading and language arts. Examples from two programs the lead presenter has authored, the PCI Reading Program and Environmental Print Series, will be provided. Participants will learn how to apply these strategies within any reading or language arts curriculum and leave with several hands-on activities to use in the classroom.

At the end of this workshop, participants will be able to:

- Describe four evidence-based instructional strategies for students with intellectual and developmental disabilities.
- Apply these instructional strategies to reading and writing instruction in their own schools and classrooms.
- Identify characteristics of commercial literacy programs that incorporate effective strategies for students with intellectual and developmental disabilities.
- Create several manipulatives incorporating evidence-based strategies that can be used in their schools and classrooms.

Who Should Attend? Special Educators (All levels); General Educators (All levels)

Leader(s): *Jill L. Haney, (not pictured), San Antonio, TX*

PRECONVENTION WORKSHOPS

WORKSHOP 13

Room: 213

DATA-DESIGNED STUDENT BEHAVIOR SUPPORTS FOR THE GENERAL EDUCATION SETTING

(1:00 - 4:00pm—Exhibitor Workshop)

The Student Inventory for Behavior Support (SIBS) helps determine supports for behaviorally challenged students. Intensity of behavior is described with graphs and frequency of teacher intervention. The data help decide level of support required on a continuum from accommodations to Paraeducator help. SIBS assists administrators to allocate resources more effectively.

At the end of this workshop, participants will be able to:

- Understand a standard observation practice to collect data to assist students who have significant behavioral challenges.
- Learn how to describe student behavior across settings with a visual display of behavior.
- Understand that based on the data, effective supports may be designed to help students succeed in the classroom.

Who Should Attend? Special Educators (All levels); Administrators/Supervisors, Special Education

Leader(s): *John Caliso, (not pictured), Winsor Learning, St. Paul, MN*

WORKSHOP 14

Room: 210B

15 YEARS OF WORK CULMINATE INTO THE FIRST WRITING CURRICULUM FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES

(1:00 - 4:00pm—Exhibitor Workshop)



Janet Sturm

Many students with developmental disabilities never develop the most basic writing skills. This presentation brings together 15 years of work focused on methods that help these students learn to write. Workshop participants will focus on : (1) the first scientifically based writing curriculum for students with developmental disabilities; (2) a new writing scale sensitive enough to detect the smallest writing growth undetectable by other methods; and (3) new writing technology funded by an NIH grant that supports the writing process while collecting formative and summative data for progress monitoring. Attendees will hear case examples and see writing samples and results from our research with 150+ student participants with autism spectrum disorders, intellectual disabilities, and speech and severe physical impairments.

At the end of this workshop, participants will be able to:

- Understand the elements of a comprehensive, high-quality writing curriculum for students with significant disabilities.
- Learn how conventional writing scales break down for beginning writers with developmental disabilities and will be among the first to see a new 14-level writing scale that is sensitive to the smallest growth.
- Explore how technology can support beginning writers and provide formative data on writing progress.

Who Should Attend? Special Educators (All levels); General Educators (All levels)

Leader(s): *Janet Sturm, Central Michigan University, Mt. Pleasant*

PRECONVENTION WORKSHOPS

WORKSHOP 15

Room: 210B

IMPLEMENTING TIERED INSTRUCTION FOR PRESCHOOLERS WITH DIVERSE ABILITIES

(9:00am - noon)



Kristie Pretti-Frontczak

Planning effective learning opportunities for young children with diverse abilities can be a challenge, particularly with increasing pressures around Kindergarten readiness. This half-day workshop will provide guidance on how to plan and implement effective and intentional teaching sequences across daily routines and

activities. Participants will increase their skills in identifying “who needs to learn what,” delivering developmentally appropriate instructional opportunities, and engaging in differentiated performance monitoring efforts.

At the end of this workshop, participants will be able to:

- Identify sources of common learning outcomes for diverse groups of young children.
- Identify daily routines and activities where learning opportunities can be embedded.
- Develop multiple and varied teaching sequences built upon the principles of universal design for learning and developmentally appropriate practice.
- Gain an understanding of how to implement a differentiated approach to performance monitoring.

Who Should Attend? Pre-K providers, which may include direct providers (e.g., teachers, therapists, paraprofessionals), and those who train and support Pre-K providers (e.g., faculty, professional development trainers, coaches, supervisors). Pre-K providers working in Head Start, child-care, public Pre-K, and/or preschool special education settings are invited to attend.

Leader(s): *Kristie Pretti-Frontczak*, Kent State University, OH

WORKSHOP 16

Room: 214D

THE HIGHLY ENGAGED INCLUSIVE CLASSROOM: PRACTICAL STRATEGIES TO BOOST STUDENT ACHIEVEMENT AND MOTIVATION

(9:00 a.m. - 4:00 p.m.)



Susan Hentz

In this fast-paced workshop, the presenter will share practical strategies, tools, and ideas for creating a highly engaging classroom where every student is an active learner. Learn successful techniques to motivate your students, maintain their involvement, and improve their achievement. From super-charged warm-up ideas

to dynamic exit activities, you'll receive countless tips, tools, and strategies for creating the kind of learning environment that encourages students to listen, participate, and be fully engaged. You will leave with no-cost/low-cost ideas to positively impact students, along with the inspiration to fully engage every learner in your classroom.

At the end of this workshop, participants will be able to:

- Discuss highly effective classroom management strategies to support the diverse needs of all students.
- Incorporate outstanding response tools that guarantee active involvement.
- Implement effective ways to differentiate your instruction to increase success and strengthen achievement of all students by using a variety of flexible grouping.

Who Should Attend? General education teachers, Special education teachers, Staff developers, Learning coaches, Paraeducators, and Administrators.

Leader(s): *Susan Hentz*, Susan Hentz & Associates, Sarasota, FL

CEC INSTITUTE ON PHYSICAL RESTRAINT & SECLUSION

Wednesday, April 3, 2013
9:00 a.m. - 4:00 p.m.
Room 214A, Convention Center



Reece Peterson



Mike Rozalski



Joseph B. Ryan



Brenda Scheuermann

Institute Chair:

Reece Peterson, University of Nebraska, Lincoln

Institute Presenters:

- *Mike Rozalski, Binghamton University, New York*
- *Joseph B. Ryan, Clemson University, South Carolina*
- *Brenda Scheuermann, Texas State University, San Marcos*

The use of physical restraint and seclusion procedures with students has become very controversial. These procedures have resulted in deaths and injuries which has motivated many proposed changes at the federal and state level. There is now a consensus in the professional community that these procedures not be used unless there is a risk of imminent physical injury to someone by a student, and that if used they should be employed only by trained personnel under carefully prescribed procedures with documentation and clear communication with parents.

This institute will provide special educators with the most current information about this topic. Presenters will provide an overview of the current status of federal and state policies, discuss ethical and practical issues, propose preventative and alternative procedures including de-escalation which could prevent the need for the use of restraint or seclusion, and suggest policy guidelines for schools and districts.

At the end of this institute, participants will be able to:

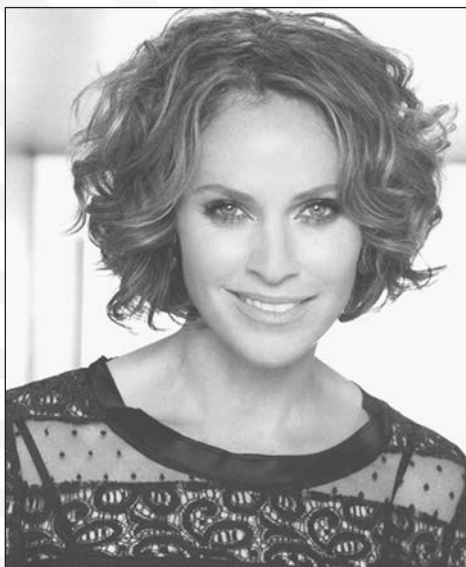
- Understand the current apparent over-use and inappropriate use of physical restraint and seclusion in many locations, and how that may indicate a failure of programming for students.
- Understand the dangers, potentially abusive situations, and ethical problems which may result from the use of physical restraint or seclusion procedures.
- Identify current laws, policies, and guidelines governing the use of physical restraint and seclusion procedures in school settings as well as related recommendations for practice in using these procedures.
- Identify a variety of prevention and conflict de-escalation strategies to minimize the need for using physical restraint and seclusion procedures in schools.
- Identify key components in an action plan on how educators can create or evaluate their policies and procedures, their training, and individual practice guidelines for the use of these procedures.

WEDNESDAY, APRIL 3, 2013

Opening General Session

Grand Ballroom C, 5:00 - 6:30 p.m.

The Opening General Session is the official kick-off to the CEC 2013 Convention & Expo! Join us for special remarks and presentations from the keynote speaker, actress and activist Amy Brenneman, the CEC President, the convention program chair and more!



About Keynote Speaker Amy Brenneman

Amy Brenneman is an accomplished actress, perhaps best known for her award-winning work on T.V.'s "NYPD Blue," "Judging Amy" and "Private Practice." Her film credits include "Bye Bye Love," "Casper," "Heat," "The Jane Austen Book Club," "88 Minutes" and the upcoming "Look of Love."

She is also very active in the theater community and has performed at the Lincoln Center, Yale Rep, L.A. Theater Works and she is a founding member of the Cornerstone Theater Company, which specializes in site-specific original theater pieces centered on themes of social justice.

Amy is also a dynamic activist, working on behalf of Healthy Child/Healthy World, TASH, Children's Hospital of Los Angeles, and CARE. She directed and produced a documentary about the CHIME Institute entitled "The Way the World Should Be" and created a fundraiser for the organization called "CHIME-apalooza."

Amy earned her Bachelor of Arts in Comparative Religion at Harvard University and has two children with film director Brad Silberling.

OPENING GENERAL SESSION

CEC President Christy A. Chambers, Presiding

Opening Ceremonies

Introductions..... Christy A. Chambers

Greetings Mayor Pro Tem, Carlton Soules

President's Remarks..... Christy A. Chambers

Awards Presentation..... Christy A. Chambers

BARBARA D. BATEMAN

CEC J.E. Wallace Wallin Special Education Lifetime Achievement Award

ASHLIE ABERCROMBIE ALLARDYCE

Clarissa Hug Teacher of the Year Award

ROSA MILAGROS SANTOS

Outstanding CEC Leadership Award

RUSSELL GERSTEN

CEC Special Education Research Award

SECURIS, JEREMY FARBER

CEC Business Award

Featured Address

Introduction..... Douglas Cheney
Convention Program Chair

Keynote Address Amy Brenneman

Appreciation and Closing..... Christy A. Chambers

Please remain seated until the session adjourns. Early departures interrupt remarks and announcements considered important by other attendees.



NATIONAL ASSOCIATION OF PRIVATE SPECIAL EDUCATION CENTERS

NAPSEC, established in 1971, is a nonprofit association that represents private specialized education programs across the nation. NAPSEC member programs provide educational therapeutic services to both publically and privately placed individuals with disabilities. NAPSEC member programs include early intervention services, schools, residential therapeutic centers, college experience and adult living programs. The Individuals with Disabilities Education Act (IDEA) requires that a continuum of alternative placements and services exist in order to address the individual needs of students with disabilities - NAPSEC member programs are part of the continuum.

For more information on NAPSEC, membership services and our free referral service for families who are searching for an appropriate private specialized placement, please visit our website at www.napsec.org!

601 Pennsylvania Avenue, NW, Suite 900-South Building, Washington, DC 20004
202.434.8225 * www.napsec.org * napsec@napsec.org



During convention, don't forget to visit the
CEC 2013 Convention & Expo blog:
CEC in San Antonio.

CEC in San Antonio is THE place to get
up-to-date information, fun facts and recommendations
on all things convention and San Antonio.



And, be on the lookout for CEC Fun in Philly, coming fall 2013!

Program Chair Invited Sessions

Thursday, April 4, 2013

8:00–10:00 a.m. Room 203 | Session: 2

BRIDGING COGNITIVE NEUROSCIENCE AND SPECIAL EDUCATION: DEVELOPING LEADERS TO TRANSFORM TEACHING AND LEARNING

Topic Area: Teacher Education

Secondary Topic: Research

Format: Panel



Carol Kochhar-Bryant

New understanding about brain development challenges leaders in matters of educational practice and policy to rethink their conventional wisdom and long-standing practices, which has implications for every aspect of teaching and learning within special and general education environments. This session will (1) present the theory, principles, and

rationale for bridging cognitive neuroscience and special education and for the translation of research for practice and policy; (2) discuss lessons learned from a multiyear transformation of our traditional special education program; (3) introduce strategies for incorporating emerging brain research into special education leadership curriculum.

Leader(s): *Carol Kochhar-Bryant*, George Washington University, Washington, DC

Presenter(s): *Maxine Freund*, George Washington University, Washington, DC; *James Hale*, University of Calgary, Alberta, Canada

Thursday, April 4, 2013

8:00-10:00 a.m. Room 214B | Session: 3

RESEARCH DIRECTIONS: A REPORT ON AND DISCUSSION OF THE 2012 IRA/NICHD EXPERT PANEL ON RESEARCH ON THE READING-WRITING CONNECTION

Topic Area: Research

Secondary Topic: Instructional Design and Strategies

Format: Panel

The International Reading Association and the National Institute of Child Health and Human Development convened a panel to consider research on the relationships between reading and writing. This session will share the findings which focus on reading and writing processes and development; instructional issues; technology; measurement, tests, and assessment; research needs, and sharing the current knowledge base. The report will inform policy makers and funding agencies, including the U.S. Department of Education, in setting priorities for research in the next 3-5 years. Panel members will summarize the report and allow time for audience interaction.

Leader(s): *Karen R. Harris*, Arizona State University, Tempe, AZ; *Carol McDonald Connor*, (not pictured), Arizona State University, Tempe, AZ

Discussant: *Steve Graham*, Arizona State University, Tempe, AZ



Karen R. Harris



Steve Graham

Program Chair Invited Sessions

Thursday, April 4, 2013

8:00-10:00 a.m.

Room 007D | Session: 4

THE INTERSECTION OF THE ARTS AND SPECIAL EDUCATION: A KENNEDY CENTER FORUM

Topic Area: Arts in Special Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Panel



Beverly Gerber

Arts educators, special educators, administrators, researchers, practitioners, parents, and students with disabilities were invited by The Kennedy Center/VSA to a groundbreaking forum that explored where and how the arts and special education intersect. That intersection and future goals and directions will be shared and participation encouraged.

Leader(s): Beverly Gerber, Southern Connecticut State University, Milford, CT

Presenter(s): Sharon Malley, The John F. Kennedy Center for the Performing Arts, Washington, DC

Thursday, April 4, 2013

9:15-10:15 a.m.

Room 214A | Session: 79

INCLUSION, EQUITY AND OPPORTUNITY

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture



Michael Yudin

Michael Yudin, Acting Assistant Secretary, will share information regarding the Office of Special Education and Rehabilitative Services' vision and priorities for achieving inclusion, equity and opportunity for all individuals, especially infants, toddlers, children and youth with disabilities.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter(s): Michael Yudin, Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education, Washington, DC

Thursday, April 4, 2013

10:30-11:30 a.m.

Room 203 | Session: 136

WHAT TO DO WITH A PHD: UNDERSTANDING CAREER OPTIONS AND PREPARING FOR THE RIGHT JOB AFTER GRADUATION

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Teacher Education

Format: Lecture

Findings indicate that the demand for special education PhDs will continue to outstrip the pool of qualified candidates. Although more than 1,500 U.S. universities and colleges train special education teachers, fewer than 100 institutions provide doctoral-level preparation. This ratio presents interesting challenges for the field. During this session, designed specifically for current doctoral students and doctoral advisors, traditional higher education careers and other viable PhD options will be explored. Panelists share strategies for effective alignment of professional and personal goals and doctoral-program learning experiences that help prepare students for success after graduation.

Leader(s): Chriss Walther-Thomas, Virginia Commonwealth University, Richmond; Cynthia Griffin, University of Florida, Gainesville, FL



Chriss Walther-Thomas



Cynthia Griffin

Program Chair Invited Sessions

Thursday, April 4, 2013

10:30-11:30 a.m.

Room 214A | Session: 135

OVERVIEW OF THE NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH (NCSER)

Topic Area: Research

Secondary Topic: Public Policy

Format: Lecture



Deborah Speece

In this session, Deborah Speece, Commissioner, National Center for Special Education Research (NCSER), Institute of Education Science (IES), U.S. Department of Education, will provide an overview of NCSER's mission, goals, and funding patterns. She will review the Center's accomplishments over the past year and provide thoughts on future directions for research. NCSER sponsors research that focuses on the needs of infants, toddlers, children, and youth with disabilities, or who are at risk for developing disabilities as well as their teachers and parents. NCSER is one of four Centers within IES, the primary research arm of the Department of Education.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter(s): Deborah Speece, National Center for Special Education Research, U.S. Department of Education, Washington, DC

Thursday, April 4, 2013

1:00-2:00 p.m.

Room 007B | Session: 202

A TOWN HALL MEETING: ADDRESSING DISPROPORTIONALITY IN SPECIAL EDUCATION AND SCHOOL DISCIPLINE: WHERE DO WE STAND AND WHERE ARE WE GOING?

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Public Policy

Format: Panel



Russell Skiba



Eleanor White

The landscape regarding disproportionality in special education and school discipline remains highly complex. This town hall will provide a status report of where the field stands with respect to policy regarding racial/ethnic disproportionality in special education and discipline and address many questions concerning this topic such as: Where are the policy mandates addressing disparities? What types of local or state initiatives are addressing disproportionality? What are the obstacles to addressing

disproportionality and how might they be addressed? What key attitudes, perspectives, and knowledge might be required to be effective in moving this issue forward?

Leader(s): Russell Skiba, Indiana University, Bloomington; Eleanor White, Michigan Department of Education, Lansing



Program Chair Invited Sessions

Thursday, April 4, 2013

3:45-5:45 p.m.

Room 203 | Session: 290

IMPROVING STUDENT BEHAVIOR IN SECONDARY SCHOOLS: RECOMMENDATIONS AND RESEARCH EVIDENCE

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Panel



Mary Wagner

This session will discuss results from a review of research evidence on interventions and strategies to improve student behavior and identify evidence-based strategies that can be applied in secondary schools. Five specific recommendations, generated by an expert panel whose members came together to consider the evidence, will be presented, along with examples of how they can be implemented in secondary schools with a wide range of student populations and school characteristics. The panel will encourage audience discussion of the applicability of the recommendations to their own school contexts and of possible extensions, revisions, or modifications to the recommendations.

Leader(s): Mary Wagner, SRI International, Menlo Park, CA

Presenter(s): Steven Evans, Ohio University, Athens, OH; W. Carl Sumi and Jennifer Yu, SRI International, Menlo Park, CA

Thursday, April 4, 2013

3:45-5:45 p.m.

Room 214D | Session: 291

KEEPING IT COOL: USING YOGA AND RELAXATION STRATEGIES WITH EXCEPTIONAL CHILDREN TO HELP STUDENTS COOL DOWN, FOCUS, AND LEARN!

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Demonstration



Carla Tantillo

In this session, innovative relaxation, breathing, and yoga tools will be modeled for participants. This session is highly interactive and engages conference attendees through experiential learning, reflection, and collaboration. By first analyzing what structural pieces, rules, and expectations are consistent in their classrooms daily, participants will find space to effectively implement relaxation, breathing, and yoga tools to positively impact student behavior and academic achievement.

Leader(s): Carla Tantillo, Mindful Practices, Oak Park, IL

Visit the IDEA Partnership Display

CEC Central, Expo Hall C, Street Level, Convention Center



The IDEA Partnership reflects the collaborative work of more than 50 national organizations, technical assistance providers, and organizations and agencies at state and local level. Together with the Office of Special Education Programs (OSEP), the Partner Organizations form a community with the potential to transform the way we work and improve outcomes for students and youth with disabilities.

Come by and learn about our work!

Program Chair Invited Sessions

Thursday, April 4, 2013

3:45-4:45 p.m. Room 214C | Session: 313
IMPLEMENTING EFFECTIVE PROGRAM
EVALUATION TO IMPROVE SYSTEMS AND
SUPPORTS FOR STUDENTS WITH
CHALLENGING BEHAVIORS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Assessment

Format: Lecture



Bridget Walker

When developing and implementing systems to support students with challenging behaviors, schools on their own often do not have the capacity or organizational structures to sustain or measure systemic improvements. Additionally, bridging the ongoing research to practice divide in this area remains a challenge. This session will focus on ways schools can use the participatory program evaluation process to implement meaningful and sustainable improvements in their schoolwide PBIS systems, as well as in specialized programs for students with disabilities. Participants will learn strategies to plan, measure, and implement more effective and efficient systems and programs in their own schools.

Leader(s): *Bridget Walker*, Seattle University, Seattle, WA

Friday, April 5, 2013

8:00-9:00 a.m. Room 203 | Session: 418
VOICES FROM BOTH SIDES OF THE TABLE:
SPECIAL EDUCATORS WITH DISABILITIES
TEACHING INDIVIDUALS WITH
DISABILITIES

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Research

Format: Panel



Jennifer Diliberto



*Mary Ruth
Coleman*



*Marge Terhaar-
Yonkers*

This session will provide an opportunity for educators with disabilities to share their unique perspective of working with individuals with disabilities while managing their own challenges related to their disability. Attendees will hear an overview of research surrounding educators with disabilities, and participate in a Q&A session with the facilitators and an open Q&A session at the end for questions from the audience. The panel participants will share strategies that make them a successful educator. Additionally, panelists will discuss how their disability supports their working with individuals with disabilities.

Leader(s): *Jennifer Diliberto*, Greensboro College, NC; *Mary Ruth Coleman*, University of North Carolina, Chapel Hill; *Marge Terhaar-Yonkers*, Meredith College, Raleigh, NC

Program Chair Invited Sessions

Friday, April 5, 2013

8:00-9:00 a.m.

Room 202 | Session: 417

ONLINE ALTERNATE ASSESSMENT:
WHAT ARE WE LEARNING?

—PART ONE—

Topic Area: Accountability & Large Scale Assessments
Secondary Topic: Assessment

Format: Lecture



Alan Sheinker



Patti Whetstone

The Dynamic Learning Maps Alternate Assessment (DLM) is a General Supervision Enhancement Grant funded to build the next generation of Alternate Assessments based on Alternate Achievement Standards linked to Common Core Standards. Discussion topics include the Cognitive Lab process to gather information on how students with significant cognitive disabilities interacted with technology and test items in an online environment, results of an assessment useability study to determine how well students interacted with technology, findings and a video of students interacting with test items, lessons learned, and the next steps in the assessment of students with significant cognitive disabilities.

Leader(s): Alan Sheinker and Patti Whetstone, University of Kansas, Lawrence

9:15-10:15 a.m.

Room 202 | Session: 481

THE ALTERNATE ASSESSMENT
CONSORTIA FOR STUDENTS WITH
SIGNIFICANT COGNITIVE DISABILITIES:
PROGRESS TO DATE

—PART TWO—

Two General Supervision Enhancement Grant (GSEG) consortia were funded in 2010 to build Alternate Assessments based on Alternate Achievement Standards (AA-AAS) linked to the Common Core State Standards (CCSS). These consortia represent more than 32 states and territories and are the largest grants ever awarded for such work. Discussion topics include the collaboration to create common participation guidelines and its importance and the progress so far, the assessment experience that students will have when being assessed, and professional development that is being implemented to support teachers in both consortia. The session will conclude with a question and answer period.

Leader(s): Neal Kingston, University of Kansas, Lawrence, KS; Martha Thurlow, University of Minnesota, Minneapolis, MN



Neal Kingston



Martha Thurlow

Program Chair Invited Sessions

Friday, April 5, 2013

9:15-11:15 a.m. Room 203 | Session: 458

DISRUPTING RESEARCH ATAVISMS: REFRAMING THE INTERSECTIONS OF LANGUAGE, CULTURE, AND DISABILITY THROUGH INTERDISCIPLINARY LENSES

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: English Language Learners

Format: Panel



Alfredo Artiles



Phil Ferguson

Our nation's classrooms are one of the primary social locations where the meanings and implications of diversity come into play on a daily basis. Increasingly, the longstanding assumptions and practices of researchers as well as educators and policy makers are being challenged by an ever more complicated mixture of cultural and linguistic differences, multiple policies targeting equity concerns, and professional practices representing distinct disciplinary standpoints. Special education, in particular, is grappling with issues related to identification, instruction, personnel preparation, and the influence of social capital on how we intervene in the lives of children and their families. This session will identify and critique the ways in which current tensions and dilemmas about cultural and linguistic differences and disability are conceptualized and studied so as to better address these complex intersections. Further, attendees will learn about alternative framings and research approaches to inform future scholarship and policy analysis.

Leader(s): *Alfredo Artiles*, Arizona State University, Tempe, AZ; *Phil Ferguson*, Chapman University, Orange, CA

Presenter(s): *Nirmala Erevelles*, University of Alabama, Tuscaloosa, AL; *Elizabeth Kozleski*, University of Kansas, Lawrence, KS; *Taucia Gonzalez*, Arizona State University, Tempe, AZ; *Thomas Skrtic*, University of Kansas, Lawrence, KS

Friday, April 5, 2013

2:15-3:15 p.m. Room 214C | Session: 651

CULTURALLY RESPONSIVE SOCIAL SKILL INTERVENTIONS FOR RACIALLY AND ETHNICALLY DIVERSE STUDENTS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture



Gwendolyn Cartledge



Ya-yu Lo



Claudia Vincent

Student discipline continues to be one of the most salient and intractable problems in our schools, contributing greatly to negative school climates, pupil underachievement, and poor school outcomes. This panel will profile the behavioral issues/needs of racially/ethnically diverse students and present research-based culturally responsive interventions for more adaptive social skills.

Leader(s): *Gwendolyn Cartledge*, Ohio State University, Columbus, OH; *Ya-yu Lo*, University of North Carolina, Charlotte, NC; *Claudia Vincent*, University of Oregon, Eugene, OR

Presenter(s): *Porsha Robinson-Ervin*, Columbus Public Schools, OH

Program Chair Invited Sessions

Friday, April 5, 2013

3:45-5:45 p.m.

Room 214D | Session: 686

A FORUM ON AUTISM: MEDICAL AND EDUCATIONAL MANAGEMENT OF CHALLENGING BEHAVIOR

Topic Area: Autism Spectrum Disorder

Secondary Topic: Emotional and Behavioral Disorders

Format: Panel



James Coplan



Jo Webber

Teaching students with autism is difficult, particularly if they present with externalizing behaviors such as tantrums, and aggression, or internalizing issues such as anxiety, perfectionism, and cognitive rigidity. Such maladaptive behavior can impede learning, and limit access to integrated settings. This session will focus on recommended intervention approaches including strategies based in applied behavior analysis, and sometimes, psychotropic medication. Presenters will discuss the importance for school personnel to understand the rationale and complementary relationship between these intervention models, and to respond in

ways that assure positive student outcomes.

Leader(s): James Coplan, Neurodevelopmental Pediatrics of the Main Line, PC, Rosemont, PA; Jo Webber, Texas State University, San Marcos, TX

Moderator: Brenda Scheuermann, Texas State University, San Marcos, TX

Friday, April 5, 2013

3:45-5:45 p.m.

Room 214C | Session: 687

TWENTY-FIVE YEARS LATER: HOW IS ASSISTIVE TECHNOLOGY USED IN EDUCATION?

Topic Area: Technology and Media

Secondary Topic: Collaboration and Inclusive Practices

Format: Panel



Cindy Okolo

Assistive technology is widely viewed as an important component of services to students with disabilities, as witnessed by its incorporation into IDEA. During the process of developing an IEP for a student with a disability, the multidisciplinary team must consider whether the child needs assistive

technology devices and services. This session presents the results of three large-scale studies of AT implementation and use; analyzes them across studies; and draws conclusions for practice, policy, and further research.

Leader(s): Cindy Okolo, Michigan State University, East Lansing, MI

Presenter(s): Margaret Bausch, University of Kentucky, Lexington, KY; Emily Bouck, Purdue University, West Lafayette, IN; Jeff Diedrich, Michigan Integrated Technology Supports, Lansing, MI; Melinda Ault, University of Kentucky, Lexington, KY; Sara Flanagan, University of Kentucky, Lexington, KY

Program Chair Invited Sessions

Saturday, April 6, 2013

9:15-11:15 a.m. Room 008B | Session: 843
SPECIAL EDUCATION IN CHINA

Topic Area: Research

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Panel



Mian Wang



Craig Barrington

China's new 10-year plan for education reforms are discussed in terms of a model for analyzing inclusive schooling in international contexts. Leaders from Chinese Universities and the Government will discuss these changes and implications for changing practices in China.

Leader(s): *Mian Wang*, University of California, Santa Barbara; *Craig Barrington*, University of Vermont, Burlington

Presenter(s): *Xianguang Peng* and *Xijie Yang*, National Institute of Education Sciences, China; *Yan Wang* and *Xiaoyi Hu*, Beijing Normal University, China; *Jiacheng Xu*, Beijing Union University, China

Saturday, April 6, 2013

9:15-10:15 a.m. Room 214A | Session: 865
SPECIAL EDUCATION IN THE PAST, PRESENT AND FUTURE

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture



Melody Musgrove

OSEP Director, Melody Musgrove, will share information on the history of special education, its current status and initiatives within the department that serve to improve outcomes for infants, toddlers, children and youth with disabilities and their families.

Leader(s): *Deborah Ziegler*, Council for Exceptional Children, Arlington, VA

Presenter(s): *Melody Musgrove*, Office of Special Education Programs, U.S. Department of Education, Washington, DC

Saturday, April 6, 2013

9:15-10:15 a.m. Room 214B | Session: 868
EXCEPTIONAL LIVES EXCEPTIONAL STORIES

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Instructional Design and Strategies

Format: Panel



Jennifer Diliberto



Marge Terhaar-Yonkers



Kathryn Haselden

This session will provide an opportunity for individuals with disabilities and their parents to share inside knowledge of life with a disability. The 1-hour panel includes individuals with various disabilities and their parents who will answer structured questions from facilitators as questions from the audience.

Leader(s): *Jennifer Diliberto*, Greensboro College, Greensboro, NC; *Marge Terhaar-Yonkers*, Meredith College, Raleigh, NC; *Kathryn Haselden*, Francis Marion University, Florence, SC



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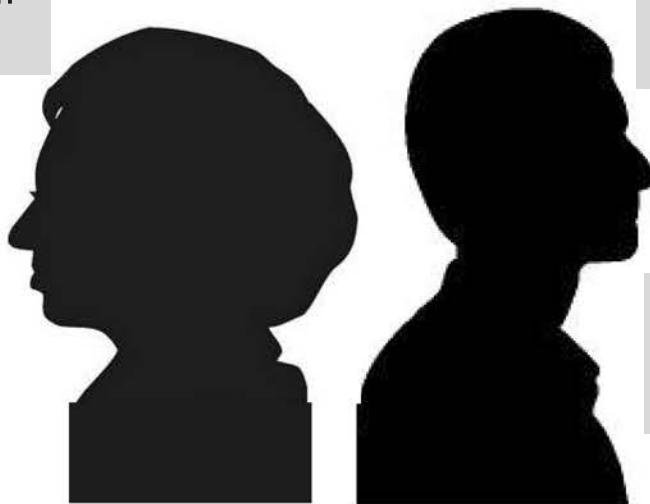
WHO ARE THEY?

Who runs a reindeer farm for one month per year?

Who is a certified Pilates instructor?

Who has trained Arabian horses?

Who speaks fluent Mandarin Chinese?



Who raced a solar powered car across the country?

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STRANDS

Strands explore specific educational topics in depth through a series of conceptually and developmentally linked sequential sessions. Discuss these important topics with experts in the field! Convention attendees may elect to attend all strand sessions or one or two sessions of a strand. When you attend all sessions of a strand, you are eligible to earn CEUs!

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Page 70 Strand A: A New Generation of School Reform: What Does It Mean for Special Education? Leader(s): <i>Martha Thurlow, Sheryl Lazarus, and Laurene Christensen</i>	Page 82 Strand G: New Directions for Intervention Research Leader(s): <i>Douglas Fuchs and Lynn Fuchs</i>	Page 94 Strand M: Bullying and Abuse: Prevention Strategies for the Home, School, and Community Leader(s): <i>Harold A. Johnson</i>
Page 72 Strand B: Addressing Social, Emotional, Behavioral, and Academic Challenges Among Adolescents With Disabilities Leader(s): <i>Lee Kern and Tim Lewis</i>	Page 84 Strand H: Early Childhood Inclusion: Supports That Make It Work Leader(s): <i>Susan Sandall and Harriet Able</i>	Page 96 Strand N: International Special Needs Education Leader(s): <i>Susan O'Rourke, Humberto Rodriguez, Alice Farling, and Tom Gumpel</i>
Page 74 Strand C: Working Together to Build Success in Mathematics for Students With Disabilities Leader(s): <i>Amy Lingo and Karen Karp</i>	Page 86 Strand I: What Educators Can Do to Help Military Children With Special Education Needs Leader(s): <i>Rud Turnbull, Ann Turnbull, Martha Blue-Banning, and Antoinette Hill</i>	Page 98 Strand O: Special Education Leadership: An Evolving Role Leader(s): <i>Gloria D. Campbell-Whatley and Theodore Pikes</i>
Page 76 Strand D: Evidence-Based Practices Supported by the National Center for Special Education Research Leader(s): <i>Deborah Speece and Jacquelyn Buckley</i>	Page 88 Strand J: Integrating Programs and Services for ELLs With or at Risk for Disabilities: Building Capacity for Transformative Practice Leader(s): <i>Shernaz B. García and Alba A. Ortiz</i>	
Page 78 Strand E: Investigating the Three Pillars of Co-Teaching: Co-Planning, Co-Instructing, and Co-Assessing Leader(s): <i>Wendy W. Murawski</i>	Page 90 Strand K: Classroom Management: Practical Interventions for Teachers and Administrators to Improve Students' Performance Leader(s): <i>Debra Kamps and Howard Wills</i>	
Page 80 Strand F: Supporting Students With Learning Disabilities in the STEMs: Science, Technology, Engineering, and Mathematics Leader(s): <i>Paul Riccomini</i>	Page 92 Strand L: The Office of Special Education Research to Practice Strand: IDEAs That Work Leader(s): <i>Larry Wexler and Renee Bradley</i>	

STRAND A

Thursday, April 4

A New Generation of School Reform: What Does It Mean for Special Education?

Leader(s): *Martha Thurlow, Sheryl Lazarus, and Laurene Christensen*, National Center on Educational Outcomes, University of Minnesota, Minneapolis



Martha Thurlow



Sheryl Lazarus



Laurene Christensen

What are special educators to do in the face of new school reforms like the Common Core State Standards with their increased rigor, and new accountability systems that may leave students with disabilities behind? The past few years have brought a host of educational reforms, with an emphasis on defining what students need to know to be ready for college and career. A host of organizations and content specialists worked together to develop the Common Core State Standards in English Language Arts and Mathematics that have now been adopted by most states. The No Child Left Behind accountability system is fading away in many states as they receive new flexibilities. But, what do those flexibilities mean for students with disabilities in reward, focus, priority, and other schools? Are they lost in this new net of targets and expectations? What demands does this new

generation of school reforms place on leaders and educators? This strand will explore the new content standards and the assessments under development to measure them, the role of leaders in this new generation of reform, the critical role of collaboration, and educator effectiveness evaluation for special educators.

At the end of this strand, participants will be able to:

1. Identify and describe new school reforms that may have an effect on students with disabilities and special educators.
2. Generate strategies for school leaders to ensure that students with disabilities succeed under school reform efforts.
3. Understand the challenges that surround requirements for educator effectiveness evaluations and collaboration.
4. Develop an action plan for ensuring that students with disabilities are not forgotten nor left behind in the new generation of school reform.

8:00-9:00 a.m.

Room 214C | Session: 33

WHERE WE HAVE BEEN AND WHERE WE ARE GOING IN SCHOOL REFORM

Topic Area: Accessing the General Education

Curriculum that is Aligned with State Standards

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

The latest waves of school reform focus on increasing the rigor on the standards to which students are held, changing accountability systems, and holding educators responsible for the performance of their students. This session will highlight the nature of these reforms and their implications for students with disabilities.

Leader(s): *Martha Thurlow*, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

Presenter(s): *Margaret McLaughlin*, University of Maryland, College Park, MD

9:15-10:15 a.m. Room 214C | Session: 83
COLLEGE AND CAREER READY STANDARDS:
THE COMMON CORE AND STUDENTS WITH
DISABILITIES

Topic Area: Accessing the General Education
Curriculum that is Aligned with State Standards

Secondary Topic: Teacher Education

Format: Panel

What does it mean to be “college and career ready”? And, how does this relate to the Common Core State Standards? This session highlights the Common Core State Standards, their connection to college and career readiness, and the implications for students with disabilities.

Leader(s): *Martha Thurlow*, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

Presenter(s): *Russell Gersten*, Instructional Research Group, Los Alamitos, CA; *Ed Ellis*, University of Alabama, Tuscaloosa, AL

10:30-11:30 a.m. Room 214C | Session: 142
SCHOOL LEADERS FOR ALL STUDENTS,
INCLUDING THOSE WITH DISABILITIES

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Accountability & Large Scale Assessments

Format: Panel

How can school leaders maintain focus to improve outcomes for all students amid the challenges of school reform? This session will share examples from the trenches about how school leaders have met the challenges of school reform and improved outcomes for all students, including those with disabilities.

Leader(s): *Laurene Christensen*, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

Presenter(s): *Deborah Telfer*, University of Dayton, Dublin, OH; *Michael Tefs*, Wooster City Schools, Wooster, OH

1:00-2:00 p.m. Room 214C | Session: 204
INNOVATIVE PROFESSIONAL
DEVELOPMENT IN AN ERA OF COLLEGE
AND CAREER READINESS

Topic Area: Accessing the General Education

Curriculum that is Aligned with State Standards

Secondary Topic: Accountability & Large Scale Assessments

Format: Demonstration

In this era of education reform, teachers need to develop a sound understanding of how to increase student learning. In this session two innovative online tools will be demonstrated: (1) a standards-based IEP tutorial that develops IEPs which guide the instructional focus; and (2) accommodations training modules that empower teachers to make good decisions.

Leader(s): *Sheryl Lazarus*, University of Minnesota, National Center on Educational Outcomes, Minneapolis, MN

Presenter(s): *James Shriner*, University of Illinois, Champaign-Urbana, IL; *DaLee Chambers*, Alabama Department of Education, Montgomery, AL; *Nannette Pence*, Alabama Department of Education, Montgomery, AL; *Angela Boddicker*, South Dakota Department of Education, Pierre, SD

2:15-3:15 p.m. Room 214C | Session: 259
EDUCATOR EFFECTIVENESS EVALUATIONS:
INCLUDING STUDENTS WITH DISABILITIES
AND SPECIAL EDUCATORS

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Pioneers/Historical Perspectives

Format: Panel

This session explores issues related to the inclusion of students with disabilities and their teachers in educator evaluation systems. Panel members will provide an overview of the approaches used by several states and investigate issues that need to be considered as the models are developed and implemented.

Leader(s): *Sheryl Lazarus*, University of Minnesota, National Center on Educational Outcomes, Minneapolis, MN

Presenter(s): *Lynn Holdheide*, Great Teachers and Leaders Center, American Institutes for Research, Washington, DC; *Brian Touchette*, Delaware Department of Education, Dover, DE; *Kharon Grimmet*, Indiana University, Bloomington, IN

STRAND B

Thursday, April 4

Addressing Social, Emotional, Behavioral, and Academic Challenges Among Adolescents With Disabilities

Leader(s): *Lee Kern*, Lehigh University, Bethlehem, PA and *Tim Lewis*, University of Missouri, Columbia



Lee Kern



Tim Lewis

Although there is extensive research conducted with elementary-age students with disabilities, similar research with adolescents is limited. Research that has been conducted to date among adolescents with disabilities, especially those with significant emotional and behavioral disorders, has indicated a complex and difficult challenge. Given the poor outcomes among this age group, such as high rates of dropout and academic performance difficulties, the development of evidence-based intervention approaches is imperative. The sessions in this strand will describe

intervention strategies and approaches for adolescents with disabilities.

At the end of this strand, participants will be able to:

1. Describe an assessment-based approach for providing tiered and individualized intervention.
2. Identify appropriate student accommodations based on assessment data.
3. Understand how to identify feasible evidence-based interventions for mental health problems.
4. Identify the characteristics of effective reading programs for adolescents with reading disabilities.

8:00-9:00 a.m.

Room 214D | Session: 34

PRELIMINARY FINDINGS FROM THE CENTER FOR ADOLESCENT RESEARCH IN THE SCHOOLS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Lecture

The Center for Adolescent Research in Schools (CARS), funded by the Institute of Education Sciences, is a multisite study investigating the impact of a comprehensive intervention for secondary students displaying emotional and behavioral risk. The model for prescribing interventions and preliminary findings from an efficacy trial will be described.

Leader(s): *Tim Lewis*, University of Missouri, Columbia, MO; *Lee Kern*, Lehigh University, Bethlehem, PA

Presenter(s): *Judith Harrison*, Ohio University, Athens, OH; *Sean Wachsmuth*, University of Missouri, Columbia, MO

9:15-10:15 a.m. Room 214D | Session: 84

A MODEL FOR SELECTING ACCOMMODATIONS FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Lecture

This session will highlight an accommodations selection model that matches accommodations to student needs. The model was developed by a National Center focused on effective practices for secondary students with emotional and behavioral difficulties.

After the model was evaluated with teachers and students included in general education curriculum, effects on student engagement and acceptability data were examined. Findings will be discussed.

Leader(s): *Talida State*, Lehigh University, Bethlehem, PA; *Reesha Adamson*, University of Missouri, Columbia, MO

Presenter(s): *Lee Kern*, Lehigh University, Bethlehem, PA; *Tim Lewis*, University of Missouri, Columbia, MO

10:30-11:30 a.m. Room 214D | Session: 143

A DATA-DRIVEN TIERED APPROACH TO INTERVENTION FOR ADOLESCENTS

Topic Area: Administration/Supervision

Secondary Topic: Career Development/Transition

Format: Lecture

Schools face many challenges to ensure all students are college and career ready. In this session, we will summarize an organizer for aligning disparate interventions and targeted initiatives into a more comprehensive approach, discuss a data-driven tiered approach to gauging student need and progress, and identify specific interventions to enable all students to reach their potential.

Leader(s): *Mindee O'Cummings*, American Institutes for Research, Washington, DC

1:00-2:00 p.m.

Room 214D | Session: 205

ACHIEVING FEASIBILITY WITH EVIDENCE-BASED SCHOOL MENTAL HEALTH INTERVENTIONS IN HIGH SCHOOLS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Assessment

Format: Lecture

School mental health services in high schools have the potential to provide access to evidence-based care for adolescents with emotional and behavioral problems. This session will present findings related to the development and evaluation of interventions for adolescents with internalizing or externalizing disorders and discuss the challenges associated with implementation in high schools.

Leader(s): *Steven Evans*, Ohio University, Athens, OH

Presenter(s): *Judith Harrison*, Ohio University, Athens, OH; *Brandon Schultz*, Ohio University, Athens, OH

2:15-3:15 p.m.

Room 214D | Session: 260

EXAMINING READING GAINS ACROSS THREE MIDDLE SCHOOL READING PROJECTS

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session highlights a project that explored adolescents' (6th – 8th grades) with reading difficulties response to three different reading programs from a group and individual gain perspective. The findings show students responded best to a hierarchical organizational of the reading components. Results from group and individual student response to the different organization of the components will be discussed.

Leader(s): *Mary Beth Calhoon*, Lehigh University, Bethlehem, PA

STRAND C

Thursday, April 4

Working Together to Build Success in Mathematics for Students With Disabilities

Leader(s): Amy Lingo and Karen Karp, University of Louisville, Kentucky



Amy Lingo



Karen Karp

The field of special education has had a long tradition of research and practical strategies for teaching reading to students with disabilities. This is not the same for the teaching of mathematics. This strand reports some of the work from a formal collaboration between the Council for Exceptional Children and the National Council of Teachers of Mathematics on interventions and assessments that are successful in teaching mathematical concepts to students who struggle. Using current research projects and classroom-tested practices the

presenters will lead conversations around the topic of developing mathematics concepts.

9:15-10:15 a.m.

Room 202 | Session: 85

FRACTION SENSE: FOUNDATIONAL CONCEPTS AND SKILLS FOR ALL STUDENTS

Topic Area: Instructional Design and Strategies

Secondary Topic: Response to Intervention

Format: Lecture

This session will consider the essential concepts and skills important for developing fraction sense, particularly for students with disabilities. This includes strategies drawn from the research-driven recommendations of the Institute of Education Sciences' Practice Guide entitled Developing Effective Fractions Instruction, which is free from the What Works Clearinghouse. The presenters' recommendations will also be linked to the fraction standards of the Common Core State Standards, with a particular focus on considering fractions as numbers and the conceptual representations for operations involving fractions and decimals.

Leader(s): Francis (Skip) Fennell, McDaniel College, Westminster, MD

At the end of this strand, participants will be able to:

1. Identify research-based strategies for teaching mathematics to students with disabilities.
2. Describe techniques for co-teaching environments where teachers of mathematics (K-12) and special education teachers team together for effective instruction.
3. Understand the ways to develop mathematics concepts rather than just procedural knowledge in a problem-solving environment.

10:30-11:30 a.m. Room 202 | Session: 144
RESEARCH ON MATH PROBLEM SOLVING:
GRADES 4 TO 8

Topic Area: Instructional Design and Strategies

Secondary Topic: Response to Intervention

Format: Lecture

The Institute for Educational Sciences recently produced a free Practice Guide entitled Improving Mathematics Problem Solving in Grades 4 to 8. This Practice Guide contains a thorough analysis of high-quality research as well as five specific recommendations for practice. Success in math problem solving is becoming increasingly critical because of the process dimensions of the Common Core State Standards and related assessments that will appear in the next 2 years. Thus, the need for the dissemination of these recommendations is particularly acute. The implications of the Practice Guide for teachers of special education will be the focus of this session.

Leader(s): *John Woodward*, University of Puget Sound, Tacoma, WA

1:00-3:00 p.m. Room 202 | Session: 179
RIGHT ANSWERS AND WRONG THINKING:
ENHANCING CONCEPTUAL
UNDERSTANDING IN MATHEMATICS

Topic Area: Instructional Design and Strategies

Secondary Topic: Response to Intervention

Format: Panel

The presenters, representing general education mathematics and special education, will share examples from algebra assessments indicating that students' correct responses may mask an absence of conceptual understanding. Strategies for evaluating students' conceptual understanding and supporting the development of reasoning among low-performing students will be shared.

Leader(s): *Barbara Dougherty*, University of Missouri, Columbia, MO

Presenter(s): *Anne Foegen*, Iowa State University, Ames, IA

3:45-4:45 p.m. Room 202 | Session: 315
TEACHING MATHEMATICS TO STUDENTS
WITH DISABILITIES: USING THE C-S-A
INTERVENTION

Topic Area: Instructional Design and Strategies

Secondary Topic: Response to Intervention

Format: Lecture

Students with disabilities often struggle in mathematical achievement. This session will focus on the use of the Concrete-Semiconcrete-Abstract model of teaching mathematical concepts to students with disabilities. Participants will apply content to video-based case studies that focus on the common core standards.

Leader(s): *Karen Karp*, University of Louisville, Louisville, KY

Presenter(s): *Amy Lingo*, University of Louisville, Louisville, KY

STRAND D

Thursday, April 4

Evidence-Based Practices Supported by the National Center for Special Education Research

Leader(s): *Deborah Speece* and *Jacquelyn Buckley*, National Center for Special Education Research, U.S. Department of Education, Washington, DC



Deborah Speece



Jacquelyn Buckley

This strand will present research-based educational practices that have been shown to be effective for preschoolers and children at risk for or with disabilities. The presenters are researchers funded by the National Center for Special Education Research, Institute of Education Sciences, to test the efficacy of their interventions. The student participants are diverse and include those at risk for developing reading disabilities, those with autism, and those with moderate to severe intellectual disabilities. The interventions address reading achievement, communication skills, social skills, and response to intervention.

The content presented in the sessions is based on rigorous tests of intervention efficacy and will include practical tips on how practitioners can incorporate the practices in their classrooms.

At the end of this strand, participants will be able to:

1. List four interventions that have evidence of efficacy.
2. Describe one evidence-based practice to improve reading achievement.
3. Describe one evidence-based practice to improve social skills.
4. Describe one evidence-based practice to improve communication skills.

1:00-2:00 p.m.

Room 214B | Session: 206

REALITY RESEARCH: WHAT WE LEARNED ABOUT EARLY READING INTERVENTION

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Lecture

In this session, the presenters report findings from a 4-year program of early reading research sponsored by the National Center for Special Education Research. Presenters will describe what they learned about (a) the effects of a standardized program of early reading intervention compared to school-designed practices, (b) the replicability of findings across settings, and (c) methods of accelerating student progress.

Leader(s): *Deborah Simmons*, Texas A&M University, College Station, TX

Presenter(s): *Michael Coyne*, University of Connecticut, Storrs, CT

2:15-3:15 p.m.

Room 214B | Session: 261

RANDOMIZED, CONTROL TRIAL OF THE LEAP MODEL OF INTERVENTION FOR YOUNG CHILDREN WITH ASD

Topic Area: Research

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

This session provides an overview of the largest randomized trial to date of a comprehensive early intervention model (LEAP) in the autism field. Inclusive classrooms from around the United States were randomly assigned to receive either intervention manuals alone or manuals and 2 years of intensive coaching in all LEAP practices. Results showed statistically significant differences were found on all measures in favor of the full implementation group. Findings and implications for the field will be discussed.

Leader(s): *Phillip Strain*, University of Colorado, Denver, CO

3:45-4:45 p.m.

Room 214B | Session: 316

**TIER 2 IMPACT USING RANDOMIZED
CONTROLLED TRIALS AND REGRESSION
DISCONTINUITY: DIFFERENT METHODS
FOR DIFFERENT QUESTIONS**

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Lecture

Many RTI reading intervention studies compare Tier 2 treatment and control conditions, but ignore relevance to Tier 1 and content alignment. This session shares the findings of this rigorous Grade 1 experiment that compared Tier 2 students who received tightly aligned reading content, to Tier 1 and Tier 2 control children. The presenters will also demonstrate the model's potential application throughout K-6.

Leader(s): *Scott Baker*, University of Oregon, Eugene, OR

Presenter(s): *Hank Fien*, University of Oregon, Eugene, OR; *Jeanie Mercier Smith*, University of Oregon, Eugene, OR; *Keith Smolkowski*, Oregon Research Institute, Eugene, OR

5:00-6:00 p.m.

Room 214B | Session: 359

**KINDERGARTNERS' ATTITUDES TOWARD
PEERS WITH DISABILITIES: RESEARCH
FINDINGS AND IMPLICATIONS FOR
PRACTICE**

Topic Area: Research

Secondary Topic: Early Childhood

Format: Lecture

The session highlights The Special Friends program, evaluated as a classwide intervention to improve acceptance of children with disabilities. There are three program components that are closely tied to the attitude construct: school-literacy, cooperative learning-groups, and home-literacy. Results from data from 32 kindergarten classrooms indicate that the intervention benefits children with and without disabilities.

Leader(s): *Michaelene Ostrosky*, University of Illinois, Urbana-Champaign, IL

Presenter(s): *Paddy Cronin Favazza*, Rhode Island College, Providence, RI

STRAND E

Thursday, April 4

Investigating the Three Pillars of Co-Teaching: Co-Planning, Co-Instructing, and Co-Assessing

Leader(s): *Wendy W. Murawski*, California State University, Northridge, CA



Wendy W. Murawski

Co-teaching has been defined as requiring “co-planning, co-instructing, and co-assessing.” As states become more inclusive of students with special needs, co-teaching is frequently offered as a service delivery option. However, research remains critical regarding whether or not co-teaching is truly being provided with fidelity. In this strand, experts and practitioners

will provide insight into each of the three components of co-teaching, while also sharing the status of co-teaching across the states. Murawski and Hines will share the research on co-planning, in addition to presenting concrete strategies for improving the efficiency and effectiveness of co-planning time. Practitioners representing states across the nation will communicate how co-teaching is being implemented in their state, while sharing some of the more successful co-instruction they have personally seen or conducted in the classroom. Finally, Conderman and Hedin will clarify the research on co-assessing and how co-teachers can be more active in ensuring successful, differentiated assessments for students with special needs.

At the end of this strand, participants will be able to:

1. Identify at least 2-3 specific techniques for improving their co-planning with another individual.
2. Determine at least 2-3 specific methods of conducting purposeful co-assessment with another individual.
3. Name characteristics necessary for support of co-teaching as a service delivery option at the classroom, district, and state levels.

1:00-2:00 p.m.

Room 007D | Session: 207

CO-PLANNING: WHERE ARE WE AND HOW DO WE IMPROVE?

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Accessing the General Education

Curriculum that is Aligned with State Standards

Format: Lecture

Individuals who co-teach, by definition, should be co-planning. However, the lack of sufficient planning time is the number one complaint of most co-teachers. This session will briefly present the research on co-planning and then will focus on ‘down and dirty’ strategies for finding and using co-planning time most efficiently and effectively.

Leader(s): *Wendy Murawski*, California State University, Northridge, CA

Presenter(s): *Rebecca Hines*, University of Central Florida, Orlando, FL

2:15-3:15 p.m.

Room 007D | Session: 262

CO-ASSESSMENT IN CO-TAUGHT CLASSROOMS: PRACTICAL IDEAS AND APPLICATIONS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Assessment

Format: Lecture

Co-teaching includes the components of co-planning, co-instructing, and co-assessing, yet co-assessing has received little attention in the professional literature. This session will provide practical ideas and activities for co-teachers as they share assessment responsibilities before, during, and after their co-taught lesson.

Leader(s): *Greg Conderman*, Northern Illinois University, DeKalb, IL; *Laura Hedin*, Northern Illinois University, DeKalb, IL

3:45-5:45 p.m.

Room 007D | Session: 294

STATE OF CO-TEACHING: LET'S HEAR FROM THE STATES

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Panel

Co-teaching requires co-planning, co-instructing, and co-assessing. This session addresses co-instructing at a state level. What does co-teaching really look like in their classes? Practitioners and experts will share what their states are doing to support co-teaching legally, fiscally, ethically, academically, and behaviorally.

Leader(s): *Wendy Murawski*, California State University, Northridge, CA

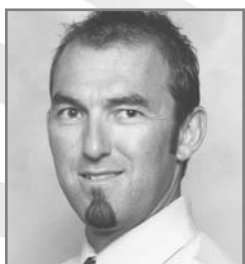
Presenter(s): *Vanessa Goodwin*, California State University, Northridge, CA; *Jolly Piersall*, Indiana IEP Resource Center, Indianapolis, IN; ; *Jolly Piersall*, Indiana IEP Resource Center, Indianapolis, IN; *Alisa Stovall*, Indiana IEP Resource Center, Indianapolis, IN; *Michele Murphy*, Baltimore County Public Schools, MD; *Jennifer Huber*, Arizona State Department of Education, Tempe, AZ; *Wendy Lochner*, West Virginia Department of Education, Charleston, WV; *Diane Thompson*, Horry County Schools, Conway, SC; *Claire Hughes*, College of Coastal Georgia, Brunswick, GA; *Sarah Patterson*, Ohio's Electronic Classroom of Tomorrow, Columbus, OH

STRAND F

Thursday, April 4

Supporting Students With Learning Disabilities in the STEMs: Science, Technology, Engineering, and Mathematics

Leader(s): *Paul Riccomini*, Pennsylvania State University, University Park



Paul Riccomini

Increasing the number of U.S. students entering into education programs and careers related to the STEMs is a national priority. Students with learning disabilities should also be included in these efforts. A solid understanding of mathematics and science is a likely minimum requirement for many current

and future professions. Clearly, many students with learning disabilities significantly lag behind their peers in both mathematics and science; thereby, requiring significant supports to become successful. Leaders in the field of learning disabilities will identify, describe, and discuss the importance of providing effective instructional supports to successfully advance engagement in the STEMs by students with learning disabilities.

At the end of this strand, participants will be able to:

1. Recognize the importance of encouraging and supporting students with learning disabilities to enter the STEMs.
2. Describe components of effective science instructional supports for students with learning disabilities at the secondary level.
3. Discuss the pros, cons, and scaffolds needed for students with learning disabilities to be successful in an inquiry-based science classroom.
4. Describe components of effective algebra instructional supports for students with learning disabilities at the secondary level.
5. Describe components of effective instructional supports in engineering and technology for students with learning disabilities at the secondary level.

1:00-2:00 p.m.

Room 008A | Session: 208

SCIENCE INSTRUCTION FOR STUDENTS WITH LD: EMERGING EVIDENCE-BASED PRACTICES

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session provides an overview of results from a meta-analysis and recent large-scale experimental studies on science instruction for students with learning disabilities (LD). Session participants will learn about and be able to apply essential instructional components needed to improve the science achievement of students with LD.

Leader(s): *Bill Therrien*, University of Iowa, Iowa City, IA

Presenter(s): *Jonte Taylor*, Pennsylvania State University, University Park, PA

2:15-3:15 p.m.

Room 008A | Session: 263

SCIENCE INQUIRY INSTRUCTION FOR STUDENTS WITH LD: PROS, CONS, AND INSTRUCTIONAL SCAFFOLDS FOR SUCCESS

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session describes the shift in science education to inquiry instructional methods and discusses the pros, cons, and scaffolds needed for students with LD to be successful. Session participants will learn essential features of inquiry-based instruction and how students with LD can benefit.

Leader(s): *Jonte Taylor*, Pennsylvania State University, University Park, PA

Presenter(s): *Bill Therrien*, University of Iowa, Iowa City, IA

3:45-4:45 p.m.

Room 008A | Session: 317

THE ARITHMETIC TO ALGEBRA GAP: INSTRUCTIONAL RECOMMENDATIONS FOR SUCCESS IN ALGEBRA

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session will provide an overview of evidence-based instruction and interventions for teaching Algebra to secondary students with learning disabilities. Working with the arithmetic-to-algebra gap framework, presenters will describe research-supported instructional approaches demonstrated to help students with academic difficulties build foundational mathematics skills (such as integers, fractions, and equations) in order to improve success in algebra. Additionally, suggestions on how to prevent difficulties with algebra acquisition are provided.

Leader(s): *Bradley Witzel*, Winthrop University, Rock Hill, SC

Presenter(s): *Paul Riccomini*, Pennsylvania State University, University Park, PA

5:00-6:00 p.m.

Room 008A | Session: 360

USING INSTRUCTIONAL GAMING TO HELP AT-RISK LEARNERS DEVELOP EARLY MATHEMATICAL PROFICIENCY

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session highlights Project NumberShire, a Tier-2 educational video game designed to support the development of whole number knowledge for at-risk learners in Grade 1. Presenters will share examples of NumberShire activities and student performance data. Attendees will learn how to integrate game technology with Tier-1 core mathematics instruction for their own classrooms.

Leader(s): *Hank Fien*, University of Oregon, Eugene, OR

Presenter(s): *Christian Doabler*, University of Oregon, Eugene, OR; *Nancy Nelson-Walker*, University of Oregon, Eugene, OR; *Marshall Gause*, Thought Cycle, Cottage Grove, OR

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STRAND G

Friday, April 5

New Directions for Intervention Research

Leader(s): *Douglas Fuchs* and *Lynn Fuchs*, Vanderbilt University, Nashville, TN



Douglas Fuchs



Lynn Fuchs

This strand will focus on several new directions in intervention research. The first session will address mediators and moderators in intervention research. A methodologist will introduce the session and presenters will then provide an overview of recently completed research on a first-grade reading comprehension study to illustrate the importance of moderators, and discuss research on math instruction to show the value of understanding mediators and moderators. The second session will address scaling up evidence-based academic programs. The presenters will report on an IES Goal 4 study, discuss a study that compared

effects of a treatment program run by academics versus school district staff, and describe how to identify a treatment's active ingredient and why that's important. The third session in the strand will address the importance of intensive intervention: definitions and illustrations. This session will define the term "intensive," compare it to conventional interventions, and explain how/why they are critically important for children and youth unresponsive to Tiers 1 and 2 of RTI frameworks.

At the end of this strand, participants will be able to:

1. Understand the value of several new directions in intervention research.
2. Understand what mediators and moderators are and why they are important to better understand intervention effects.
3. Have greater insight about how to better scale up evidence-based practices.
4. Understand the differences between intensive interventions and conventional interventions.

8:00-9:00 a.m.

Room 214B | Session: 419

MEDIATORS AND MODERATORS IN INTERVENTION RESEARCH

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Lecture

This session will address mediators and moderators in intervention research. A methodologist will introduce the session and presenters will then provide an overview of recently completed research on a first-grade reading comprehension study to illustrate the importance of moderators, and discuss research on math instruction to show the value of understanding mediators and moderators.

Leader(s): *Lynn Fuchs*, Vanderbilt University, Nashville, TN

9:15-10:15 a.m. Room 214B | Session: 484
SCALING UP EVIDENCE-BASED ACADEMIC PROGRAMS

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Lecture

This session will address scaling up evidence-based academic programs. The presenters will report on an IES Goal 4 study, discuss a study that compared effects of a treatment program run by academics versus school district staff, and describe how to identify a treatment's active ingredient and why that's important.

Leader(s): *Doug Fuchs*, Vanderbilt University, Nashville, TN

Presenter(s): *Kristen McMaster*, University of Minnesota, Minneapolis, MN

10:30-11:30 a.m. Room 214B | Session: 537
IMPORTANCE OF INTENSIVE INTERVENTIONS: DEFINITIONS AND ILLUSTRATIONS

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Lecture

This session in the strand will address the importance of intensive intervention: definitions and illustrations. The presenters will define the term "intensive," compare it to conventional interventions, and explain how and why they are critically important for children and youth unresponsive to Tiers 1 and 2 of RTI frameworks.

Leader(s): *Sharon Vaughn*, University of Texas, Austin, TX

Presenter(s): *Michael Solis*, University of Texas, Austin, TX

STRAND H

Friday, April 5

Early Childhood Inclusion: Supports That Make It Work

Leader(s): *Susan Sandall*, University of Washington, Seattle and *Harriet Able*, University of North Carolina, Chapel Hill



Susan Sandall



Harriet Able

This strand examines the professional development, teacher preparation, and administrative supports that are needed to implement and sustain high quality inclusive programs and policies for young children. Inclusive early childhood programs have been implemented for many years; however, the number of young children with disabilities who receive their special education services in inclusive settings has plateaued. At the same time, attention to and creation of early learning initiatives and innovations has increased. In this series of sessions, speakers will share effective methods for preparing current

and future teachers for their real roles in inclusion, explore opportunities and challenges for inclusion in the 21st century early learning landscape, and reflect on the service delivery models that better match the current era. This strand will consider the range of public programs that serve young children in the United States (i.e., 619 and Part C programs, Head Start, and state Pre-K), and the diverse needs of the children and families served in those programs.

At the end of this strand, participants will be able to:

1. Plan an effective model for preservice and inservice professional development focused on successful inclusion strategies for young children with disabilities.
2. Understand the implications of early childhood inclusion research on selecting from and implementing effective service delivery approaches.
3. Identify effective strategies to enhance learning opportunities in inclusive settings for young children birth to 5 years.

8:00-9:00 a.m.

Room 214C | Session: 420

RESEARCH EVIDENCE SUPPORTING INCLUSION OF YOUNG CHILDREN WITH DISABILITIES IN COMMUNITY ACTIVITIES

Topic Area: Early Childhood

Secondary Topic: Research

Format: Lecture

Engagement and participation of infants, toddlers, and preschoolers with disabilities in typical community activities has increased significantly in the past 25 years. This session will describe findings from meta-analyses and research syntheses that focused on the characteristics of participation in community activities associated with positive child and family consequences.

Leader(s): *Carl Dunst*, Orelena Hawks Puckett Institute, Morgantown, NC

Presenter(s): *Carol Trivette*, Orelena Hawks Puckett Institute,, Morgantown, NC

9:15-10:15 a.m.

Room 214C | Session: 485

IT TAKES A VILLAGE: INTERDISCIPLINARY COLLABORATION DESIGNED TO MAKE INCLUSION WORK

Topic Area: Early Childhood

Secondary Topic: Teacher Education

Format: Lecture

Interdisciplinary preparation of professionals is critical for realizing the full intent of inclusion. This session will focus on a model that prepares early childhood special educators and allied health professionals to become collaborative inclusion specialists.

Leader(s): *Harriet Able*, University of North Carolina, Chapel Hill, NC

10:30-11:30 a.m.

Room 214C | Session: 538

**SUPPORTING INCLUSION THROUGH
CONSULTATIVE ITINERANT SERVICES**

Topic Area: Early Childhood

Secondary Topic: Teacher Education

Format: Lecture

General early childhood education (ECE) teachers need support to provide embedded interventions to young children with disabilities. In this session, participants will learn concrete strategies for providing this support so young children with disabilities will be successful in ECE classrooms. Presenters will also discuss the benefits and challenges to providing consultative itinerant services in early childhood programs.

Leader(s): Laurie Dinnebeil, University of Toledo, Toledo, OH

Presenter(s): William McInerney, University of Toledo, Toledo, OH

1:00-2:00 p.m.

Room 214C | Session: 597

**SUPPORTING INFANT-TODDLER
DEVELOPMENT THROUGH PARENT-CHILD
INTERACTIONS: INCLUSION RESOURCES**

Topic Area: Early Childhood

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

This session will share a model, Parents Interacting With Infants (PIWI), which has been used to provide teacher preparation students with practicum opportunities to facilitate inclusive parent-child playgroups and home visits. Resources for training students on the PIWI model, as well as many resources to support implementation, will be shared.

Leader(s): Tweety Yates, University of Illinois, Champaign, IL

STRAND I

Friday, April 5

What Educators Can Do to Help Military Children With Special Education Needs

Leader(s): *Rud Turnbull, Ann Turnbull, Martha Blue-Banning, and Antoinette Hill*, Beach Center on Disability, University of Kansas, Lawrence

With Special Panel Presentation by: *General James T. Hill*, United States Army Retired, The JT Hill Group, San Antonio, TX; *Lieutenant General William B. Caldwell, IV*, Commander of United States Army North (Fifth Army) & Fort Sam Houston, San Antonio, TX; and *Colonel Charles W. Callahan*, Commander, Fort Belvoir Department of Army Community Hospital, Ft. Belvoir, VA; *Linda Callahan*, Ft. Belvoir, VA



Rud Turnbull



Ann Turnbull



Martha Blue-Banning



Antoinette Hill



General James T. Hill



Lieutenant General
William B. Caldwell



Colonel Charles W. Callahan and
Linda Callahan

Educators often say “no” when asked if they have military children in their schools. The reality is that almost every district in the nation has children who are connected to the military, but they are often anonymous and silent about their parents’ service. The White House is leading a nationwide effort to support service men and women and their families. Secretary of Defense Leon Panetta recently stated, “Educating military children is not only important to their future...it’s also critically important to the future of our military and...our nation.” Military children with special education needs have unique challenges that affect not only the health and well-being of the family, but also the readiness and retention of the force that defends our nation. Educators can help ameliorate these challenges by becoming aware of and sensitive to those challenges. The Military Family Strand presenters and panel members include high ranking senior military commanders, family members, military-connected service providers, and advocates who will raise awareness of the challenges faced by military families of children with special education needs and present time-tested strategies by which educators can better serve the needs of these children and their families.

At the end of this strand, participants will be able to:

1. Have increased awareness of the presence of military-connected children with special education needs in school districts across the nation and the unique challenges these children face.
2. Understand the critical role educators play in supporting military families who have children with special needs.
3. Have an increased understanding about what educators can do to support military children with special needs in their school district.
4. Develop action steps for advancing collaborative partnerships within the local community that strengthen support of military-connected children with special education needs.

9:15-10:15 a.m. Room 007D | Session: 486
MILITARY CHILDREN NEED YOU: SPECIAL
EDUCATORS' ROLE

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Parent/Family/School Partnerships

Format: Panel

Retired 4-Star Army General Tom Hill will facilitate a panel of two senior military leaders, Lieutenant General William Caldwell and Colonel (Dr.) Charles Callahan, and a military mother to discuss and answer questions about how special educators can, by helping military children and their families, contribute to the readiness of our country's military.

Leader(s): General James T. Hill, The JT Hill Group, San Antonio, TX

Presenter(s): Lieutenant General William B. Caldwell IV, Commander of United States Army North (Fifth Army) and Fort Sam Houston, San Antonio, TX; Colonel Charles W. Callahan, Commander, Fort Belvoir Department of Army Community Hospital, Fort Belvoir, VA; Linda Callahan, Fort Belvoir Department of Army Community Hospital, Fort Belvoir, VA

10:30-11:30 a.m. Room 007D | Session: 539
MILITARY-CONNECTED CHILDREN AND
FAMILIES: COMMON CONCERNS AND
SHARED WORK

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

This session will explore two collaborative opportunities to address unique educational needs of military-connected children: the Army's endeavors to bridge clinical and school-based services, and an IDEA Partnership Community of Practice in Behavioral Health that facilitates interaction and shared work across education and community organizations.

Leader(s): Joanne Cashman, National Association of State Directors of Special Education, Alexandria, VA

Presenter(s): Paul Ban, Madigan Army Medical Center, Tacoma, WA; Martha Blue-Banning, Beach Center on Disability, University of Kansas, Lawrence

1:00-2:00 p.m. Room 007D | Session: 598
STOMP: A RESOURCE FOR SUPPORTING
MILITARY CHILDREN WITH SPECIAL
EDUCATION NEEDS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

Military families' frequent moves pose significant challenges for children with special education needs including addressing new-school expectations, receiving comparable educational services, and creating supportive family networks on and off the military installation. Participants will learn about key issues and strategies educators can use to assist these families.

Leader(s): Heather Hebdon, Specialized Training of Military Parents, Tacoma, WA

2:15-3:15 p.m. Room 007D | Session: 654
THE ARMY EXCEPTIONAL FAMILY MEMBER
PROGRAM AND SYSTEMS NAVIGATION

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

The Exceptional Family Member Program (EFMP) assists Active Duty, Reserve and Guard families of children with special needs to meet the families' community support, housing, medical and educational needs. This session will review the Army Systems Navigation service, a new community support component of the EFMP, which facilitates families' navigation through complex, and often confusing, systems of care, both on and off the military installation. Presenters will discuss collaborative strategies for systems navigators, families, and educators.

Leader(s): Sharon Fields, U.S. Army EFMP, Fort Sam Houston, San Antonio TX

Presenter(s): Antoinette Hill, Beach Center on Disability, San Antonio, TX

3:45-4:45 p.m. Room 007D | Session: 705
EDUCATION OF THE MILITARY CHILD IN
THE 21ST CENTURY

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

The Military Child in the 21st Century Research Project was initiated in 2009 with the goal of enhancing partnerships between Army installations and local school systems. The project's lead researcher will present research findings and recommendations for military leaders and educators.

Leader(s): Greg Cook, Military Child Education Coalition, Harker Heights, TX

STRAND J

Friday, April 5

Integrating Programs and Services for ELLs With or at Risk for Disabilities: Building Capacity for Transformative Practice

Leader(s): *Shernaz B. García* and *Alba A. Ortiz*, University of Texas, Austin



Shernaz García



Alba A. Ortiz

English language learners (ELLs) are a heterogeneous community; their academic performance is affected by both the inability of schools to meet their language and literacy development needs, and a critical shortage of qualified educators to serve them. Consequently, ELLs are under- and overidentified as having learning disabilities because educators struggle to accurately distinguish language differences from disabilities. Exceptional ELLs are equally at risk of being underserved because special educators are inadequately prepared to meet their disability-related educational

needs in the context of culture and language. This strand highlights the need for a systems perspective and transformative practices to create equitable educational opportunities for ELLs. To that end, schools must address the sociopolitical, cultural, and linguistic contexts that impact the quality of education ELLs receive. Sessions highlight the diversity among ELLs, and call attention to the complex interrelationships among ELLs, families, schools, classrooms, and educators. Critical RTI components are also addressed, including core literacy instruction and interventions for struggling readers. Strategies for empowering families in the educational process are shared, and teacher educators and program graduates describe a model to foster collaboration between bilingual and special education teachers. Finally, recommendations for designing research and implications for evidence-based practice for ELLs are discussed.

At the end of this strand, participants will be able to:

1. Discuss the importance of considering interrelationships between culture, language and [dis]ability, and implications for identification, instruction, family participation, and personnel preparation for serving ELLs.
2. Identify systems-level factors that must be addressed in the design and implementation of programs in general and special education.
3. Identify essential knowledge and skills required of general and special education teachers who serve ELLs who are struggling or who have disabilities.
4. Describe quality indicators for research involving ELLs in order to determine the generalizability of findings for practice in school settings.

8:00-10:00 a.m.

Room 214D | Session: 392

—PART 1—

DESIGNING LANGUAGE AND LITERACY INSTRUCTION FOR ELLS IN AN RTI FRAMEWORK

Topic Area: English Language Learners

Secondary Topic: Response to Intervention

Format: Panel

High quality instruction to support emergent bilingual learners requires a humanizing pedagogy that is engaging to students and driven by the use of culturally relevant materials and critical perspectives about literacy development. Presenters will discuss key issues in K-12 bilingual inclusive education as well as implications for designing instruction for multilingual classrooms.

Leader(s): *María Franquíz*, University of Texas, Austin, TX

Presenter(s): *Minda Morren López*, Texas State University, San Marcos, TX

8:00-10:00 a.m. —PART 2— Room 214D | Session: 393

FINDING THE RIGHT BALANCE IN LANGUAGE AND LITERACY INSTRUCTION FOR STRUGGLING ELLS

Topic Area: English Language Learners

Secondary Topic: Response to Intervention

Format: Panel

An important component of RTI is early intervention services. In this session, presenters describe Tier 2 early intervention services focused on language and literacy development for struggling ELLs. Characteristics of Tier 3 or special education services focused on language and literacy for ELLs with exceptionalities will also be discussed.

Leader(s): *Sylvia Linan-Thompson*, University of Texas, Austin, TX

Presenter(s): *Janette Klingner*, University of Colorado, Boulder, CO; *Alejandra Mielke*, University of Texas, Austin, TX

10:30-11:30 a.m. Room 214D | Session: 540

EMPOWERING CULTURALLY AND LINGUISTICALLY DIVERSE FAMILIES OF STUDENTS WITH DISABILITIES

Topic Area: English Language Learners

Secondary Topic: Parent/Family/School Partnerships

Format: Panel

This session presents the results of studies that focused on the experiences of culturally and linguistically diverse families of students with disabilities when collaborating with schools. Participants will learn strategies to empower these families to be schools' equal partners through school and community support.

Leader(s): *Lusa Lo*, University of Massachusetts Boston, Braintree, MA

Presenter(s): *Michael Evans*, Miami University, Oxford, OH; *Juan Portley*, Portley Education Consulting, LLC, Santa Fe, NM

1:00-2:00 p.m.

Room 214D | Session: 599

LEARNING TOGETHER: PREPARING PROSPECTIVE BILINGUAL EDUCATORS AND SPECIAL EDUCATORS TO SERVE ELLS

Topic Area: English Language Learners

Secondary Topic: Teacher Education

Format: Panel

Preservice programs often prepare bilingual and special educators in parallel tracks, limiting collaboration. This session will feature a collaborative project designed to provide candidates with opportunities to design, implement, and evaluate interventions for struggling ELLs. Faculty and graduates of the programs will share these efforts, successes, and lessons learned.

Leader(s): *Phyllis Robertson*, University of Texas, Austin, TX

Presenter(s): *Haydée Rodriguez*, University of Texas, Austin, TX; *Allison Fischer*, Austin Independent School District, Austin, TX; *Vanessa Rivas Clouston*, Round Rock Independent School District, Round Rock, TX

2:15-3:15 p.m.

Room 214D | Session: 655

DESIGNING RESEARCH TO ADVANCE PRACTICE FOR ELLS WITH, OR AT RISK FOR DISABILITIES

Topic Area: English Language Learners

Secondary Topic: Research

Format: Lecture

In order for educational programs and services to meet the complex needs of ELLs, their design must be based on research results that explicitly articulate the interrelationships between culture, language, and [dis]ability. This session explores implications for designing such research and for determining the relevance of findings for practice.

Leader(s): *Shernaz Garcia*, University of Texas, Austin, TX; *Alba Ortiz*, University of Texas, Austin, TX

STRAND K

Friday, April 5

Classroom Management: Practical Interventions for Teachers and Administrators to Improve Students' Performance

Leader(s): *Debra Kamps* and *Howard Wills*, University of Kansas, Lawrence



Debra Kamps



Howard Wills

Effective classroom management is the foundation for establishing positive learning environments and teacher-student relationships. This strand will focus on specific examples of evidence-based interventions that have been proven to work in hundreds of schools. Discussion topics include (1) classroom management examples for individual classrooms and within a Schoolwide Positive Behavior Support model and procedures for supporting children with chronic problems in early childhood education classrooms; (2) a group contingency program designed to increase on task and reduce

disruptive behaviors by teaching appropriate behaviors and using a token system; (3) self-management and help card interventions for students with more challenging behaviors; (4) cognitive-behavioral interventions to teach students strategies for improving their self-regulatory processes and social-emotional functioning; (5) schoolwide approach to helping teachers organize classrooms to reduce discipline problems and prompt responsible behavior from students. The importance of high quality staff development, examples of professional development, and supportive coaching in the classroom will be described from CHAMPS: A Proactive and Positive Approach to Classroom Management program.

At the end of this strand, participants will be able to:

1. Understand a variety of strategies for improving classroom management including the use of organizational tools and group contingencies.
2. Use strategies for managing behaviors of students with challenging behaviors including use of lessons and curricula for teaching students appropriate behaviors, self-management, and self-regulation.
3. Identify elements of tiered, positive behavior support models that will support classroom management and provide administrative support (professional development and coaching).

1:00-2:00 p.m.

Room 202 | Session: 600

CLASSROOM MANAGEMENT: THE BUILDING FOUNDATION OF TIER 3 POSITIVE BEHAVIOR SUPPORT

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Lecture

This session will identify and provide examples of the importance of classroom management for individual classrooms and within Schoolwide Positive Behavior Support, particularly when trying to provide services to students with chronic behavioral needs in the general education classroom. The presenters will also describe ways professionals can monitor their own strategies.

Leader(s): *Carol Davis*, University of Washington, Seattle, WA

Presenter(s): *James Kidwell*, University of Washington, Seattle, WA

2:15-3:15 p.m.

Room 202 | Session: 656

CLASSWIDE FUNCTION-RELATED
INTERVENTION TEAMS “CW-FIT”: A
CLASSROOM AND INDIVIDUAL STUDENT
BEHAVIOR MANAGEMENT PROGRAM

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Lecture

This session will provide an overview of CW-FIT, demonstrate how it can be implemented, and provide examples and outcomes from three sites currently examining the efficacy of this intervention. CW-FIT is a classroom and individual student behavior management program including teaching of expectations, a group contingency, self-management strategies, and function-based interventions.

Leader(s): *Howard Wills*, Juniper Gardens Children’s Project, University of Kansas, Lawrence, KS

Presenter(s): *Paul Calderella*, Brigham Young University, Provo, UT; *Joseph Wehby*, Vanderbilt University, Nashville, TN

3:45-4:45 p.m.

Room 202 | Session: 706

PREVENTING CLASSROOM DISRUPTION BY
TEACHING SELF-REGULATION SKILLS
THROUGH COGNITIVE-BEHAVIORAL
INTERVENTIONS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Lecture

Preventing student problem behaviors is foundational to successful classroom management. Teaching students strategies for improving their self-regulatory processes and social-emotional functioning can contribute to a safe and productive learning environment. This session will provide information about the cognitive-behavioral approach to prevention using two curricula for elementary-age students as examples, Social Emotional Learning Foundations (SELF) and Tools for Getting Along.

Leader(s): *Jacquelyn Buckley*, Institute of Education Sciences/NCSE, Washington, DC

Presenter(s): *Stephen Smith*, University of Florida, Gainesville, FL; *Ann Daunic*, University of Florida, Gainesville, FL

5:00-6:00 p.m.

Room 202 | Session: 751

CLASSROOM MANAGEMENT: THE CORE OF
RTI FOR BEHAVIOR

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Response to Intervention

Format: Lecture

This session will describe essential classroom management procedures and discuss what can be done schoolwide to help teachers reduce discipline problems and prompt responsible behavior from students. The presenters will also examine the importance of high quality staff development, clarity from administrators on the outcomes of good classroom management, and supportive coaching in the classroom. Detailed information will be provided on clarifying and assessing essential student outcomes, critical teacher behaviors, administrator’s responsibilities, and nonevaluative classroom coaching to support teachers. These concepts can be applied to any evidence-based approach to classroom management.

Leader(s): *Randall Sprick*, Safe & Civil Schools, Eugene, OR

STRAND L

Friday, April 5

The Office of Special Education Research to Practice Strand: IDEAs That Work

Leader(s): *Larry Wexler* and *Renee Bradley*, Office of Special Education Programs, U.S. Department of Education, Washington, DC



Larry Wexler



Renee Bradley

The Office of Special Education Research to Practice Strand: IDEAs That Work Strand Overview: Again this year the U.S. Office of Special Education Programs has put together a Research to Practice strand. As in the past years, this strand will include a variety of critical issue topics in special education and early intervention highlighting the transfer of the best we know into classrooms, natural environments, schools, and communities. Well known presenters from around the country, supported by the IDEA Part D National Programs, will present evidenced-

based findings, practices and technology that will lead to improved outcomes for children with disabilities and their families. Each session will begin with an overview to set the national context for the topical issue and include current evidence, next steps in practice, and resources for follow-up. Sessions are designed for practitioners, school and district leaders, early intervention providers and teacher trainers and are designed as stand-alone sessions so you can attend one or all of them. Time will be scheduled for question and answers and resources will be shared in each session.

At the end of this strand, participants will be able to:

1. Describe the current status of online learning for students with disabilities, teacher evaluation and effectiveness, and how to improve parent relations.
2. Access resources, tools, information, and training modules developed by IDEA-funded projects.

1:00-2:00 p.m.

Room 214B | Session:

ONLINE LEARNING FOR STUDENTS WITH DISABILITIES: THE STORY RESEARCH IS TELLING US

Topic Area: Public Policy

Secondary Topic: Technology and Media

Format: Panel

The Center on Online Learning and Students with Disabilities will present findings from national surveys conducted with teachers, administrators, and parents on how students with disabilities are being served and the degree to which they are succeeding in online learning environments. The implications for instruction and policy will be discussed.

Leader(s): *Larry Wexler*, Office of Special Education Programs, U.S. Department of Education, Washington, DC

Presenter(s): *Bill East*, National Council of State Directors of Special Education, Alexandria, VA; *Diana Greer*, University of Kansas, Center for Research on Learning, Lawrence, KS; *Skip Stahl*, Center on Online Learning and Students with Disabilities, Wakefield, MA

2:15-3:15 p.m. Room 214B | Session: 657
INNOVATION AND IMPROVEMENT TOOLS,
TRAINING AND RESOURCES: INSTANT
ACCESS FREE OF CHARGE

Topic Area: Public Policy

Secondary Topic: Technology and Media

Format Panel

This session will be a not-to-miss resource-packed demonstration of the tools, training modules, and resources from OSEP-supported projects. The presenters will discuss resources that have been used effectively to improve classroom and district practice as well as to improve the quality of teacher training and professional development programs.

Leader(s): *Renee Bradley*, Office of Special Education Programs, U.S. Department of Education, Washington, DC

Presenter(s): *Larry Wexler*, Office of Special Education Programs, U.S. Department of Education, Washington, DC

3:45-4:45 p.m. Room 214B | Session: 707
WORKING WELL WITH PARENTS TO
SUPPORT STUDENT LEARNING

Topic Area: Public Policy

Secondary Topic: Teacher Education

Format Panel

The principal focus of this session will be on providing special educators with strategies they can use to work effectively with parents in the development of students' IEPs/IFSPs. The presenter will share information about approaches to collaborative problem solving and how best to positively engage with parents.

Leader(s): *Larry Wexler*, Office of Special Education Programs, U.S. Department of Education, Washington, DC

Presenter(s): *Marshall Peter*, Direction Service, Inc., Eugene, OR

5:00-6:00 p.m. Room 214B | Session: 752
MEASURING EDUCATOR EFFECTIVENESS:
STATUS AND IMPLICATIONS FOR
IMPROVING TEACHER PREPARATION
PROGRAMS

Topic Area: Teacher Education

Secondary Topic: Public Policy

Format Panel

In this session panel members will discuss the validity of using student achievement scores for identifying effective teachers through value-added modeling, the degree to which current teacher observation systems validly capture effective instruction for students with disabilities, and how to use indicators of teacher effectiveness to improve educator preparation programs.

Leader(s): *Larry Wexler*, Office of Special Education Programs, U.S. Department of Education, Washington, DC

Presenter(s): *Mary Brownell*, University of Florida, Gainesville, FL; *Kathleen Paliokas*, Council of Chief State School Officers, Washington, DC; ; *Heather Buzick*, Educational Testing Service, Princeton, NJ; *Nathan Jones*, Boston University, Boston, MA; *Lynn Holdheide*, Great Teachers and Leaders Center, American Institutes for Research, Washington, DC

STRAND M

Saturday, April 6

Bullying and Abuse: Prevention Strategies for the Home, School, and Community

Leader(s): *Harold A. Johnson*, Michigan State University, East Lansing



Harold A. Johnson

Students with disabilities are two to three times more likely to experience maltreatment (bullying and/or abuse) than their nondisabled peers. The maltreatment experience not only decreases students' ability to learn, but it also increases the likelihood that they will experience significant physical and mental health problems,

engage in self-injurious behaviors, demonstrate inappropriate behaviors, engage in risky sexual activities, and use drugs and alcohol. Although educational professionals are aware of their roles as mandatory reports, they are poorly informed regarding how to prevent, recognize, and report suspected instances of child maltreatment. This strand provides participants with strategies and resources that can be used with parents, colleagues, and students to inform them of the increased risk for maltreatment, why the risk occurs, realistic prevent strategies, and how to recognize and report maltreatment. Strand sessions will be presented by parents, faculty, researchers, and community leaders who work with a wide range of culturally diverse students with disabilities in rural, suburban, and urban contexts. Strand participants will be invited to join in a collaborative effort to enhance CEC policies, standards, webinars, and advocacy concerning the prevention of maltreatment experienced by children with disabilities.

At the end of this strand, participants will be able to:

1. Identify four maltreatment risk factors experienced by children with disabilities.
2. Identify four strategies that parents, colleagues, and community leaders can use to prevent maltreatment as experienced by children with disabilities.
3. Identify four web resources that can be used to gather and share additional information concerning the prevention, recognition, and reporting of maltreatment as experienced by children with disabilities.

8:00-9:00 a.m.

Room 214C | Session: 809

WHAT PARENTS NEED TO KNOW ABOUT PROTECTING A CHILD FROM ABUSE OR BULLYING

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Instructional Design and Strategies

Format: Lecture

A parent of a child with a disability will share how parents can decrease a child's risk of victimization. Through developing skills and knowledge with the child and harnessing the individualized family services plan or individualized education program, parents can ask direct questions regarding a child's safety and set creative goals to improve resilience factors.

Leader(s): *Sara Kennedy*, Colorado Hands & Voices, Colorado Springs, CO

9:15-10:15 a.m. Room 214C | Session: 871
THE BULLYING DYNAMIC: DIRECT AND
INDIRECT INVOLVEMENT OF STUDENTS
WITH DISABILITIES

Topic Area: Parent/Family/School Partnerships
Secondary Topic: Instructional Design and Strategies
Format: Lecture

Bullying has emerged as one of the most pervasive problems facing the nation's youth. Unfortunately, research suggests that students with disabilities are overrepresented within the bullying dynamic. This session will detail the unique involvement of students with disabilities, including specific disability characteristics, and provide educational implication and practical intervention strategies.

Leader(s): *Chad Rose*, Sam Houston State University, Huntsville, TX

Presenter(s): *Cynthia Simpson*, Houston Baptist University, Houston, TX

10:30-11:30 a.m. Room 214C | Session: 921
CHILD ABUSE: BEYOND MANDATED
REPORTING—UTILIZING CORE
CURRICULUM TO HELP PROTECT CHILDREN

Topic Area: Parent/Family/School Partnerships
Secondary Topic: Instructional Design and Strategies
Format: Lecture

In 2010 more than half (57%) the child abuse reports came from teachers, police officers, and social workers. Educational professionals have unique opportunities to prevent abuse and support enhanced intervention. This session identifies curriculum areas that can offer skill building in abuse prevention and discusses ways educators can interface with child abuse investigators.

Leader(s): *Harold A. Johnson*, Michigan State University, East Lansing, MI

1:00-2:00 p.m. Room 214C | Session: 978
POSITIVE PRACTICES TO PROTECT KIDS
FROM BULLYING AND EMPOWER THEM
WITH SKILLS

Topic Area: Parent/Family/School Partnerships
Secondary Topic: Instructional Design and Strategies
Format: Lecture

Kidpower Teenpower Fullpower International is a global nonprofit leader in protecting people of all ages and abilities from bullying, violence, and abuse. In this session, attendees will learn how to use Kidpower skills to prepare young people to develop positive relationships, increase their confidence, and take charge of their emotional and physical safety.

Leader(s): *Irene van der Zande*, Kidpower Teenpower Fullpower International, Santa Cruz, CA

STRAND N

Saturday, April 6

International Special Needs Education

Leader(s): *Susan O'Rourke*, Carlow University, Pittsburgh, PA; *Humberto Rodriguez*, Hidalgo Y Porfirio Diaz, Monterrey, Mexico; *Alice Farling* (not pictured), Estero, FL; and *Tom Gumpel*, The Hebrew University of Jerusalem, Israel



Susan O'Rourke



Humberto Rodriguez



Tom Gumpel

Children and youth with special needs are included in schools and communities to varying degrees around the world. The range of services include many examples of exemplary programs and support structures to instances where children with disabilities are prevented from attending school and even hidden from view. This strand will explore current policy and advocacy measures intended to promote inclusion for all children across the globe and how these measures will affect the quality of life for individuals with disabilities. A session will examine current United Nations efforts for countries to adopt the Convention on the Rights of Persons with Disabilities (CRPD) and specific articles within the document which address equal rights for a diverse population. Further investigation will consider how the adoption of the CRPD may affect the social and cultural issues shaping current

educational systems and how it might interact with and affect issues identified in other articles (e.g. employment, families, health, and the provision of services in general education settings and personnel preparation).

In addition, examples of effective programs in various regions around the world will offer positive outcomes from programs which exemplify highly effective practices. Finally, an open discussion on the definition of inclusion across cultures will conclude the strand to increase global understanding.

At the end of this strand, participants will be able to:

1. Recognize the value of the CRPD in focusing on the rights of individuals with disabilities around the world.
2. Gain perspective on the range of special education services available in various countries.
3. Identify the characteristics of effective special education programs in various countries and regions around the world.
4. Compare definitions of inclusion across cultures.

8:00-9:00 a.m. Room 202 | Session: 810

GLOBAL SPECIAL EDUCATION: WHERE HAVE WE COME FROM, WHERE ARE WE GOING?

Topic Area: International Programs/Services

Secondary Topic: Public Policy

Format: Lecture

Special needs and inclusive education is a means of addressing the learning needs of all children, with a specific focus on those who are vulnerable to marginalization and exclusion. In this session the presenters outline the major trends in global special needs education, focusing on vital United Nations resolutions and international initiatives.

Leader(s): *Thomas Gumpel*, The Hebrew University of Jerusalem, Israel

Presenter(s): *Deborah Ziegler*, Council for Exceptional Children, Arlington, VA

9:15-10:15 a.m. Room 202 | Session: 872

INSPIRING EXAMPLES OF SUCCESSFUL SPECIAL EDUCATION INITIATIVES OUTSIDE THE USA AND CANADA

Topic Area: International Programs/Services

Secondary Topic: Public Policy

Format: Panel

This session will share inspiring outcomes of initiatives around the world which exemplify progress. Featuring Chunli's extraordinary story, as seen on CNN, which started when she was forced into hiding because officials in her ancient Chinese fishing village thought she was not fit to be seen by visiting dignitaries, is now a key figure for change in China. We will also share a highly successful teacher preparation program in Mexico.

Leader(s): *Humberto Rodriguez*, DISES Vice-President/Hidalgo y Porfirio Díaz, Centro, Monterrey, México; *Alice Farling*, DISES Past President and International Consultant, Estero, FL

Presenter(s): *Chunli (Angel) Zhao*, Gingko Academy, Yangshou, China; *Kathy Johnson*, Ginkgo Academy, Yangshou, China and St. Cloud University, MN; *Iris Garcia*, Escuela Normal De Especializacion, Monterrey, Nuevo Leon, Mexico; *Humberto Gamez*, Escuela Normal de Especializacion Humberto Ramos Lozano, Monterrey, Mexico

10:30-11:30 a.m. Room 202 | Session: 922

COLLABORATION IN SUPPORT OF LEARNER DEVELOPMENT IN LIGHT OF THE CRPD

Topic Area: International Programs/Services

Secondary Topic: Public Policy

Format: Panel

Schools worldwide must collaborate to build alliances with other agencies to support the goals of Article 24 (Education) of the CRPD. Presenters will discuss ways that educators can work with others to address national and global issues of employment, independent living, mobility, communication, family, health, leisure, and standard of living.

Leader(s): *Eileen Raymond*, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa

Presenter(s): *Kathryn Johnson*, St. Cloud State University, Saint Cloud, MN; *Kay Ferrell*, University of Northern Colorado, Greeley, CO; *Sarah Anderson*, Mayville State University, Mayville, ND

1:00-2:00 p.m. Room 202 | Session: 979

INCLUSION AROUND THE WORLD: WHAT DOES IT LOOK LIKE?

Topic Area: International Programs/Services

Secondary Topic: Public Policy

Format: Panel

This interactive session will facilitate conversation regarding the definition of inclusion around the world. Participants are encouraged to bring cell phones in order to participate in polling in an effort to better understand the diversity of inclusive practices on a global level.

Leader(s): *Susan O'Rourke*, Carlow University, Pittsburgh, PA; *Theodore Mauro*, ED101, Pendleton, SC; *Eileen Raymond*, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa

STRAND 0

Saturday, April 6

Special Education Leadership: An Evolving Role

Leader(s): *Gloria D. Campbell-Whatley*, University of North Carolina, Charlotte and *Theodore Pikes*, North Carolina Central University, Durham



Gloria D. Campbell-Whatley



Theodore Pikes

The strand specifically addresses the type of problems, challenges, and issues that special education administrators of all levels frequently face on a day-to-day basis as they lead and administer special education programs and serve students with disabilities and their families. Given the ubiquitous struggles officials frequently encounter in leading and supervising special education, the content and focus of the strand is intended to serve as a resource for both practicing and future leaders in special education. It is purposely designed to be practical, authentic, and not overly theoretical. The presenters will “cut to

the chase” and readily give the gist of pertinent issues that relate to special education. Each session opens with a vignette that reflects a typical issue that a special education administrator is likely to encounter. The session leaders will present the issue in a comprehensive manner, while relating the solutions grounded in the Star Model, in order to provide attendees the background knowledge relative to the specific issue in question. A resolution or suggested approach is provided for the issue addressed in the vignette. Some sessions will address issues in higher education administration. In addition to addressing legal, practical, and logistical issues, the strand also includes issues of sensitivity, fairness, and empathy, as well as parental perceptions.

At the end of this strand, participants will be able to:

1. Understand the type of problems, challenges, and issues that special education administrators of all levels face on a daily basis.
2. Identify applicable solutions grounded in the Star Model.
3. Understand the best methods, as well as the traditional strategies, implemented in classrooms, colleges, and universities today.
4. Describe evidence-based methodologies and strategies for effective special education leadership practices.

8:00-9:00 a.m.

Room 203 | Session: 811

**BLUE SKIES AND THE STAR MODEL:
PREDICTING FAIR WEATHER**

Topic Area: Administration/Supervision

Secondary Topic: Assessment

Format: Lecture

This session focuses on the five principles of The Star Model for Special Education Planning. Each principle, including ethical practice, individual consideration, equity under law, effective programming, and establishing productive partnerships, will be discussed in detail. The presenters will ground the principles of the model for practical use.

Leader(s): *Jean Crockett*, University of Florida, Gainesville, FL

9:15-10:15 a.m.

Room 203 | Session: 873

MULTIPLYING THE MAGNIFICENCE OF MULTICULTURAL EDUCATION IN LEADERSHIP

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

The presenters will outline learning and teaching styles that are relevant to teaching in a diverse society, identify levels of multicultural integration using Bloom's Taxonomy, and discuss how school leaders can assure culturally relevant pedagogy design through inservice training. The session will also include several hands-on scenarios that will expose and engage the participant to practical situational analysis and discussion using the Star Model in the foreground.

Leader(s): *Gloria Campbell-Whitley*, University of North Carolina, Charlotte, NC

Presenter(s): *Theodore Pikes*, North Carolina Central University, Durham, NC; *Ozalle Toms*, University of Wisconsin, Whitewater, WI

10:30-11:30 a.m.

Room 203 | Session: 923

THE MANY FACES AND FACETS AND FEATURES OF ASSESSMENT

Topic Area: Administration/Supervision

Secondary Topic: Assessment

Format: Panel

The participation of students with disabilities in reform, standards, and high-stakes tests will be discussed in relation to alternative assessment. The session will also examine effective informal assessment techniques. Presenters will provide suggestions for special education leaders to work collaboratively to develop accountability systems, policy, procedural, and technical information when developing and using alternative tests in the framework of the Star Model.

Leader(s): *Irene Meijer*, Fairfax County Public Schools, Fairfax, VA

Presenter(s): *Nancy Turner*, Spartanburg School District Two, Boiling Springs, SC

1:00-2:00 p.m.

Room 203 | Session: 980

FACILITATING FAMILIES: COURAGE TO ENCOURAGE AN EFFECTIVE ETHOS

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

This session will address the theory, expectations, and advantages for building and sustaining a positive ethos and an interpersonal relationship with families and students. Presenters will offer advice and practical suggestions related to the participation of families in problem solving, and decision and policy making. Strategies to combat obstacles to family involvement and the inclusion of accommodations for culturally and linguistically diverse families are also outlined infusing the Star Model.

Leader(s): *Cathy Kea*, North Carolina A&T State University, Greensboro, NC

Presenter(s): *Diane Rodriguez*, Fordham University, New York City, NY; *Bertina Combes*, University of North Texas, Denton, TX

2:15-3:15 p.m.

Room 203 | Session: 1013

THE TWIST TO THE TRADITION OF TRANSITION: SMOOTHING ROUGH ROADS

Topic Area: Administration/Supervision

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

This session will address the theory, principles and practices of transition and coordination of services for infants, toddlers, children, and youth with disabilities and their families. The key roles of school personnel and service providers in community agencies providing comprehensive services are discussed. In addition, techniques that build and facilitate effective transition, interagency collaboration, teamwork, and networking are delineated and integrated with the Star Model.

Leader(s): *Teresa Dais*, North Carolina Department of Public Instruction, Raleigh, NC

Presenter(s): *Allison Jones*, University of North Carolina, Wilmington, NC

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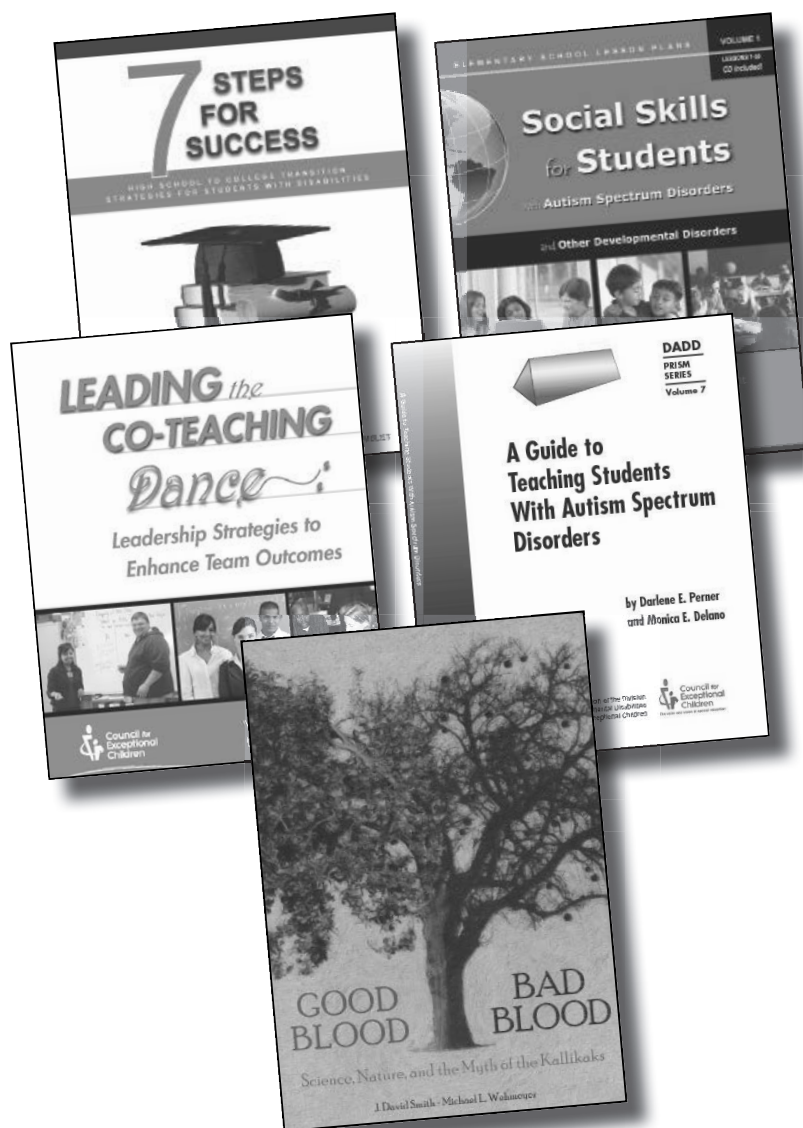


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Resources for Special Education Professionals

Visit the CEC Bookstore located in CEC Central to see these and other publications and enter for a chance to win one of our daily drawings!



And, don't forget! Join us for a special event Thursday, April 4 from 12:30-1:30 p.m. for a reading and book signing with Michael Wehmeyer, author of *Good Blood, Bad Blood: Science, Nature and Myths of the Kallikaks*.

THANK YOU!

**CEC would like to recognize
the following organizations**
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Want to get involved in CEC leadership but not sure how to begin?

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JOIN US SATURDAY, APRIL 6, 2013

8:00 - 9:00 a.m.

Room 213, Convention Center

Presenters: CEC Nomination Standing Committee Members



who cares about Kelsey?

Showing, Thursday, April 4, 3:45-5:45 p.m.

Room 008B, River Level, Convention Center



Kelsey Carroll lived with homelessness, self-mutilation, abuse and ADHD. She was likely to drop out of high school — until she encountered an education revolution that's about empowering, not overpowering, teens with emotional and behavioral disabilities.

A special presentation and discussion with Dan Habib, Filmmaker in Residence, University of New Hampshire Institute on Disability, Concord, NH 03301



Photo Credit: Dan Habib/whocaresaboutkelsey.com

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8:00 a.m. - 6:00 p.m.

Lectures, Demonstrations, Panels, Posters, and
Multiple Presentations

STUDENT ACTIVITIES (*see page 39*)

PROGRAM CHAIR INVITED SESSIONS (*see page 57*)

STRANDS (*see page 69*)

EXPO HALL C

Street Level
9:00 a.m.–4:00 p.m.

Free Time to Explore the Expo

11:30 a.m.–1:00 p.m.

3:15–3:45 p.m.

7:00-7:45 a.m.

Room 206A

FIRST TIME AT THE CONVENTION AND EXPO?

Plan to attend this session and find out how to make the CEC 2013 Convention & Expo a phenomenal learning experience. Meet other new attendees and let us help you make the most of your first CEC Convention!

Leader(s): *Anmarie Kallas*, Council for Exceptional Children, Arlington, VA

8:00-10:00 a.m.

Room 203 | Session: 2

PROGRAM CHAIR INVITED

BRIDGING COGNITIVE NEUROSCIENCE AND SPECIAL EDUCATION: DEVELOPING LEADERS TO TRANSFORM TEACHING AND LEARNING

Topic Area: Teacher Education

Secondary Topic: Research

Format: Panel

New understanding about brain development challenges leaders in matters of educational practice and policy to rethink their conventional wisdom and long-standing practices, which has implications for every aspect of teaching and learning within special and general education environments. This session will (1) present the theory, principles, and rationale for bridging cognitive neuroscience and special education and for the translation of research for practice and policy; (2) discuss lessons learned from a multi-year transformation of our traditional special education program; and (3) introduce strategies for incorporating emerging brain research into special education leadership curriculum.

Leader(s): *Carol Kochhar-Bryant*, George Washington University, Washington, DC

Presenter(s): *Maxine Freund*, George Washington University, Washington, DC; *James Hale*, University of Calgary, Alberta, Canada

8:00-10:00 a.m.

Room 214B | Session: 3

PROGRAM CHAIR INVITED

RESEARCH DIRECTIONS: A REPORT ON AND DISCUSSION OF THE 2012 IRA/NICHD EXPERT PANEL ON RESEARCH ON THE READING-WRITING CONNECTION

Topic Area: Research

Secondary Topic: Instructional Design and Strategies

Format: Panel

The International Reading Association and the National Institute of Child Health and Human Development convened a panel to consider research on the relationships between reading and writing. This session will share the findings which focus on reading and writing processes and development; instructional issues; technology; measurement, tests, and assessment; research needs, and sharing the current knowledge base. The report will inform policy makers and funding agencies, including the U.S. Department of Education, in setting priorities for research in the next 3-5 years. Panel members will summarize the report and allow time for audience interaction.

Leader(s): *Karen R. Harris*, Arizona State University, Tempe, AZ and *Carol McDonald Connor*, Arizona State University, Tempe, AZ

Discussant: *Steve Graham*, Arizona State University, Tempe, AZ

8:00-10:00 a.m.

Room 007D | Session: 4

PROGRAM CHAIR INVITED

THE INTERSECTION OF THE ARTS AND SPECIAL EDUCATION: A KENNEDY CENTER FORUM

Topic Area: Arts in Special Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Panel

Arts educators, special educators, administrators, researchers, practitioners, parents, and students with disabilities were invited by The Kennedy Center/VSA to a groundbreaking forum that explored where and how the arts and special education intersect. That intersection and future goals and directions will be shared and participation encouraged.

Leader(s): *Beverly Gerber*, Southern Connecticut State University, Milford, CT

Presenter(s): *Sharon Malley*, The John F. Kennedy Center for the Performing Arts, Washington, DC

8:00-9:00 a.m.

Room 006B | Session: 6

A CULTURALLY RESPONSIVE APPROACH: MEETING LEARNER NEEDS IN DIVERSE SETTINGS VIA COLLABORATION

Topic Area: Cultural and/or Linguistic Diversity**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

This session will discuss the importance of professional and familial collaboration in meeting the needs of learners in diverse settings. Needs of students ranging in abilities as well as socio-economic status, connection between school to home, and the collaboration needed to tie the two environments together is the focus of this session. (1343)

Leader(s): *Richael Barger-Anderson*, Slippery Rock University of Pennsylvania, Slippery Rock, PA**Presenter(s):** *Matthew Erickson*, Slippery Rock University of Pennsylvania, Slippery Rock, PA; *Robert Isherwood*, Slippery Rock University of Pennsylvania, Slippery Rock, PA; *Jeremy Lynch*, Slippery Rock University of Pennsylvania, Slippery Rock, PA

8:00-9:00 a.m.

Room 205 | Session: 7

A MODEL FOR TEACHING SCHOOL PERSONNEL TO DEVELOP FUNCTION BASED INTERVENTIONS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

The session will review a model for practical FBA/BSP training process researched for use with school personnel. Attendees will learn critical features of function-based support plan development. Research data from over 300 school personnel demonstrating the effectiveness of this model to teach practitioners how to develop function-based interventions will be presented. This session may be especially relevant for those working with students with EBD in inclusive settings. (1805)

Leader(s): *Billie Rodriguez*, University of Texas, San Antonio, TX**Presenter(s):** *Sheldon Loman*, Portland State University, Portland, OR

8:00-9:00 a.m.

Room 006D | Session: 8

ACCOMPLISHMENTS OF THE IDEA PARTNERSHIP AND HOW IT INCREASES THE EFFECTIVENESS OF TRANSITION NATIONWIDE!

Topic Area: Career Development/Transition**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Panel

Learn how you can be a part of the IDEA Partnership! This session will describe how 10 states and 50 national professional organizations—along with families and youth with disabilities— have created exciting, effective national and state communities of practice to improve and expand transition services. (1813)

Leader(s): *Jane Razeghi*, George Mason University, Fairfax, VA**Presenter(s):** *Stacie Dojonovic*, Fox Chapel Area High School, Pittsburgh, PA; *Dale Matusevich*, Delaware Department of Education, Dover, DE

8:00-9:00 a.m.

Room 202 | Session: 9

ALIGNING EXCLUSIONARY SCHOOL POLICY AND PRACTICE WITH IDEA: A PRACTICAL APPROACH

Topic Area: Special Education Schools**Secondary Topic:** Public Policy**Format:** Demonstration

Many exclusionary schools have difficulty aligning school policies and practices with IDEA. This session discusses the unique attributes of exclusionary school settings and provides an IDEA policy and practice Implementation Schedule and Evaluation Tool. Presenters provide an example of its use by a school to terminate a lawsuit. (1731)

Leader(s): *Joseph Gagnon*, University of Florida, Gainesville, FL**Presenter(s):** *David Houchins*, Georgia State University, Atlanta, GA

8:00-9:00 a.m. Room 217A | Session: 10
**ANALYTICAL READING: A LEARNING
OPPORTUNITY FOR ALL LEVELS**

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Learning Disabilities

Format: Demonstration

Analyzing what has been read is a difficult concept for many students because of development or skill deficiency. However, students can begin to process this concept in a fun atmosphere. Learn how children of all levels can begin to delve deeper in their reading and question the meanings behind it. (593)

Leader(s): *Marci Brauchie*, Powell Middle School, Cody, WY

8:00-9:00 a.m. Room 201 | Session: 11
**ASSISTIVE TECHNOLOGY INTEGRATION
FOR STUDENT SUCCESS IN MATH AND
SCIENCE**

Topic Area: Technology and Media

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Lecture

Learn essential tools to adapt and modify elementary math and science curriculum to meet your learners' diverse needs. Participants will explore a variety of low-tech to high-tech multisensory strategies, created with Microsoft Office, text-to-speech software, free online activities or Internet downloads, and other inexpensive and widely available materials. (2093)

Leader(s): *Tara Jeffs*, Loudoun County Public Schools, Ashburn, VA

Presenter(s): *Cynthia Feist*, Loudoun County Public Schools, Ashburn, VA

8:00-9:00 a.m. Room 218
EXHIBITOR SHOWCASE SESSION

**SMART INCLUSION: CENTERING ON
SUCCESS FOR ALL STUDENTS**

Come learn about how students with diverse learning needs are using a variety of technology tools (SMART Boards, SMART Tables, iPads, document cameras, response systems, switches, voice output devices, and other assistive devices) in student-directed learning centers to experience positive behavioral, social, and academic learning outcomes.

Leader(s): *Kimberleigh Doyle*, SMART Technologies, Calgary, AB, Canada

8:00-9:00 a.m. Room 212 | Session: 12
**BUILDING A CASE FOR ATTENTION AND
INTERVENTION: HIGH FUNCTIONING
AUTISM AND THE FAMILY**

Topic Area: Autism Spectrum Disorder

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

Autism places a unique strain on the family system. This session reports the results of a study that investigated the impact of high functioning autism and Asperger syndrome on the family. Participants reported struggling with diagnostic issues, obtaining services, and determining the future for their child. Becoming more knowledgeable about the family impact of HFA/AS and families' needs in terms of adjustment, communication between home and school, and professional service needs will help educators work collaboratively with families. (1540)

Leader(s): *Erica Howell*, California State University, Fullerton, CA

Presenter(s): *Stacy Lauderdale*, Monmouth University, West Long Branch, NJ

8:00-9:00 a.m. Room 209 | Session: 13
**CLICKS: STRATEGIES FOR IDENTIFYING
AND DEVELOPING INTENTIONAL SWITCH
ACTIVATION**

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Developmental Disabilities

Format: Lecture

For students with motor differences, switch use is critical to environmental control, computer access, and augmentative communication device use. Assessment, implementation, and evaluation of effectiveness strategies for developing and documenting intentional switch use will be presented. In the absence of a cohesive approach, student success can be significantly compromised. (1857)

Leader(s): *Jane Korsten*, EMC Communications, Inc., Leawood, KS

Presenter(s): *Terry Foss*, EMC Communications, Inc., Lee's Summit, MO

8:00-9:00 a.m. Room 007A | Session: 14
DEVELOPING INTERVENTIONS TO REDUCE
LATENCY TO TASK ENGAGEMENT FOR
MIDDLE SCHOOL STUDENTS

Topic Area: Research

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

This session describes the creation, application, and experimental analysis of a planning and goal setting intervention in reducing latency to task engagement for middle school students in a reading intervention class. The discussion will include empirical data and implementation procedures. (1186)

Leader(s): *Nathan Stevenson*, Michigan State University, East Lansing, MI

Presenter(s): *Joshua Plavnick*, Michigan State University, East Lansing, MI

8:00-9:00 a.m. Room 204A | Session: 15
DUAL LANGUAGE LEARNERS WHO ARE
NONRESPONSIVE TO COMPREHENSIVE
EVIDENCE-BASED VOCABULARY
INSTRUCTION

Topic Area: Early Childhood

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Although the topic of nonresponsiveness has received growing attention among monolingual English speakers, there is a paucity of research on responsiveness among preschool diverse learners, especially Latino dual language learners (DLLs). This session reports on a study of the characteristics of DLLs nonresponsive to Words of Oral Reading Language Development (WORLD), an evidence-based shared book reading curriculum designed to accelerate vocabulary development of at-risk preschoolers. Results will be shared. (1395)

Leader(s): *Laura Saenz*, University of Texas-Pan American, Edinburg, TX

Presenter(s): *Jorge Gonzalez*, Texas A&M University, College Station, TX; *Sharolyn Durodola*, Texas A&M University, College Station, TX; *Denise Soares*, Texas A&M University, College Station, TX

8:00-9:00 a.m. Room 210A | Session: 16
EFFECTIVE CURRICULUM FOR
UNDERSERVED GIFTED POPULATIONS:
IMPLICATIONS OF RESEARCH FOR
PRACTICE

Topic Area: Gifted and Talented

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

For the needs of underserved gifted students to be addressed effectively, it is essential that curriculum interventions be designed in specific ways. The presenter will delineate the key elements of research-based interventions, including a review of the extant materials and their common features, as well as recommendations for their use. (707)

Leader(s): *Kimberley Chandler*, College of William and Mary, Williamsburg, VA

8:00-9:00 a.m. Room 006C | Session: 17
EFFECTIVE WRITING ASSESSMENT

Topic Area: Assessment

Secondary Topic: Learning Disabilities

Format: Lecture

Writing assessment is the first step toward identifying writing difficulties and designing effective instruction. This session will link common writing difficulties with assessment. A research-based writing assessment framework will be presented that can be used to identify specific areas of strength and concern for students with and without writing disabilities. (1626)

Leader(s): *Natalie Olinghouse*, University of Connecticut, Storrs, CT

Presenter(s): *Tanya Santangelo*, Arcadia University, Glenside, PA

8:00-9:00 a.m. Room 206B | Session: 18
EMBEDDING EXPLICIT LITERACY
INSTRUCTION INTO STEM INQUIRY FOR
STRUGGLING LEARNERS

Topic Area: Instructional Design and Strategies

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Lecture

This session highlights strategies for embedding literacy within science inquiry lessons to support students with disabilities and other struggling learners. Findings from an NSF-funded, literacy-enhanced science inquiry study will be shared with the purpose of providing real-world strategies for both science content teachers and special educators. (1357)

Leader(s): *Maya Israel*, University of Illinois at Urbana-Champaign, IL

8:00-9:00 a.m. Room 207A | Session: 19
ENCOURAGING TEACHER USE OF
EVIDENCE-BASED VOCABULARY PRACTICES
THROUGH VIDEO

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Lecture

This single-subject, multiple baseline intervention study addressed the need to encourage teacher use of evidence-based reading practices with students at risk for reading disabilities. Elementary teachers were observed before and after viewing a video on a research-validated practice known as Intensifying Vocabulary Intervention. Implications for practice are discussed. (907)

Leader(s): *Emily Ely*, University of Virginia, Charlottesville, VA

Presenter(s): *Mira Cole*, University of Virginia, Charlottesville, VA; *Paige Pullen*, University of Virginia, Charlottesville, VA

8:00-9:00 a.m. Room 217B | Session: 20
EVIDENCE-BASED PRACTICES:
INSTRUCTIONAL MODULES FOR
PARAEDUCATORS

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

Paraeducators are expected to use evidence-based practices when working with students with disabilities. However, most paraeducators receive limited formal and/or informal training. This session focuses on the evaluation of instructional modules designed to enhance paraeducators' use of best-practices in the classroom setting. (1408)

Leader(s): *Alexandra Da Fonte*, Vanderbilt University, Nashville, TN

Presenter(s): *Andrea Capizzi*, Vanderbilt University, Nashville, TN

8:00-9:00 a.m. Room 208
EXHIBITOR SHOWCASE SESSION

AN ALTERNATIVE THINKING
DEVELOPMENT INTERVENTION FOR
MILDLY IMPAIRED STUDENTS

The presenter will describe how special education administrators/coordinators can implement an alternative intervention for students who are mildly impaired for grades 4-8—The Higher Order Thinking Skills (HOTS) program. HOTS has been highly successful with LD and Title I students for decades.

Leader(s): *Stanley Pogrow*, San Francisco State University, CA

8:00-9:00 a.m. Room 216B | Session: 21
EXHIBITOR SHOWCASE SESSION
WORD WARM-UPS: QUICK EXERCISES FOR
WORD MASTERY

Educators need research-based reading curricula that provides additional practice for developing readers and additional support for at-risk readers. Educators will learn about Read Naturally's Word Warm-ups, an independent, supplemental, research-based curriculum for students that supports development of phonemic awareness, phonics, and automaticity in applying decoding skills.

Leader(s): *Marie Bodden*, Read Naturally, Inc., St. Paul, MN

8:00-9:00 a.m. Room 210B | Session: 22
EXHIBITOR SHOWCASE SESSION

KP FUNCTIONAL SKILLS: REAL-LIFE
APPLICATIONS OF BASIC NUMBER
CONCEPTS AND SKILLS

This session introduces a "hot off the press" program connecting basic number concepts and skills to daily living tasks, leisure activities, vocational tasks, and money. Focusing on the 10-frame as an instructional tool—taught through engaging PowerPoints, printed lessons, and activity sheets—KP Functional Skills will excite every functional skills teacher.

Leader(s): *Peggy Akin*, KP Mathematics, Phoenix, AZ

8:00-9:00 a.m. Room 216A | Session: 23
EXHIBITOR SHOWCASE SESSION

VGO: THE ROBOT - OUR NEW CLASSMATE

Come and see this 4-foot tall robot with a wireless video hookup that gives students the school experience remotely. Remote access allows students to participate in class, stroll through the hallways, hang out at recess, and even take it to the auditorium stage when there's a show.

Leader(s): *Bern Terry*, VGO Communications, Inc., Nashua, NH

8:00-9:00 a.m. Room 217C | Session: 24

IMPROVING ADAPTIVE SKILLS:
STRATEGIES FOR TEACHERS IN INCLUSIVE
SETTINGS IN MEXICO**Topic Area:** International Programs/Services**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Demonstration

This session will highlight two special education experiences in Northern Mexico in which communication and behavioral strategies used will be shared. Presenters will discuss developing adaptive skills in students with several disabilities in inclusive settings and collaborative work as an indispensable element for inclusive education. (1196)

Leader(s): *Priscila Rodriguez Cota*, Escuela Normal de Especializacion Humberto Ramos Lozano, Monterrey, Nuevo Leon, Mexico

Presenter(s): *Laura Garcia Trevino*, Escuela Normal de Especializacion Humberto Ramos Lozano, Monterrey, Nuevo Leon, Mexico; *Saul Valdez Obregon*, Escuela Normal de Especializacion Humberto Ramos Lozano, Monterrey, Nuevo Leon, Mexico

8:00-9:00 a.m. Room 007C | Session: 25

LEARNING DISABILITIES ASSESSMENT:
STRENGTHS AND WEAKNESSES OF
COMPETING MODELS**Topic Area:** Learning Disabilities**Secondary Topic:** Assessment**Format:** Demonstration

Current federal special education regulations allow for multiple methods for identifying learning disabilities. This has led to confusion regarding how learning disabilities are defined and identified. This session will compare and contrast major assessment models and describe how the best components of each can be combined to best serve students. (1013)

Leader(s): *Richard Baer*, Effective Instructional Materials & Systems, Logan, UT

8:00-9:00 a.m.

Room 207B | Session: 26

MORE THAN JUST PUZZLE PIECES:
CHILDREN WITH HEARING LOSS AND
AUTISM**Topic Area:** Communicative Disabilities and Deafness**Secondary Topic:** Autism Spectrum Disorder**Format:** Lecture

Children with autism struggle daily with communication, behavior, and social skills. However, for some of those children, communication challenges are even further compounded with the presence of deafness or hearing loss. This session will discuss the limited research available that explores the child who has both autism and hearing loss. Attendees will also learn to identify some of the early warning signs that may emerge for these unique children as well as better understand why some of the current characteristics/tools of diagnoses and warning signs may not apply. (2103)

Leader(s): *Christen Szymanski*, Laurent Clerc National Deaf Education Center, Washington, DC

8:00-9:00 a.m.

Room 217D | Session: 27

ONLINE PROFESSIONAL DEVELOPMENT
RESOURCES TO HELP ALL TEACHERS MEET
ALL STUDENTS' NEEDS**Topic Area:** Administration/Supervision**Secondary Topic:** Teacher Education**Format:** Demonstration

This session provides instruction in the use of tools developed under the leadership of a state education department. These free, online resources include a means for teachers at all levels of their careers to self-assess their competency and complete professional development to more effectively teach students with disabilities. (1096)

Leader(s): *Roberta Strosnider*, Towson University, Project Boost, Towson, MD

Presenter(s): *Debi Gartland*, Towson University, Towson, MD; *Karla Marty*, Maryland State Department of Education, Baltimore, MD

8:00-9:00 a.m.

Room 006A | Session: 28

RTI FOR SECONDARY-SCHOOL STUDENTS: HOW DO WE MEASURE PROGRESS?

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Panel

Secondary schools are increasingly implementing RTI, but questions exist about how to measure progress for older students. In this session, progress measures for secondary-school students in reading, content-area learning, writing, and mathematics are described. Results of technical adequacy studies are presented and procedures for developing and administering the measures are highlighted. (1266)

Leader(s): *Christine Espin*, Leiden University, Leiden, Holland

Presenter(s): *Sarah Beyers*, University of Missouri, Columbia, MO; *Heather Campbell*, St. Olaf College, Northfield, MN; *Anne Foegen*, Iowa State University, Ames, IA; *Pam Stecker*, Clemson University, Clemson, SC; *Erica Lembke*, University of Missouri, Columbia, MO

8:00-9:00 a.m.

Room 008A | Session: 29

SELF-REGULATION: IDENTIFYING AND INSTRUCTING STUDENTS AT RISK FOR NOT RESPONDING TO EVIDENCE-BASED PRACTICES

Topic Area: Assessment

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session will focus on the role of self-regulation in learning as well as instructional practices (e.g., opportunities to respond, nature of corrective feedback) related to accelerating student performance. Presenters will discuss implications for RTI assessment practices as well as instructional approaches for students with learning disabilities. (1500)

Leader(s): *Beth Harn*, University of Oregon, Eugene, OR

Presenter(s): *Tricia Berg*, University of Oregon, Eugene, OR; *Caitlin Forbes Spear*, University of Oregon, Eugene, OR; *Ronda Fritz*, University of Oregon, Eugene, OR

8:00-9:00 a.m.

Room 213 | Session: 30

DEC SHOWCASE



ADELANTE! MOVING FORWARD ON CULTURALLY RESPONSIVE PRACTICES FOR FAMILIES OF CHILDREN WITH DISABILITIES

Topic Area: Early Childhood

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

As the demographic makeup of the population changes, early childhood practitioners must be responsive to the diversity in schools, agencies, and communities. This session will highlight the importance of incorporating culturally responsive practices when serving families of young children with disabilities from culturally and linguistically diverse backgrounds. Attendees will learn about these practices and why they are critical in developing respectful and responsive partnerships with families.

Leader(s): *Vivian Correa*, University of North Carolina, Charlotte, NC

8:00-9:00 a.m.

Room 215 | Session: 31

DVI SHOWCASE



INQUIRY-BASED SCIENCE INSTRUCTION FOR STUDENTS WITH VISUAL IMPAIRMENTS

Topic Area: Visual Impairments

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Lecture

The new Common Core Standards are mandating that students are taught science using inquiry-based methodologies. What does that mean for students with visual impairments? This session will provide an overview of the standards, inquiry-based education, and recent research on inquiry-based education for students with visual impairments. (160)

Leader(s): *Tiffany Wild*, The Ohio State University, Columbus, OH

Presenter(s): *Margilee Hilson*, Columbus City Schools, Columbus, OH

8:00-9:00 a.m. Room 204B | Session: 32

SPECIAL EDUCATION EXPERIENCES OF FOSTER CARE COURT-INVOLVED YOUTH**Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Research**Format:** Lecture

Foster care youth are disproportionately represented in special education and the juvenile justice system. Few empirical studies explore the intersection of education with court involvement. Relying on interview data, this session looks at students' special education experiences and the type and quality of services provided to them. (758)

Leader(s): *Heather Cole*, University of Texas, Austin, TX**Presenter(s):** *Laura McFarland*, University of Texas, Austin, TX

8:00-9:00 a.m. Room 214C | Session: 33

STRAND A, SESSION 1**WHERE WE HAVE BEEN AND WHERE WE ARE GOING IN SCHOOL REFORM****Topic Area:** Accessing the General Education Curriculum that is Aligned with State Standards**Secondary Topic:** Accountability & Large Scale Assessments**Format:** Lecture

The latest waves of school reform focus on increasing the rigor on the standards to which students are held, changing accountability systems, and holding educators responsible for the performance of their students. This session will highlight the nature of these reforms and their implications for students with disabilities.

Leader(s): *Martha Thurlow*, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN**Presenter(s):** *Margaret McLaughlin*, University of Maryland, College Park, MD

8:00-9:00 a.m.

Room 214D | Session: 34

STRAND B, SESSION 1**PRELIMINARY FINDINGS FROM THE CENTER FOR ADOLESCENT RESEARCH IN THE SCHOOLS****Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Research**Format:** Lecture

The Center for Adolescent Research in Schools (CARS), funded by the Institute of Education Sciences, is a multisite study investigating the impact of a comprehensive intervention for secondary students displaying emotional and behavioral risk. The model for prescribing interventions and preliminary findings from an efficacy trial will be described.

Leader(s): *Tim Lewis*, University of Missouri, Columbia, MO; *Lee Kern*, Lehigh University, Bethlehem, PA**Presenter(s):** *Judith Harrison*, Ohio University, Athens, OH; *Sean Wachsmuth*, University of Missouri, Columbia, MO

8:00-9:00 a.m.

Room 007B | Session: 35

USING INTENSIVE INTERVENTIONS IN ACADEMICS AND BEHAVIOR TO SUPPORT HARD-TO-TEACH STUDENTS**Topic Area:** Learning Disabilities**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Panel

The evidence of persistent poor performance among students with disabilities offers a compelling rationale to individualize intensive interventions for this population. This session will describe and demonstrate the National Center on Intensive Intervention's data-based individualization (DBI) approach to delivering and evaluating intensive reading, mathematics, and behavioral interventions in Grades K-12. (1102)

Leader(s): *Rebecca Zumeta*, American Institutes for Research, Washington, DC**Presenter(s):** *Louis Danielson*, American Institutes for Research, Washington, DC; *Joseph Wehby*, Vanderbilt University, Nashville, TN; *Sharon Vaughn*, University of Texas, Austin, TX

8:00-8:45 a.m. Bridge Hall, Poster 16 | Session: 38
A COMPARISON OF TWO TESTING
CONDITIONS ON ELEMENTARY GEOMETRY
PROBLEM SOLVING IN STUDENTS WITH
AND WITHOUT MATHEMATICS
DIFFICULTIES

Topic Area: Assessment

Secondary Topic: Research

Format: Poster Session

This session provides results of a study examining the differential effects of a testing accommodation condition (i.e., visual chunking representation) on the geometry problem-solving skills of elementary students with and without mathematics difficulties. Implications are discussed within the context of provision of accommodations for the cognitive deficiencies in students with mathematics learning disabilities. (1095)

Leader(s): *Dake Zhang*, Rutgers University, New Brunswick, NJ

Presenter(s): *Qiu Wang*, Syracuse University, Syracuse, NY; *Yi Ding*, Fordham University, New York, NY

8:00-8:45 a.m. Bridge Hall, Poster 11 | Session: 39
A COMPARISON OF VIDEO MODELING AND
VISUAL SCHEDULE ON REDUCING
TRANSITION TIME

Topic Area: Developmental Disabilities

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

This session shares the findings of a study that evaluated the effectiveness of video modeling and visual schedule on decreasing task transition time for students with ASD. A single-subject alternating treatment design was conducted on three middle and high school age students with ASD. Implications and suggestions will be discussed. (313)

Leader(s): *Ning Hsu*, Purdue University, West Lafayette, IN

Presenter(s): *Teresa Doughty*, Purdue University, West Lafayette, IN

8:00-8:45 a.m. Bridge Hall, Poster 10 | Session: 40
A META-ANALYSIS OF SOCIAL STORY
INTERVENTIONS ON THE SOCIAL SKILLS
FOR CHILDREN WITH AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Special Education Schools

Format: Poster Session

This meta-analysis examines Social Stories used as an intervention to improve social skills for students with autism. Three indices of non-overlapping data were used to examine each study for effectiveness of intervention and for statistically significant maintained social outcomes. Results will be shared and discussed. (2047)

Leader(s): *Carol Sparber*, Kent State University, Kent, OH

8:00-8:45 a.m. Bridge Hall, Poster 2 | Session: 41
A SYNTHESIS OF PEER-MEDIATED READING
AND MATH INTERVENTIONS FOR
SECONDARY STRUGGLING LEARNERS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session presents the findings from a synthesis of peer-mediated reading and math interventions for secondary struggling learners. Synthesized interventions include those that are experimental, quasi-experimental, and single subject. Findings and implications for implementing peer-mediated interventions in the content area and supplemental intervention settings will be presented. (1722)

Leader(s): *Jade Wexler*, University of Maryland, College Park, MD

Presenter(s): *Deborah Reed*, University of Texas, El Paso, TX; *Marisa Mitchell*, University of Maryland, College Park, MD; *Erin Barton*, University of Colorado, Denver, CO

8:00-8:45 a.m. Bridge Hall, Poster 1 | Session: 42

ACADEMIC CONTENT FOR SUBGROUPS OF STUDENTS WITH SIGNIFICANT DISABILITIES: TACKLING CONTENT GAPS

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards**Secondary Topic:** Accountability & Large Scale Assessments**Format:** Poster Session

Presenters will discuss coverage and gaps in content progressions for subgroups of students with various learner characteristics who take alternate assessments. Examples are drawn from four states and linked to the Common Core. The session highlights how teachers can provide instruction on identified content areas and bridge the content gaps. (1508)

Leader(s): *Shawnee Wakeman*, University of North Carolina, Charlotte, NC**Presenter(s):** *Audra Ahumada*, Arizona Department of Education, Phoenix, AZ; *Meagan Karvonen*, Western Carolina University, Cullowhee, NC

8:00-8:45 a.m. Bridge Hall, Poster 7 | Session: 43

BUILDING AN INCLUSIVE PERFORMANCE ARTS COMMUNITY

Topic Area: Arts in Special Education**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Poster Session

POP Arts (Power of Performing Arts) is an inclusive performance arts program that provides a strength-based atmosphere highlighting strategies for supporting individuals of all abilities. This session will discuss the program's philosophy, strategies, and benefits to its cast members, volunteers, and community. Photos and video will be shared. (773)

Leader(s): *Cynthia Chambers*, East Tennessee State University, Johnson City, TN

8:00-8:45 a.m.

Bridge Hall, Poster 18 | Session: 44

DECREASING TIME SPENT IN IN-SCHOOL SUSPENSION USING FUNCTION-BASED INTERVENTIONS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Poster Session

Increasing numbers of disciplinary referrals for problematic behaviors in the classroom are issued daily. As a result, students are placed in in-school suspension (ISS) where valuable academic instruction time is lost. This session will show how the implementation of function-based interventions for students who have been assigned ISS can be effective. (1193)

Leader(s): *Clinton Smith*, University of Tennessee at Martin, TN**Presenter(s):** *Janet Robertson*, University of North Carolina at Wilmington, NC; *Jacques Singleton*, Arkansas State University, State University, AR; *Robert Williamson*, University of Memphis, Memphis, TN

8:00-8:45 a.m.

Bridge Hall, Poster 14 | Session: 45

DESIGNING DEVELOPMENTAL INTERVENTIONS FOR STUDENTS WHO STRUGGLE WITH LEARNING ADDITION AND SUBTRACTION FACTS

Topic Area: Instructional Design and Strategies**Secondary Topic:** Learning Disabilities**Format:** Poster Session

When students with mathematics learning difficulties (MLD) struggle with learning math facts, teachers often resort to drill and practice, hoping that this will provide the necessary support. However, many of these students continue to struggle. Knowledge of the developmental progression of fundamental concepts and skills for learning addition and subtraction facts can provide practitioners with the tools for developing interventions for students with MLD. In this session, the presenter will discuss the assessment of and instructional methods for these prerequisite mathematical concepts and skills. (1409)

Leader(s): *Ken Dobush*, Bridgewater State University, Bridgewater, MA

8:00-8:45 a.m. Bridge Hall, Poster 12 | Session: 46

DESIGNING TRANSITION PROGRAMS FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS WITH DEVELOPMENTAL DISABILITY

Topic Area: Developmental Disabilities

Secondary Topic: Career Development/Transition

Format: Poster Session

Transition planning empowers and prepares a student with a developmental disability for the real world. Effective transition planning takes into account student and parent expectations; however, differences in culture and ethnicity affect parents' involvement in the transition planning process. This session will share steps consistent with best practices to involve and support teachers and culturally and linguistically diverse families in students' transition planning. (1179)

Leader(s): Debra Cote, California State University, Fullerton, CA

Presenter(s): Vita Jones, California State University, Fullerton, CA; Shannon Sparks, University of Nevada, Las Vegas, NV; Barbara Glaeser, California State University, Fullerton, CA

8:00-8:45 a.m. Bridge Hall, Poster 4 | Session: 47

EMOTIONAL LITERACY SUPPORT FOR MILITARY FAMILIES AND THEIR CHILDREN

Topic Area: Early Childhood

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

Toddlers are aware of emotions exhibited when stressful events occur. During this age a child's experiences contribute to their ability to develop emotional literacy skills. This session discusses military families' needs, practitioners' roles, and data gathered from an emotional literacy intervention. (1104)

Leader(s): Audra Classen, University of Kansas, Lawrence, KS

8:00-8:45 a.m. Bridge Hall, Poster 20 | Session: 48

ENHANCING FIDELITY OF INSTRUCTION IN A RESPONSE TO INTERVENTION MODEL: PROCESS AND PRODUCT

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Poster Session

This fourth-year study of response to intervention (RTI) implementation explored how fidelity of reading instruction can be enhanced. Results of the effectiveness of the use of an RTI fidelity of instruction feedback form as measured by literacy progress monitoring and universal screening data will be shared as well as findings about other instructional variables (e.g., frequency, duration and intensity). (818)

Leader(s): Sharon Davis Bianco, Rowan University, Glassboro, NJ

8:00-8:45 a.m. Bridge Hall, Poster 9 | Session: 49

IMPLEMENTING AND EVALUATING EVIDENCE-BASED PRACTICES IN K-12 CLASSROOMS BY TEACHER CANDIDATES IN MATHEMATICS

Topic Area: Teacher Education

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Poster Session

This session highlights findings of federally funded research designed to investigate implementation and evaluation of EBPs by teacher candidates at the graduate level with students with disabilities in secondary schools. Data and results include program revisions and observations data across settings and interview data from graduates and principals. (1623)

Leader(s): Mary Little, University of Central Florida, Orlando, FL

Presenter(s): Regina Gresham, University of Central Florida, Orlando, FL

8:00-8:45 a.m. Bridge Hall, Poster 13 | Session: 50

INTEGRATING CHILDREN'S LITERATURE FEATURING STUDENTS WITH DISABILITIES: PERCEPTIONS OF PRESERVICE TEACHER CANDIDATES

Topic Area: Teacher Education**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

The session will present outcome data from a survey of preservice teachers enrolled in an overview course about students with diverse learning needs. The survey focused on their perceptions of a class assignment to review a children's book featuring a person/child with a disability and to integrate the book into instruction in a content area. (1958)

Leader(s): *Christine Bond*, Valdosta State University, Valdosta, GA

8:00-8:45 a.m. Bridge Hall, Poster 8 | Session: 51

IS THE SPECIAL EDUCATION GAP REALLY CLOSING?

Topic Area: Public Policy**Secondary Topic:** Research**Format:** Poster Session

Recently, California students with disabilities (SWD) achievement gains have surpassed the gains of students without disabilities, narrowing the achievement gap. However, reported SWD achievement has not factored in student population changes. This study explores how reported gains have been misleading and identifies shortcomings in the implementation of NCLB accountability regulations. (2186)

Leader(s): *Emilene Fearn*, University of California, Berkeley, CA

8:00-8:45 a.m. Bridge Hall, Poster 6 | Session: 52

LITERACY IMPLEMENTATION FIDELITY: IMPLICATIONS FOR RESEARCHERS AND READING COACHES IN EXCLUSIONARY SCHOOL SETTINGS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Research**Format:** Poster Session

This session provides information on developing implementation fidelity procedures for researchers and implications for reading coaches in exclusionary schools based on findings from an Institute of Education Sciences study. Information is provided on development of fidelity instrumentation and for practical application of information by literacy coaches to their schools. (1807)

Leader(s): *Kristin Murphy*, University of Florida, Gainesville, FL**Presenter(s):** *Brian Barber*, University of Florida, Gainesville, FL; *David Houchins*, Georgia State University, Atlanta, GA

8:00-8:45 a.m. Bridge Hall, Poster 21 | Session: 53

MODEL FOR TEACHING VOCATIONAL SPANISH IN SPECIAL EDUCATION

Topic Area: Cultural and/or Linguistic Diversity**Secondary Topic:** Teacher Education**Format:** Poster Session

The Department of Special Education and Communication Disorders at New Mexico State University has made a concerted effort to recruit, retain, and graduate bilingual practitioners, especially those who are Spanish-speaking. This session presents training methods used to promote vocational language development in both native and non-native Spanish-English speaking graduate students. (992)

Leader(s): *Amelia Medina*, New Mexico State University, Las Cruces, NM

8:00-8:45 a.m. Bridge Hall, Poster 19 | Session: 54

SIBLING-MEDIATED SOCIAL INTERACTION WITH CHILDREN WITH AUTISM SPECTRUM DISORDER

Topic Area: Research**Secondary Topic:** Autism Spectrum Disorder**Format:** Poster Session

A multiple-baseline design across three sibling dyads was used to examine the effectiveness of a sibling-mediated intervention for children with ASD. The study found positive changes in joint attention, modest changes in social behaviors of children with autism, and increased strategies used by typically developing siblings. Results will be shared. (1097)

Leader(s): *Ling Tsao*, University of Idaho, Moscow, ID

8:00-8:45 a.m. Bridge Hall, Poster 15 | Session: 55

STUDENT UNDERSTANDING ON EQUIVALENCE TASKS

Topic Area: Instructional Design and Strategies**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

Students struggle with attaching understanding to mathematics symbols. The presenters administered equivalence tasks with and without mathematics symbols to second-grade students. Students performed better on the version without mathematics symbols. Participants will learn about the types of problems on the tasks, a rationale for task design, and analysis of student results. (399)

Leader(s): *Melissa Driver*, University of Virginia, Charlottesville, VA**Presenter(s):** *Sarah Powell*, University of Virginia, Charlottesville, VA; *Tyler Julian*, University of Virginia, Charlottesville, VA

8:00-8:45 a.m. Bridge Hall, Poster 3 | Session: 56

THE IPAD AS AN AUGMENTATIVE COMMUNICATION DEVICE

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session discusses a study using an augmentative and alternative communication (AAC) device, particularly iPad communication applications, with a student with autism who has little to no communication skills. Implications and recommendations for teachers about AAC devices, including the iPad, and funding sources will be discussed. (771)

Leader(s): *Costantina Mazzone*, Elmhurst College, Elmhurst, IL

Presenter(s): *Kathryn Servilio*, Elmhurst College, Elmhurst, IL

8:00-8:45 a.m. Bridge Hall, Poster 5 | Session: 57

UNDERSTANDING HOW GENERAL EDUCATORS PERCEIVE CHALLENGING BEHAVIOR

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

In this session data will be shared regarding preservice teachers' perceptions of challenging behavior. Preservice general education teachers responded to a survey examining their understandings of challenging behavior that occurred during difficult student and teacher interactions. Results will be focused on special educators' use of these data for more effective collaborations around challenging behavior. (1832)

Leader(s): *Anne Butler*, University of Illinois at Urbana-Champaign, Champaign, IL

Presenter(s): *Lisa Monda-Amaya*, University of Illinois at Urbana-Champaign, Champaign, IL

8:00-8:45 a.m. Bridge Hall, Poster 17 | Session: 58

UNIDENTIFIED LANGUAGE DEFICITS IN CHILDREN WITH EMOTIONAL AND BEHAVIORAL DISORDERS: A META-ANALYSIS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

This session features results of meta-analyses synthesizing 22 extant studies of language performance in K-8 children with EBD and no history of language impairment (LI). Outcomes are prevalence of mild, moderate, and severe LI, and mean scores on standardized assessments. Results are provided for receptive, expressive, and comprehensive language skills. (1557)

Leader(s): *Alexandra Hollo*, Vanderbilt University, Nashville, TN

Presenter(s): *Joseph Wehby*, Vanderbilt University, Nashville, TN

9:15-10:15 a.m. Room 007A | Session: 59

**EVIDENCE-BASED PRACTICES:
PRACTITIONER PERSPECTIVES****Topic Area:** Research**Discussant:** *Carol Davis*, University of Washington, Seattle, WA***Practitioner Perspectives on
Evidence-Based Practices: Dilemmas of Policy
and Practice***

This session shares the finding of a qualitative study conducted to learn how special education teachers and administrators in five school districts interpret and implement evidence-based practices. Practitioner interviews were coded for themes using grounded theory including varied beliefs about evidence, its role in classroom practice, and barriers to implementation. (1872)

Leader(s): *Roxanne Hudson*, University of Washington, Seattle, WA**Presenter(s):** *Rosanne Greenway*, University of Washington, Seattle, WA; *James Kidwell*, University of Washington, Seattle, WA; *Margaret Schulze*, University of Washington, Seattle, WA***Professional Judgment: Its Impact on the
Implementation of Evidence-Based Practices***

This session reports the results of a qualitative study that was conducted to learn how special education teachers and administrators in five school districts interpret and implement evidence-based practices. A secondary analysis was then run on data coded as 'Professional Judgment' to more carefully interpret special educators views of evidence-based practice implementation specifically related to professional judgment. Results will be discussed. (1447)

Leader(s): *Meaghan McCollow*, University of Washington, Seattle, WA**Presenter(s):** *Lisa Liberty*, University of Washington, Seattle, WA

9:15-10:15 a.m.

Room 007C | Session: 60

**ALGEBRA INSTRUCTION FOR STUDENTS
WITH DISABILITIES: FROM META-
ANALYSIS TO TRANSLATION TO PRACTICE****Topic Area:** Learning Disabilities**Secondary Topic:** Research**Format:** Lecture

Algebra is considered a gateway course to graduation and college readiness. For many reasons, students with disabilities have a difficult time passing algebra. In this session, participants will learn the results of a research meta-analysis on algebra instruction and how this evidence-base translates into practice. (300)

Leader(s): *Elizabeth Hughes*, Duquesne University, Pittsburgh, PA**Presenter(s):** *Paul Riccomini*, Pennsylvania State University, University Park, PA; *Bradley Witzel*, Winthrop University, Rock Hill, SC; *Karen Fries*, Pennsylvania State University, University Park, PA

9:15-10:15 a.m.

Room 006A | Session: 61

**ART AND STUDENTS WITH DISABILITIES: A
SYSTEMATIC REVIEW****Topic Area:** Arts in Special Education**Secondary Topic:** Teacher Education**Format:** Lecture

This session provides an overview of the extant literature concerning the visual arts and students with disabilities as well as the implications of that research to special educators. A systematic review of the research literature conducted over the last 20 years outlines potential areas of strengths and weaknesses. (506)

Leader(s): *Mickey Losinski*, Clemson University, Clemson, SC

9:15-10:15 a.m.

Room 204B | Session: 62

**BUILDING EFFECTIVE CHARTER SCHOOL
SPECIAL EDUCATION CONTINUUMS FROM
THE GROUND UP****Topic Area:** Administration/Supervision**Secondary Topic:** Administration/Supervision**Format:** Lecture

Opportunity and challenge unite when a new charter school or network is launched. This session will share innovative strategies in creating a compliant and effective continuum of services when your school is responsible for literally providing it all. (323)

Leader(s): *Andrea Bond*, Collegiate Academies, New Orleans, LA**Presenter(s):** *Elizabeth Marcell*, ReNEW Schools, New Orleans, LA

9:15-10:15 a.m. Room 213 | Session: 63

CASTING A WIDE NET: LITERACY ACCESS FOR HIGH SCHOOL STUDENTS WITH MODERATE INTELLECTUAL DISABILITY

Topic Area: Developmental Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

High school students with significant disabilities experience a lack of meaningful access to literature. This session highlights the use of an intervention combining photos and discussion to increase comprehension of unadapted age-appropriate expository texts including newspaper articles and employee handbooks. Findings and implications are shared. (774)

Leader(s): *Jordan Shurr*, Central Michigan University, Mount Pleasant, MI

SESSION WILL BE TRANSLATED IN ENGLISH

9:15-10:15 a.m. Room 206A | Session: 64

CHILDREN WITH HIGH INTELLECTUAL ABILITIES BUT WHO ARE AT RISK OF MARGINALIZATION: MEXICAN EDUCATIONAL PROGRAM

Topic Area: International Programs/Services

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Children who have high intellectual abilities but demonstrate low school performances are frequently misunderstood as having behavior problems or development disorders. Understanding desynchronizing allows us the appropriate identification and educational intervention. The presenters will share their experience and discuss the results from a program developed in Mexico that addresses this topic.

Leader(s): *Rebeca Rodriguez Garza*, Escuela Normal de Especializacion Humberto Ramos Lozano, Monterrey, Mexico

Presenter(s): *Cristobal Salazar*, Escuela Normal de Especializacion Humberto Ramos Lozano, Monterrey, Mexico

9:15-10:15 a.m. Room 008B | Session: 65

CREATING NATURAL SUPPORTS FOR INDIVIDUALS WITH AUTISM SPECTRUM DISORDERS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

A special education professor and her young adult son with autism present this interactive session. The presenters will share the challenges individuals with autism experience in communication, theory of mind, and sensory processing to explain how these contribute to difficulties in making social connections. Participants will also learn about natural supports and social activities that are available to build relationships and social lives. (2165)

Leader(s): *Laroye Stansberry Brusnahan*, University of St. Thomas, Minneapolis, MN

9:15-10:15 a.m. Room 006D | Session: 66

DETERMINING CHARACTERISTICS OF EVIDENCE-BASED PREDICTORS OF POST-SCHOOL SUCCESS: A TOOL FOR DISTRICTS

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Lecture

Many state and local education agencies report having programs in place that reflect evidence-based predictors of postschool success, yet, there are no criteria available by which to examine an existing program and determine if it meets the established criteria for a predictor. This session will overview a tool for this process. (492)

Leader(s): *Dawn Rowe*, National Post-School Outcomes Center, University of Oregon, Eugene, OR
Presenter(s): *Charlotte Alverson*, National Post-School Outcomes Center, University of Oregon, Eugene, OR; *Catherine Fowler*, University of North Carolina, Charlotte, NC

9:15-10:15 a.m. Room 006B | Session: 67

DIFFERENTIATED INSTRUCTION FOR EXCEPTIONAL STUDENTS WITH CULTURAL AND LINGUISTIC DIVERSITY**Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This session provides differentiated instructional strategies that will assist general and special education teachers, teacher education faculty, and preservice teachers to understand culturally and linguistically diverse students and teach them effectively. (2154)

Leader(s): *Sunita Sharma*, Virginia Union University, Richmond, VA

9:15-10:15 a.m. Room 201 | Session: 68

EFFECTIVE TEACHING USING TECHNOLOGY IN THE UDL-SUPPORTED EARLY CHILDHOOD CLASSROOM**Topic Area:** Technology and Media**Secondary Topic:** Early Childhood**Format:** Lecture

This session focuses on a field-tested framework for teaching early childhood preservice students how to meaningfully design, implement, and assess the effectiveness of technology-based planned activities having UDL characteristics. Problem solving for young children with disabilities is also a component of the framework. (813)

Leader(s): *Howard Parette*, Illinois State University, Normal, IL

Presenter(s): *Craig Blum*, Illinois State University, Normal, IL; *Jason Travers*, University of Massachusetts, Amherst, MA

9:15-10:15 a.m. Room 217B | Session: 69

EMERGENT MATHEMATICS: A RECIPE FOR SUCCESS**Topic Area:** Early Childhood**Secondary Topic:** Instructional Design and Strategies**Format:** Demonstration

Meaningful mathematics must address important developmental outcomes in order for children to attain the knowledge, skills, and abilities that lead to later academic success. A five-step assessment process for determining developmentally appropriate emergent mathematics curriculum will be presented. (1970)

Leader(s): *Janet Strammel*, Fort Hays State University, Hays, KS

Presenter(s): *Diane Plunkett*, Fort Hays State University, Hays, KS

9:15-10:15 a.m.

Room 218 | Session: 70

EXHIBITOR SHOWCASE SESSION**ASSESSING AND TEACHING INDEPENDENT LIVING SKILLS ON THE IPAD AND IPOD TOUCH**

This session will focus on the concept of video-modeling and how to use mobile technology tools to effectively assess and teach life, literacy, work, math, and social skills. Presenters will explain what to look for when selecting programs and apps, and identify the best practices for utilizing this mobile technology in the community.

Leader(s): *Art Janowiak*, The Conover Company, Appleton, WI

9:15-10:15 a.m.

Room 216A | Session: 71

EXHIBITOR SHOWCASE SESSION**FIRST AUTHOR: THE FIRST WRITING CURRICULUM FOR SPECIAL EDUCATION CLASSROOMS**

With Common Core and other curriculum overhauls, writing is back. But, HOW should writing be taught in self-contained classrooms? The First Author Writing Measures, Curriculum, and Writing software culminate 15 years of work to improve writing instruction for students with developmental disabilities including autism. Presenter will share stories from research studies with 150+ students to illustrate these tools.

Leader(s): *Janet Sturm*, Central Michigan University, Mt. Pleasant, MI

9:15-10:15 a.m.

Room 208 | Session: 72

EXHIBITOR SHOWCASE SESSION**IXL MATH: PERFECT PACING FOR EVERY STUDENT**

Learn how IXL uses web-based practice to help students gain confidence in math! Covering all skills from Pre-K through geometry, IXL engages students with colorful images, fun virtual prizes, and dynamic, adaptive questions—while allowing teachers and administrators to monitor students' progress, from trouble spots to Common Core standards alignment.

Leader(s): *Suzi Streppone*, IXL Learning, San Mateo, CA

9:15-10:15 a.m. Room 216B | Session: 73

EXHIBITOR SHOWCASE SESSION

PLEASE READ IT ONCE AGAIN!

This session will demonstrate to preschool professionals how repetition combined with literature stimulates language development and cognitive learning for preschool children. Participants will learn to use literature combined with student objectives to facilitate growth in the domains of language, cognitive, social, adaptive, and motor development.

Leader(s): *Rae Schaper*, Read It Once Again, Inman, SC

9:15-10:15 a.m. Room 006C | Session: 74

FACTORS INFLUENCING NEEDS OF YOUNG DUAL-LANGUAGE LEARNERS: IMPACT ON ASSESSMENT

Topic Area: Assessment

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

This session identifies nonacademic factors that must be considered to provide a holistic assessment of young dual language learners (DLLs) in order to differentiate those who have etiologically based needs from those whose needs are a function of culture, language, and other nontraditionally examined factors. The presenters will address the ways these nonacademic factors can impact children's development and preacademic skills and describe the ways in which culture and language further complicate the assessment of DLLs at the early childhood level.

(2046)

Leader(s): *Amy Mazur*, George Washington University, Washington, DC

9:15-10:15 a.m. Room 210A | Session: 75

FROM IMPOSSIBLE TO I'M POSSIBLE: FAME FOR GIFTED AFRICAN AMERICAN FEMALES

Topic Area: Gifted and Talented

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Black students are extensively underrepresented in gifted education. Black males are underrepresented more than all other groups. However, we must also be responsive to the issues and needs of Black females. This session addresses this gap using FAME—Female Achievement Model of Excellence—to reverse underrepresentation and underachievement. Strategies and resources are shared. (270)

Leader(s): *Donna Y. Ford*, Vanderbilt University, Nashville, TN

9:15-10:15 a.m.

Room 217A | Session: 76

INSTRUCTIONAL TOOLS FOR TEACHING STANDARDS-BASED IEPs

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Developmental Disabilities

Format: Demonstration

Designing instruction aligned to individual student standards-based IEP objectives can be complex. In this session, presenters will provide research and evidence-based practices that can be used to generate ideas for creating access to the Common Core State Standards based on measurable, relevant, standards-based IEP objectives for students with moderate and severe disabilities. (1070)

Leader(s): *Bree Jimenez*, University of North Carolina at Greensboro, NC

Presenter(s): *Ginevra Courtade*, University of Louisville, Louisville, KY; *Diane Browder*, University of North Carolina at Charlotte, NC

9:15-10:15 a.m.

Room 211 | Session: 77

INTEGRATIVE APPROACHES TO SPECIAL NEEDS EDUCATION IN THE STEINER/WALDORF TRADITION: A TRANSDISCIPLINARY MODEL

Topic Area: Pioneers/Historical Perspectives

Secondary Topic: Special Education Schools

Format: Lecture

Participants will be introduced to key principles of transdisciplinary special education practices in the international network of schools inspired by Rudolf Steiner (1861-1925). Illustrative examples from Camphill Special School will invite participants to develop a new imagination of special education practice that transcends the prevailing mechanistic paradigm. (1784)

Leader(s): *Jan Christopher Goeschel*, Camphill Special School, Glenmoore, PA

SEE SUPPLEMENT

9:15-10:15 a.m. Room 215 | Session: 78

**MYSTERIES OF TACTILE DEVELOPMENT:
WHEN, WHY, AND HOW****Topic Area:** Visual Impairments**Secondary Topic:** Early Childhood**Format:** Lecture

This session describes a sequence of tactile development based on haptic research, knowledge of the early development of children with visual impairment, and children's responses to tactile toys and objects. Strategies to encourage tactile development are also presented. (2124)

Leader(s): *Kay Ferrell*, University of Northern Colorado, Greeley, CO

Presenter(s): *Barbara Henderson*, American Printing House for the Blind, Louisville, KY; *Catherine Smyth*, University of Northern Colorado, Greeley, CO

9:15-10:15 a.m. Room 214A | Session: 79

PROGRAM CHAIR INVITED**INCLUSION, EQUITY AND OPPORTUNITY****Topic Area:** Public Policy**Secondary Topic:** Administration/Supervision**Format:** Lecture

Michael Yudin, Acting Assistant Secretary, will share information regarding the Office of Special Education and Rehabilitative Services' vision and priorities for achieving inclusion, equity and opportunity for all individuals, especially infants, toddlers, children and youth with disabilities.

Leader(s): *Deborah Ziegler*, Council for Exceptional Children, Arlington, VA

Presenter(s): *Michael Yudin*, Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education, Washington, DC

9:15-10:15 a.m.

Room 207A | Session: 80

**PREPARING EDUCATORS FOR DIVERSE
LEARNERS IN A DIVERSE CLASSROOM****Topic Area:** Teacher Education**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Lecture

This interactive session will discuss strategies for incorporating different cultural and linguistic groups in the classroom. Sample activities, web sites and case studies designed to promote cultural and linguistic diversity will be provided. (1925)

Leader(s): *George Williams*, Our Lady of the Lake University, San Antonio, TX

Presenter(s): *Jerrie Jackson*, Our Lady of the Lake University, San Antonio, TX; *Belinda Schouten*, Our Lady of the Lake University, San Antonio, TX; *Holly Baker Hill*, Our Lady of the Lake University, San Antonio, TX

9:15-10:15 a.m.

Room 212 | Session: 81

**SCATTERED DREAMS: OPPORTUNITIES FOR
ADULTS WITH AUTISM SPECTRUM
DISORDERS****Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Developmental Disabilities**Format:** Lecture

This session presents the results of a study that examined the opportunities for adults with autism. Participants, 150 caregivers supporting an adult with ASD, assessed their family member's opportunities in socialization, employment, and residential living. Presenters will discuss implications for needed change within our communities, schools, and the political arena. (1192)

Leader(s): *Janet Graetz*, Oakland University, Rochester Hills, MI

Presenter(s): *Kathy Sweeney*, Oakland University Center for Autism, Rochester, MI

9:15-10:15 a.m.

Room 205 | Session: 82

CCBD SHOWCASE

EFFECTIVE INSTRUCTIONAL PRACTICES FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS: DO WE PRACTICE WHAT WE PREACH?

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Lecture

The evidence for effective instructional practice for students with emotional and behavioral disorders is clear in terms of teacher behaviors associated with student success. This session presents a critical examination of the degree to which teachers use these practices and offers suggestions for both monitoring and promoting effective teacher practice.

Leader(s): *Terrance Scott*, University of Louisville, Louisville, KY

9:15-10:15 a.m.

Room 214C | Session: 83

STRAND A, SESSION 2

COLLEGE AND CAREER READY STANDARDS: THE COMMON CORE AND STUDENTS WITH DISABILITIES

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Teacher Education

Format: Panel

What does it mean to be “college and career ready”? And, how does this relate to the Common Core State Standards? This session highlights the Common Core State Standards, their connection to college and career readiness, and the implications for students with disabilities.

Leader(s): *Martha Thurlow*, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

Presenter(s): *Russell Gersten*, Instructional Research Group, Los Alamitos, CA; *Ed Ellis*, University of Alabama, Tuscaloosa, AL

9:15-10:15 a.m.

Room 214D | Session: 84

STRAND B, SESSION 2

A MODEL FOR SELECTING ACCOMMODATIONS FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Lecture

This session will highlight an accommodations selection model that matches accommodations to student needs. The model was developed by a National Center focused on effective practices for secondary students with emotional and behavioral difficulties.

After the model was evaluated with teachers and students included in general education curriculum, effects on student engagement and acceptability data were examined. Findings will be discussed.

Leader(s): *Talida State*, Lehigh University, Bethlehem, PA; *Reesha Adamson*, University of Missouri, Columbia, MO

Presenter(s): *Lee Kern*, Lehigh University, Bethlehem, PA; *Tim Lewis*, University of Missouri, Columbia, MO

9:15-10:15 a.m.

Room 202 | Session: 85

STRAND C, SESSION 1

FRACTION SENSE: FOUNDATIONAL CONCEPTS AND SKILLS FOR ALL STUDENTS

Topic Area: Instructional Design and Strategies

Secondary Topic: Response to Intervention

Format: Lecture

This session will consider the essential concepts and skills important for developing fraction sense, particularly for students with disabilities. This includes strategies drawn from the research-driven recommendations of the Institute of Education Sciences' Practice Guide entitled *Developing Effective Fractions Instruction*, which is free from the What Works Clearinghouse. The presenters' recommendations will also be linked to the fraction standards of the Common Core State Standards, with a particular focus on considering fractions as numbers and the conceptual representations for operations involving fractions and decimals.

Leader(s): *Francis (Skip) Fennell*, McDaniel College, Westminster, MD

9:15-10:15 a.m. Room 217D | Session: 86

TAKE THE TRAIN TO IMPROVE NUTRITION AND MOTOR SKILLS FOR STUDENTS WITH INTELLECTUAL DISABILITIES

Topic Area: Developmental Disabilities**Secondary Topic:** Accountability & Large Scale Assessments**Format:** Demonstration

Testing Recreational Activities and Improving Nutrition (TRAIN) is a field-tested model for assessing and instructing persons with intellectual disabilities in motor skills and nutrition. Participants will learn how to use the TRAIN approach and view demonstrations of assessment and instructional programming. Assessment materials and lesson plan samples are provided. (1641)

Leader(s): Tamara Arthaud, Missouri State University, Springfield, MO**Presenter(s):** Alexandra Beckman, Ozark School District, Ozark, MO; Jacob Conklin, Pleasant Hope School District, Pleasant Hope, MO; Erin Wilson, Republic School District, Republic, MO

9:15-10:15 a.m. Room 008A | Session: 87

TARGETED PROFESSIONAL DEVELOPMENT FOR PUBLIC PREKINDERGARTEN TEACHERS IN RURAL COMMUNITIES

Topic Area: Early Childhood**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

This session describes an innovative professional development model for public prekindergarten teachers in geographically isolated communities. This workshop series, facilitated by the regional Board of Cooperative Educational Services, is a unique venue for pre-k teachers to share resources, network with peers, gain new information about current research regarding best practices in early education, and identify topics of common interest for future workshops. (2227)

Leader(s): Carol Rasowsky, The College of Saint Rose, Albany, NY

9:15-10:15 a.m.

Room 204A | Session: 88

TEACHING WORDS TO PRESCHOOL CHILDREN WITHIN STORYBOOK READING AND PLAY: A COMPARISON

Topic Area: Early Childhood**Secondary Topic:** Research**Format:** Lecture

Effective vocabulary interventions are needed for preschoolers living in poverty who are at risk for later reading difficulties. This session will describe a single-subject study comparing two interventions delivered within different contexts: storybook reading and typical preschool activities (i.e., play). Interventions will be described along with the efficacy of each approach. (1529)

Leader(s): Naomi Rahn, University of Minnesota, Minneapolis, MN

9:15-10:15 a.m.

Room 209 | Session: 89

THE POWER OF PEER PARTNERSHIPS

Topic Area: Physical/Health/Multiple Disabilities**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

This session will encourage educators to closely consider the many benefits of creating peer partnerships within their own organizations that collaboratively promote acceptance and increase inclusive practices for individuals with significant disabilities. Educators will be challenged to evaluate their own learning environments to enhance active participation of diverse populations. (1153)

Leader(s): Aimee Bastin, Geist Elementary School, Indianapolis, IN**Presenter(s):** Angela Gooldy, Carmel-Clay Schools, Fishers, IN

9:15-10:15 a.m.

Room 007B | Session: 90

USING MATH CBM TO GUIDE INSTRUCTIONAL DECISION MAKING

Topic Area: Learning Disabilities**Secondary Topic:** Assessment**Format:** Demonstration

This session will provide participants with an overview of one particular Math Curriculum-Based Measurement system, DIBELS Math. Participants will be given the opportunity to practice administering the measures, and will also examine case studies in order to make data-based instructional decisions, including intervention and IEP goals. (1135)

Leader(s): Erica Lembke, University of Missouri, Columbia, MO**Presenter(s):** Cara Richards-Tutor, California State University, Long Beach, CA

9:15-10:15 a.m. Room 207B | Session: 91
VALIDATING PARENTS DURING EARLY
INTERVENTION SESSIONS WITH CHILDREN
WHO ARE DEAF

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Early Childhood

Format: Lecture

Early intervention professionals often struggle to develop professional-parent interactions that validate concerns of diverse families. Come learn about five evidenced-based practices that promote positive parent interactions. Participants will also watch videos highlighting each practice with families and identify instances where each practice could have been used. (325)

Leader(s): Maribeth Lartz, Illinois State University, Normal, IL

Presenter(s): Tracy Meehan, Illinois State University, Normal, IL

9:15-10:15 a.m. Room 210B | Session: 92
EXHIBITOR SHOWCASE SESSION

QUALITY PRESCHOOL POSITIONS
STUDENTS FOR ACADEMIC SUCCESS:
INTRODUCING THE WE CAN EARLY
CHILDHOOD CURRICULUM

Written explicitly to the kindergarten CCSS and aligning to Head Start and NAEYC standards, the all new We Can Early Childhood Curriculum is a teacher-friendly, multilingual cross-curricular program that focuses on academic literacy and numeracy. Learn how one district significantly reduced the number of inappropriate referrals to special education in K-3, saving nearly \$2.2 million over time by implementing We Can.

Leader(s): Sarah Evans, Voyager Learning, Dallas, TX

9:15-10:00 a.m. Bridge Hall, Poster 17 | Session: 93
ACCOMMODATIONS AVAILABILITY,
QUALITY, AND CONSISTENCY FOR
STUDENTS WHO ARE DEAF OR HARD OF
HEARING

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Accountability & Large Scale Assessments

Format: Poster Session

This session presents PEPNet survey data regarding accommodations practices relevant to students who are deaf or hard of hearing in K-12 settings. Findings include data on the availability, quality, and consistency of both instructional and assessment accommodations across diverse settings from the perspectives of a variety of professionals who meet the needs of students who are deaf or hard of hearing. Participants will also be able to compare their own experience with accommodations with the experiences of their colleagues who participated in the needs assessment and offer feedback on areas for future support. (682)

Leader(s): Rachel Leppo, Postsecondary Education Programs Network (PEPNet), Austin, TX

Presenter(s): Stephanie Cawthon, University of Texas, Austin, TX

9:15-10:00 a.m. Bridge Hall, Poster 7 | Session: 94
ACTIVE MEMBER GUIDELINES FOR SCEC
GROUPS, AN EXAMPLE FROM ONE
UNIVERSITY

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Teacher Education

Format: Poster Session

This session will provide university personnel and students an overview of what one university has done to increase participation of individuals that are part of the SCEC group. Ideas for membership guidelines and how they are used and enforced will be shared. (987)

Leader(s): Lorie Taylor, Clarion University of Pennsylvania

Presenter(s): Amber McAdoo, Clarion University of Pennsylvania

9:15-10:00 a.m. Bridge Hall, Poster 21 | Session: 95

ADMINISTRATIVE SUPPORT AND
KNOWLEDGE OF CO-TEACHING: RESULTS
OF A SURVEY**Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Administration/Supervision**Format:** Poster Session

Administrator support has been identified as an important factor in successful co-teaching, though there is relatively little data on how administrators form or select co-teaching pairs, how they ensure common co-planning time, how they define a successful co-teaching partnership, or even what administrators know about co-teaching. This session discusses the results of a study on the attitudes and knowledge of administrators regarding co-teaching practices. Presenters will also highlight areas where further in-service or specific training geared for administrators might provide a stronger base of support to encourage successful co-teaching partnerships. (302)

Leader(s): Lori Howard, Marshall University, Huntington, WV**Presenter(s):** Elizabeth Potts, University of Virginia, Falls Church, VA

9:15-10:00 a.m. Bridge Hall, Poster 10 | Session: 96

ANIMATED VIRTUAL SUPPORTS FOR
SOCIAL SKILLS**Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Technology and Media**Format:** Poster Session

This session highlights Animated Virtual Supports for Social Skills (AViSSS), a virtual reality-based approach to meet the challenge of supporting students with autism in the social skill process. AViSSS is based on the principles of Universal Design for Learning, informs needed interventions, and provides students with helpful feedback and further development, all integrated into a flexible virtual environment. (2096)

Leader(s): Sean Smith, Center on Online Learning and Students with Disabilities, Lawrence, KS**Presenter(s):** Sheila Smith, Ohio Center on Autism and Low Incidence Disabilities (OCALI), Columbus, OH

9:15-10:00 a.m.

Bridge Hall, Poster 5 | Session: 97

ANTECEDENT-BASED BEHAVIORAL
INTERVENTIONS IN HIGH SCHOOL:
STRUCTURAL ANALYSIS AT THE
SECONDARY LEVEL**Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Poster Session

Antecedent-based interventions may be ideal for less intensive need behaviors (e.g. off-task, classroom disruptions), because it supports prevention-based logic to intervene early before problem behaviors become more difficult to change. This session shares the results of a single-subject study designed to assess the impact of antecedent-based interventions conducted by teachers in general education high school classrooms. (856)

Leader(s): Nicholas Gage, University of Connecticut, Storrs, CT**Presenter(s):** Lauren Evanovich, High School in the Community, New Haven, CT

9:15-10:00 a.m.

Bridge Hall, Poster 14 | Session: 98

DEVELOPING 21ST-CENTURY SKILLS OF
STUDENTS WITH DISABILITIES USING
PROJECT-BASED LEARNING**Topic Area:** Instructional Design and Strategies**Secondary Topic:** Accessing the General Education

Curriculum that is Aligned with State Standards

Format: Poster Session

Twenty-first century skills have surfaced as essential skills for students to be able to demonstrate, particularly at the high school level. However, little research has examined the benefits and challenges of incorporating these skills in regard to learning outcomes of students with higher incidence disabilities (SWHID). This session provides the results of a study that examined the integration of standards-based content area instruction with a 21st century skills curricular framework and project-based learning instructional practice to support and strengthen the learning outcomes of SWHID, Grades 9-12. (602)

Leader(s): Barbara Pazez, University of Texas, Austin, TX**Presenter(s):** Chrysta Carlin, Manor Independent School District, Manor, TX; Steven Zipkes, Manor Independent School District, Manor, TX; Carl Lashley, University of North Carolina, Greensboro, NC

9:15-10:00 a.m. Bridge Hall, Poster 11 | Session: 99
EARLY-GRADE READING CBM FOR
STUDENTS WITH SIGNIFICANT COGNITIVE
DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Accountability & Large Scale Assessments

Format: Poster Session

Curriculum-based measurement (CBM) is a tool that holds potential to assist teachers of students with significant cognitive disabilities (SCD) to monitor and enhance reading instruction. Data will be presented on CBM performance of 7,440 students with SCD. Guidance for teachers to integrate CBM into their instructional practice will be presented. (736)

Leader(s): Christopher Lemons, University of Pittsburgh, Pittsburgh, PA

9:15-10:00 a.m. Bridge Hall, Poster 13 | Session: 100
EDUCATIONAL ADMINISTRATORS
EXPRESSED PERCEPTIONS OF STUDENTS
WITH DISABILITIES

Topic Area: Administration/Supervision

Secondary Topic: Public Policy

Format: Poster Session

Students with disabilities are disproportionately exposed to exclusionary discipline. This denies opportunities and services, potentially indicating prejudice. An identified cause of prejudice is intergroup threat. This literature synthesis captured and analyzed K-12 administrators' perceptions of threat from students with disabilities. (328)

Leader(s): Jacob Williams, University of Texas, Austin, TX

9:15-10:00 a.m. Bridge Hall, Poster 4 | Session: 101
EVALUATING CHILDREN'S LITERATURE
THAT FEATURES EXCEPTIONALITIES

Topic Area: Early Childhood

Secondary Topic: Teacher Education

Format: Poster Session

The number of children's books featuring characters with exceptionalities has increased over the past decade. With this increase in the market, the potential for biases, stereotypes, and inaccurate depictions is increased. A careful examination of the content of the books is needed. Presenters will share a teacher-friendly evaluation tool that examines the authenticity of the characters and portrayals of the disabilities, share results of the tool when implemented by pre-service teachers, and walk participants through the process. (1184)

Leader(s): Amy Williams, University of North Georgia, Dahlonega, GA

Presenter(s): Alyssa Barnes, University of North Georgia, Dahlonega, GA

9:15-10:00 a.m. Bridge Hall, Poster 12 | Session: 102
EXPLORING CALCULATOR USE BY
STUDENTS WITH MILD INTELLECTUAL
DISABILITY

Topic Area: Developmental Disabilities

Secondary Topic: Technology and Media

Format: Poster Session

This session will focus on the results of a study identifying the effectiveness and efficiency of calculator types (i.e., scientific and graphing) for middle school students with mild intellectual disability. Presenters will describe how to use calculators, a type of assistive technology, to support students' learning in mathematics classes. (402)

Leader(s): Gulnoza Yakubova, Purdue University, West Lafayette, IN

Presenter(s): Emily Bouck, Purdue University, West Lafayette, IN

9:15-10:00 a.m. Bridge Hall, Poster 20 | Session: 103
EXPOSITORY READING COMPREHENSION
INTERVENTIONS FOR ELEMENTARY
STUDENTS WITH LEARNING DISABILITIES

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Students with LD have difficulties in reading comprehension, especially in expository texts. This synthesis presents and discusses the literature from 1975 to 2011 on interventions that teach expository text comprehension strategies to elementary students with LD. Findings and implications will be discussed. (500)

Leader(s): Yu-Ling Lo, University of Texas, Austin, TX

9:15-10:00 a.m. Bridge Hall, Poster 16 | Session: 104
INTERNAL AND EXTERNAL PROGRAM
ASSESSMENTS: CRITICAL DISTINCTIONS
AND EFFECTIVE STRATEGIES

Topic Area: Teacher Education

Secondary Topic: Early Childhood

Format: Poster Session

This session focuses on the use of assessment at the individual program level for all candidates and each candidate in teacher preparation programs. Presenters will identify critical distinctions between internal and external program assessments, and discuss effective strategies for meaningful data collection. (827)

Leader(s): Patricia Major, Southern Connecticut State University, New Haven, CT

Presenter(s): M. Lynn Morse, Southern Connecticut State University, New Haven, CT

9:15-10:00 a.m. Bridge Hall, Poster 8 | Session: 105
POLICY IMPLICATIONS OF DESIGNATING
PERSISTENTLY LOWEST ACHIEVING (PLA)
SCHOOLS

Topic Area: Public Policy

Secondary Topic: Research

Format: Poster Session

This policy analysis examined the context that determines Persistently Lowest Achieving status for specific schools in a Northeastern state, analyzed how these schools respond to the PLA identification, and explored potential implications for special education. The presenters will discuss the results and implications of the findings. (2044)

Leader(s): Marie Lynch, Rhode Island College, Providence, RI

9:15-10:00 a.m. Bridge Hall, Poster 9 | Session: 106
PRESERVICE TEACHERS' ATTITUDES
TOWARD GIFTEDNESS

Topic Area: Gifted and Talented

Secondary Topic: Teacher Education

Format: Poster Session

Preservice teachers have little exposure to the educational needs of gifted learners, theories of gifted education, and curriculum/teaching for gifted learners in their teacher training programs. In this session, findings of a study identifying attitudes of preservice teachers toward gifted students will be shared. Additionally, session participants will learn about infusing information about the nature and needs of gifted learners into undergraduate coursework for preservice teachers. (722)

Leader(s): Debra Troxclair, Lamar University, Beaumont, TX

9:15-10:00 a.m. Bridge Hall, Poster 6 | Session: 107
PROFESSIONAL DEVELOPMENT:
IMPROVING OUTCOMES FOR
INCARCERATED YOUTH

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

This session will focus on a comprehensive national study of professional development for juvenile justice educators. Findings are based on the most extensive project ever funded by the Department of Justice. Participants will be provided access to a 'Practice Guide' detailing how to implement evidence-based professional development in juvenile justice. (1651)

Leader(s): Margaret Shippen, Auburn University, Auburn, AL

Presenter(s): David Houchins, Georgia State University, Atlanta, GA

9:15-10:00 a.m. Bridge Hall, Poster 2 | Session: 108
STANDARDS-BASED EDUCATION TO
PROMOTE POSITIVE POSTSECONDARY
OUTCOMES FOR STUDENTS WITH
DISABILITIES

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Career Development/Transition

Format: Poster Session

Standards-based education is increasingly used to promote positive postsecondary outcomes, but for students with significant cognitive disabilities outcomes remain distressing. In this session, practitioners who work with secondary students with severe cognitive disabilities will learn how these students can benefit from instruction focused on academic standards. Topics discussed include obtaining access to the general education curriculum, collaboration among general and special educators, and increasing their opportunities after high school (employment, civic participation, and postsecondary education). (668)

Leader(s): Jeremy Ford, University of Iowa, Iowa City, IA

9:15-10:00 a.m. Bridge Hall, Poster 19 | Session: 109
TEXT PROCESSING AND MOTIVATION IN
SECONDARY SCHOOL STUDENTS WITH
POOR READING COMPREHENSION

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Poster Session

Many secondary school students with reading disabilities have serious reading comprehension difficulties. This session describes the results of a set of studies examining how adequate and poor comprehenders in Grades 7-12 process text, dimensions of motivation to read associated with comprehension performance, and implications for instruction of poor comprehenders. (1875)

Leader(s): Carolyn Denton, University of Texas Health Science Center, Houston, TX

Presenter(s): Marcia Barnes, University of Texas Health Science Center, Houston, TX

9:15-10:00 a.m. Bridge Hall, Poster 3 | Session: 110
USING COMPUTER-ASSISTED INSTRUCTION
IN READING INTERVENTION

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session reports the findings of a study that examined the effects of computer-assisted instruction on the decoding skills of struggling fourth-grade readers. Using a multiple-baseline design, the decoding, fluency, and comprehension of four students was examined. Results indicate that the computer program, Lexia, increased the decoding of the participants over a span of 8-12 weeks. Implications for the field will be shared. (1358)

Leader(s): Amy Kunkel, University of Minnesota, Minneapolis, MN

9:15-10:00 a.m. Bridge Hall, Poster 15 | Session: 111
USING RESPONSE CARDS ON THE ACTIVE
PARTICIPATION AND CORRECT RESPONSES
OF STUDENTS WITH ID

Topic Area: Instructional Design and Strategies

Secondary Topic: Developmental Disabilities

Format: Poster Session

This session will share the results of a study that examined the effectiveness of response cards strategy on the academic responding and correct responses of students with intellectual disabilities. Findings of the study indicated that all students increased their active participation rates and correct responses to the teacher questions. (908)

Leader(s): Orhan Cakiroglu, Karadeniz Technical University, Trabzon, Turkey

Presenter(s): Macid Melekoglu, Eskisehir Osmangazi University, Odunpazari, Eskisehir, Turkey

9:15-10:15 a.m. Room 206B | Session: 112
RESEARCH ON DIVERSE FAMILIES OF
CHILDREN WITH AUTISM

Topic Area: Cultural and/or Linguistic
Diversity

Discussant: Audrey Sorrells, ,
University of Texas, Austin, TX;

Moderator: Lorena Munoz, Florida
International University, Miami, FL



***Effectiveness and Acceptability of Behavioral
Interventions for Children with Autism in
African American Families***

This study combined single-subject and qualitative research to examine the effectiveness and acceptability of a caregiver-focused behavior management strategy in African American families of children with autism. Results from both research methods are presented with implications for the role of cultural context in behavior management training. (937)

Leader(s): Rachel Robertson, Duquesne University, Pittsburgh, PA

Presenter(s): Temple Lovelace, Duquesne University, Pittsburgh, PA; Kayla Nichols, Duquesne University, Pittsburgh, PA; Shawn Marburger, Duquesne University, Pittsburgh, PA

Families of Asian Children With Autism

This literature review examined 19 studies of Asian students with autism published between 1990 and 2011 to address the research question: How does Asian culture shape perceptions of autism? Four themes emerged: initial recognition, acceptance of diagnosis, help seeking behavior, and within-family relationships. Implications for researchers and professionals are discussed. (925)

Leader(s): Hyejung Kim, University of Wisconsin-Madison, Madison, WI

Presenter(s): Diana Baker, Educational Development Center, Boston, MA, Jamaica Plain, MA

10:30-11:30 a.m. Room 206B | Session: 113

MATH INTERVENTION RESEARCH

Topic Area: Instructional Design and Strategies

Discussant: *Delinda van Garderen*, University of Missouri, Columbia, MO



Detecting Error Patterns and Improving Fractions Computation

Presenters will show improvements in the item error patterns of middle school students with MD on two fractions computation tests administered as part of a large-scale randomized intervention study. Results indicated students in the intervention classrooms made significantly fewer mistakes on combining errors and finding equivalent fractions. (564)

Leader(s): *Brian Bottge*, University of Kentucky, Lexington, KY

Presenter(s): *Mark Butler*, University of Kentucky, Lexington, KY; *Samuel Choo*, University of Kentucky, Lexington, KY; *Linda Gassaway*, University of Kentucky, Lexington, KY

Strategies and Representations Used in Equal Partitioning Problems by Students With High Incidence Disabilities

Ten students with high-incidence disabilities in third, fourth, and fifth grade participated in clinical interviews as they worked with equal partitioning problems. These problems were designed to uncover how students understood fractions as quantities through examination of students' strategies and representations. The researcher discovered students used the same strategies, language, and representations documented among general education students. This session shares the findings, implications for instruction, and future research. (931)

Leader(s): *Jessica Hunt*, Utah State University, Logan, UT

Using CRA and SUMLOWS in Your Secondary Algebra Classroom

This session will show participants to how to use the SUMLOWS mnemonic and CRA for students who struggle with solving algebraic equations. Presenters will take participants through the CRA phases while using the SUMLOWS mnemonic to solve one-step, two-step, and multiple-step equations with and without the distributive property. (1106)

Leader(s): *Shaunita Strozier*, Valdosta State University, Valdosta, GA

Presenter(s): *Margaret Flores*, Auburn University, Auburn, AL; *Vanessa Hinton*, Auburn University, Auburn, AL

10:30-11:30 a.m.

Room 205 | Session: 114

ACADEMIC AND BEHAVIORAL INSTRUCTION FOR STUDENTS IDENTIFIED WITH EMOTIONAL AND BEHAVIORAL DISORDERS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Academic and behavioral programming for students with emotional and behavioral disorders is vital; however, implementing such practices in classrooms is a complex endeavor. Effective interventions addressing academics and behavior across content areas will be presented, including results from a pilot study addressing a math behavior intervention. (592)

Leader(s): *Marie Fisher*, University of Washington, Seattle, WA

10:30-11:30 a.m.

Room 006A | Session: 115

AUTISM ASSESSMENT AND TEAMING: USE OF THE ADOS AND COLLABORATIVE TEAMWORK FOR BEST OUTCOMES

Topic Area: Assessment

Secondary Topic: Autism Spectrum Disorder

Format: Demonstration

The Autism Diagnostic Observation Schedule (ADOS) has become the gold standard in assessment. The autism triad of social skills, communication, and repetitive behaviors has proven to be a valuable tool for assessment for transdisciplinary teams. This has led to highly successful teaming practices which will be demonstrated and explained. Through demonstration of the ADOS, team practice employing best practices in communication, and integrating the three parts of the triad, participants will enhance their skills in autism assessment. Further emphasis will include improved team process with family-centered feedback. (567)

Leader(s): *Norm Geller*, Virginia Commonwealth University, Richmond, VA

Presenter(s): *Rachel Reynolds*, Commonwealth Autism Services, Richmond, VA

10:30-11:30 a.m. Room 217B | Session: 116
BUILDING EARLY NUMERACY SKILLS TO
GAIN GREATER ACCESS TO GRADE-LEVEL
CURRICULUM

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Developmental Disabilities

Format: Demonstration

This session will share the results of two single-subject research studies that investigated the effects of explicit instruction of early-numeracy skills on students with developmental disabilities. Early numeracy and grade-level math skill acquisition will be highlighted. Implications for future research and practice will also be discussed. (304)

Leader(s): Bree Jimenez, University of North Carolina, Greensboro, NC

Presenter(s): Megan Kemmery, University of North Carolina, Greensboro, NC; Kelli Staples, University of North Carolina, Greensboro, NC

10:30-11:30 a.m. Room 207B | Session: 119
COMMUNICATION, LANGUAGE, AND
LITERACY: EFFECTIVE STRATEGIES FOR
LEARNERS WHO ARE DEAFBLIND

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Visual Impairments

Format: Lecture

This session shares results from a descriptive study that identified effective instructional strategies to promote communication, language, and literacy development in students who are deafblind. Video clips from research sites in the United States and the Netherlands will be shown to illustrate the strategies and to support connections to research evidence. (1630)

Leader(s): Susan Bruce, Boston College, Chestnut Hill, MA

Presenter(s): Susan Bashinski, East Carolina University, Greenville, NC; Marleen Janssen, University of Groningen, Groningen, The Netherlands

10:30-11:30 a.m. Room 204B | Session: 117
CLASSROOM AND BEHAVIOR
MANAGEMENT SKILLS THAT WORK!

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Lecture

This session examines research findings that support the importance of classroom and behavior management, reviews the place of classroom management in instructional theory, and provides 10 basic rules teachers can follow to achieve effective classroom management. Roles of administrators and teacher educators in developing, promoting, and supporting critical management skills are explored. (1113)

Leader(s): Mary Aspedon, Southwestern Oklahoma State University, Weatherford, OK

10:30-11:30 a.m. Room 006B | Session: 120
CULTURALLY RESPONSIVE INSTRUCTION
IN A RESPONSE TO INTERVENTION
ENVIRONMENT

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Response to Intervention (RTI) models have been showing increasing performance for all students, but they have not substantially changed the trajectories of children of color relative to their White counterparts nor the racial composition of special education classrooms. In this session, you will learn what culturally responsive instruction (CRT) is, understand differing concepts of equity, see a view of how CRT works within the RTI paradigm, and some models to get CRT started in your schools. This session is appropriate for all educators because it integrates both introductory and advanced concepts. (2088)

Leader(s): Bryan Cichy, St. Cloud State University, Minneapolis, MN

10:30-11:30 a.m. Room 008A | Session: 118
COLLABORATION: COMPARING HIGH
SCHOOL SPECIAL AND GENERAL
EDUCATORS USING A NATIONAL DATA SET

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Research

Format: Lecture

Collaboration in terms of inclusive practices has been extensively researched in elementary schools more than secondary schools using a variety of qualitative methods. Using a national data set, high school general education and special education teachers' perspectives on collaborative practices and issues are analyzed. Results will be shared. (964)

Leader(s): Naina [Tina] Bhandari, Virginia Tech, Blacksburg, VA

10:30-11:30 a.m. Room 007C | Session: 121
EFFECTIVENESS OF MATH FACTS PRACTICE
ON FOURTH-GRADE STUDENTS WITH
LEARNING DISABILITIES IN MATHEMATICS

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Mastering basic math facts is of crucial importance to all school-aged students, especially for those with disabilities who may encounter heavier cognitive loads placed on their working memory when not automatic with such facts. One recently developed Tier-2 mathematics intervention to promote memorization and fact-fluency of elementary students is Mastering Math Facts (MMF). This session will share the results of a single-subject study that investigated the effectiveness of MMF for four fourth-grade students with LD in mathematics by measuring correct digits per minute on MMF daily timings. Results will be discussed and implications provided. (458)

Leader(s): Karen Fries, Pennsylvania State University, University Park, PA

Presenter(s): Theresa Hoover, Pennsylvania State University, University Park, PA

10:30-11:30 a.m. Room 215 | Session: 122
EFFECTS OF WAIT TIME WHEN
COMMUNICATING WITH CHILDREN WITH
LOW-INCIDENCE DISABILITIES

Topic Area: Visual Impairments

Secondary Topic: Physical/Health/Multiple Disabilities

Format: Lecture

Verbal and physical prompts are often utilized too soon when communicating with children who have low-incidence disabilities. The child is not given time to process what is being asked and respond appropriately. This session will focus on utilizing wait time with this population, which has been found to increase both intentional and reciprocal communication throughout daily routines. (376)

Leader(s): Nicole Johnson, Kutztown University, Kutztown, PA

Presenter(s): Roseanna Davidson, Texas Tech University, Lubbock, TX

10:30-11:30 a.m. Room 217D | Session: 123
EVIDENCE-BASED TEACHING PRACTICES
FOR AUTISM: WHICH ONES ARE EB?

Topic Area: Autism Spectrum Disorder

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

This session will provide links and summary reviews of the evidence-based practices identified for autism spectrum disorders presented by the National Autism Center and the National Professional Development Center. It will also provide participants with a framework to determine EB practices that have not yet been identified by either of these groups. (1939)

Leader(s): Candace Baker, Texas A&M International University, Laredo, TX

10:30-11:30 a.m. Room 218 | Session: 124
EXHIBITOR SHOWCASE SESSION

THE 5 MAJOR BENEFITS OF CLOUD-BASED
TRANSITION ASSESSMENT SYSTEMS

This session will focus on the basics of what a good transition assessment system should look like and answer the key questions that need to be addressed in a solid transition assessment process. We will discuss the five major benefits of using a cloud-based transition assessment system and talk about the key points you should consider when selecting a transition assessment system.

Leader(s): Art Janowiak, The Conover Company, Appleton, WI

10:30-11:30 a.m. Room 216B | Session: 125
EXHIBITOR SHOWCASE SESSION

DE-ESCALATE ANYONE, ANYWHERE,
ANYTIME: UNPLUG THE POWER STRUGGLE
WITH PRINCIPLE-BASED DE-ESCALATION

Imagine dealing with any situation. Learn five surprises and three guiding principles that will allow you to remain in control at all times; support anyone, anywhere, with any issue; and avoid the wrong response which can make the situation worse. Is it really possible to de-escalate anyone, anywhere, anytime? Yes! Discover how!

Leader(s): Steven Seiller, Service Alternatives Training Institute, Woodinville, WA

10:30-11:30 a.m. Room 216A | Session: 126

EXHIBITOR SHOWCASE SESSION

MATH-U-SEE: A RESEARCH-BASED CORE REPLACEMENT MATH CURRICULUM

One district saw 100% improvement year after year using Math-U-See with 1,500 students who had math IEPs. Come see what makes this program capable of producing these kinds of results! Teachers and students across the country are seeing math in ways that bring understanding. FREE manipulatives given to all attendees!

Leader(s): *Dan Sinclair*, Mastery Educational Services, Fallbrook, CA

10:30-11:30 a.m. Room 210B | Session: 127

EXHIBITOR SHOWCASE SESSION

STUCK AT SKILLS: TEACHING NONREADERS TO READ FLUENTLY WITH FULL COMPREHENSION

Reading is more than merely recognizing words. Too often educators are asked to rely on ineffective reading interventions that focus first on beginning reading skills. We need to move beyond both phonics and sight based-skill approaches. Learn how non-readers who are 'stuck at skills' can read fluently with expression and full comprehension today.

Leader(s): *Joseph Lockavitch*, Failure Free Reading, Concord, NC

10:30-11:30 a.m. Room 213 | Session: 128

EXPLORING THE VIRTUAL CRACKS IN ONLINE LEARNING

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture

The rapid growth of online learning has created an internet highway to new learning opportunities but has many cracks. This session will challenge special educators to shift gears and consider changes in their perspective of the virtual online learning landscape and how to help students avoid falling through the virtual cracks. (2175)

Leader(s): *D. Mark Dyar*, Independent Consultant, Onalaska, WI

10:30-11:30 a.m.

Room 007D | Session: 129

FAMILY SUPPORT: CONCERNS, PRIORITIES, AND RESOURCES ONLINE ASSESSMENT TOOL AND PLANNING PROCESS

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Early Childhood

Format: Demonstration

This session focuses on a practical online tool for assessing families' concerns, priorities, and resources for early intervention (Part C) services. Presenters will highlight the tool's usefulness in developing family IFSP outcomes and a process for coaching families in the development and implementation of family action plans. (815)

Leader(s): *Kathleen Kyzar*, Texas Christian University, Fort Worth, TX

10:30-11:30 a.m.

Room 204A | Session: 130

FINDING AND ENROLLING HARD-TO-REACH FAMILIES

Topic Area: Early Childhood

Secondary Topic: Collaboration and Inclusive Practices

Format: Panel

Young children who live in families facing multiple risks often meet criteria for services through Part C or Part B if their families can be identified and encouraged to come to a screening and visit a program. The literature clearly indicates barriers for multirisk families; some relate to family access (social isolation, lack of information, homelessness, logistics, non-English speakers) while others may involve significant mental health or emotional issues, including substance abuse or incarceration of parents. Successful strategies for addressing access and mental health issues will be highlighted across geographically and culturally and linguistically diverse communities. (1709)

Leader(s): *Susan Fowler*, University of Illinois at Urbana-Champaign, Champaign, IL

Presenter(s): *Dawn Thomas*, University of Illinois at Urbana-Champaign, Champaign, IL; *Jill Tompkins*, University of Illinois at Urbana-Champaign, Champaign, IL; *Catherine Corr*, University of Illinois at Urbana-Champaign, Champaign, IL; *Lumi Hartle*, University of Illinois at Urbana-Champaign, Champaign, IL

10:30-11:30 a.m. Room 007A | Session: 131
 HOW TO WRITE FOR TEACHING
 EXCEPTIONAL CHILDREN

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

This presentation will cover steps in preparing and submitting manuscripts for *TEACHING Exceptional Children* (TEC). We will focus on the submission and review process, the revise and resubmit process, and preparing a completed manuscript. A detailed analysis of how to translate research in practice, writing style, tips, and hints to consider when writing are included. This is a practical session about the basic procedures for publishing in TEC.

Leader(s): Lisa Dieker, University of Central Florida, Orlando, FL

Presenter(s): Barbara Ludlow, West Virginia University, Morgantown, WV; Sean Smith, Center on Online Learning and Students with Disabilities, Lawrence, KS

10:30-11:30 a.m. Room 214B | Session: 132
 INDICATOR 14 POSTSCHOOL OUTCOMES
 OVER A SIX-YEAR PERIOD

Topic Area: Public Policy

Secondary Topic: Career Development/Transition

Format: Lecture

Indicator 14 of the OSEP-required State Performance Plan (SPP) requires that states report postschool outcomes for students served in special education prior to graduating from or dropping out of high school. The presenters share 6 years of postschool outcomes data and suggest implications for changes in transition policy and practice. (2142)

Leader(s): Chris Nelson, New Mexico Highlands University, Las Vegas, NM

Presenter(s): Glenn Damian, Northeast Regional Education Center, Las Vegas, NM; Juan Portley, Northeast Regional Education Center, Las Vegas, NM

10:30-11:30 a.m. Room 217A | Session: 133
 LEADING THE WAY: CO-TEACHING IN
 INCLUSIVE CLASSROOMS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Demonstration

In this fast-paced and highly practical session, an experienced special educator and co-teaching expert will share proven, research-based strategies that you can use in your classroom today. Come and learn about the essential components for a co-teaching program, practical ways to define your roles, a variety of co-teaching approaches, and ways to plan and deliver instruction. (381)

Leader(s): Katherine Perez, Saint Mary's College of California, Moraga, CA

10:30-11:30 a.m. Room 201 | Session: 134
 ONLINE INSTRUCTION WITH UNIVERSAL
 DESIGN FOR LEARNING IN THE K-8 VIRTUAL
 CLASSROOM!

Topic Area: Technology and Media

Secondary Topic: Teacher Education

Format: Panel

Each year there is a dramatic increase in the number of special education teachers who provide instruction in online environments. This session provides teachers with current research about the use of three new Universal Design for Learning measurement tools that are designed to enhance online instruction in synchronous K-8 classrooms. (841)

Leader(s): Kimberly Coy, Washington State University, Spokane, WA

Presenter(s): Matthew Marino, University of Central Florida, Orlando, FL; Sean Smith, Center on Online Learning and Students with Disabilities, Lawrence, KS; James Basham, University of Kansas, Lawrence, KS

10:30-11:30 a.m. Room 208
 EXHIBITOR SHOWCASE SESSION

GETTING THE SAGE OFF THE STAGE

Would you like to take a more student-centered approach to teaching and learning? Are you interested in learning how to make the most of your existing technologies while seamlessly integrating iPads and other mobile devices into your classroom? Come find out how to create and sustain innovative and inclusive learning environments that inspire!

Leader(s): Alexandra Dunn, SMART Inclusion, Calgary, AB, Canada; Kimberleigh Doyle, SMART Technologies, Calgary, AB, Canada

10:30-11:30 a.m. Room 214A | Session: 135

PROGRAM CHAIR INVITED

OVERVIEW OF THE NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH (NCSEER)

Topic Area: Research

Secondary Topic: Public Policy

Format: Lecture

In this session, Deborah Speece, Commissioner, National Center for Special Education Research (NCSEER), Institute of Education Science (IES), U.S. Department of Education, will provide an overview of NCSEER's mission, goals, and funding patterns. She will review the Center's accomplishments over the past year and provide thoughts on future directions for research. NCSEER sponsors research that focuses on the needs of infants, toddlers, children, and youth with disabilities, or who are at risk for developing disabilities as well as their teachers and parents. NCSEER is one of four Centers within IES, the primary research arm of the Department of Education.

Leader(s): *Deborah Ziegler*, Council for Exceptional Children, Arlington, VA

Presenter(s): *Deborah Speece*, National Center for Special Education Research, U.S. Department of Education, Washington, DC

10:30-11:30 a.m. Room 203 | Session: 136

PROGRAM CHAIR INVITED

WHAT TO DO WITH A PHD: UNDERSTANDING CAREER OPTIONS AND PREPARING FOR THE RIGHT JOB AFTER GRADUATION

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Teacher Education

Format: Lecture

Findings indicate that the demand for special education PhDs will continue to outstrip the pool of qualified candidates. Although more than 1,500 U.S. universities and colleges train special education teachers, fewer than 100 institutions provide doctoral-level preparation. This ratio presents interesting challenges for the field. During this session, designed specifically for current doctoral students and doctoral advisors, traditional higher education careers and other viable PhD options will be explored. Panelists share strategies for effective alignment of professional and personal goals and doctoral-program learning experiences that help prepare students for success after graduation.

Leader(s): *Chriss Walther-Thomas*, Virginia Commonwealth University, Richmond, VA and *Cynthia Griffin*, University of Florida, Gainesville, FL

10:30-11:30 a.m. Room 210A | Session: 137

RTI AND TWICE-EXCEPTIONAL STUDENTS: A PROMISING FIT?

Topic Area: Gifted and Talented

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Twice-exceptional students often remain unidentified either because their weaknesses are noticed first or their strengths are masked. The RTI model may exacerbate this situation if only a universal screener is used to identify students at risk. Learn how multiple sources of data and collaboration of experts could provide a solution. (433)

Leader(s): *Nina Yssel*, Ball State University, Muncie, IN

Presenter(s): *Cheryll Adams*, Ball State University, Muncie, IN

10:30-11:30 a.m. Room 006C | Session: 138

CEDS SHOWCASE



ADVANCED CERTIFICATION: ADDING VALUE TO PROFESSIONAL PRACTICE

Topic Area: Assessment

Secondary Topic: Research

Format: Panel

Does national certification for special educators provide added value to student performance? Related service professionals are beginning to outline value added components in their work. This session presents findings from a study that examined value added potential of the National Certified Educational Diagnostician Credential (NCED). (314)

Leader(s): *Teresa Montani*, Fairleigh Dickinson University, Teaneck, NJ

Presenter(s): *Patricia Frawley*, Fairleigh Dickinson University, Teaneck, NJ; *Joe Sutton*, Exceptional Diagnostics, Inc., La Grange, NC

10:30-11:30 a.m.

Room 006D | Session: 139

DCDT SHOWCASE



TIERED INTERVENTIONS AND COLLEGE AND CAREER READINESS: SO NOW WHAT?

Topic Area: Career Development/Transition

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Lecture

Applying tiered interventions in high schools is challenging to conceptualize and implement. This session offers a model of tiered interventions and supports that reflects common features of tiered interventions in the context of preparing secondary students for college and career success. Participants will learn about effective and relevant secondary transition practices applied in a tiered approach. (1487)

Leader(s): Catherine Fowler, University of North Carolina, Charlotte, NC

Presenter(s): Mary Morningstar, University of Kansas, Lawrence, KS; David Test, University of North Carolina, Charlotte, NC

10:30-11:30 a.m.

Room 206A | Session: 140

DISES SHOWCASE



INTERNATIONAL PERSPECTIVES ON SPECIAL NEEDS EDUCATION

Topic Area: International Programs/Services

Secondary Topic: Teacher Education

Format: Panel

What does it mean to be “international”? What are the possibilities? How does International Programs/Services add value in countries outside the United States? How can you become more international in focus—a citizen of the world when it comes to creating quality outcomes for children and youth with exceptionalities needs? This session answers these questions and more!

Leader(s): Susan O’Rourke, Carlow University, Pittsburgh, PA

Presenter(s): Mian Wang, University of California, Santa Barbara, CA; Eileen Raymond, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa

10:30-11:30 a.m.

Room 209 | Session: 141

DPHMD SHOWCASE



DEMYSTIFYING CHRONIC ILLNESS: WHAT EVERY EDUCATOR NEEDS TO KNOW

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Administration/Supervision

Format: Lecture

School professionals increasingly encounter students with chronic illnesses in the academic setting. Lacking educator preparedness coupled with common misconceptions associated with many chronic conditions inhibit educators from providing appropriate supports in the school setting. This session will demystify misconceptions and provide a comprehensive overview of educational implications with recommendations for support. (2076)

Leader(s): Mary Kay Irwin, Cincinnati Children’s Hospital/University of Cincinnati, Cincinnati, OH

Presenter(s): Megan Elam, Cincinnati Children’s Hospital/University of Cincinnati, Cincinnati, OH

10:30-11:30 a.m.

Room 214C | Session: 142

STRAND A, SESSION 3

SCHOOL LEADERS FOR ALL STUDENTS, INCLUDING THOSE WITH DISABILITIES

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Accountability & Large Scale Assessments

Format: Panel

How can school leaders maintain focus to improve outcomes for all students amid the challenges of school reform? This session will share examples from the trenches about how school leaders have met the challenges of school reform and improved outcomes for all students, including those with disabilities.

Leader(s): Laurene Christensen, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

Presenter(s): Deborah Telfer, University of Dayton, Dublin, OH; Michael Tefs, Wooster City Schools, Wooster, OH

10:30-11:30 a.m. Room 214D | Session: 143

STRAND B, SESSION 3

A DATA-DRIVEN TIERED APPROACH TO INTERVENTION FOR ADOLESCENTS

Topic Area: Administration/Supervision

Secondary Topic: Career Development/Transition

Format: Lecture

Schools face many challenges to ensure all students are college and career ready. In this session, we will summarize an organizer for aligning disparate interventions and targeted initiatives into a more comprehensive approach, discuss a data-driven tiered approach to gauging student need and progress, and identify specific interventions to enable all students to reach their potential.

Leader(s): *Mindee O'Cummings*, American Institutes for Research, Washington, DC

10:30-11:30 a.m. Room 202 | Session: 144

STRAND C, SESSION 2

RESEARCH ON MATH PROBLEM SOLVING: GRADES 4 TO 8

Topic Area: Instructional Design and Strategies

Secondary Topic: Response to Intervention

Format: Lecture

The Institute for Educational Sciences recently produced a free Practice Guide entitled Improving Mathematics Problem Solving in Grades 4 to 8. This Practice Guide contains a thorough analysis of high-quality research as well as five specific recommendations for practice. Success in math problem solving is becoming increasingly critical because of the process dimensions of the Common Core State Standards and related assessments that will appear in the next 2 years. Thus, the need for the dissemination of these recommendations is particularly acute. The implications of the Practice Guide for teachers of special education will be the focus of this session.

Leader(s): *John Woodward*, University of Puget Sound, Tacoma, WA

10:30-11:30 a.m.

Room 212 | Session: 145

TEACHING STUDENTS WITH MODERATE INTELLECTUAL DISABILITY TO COMPREHEND TEXTS READ INDEPENDENTLY

Topic Area: Developmental Disabilities

Secondary Topic: Research

Format: Lecture

This study used a single-case, multiple probes across participants design to investigate the effects of a treatment package, including preteaching question words using time delay and a system of least prompts, on the reading comprehension of adapted, grade-appropriate texts for middle school students with moderate intellectual disability. Results will be shared. (417)

Leader(s): *Leah Wood*, University of North Carolina, Charlotte, NC

Presenter(s): *Diane Browder*, University of North Carolina, Charlotte, NC; *Melissa Hudson*, American Institutes for Research, Washington, DC

10:30-11:30 a.m.

Room 211 | Session: 146

THE SUSTAINABILITY OF INCLUSIVE CLASSROOM PRACTICES: MODELS OF EXCELLENCE

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Administration/Supervision

Format: Lecture

Focus groups composed of administrators and teachers are being held with selected school districts in Pennsylvania and neighboring states in order to answer the research question "What are the key factors that have sustained responsible inclusion for your district?" This session will discuss the preliminary results of the initial meetings. (280)

Leader(s): *Dona Bauman*, University of Scranton, Scranton, PA

Presenter(s): *Arthur Chambers*, University of Scranton, Scranton, PA; *Vanessa Talarico*, University of Scranton, Scranton, PA

10:30-11:30 a.m. Room 207A | Session: 147

TRADITIONAL AND ON THE JOB STUDENT TEACHING: IMPLICATIONS FOR TEACHER PREPARATION**Topic Area:** Teacher Education**Secondary Topic:** Strategies for Entry to the Special Education Career**Format:** Lecture

This qualitative study explored perceptions of diverse traditional and “on the job” university special education teacher candidates on how their student teaching arrangements prepared them to teach special education. Preliminary findings suggest supported “on the job” teaching as a viable alternative to traditional student teaching. (797)

Leader(s): *Linda Oshita*, University of Hawaii at Manoa, Honolulu, HI

10:30-11:30 a.m. Room 008B | Session: 148

TRUST IN ADMINISTRATION: FOSTERING TRUSTING RELATIONSHIPS WITH PARENTS OF STUDENTS WITH SPECIAL NEEDS**Topic Area:** Administration/Supervision**Secondary Topic:** Parent/Family/School Partnerships**Format:** Demonstration

Parental trust in school administration is significantly related to parental involvement in the classroom. This qualitative study examined interactions between elementary school principals and parents of students with special learning needs from the perspective of the parents to determine principal behaviors that fostered a trusting relationship. This session will share the findings of the study and discuss the importance of intentionally establishing relationships with students who have special learning needs and with their parents. (1814)

Leader(s): *Lisa Allen*, Campbellsville University, Campbellsville, KY

10:30-11:30 a.m.

Room 217C | Session: 149

UNDERSTANDING IEP GOALS: PITFALLS AND BENEFITS OF GOALS WRITTEN FOR SECONDARY STUDENTS WITH EBD**Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Teacher Education**Format:** Demonstration

This session will describe analysis of individualized education program (IEP) goals for students with and at risk for EBD at the secondary level. Information presented will illustrate data from multiple school districts in the Midwest. Presenters will discuss the current trends in IEP goals, share recommendations to access the general education curriculum through academic and social/emotional skills, and provide tools for progress monitoring. (1580)

Leader(s): *Reesha Adamson*, University of Missouri, Columbia, MO**Presenter(s):** *Sean Wachsmuth*, University of Missouri, Columbia, MO; *Tim Lewis*, University of Missouri, Columbia, MO

10:30-11:30 a.m.

Room 007B | Session: 150

USING IPADS TO TEACH TRANSITION SKILLS TO YOUNG ADULTS IN A COMMUNITY-BASED SETTING**Topic Area:** Career Development/Transition**Secondary Topic:** Technology and Media**Format:** Lecture

This session shares the findings of a study that evaluated the effectiveness of using video modeling delivered through an iPad to teach transition-related tasks in an apartment-based setting as well as in competitive employment settings. The study specifically explored the feasibility of delivering the intervention through a portable video player such as an iPad. (511)

Leader(s): *Ryan Kellems*, University of Oregon, Eugene, OR**Presenter(s):** *Tobias Rickard*, Eugene 4J School District, Eugene, OR

10:30-11:15 a.m. Bridge Hall, Poster 16 | Session: 153

A STRATEGIC FOCUS ON THE
ESTABLISHMENT OF A STUDENT
ORGANIZATION DESIGNED TO BUILD
RELATIONSHIPS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Public Policy

Format: Poster Session

This session will examine how general education high school students took it upon themselves to form an organization designed to dissolve prejudice towards students with disabilities on campus. It will include an examination of the impact this organization has had on the thinking of all students within the school as well as a historical overview. (444)

Leader(s): *Jeanne Ebey*, Livingston Parish Public Schools, Livingston, LA

Presenter(s): *Tracy McRae*, Livingston Parish Public Schools, Livingston, LA

10:30-11:15 a.m. Bridge Hall, Poster 19 | Session: 154

A SYNTHESIS OF FRACTIONS
INTERVENTIONS FOR STUDENTS
STRUGGLING WITH MATHEMATICS

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session shares the findings of a study that synthesized intervention studies focusing on instruction to improve fractions concepts and skills of students struggling with mathematics. The frequently used standards established in 2000 by the National Council of Teachers of Mathematics, the effects of fractions interventions, and features of instructional components will be reviewed. (939)

Leader(s): *Mikyung Shin*, University of Texas, Austin, TX

Presenter(s): *Diane Bryant*, University of Texas, Austin, TX

10:30-11:15 a.m. Bridge Hall, Poster 3 | Session: 155

A TRAINING PARTNERSHIP FOR SCREENING
YOUNG BILINGUAL CHILDREN IN A
BORDERLANDS HEAD START COMMUNITY

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Early Childhood

Format: Poster Session

Bilingual practitioners are in great demand. This session presents a training partnership between New Mexico State University and Dona Ana County Head Start community for developmental screenings and early referral in a previously underserved area along the U.S.-Mexico border. Clinical data and measures of pre- and inservice practitioners' skills for identifying and using appropriate prereferral processes are highlighted. (778)

Leader(s): *Amelia Medina*, New Mexico State University, Las Cruces, NM

Presenter(s): *Roger Maya*, Dona Ana County Head Start/New Mexico State University, Las Cruces, NM

10:30-11:15 a.m. Bridge Hall, Poster 8 | Session: 156

BRaille LITERACY FOR STUDENTS WITH
MULTIPLE DISABILITIES

Topic Area: Visual Impairments

Secondary Topic: Visual Impairments

Format: Poster Session

Research on Braille instruction for students with multiple disabilities that include severe vision impairment is extremely limited. This session will offer initial insight into possible methods of early Braille literacy instruction for students with multiple disabilities and deaf-blindness. Strategies, tools, and resources for teachers will be provided. (934)

Leader(s): *Lisa Pufpaff*, Ball State University, Muncie, IN

10:30-11:15 a.m. Bridge Hall, Poster 5 | Session: 157
CHECK-IN/CHECK-OUT INCLUDING AN ADAPTATION FOR NON-RESPONDERS IN A RESIDENTIAL SETTING

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

This session will describe the procedures and results of a study evaluating the effects of Check-In/Check-Out on the off-task behavior of students with behavioral challenges in a residential facility. Additionally, the impact of an adaptation to the traditional 5-step Check-In/Check-Out process will be addressed. (1798)

Leader(s): *Nicole Swoszowski*, University of Alabama, Tuscaloosa, AL

Presenter(s): *Sara McDaniel*, University of Alabama, Tuscaloosa, AL; *Kristine Jolivet*, Georgia State University, Atlanta, GA; *Robin Ennis*, Georgia State University, Atlanta, GA

10:30-11:15 a.m. Bridge Hall, Poster 12 | Session: 158
COMMUNITY- AND SCHOOL-BASED INCLUSIVE BOOK CLUB PROGRAMMING

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Poster Session

Turning Pages Together (TPT) is an inclusive book club project for individuals of all abilities. Its main objectives are developing literacy skills, achieving social connectedness, and participating in community settings. Presenters will highlight strategies for building book clubs in school and community settings. Case examples will be shared. (835)

Leader(s): *Cynthia Chambers*, East Tennessee State University, Johnson City, TN

10:30-11:15 a.m. Bridge Hall, Poster 6 | Session: 159
COMPUTER-BASED CONCEPT MAPPING INTERVENTIONS FOR STUDENTS WITH LD: A RESEARCH SYNTHESIS

Topic Area: Learning Disabilities

Secondary Topic: Technology and Media

Format: Poster Session

Evidence suggests that paper-based concept mapping (CM) improves learning for students with LD. However, research supporting the use of technology-based CM is emerging. This session explains the findings and teaching implications from a synthesis of the practice of using technology-based concept mapping programs for students with LD in Grades K-12. (367)

Leader(s): *Stephen Ciullo*, Texas State University, The Meadows Center for Preventing Educational Risk, San Marcos, TX

Presenter(s): *Colleen Reutebuch*, University of Texas, The Meadows Center for Preventing Educational Risk, Austin, TX

10:30-11:15 a.m. Bridge Hall, Poster 14 | Session: 160
EFFECTS OF SCHEMA-BASED INSTRUCTION ON PROBLEM-SOLVING FOR ENGLISH LANGUAGE LEARNERS WITH DISABILITIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

This study examined the effects of schema-based instruction on mathematics word problem-solving performance for two English language learners with disabilities. A multiple probe design was used during the intervention. Pre-post test data revealed the intervention was successful in increasing problem-solving performance for both students. Results will be shared. (1513)

Leader(s): *Adam Moore*, University of Rhode Island, Providence, RI

10:30-11:15 a.m. Bridge Hall, Poster 7 | Session: 161
EVIDENCE-BASED PRACTICE IN SPECIAL
EDUCATION: STUDENT INITIATED
RESEARCH

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Graduate student members of SCEC Chapter 424 and supporting faculty from Valdosta State University will present a series of research studies focusing on effective teaching applications. These studies document evidence-based practices used for teaching students with disabilities in public school settings. The teaching strategies to be presented include Constant Time Delay, Story Mapping, Copy/Cover/Write, and High Probability Requests. (1855)

Leader(s): *Julia Reffel*, Valdosta State University, Valdosta, GA

Presenter(s): *Mary Sheeley*, Valdosta State University, Valdosta, GA

10:30-11:15 a.m. Bridge Hall, Poster 20 | Session: 162
EXPRESSIONS, EQUATIONS, AND EQUALITY:
INTERVENTIONS FOR SECONDARY
STUDENTS WITH MATH DIFFICULTIES

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Poster Session

This session presents a comprehensive overview of current intervention research on solving equations and understanding the equal sign. Findings will be shared along with limitations, future areas for research, and teaching suggestions for practitioners. (1444)

Leader(s): *Jason Miller*, University of Maryland, College Park, MD

10:30-11:15 a.m. Bridge Hall, Poster 21 | Session: 163
FAMILIES' PERCEPTIONS OF A
POSTSECONDARY PROGRAM FOR
INDIVIDUALS WITH DEVELOPMENTAL
DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Career Development/Transition

Format: Poster Session

Perceptions of students with developmental disabilities (DD) and their families concerning their experience in a postsecondary college-based 2-year program are reported. Students and their families completed the College Adjustment Program Evaluation (CAPE) and provided their opinions concerning areas such as student life, academics, and social-emotional adjustment. (1380)

Leader(s): *Suzanne Woods-Groves*, University of Iowa, Iowa City, IA

Presenter(s): *Jo Hendrickson*, University of Iowa, Iowa City, IA

10:30-11:15 a.m. Bridge Hall, Poster 10 | Session: 164
IMPLEMENTING THE FOUR SQUARE
STRATEGY TO IMPROVE WRITTEN
EXPRESSION SKILLS FOR STUDENTS WITH
DEVELOPMENTAL DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session describes the results from a synthesis of observational studies conducted on students with developmental disabilities, who struggle with written expression. Best practices for improving written language skills for students with developmental disabilities will be shared. Specifically, general and special education teachers will learn how to implement the four square writing strategy for expository, narratives, persuasive, and descriptive styles. (1836)

Leader(s): *Joseph Sencibaugh*, Webster University, St. Louis, MO

10:30-11:15 a.m. Bridge Hall, Poster 9 | Session: 165

IMPROVING FAMILY OUTCOMES FOR CHILDREN WITH ASD THROUGH FAMILY-CENTERED POSITIVE BEHAVIOR SUPPORT

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Parent/Family/School Partnerships**Format:** Poster Session

The increase in children identified with autism spectrum disorders and their complex issues challenge our schools, families who love them, and communities in which they live. A multi-level service delivery model is described that addresses these needs across environments and can be utilized by schools and families to improve outcomes. (545)

Leader(s): *Kathy Gould*, Illinois Autism Training and Technical Assistance Project, Lombard, IL

10:30-11:15 a.m. Bridge Hall, Poster 11 | Session: 166

INTERPRETATION OF AMBIGUOUS EMOTIONAL CUES AND ITS RELATION TO SOCIAL SKILLS

Topic Area: Developmental Disabilities**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Poster Session

This session shares the findings of a study that examined the relationships between ambiguous facial emotion identification abilities and emotional negativity of children with developmental cognitive disabilities and their social skills. The results indicated that participants' emotional negativity was significantly associated with their social skills rated by their teachers. (533)

Leader(s): *Heeyeon Lee*, Seoul National University Center for QOLT (Quality of Life Technology), Pohang-si, Kyungsangbuk-do, Republic of Korea

Presenter(s): *Susan Hupp*, University of Minnesota, Minneapolis, MN

10:30-11:15 a.m.

Bridge Hall, Poster 4 | Session: 167

LITERACY PROFESSIONAL DEVELOPMENT IN SUBSIDIZED CHILD CARE: INTERVENTIONS WITH CHILDREN LIVING IN POVERTY

Topic Area: Early Childhood**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Poster Session

Children living in poverty are subject to highly variable early language experiences in preschool. This session presents contextual barriers/supports researchers have identified in conducting literacy interventions in subsidized child-care settings.

Meaningful programmatic differences may call for different approaches to professional development. (450)

Leader(s): *Kristi Cheyney*, University of Florida, Gainesville, FL

10:30-11:15 a.m.

Bridge Hall, Poster 13 | Session: 168

MAXIMIZING ACADEMIC OUTCOMES THROUGH INCREMENTAL REHEARSAL

Topic Area: Instructional Design and Strategies**Secondary Topic:** Research**Format:** Poster Session

Incremental rehearsal (IR), a flashcard intervention, is a versatile intervention that has been shown to enhance automaticity of basic skills including word recognition, vocabulary, comprehension, and math fact fluency. This session shares research that investigated modifications to IR that are theory-based, enhance intervention outcomes, and improve efficiency. (1022)

Leader(s): *Shawna Petersen-Brown*, University of Minnesota, Minneapolis, MN

Presenter(s): *Anne Zaslofsky*, University of Minnesota, Minneapolis, MN; *Sarah Scholin*, University of Minnesota, Minneapolis, MN; *David Parker*, University of Minnesota, Minneapolis, MN

10:30-11:15 a.m. Bridge Hall, Poster 1 | Session: 169

SCIENCE INQUIRY CHECKLISTS: SELF-MONITORING PROBLEM SOLVING FOR STUDENTS WITH COGNITIVE DISABILITY

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Developmental Disabilities

Format: Poster Session

This session reports on a study in which science inquiry methods and checklists were combined to teach students with intellectual and multiple disabilities problem-solving skills. Independence and self-monitoring skills are key objectives for these individuals, along with a right to access general academic content. Presenters describe literature and findings related to checklists to support self-monitoring during guided-inquiry instruction. A question and answer period allows attendees to make linkages to their own research or classroom practice. (1002)

Leader(s): Bridget Miller, Purdue University, West Lafayette, IN

Presenter(s): Teresa Doughty, Purdue University, West Lafayette, IN

10:30-11:15 a.m. Bridge Hall, Poster 17 | Session: 170

TEACHER-STUDENT RELATIONSHIPS AND SCHOOL SUCCESS FOR SECONDARY STUDENTS WITH DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Learning Disabilities

Format: Poster Session

Middle and secondary students at risk or identified with a disability face a myriad of challenges as they transition from elementary to middle school as well as from middle to high school. This session will provide educators practical strategies to assist these students in finding academic and social success. (389)

Leader(s): Theresa Hoover, Pennsylvania State University, University Park, PA

Presenter(s): Debbie Brooks, Pennsylvania State University, University Park, PA; Paul Riccomini, Pennsylvania State University, University Park, PA

10:30-11:15 a.m. Bridge Hall, Poster 18 | Session: 171

THE CHURCH'S ROLE IN SERVING PEOPLE WITH DISABILITIES

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

This session will focus on what churches' perceive as their role in serving people with disabilities. The results of one-to-one interviews with 47 different church staff members will be discussed. (1093)

Leader(s): Rhonda Kraai, Eastern Michigan University, Ypsilanti, MI

10:30-11:15 a.m. Bridge Hall, Poster 15 | Session: 172

USING VIDEO MODELING TO PROMOTE SOCIAL ACADEMICS AMONG ADOLESCENTS WITH DISABILITIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Poster Session

This session describes the creation, application, and experimental analysis of a video modeling intervention used to increase engagement in classwide academic discussions by adolescent students with disabilities in an inclusive language arts class. An entertaining procedural description, empirical data, and practical implications of the outcomes will be presented. (966)

Leader(s): Mari MacFarland, Michigan State University, East Lansing, MI

Presenter(s): Joshua Plavnick, Michigan State University, East Lansing, MI

1:00-3:00 p.m. Room 217A | Session: 175
INCLUSIVE SCHEDULING: A STUDENT-CENTERED APPROACH

Topic Area: Collaboration and Inclusive Practices
Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards
Format: Demonstration

Ensuring students with disabilities receive the appropriate level of inclusive support they need in the general education classroom can often be a scheduling nightmare. This session will explore a four-step scheduling process that starts by aligning the IEP needs of each student to instructional support in the classroom. (2128)

Leader(s): Tracy Knickerbocker, The E2 Group, Inc., Sugar Land, TX

1:00-3:00 p.m. Room 214A | Session: 176
CASE SHOWCASE 

90 TIPS IN 120 MINUTES
Topic Area: Administration/Supervision
Secondary Topic: Public Policy
Format: Panel

This fast-paced session will provide participants with 90 practical tips on all things legal, from A to Z, in the field of special education. Topics covered will include child-find/identification, evaluation, eligibility, IEP/placement, procedural safeguards, discipline, extended school year, Section 504, and more!.

Leader(s): Julie Weatherly, Resolutions in Special Education, Inc., Mobile, AL

1:00-3:00 p.m. Room 203 | Session: 177
DADD SHOWCASE 

EVIDENCE-BASED PRACTICES FOR STUDENTS WITH INTELLECTUAL DISABILITY AND AUTISM SPECTRUM DISORDERS

Topic Area: Developmental Disabilities
Secondary Topic: Autism Spectrum Disorder
Format: Panel

This session will present considerations for the review of levels of evidence as applied to practices for students with intellectual disability and autism spectrum disorders. An evidence-based practice model will be provided to assist educators in moving from the theory of evidence into practice.

Leader(s): Robert Stodden, University of Hawaii at Manoa, Honolulu, HI

Presenter(s): Elizabeth West, University of Washington, Seattle, WA; Gardner Umbarger, Saginaw Valley State University, University Center, MI; Debra Cote, California State University, Fullerton, CA; Meaghan McCollow, University of Washington, Seattle, WA; James Kidwell, University of Washington, Seattle, WA

1:00-3:00 p.m. Room 008B | Session: 178
SPECIAL FOCUS

IMPLEMENTING RESPONSE TO INTERVENTION: ONE SCHOOL DIVISION'S JOURNEY

Topic Area: Learning Disabilities
Secondary Topic: Collaboration and Inclusive Practices
Format: Demonstration

Learn how one school division implemented RTI so that all those responsible for its implementation clearly understood their roles and had a voice in the process. This session will assist other divisions/districts in developing a plan for effective implementation of RTI to support the inclusion of ALL students.

Leader(s): Desiree Narvey, St. James-Assiniboia School Division, Winnipeg, Manitoba, Canada

1:00-3:00 p.m.

Room 202 | Session: 179

STRAND C, SESSION 3

RIGHT ANSWERS AND WRONG THINKING: ENHANCING CONCEPTUAL UNDERSTANDING IN MATHEMATICS

Topic Area: Instructional Design and Strategies

Secondary Topic: Response to Intervention

Format: Panel

The presenters, representing general education mathematics and special education, will share examples from algebra assessments indicating that students' correct responses may mask an absence of conceptual understanding. Strategies for evaluating students' conceptual understanding and supporting the development of reasoning among low-performing students will be shared.

Leader(s): *Barbara Dougherty*, University of Missouri, Columbia, MO

Presenter(s): *Anne Foegen*, Iowa State University, Ames, IA

1:00-2:00 p.m.

Room 211 | Session: 180

EDUCATOR EFFECTIVENESS EVALUATION

Topic Area: Accountability & Large Scale Assessments

Moderator: *Sandra Warren*, East Carolina University, Greenville, NC



ASHA's Alternative to Value Added Assessments for Speech-Language Pathologists in Schools

This session will provide information about ASHA's proposed alternative to value added assessments (VAA), the Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists (PACE) for speech-language pathologists (SLPs). Presenters will facilitate a discussion on the status of VAA across the country for classroom teachers and other special educators. (1028)

Leader(s): *Susan Karr*, American Speech-Language-Hearing Association, Rockville, MD

Is There Value in Value-Added for Special Educator Effectiveness?

States are increasingly using value-added modeling (VAM) to evaluate teacher effectiveness. Presenters consider the potential difficulties that arise due to individualized needs and characteristics of students with disabilities; the context of special education services delivery; and aspects of VAM that have a differential impact on the value-added scores of special educators. (1683)

Leader(s): *Trish Steinbrecher*, University of New Mexico, Albuquerque, NM

Presenter(s): *James Selig*, University of New Mexico, Albuquerque, NM; *Joanna Cosbey*, University of New Mexico, Albuquerque, NM

1:00-2:00 p.m.

Room 210A | Session: 182

ACCELERATION IN THE LITERATURE: THE CURRENT STATE OF ACCELERATIVE OPTIONS

Topic Area: Gifted and Talented

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Acceleration is an evidence-based practice that has proven effectiveness in a variety of settings. Yet, despite an enormous research base, it remains a practice that retains a residue of skepticism. This session examines the last 5 years of research and publication in the field of gifted education concerning accelerative practice. The presenter examines trends in operationalizing accelerative options in the United States and popular press/popular culture in relation to acceptability, and illustrates how resistance to acceleration has lessened through education and economics. Discussion also includes recommendations for research. (1213)

Leader(s): *W. Thomas Southern*, Miami University, Oxford, OH

Presenter(s): *Eric Jones*, Miami University, Oxford, OH

1:00-2:00 p.m.

Room 205 | Session: 183

ALTERNATIVES TO SECLUSION, RESTRAINT, AND OTHER AVERSIVE PRACTICES: CREATING CLASSROOM COMMUNITY

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Lecture

This session will summarize a variety of research-supported antecedent manipulations and commonly used classroom procedures which serve as alternatives to aversive procedures. Presenters will highlight several practices and interventions and discuss how their use can create a more cohesive classroom community designed to increase students' prosocial behavior and decrease students' problem behavior. (657)

Leader(s): *Michael Rozalski*, Binghamton University, Binghamton, NY

Presenter(s): *Reece Peterson*, University of Nebraska, Lincoln, NE; *Joseph Ryan*, Clemson University, Clemson, SC; *Brenda Scheuermann*, Texas State University, San Marcos, TX

1:00-2:00 p.m. Room 204B | Session: 184
 COMPARING COHORT AND NON-COHORT
 TEACHER PREPAREDNESS IN A SPECIAL
 EDUCATION LICENSURE PROGRAM

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Lecture

This session compares two models of teacher preparation, a typical university-based model and a cohort model, to determine if there is a difference between the two models in the perceived self-efficacy of teacher candidates in skill areas of classroom instruction. Implications for program development and teacher efficacy will be discussed. (1973)

Leader(s): *Laura Hayes-Harris*, George Mason University, Fairfax, VA

Presenter(s): *Pamela Baker*, George Mason University, Fairfax, VA

1:00-2:00 p.m. Room 007C | Session: 185
 ENHANCING EXPLICIT READING
 COMPREHENSION INSTRUCTION WITH
 SELF-MONITORING AND COACHING

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

This session will focus on Collaborative Strategic Reading, an empirically tested methodology that incorporates four research-based reading comprehension strategies with cooperative learning.

Participants will learn to teach these four strategies (previewing, understanding key vocabulary, generating main idea statements, answering recall questions and questions that require students to move beyond the text) and how to use a self-monitoring/coaching tool to improve their comprehension instruction.

(159)

Leader(s): *Joseph Dimino*, Instructional Research Group, Los Alamitos, CA

Presenter(s): *Mary Jo Taylor*, Instructional Research Group, Kingsville, OH

1:00-2:00 p.m. Room 207B | Session: 186
 ESTABLISHING THE LANGUAGE
 FOUNDATION FOR DEVELOPING A THEORY
 OF MIND (TOM)

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Technology and Media

Format: Lecture

Current theory and research emphasizes the importance of language for developing a ToM. Before students can pass tests of false-belief used to assess later ToM abilities, they must develop foundational vocabulary and syntax competence. An evidence-based language progression for assisting students to develop an adult-like ToM will be presented. (1695)

Leader(s): *Mary Sweig Wilson*, University of Vermont, Laureate Learning Systems, Winooski, VT

1:00-2:00 p.m. Room 216B | Session: 187
 EXHIBITOR SHOWCASE SESSION

CONQUER TIMES TABLES IN ONLY THREE
 WEEKS—GUARANTEED!

Rhymes 'n' Times is a research-based, multisensory program to teach the times tables in only 3 weeks—guaranteed! If the class average isn't 90% or above on the final test, you get a 100% refund. This program addresses all four learning styles and teaches all students in general, special, and gifted classrooms. RTI optimized.

Leader(s): *Anita Turner*, Rhymes 'n' Times, Baton Rouge, LA

1:00-2:00 p.m. | Session: 188
 EXHIBITOR SHOWCASE SESSION

COORDINATING ASSESSMENT DURING THE
 TRANSITION YEARS

In this session, presenters will share what Ten Sigma is doing to coordinate assessments during the transition years. Topics include assessing life and employment skills, integrating academic data, relating data to the Common Core, assessing student's career choices and work styles, and identifying general tasks needing to be completed.

Leader(s): *John Wessels*, Ten Sigma, Lawrence, KS

1:00-2:00 p.m. Room 218 | Session: 189

EXHIBITOR SHOWCASE SESSION

MUSIC AND MOVEMENT: THE KEY TO ENGAGING EVERY STUDENT IN LITERACY

This playful, interactive session offers a hands-on look at methods and activities that ABC Music & Me engages to 'turn on' children's early language and literacy skills. Presenters also explore the powerful and ever-expanding research that reveals music and movement as a successful teaching tool for children of every ability level.

Leader(s): *Heather Whealy*, Kindermusik International, Greensboro, NC

1:00-2:00 p.m. Room 208 | Session: 190

EXHIBITOR SHOWCASE SESSION

ONE MINUTE READER: IMPROVING READING ACHIEVEMENT AT HOME

One Minute Reader is a program that supports reading fluency at home through the same research-based strategies used in the school program, Read Naturally. An award-winning program, One Minute Reader is a perfect addition to a family involvement program. Learn about both the book-based program and the recently launched iPad app.

Leader(s): *Marie Bodden*, Read Naturally, Inc., St. Paul, MN

1:00-2:00 p.m. Room 210B | Session: 191

EXHIBITOR SHOWCASE SESSION

PUTTING SPECIAL BACK INTO SPECIAL EDUCATION

With RTI and data-driven instruction, public schools have evolved into individualizing all students' needs. Special education now receives students with more significant deficits. Has special education kept pace with specifically designed strategies to bring adequate specialized instruction to these students? Using the Winsor Learning methodology, presenters show you how Specialized instruction + 35 minutes per day = significant growth.

Leader(s): *Barb McNeil*, Winsor Learning

1:00-2:00 p.m. Room 216A | Session: 192

EXHIBITOR SHOWCASE SESSION

VIZZLE IPAD, ANDROID, INTERACTIVE BOARDS OH MY!

As districts invest in a variety of tech tools to support learning, how do you meet the needs of all learners? Vizzle pulls together a consistent platform on any device, to push out content that aligns with standards, IEPs, and specialties. District Edition pulls together SLPs OTs, Intervention Specialists, Inclusion, Parents for a districtwide solution.

Leader(s): *Lauren Stafford*, Monarch Teaching Technologies, Inc., Shaker Heights, OH

1:00-2:00 p.m. Room 212 | Session: 193

GETTING MORE FROM YOUR MAZE: EXAMINING DIFFERENCES IN DISTRACTORS

Topic Area: Research

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

This session shares the findings of studies that examined differences in Maze construction with respect to student outcomes and information that might be helpful to teachers. Differences in distractor type, alignment, number of choices provided, and number of maze choices total were examined with students from the United States and the Netherlands. Results of this study will inform teachers' use of maze as a screening and progress monitoring tool and will provide information to teachers about what types of mistakes students are making when completing maze tasks. (1624)

Leader(s): *Erica Lembke*, University of Missouri, Columbia, MO

Presenter(s): *John Hosp*, University of Iowa, Iowa City, IA; *Christine Espin*, Leiden University, Leiden, Holland; *Sarah Beyers*, University of Missouri, Columbia, MO

1:00-2:00 p.m. Room 207A | Session: 194
HOW TO WRITE A SUCCESSFUL PROPOSAL FOR CEC'S 2014 CONVENTION & EXPO

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Get ready for Philadelphia, Pennsylvania, the site of CEC's 2014 Convention & Expo! Meet Russell Gersten, Program Chair for CEC 2014. Learn about the 2014 Call for Papers and Presentations, from the development of the Call through the submission and review process. Particular attention will be given to selection criteria. (156)

Leader(s): *Russell Gersten*, Instructional Research Group, Los Alamitos, CA

Presenter(s): *Anmarie Kallas*, Council for Exceptional Children, Arlington, VA

1:00-2:00 p.m. Room 006A | Session: 195
IDENTIFYING PREDICTORS OF ADULT LIFE ENGAGEMENT: FINDINGS FROM A SECONDARY ANALYSIS OF NLTS2

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Lecture

Predictors influencing postschool outcomes for students with high-incidence disabilities were identified using the NLTS2 dataset: transition, general education, parent involvement and expectations, student expectations, school experiences, and vocational programs. Presenters will summarize the influence of predictors upon postschool outcomes. Considerations for school services during transition will also be presented. (1800)

Leader(s): *Mary Morningstar*, University of Kansas, Lawrence, KS

Presenter(s): *Audrey Trainor*, University of Wisconsin, Madison, WI; *Angela Murray*, University of Kansas, Lawrence, KS

1:00-2:00 p.m. Room 206A | Session: 196
INCLUSIVE EDUCATION IN INDIA: AN OVERVIEW

Topic Area: International Programs/Services

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

This session will share an overview of the Inclusive Education System in India. Presenters will highlight the conceptual understanding of inclusive education in the Indian Education System and its accompanying issues and constraints. (2061)

Leader(s): *Bharti Tandon*, University of Wisconsin, Milwaukee, WI

1:00-2:00 p.m. Room 217B | Session: 197
INTEGRATING SOCIAL-EMOTIONAL LEARNING AND LITERACY INSTRUCTION TO PROMOTE SOCIAL AND ACADEMIC SUCCESS

Topic Area: Early Childhood

Secondary Topic: Emotional and Behavioral Disorders

Format: Demonstration

Children's social-emotional growth and academic learning are inextricably connected. However, due to ever-increasing accountability standards and the pressure to prepare children for high-stakes assessments, social-behavioral development is often neglected. In this session, attendees will learn strategies for merging social-emotional learning and literacy instruction to promote emotional and behavioral self-regulation in the primary grades. (1030)

Leader(s): *Nancy Corbett*, University of Florida, Gainesville, FL

Presenter(s): *Pam Chalfant*, University of Florida, Gainesville, FL; *Lourdes Santiago-Proventud*, University of Florida, Gainesville, FL; *Ann Daunic*, University of Florida, Gainesville, FL

1:00-2:00 p.m. Room 006B | Session: 198
MATH AND SCIENCE METHODS AND MATERIALS FOR DIVERSE ENGLISH LEARNERS WITH DISABILITIES

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Teacher Education

Format: Lecture

This session describes math and science culturally/linguistically responsive strategies and teacher-made curriculum materials utilized successfully with Hispanic and Native American English learners with disabilities. Directions for making these culturally appropriate teacher-made materials are provided to allow teachers the opportunity to develop their own culturally dynamic materials for the students they teach. (1366)

Leader(s): *Patricia Peterson*, Northern Arizona University, Flagstaff, AZ

Presenter(s): *Maureen Hengl*, Northern Arizona University, Flagstaff, AZ; *Steve Showalter*, Northern Arizona University, Flagstaff, AZ

1:00-2:00 p.m. Room 209 | Session: 199
PERSPECTIVES ON INCLUSION BY PARENTS
OF CHILDREN WITH SEVERE DISABILITIES

Topic Area: Physical/Health/Multiple Disabilities
Secondary Topic: Parent/Family/School Partnerships
Format: Lecture

This session shares the results of a study that examined perspectives on inclusion of parents of children with Angelman Syndrome (a severe and complex disability). Findings revealed support of the philosophical and legal principles of inclusion, yet also major concerns such as a lack of knowledge and skills by teachers and possible rejection of the child. (357)

Leader(s): Rea Kirk, University of Wisconsin-Platteville, Platteville, WI

1:00-2:00 p.m. Room 006D | Session: 200
PRACTICAL STRATEGIES FOR IMPROVING
THE CHANCES OF COLLEGE SUCCESS FOR
STUDENTS WITH DISABILITIES

Topic Area: Career Development/Transition
Secondary Topic: Learning Disabilities
Format: Lecture

This session will help secondary-level school personnel promote the skills needed by students to succeed in college. Discussion topics include how to implement a variety of strategies and organizational elements to be prepared for college, how to promote student independence, address college-appropriate academic and technology skills, and the documentation necessary to gain access to college-level disability services. Such knowledge is particularly important given that The National Council on Disability has stated "Higher education is key to the economic prospects and aspirations for independence of youth with disabilities." (1672)

Leader(s): Lyman Dukes, University of South Florida, Tampa, FL

1:00-2:00 p.m. Room 217D | Session: 201
PREASSESSMENT: THE LINCHPIN OF
DEFENSIBLE DIFFERENTIATION

Topic Area: Gifted and Talented
Secondary Topic: Accountability & Large Scale Assessments
Format: Demonstration

Preassessment makes differentiation defensible. Without preassessment, it is difficult to determine what learning has occurred the student may have already known the answers before the unit even began! This session focuses on practical preassessment strategies based on readiness, learning profiles, and interests, complete with practice, preassessment samples, and student examples. (1527)

Leader(s): Tracy Inman, Western Kentucky University, The Center for Gifted Studies, Bowling Green, KY
Presenter(s): Julia Link Roberts, Western Kentucky University, The Center for Gifted Studies, Bowling Green, KY

1:00-2:00 p.m. Room 007B | Session: 202
PROGRAM CHAIR INVITED

A TOWN HALL MEETING: ADDRESSING
DISPROPORTIONALITY IN SPECIAL
EDUCATION AND SCHOOL DISCIPLINE:
WHERE DO WE STAND AND WHERE ARE
WE GOING?

Topic Area: Cultural and/or Linguistic Diversity
Secondary Topic: Public Policy
Format: Panel

The landscape regarding disproportionality in special education and school discipline remains highly complex. This town hall will provide a status report of where the field stands with respect to policy regarding racial/ethnic disproportionality in special education and discipline and address many questions concerning this topic such as: Where are the policy mandates addressing disparities? What types of local or state initiatives are addressing disproportionality? What are the obstacles to addressing disproportionality and how might they be addressed? What key attitudes, perspectives, and knowledge might be required to be effective in moving this issue forward?

Leader(s): Russell Skiba, Indiana University, Bloomington, IN; Eleanor White, Michigan Department of Education, Lansing, MI

1:00-2:00 p.m. Room 201 | Session: 203

SOFTWARE IDENTIFICATION AND EVALUATION DECISION-MAKING FOR SPECIAL EDUCATION: PROJECT SIED

Topic Area: Technology and Media

Secondary Topic: Research

Format: Lecture

Project SIED (Software Identification and Evaluation Decision-Making) is an effort to develop best practices using a decision-making framework for researchers and practitioners to identify and evaluate assistive technology, educational technology, and behavior management software. This session will provide attendees with an overview of the framework and actionable guidance for use by practitioners. (854)

Leader(s): *Matthew Schmidt*, University of Hawaii at Manoa, Honolulu, HI

Presenter(s): *Nicholas Gage*, University of Connecticut, Storrs, CT; *Carla Schmidt*, University of Hawaii, Honolulu, HI; *Ashley MacSuga-Gage*, University of Connecticut, Storrs, CT

1:00-2:00 p.m. Room 214C | Session: 204

STRAND A, SESSION 4

INNOVATIVE PROFESSIONAL DEVELOPMENT IN AN ERA OF COLLEGE AND CAREER READINESS

Topic Area: Accessing the General Education

Curriculum that is Aligned with State Standards

Secondary Topic: Accountability & Large Scale Assessments

Format: Demonstration

In this era of education reform, teachers need to develop a sound understanding of how to increase student learning. In this session two innovative online tools will be demonstrated: (1) a standards-based IEP tutorial that develops IEPs which guide the instructional focus; and (2) accommodations training modules that empower teachers to make good decisions.

Leader(s): *Sheryl Lazarus*, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

Presenter(s): *James Shriner*, University of Illinois, Champaign-Urbana, IL; *DaLee Chambers*, Alabama Department of Education, Montgomery, AL; *Nannette Pence*, Alabama Department of Education, Montgomery, AL; *Angela Boddicker*, South Dakota Department of Education, Pierre, SD

1:00-2:00 p.m.

Room 214D | Session: 205

STRAND B, SESSION 4

ACHIEVING FEASIBILITY WITH EVIDENCE-BASED SCHOOL MENTAL HEALTH INTERVENTIONS IN HIGH SCHOOLS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Assessment

Format: Lecture

School mental health services in high schools have the potential to provide access to evidence-based care for adolescents with emotional and behavioral problems. This session will present findings related to the development and evaluation of interventions for adolescents with internalizing or externalizing disorders and discuss the challenges associated with implementation in high schools.

Leader(s): *Steven Evans*, Ohio University, Athens, OH

Presenter(s): *Judith Harrison*, Ohio University, Athens, OH; *Brandon Schultz*, Ohio University, Athens, OH

1:00-2:00 p.m.

Room 214B | Session: 206

STRAND D, SESSION 1

REALITY RESEARCH: WHAT WE LEARNED ABOUT EARLY READING INTERVENTION

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Lecture

In this session, the presenters report findings from a 4-year program of early reading research sponsored by the National Center for Special Education Research. Presenters will describe what they learned about (a) the effects of a standardized program of early reading intervention compared to school-designed practices, (b) the replicability of findings across settings, and (c) methods of accelerating student progress.

Leader(s): *Deborah Simmons*, Texas A&M University, College Station, TX

Presenter(s): *Michael Coyne*, University of Connecticut, Storrs, CT

1:00-2:00 p.m.

Room 007D | Session: 207

STRAND E, SESSION 1

CO-PLANNING: WHERE ARE WE AND HOW DO WE IMPROVE?

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Lecture

Individuals who co-teach, by definition, should be co-planning. However, the lack of sufficient planning time is the number one complaint of most co-teachers. This session will briefly present the research on co-planning and then will focus on “down and dirty” strategies for finding and using co-planning time most efficiently and effectively.

Leader(s): Wendy Murawski, California State University, Northridge, CA

Presenter(s): Rebecca Hines, University of Central Florida, Orlando, FL

1:00-2:00 p.m.

Room 008A | Session: 208

STRAND F, SESSION 1

SCIENCE INSTRUCTION FOR STUDENTS WITH LD: EMERGING EVIDENCE-BASED PRACTICES

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session provides an overview of results from a meta-analysis and recent large-scale experimental studies on science instruction for students with learning disabilities (LD). Session participants will learn about and be able to apply essential instructional components needed to improve the science achievement of students with LD.

Leader(s): Bill Therrien, University of Iowa, Iowa City, IA

Presenter(s): Jonte Taylor, Pennsylvania State University, University Park, PA

1:00-2:00 p.m.

Room 215 | Session: 209

SUPPORTING YOUTH IN TRANSITION FROM SECONDARY TO POSTSECONDARY ENVIRONMENTS

Topic Area: Visual Impairments

Secondary Topic: Career Development/Transition

Format: Lecture

Most youngsters learn leadership skills incidentally through observation of others. Students with visual impairments are at risk for failure in learning these skills due to their difficulties with incidental learning. Therefore, it is incumbent upon educators and related service personnel to provide direct instruction and support students with visual impairments in the development of these skills. This session will describe a summer leadership program for transition-aged youth with visual impairments and the follow-up services provided to them for the year following their involvement to support their efforts to move successfully into postsecondary environments. (348)

Leader(s): Karen Wolffe, Career Counseling & Consultation, LLC, Austin, TX

1:00-2:00 p.m.

Room 213 | Session: 210

TEACHER QUALITY: A POLICY UPDATE

Topic Area: Public Policy

Secondary Topic: Teacher Education

Format: Lecture

This session will consider the latest national policy and political developments that affect teacher quality, including teacher preparation and special education. Participants will learn how to be a part of national policy deliberations.

Leader(s): Jane West, American Association of Colleges of Teacher Education, Washington, DC

1:00-2:00 p.m.

Room 204A | Session: 211

THE QUEST FOR TEAMS TO PROVIDE FAMILY-DRIVEN, CULTURALLY RESPONSIVE EARLY INTERVENTION/EDUCATION SERVICES

Topic Area: Early Childhood**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

This session will illustrate innovative methods to transform early intervention/education practices so that members of transdisciplinary teams can address the challenges and opportunities of serving children and families representing diverse cultural backgrounds and circumstances (e.g., poverty, immigrant status, ethnicity, religion). Through the use of case studies, this session will illustrate how transdisciplinary teams can improve their practices and provide family-driven, culturally responsive services. Strategies for team-based decision-making will be presented that can be utilized by service providers within their own early intervention/ education settings. (1911)

Leader(s): *Jennifer Kilgo*, University of Alabama at Birmingham, AL**Presenter(s):** *Jerry Aldridge*, University of Alabama at Birmingham, AL

1:00-2:00 p.m.

Room 206B | Session: 212

USING MULTILEVEL SUPPORT TO INCREASE KINDERGARTEN TEACHERS IMPLEMENTATION OF RESEARCH-BASED STRATEGIES DURING BEGINNING READING INSTRUCTION

Topic Area: Instructional Design and Strategies**Secondary Topic:** Research**Format:** Lecture

This study used a multiple baseline across participants design to examine effects of inservice and side-by-side coaching on kindergarten teachers' implementation of research-based strategies in beginning reading. Presenters will discuss the results which indicated some teachers required follow-up support (i.e., coaching) to implement strategies with fidelity, while others implemented strategies immediately following the inservice. (1214)

Leader(s): *Crystalyn Schnorr*, University of North Carolina, Charlotte, NC**Presenter(s):** *Julie Thompson*, University of North Carolina, Charlotte, NC; *Charles Wood*, University of North Carolina, Charlotte, NC; *Lindsay Flynn*, University of North Carolina, Charlotte, NC

1:00-1:45 p.m.

Bridge Hall, Poster 8 | Session: 215

APPLICATIONS OF RESEARCH IN NEUROSCIENCE AND PSYCHOLOGY TO SUPPORT EDUCATIONAL PRACTICE

Topic Area: Visual Impairments**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

Recent research using brain studies of blind, visually impaired, and fully-sighted participants has explored processing activities. Presenters will share the tantalizing implications for how we can apply emerging knowledge of brain function to instructional design and strategies for young children with visual impairments in the areas of literacy and orientation and mobility. Practitioners working with young children with visual impairments in the areas of emergent literacy and orientation and mobility will learn how materials developed for children without visual impairments can apply to their students with visual disabilities as well. (1204)

Leader(s): *Kathryn Botsford*, University of Northern Colorado, Greeley, CO**Presenter(s):** *Catherine Smyth*, University of Northern Colorado, Greeley, CO; *Hong Phangia Dewald*, University of Northern Colorado, Greeley, CO

1:00-1:45 p.m.

Bridge Hall, Poster 14 | Session: 216

APPLYING PRINCIPLES TO PRACTICE: A SYNTHESIS OF RESEARCH ON UNIVERSAL DESIGN FOR LEARNING

Topic Area: Research**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

This session shares the results of a literature synthesis examining how the principles of three universal design (UD) frameworks are translated into practice. The focus of the discussion will provide information to researchers and practitioners who seek to apply the principles of these three frameworks (UDL, UDI and UID) to create inclusive pedagogical environments. (320)

Leader(s): *Kavita Rao*, University of Hawaii, Honolulu, HI**Presenter(s):** *Minwook Ok*, University of Texas, Austin, TX; *Brian Bryant*, University of Texas, Austin, TX

1:00-1:45 p.m. Bridge Hall, Poster 19 | Session: 217
ASSESSING EDUCATORS' UNDERSTANDING
OF RESPONSE TO INTERVENTION

Topic Area: Learning Disabilities

Secondary Topic: Teacher Education

Format: Poster Session

Although increasingly implemented in elementary and secondary education settings, research provides limited insight into practitioners' understanding of Response to Intervention (RTI). This session presents findings from a survey that assessed the relationship between the characteristics (e.g., grade level, degree attained, professional role) of educators and their understanding of RTI. (1355)

Leader(s): *Seth King*, University of Pittsburgh, Pittsburgh, PA

Presenter(s): *Christopher Lemons*, University of Pittsburgh, Pittsburgh, PA

1:00-1:45 p.m. Bridge Hall, Poster 7 | Session: 218
BRAZILIAN GOVERNMENTS SCHOOL
INCLUSION POLICY: PERCEPTIONS OF
SPECIAL EDUCATION ADMINISTRATORS

Topic Area: International Programs/Services

Secondary Topic: Public Policy

Format: Poster Session

This session highlights the results of a study based on interviews with managers of special education of 25 Brazilian municipalities. Presenters will discuss impact of federal government policy in setting local policies for school inclusion in relation to students with special needs including pervasive developmental disorders and high ability/gifted. (1175)

Leader(s): *Eniceia Mendes*, Universidade Federal De Sao Carlos, Sao Paulo, Brazil

Presenter(s): *Fabiana Cia*, Universidade Federal De Sao Carlos, Sao Paulo, Brazil

1:00-1:45 p.m. Bridge Hall, Poster 13 | Session: 219
COMMUNITIES OF PRACTICE: AN ONLINE
STRATEGY TO SUPPORT COLLABORATION
IN SPECIAL EDUCATION

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Poster Session

The National Center to Inform Policy and Practice in Special Education (NCIPP) is an OSEP-funded technical assistance and dissemination center. This session shares how the NCIPP uses a community of practice to improve teamwork of stakeholders in collaborating to support beginning special educators. Implications for practice and research will be discussed (1044)

Leader(s): *Yujeong Park*, University of Florida, Gainesville, FL

Presenter(s): *Margaret Kamman*, University of Florida, Gainesville, FL

1:00-1:45 p.m. Bridge Hall, Poster 5 | Session: 220
CREATING A THERAPEUTIC MILIEU FOR
STUDENTS WITH EXTREME BEHAVIORAL
DISABILITIES IN CHARTER SCHOOLS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session describes three charter school networks' development of a therapeutic program designed to serve K-12 students with extreme behavioral and emotional disabilities and to eventually transition the students to less restrictive settings. Participants will learn about program design, funding, lessons learned, outcomes, and future goals. (322)

Leader(s): *Elizabeth Marcell*, ReNEW Schools, New Orleans, LA

Presenter(s): *Andrea Bond*, Collegiate Academies, New Orleans, LA

1:00-1:45 p.m. Bridge Hall, Poster 9 | Session: 221
 CULTURALLY AND LINGUISTICALLY
 DIVERSE STUDENTS IDENTIFIED AS OHI: A
 COMPARISON OF URBAN SCHOOLS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Accountability & Large Scale Assessments

Format: Poster Session

This session presents the results of an investigation of large, urban school districts in California, New York, and Florida serving culturally and linguistically diverse students identified as having Other Health Impairments (OHI). Participants will learn identification rates and how language and culture impact the evaluation and placement of diverse students. (406)

Leader(s): *Jose Alvarado*, San Diego State University, San Diego, CA

Presenter(s): *Festus Obiakor*, The City College of New York, NY; *Christopher Yawn*, The City College of New York, NY

1:00-1:45 p.m. Bridge Hall, Poster 18 | Session: 222
 DIFFERENCE IN PROJECTED POINTS: A
 PROPOSED META-ANALYTIC TECHNIQUE
 FOR SINGLE-CASE RESEARCH

Topic Area: Research

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Despite the need for meta-analytic methods in single-case research, consensus does not exist around a reliable computational method for quantitative synthesis. The presenters will highlight a new technique that produces a meaningful metric from the same three factors considered by visual analysts: level, trend, and variability. (1361)

Leader(s): *Matthew Brock*, Vanderbilt University, Nashville, TN

Presenter(s): *Jamie Heilingoetter*, Vanderbilt University, Nashville, TN

1:00-1:45 p.m. Bridge Hall, Poster 1 | Session: 223
 DIFFERENTIATING SOCIAL STUDIES
 INSTRUCTION FOR STUDENTS WITH
 SPECIAL NEEDS IN INCLUSIVE SETTINGS (K-5)

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Career Development/Transition

Format: Poster Session

Differentiating instruction can be a challenge. This session provides outlines/resource handouts that contain examples of instructional activities integrating life skills with academic content and national standards to use for lesson plan or unit development for students at the K-5 levels. (843)

Leader(s): *Donald Marozas*, SUNY Geneseo, NY

1:00-1:45 p.m. Bridge Hall, Poster 16 | Session: 224
 ELL READING ACHIEVEMENT AND DIBELS

Topic Area: Assessment

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

This session will present data which examined the predictive validity of a standard set of reading curriculum-based measures (DIBELS) for a group of 203 English language learners (ELLs) from kindergarten to third grade. Presenters will highlight suggestions for future CBM assessment for this population (based on findings), for future research, and for related instruction. This session is will be of specific interest to researchers, teachers, service providers, and administrators interested in improving the academic functioning of these children. (1140)

Leader(s): *Diane Haager*, California State University, Los Angeles, CA

Presenter(s): *Angelica Flores*, School for Integrated Academics & Technologies (SIATech-LB), Oceanside, CA

1:00-1:45 p.m. Bridge Hall, Poster 20 | Session: 225
HOW CHILDREN READ MULTISYLLABIC WORDS: WHAT WORD PARTS DO THEY USE?

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Poster Session

This session reports the findings of a study conducted to examine how third- and fourth-grade children read multisyllabic words. Students were tested on a large battery of measures of multisyllabic word reading to determine whether children used sound-spelling correspondences, onsets and rimes, syllables, or morphemes most in reading multisyllabic words of varying difficulty. The results have implications for the way teachers conduct instruction for older readers who struggle with word reading and will be discussed. (524)

Leader(s): *Devin Kearns*, Boston University, Boston, MA

1:00-1:45 p.m. Bridge Hall, Poster 2 | Session: 226
LITERACY-BASED BEHAVIORAL INTERVENTIONS: HELPING STUDENTS BE SUCCESSFUL IN INCLUSIVE SETTINGS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Research

Format: Poster Session

Participants in this session will learn about an instructional support, a literacy-based behavioral intervention (LBBI), which has been demonstrated to help students with disabilities be successful in inclusive settings. LBBIs are fairly easy to develop and use and have been shown to be effective in helping students with disabilities learn new behaviors. An interactive exchange with session participants will address implications for practice, other uses of this type of intervention, and other methods of delivery (e.g., iPad stories, picture stories, PowerPoint). (190)

Leader(s): *Jessica Bucholz*, University of West Georgia, Carrollton, GA

1:00-1:45 p.m. Bridge Hall, Poster 15 | Session: 227
PERFORMANCE-BASED ASSESSMENT TOOL TO JUDGE TEACHER CANDIDATES READINESS TO TEACH

Topic Area: Teacher Education

Secondary Topic: Early Childhood

Format: Poster Session

Teacher performance assessments (TPAs) are being used by schools of education as a tool for aiding in the assessment of teacher candidate's skills and for providing information useful for program improvement. A TPA addressing the unique contexts and instructional competencies required for early childhood/early childhood special educators will be presented. (1269)

Leader(s): *Eva Horn*, University of Kansas, Lawrence, KS

Presenter(s): *Susan Lanyon*, University of Kansas, Lawrence, KS

1:00-1:45 p.m. Bridge Hall, Poster 12 | Session: 228
PILOTING A POSTSECONDARY HIGHER EDUCATION OPPORTUNITY FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Public Policy

Format: Poster Session

Postsecondary education increases opportunities for meaningful employment and community inclusion. This session discusses the legal and social climate promoting opportunities for people with developmental disabilities, such as the Higher Education Opportunity Act. Transition planning, person-centered planning, career development, inclusion, and sustainability are discussed within the context of a pilot program. (1055)

Leader(s): *Michelle Haney*, Berry College, Mount Berry, GA

Presenter(s): *Kati Wright*, Berry College, Mount Berry, GA

1:00-1:45 p.m. Bridge Hall, Poster 11 | Session: 229

SELECTING CORE VOCABULARY FOR SECONDARY STUDENTS WITH COMPLEX COMMUNICATION NEEDS

Topic Area: Developmental Disabilities**Secondary Topic:** Communicative Disabilities and Deafness**Format:** Poster Session

Students who use augmentative and alternative communication (AAC) face numerous challenges when communicating; accessing academic curriculum; and relaying their wants, needs, and thoughts. Choosing core vocabulary that addresses the multiple communicative needs of the AAC user is a complex task. This session will describe the ways in which core vocabulary can be selected for secondary students to allow for access across a variety of environments. (832)

Leader(s): Allison Dennis, University of North Carolina, Charlotte, NC

1:00-1:45 p.m. Bridge Hall, Poster 10 | Session: 230

SUPPORT FOR STUDENTS WITH AUTISM AT THE POSTSECONDARY LEVEL

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Career Development/Transition**Format:** Poster Session

With the increase in prevalence of autism spectrum disorders, colleges must begin to develop programs designed to support the inclusion of students with autism. This session will describe the Drexel Autism Support Program, a model for professional development, technical assistance, and a continuum of student specific services. (1660)

Leader(s): Michel Miller, Drexel University, Philadelphia, PA

1:00-1:45 p.m.

Bridge Hall, Poster 17 | Session: 231

TEACHING STUDENTS TO ATTAIN THEIR TRANSITION GOALS

Topic Area: Career Development/Transition**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

A recent review of the transition literature resulted in a core of 12 best practices, one of which is student-focused planning that involves active student participation in the transition education process. This session describes the Take Action lesson package used to teach students how to attain their transition goals. Presenters will demonstrate the use of the goal attainment lessons, discuss their use, the support needed to enable students to use their goal attainment skills to attain their transition goals, and the results of the study. (973)

Leader(s): Jodie Martin, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman, OK**Presenter(s):** James Martin, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman, OK; Kim Osmani, Oklahoma Department of Rehabilitation Services, Oklahoma City, OK

1:00-1:45 p.m.

Bridge Hall, Poster 3 | Session: 232

THE ACADEMIC AND SOCIAL-BEHAVIORAL BENEFITS OF PEER TUTORING: A META-ANALYSIS OF SINGLE-CASE STUDIES

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Learning Disabilities**Format:** Poster Session

There is a current interest in the research literature on the relationship between academic and behavioral outcomes. Peer-tutoring is a well-documented approach for improving outcomes across a range of academic skills and content areas. What has not been as widely studied are the social and behavioral outcomes associated with single-case studies of peer tutoring. This session will review the research on the peer-tutoring literature with an emphasis on its social and behavioral benefits from the single-case research literature. Preliminary results from a meta-analysis of single-case studies will be shared and discussed. (1932)

Leader(s): Lisa Bowman-Perrott, Texas A&M University, College Station, TX**Presenter(s):** Mack Burke, Texas A&M University, College Station, TX; Samar Zaini, Texas A&M University, College Station, TX; Nan Zhang, Texas A&M University, College Station, TX

1:00-1:45 p.m. Bridge Hall, Poster 6 | Session: 233

THE BEST IN CLASS ADHERENCE AND COMPETENCE SCALE: DEVELOPMENT AND PRELIMINARY DATA

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

This session describes the BEST in CLASS Adherence and Competence Scale, a measure designed to assess the adherence and competence of delivery of the BEST in CLASS intervention. BEST in CLASS is a prevention program that provides didactic training and performance-based behavioral coaching in order to increase early childhood teachers' quantity and quality of effective instructional practices, particularly with students at high-risk for the development of EBD. Implications for future research and practice will also be discussed. (470)

Leader(s): Kevin Sutherland, Virginia Commonwealth University, Richmond, VA

Presenter(s): Kelly Whalon, University of Florida, Gainesville, FL; Chin-Chih Chen, Virginia Commonwealth University, Richmond, VA

1:00-1:45 p.m. Bridge Hall, Poster 4 | Session: 234

THE IMPACT OF A CLASSWIDE INTERVENTION ON THE FRIENDSHIP DEVELOPMENT OF KINDERGARTNERS WITH AND WITHOUT DISABILITIES

Topic Area: Early Childhood

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

In this study, the development of friendships between children with disabilities and their kindergarten peers was examined after participation in a 6-week classwide intervention. Results will be shared along with implications for research and practice. (1980)

Leader(s): Lori Meyer, University of Illinois, Urbana-Champaign, Champaign, IL

Presenter(s): Michaelene Ostrosky, University of Illinois, Urbana-Champaign, Champaign, IL

1:00-1:45 p.m. Bridge Hall, Poster 21 | Session: 235

THERAPEUTIC RECREATION ACTIVITIES IN A COLLABORATIVE COMMUNITY (TRACC): A PARENT RESPITE PROGRAM

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Research

Format: Poster Session

A respite program for parents of children/youth with disabilities sponsored by a university club for Student Council for Exceptional Children is examined for effectiveness factors. Program components are displayed and explained as well as parent perceptions and student social outcomes. (1976)

Leader(s): Francie Murry, University of Northern Colorado, Greeley, CO

Presenter(s): Emily Emerson, University of Northern Colorado, Greeley, CO

2:15-3:15 p.m. Room 006B | Session: 236

VOICES OF AFRICAN AMERICAN COLLEGE STUDENTS WITH DISABILITIES

Topic Area: Cultural and/or Linguistic Diversity

Moderator: Princess Briggs, Florida International University, Miami, FL



African American Male College Students Labeled With a Disability: Perceptions of Special Education

To understand the complex schooling experiences of students with a disability, qualitative interviews were conducted to examine the perceptions of 12 African American male college students with a disability. The presenters will discuss the following themes which emerged: the impact of labeling, ways in which students develop culturally relevant self-determination, and the benefits of special education placement. (1986)

Leader(s): Joy Banks, Bowie State University, Silver Spring, MD

Invisible Voices: Experiences of African American Male Students With Learning Disabilities

There is lack of research available regarding the perceptions and experiences of African American students with learning disabilities (LD) as they enter higher education. This session will illuminate actual experiences and perceptions of three African American male students with LD matriculating in a university setting. (1655)

Leader(s): George Williams, Our Lady of the Lake University, San Antonio, TX

2:15-3:15 p.m. Room 210A | Session: 237
TEACHER PREPARATION AND TECHNOLOGY

Topic Area: Teacher Education
Moderator: Marcia Rock, University of North Carolina Greensboro, Greensboro, NC



In It Together, Online Anytime: Teacher Preparation and Induction Gone Mobile

Connectivity matters! High-impact teacher preparation and induction includes connecting new teachers, seasoned mentors, and university faculty through online networks and providing on-the-spot supports in real time. Presenters describe how mobile devices and advanced wireless technologies were used to create a digital-age clinical model, report implementation findings, and share lessons learned. (2138)

Leader(s): Marcia Rock, University of North Carolina Greensboro, Greensboro, NC

Presenter(s): Jennie Jones, University of North Carolina at Greensboro, Greensboro, NC; Saija Washington, University of North Carolina at Greensboro, Greensboro, NC; Ashley Salter, University of North Carolina Greensboro, Greensboro, NC

Teaching Those Who Teach: Resources for Professionals Teaching Future Special Education Teachers

Professionals working in special education classrooms need different resources for different student needs. Accessible reading technologies mean that students with print disabilities are now able to fully participate in classes. Participants in this session will leave with a better understanding of the resources that support the new digital learning technologies. (2137)

Leader(s): Cherie Miller, Bookshare/Benetech, Palo Alto, CA

The Impact of SRS on Preservice Teachers Learning and Engagement

This session reports the findings from a study investigating the use of student response systems (SRS) by preservice general education teachers during large group lecture. SRS, or clickers, are handheld electronic devices that provide increased opportunities to respond. Participants will learn about the literature on SRS, see examples of response options and purposes for SRS, and review findings of the study. (1297)

Leader(s): Cathy Thomas, University of Missouri, Columbia, MO

Presenter(s): Erika Blood, Northern Illinois University, DeKalb, IL

2:15-3:15 p.m. Room 207A | Session: 238
ADVANCING GIFTED STUDENTS' VOCABULARY AND COMMUNICATION SKILLS: INCREASING ACHIEVEMENT AND LANGUAGE PROFICIENCY

Topic Area: Gifted and Talented

Secondary Topic: Instructional Design and Strategies

Format: Lecture

The presenter will offer new, innovative strategies to help gifted students increase their vocabulary and communication skills, develop higher level thinking skills, and achieve advanced levels of inquiry and learning. Attendees will receive ideas for accelerating and enriching students' language experiences, to make students more effective thinkers, speakers, readers, writers, and inquirers. (1920)

Leader(s): Donna Knoell, Educational Consultant, Shawnee Mission, KS

2:15-3:15 p.m. Room 205 | Session: 239
AN EFFICACY STUDY OF BEST IN CLASS: A CURRICULUM TARGETING PROBLEM BEHAVIOR

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Data on the effectiveness of BEST in CLASS, an intervention for young children at risk for emotional and behavioral disorders will be reviewed. This intervention was developed to decrease instances of problem behavior while increasing positive, prosocial behaviors. The BEST in CLASS strategies and implications from study findings will be discussed. (663)

Leader(s): Kelly Whalon, University of Florida, Gainesville, FL

Presenter(s): Kevin Sutherland, Virginia Commonwealth University, Richmond, VA; Chin-Chih Chen, Virginia Commonwealth University, Richmond, VA

2:15-3:15 p.m. Room 206A | Session: 240
THE STUDENT VOICE IN THE TRANSITION
PROCESS: KEYS TO SUCCESS

Topic Area: Career Development/Transition
Secondary Topic: Administration/Supervision
Format: Panel

Transition activities are a required component of the federal law, however, such activities can become a matter of legal compliance rather than an active process which contributes to long-term success. Attendees will learn about a school district that has developed a set of structures based in research which highlight student voice in the process and provide families with an opportunity to learn about their student along with school staff. Activities in elementary revolve around the development of self-determination skills. Middle school activities focus on student reporting of strengths and weakness, and high school activities allow students to enter the driver's seat in the IEP meeting. (1518)

Leader(s): *Judith Moening*, North East Independent School District, San Antonio, TX

Presenter(s): *Vickie Mitchell*, Mitchell-Panter Consulting, Montgomery, TX; *Beth Powell*, North East Independent School District, San Antonio, TX

2:15-3:15 p.m. Room 217D | Session: 241
CULTURALLY RESPONSIVE PEDAGOGY FOR
STUDENTS WITH DISABILITIES: A
CLASSROOM EVALUATION TOOL

Topic Area: Cultural and/or Linguistic Diversity
Secondary Topic: Instructional Design and Strategies
Format: Demonstration

Achievement of students with disabilities, both academic and social, is greatly impacted when their individuality and identity are regarded and valued in the classroom. Multicultural education (ME) is a way of providing effective instruction that also ensures all students feel included. This session will describe the Multicultural Classroom Evaluation Tool (MCET) which was designed to measure ME components and the impact of culturally responsive teaching on academics. Participants will learn how MCET can be used in their own classroom to include multicultural education. (401)

Leader(s): *Nicole Dobbins*, University of North Carolina, Greensboro, NC

Presenter(s): *Cathi Draper Rodriguez*, California State University, Monterey Bay, CA

2:15-3:15 p.m. Room 217C | Session: 242
DEVELOPING THE INNER LEADER IN YOU!
THE JOURNEY BEGINS NOW

Topic Area: Administration/Supervision
Secondary Topic: International Programs/Services
Format: Demonstration

This session is vital for all new and developing leaders! Attendees will participate in a variety of group activities, assessments, and problem-solving scenarios that focus on leadership essentials, principles, readiness, brain-wise leadership, developing vision, and managing complex change. In addition, the presenter will provide strategies to effect change and to deal with difficult people, and discuss a conflict management model, through a series of Personal Readiness assessments and inventories. (174)

Leader(s): *Marcel Lebrun*, Plymouth State University, Plymouth, NH

2:15-3:15 p.m. Room 006D | Session: 243
EFFECTIVE STRATEGIES TO INCREASE
TEACHER KNOWLEDGE IN SUPPORTING
STUDENT SELF-DETERMINATION

Topic Area: Career Development/Transition
Secondary Topic: Teacher Education
Format: Lecture

Using The Self-Determined Learning Model of Instruction (SDLMI), this three-phase model serves as the cornerstone for a module to assist educators with the knowledge, skills, and dispositions to teach students with or without disabilities to become self-directed learners in the educational process. The SDLMI has been incorporated as part of a university curriculum to assist educators in learning specific strategies to enable their students to reach desired future goals for postsecondary life. Impact on teacher candidate knowledge, skills, and dispositions related to student self-determination will be shared along with implications for personnel preparation. (1901)

Leader(s): *Cindi Nixon*, Francis Marion University, Florence, SC

Presenter(s): *Ron Tamura*, Southern Connecticut State University, New Haven, CT; *Colleen Thoma*, Virginia Commonwealth University, Richmond, VA

2:15-3:15 p.m. Room 210B | Session: 244

EXHIBITOR SHOWCASE SESSION

BREAKING THE READING BARRIER FOR DEAF STUDENTS: HOW TO RAPIDLY ACCELERATE THEIR VOCABULARY, PROSODY, AND COMPREHENSION!

The average reading level of deaf students has remained at the third-to fourth-grade level for more than half a century. Learn how deaf students can read with full comprehension and prosody four- to six-grade levels higher using new strategies designed to accelerate their reading ability.

Leader(s): *Joseph Lockavitch*, Failure Free Reading, Concord, NC

2:15-3:15 p.m. Room 218 | Session: 245

EXHIBITOR SHOWCASE SESSION

HOW TO MAKE (GET) IMMEDIATE RESULTS IN A MIDDLE/HIGH CLASSROOM: READING FOR THOSE NEEDING INTENSIVE INTERVENTION

Engaging students in middle and high school is a critical step to teaching reading to those still struggling. Once a student is engaged, what can a classroom educator do to create a successful and safe reading environment? Explore research-based strategies to improve reading achievement in the special needs classroom.

Leader(s): *Michael Soria*, Saddleback Educational Publishing, Irvine, CA

2:15-3:15 p.m. Room 216B | Session: 246

EXHIBITOR SHOWCASE SESSION

LINKING ASSESSMENT AND INSTRUCTION FOR SECONDARY STUDENTS: A FUNCTIONAL APPROACH TO TEACHING STUDENTS WITH DISABILITIES

Learn About Links is a comprehensive curriculum that addresses the needs of older learners with ASD and other developmental disabilities. The Links Curriculum is a web-based, interactive system that can be accessed by a computer or tablet and allows teachers to conduct initial assessments, collect baseline and on-going data, and develop individualized routines and lessons for students. Curriculum content is aligned with the Common Core Essential Elements. Participants will receive examples of lesson plans for a variety of learners.

Leader(s): *Joel Arick*, STAR Autism Support, Portland, OR

2:15-3:15 p.m. Room 216A | Session: 247

EXHIBITOR SHOWCASE SESSION

MENTAL MATH WITH FRACTIONS AND EQUIVALENCY ON A CLOCK FACE!

Clockwise is a multisensory program connecting fractions, decimals, percentages, and degrees on a visual model that requires NO training! Use all four learning styles to master equivalency and number sense while having a fantastic time playing games! Come ready to run a relay race and discover endless real-world applications of Clockwise.

Leader(s): *Seth Turner*, Rhymes n' Times, Clockwise, Baton Rouge, LA

2:15-3:15 p.m. Room 208 | Session: 248

EXHIBITOR SHOWCASE SESSION

MOVING FROM BEHAVIOR MANAGEMENT TO SUCCESS IN TEACHING

Casa Pacifica Centers for Children and Families is a leading children's mental health provider which operates a range of programs for students with emotional and behavioral challenges. Join this session to discuss alternatives to restrictive behavior management (including restraint and seclusion) that support students, strengthen relationships, and improve academic outcomes.

Leader(s): *Scott Mastroianni*, Casa Pacifica Centers for Children & Families, Camarillo, CA

Presenter(s): *James Freeman*, Casa Pacifica Centers for Children & Families, Camarillo, CA

2:15-3:15 p.m. Room 211 | Session: 249

EXPLORING DISPOSITIONS TO ENGENDER RECIPROCAL AND RESPONSIVE PARTNERSHIPS WITH DIVERSE FAMILIES

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Practitioners' dispositions toward cultural and/or linguistic diversity can largely determine the efficacy and quality of partnerships. The presenters discuss two diversity-sensitive dispositions associated with Skilled Dialogue as these apply to building reciprocal and responsive partnerships with diverse families in ways that integrate their strengths while supporting students' learning. (728)

Leader(s): *Isaura Barrera*, Our Lady of the Lake University, San Antonio, TX

Presenter(s): *Lucinda Kramer*, National University-Costa Mesa, CA

2:15-3:15 p.m. Room 007C | Session: 250
EXPLORING OBSERVED EXPLICIT TEACHING
EPISODES DURING EARLY READING AND
BEGINNING MATHEMATICS INSTRUCTION

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

The focus of this session is on observational data collected during two large-scale research studies. Specifically, the presenters explore the relationship between observed explicit teaching episodes and student outcomes in reading and mathematics. This topic will benefit all educators with an interest in using evidence-based practices to improve outcomes for at-risk learners. (1243)

Leader(s): *Christian Doabler*, University of Oregon, Eugene, OR

Presenter(s): *Nancy Nelson-Walker*, University of Oregon, Eugene, OR; *Scott Baker*, University of Oregon, Eugene, OR; *Derek Kosty*, Oregon Research Institute, Eugene, OR

2:15-3:15 p.m. Room 007A | Session: 251
IDENTIFYING AND SUPPORTING
ELEMENTARY AND MIDDLE SCHOOL
STUDENTS WITH CHALLENGING
BEHAVIORS

Topic Area: Research

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

Presenters introduce an adapted tool, the Student Risk Screening Scale for Internalizing and Externalizing Behaviors, offering evidence of convergent validity with established systematic screeners. Participants will learn how to use this tool within three-tiered model to identify and assist students with evidence-based practices in Tier 2 and 3 supports. (814)

Leader(s): *Eric Common*, University of North Carolina, Chapel Hill, NC

Presenter(s): *Wendy Oakes*, Arizona State University, Mesa, AZ; *Kathleen Lynne Lane*, University of Kansas, Lawrence, KS

2:15-3:15 p.m. Room 204A | Session: 252
INTENTIONAL EARLY LITERACY
INSTRUCTION WITHIN INCLUSIVE
PRESCHOOL CLASSROOMS: THE CSS+
LITERACY MODEL

Topic Area: Early Childhood

Secondary Topic: Instructional Design and Strategies

Format: Lecture

The importance of supporting early literacy development is widely acknowledged in preschool settings. However, ensuring that instruction is intentional and meaningful for all young children can be difficult. This session will provide a rationale as well as classroom examples of a literacy model currently being used in inclusive preschool settings. (1052)

Leader(s): *Amber Friesen*, San Francisco State University, San Francisco, CA

Presenter(s): *Gretchen Butera*, Indiana University, Bloomington, IN; *Alina Mihai*, Indiana University, Bloomington, IN; *Jill Clay*, Indiana University, Bloomington, IN

2:15-3:15 p.m. Room 204B | Session: 253
LEADING WITH EVIDENCE: GUIDANCE
FROM THE HANDBOOK OF LEADERSHIP
AND ADMINISTRATION FOR SPECIAL
EDUCATION

Topic Area: Administration/Supervision

Secondary Topic: Public Policy

Format: Panel

This interactive session brings together six prominent contributors representing the five sections from the *Handbook for Leadership and Administration of Special Education* (2012). Following a brief presentation of a few "big ideas," participants will then have the opportunity to engage in three rotations of small cluster interactive discussions with the contributing authors. Discussion topics highlight specific leadership principles that promote equitable and culturally responsive general education systems and will be explored through multiple lenses: historical roots, critical analyses, and challenges. (927)

Leader(s): *Jean Crockett*, University of Florida, Gainesville, FL

Presenter(s): *Bonnie Billingsley*, University of North Carolina, Greensboro, NC; *Mary Lynn Boscardin*, University of Massachusetts, Amherst, MA; *Martha Thurlow*, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

2:15-3:15 p.m. Room 006C | Session: 254
META-ANALYSIS OF ACADEMIC INTERVENTIONS DERIVED FROM NEUROPSYCHOLOGICAL DATA

Topic Area: Assessment

Secondary Topic: Research

Format: Lecture

Feifer (2008) proposed a merger between cognitive neuropsychology and response to intervention (RTI) as a means of assessing underlying cognitive processes to select interventions. This session shares the results of a current meta-analysis of 38 studies to examine the effects of neuropsychological data within an RTI model using Feifer's eight cognitive constructs. (2159)

Leader(s): *Matthew Burns*, University of Minnesota, Minneapolis, MN

2:15-3:15 p.m. Room 207B | Session: 255
ON THE ROAD AGAIN: ITINERANT TEACHERS OF STUDENTS WITH HEARING LOSS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Currently, very little information exists about the specific collaboration practices of teachers of students with hearing loss. This session shares the findings from semi-structured interviews with a group of practicing itinerant teachers of students with hearing loss. Participants will understand and identify multiple aspects of collaboration and consultation practices and how they are changing which will enable general education teachers, special education teachers, and administrators to engage in collaboration more effectively. (873)

Leader(s): *Megan Kemmery*, University of North Carolina, Greensboro, NC

Presenter(s): *Mary Compton*, University of North Carolina, Greensboro, NC; *Margo Appenzeller*, University of North Carolina, Greensboro, NC; *Stephanie Gardiner-Walsh*, University of North Carolina, Greensboro, NC

2:15-3:15 p.m. Room 213 | Session: 256
RECONCILING INCLUSION AND TIERED INSTRUCTION

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Collaboration and Inclusive Practices

Format: Panel

Special education is meant to fit the needs of students. Broad policies that favor inclusion as well as multitiered intervention strategies can be in conflict with that principle and with each other. In this session, a distinguished panel will discuss the problem and provide potential solutions.

Leader(s): *Beverley Johns*, MacMurray College, Jacksonville, IL

Presenter(s): *Michael Gerber*, University of California, Santa Barbara, CA; *Alexis Filippini*, San Francisco State University, CA

2:15-3:15 p.m. Room 209 | Session: 257

TAG SHOWCASE



USING TAG BOOKS TO HIGHLIGHT DIVERSE LEARNERS WITH GIFTS AND TALENTS

Topic Area: Gifted and Talented

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Panel

TAG has published a series of books on diverse learners who are gifted and talented. Authors of this series will be panelists discussing challenges and issues related to providing appropriately challenging learning opportunities for advanced children who have often been underrepresented in gifted programming.

Leader(s): *Julia Link Roberts*, Western Kentucky University, The Center for Gifted Studies, Bowling Green, KY

Presenter(s): *Susan Johnsen*, Baylor University, Waco, TX; *Cheryll Adams*, Ball State University, Muncie, IN; *Kimberley Chandler*, College of William and Mary, Williamsburg, VA

2:15-3:15 p.m. Room 006A | Session: 258

SRSD INFORMATIVE QUICK WRITING FOR STUDENTS WITH DISABILITIES IN THE SCIENCE CLASSROOM

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Lecture

This session shares the results of a study in which students were taught a strategy for a 10-minute informative quick writing. A multiple-baseline design across groups was used to evaluate effects of the science teacher delivered Self-Regulated Strategy Development (SRSD) intervention. Results indicated that participants with and without disabilities improved number of parts written and response quality. (1437)

Leader(s): *Elizabeth Benedek-Wood*, Pennsylvania State University, University Park, PA

Presenter(s): *Philip Wood*, West Branch Area School District, PA; *Katie Hoffman*, Pennsylvania State University, University Park, PA

2:15-3:15 p.m. Room 214C | Session: 259

STRAND A, SESSION 5

EDUCATOR EFFECTIVENESS EVALUATIONS: INCLUDING STUDENTS WITH DISABILITIES AND SPECIAL EDUCATORS

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Pioneers/Historical Perspectives

Format: Panel

This session explores issues related to the inclusion of students with disabilities and their teachers in educator evaluation systems. Panel members will provide an overview of the approaches used by several states and investigate issues that need to be considered as the models are developed and implemented.

Leader(s): *Sheryl Lazarus*, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

Presenter(s): *Lynn Holdheide*, Great Teachers and Leaders Center, American Institutes for Research, Washington, DC; *Brian Touchette*, Delaware Department of Education, Dover, DE; *Kharon Grimmer*, Indiana University, Bloomington, IN

2:15-3:15 p.m. Room 214D | Session: 260

STRAND B, SESSION 5

EXAMINING READING GAINS ACROSS THREE MIDDLE SCHOOL READING PROJECTS

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session highlights a project that explored adolescents' (6th-8th grades) with reading difficulties response to three different reading programs from a group and individual gain perspective. The findings show students responded best to a hierarchical organizational of the reading components. Results from group and individual student response to the different organization of the components will be discussed.

Leader(s): *Mary Beth Calhoon*, Lehigh University, Bethlehem, PA

2:15-3:15 p.m. Room 214B | Session: 261

STRAND D, SESSION 2

RANDOMIZED, CONTROL TRIAL OF THE LEAP MODEL OF INTERVENTION FOR YOUNG CHILDREN WITH ASD

Topic Area: Research

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

This session provides an overview of the largest randomized trial to date of a comprehensive early intervention model (LEAP) in the autism field. Inclusive classrooms from around the United States were randomly assigned to receive either intervention manuals alone or manuals and 2 years of intensive coaching in all LEAP practices. Results showed statistically significant differences were found on all measures in favor of the full implementation group. Findings and implications for the field will be discussed.

Leader(s): *Phillip Strain*, University of Colorado, Denver, CO

2:15-3:15 p.m.

Room 007D | Session: 262

STRAND E, SESSION 2**CO-ASSESSMENT IN CO-TAUGHT CLASSROOMS: PRACTICAL IDEAS AND APPLICATIONS****Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Assessment**Format:** Lecture

Co-teaching includes the components of co-planning, co-instructing, and co-assessing, yet co-assessing has received little attention in the professional literature. This session will provide practical ideas and activities for co-teachers as they share assessment responsibilities before, during, and after their co-taught lesson.

Leader(s): *Greg Conderman*, Northern Illinois University, DeKalb, IL; *Laura Hedin*, Northern Illinois University, DeKalb, IL

2:15-3:15 p.m.

Room 008A | Session: 263

STRAND F, SESSION 2**SCIENCE INQUIRY INSTRUCTION FOR STUDENTS WITH LD: PROS, CONS, AND INSTRUCTIONAL SCAFFOLDS FOR SUCCESS****Topic Area:** Learning Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This session describes the shift in science education to inquiry instructional methods and discusses the pros, cons, and scaffolds needed for students with LD to be successful. Session participants will learn essential features of inquiry-based instruction and how students with LD can benefit.

Leader(s): *Jonte Taylor*, Pennsylvania State University, University Park, PA

Presenter(s): *Bill Therrien*, University of Iowa, Iowa City, IA

2:15-3:15 p.m.

Room 212 | Session: 264

USING DIAGRAMS TO SOLVE WORD PROBLEMS: CHALLENGES STUDENTS WITH LEARNING DISABILITIES EXPERIENCE**Topic Area:** Learning Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This session presents the results from a study that compared how students with and without learning disabilities used diagrams to solve mathematics word problems. Differences in representational abilities will be discussed and practical instructional suggestions that can be used for remedial instruction will be provided. (1419)

Leader(s): *Amy Scheuermann*, Minnesota State University, Mankato, MN

Presenter(s): *Delinda van Garderen*, University of Missouri, Columbia, MO

2:15-3:15 p.m.

Room 201 | Session: 265

USING VIRTUAL REALITY SIMULATIONS FOR SKILL DEVELOPMENT IN TEACHER PREPARATION PROGRAMS**Topic Area:** Technology and Media**Secondary Topic:** Teacher Education**Format:** Lecture

This session presents how Second Life, an online virtual world, can be used within distance education courses to develop skills for communication, collaboration, and co-teaching. Presenters will describe learning activities, display video segments of student interactions, and discuss outcomes, benefits and limitations of virtual reality for developing teaching skills. (1693)

Leader(s): *Melissa Hartley*, West Virginia University, Morgantown, WV

Presenter(s): *Michael Duff*, Discover Video Productions, Morgantown, WV; *Barbara Ludlow*, West Virginia University, Morgantown, WV

2:15-3:15 p.m. Room 206B | Session: 266

VOICES FROM THE FIELD: JOURNEYS OF NOVICE TEACHERS IN INCLUSIVE AND DIVERSE CLASSROOMS

Topic Area: Instructional Design and Strategies

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Lecture

Three novice teachers will discuss their successes in designing lessons that included all students in their general education classes. The elementary and middle school students included ELL learners as well as students receiving special education services. Learn about the journey of each as they designed lessons effective for their learners. (249)

Leader(s): Shirley Ritter, Furman University, Greenville, SC

Presenter(s): Carol Ann Denyer, Spartanburg District Six, Spartanburg, SC

2:15-3:00 p.m. Bridge Hall, Poster 1 | Session: 269

A META-ANALYSIS OF AUDIO PRESENTATION TESTING ACCOMMODATIONS

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Research

Format: Poster Session

This session reports the findings of a meta-analysis of quantitative research on audio presentation accommodations used on reading and mathematics assessments. Participants will learn about the meta-analytic approach and average effect sizes associated with audio presentation accommodations for elementary, middle, and high school students with disabilities. (1394)

Leader(s): Heather Buzick, Educational Testing Service, Princeton, NJ

2:15-3:00 p.m. Bridge Hall, Poster 19 | Session: 270

COMPREHENSIVE FUNCTION-BASED INTERVENTION ACROSS MULTIPLE HIGH SCHOOL CLASSROOMS

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Poster Session

This session shares the findings of a study to determine whether a single comprehensive function-based intervention could be effective across multiple classrooms for a high school student with ADHD. The results enhance the current literature by demonstrating that the intervention was effective as it was sequentially introduced to each classroom environment. Practitioners will learn techniques using praise and self-monitoring and will be able to implement the same self-monitoring techniques and verbal praise strategies within their own classrooms. (1653)

Leader(s): Denise Whitford, University of Arizona, Tucson, AZ

2:15-3:00 p.m. Bridge Hall, Poster 22 | Session: 271

DEAF AND HEARING WRITERS: SIMILAR OR DIFFERENT STYLES?

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Research

Format: Poster Session

Understanding the writing styles of the deaf might allow educators to discover new methods of teaching their students with hearing loss and to hold standards high. This session shares the findings of a study that compared the writing styles of deaf and hearing American writers in a range of memoirs and short stories to determine if a difference existed in themes, frequency and type of literary devices, and average sentence length. Results based on 26 works are presented. (1741)

Leader(s): Delia Malone, Converse College, Spartanburg, SC

Presenter(s): Alexandria Roman, Rock Hill School District 3, Rock Hill, SC

2:15-3:00 p.m. Bridge Hall, Poster 18 | Session: 272
 DIFFERENCES IN WRITING
 CHARACTERISTICS OF STUDENTS WITH LD
 AND NORMALLY ACHIEVING WRITERS: A
 META-ANALYSIS AND IMPLICATIONS FOR
 INSTRUCTION

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Poster Session

This session presents a meta-analysis identifying differences in writing process, knowledge, and motivation of students with learning disabilities (LD) and normally achieving writers. Results indicated normally achieving writers consistently outperformed students with LD on writing tasks. Findings will be presented with implications for practice and directions for future research. (1201)

Leader(s): Hope Rigby-Wills, Vanderbilt University, Nashville, TN

Presenter(s): Alyson Collins, Vanderbilt University, Nashville, TN; Steve Graham, Arizona State University, Tempe, AZ

2:15-3:00 p.m. Bridge Hall, Poster 5 | Session: 273
 EARLY READING INTERVENTIONS
 MODERATING EFFECTS ON PROBLEM
 BEHAVIORS AND LONGITUDINAL READING
 OUTCOMES

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session will summarize an early reading intervention that moderated the influences of problem behavior on several reading outcomes. Longitudinal findings from an experimental study involving 206 at-risk kindergartners will be presented and implications for delivering reading intervention to children at-risk for reading and behavior problems will be discussed. (1934)

Leader(s): Shanna Hagan-Burke, Texas A&M University, College Station, TX

Presenter(s): Eric Oslund, Texas A&M University, College Station, TX; Leslie Simmons, Texas A&M University, College Station, TX

2:15-3:00 p.m. Bridge Hall, Poster 3 | Session: 274
 EDUCATIONAL QUALITY OF LIFE FOR
 STUDENTS WITH SEVERE DISABILITIES
 AND SEVERE HEALTH PROBLEMS

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

A series of studies researched the educational quality of life for students with rare disorders or significant disabilities and significant health problems. This session will discuss the findings of these studies, including suggestions for improving educational and medical services for students and families of these populations. (2180)

Leader(s): Mary Pearson, University of Central Arkansas, Conway, AR

Presenter(s): Janet Filer, University of Central Arkansas, Conway, AR; Patricia Kohler-Evans, University of Central Arkansas, Conway, AR

2:15-3:00 p.m. Bridge Hall, Poster 9 | Session: 275
 EMPIRICAL EVIDENCE OF EFFECTIVE
 PRACTICES FOR ELLS WITH HIGH
 INCIDENCE DISABILITIES

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

The population of English language learners (ELL) in public schools is rapidly increasing, as is the number of ELLs with disabilities. Very few research studies have been conducted on this group of students. This session synthesizes and reports the empirical studies on interventions for ELLs with high incidence disabilities. (2040)

Leader(s): Caroline Torres, University of Hawaii at Manoa, Honolulu, HI

2:15-3:00 p.m. Bridge Hall, Poster 20 | Session: 276
IDENTIFYING SPECIFIC LEARNING
DISABILITIES: A NATIONAL SURVEY ON
THE IMPACT OF RTI

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Poster Session

This session will present the results of a national survey that examined the implementation of Response to Intervention (RTI) as a means of identifying students with specific learning disabilities. The significance of the often variable, and sometimes contradictory data derived from stakeholders at the state, district, and building levels will be examined. (1593)

Leader(s): *Tina Hudson*, University of Kentucky, Lexington, KY

Presenter(s): *Robert McKenzie*, University of Kentucky, Lexington, KY

2:15-3:00 p.m. Bridge Hall, Poster 14 | Session: 277
IMPROVING ONLINE LEARNING OUTCOMES
FOR STUDENTS WITH DISABILITIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Technology and Media

Format: Poster Session

Because of the rapidly increasing importance of online learning, OSEP funded a Center on Online Learning and Students With Disabilities. The Center's staff will share the initial research, priorities, findings, and resources regarding instructional design and strategies and learner analytics. The Center hopes to encourage practitioners to use the findings and engage with them to enhance the Center's knowledge base. (785)

Leader(s): *Paula Burdette*, Center on Online Learning and Students with Disabilities, Alexandria, VA

Presenter(s): *Diana Greer*, University of Kansas, Center for Research on Learning, Lawrence, KS

2:15-3:00 p.m. Bridge Hall, Poster 21 | Session: 278
INTERVENTIONS TO PREVENT SUMMER
SLIDE FOR STUDENTS WITH SOCIAL SKILLS
DEFICITS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

The session reports the findings of a study developed to provide at-risk students with a continuum of academic and social strategies enabling participation in schools. A total of 53 at-risk elementary-aged students participated in a therapeutic summer program. Analysis of parent and teacher ratings suggests improvements in social emotional responding for each participating student. (2020)

Leader(s): *Bruce Mortenson*, Towson University, Towson, MD

Presenter(s): *Neal Bortmes*, Towson University, Towson, MD; *Karena Rush*, Millersville University, York, PA; *Lucy Wimpenny*, Philadelphia Public Schools, Philadelphia, PA

2:15-3:00 p.m. Bridge Hall, Poster 15 | Session: 279
PREPARING CULTURALLY AND
LINGUISTICALLY RESPONSIVE SPECIAL
EDUCATORS

Topic Area: Teacher Education

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

This session will describe how cultural diversity is systematically planned, implemented, and integrated throughout a special education program to prepare teachers of CLD students with disabilities. Presenters will share course syllabi, assignments, rubrics, matrices, revisions to course offerings, integration of field experiences, and student outcomes. (1679)

Leader(s): *Holly Pae*, University of South Carolina Upstate, Spartanburg, SC

Presenter(s): *Roberta Gentry*, University of Mary Washington, Fredericksburg, VA; *Susan Whitaker*, University of South Carolina Upstate/Walden University, Spartanburg, SC

2:15-3:00 p.m. Bridge Hall, Poster 13 | Session: 280
PRESERVICE TEACHER TRAINING IN RESPONSE TO INTERVENTION: WHAT SCHOOL ADMINISTRATORS NEED TO KNOW

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Poster Session

This study was conducted with a sample of 325 mid-west institutions of higher education (IHE) offering preservice teacher education programs. The survey focused on preservice teachers' preparation to effectively implement RTI, conduct screening and progress monitoring, and select and implement interventions. Are IHEs meeting this challenge? What do school administrators need to know in hiring new teachers? Study results will be shared with a focus on implications for practice and recommendations for IHEs and LEA school administrators. (694)

Leader(s): Michael Harvey, Ball State University, Muncie, IN

Presenter(s): Nina Yssel, Ball State University, Muncie, IN

2:15-3:00 p.m. Bridge Hall, Poster 2 | Session: 281
PROFESSIONAL LEARNING GROUPS: THE IMPACT OF THE SPECIAL EDUCATOR ON STUDENT PERFORMANCE

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Research

Format: Poster Session

Group dynamics and implementation of inclusion practices are compared across two professional learning group models, a district model and an extension of the district model structured to focus on needs and performance growth of children receiving services in inclusion settings. The impact of the special educator as a participating member is discussed. (724)

Leader(s): Kathleen McCoy, Arizona State University, Tempe, AZ

Presenter(s): Sandra Laine, Arizona State University, Tempe, AZ; Martha Cocchiarella, Arizona State University, Tempe, AZ

2:15-3:00 p.m. Bridge Hall, Poster 8 | Session: 282
PROMOTING PLANNING: THE CRITICAL ROLE OF PLANNING IN WRITTEN EXPRESSION

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Students with and without disabilities struggle to engage in prewriting activities. This session discusses effective strategies and their impact on written expression and the integration of prewriting into written expression activities. (888)

Leader(s): Sara Flanagan, University of Kentucky, Lexington, KY

2:15-3:00 p.m. Bridge Hall, Poster 10 | Session: 283
TEACHERS' USE OF IPAD APPLICATIONS WITH STUDENTS WITH AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Technology and Media

Format: Poster Session

Anecdotal evidence shared by teachers hails the iPad as a useful tool for working with children with autism. But how do teachers find appropriate applications (apps) for their students and what apps are they using? This session will share the results of a survey of teachers of students with autism in one school district and provide information on the most commonly-used apps identified. (1902)

Leader(s): Shanon Taylor, University of Nevada, Reno, NV

Presenter(s): Amanda Urquhart, Washoe County School District, Reno, NV

RESCHEDULED
See Session 673

2:15-3:00 p.m. Bridge Hall, Poster 16 | Session: 284

TECHNICAL ADEQUACY OF CBMS IN CONTENT-AREAS FOR SECONDARY STUDENTS WITH LD

Topic Area: Assessment

Secondary Topic: Learning Disabilities

Format: Poster Session

This session provides an overview of the technical adequacy of CBMs that were identified in published research for assessing content-area learning of secondary students with LD in social studies and science classes. Research-supported practical implications will be highlighted including reliable and valid measures, administration, progress monitoring, and modifying instruction. (884)

Leader(s): *Youn Jung Park*, Pennsylvania State University, University Park, PA

Presenter(s): *Katie Hoffman*, Pennsylvania State University, University Park, PA; *Charles Hughes*, Pennsylvania State University, University Park, PA

2:15-3:00 p.m. Bridge Hall, Poster 4 | Session: 285

THE IMPORTANCE OF PARENT SATISFACTION DURING THE TRANSITION TO KINDERGARTEN

Topic Area: Early Childhood

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This session reports on associations between parent-rated satisfaction with the transition process and ratings of child adjustment to school for children with disabilities transitioning into public kindergarten programs. Information will be provided on parent involvement in transition activities and their reported satisfaction with the transition experience. (1252)

Leader(s): *Cynthia Baughan*, Southern Wesleyan University, Greenville, SC

Presenter(s): *Vivian Correa*, University of North Carolina, Charlotte, NC; *Antonis Katsiyannis*, Clemson University, Clemson, SC

2:15-3:00 p.m. Bridge Hall, Poster 11 | Session: 286

TRANSLATING PROFESSIONAL DEVELOPMENT IN BEHAVIOR MANAGEMENT INTO POSITIVE ACTION

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Educators participate in a variety of professional development opportunities in behavior management. This session addresses the opportunities from which to choose, results of a survey conducted with educators about those opportunities, and ways to implement meaningful professional development to improve the individual's classroom environment. (246)

Leader(s): *Beverley Johns*, MacMurray College, Jacksonville, IL

Presenter(s): *Mary Estes*, University of North Texas, Denton, TX; *Sarup Mathur*, Arizona State University, Tempe, AZ

2:15-3:00 p.m. Bridge Hall, Poster 17 | Session: 287

USING AN IPAD TO TEACH GENERALIZED MATCHING ON A SORTING MAIL TASK

Topic Area: Career Development/Transition

Secondary Topic: Technology and Media

Format: Poster Session

This session describes an intervention that provides a framework for using concept analyses and general case programming through video modeling to teach a sorting mail task. Video-modeling on portable devices such as iPods, iPhones, AAC devices, and PDAs have proven to be effective in teaching individuals with developmental disabilities a range of skills. A multiple probe across participants was used to evaluate the effects of using video modeling to teach seven individuals with autism to sort mail. The participants were instructed on one set of mail while two other sets remained in baseline to assess generalization effects. Results will be discussed. (164)

Leader(s): *Jennifer Alexander*, University of Georgia, Athens, GA

Presenter(s): *Kevin Ayres*, University of Georgia, Athens, GA; *Katie Smith*, University of Georgia, Athens, GA; *Sally Bereznak*, University of Georgia, Athens, GA

2:15-3:00 p.m. Bridge Hall, Poster 6 | Session: 288

WHAT IS SCHOOL-BASED MENTAL HEALTH?: BUILDING SYSTEMS OF CARE IN EDUCATION

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Administration/Supervision

Format: Poster Session

School-Based Mental Health (SBMH) is gaining attention and is now seen as the missing piece of the most current school reform efforts. This session will review current literature related to SBMH. Themes in the literature are presented to assist professionals towards building schools that are systems of care. (768)

Leader(s): *Heidi Cornell*, Indiana University, Bloomington, IN

3:45-5:45 p.m. Room 203 | Session: 290

PROGRAM CHAIR INVITED

IMPROVING STUDENT BEHAVIOR IN SECONDARY SCHOOLS: RECOMMENDATIONS AND RESEARCH EVIDENCE

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Panel

This session will discuss results from a review of research evidence on interventions and strategies to improve student behavior and identify evidence-based strategies that can be applied in secondary schools. Five specific recommendations, generated by an expert panel whose members came together to consider the evidence, will be presented, along with examples of how they can be implemented in secondary schools with a wide range of student populations and school characteristics. The panel will encourage audience discussion of the applicability of the recommendations to their own school contexts and of possible extensions, revisions, or modifications to the recommendations.

Leader(s): *Mary Wagner*, SRI International, Menlo Park, CA

Presenter(s): *Steven Evans*, Ohio University, Athens, OH; *W. Carl Sumi*, SRI International, Menlo Park, CA; *Jennifer Yu*, SRI International, Menlo Park, CA

3:45-5:45 p.m.

Room 214D | Session: 291

PROGRAM CHAIR INVITED

KEEPING IT COOL: USING YOGA AND RELAXATION STRATEGIES WITH EXCEPTIONAL CHILDREN TO HELP STUDENTS COOL DOWN, FOCUS, AND LEARN!

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

In this session, innovative relaxation, breathing, and yoga tools will be modeled for participants. This session is highly interactive and engages conference attendees through experiential learning, reflection, and collaboration. By first analyzing what structural pieces, rules, and expectations are consistent in their classrooms daily, participants will find space to effectively implement relaxation, breathing, and yoga tools to positively impact student behavior and academic achievement.

Leader(s): *Carla Tantillo*, Mindful Practices, Oak Park, IL

3:45-5:45 p.m.

Room 214A | Session: 291a

SPECIAL FOCUS

A 360° LOOK AT STUDENTS WITH DISABILITIES IN THE COMMON CORE

Topic Area: Accessing the General Education Curriculum That is Aligned With State Standards

Secondary Topic: Accountability & Large Scale Assessments

Format: Panel

Participation in the common core is not a singular issue. From instruction to assessment and professional preparation, we have much to learn. Yet, this not all new. We have been learning about how students with disabilities participate in standards aligned systems for over a decade. In this session, we will examine the evolving concept of FAPE and how it informs our view of the common core. We will also consider implications of the common core for instruction, assessment and accommodations. Lastly, we will discuss professional preparation, professional development and communicating changes to families and students.

Leader(s): *Joanne Cashman*, IDEA Partnership @ National Association of State Directors of Special Education, Alexandria, VA

Presenter(s): *Patrice Linehan*, IDEA Partnership @ National Association of State Directors of Special Education, Alexandria, VA; *Gina Scala*, East Stroudsburg University, PA; *Michael Thew*, Intermediate Unit#12, New Oxford, PA

DCDD SHOWCASE



PART 1: EXPLORING THE WORLD: SUPPORTING CHILDREN WITH HEARING LOSS IN A TYPICAL PRESCHOOL

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Early Childhood

Format: Lecture

Early intervention and advanced hearing technology enable many 21st-century children with hearing loss to enter general education preschool classes. This session addresses evidence-based rationales for this placement, strategies for successful inclusion, a model for Response to Intervention at the preschool level, and a game plan for preschool inclusion.

Leader(s): *Helen Morrison*, Listening and Spoken Language Coaching and Mentoring, Fort Worth, TX

PART 2

S.T.A.I.R. STRATEGIES: STEPS TO SUCCESS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Early Childhood

Format: Lecture

Parental desire for their child with a hearing impairment to learn to talk is not enough. Parents are those most appropriate and responsible for inputting the abundant information needed for spoken language. Learn THE five things every parent can do, regardless of education, income level, or background, to lead their child on the listening and talking journey.

Leader(s): *Lisa Lopez*, Sunshine Cottage School for Deaf Children, San Antonio, TX

Presenter(s): *Adrienne Russell*, Sunshine Cottage School for Deaf Children, San Antonio, TX; *Donna Kramer*, Sunshine Cottage School for Deaf Children, San Antonio, TX; *Lindsay Rodriguez*, Sunshine Cottage School for Deaf Children, San Antonio, TX

STRAND E, SESSION 3

STATE OF CO-TEACHING: LET'S HEAR FROM THE STATES

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Panel

Co-teaching requires co-planning, co-instructing, and co-assessing. This session addresses co-instructing at a state level. What does co-teaching really look like in their classes? Practitioners and experts will share what their states are doing to support co-teaching legally, fiscally, ethically, academically, and behaviorally.

Leader(s): *Wendy Murawski*, California State University, Northridge, CA

Presenter(s): *Vanessa Goodwin*, California State University, Northridge, CA; *Jolly Piersall*, Indiana IEP Resource Center, Indianapolis, IN; *Alisa Stovall*, Indiana IEP Resource Center, Indianapolis, IN; *Michele Murphy*, Baltimore County Public Schools, MD; *Jennifer Huber*, Arizona State Department of Education, Tempe, AZ; *Wendy Lochner*, West Virginia Department of Education, Charleston, WV; *Diane Thompson*, Horry County Schools, Conway, SC; *Claire Hughes*, College of Coastal Georgia, Brunswick, GA; *Sarah Patterson*, Ohio's Electronic Classroom of Tomorrow, Columbus, OH

3:45-5:45 p.m.

Room 008B, River Level

WHO CARES ABOUT KELSEY?:

The New Documentary Film

Project by Dan Habib

Dan Habib (creator of *Including Samuel*) will screen and discuss his new documentary *Who Cares About Kelsey?* Kelsey Carroll lived with homelessness, self-mutilation, abuse and ADHD. She was a likely high school dropout—until she encountered an education revolution that's about empowering, not overpowering, teens with emotional and behavioral disabilities.

3:45-4:45 p.m.

Room 215 | Session 295

MATH STRATEGIES FOR STUDENTS WITH VISUAL IMPAIRMENTS**Topic Area:** Visual Impairments**Moderator:** *Diane Pevsner*,
University of Alabama, Birmingham,
AL***MathSpeak: The Impact of Hearing Math?***

This session will present a qualitative case study of how secondary students with VI accessed algebra in their mathematics classroom and through a digital talking book player. Instructional techniques and issues of access to technology for students with VI, along with benefits/hindrances of technology in the classroom will be discussed. (198)

Leader(s): *Emily Bouck*, Purdue University, West Lafayette, IN**Presenter(s):** *Pei-lin Weng*, Purdue University, West Lafayette, IN***Thinking About eText, Mathematics, and Students With Visual Impairments: What Teachers Need to Know***

Mathematics is an essential educational component for students with visual impairments, and they deserve access to curricular materials on equal terms with their sighted peers. Practitioners will learn how eText implementation adheres to principles of UDL and how to select and implement eText technology in the mathematics classroom. (2012)

Leader(s): *Nancy Meyer*, Purdue University, West Lafayette, IN**Presenter(s):** *Emily Bouck*, Purdue University, West Lafayette, IN

3:45-4:45 p.m.

Room 007B | Session: 296

AT-RISK STUDENTS IN COLLEGE: HOW THEY BOOSTED THEIR STUDY SKILLS!**Topic Area:** Career Development/Transition**Secondary Topic:** International Programs/Services**Format:** Lecture

This session reports the findings of a study aimed to improve study skills and academic performances of at-risk students in a Thai community college. Presenters will discuss the pre- and posttests, record review, and self-reflection that were used, as well as the training program that was composed of training, maintenance, and independent phases. Results will be shared which show that student study skills and academic performance improved after the program. (535)

Leader(s): *Kullaya Kosuwan*, Songkhla Rajabhat University, Mueng, Songkhla, Thailand**Presenter(s):** *Yuwadee Viriyangkura*, Illinois State University, Normal, IL; *Nattarin Saejung*, Songkhla Rajabhat University, Mueng, Songkhla, Thailand; *James Thompson*, Illinois State University, Normal, IL

3:45-4:45 p.m.

Room 205 | Session: 297

COMING OF AGE: HIGH SCHOOL PROGRAMS FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS**Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Career Development/Transition**Format:** Panel

Although the majority of research on comprehensive programs for students with ASD has been conducted with preschool- and elementary-aged students, adolescent students also participate in public school programs and their postgraduation outcomes are bleak. Presenters from the Center on Secondary Education for Students With ASD will describe an emerging model for an evidence-based, individualized program for high school students with ASD. In addition to discussing a system for assessing quality and individualized selection of evidence-based practices, the academic/literacy, social competence, personal independence, and transition/family components of the model will be described.

Leader(s): *Samuel Odom*, University of North Carolina, Chapel Hill, NC**Presenter(s):** *Kara Hume*, Frank Porter Graham Child Development Institute, Carrboro, NC; *David Test*, University of North Carolina, Charlotte, NC; *Diane Browder*, University of North Carolina, Charlotte, NC; *Erik Carter*, Vanderbilt University, Nashville, TN; *Sharon Vaughn*, University of Texas, Austin, TX; *Colleen Reutebuch*, University of Texas, The Meadows Center for Preventing Educational Risk, Austin, TX; *Sally Rogers*, University of California, Davis, CA

3:45-4:45 p.m.

Room 210B | Session: 298

EXHIBITOR SHOWCASE SESSION

CO-LOCATING DAY TREATMENT SERVICES WITHIN PUBLIC SCHOOLS AND DISTRICT FACILITIES

Schools and districts are being faced with the mantra of "do more with less." Students that need high levels of care often find their way to day treatment and facility school programs. Districts struggle with the transportation, tuition, and therapy costs of these programs and the limitations related to LRE, nondisabled peers, and transitioning students back to district based programming. This session will discuss co-locating programs within districts and schools and will review programs and models including their benefits and challenges.

Leader(s): *Edward O'Neill*, Cenpatico, Casa Grande, AZ

3:45-4:45 p.m.

Room 208 | Session: 299

EXHIBITOR SHOWCASE SESSION

CREATING GRADUATES INSTEAD OF DROPOUTS

High school and junior high school students who are reading at a second or third grade level are becoming successful achievers when presented with age-appropriate, standards-aligned curriculum at their reading level. Learn how seriously at-risk students are able to learn algebra, biology, economics, and other tough subjects. Response to intervention includes reading materials that are appropriate to the student's level. Take home a sample of success!

Leader(s): *Kelley Fowler*, Firelight Books, Tyler, TX

Presenter(s): *Ryan Nash*, Firelight Books, Tyler, TX

3:45-4:45 p.m.

Room 216A | Session: 300

EXHIBITOR SHOWCASE SESSION

ASSESS DEVELOPMENTAL SKILLS WITH THE BRAND-NEW BRIGANCE® IED III

How do you measure incremental progress for students functioning below developmental age 8? New for 2013, the BRIGANCE Inventory of Early Development III includes major content updates: all-new science, expanded literacy and mathematics, and completely revised social-emotional development assessments that ensure strong alignment with IDEA requirements and key content standards

Leader(s): *Cathryn Harvey*, Curriculum Associates, North Billerica, MA

3:45-4:45 p.m.

Room 216B | Session: 301

EXHIBITOR SHOWCASE SESSION

RANDY SPRICK'S SAFE AND CIVIL SCHOOLS APPROACH TO BEHAVIORAL RTI

Explore the power of Randy Sprick's comprehensive approach to multi-tier behavior support. Learn how you can successfully implement effective school-wide, classroom, and individual student prevention and intervention. Districts using this approach have reduced out-of-school suspensions by up to 86%. Get your staff excited about positive behavioral practices.

Leader(s): *Randall Sprick*, Safe & Civil Schools, Eugene, OR

3:45-4:45 p.m.

Room 218 | Session: 302

EXHIBITOR SHOWCASE SESSION

SENSORY SOLUTIONS IN THE CLASSROOM

Great teachers know that learning doesn't just start from the chin up. We need our bodies and our senses to process and learn. Learn the basics of good sensory integration, how to transform your classroom for success, practical solutions for staying on task, transition strategies, handwriting, and more!

Leader(s): *Cecilia Cruse*, School Specialty, Orlando, FL

3:45-4:45 p.m.

Room 217C | Session: 303

IDENTIFYING EFFECTIVE FUNCTION-BASED BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH CHALLENGING BEHAVIORS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Collaboration and Inclusive Practices

Format: Demonstration

Despite law requiring the use of function-based behavioral interventions in schools, implementation remains a challenge. Participants will be provided sample FBA results and taught how to design effective behavior intervention plans. This session is designed for participants familiar with FBA who seek additional training in using FBA results to develop effective interventions and is especially relevant for those working with students with EBD using inclusive and collaborative practices. (1774)

Leader(s): *Billie Rodriguez*, University of Texas, San Antonio, TX

Presenter(s): *Chris Borgmeier*, Portland State University, Portland, OR; *Sheldon Loman*, Portland State University, Portland, OR

3:45-4:45 p.m. Room 006D | Session: 304
IMPROVING EMPLOYMENT OUTCOMES FOR YOUTH WITH AUTISM THROUGH SCHOOL-FACILITATED SUPPORTED EMPLOYMENT SERVICES

Topic Area: Career Development/Transition

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

This session will discuss principles and practice of school-facilitated supported employment services customized to address the interests and support needs of young adults with autism. Participants will learn about the challenges with transition to employment for youth with autism, the components of supported employment and their relationship to evidence-based practices for youth with autism, and strategies for implementing school-facilitated supported employment programs. (1927)

Leader(s): *Darlene Unger*, Youngstown State University, Rich Center on Autism, Youngstown, OH

3:45-4:45 p.m. Room 209 | Session: 305
INSTRUCTION IN EARLY LITERACY FOR OLDER STUDENTS WITH SEVERE/MULTIPLE DISABILITIES

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

The impact of severe and/or multiple disabilities on acquisition of early literacy skills for older students will be discussed in terms of research evidence and educational practice. Strategies will be provided for increasing access to early literacy skills among older students with little or no functional speech and/or severe physical impairments. (933)

Leader(s): *Lisa Pufpaff*, Ball State University, Muncie, IN

3:45-4:45 p.m. Room 210A | Session: 306
LATINAS AND GIFTED EDUCATION: CHALLENGES AND CONCERNS IN THEIR OWN VOICE

Topic Area: Gifted and Talented

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

This session shares the findings of a study that examined the experiences of Latinas in state residential schools of Science, Technology, Engineering, and Math (STEM). Goals of this project focused on understanding their experiences and identifying factors leading to the decision to enroll, along with issues contributing to retention. These schools represent powerful opportunities for students to begin a successful path toward postsecondary STEM degrees and employment. A crucial step toward achieving equity in the STEM fields may begin with determining successful strategies to attract more Latinas to residential STEM schools and gifted education programs. (839)

Leader(s): *Donna Sayman*, Wichita State University, Wichita, KS

3:45-4:45 p.m. Room 007C | Session: 307
LEARNING FROM THE FIELD: STRATEGIES FOR SUCCESSFULLY IMPLEMENTING INTENSIVE INTERVENTION

Topic Area: Learning Disabilities

Secondary Topic: Emotional and Behavioral Disorders

Format: Panel

In this session, staff from the National Center on Intensive Intervention will moderate a panel of district personnel who have been successful in producing positive outcomes for students with disabilities who have the most intensive needs. Panelists will describe the critical district- and school-level factors that have contributed to their success. (1356)

Leader(s): *Allison Gandhi*, American Institutes for Research, Washington, DC

Presenter(s): *Lynne Shroads*, Hancock County Schools, WV

3:45-4:45 p.m. Room 217B | Session: 308
MAKING AND IMPLEMENTING EVIDENCE-BASED DECISIONS IN EARLY INTERVENTION THROUGH FAMILY PARTNERSHIPS

Topic Area: Early Childhood

Secondary Topic: Parent/Family/School Partnerships

Format: Demonstration

Presenters will operationalize evidence-based decision making as the synthesis of ethics, policy, best available research, and experience-based knowledge. Using videos and handouts, they will illustrate how to partner with families in making evidence-based decisions. (556)

Leader(s): *Kathleen Kyzar*, Texas Christian University, Fort Worth, TX

Presenter(s): *Ann Turnbull*, University of Kansas, Beach Center on Disability, Lawrence, KS; *Vera Stroup-Rentier*, University of Kansas, Beach Center on Disability, Lawrence, KS

3:45-4:45 p.m. Room 213 | Session: 309
ON THEIR OWN: SUPPORTING INDEPENDENCE IN ADOLESCENTS WITH ASD USING WORK SYSTEMS

Topic Area: Developmental Disabilities

Secondary Topic: Career Development/Transition

Format: Lecture

Adolescents with ASD often rely on prompts from teachers, parents, and/or supervisors throughout daily activities. Work systems, an element of Structured Teaching developed by Division TEACCH, provide visual cues that increase engagement and independence. Learn practical methods of implementation and enjoy many video/photo examples from school, home, and employment settings. (984)

Leader(s): *Leslie Fox*, Frank Porter Graham Child Development Institute, Carrboro, NC

Presenter(s): *Kara Hume*, Frank Porter Graham Child Development Institute, Carrboro, NC

3:45-4:45 p.m. Room 007A | Session: 310
PEER SUPPORT AND PEER NETWORK INTERVENTIONS FOR SUPPORTING ADOLESCENTS WITH SIGNIFICANT DISABILITIES

Topic Area: Research

Secondary Topic: Developmental Disabilities

Format: Panel

This session will present findings from a randomized study comparing the impact of peer support strategies, peer networks, and paraprofessional supports on the social relationships and learning of adolescents with significant disabilities. Presenters will share results from our large-scale trial, including stakeholder feedback on the feasibility and fit of these strategies. (1082)

Leader(s): *Erik Carter*, Vanderbilt University, Nashville, TN

Presenter(s): *Matthew Brock*, Vanderbilt University, Nashville, TN; *Colleen Moss*, University of Wisconsin, Madison, WI

3:45-4:45 p.m. Room 217D | Session: 311
PREPARING CULTURALLY COMPETENT EDUCATORS: BRIDGING THE CULTURAL DIVIDE THROUGH LITERATURE

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Teacher Education

Format: Demonstration

The Knowledge of Cross-Cultural and Multicultural Competencies are critical for all classroom teachers and teacher candidates. Educators must be able to implement evidence-based strategies that address the academic and cultural needs of all students. Learn how book clubs not only provide an opportunity for teacher candidates to learn about the various cultures that may be present in a classroom, but also foster the development of self-reflection necessary to become a cross-culturally competent practitioner. (392)

Leader(s): *Nicole Dobbins*, University of North Carolina, Greensboro, NC

Presenter(s): *Stephanie Kurtts*, University of North Carolina, Greensboro, NC

3:45-4:45 p.m.

Room 204B | Session: 312

PREPARING SPECIAL EDUCATION LEADERS: ONE STORY OF A SUCCESSFUL PROGRAM OF COLLABORATIVE PARTNERSHIPS

Topic Area: Administration/Supervision**Secondary Topic:** Teacher Education**Format:** Lecture

This session describes a project that included the successful recruitment, retention, and graduation of highly qualified special education leaders through a collaborative effort among two large urban school districts and one large university. This program embraces a mentor model to support doctoral candidates in filling urban special education administrative positions. (1091)

Leader(s): *Suzanne Martin*, University of Central Florida, Orlando, FL**Presenter(s):** *Jillian Gourwitz*, University of Central Florida, Orlando, FL; *Joyce Little*, Key2Ed, Inc., Franklin, TN

3:45-4:45 p.m.

Room 214C | Session: 313

PROGRAM CHAIR INVITED

IMPLEMENTING EFFECTIVE PROGRAM EVALUATION TO IMPROVE SYSTEMS AND SUPPORTS FOR STUDENTS WITH CHALLENGING BEHAVIORS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Assessment**Format:** Lecture

When developing and implementing systems to support students with challenging behaviors, schools on their own often do not have the capacity or organizational structures to sustain or measure systemic improvements. Additionally, bridging the ongoing research to practice divide in this area remains a challenge. This session will focus on ways schools can use the participatory program evaluation process to implement meaningful and sustainable improvements in their schoolwide PBIS systems, as well as in specialized programs for students with disabilities. Participants will learn strategies to plan, measure, and implement more effective and efficient systems and programs in their own schools.

Leader(s): *Bridget Walker*, Seattle University, Seattle, WA

3:45-4:45 p.m.

Room 201 | Session: 314

TAM SHOWCASE



CAN APP MEAN APPROPRIATE? MAYBE - IF YOU CHECK IT OUT!

Topic Area: Technology and Media**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

Apps are everywhere including the classroom! However, guidelines are needed to assist teachers in evaluating and selecting appropriate apps based on student characteristics and learning objectives. Procedures for teaching skills using apps and monitoring progress will be demonstrated. Participants will actively participate in completing an apps evaluation checklist. Presenters will also provide resources for locating apps and distribute copies of the evaluation checklist used in the demonstration. (1141)

Leader(s): *Margaret Bausch*, University of Kentucky, Lexington, KY**Presenter(s):** *Melinda Ault*, University of Kentucky, Lexington, KY; *Marci Jerome*, George Mason University, Fairfax, VA; *Marbea Tammaro*, Arlington Public Schools, Arlington, VA

3:45-4:45 p.m.

Room 202 | Session: 315

STRAND C, SESSION 4

TEACHING MATHEMATICS TO STUDENTS WITH DISABILITIES: USING THE C-S-A INTERVENTION

Topic Area: Instructional Design and Strategies**Secondary Topic:** Response to Intervention**Format:** Lecture

Students with disabilities often struggle in mathematical achievement. This session will focus on the use of the Concrete-Semiconcrete-Abstract model of teaching mathematical concepts to students with disabilities. Participants will apply content to video-based case studies that focus on the common core standards.

Leader(s): *Karen Karp*, University of Louisville, Louisville, KY**Presenter(s):** *Amy Lingo*, University of Louisville, Louisville, KY

3:45-4:45 p.m.

Room 214B | Session: 316

STRAND D, SESSION 3

TIER 2 IMPACT USING RANDOMIZED CONTROLLED TRIALS AND REGRESSION DISCONTINUITY: DIFFERENT METHODS FOR DIFFERENT QUESTIONS

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Lecture

Many RTI reading intervention studies compare Tier 2 treatment and control conditions, but ignore relevance to Tier 1 and content alignment. This session shares the findings of this rigorous Grade 1 experiment that compared Tier 2 students who received tightly aligned reading content, to Tier 1 and Tier 2 control children. The presenters will also demonstrate the model's potential application throughout K-6.

Leader(s): *Scott Baker*, University of Oregon, Eugene, OR

Presenter(s): *Hank Fien*, University of Oregon, Eugene, OR; *Jeanie Mercier Smith*, University of Oregon, Eugene, OR; *Keith Smolkowski*, Oregon Research Institute, Eugene, OR

3:45-4:45 p.m.

Room 008A | Session: 317

STRAND F, SESSION 3

THE ARITHMETIC TO ALGEBRA GAP: INSTRUCTIONAL RECOMMENDATIONS FOR SUCCESS IN ALGEBRA

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session will provide an overview of evidence-based instruction and interventions for teaching Algebra to secondary students with learning disabilities. Working with the arithmetic-to-algebra gap framework, presenters will describe research-supported instructional approaches demonstrated to help students with academic difficulties build foundational mathematics skills (such as integers, fractions, and equations) in order to improve success in algebra. Additionally, suggestions on how to prevent difficulties with algebra acquisition are provided.

Leader(s): *Bradley Witzel*, Winthrop University, Rock Hill, SC

Presenter(s): *Paul Riccomini*, Pennsylvania State University, University Park, PA

3:45-4:45 p.m.

Room 006B | Session: 318

SUCCESSFUL TRANSITION INTO POSTSECONDARY EDUCATION AND EMPLOYMENT USING THE TRANSITION ASSESSMENT AND GOAL GENERATION

Topic Area: Career Development/Transition

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

During this session, participants will learn the nonacademic student behaviors and experiences associated with successful transition into postsecondary employment and further education. Presenters will describe how they used these behaviors to create a valid and reliable online assessment called the "Transition Assessment and Goal Generator." They will also demonstrate how the assessment produces a profile of strengths and needs along with suggested annual transition goals, and will also discuss how educators can use this assessment to assist in building the transition IEP and include research-identified annual transition goals. (1035)

Leader(s): *James Martin*, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman, OK

Presenter(s): *Maeghan Hennessey*, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman, OK; *Amber McConnell*, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman, OK; *Robert Terry*, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman, OK

3:45-4:45 p.m.

Room 207A | Session: 319

TEACHING WITH TECHNOLOGY IN HIGHER EDUCATION: A DEMONSTRATION ON THE USE OF TEACHLIVE

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Panel

This session will provide an overview of the teaching and research being conducted in a virtual simulated classroom, TeachLive. The session will provide participants with the opportunity to learn about this current and emerging technology and use of a simulation in teacher preparation.

Leader(s): *Lisa Dieker*, University of Central Florida, Orlando, FL

Presenter(s): *Sally Spencer*, California State University, Northridge, CA; *April Enicks*, Western Michigan University, Kalamazoo, MI; *Barbara Ludlow*, West Virginia University, Morgantown, WV

3:45-4:45 p.m. Room 217A | Session: 320

THE A.P.P.S (APPLICATIONS, PROCEDURES, AND POSSIBILITIES) OF IPAD APPS

Topic Area: Technology and Media**Secondary Topic:** Instructional Design and Strategies**Format:** Demonstration

This hands-on session will allow participants to rotate among stations to preview various iPad applications recommended for use with students with diverse needs. Not only will participants get some first-hand engagement, but each station will also provide a tiered matrix for potential applicability. (471)

Leader(s): *Judy Stuart*, Furman University, Greenville, SC

Presenter(s): *Mallory Becker*, Furman University, Greenville, SC; *Natalee Oldham*, Furman University, Greenville, SC; *Katie Pierson*, Furman University, Greenville, SC; *Madison Smith*, Furman University, Greenville, SC; *Mary Parman*, Furman University, Greenville, SC; *Rachel Sease*, Furman University, Greenville, SC; *Lauren Owczarzak*, Furman University, Greenville, SC

3:45-4:45 p.m. Room 212 | Session: 321

THE IMPACT OF AUTISM SPECIFIC FUNDING ON DIAGNOSTIC SUBSTITUTION

Topic Area: Developmental Disabilities**Secondary Topic:** Accountability & Large Scale Assessments**Format:** Lecture

The past few years have seen an increase in the funding of health and educational services targeted to children with ASD, but excluding children with other developmental delays. This session will address the impact of these policies on the increase in the incidence rates for ASD in states with these policies. (1606)

Leader(s): *Gardner Umbarger*, Saginaw Valley State University, University Center, MI

3:45-4:45 p.m.

Room 206A | Session: 322

THE UNCRPD: GLOBAL INDICATORS OF THE EDUCATIONAL RIGHTS OF PERSONS WITH DISABILITIES

Topic Area: International Programs/Services**Secondary Topic:** Public Policy**Format:** Lecture

Article 24 of the United Nations Convention on the Rights of Persons With Disabilities (CRPD) established educational rights for people with disabilities. This session shares the results of an evaluation of national CRPD reports against the requirements of Article 24. Presenters will discuss the benefits and challenges of using CRPD reports to monitor education reforms. (1006)

Leader(s): *Rebecca Sheffield*, Texas Tech University, Lubbock, TX**Presenter(s):** *Michael Skivington*, Sam Houston State University, Huntsville, TX

3:45-4:45 p.m.

Room 006C | Session: 323

USING LEARNING PROGRESSIONS TO GUIDE INSTRUCTION ON FRACTIONS

Topic Area: Assessment**Secondary Topic:** Research**Format:** Lecture

Learning progressions (LPs) describe the development of students' increasingly sophisticated and complex understanding within a domain. The presenters describe the development of LPs for understanding fractions and how they used this LP to develop a diagnostic assessment to identify why students struggle, and explain how the proposed LP can guide instructional decision making. (2221)

Leader(s): *Leanne Ketterlin-Geller*, Southern Methodist University, Dallas, TX

Presenter(s): *Sharri Zachary*, Southern Methodist University, Dallas, TX; *Savannah Hill*, Southern Methodist University, Dallas, TX; *Deni Basaraba*, Southern Methodist University, Dallas, TX

3:45-4:45 p.m.

Room 211 | Session: 324

WALKING THE TALK: COLLABORATIVE INTERVENTION PROJECTS AMONG UNIVERSITY FACULTY AND THEIR STUDENTS

Topic Area: Teacher Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Teacher educators will learn how one nationally ranked university-based special education teacher preparation program designed and implemented a Collaborative Intervention Project to better prepare its special education and general education preservice teachers to collaboratively problem solve and intervene to meet the needs of CLD learners. Attendees will benefit from learning how the project was developed and how obstacles were overcome. (1468)

Leader(s): *Laura McFarland*, University of Texas, Austin, TX

Presenter(s): *Shernaz Garcia*, University of Texas, Austin, TX; *Herbert Rieth*, University of Texas, Austin, TX; *Phyllis Robertson*, University of Texas, Austin, TX

3:45-4:45 p.m.

Room 206B | Session: 325

WRITING INTERVENTION RESEARCH

Topic Area: Instructional Design and Strategies

Discussant: *Tanya Santangelo*, Arcadia University, Glenside, PA



Using Technology-Based Graphic Organizers to Enhance Content-Area Learning and Writing

This interactive session demonstrates the use of graphic organizer software for students with disabilities in inclusive content classrooms. Specific procedures and examples of two emerging practices based on promising research in Grades 4-12 will be demonstrated: Using technology-based graphic organizers for content learning and to enhance writing. (354)

Presenter(s): *Stephen Ciullo*, Texas State University, The Meadows Center for Preventing Educational Risk, San Marcos, TX

Presenter(s): *Richard Boon*, Kutztown University of Pennsylvania, Kutztown, PA; *Douglas Dexter*, Pennsylvania State University, State College, PA; *Sara Flanagan*, University of Kentucky, Lexington, KY

Write Right: Scaffolding Writing Instruction for Independence and Long-Term Gains

Written expression is a complex task for all secondary students. To allow students to independently gain and demonstrate improved writing, the amount of support should be gradually faded. This session will discuss how to evaluate and decrease the amount of support needed and will provide empirical evidence from students and teachers. (411)

Leader(s): *Sara Flanagan*, University of Kentucky, Lexington, KY

Presenter(s): *Emily Bouck*, Purdue University, West Lafayette, IN

Writing Instruction at Tier 2: Evidence From an Intervention Study

Few research studies have explored intervention programming for struggling writers who may be later considered for learning disability classification. This session will review the processes of universal screening for writing and how intervention programming for writing resulted in some students being dually discrepant whereas others were not. (516)

Leader(s): *Michael Dunn*, Washington State University Vancouver, Vancouver, WA

3:45-4:30 p.m. Bridge Hall, Poster 3 | Session: 326

PROGRESS MONITORING: PRACTICAL CLASSROOM ASSESSMENT STRATEGIES**Topic Area:** Assessment**Secondary Topic:** Accessing the General Education Curriculum that is Aligned with State Standards**Format:** Poster Session

Progress monitoring, a scientifically based practice, is used to evaluate students' academic performance and determine the effectiveness of instruction. It allows teachers to intervene early to meet the needs of struggling learners. This session provides an overview of assessment models and the "how to" track and graph student knowledge and skills. (2039)

Leader(s): *Cathleen Spinelli*, Saint Joseph's University, Philadelphia, PA

3:45-4:30 p.m. Bridge Hall, Poster 20 | Session: 327

COMORBIDITY OF DEAF AND HARD OF HEARING STUDENTS AND OTHER DISABILITIES: VARIABILITY ACROSS EDUCATIONAL SETTINGS**Topic Area:** Communicative Disabilities and Deafness**Secondary Topic:** Physical/Health/Multiple Disabilities**Format:** Poster Session

Up to an estimated 50% of students who are deaf or hard of hearing (D/HH) have co-occurring disabilities. Yet there is little information about the educational outcomes and best practices in serving these students. PEPNet2's current needs assessment includes a survey of professionals, individuals, and parents about the prevalence and type of co-occurring disorders in D/HH students. This session provides information that will increase participants' awareness of this issue and that can also be used as a foundation to understanding the needs and potential supports for students with these diverse characteristics. (1367)

Leader(s): *Jacqueline Caemmerer*, PEPNet2, Austin, TX**Presenter(s):** *Stephanie Cawthon*, University of Texas, Austin, TX

3:45-4:30 p.m.

Bridge Hall, Poster 7 | Session: 328

CURRENT CONDITION OF EDUCATION FOR STUDENTS WITH SPECIAL NEEDS IN JAPAN**Topic Area:** International Programs/Services**Secondary Topic:** Public Policy**Format:** Poster Session

Beginning in April 2007, the Japanese government shifted the focus of policy from the notion of "Special Education" towards "Special Needs Education." The fundamental shift was from providing education according to "category and degree of disability" to meeting the "individual special educational needs." This session will provide an overview of the current policy in Japan. (2192)

Leader(s): *Yumiko Saito-Kitanosako*, National Institute of Special Needs Education, Kanagawa, Japan**Presenter(s):** *Hanae Kumata*, National Institute of Special Needs Education, Kanagawa, Japan

3:45-4:30 p.m.

Bridge Hall, Poster 18 | Session: 329

EFFECTS OF SIMULTANEOUS PROMPTING ON MATH FACT ACCURACY OF LOW-ACHIEVING STUDENTS**Topic Area:** Research**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

This session shares the findings of a study that employed a multiple baseline design to investigate effects of the simultaneous prompting procedure on math fact accuracy for fourth-grade students at risk for low achievement in math. Results indicate that all four participants improved their math fact accuracy in at least two out of three tiers of facts. (1929)

Leader(s): *Anne Brawand*, George Mason University, Fairfax, VA**Presenter(s):** *Anyia Evmenova*, George Mason University, Fairfax, VA

3:45-4:30 p.m. Bridge Hall, Poster 9 | Session: 330
EVIDENCE-BASED READING
INTERVENTIONS FOR ADOLESCENT
ENGLISH LEARNERS WITH READING
DIFFICULTIES

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Learning Disabilities

Format: Poster Session

English learners are most often identified for special education services in the area of reading, and yet little research has been done to determine which interventions have been validated as effective for this population. The presenters will review the studies and recommend implications for practice. (733)

Leader(s): *Sally Huddle*, University of Iowa, Iowa City, IA

Presenter(s): *John Hosp*, University of Iowa, Iowa City, IA; *Sarah Watt*, University of Iowa, Iowa City, IA

3:45-4:30 p.m. Bridge Hall, Poster 5 | Session: 331
IMPACT AND IMPLICATIONS OF PBIS FOR
STUDENTS WITH EMOTIONAL AND
BEHAVIORAL DISORDERS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

This session examines the impact of schoolwide PBIS on students with significant socio-emotional and behavioral needs. Survey data collected in PBIS schools are presented regarding the decision-making processes regarding the selection, frequency and effectiveness of “evidence-based” practices with students with or at risk for EBD, and implications for their futures. (1152)

Leader(s): *Donna Campbell*, Webster University, Webster Groves, MO

Presenter(s): *Amy Bourland*, St. Louis County Special School District, MO

3:45-4:30 p.m. Bridge Hall, Poster 2 | Session: 332
INCREASING PARTICIPATION USING A
REWARD SYSTEM VIA IPAD FOR STUDENTS
WITH ADHD

Topic Area: Technology and Media

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

This session will provide results of a study that evaluated the effects of a token economy system (i.e., reward system) via the iPad on participation and disruptive behavior demonstrated by middle school students with ADHD. Participants will learn about iRewardChart, the iPad application which was used to deliver the intervention. (1197)

Leader(s): *Samuel Choo*, University of Kentucky, Lexington, KY

Presenter(s): *Victoria Knight*, University of Kentucky, Lexington, KY; *Margaret Bausch*, University of Kentucky, Lexington, KY

3:45-4:30 p.m. Bridge Hall, Poster 8 | Session: 333
LITERACY INSTRUCTION IN SPECIAL
EDUCATION CLASSROOMS:
INSTRUCTIONAL PRACTICES AND
INTERACTIONS AROUND LEARNING

Topic Area: Developmental Disabilities

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Poster Session

Literacy instruction in special education often uses a reductionist approach, focusing on drill and practice, sight words, and memorization rather than deep comprehensive literacy learning. This session will discuss how evidence-based practices from general education significantly improved literacy outcomes for students with moderate to severe developmental disabilities. (1701)

Leader(s): *Amanda Bock*, University of North Carolina, Chapel Hill, NC

3:45-4:30 p.m. Bridge Hall, Poster 14 | Session: 334

MATHEMATICS INTERVENTIONS FOR SECONDARY STUDENTS WITH EBD**Topic Area:** Instructional Design and Strategies**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Poster Session

This session presents the results of a research synthesis of mathematics interventions for secondary students with EBD (1974-2011). The presenters will share findings from 35 years of research on student-, peer-, and teacher-directed strategies to support mathematics achievement. Implications for practice and areas of future research are shared. (1601)

Leader(s): *Brittany Hott*, Texas A&M University, Commerce, TX**Presenter(s):** *Jennifer Walker*, George Mason University, Fairfax, VA

3:45-4:30 p.m. Bridge Hall, Poster 6 | Session: 335

RACIAL IDENTITY DEVELOPMENT OF PRESERVICE TEACHERS: BOUTIQUE STUDY TO PROGRAMMATIC INCORPORATION**Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** Teacher Education**Format:** Poster Session

Preservice teachers must first explore their racial identity as a prerequisite to implementing culturally relevant pedagogy. This session will describe how Brown, Black, and White students and their university instructors created a safe harbor to explore one another's stories and read texts that challenged their notions of teaching and the integral role of race. (585)

Leader(s): *Stephen Kroeger*, University of Cincinnati, Cincinnati, OH**Presenter(s):** *Karen Troup*, University of Cincinnati, Cincinnati, OH

3:45-4:30 p.m.

Bridge Hall, Poster 1 | Session: 336

SCHOOL INCLUSION AND SUPPORTS FOR STUDENTS WITH INTELLECTUAL DISABILITIES OR AUTISM: A STATEWIDE STUDY**Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Poster Session

Our research study explored strategies used by educators to support the inclusion of students with intellectual disabilities or autism in an array of classroom and school activities. Attendees will learn about evidence-based approaches for fostering school inclusion and the professional development needed to do this well and confidently. (255)

Leader(s): *Maribeth Gettinger*, University of Wisconsin, Madison, WI**Presenter(s):** *Erik Carter*, Vanderbilt University, Nashville, TN

3:45-4:30 p.m. Bridge Hall, Poster 12 | Session: 337
SUPERVISING PARAEDUCATORS: WHAT ADMINISTRATORS AND TEACHERS NEED TO KNOW

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Poster Session

Administrators, general and special education teachers, and students support services professionals rely heavily on paraeducators to assist and support teacher directed instruction. However, many educators have received little or no training to assist them in effectively managing and directing the work of paraeducators. This session will examine the issues, roles, and responsibilities of teachers and administrators who direct, manage, and supervise the work of paraeducators. The presenters will provide practical information and activities to enhance the knowledge and skills of teachers and administrators in effectively supervising paraeducators in various educational settings. (1589)

Leader(s): *Kent Gerlach*, Pacific Lutheran University, Tacoma, WA

3:45-4:30 p.m. Bridge Hall, Poster 15 | Session: 338
TEACHING DEMONSTRATIONS: DO PRESENTERS PERCEPTIONS OF THEMSELVES MATCH THE AUDIENCE'S PERCEPTIONS?

Topic Area: Teacher Education

Secondary Topic: Research

Format: Poster Session

In this research study, preservice teachers were asked to assess themselves using a 5-point Likert scale in seven categories after watching their performance on video. Their peers also assessed them in the same categories using the same instrument. Do perceptions of presenters' abilities match peers' perceptions of their abilities? This session provides the results to this question. A student's actual 10-minute video clip of a teaching demonstration is also included. (1559)

Leader(s): *Kim Doan*, West Chester University, West Chester, PA

Presenter(s): *Catherine DeCoursey*, Lincoln University of Pennsylvania, Lincoln University, PA

3:45-4:30 p.m. Bridge Hall, Poster 13 | Session: 340
THE EFFECTIVENESS OF TEACHER EVALUATION: PERCEPTIONS OF SPECIAL EDUCATORS

Topic Area: Administration/Supervision

Secondary Topic: Public Policy

Format: Poster Session

Parents, practitioners, and policy makers agree that one of the most promising elements in improving public education is the presence of a highly skilled and effective teacher. However, confusion and controversy abound regarding the best way to evaluate teacher effectiveness. This session reports the findings of a study to gain insight into how special educators are evaluated by their respective districts/administrators and to investigate the perceived value of specific measures as well as the feedback received as a result of the evaluation process. Results indicate mixed feelings related to the process and administrator capabilities. (309)

Leader(s): *Melissa Jones-Bromenshenkel*, Eastern Illinois University, Charleston, IL

Presenter(s): *Rebecca Cook*, Eastern Illinois University, Charleston, IL; *Frank Mullins*, University of Texas of the Permian Basin, Odessa, TX

3:45-4:30 p.m. Bridge Hall, Poster 4 | Session: 341

THE SOCIAL EMOTIONAL LEARNING FOUNDATIONS (SELF) CURRICULUM: RESULTS FROM THE KINDERGARTEN PILOT

Topic Area: Early Childhood**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Poster Session

Children's social-emotional growth is inextricably connected to academic learning, but high stakes testing often results in a restricted focus on academic skills. This session provides findings from a kindergarten pilot implementation of Social-Emotional Learning Foundations (SELF), a curriculum that merges social-emotional learning and instruction in reading comprehension to promote self-regulation skills. (1071)

Leader(s): *Stephen Smith*, University of Florida, Gainesville, FL**Presenter(s):** *Nancy Corbett*, University of Florida, Gainesville, FL; *Ann Daunic*, University of Florida, Gainesville, FL

3:45-4:30 p.m. Bridge Hall, Poster 10 | Session: 342

THE USE OF ADAPTED DIALOGIC READING STRATEGIES WITH CHILDREN WITH AUTISM

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Developmental Disabilities**Format:** Poster Session

Young children with autism and intellectual disabilities need to develop communication and language skills. They also need instruction that will prepare them to be successful in academic instruction. This session describes the results of a study in which teachers implemented adapted dialogic reading strategies with children on the spectrum. (1288)

Leader(s): *Kelly Whalon*, University of Louisville, Louisville, KY

3:45-4:30 p.m.

Bridge Hall, Poster 17 | Session: 343

TRANSITION SERVICES: LEGAL REQUIREMENTS AND LITIGATION

Topic Area: Career Development/Transition**Secondary Topic:** Public Policy**Format:** Poster Session

This session discusses the findings of a study that examined special education court cases that occurred after IDEA (2004) implementation and determined the pattern across transition service litigations and their rulings. The identified pattern guided recommendations for teachers and practitioners in the area of secondary transition services. (1570)

Leader(s): *Stefania Petcu*, University of South Carolina, Columbia, SC**Presenter(s):** *Judith Cholewicki*, University of South Carolina, Columbia, SC; *Anthony Plotner*, University of South Carolina, Columbia, SC

3:45-4:30 p.m. Bridge Hall, Poster 21 | Session: 344

UNDERACHIEVING MINORITY STUDENTS IN RURAL CHINESE SCHOOLS AND CHINA'S NEW EDUCATIONAL REFORMS

Topic Area: International Programs/Services

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

China's new 10-year plan for education and the results of a qualitative case study of Chinese teachers' use of strategies to support students of concern under these reforms are discussed in terms of a model for analyzing inclusive schooling in international contexts. Chinese policies, survey results, and videotaped segments of teacher focus groups will be presented. (1439)

Leader(s): *Craig Barringer*, University of Vermont, Burlington, VT

3:45-4:30 p.m. Bridge Hall, Poster 19 | Session: 345

USING BOOK CLUBS IN A COLLEGE COURSE ABOUT STUDENTS WITH SPECIAL NEEDS

Topic Area: Teacher Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Book Clubs are frequently used to teach students literacy skills. This demonstration will provide participants with information on how to design a book club for adult learners in a college course. The presenters will share current literature supporting the use of book clubs, provide practical information in implementing this technique in college courses, and discuss their own research on the effectiveness of book clubs in their own teaching. (2157)

Leader(s): *Adam Moore*, University of Rhode Island, Providence, RI

Presenter(s): *Bethany Hamilton-Jones*, University of Rhode Island, Kingston, RI

3:45-4:30 p.m. Bridge Hall, Poster 16 | Session: 346

UTILIZING AN EVALUATION PLANNING GUIDE FOR IDENTIFICATION OF LEARNING DISABILITIES

Topic Area: Assessment

Secondary Topic: Learning Disabilities

Format: Poster Session

The current state of identification practices is still at an emerging level. This session highlights The Evaluation Planning Guide, a free tool which provides guidance to educators in documenting a learner's profile of cognitive strengths and needs based on research from CHC Theory. Formal evaluation methods are used to construct a comprehensive profile of learner functioning. (1965)

Leader(s): *Cynthia Simpson*, Houston Baptist University, Houston, TX

Presenter(s): *Sharon Lynch*, Sam Houston State University, Huntsville, TX; *Jessica Rueter*, University of Texas - Tyler, TX; *Phil Swicegood*, Sam Houston State University, Huntsville, TX

3:45-4:30 p.m. Bridge Hall, Poster 11 | Session: 347

VIDEO MODELING IN ADAPTED PHYSICAL EDUCATION FOR STUDENTS WITH AN INTELLECTUAL DISABILITY

Topic Area: Developmental Disabilities

Secondary Topic: Technology and Media

Format: Poster Session

Video modeling is an effective intervention for teaching functional and social skills to students with an intellectual disability. This session focuses on the extended application of video modeling and task analytic instruction with four high school students with moderate intellectual disability in learning to shoot a basketball correctly. (1578)

Leader(s): Ya-yu Lo, University of North Carolina, Charlotte, NC

Presenter(s): Adrienne Anderson, University of North Carolina, Charlotte, NC; Kimberly Bunch-Crump, University of North Carolina, Charlotte, NC

5:00-6:00 p.m. Room 201 | Session: 348

EMPLOYING TECHNOLOGY TO ENHANCE EXECUTIVE FUNCTIONING IN STUDENTS WITH DISABILITIES

Topic Area: Technology and Media

Discussant: Roberta Strosnider, Towson University, Project Boost, Naples, FL

Moderator: Cheryl Temple, Fairfax County Public Schools, Fairfax Station, VA



Leveling the Playing Field With Technology

This session provides attendees an opportunity to see various applications for the iPad and other digital devices discussed and demonstrated. Participants will be introduced to applications as they relate to the improvement of particular executive functioning skills in students with executive functioning deficits. (1563)

Leader(s): Roberta Strosnider, Towson University, Project Boost, Naples, FL

Presenter(s): Valerie Sharpe, Towson University, Ellicott City, MD

Technology to Support Executive Functioning

Many students struggle with organizing and managing tasks, which impacts their ability to retain information and demonstrate knowledge. These 'executive functions' may be improved through the use of technology. This session will focus on technology tools to support organization, information management, time management, and materials management. (810)

Leader(s): Cheryl Temple, Fairfax County Public Schools, VA

Presenter(s): Lisa Givens, Fairfax County Public Schools, VA

5:00-6:00 p.m.

Room 209 | Session: 349

DEVELOPING SOCIOEMOTIONAL SKILLS IN GIFTED TWICE EXCEPTIONAL CHILDREN AND FAMILIES THROUGH INTERDISCIPLINARY INTERVENTIONS

Topic Area: Gifted and Talented

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

This session reports on a pilot study that explored effectiveness of an interdisciplinary intervention—education, psychology, communication, and counseling for families—to develop social skills in six twice exceptional children. Emergent planning, diverse contexts, and multiple single-case approaches are adopted with pre-, during, and postmeasures for each child during the 12-week intervention program. (1874)

Leader(s): Ana Miro, University of Puerto Rico, Rio Piedras, San Juan, PR

5:00-6:00 p.m. Room 217C | Session: 350

EVERYONE IS ON-TASK EVEN THE ADULTS!

Topic Area: Administration/Supervision

Secondary Topic: Collaboration and Inclusive Practices

Format: Demonstration

Working with paraprofessionals is an integral aspect of a special educator's job. Although special education teachers often have coursework on working with students, supervising and collaborating with adults is often neglected. This session will give teachers and administrators strategies for successfully managing paraprofessionals in the classroom. (673)

Leader(s): Rosanne Greenway, University of Washington, Seattle, WA

5:00-6:00 p.m. Room 205 | Session: 351

IMPLEMENTING PBIS IN SECURE JUVENILE FACILITIES: RESULTS OF A FEASIBILITY STUDY

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Special Education Schools

Format: Lecture

Research indicates that an effective juvenile justice system communicates, promotes, and richly reinforces desirable behavior. It clearly communicates expectations and rules and minimizes opportunities for youth to engage in problematic behavior. Adults in an effective juvenile justice system consistently and fairly give negative consequences for rule infractions. This session will discuss the research evidence regarding effective treatment and support for delinquent youth, considering evidence-based best practice in prevention, incarceration, and aftercare. Results from an ongoing U.S. Department of Education study will be presented along with sample measurement tools. (1604)

Leader(s): Jeffrey Sprague, Institute on Violence and Destructive Behavior, Eugene, OR

5:00-6:00 p.m.

Room 007C | Session: 352

PATH TO READING EXCELLENCE IN SCHOOL SITES: IMPLEMENTATION, EFFECTS, AND IMPLICATIONS FOR K-3 LITERACY IN URBAN SCHOOLS

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Failure to achieve early literacy success in K-3rd grade is highly correlated with negative outcomes. This session describes a model of tiered instructional supports matched to diverse student needs in reading. Preliminary results from six urban school sites are discussed, as well as implications for decreasing special education referrals. (412)

Leader(s): Stephanie Snidarich, University of Minnesota, Minneapolis, MN

Presenter(s): Jessica Simacek, University of Minnesota, Minneapolis, MN

5:00-6:00 p.m.

Room 213 | Session: 353

PROMOTING PROGRESS IN THE GENERAL CURRICULUM THROUGH SELF-ADVOCACY

Topic Area: Developmental Disabilities

Secondary Topic: Accessing the General Education

Curriculum that is Aligned with State Standards

Format: Lecture

The session describes a study evaluating the effectiveness of self-advocacy strategy instruction as a means of promoting progress in the general curriculum for secondary students with an intellectual disability. The data showed that students learned a self-advocacy strategy and demonstrated use of the strategy across the special and general education classroom setting. Results will be discussed. (2218)

Leader(s): Amy Schelling, Grand Valley State University, Allendale, MI

5:00-6:00 p.m.

Room 006D | Session: 354

PROMOTING SELF-DETERMINATION THROUGH TECHNOLOGY INTEGRATION

Topic Area: Career Development/Transition**Secondary Topic:** Technology and Media**Format:** Lecture

This session will outline the intervention, methodology, and results surrounding a program evaluation of one state's Tech-Now curriculum. Tech-Now is a technology-focused, secondary transition program for students with disabilities. This exciting curriculum has demonstrated the ability to increase self-determination levels and knowledge of technology and computer-based applications, and to improve graduation rates for student involved. (844)

Leader(s): Kendra Williams-Diehm, University of Oklahoma, Norman, OK**Presenter(s):** Rick DeRennaux, TechNow, Inc, Norman, OK; Lori Metcalf, University of Oklahoma, Norman, OK

5:00-6:00 p.m.

Room 217D | Session: 355

PUTTING IT ALL TOGETHER: CONDUCTING FBAS AND DEVELOPING BIPS THAT WORK

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Demonstration

Conducting Functional Behavior Assessments (FBAs) to develop Behavior Intervention Plans (BIPs) is essential to the student IEP process. However, when FBA procedures are poorly defined, inadequate BIPs result, leading to frustrated educators, meager outcomes, and even litigation. This session outlines procedures for quality FBA processes and effective BIPs that will move students towards more functional and appropriate behaviors. (440)

Leader(s): Stacy Morgan, Emergent Tree Education, Austin, TX**Presenter(s):** Katy Davenport, Texas State University, Austin, TX

5:00-6:00 p.m.

Room 007A | Session: 356

RESPONSE OF STUDENTS WITH INTELLECTUAL DISABILITIES TO EARLY READING

Topic Area: Research**Secondary Topic:** Developmental Disabilities**Format:** Panel

This session involves three presentations that provide evidence-based perspectives on individualizing reading intervention for students with intellectual disabilities and that explain ways to monitor student progress in order to further individualize intervention. Following the three presentations, overall implications for classroom teachers and parents of children with ID and with Down syndrome will be shared. (1462)

Leader(s): Stephanie Al Otaiba, Southern Methodist University, Dallas, TX**Presenter(s):** Jill Allor, Southern Methodist University, Dallas, TX; Jessica Folsom, Florida Center for Reading Research, Tallahassee, FL; Christopher Lemons, University of Pittsburgh, Pittsburgh, PA

5:00-6:00 p.m.

Room 204B | Session: 357

RTI IN STRUGGLING SCHOOLS: FROM IMPLEMENTATION TO SUSTAINABILITY TO SUCCESS

Topic Area: Administration/Supervision

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

University and school district partners share the successes and challenges after 5 years of RTI implementation in low performing, high need schools.

Presenters discuss the keys to long-term sustainability after research monies dwindle and university guidance fades. Successful RTI implementation in real schools facing real problems is possible! (1459)

Leader(s): *Amanda Kloo*, Belmont Abbey College, Charlotte, NC

Presenter(s): *Naomi Zigmond*, University of Pittsburgh, Pittsburgh, PA

5:00-6:00 p.m.

Room 204A | Session: 358

SERVING PRE-K CHILDREN WITH DISABILITIES IN COLLABORATIVE COMMUNITY SETTINGS

Topic Area: Early Childhood

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Universal Pre-K and the District Collaborative model allow families of students with disabilities to remain in their home communities and provide a choice of settings while limiting transitions. Attendees will learn about community collaboration processes that enable organizations to increase services and supports to students in inclusive settings. (586)

Leader(s): *Victor Fisher*, Harrison County Schools, Clarksburg, WV

Presenter(s): *Lisa Ray*, Harrison County Schools, Clarksburg, WV

5:00-6:00 p.m.

Room 214B | Session: 359

STRAND D, SESSION 4

KINDERGARTENERS' ATTITUDES TOWARD PEERS WITH DISABILITIES: RESEARCH FINDINGS AND IMPLICATIONS FOR PRACTICE

Topic Area: Research

Secondary Topic: Early Childhood

Format: Lecture

The session highlights The Special Friends program, evaluated as a classwide intervention to improve acceptance of children with disabilities. There are three program components that are closely tied to the attitude construct: school-literacy, cooperative learning-groups, and home-literacy. Results from data from 32 kindergarten classrooms indicate that the intervention benefits children with and without disabilities.

Leader(s): *Michaelene Ostrosky*, University of Illinois, Urbana-Champaign, IL

Presenter(s): *Paddy Cronin Favazza*, Rhode Island College, Providence, RI



5:00-6:00 p.m.

Room 008A | Session: 360

STRAND F, SESSION 4**USING INSTRUCTIONAL GAMING TO HELP AT-RISK LEARNERS DEVELOP EARLY MATHEMATICAL PROFICIENCY****Topic Area:** Research**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This session highlights Project NumberShire, a Tier-2 educational video game designed to support the development of whole number knowledge for at-risk learners in Grade 1. Presenters will share examples of NumberShire activities and student performance data. Attendees will learn how to integrate game technology with Tier-1 core mathematics instruction for their own classrooms.

Leader(s): *Hank Fien*, University of Oregon, Eugene, OR

Presenter(s): *Christian Doabler*, University of Oregon, Eugene, OR; *Nancy Nelson-Walker*, University of Oregon, Eugene, OR; *Marshall Gause*, Thought Cycle, Cottage Grove, OR

5:00-6:00 p.m.

Room 212 | Session: 361

TOURETTE SYNDROME IN THE SCHOOL AND CLASSROOM**Topic Area:** Developmental Disabilities**Secondary Topic:** Physical/Health/Multiple Disabilities**Format:** Lecture

This session will provide a detailed overview of Tourette syndrome and commonly co-occurring conditions such as ADHD and OCD, and the effect these conditions have on students and the classroom. Specific strategies designed to maximize learning will be offered so teaching and learning can occur to benefit all students. (1493)

Leader(s): *Kathy Giordano*, Tourette Syndrome Association, Bayside, NY

5:00-6:00 p.m.

Room 206A | Session: 362

TRAINING HONG KONG PARENTS OF CHILDREN WITH DISABILITIES TO BE HOME TEACHERS**Topic Area:** International Programs/Services**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

This session presents the results of a study that investigated the impact of training Hong Kong parents of children with disabilities to be home teachers. Results indicated that all students' English performance had improved. Parents were pleased to use the same instructional methods to reinforce the taught skills at home. (659)

Leader(s): *Lusa Lo*, University of Massachusetts Boston, MA

5:00-6:00 p.m.

Room 217B | Session: 363

UTILIZING THE CHECK-IN/CHECK-OUT PROGRAM AS A TIER 2, RESPONSE-TO INTERVENTION-PROCESS FOR STUDENTS WHO DISPLAY CHALLENGING BEHAVIORS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Collaboration and Inclusive Practices

Format: Demonstration

This session introduces educators to a feasible, evidence-based practice for developing and implementing individualized behavior teaching plans. Simple functional behavior assessment tools will be introduced and the Check-In/Check-Out Program template will be used to demonstrate an easy-to-use response-to-intervention process for students with challenging behaviors. (565)

Leader(s): *Ann Warberg*, Blaine County School District, Hailey, ID

5:00-5:45 p.m.

Bridge Hall, Poster 16 | Session: 366

CURRICULUM-BASED MATHEMATICS WORD PROBLEM-SOLVING MEASUREMENT: A PROGRESS-MONITORING TOOL

Topic Area: Assessment

Secondary Topic: Research

Format: Poster Session

This study examined the tenability of a curriculum-based mathematical word problem-solving measure as a progress-monitoring tool to index the rate of growth over time of third-grade students with mathematics difficulties. Implications for practice in terms of instructional decision-making will be discussed. (1114)

Leader(s): *Asha Jitendra*, University of Minnesota, Minneapolis, MN

Presenter(s): *Danielle Dupuis*, University of Minnesota, Minneapolis, MN; *Anne Zaslofsky*, University of Minnesota, Minneapolis, MN

5:00-5:45 p.m.

Bridge Hall, Poster 1 | Session: 365

BEYOND THE BRICK WALLS: HOME SCHOOLING STUDENTS WITH SPECIAL NEEDS

Topic Area: Special Education Schools

Secondary Topic: Research

Format: Poster Session

There is an increasing trend of students with special needs receiving academic instruction at home. In this session, presenters will share information on current statistics, resources, and reports of strengths and limitations, as well as future research topics. (1373)

Leader(s): *Kathleen Moores*, University of Georgia, Athens, GA

Presenter(s): *Kathleen Cook*, University of Georgia, Athens, GA; *Justin Lane*, University of Georgia, Athens, GA; *Theologia Mataras*, University of Georgia, Athens, GA

5:00-5:45 p.m. Bridge Hall, Poster 3 | Session: 367

EARLY CHILDHOOD PARENTING PERCEPTIONS OF CHINESE URBAN 80S MUM: A DIGITAL LITERACY RESEARCH

Topic Area: Early Childhood**Secondary Topic:** Early Childhood**Format:** Poster Session

Analysis of parenting style from different cultures is essential for promoting cultural understanding. However, no data or updated literature is available in terms of evaluating whether “Guan” (love control) is still an appropriate term in describing the parenting style of mainland China, especially with the 80’s new mum population in urban cities. Based on natural shared digital literacy in social media, this study evaluated the validity of the use of term Guan. Results of the study will be shared. (1262)

Leader(s): *Songtian Zeng*, University of Kansas, Lawrence, KS

5:00-5:45 p.m. Bridge Hall, Poster 12 | Session: 368

EARLY CHILDHOOD SPECIAL EDUCATION TRAINING IN TURKEY: A SURVEY OF TEACHER TRAINING PROGRAMS

Topic Area: International Programs/Services**Secondary Topic:** Teacher Education**Format:** Poster Session

This session describes a survey of teacher training programs in Turkey. Early intervention/early childhood special education (EI/ECSE) programs were surveyed on demographics, EI/ECSE-specific courses, and faculty training and research in EI/ECSE. Data were analyzed using response frequencies, percentages, and descriptive statistics. Results will be shared. (557)

Leader(s): *Serra Acar*, University of Oregon, Eugene, OR

5:00-5:45 p.m.

Bridge Hall, Poster 19 | Session: 369

EFFECTS OF PALS-MATH ON MATHEMATICS PERFORMANCE OF STUDENTS WITH DISABILITIES: A LITERATURE REVIEW

Topic Area: Learning Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

School-age children who have some form of SLD may have difficulties learning mathematical concepts/procedures. One intervention to address poor mathematics performance in students with SLD is Peer-Assisted Learning Strategies (PALS). This session will review extant literature regarding the effectiveness of PALS for students with SLD. (435)

Leader(s): *Karen Fries*, Pennsylvania State University, University Park, PA

5:00-5:45 p.m. Bridge Hall, Poster 17 | Session: 370
IMPROVING POSTSECONDARY OUTCOMES
FOR YOUTH WITH SPECIAL HEALTH CARE
NEEDS

Topic Area: Career Development/Transition

Secondary Topic: Physical/Health/Multiple Disabilities

Format: Poster Session

As more youth with invisible chronic illness (ICI) are living into adulthood it is necessary that they prepare for their future. Healthcare and education have different processes for transition although both focus on preparing youth for independence. This session addresses the collaboration between healthcare and education to improve postsecondary outcomes for youth with ICI. (1595)

Leader(s): *Jeanne Repetto*, University of Florida, Gainesville, FL

Presenter(s): *Susan Horky*, Shands at the University of Florida, Gainesville, FL; *John Reiss*, Institute for Child Health Policy, Gainesville, FL; *Arwa Saidi*, Shands at the University of Florida, Gainesville, FL

5:00-5:45 p.m. Bridge Hall, Poster 7 | Session: 371
IMPROVING SPECIAL EDUCATION TEACHER
CANDIDATES INTERCULTURAL
SENSITIVITY

Topic Area: Teacher Education

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Presenters will describe the components of a reflective multicultural perspectives experience through a graduate course and discuss its impact on teacher candidates' intercultural sensitivity. Participants' mean scores indicated that their intercultural competence needs improvement. A significantly higher perceived score was identified suggesting that participants overestimated their level of intercultural sensitivity. (2054)

Leader(s): *Yaoying Xu*, Virginia Commonwealth University, Richmond, VA

Presenter(s): *Mary Huennekens*, Virginia Commonwealth University, Richmond, VA

5:00-5:45 p.m. Bridge Hall, Poster 20 | Session: 372
META-ANALYSIS OF READING
INTERVENTION FOR STUDENTS WITH LD IN
KOREA

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Poster Session

This session provides a synthesis of intervention studies published between 2000 and 2010 with students with LD in Korea. Forty-five articles were selected and 72 interventions were synthesized. Each study was analyzed in terms of information contained on study design, strategy, intervention components (duration, intensity, and implementation personnel), and each effect size was calculated for providing characteristic and effectiveness of studies of reading intervention. Findings will be shared. (1250)

Leader(s): *Yedana Lee*, Korea University, Seoul, South Korea

Presenter(s): *Seoung-Hyun Son*, Korea University, Seoul, South Korea

5:00-5:45 p.m. Bridge Hall, Poster 11 | Session: 373
PEER SUPPORTS: LESSONS LEARNED
FROM THE FIELD

Topic Area: Developmental Disabilities

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Practical applications as well as collaborative strategies with teachers and related service providers to implement strategies across multiple settings are essential for effective programs. Strategies from cases of peer support with students with cognitive and behavioral challenges (Autism, Down syndrome, Multiple Disabilities) will be shared. (2057)

Leader(s): *Judith Terpstra*, Southern Connecticut State University, New Haven, CT

Presenter(s): *Ronald Tamura*, Southern Connecticut State University, New Haven, CT; *Hannah Dostal*, Southern Connecticut State University, New Haven, CT; *Rachael Gabriel*, University of Connecticut, Storrs, CT

5:00-5:45 p.m. Bridge Hall, Poster 9 | Session: 374
PERCEPTIONS AND PRACTICES OF
ELEMENTARY TEACHERS EDUCATING
STUDENTS WHO ARE LINGUISTICALLY
DIVERSE

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Teacher Education

Format: Poster Session

This session shares results of a qualitative study examining elementary teacher perceptions of and practices for students who are linguistically diverse and who struggle to access the curriculum. Results from a case study dilemma will be discussed, including teachers varied perceptions and practices, and implications for teacher education and policy. (580)

Leader(s): *Rene Greenfield*, University of Hartford, West Hartford, CT

5:00-5:45 p.m. Bridge Hall, Poster 2 | Session: 375
PREPARING LEADERS TO WORK IN THE
DIGITAL AGE

Topic Area: Technology and Media

Secondary Topic: Teacher Education

Format: Poster Session

Doctoral programs must find ways to keep abreast of current practices. This session will describe how one institution prepares future faculty to deliver technology-rich instructional environments and teach teachers how to provide greater access to students with disabilities consistent with the principles of universal design for learning. (2193)

Leader(s): *Sharon Raimondi*, University at Buffalo/Buffalo State College, Buffalo, NY

Presenter(s): *Shannon Budin*, Buffalo State College, Buffalo, NY; *Kevin Miller*, Buffalo State College, Buffalo, NY

5:00-5:45 p.m. Bridge Hall, Poster 18 | Session: 376
RESPONDING TO AGGRESSIVE AND
VIOLENT BEHAVIOR: MEETING THE NEEDS
OF SPECIAL EDUCATION STUDENTS

Topic Area: Research

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This session examines student discipline procedures and the practices implemented by school leaders in response to the aggressive or violent behaviors elicited by students. In particular, presenters will focus on the practices or the absence of practices used with special education students as a means of modifying behaviors in preparation for their return to the classroom. (1334)

Leader(s): *Joan Cowell*, Northern Michigan University, Marquette, MI

Presenter(s): *Bethney Bergh*, Northern Michigan University, Marquette, MI

5:00-5:45 p.m. Bridge Hall, Poster 14 | Session: 377
SELF-REGULATED STRATEGY
DEVELOPMENT FOR STRUGGLING WRITERS

Topic Area: Instructional Design and Strategies

Secondary Topic: Accountability & Large Scale Assessments

Format: Poster Session

This session will share the results of a single-case research study on a writing intervention conducted with high school students who were identified as at risk for school failure. The presenter will discuss the process of implementing the study, the receptivity of the student participants, and student outcomes. Participants will have opportunities to ask questions about the study and its outcomes during the session. (1848)

Leader(s): *Sloan Huckabee*, Clemson University, Clemson, SC

5:00-5:45 p.m. Bridge Hall, Poster 8 | Session: 378

**SHE'S MORE THAN A SHY SMILE:
CREATING COMMUNICATION AND
COMMUNITY THROUGH TECHNOLOGY**

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Developmental Disabilities

Format: Poster Session

This session describes a communication intervention conducted with a 14-year-old girl with Down syndrome. The intervention utilized technology (music, PowerPoint, self-directed home videos, iPad) situated within an ethos of autonomy and dignity, to allow Maria's voice to emerge in the classroom. Results will be shared which showed an increase in communication and social engagement. (1864)

Leader(s): *Megan Everhart*, Azusa Pacific University (Almunus), San Diego, CA

Presenter(s): *Kathryn Scorgie*, Azusa Pacific University, San Diego, CA

5:00-5:45 p.m. Bridge Hall, Poster 13 | Session: 379

**SRSD FOR QUICK WRITING IN MIDDLE
SCHOOL CONTENT AND LEARNING
SUPPORT CLASSROOMS**

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Poster Session

Adolescents with disabilities often have difficulty in classroom writing. In this session, an evidence-based approach, Self-Regulated Strategy Development (SRSD) for quick writing, is described.

Suggestions for small and large group instruction from the perspectives of researchers and a science teacher are presented. (196)

Leader(s): *Elizabeth Benedek-Wood*, Pennsylvania State University, University Park, PA

Presenter(s): *Lauren Valasa*, Pennsylvania State University, University Park, PA; *Phil Wood*, West Branch Schools, PA

5:00-5:45 p.m.

Bridge Hall, Poster 6 | Session: 380

**TEACHING LETTER SOUNDS TO
KINDERGARTEN ENGLISH LANGUAGE
LEARNERS USING INCREMENTAL
REHEARSAL**

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This study examined the efficacy of Incremental Rehearsal (IR) to teach letter sounds to struggling English language learners (ELLs). The extent to which IR improves letter sound production is discussed in combination with an overview of the intervention. Specific considerations of its use with linguistically diverse students are also provided. (1053)

Leader(s): *Jennifer Wilson*, University of Minnesota, Minneapolis, MN

Presenter(s): *Dana Brandes*, University of Minnesota, Minneapolis, MN; *Meredith Peterson*, University of Minnesota, Minneapolis, MN

5:00-5:45 p.m.

Bridge Hall, Poster 4 | Session: 381

**TRANSITIONING TO A MORE FORMAL
EARLY CHILDHOOD CURRICULUM: ISSUES
OF ORGANIZATIONAL CHANGE**

Topic Area: Early Childhood

Secondary Topic: Accessing the General Education

Curriculum that is Aligned with State Standards

Format: Poster Session

There are many challenges in effective delivery of high-quality curriculum in preschools serving young children with and without disabilities. This session outlines the technical (content-related) and adaptive (within-teacher) challenges experienced during the first year of implementing a more comprehensive curriculum. Factors that influence curriculum implementation will be discussed. (1384)

Leader(s): *Susan Palmer*, University of Kansas, Lawrence, KS

Presenter(s): *Eva Horn*, University of Kansas, Lawrence, KS; *Gretchen Butera*, Indiana University, Bloomington, IN; *Audra Classen*, University of Kansas, Lawrence, KS; *Caryn Butler*, University of Kansas, Lawrence, KS

5:00-5:45 p.m. Bridge Hall, Poster 10 | Session: 382

USING DIGITAL STORIES TO TEACH WRITING TO STUDENTS WITH AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session presents the effect of computer-assisted instruction using Windows XP Photo Story 3 to develop digital stories in teaching writing to students with autism. A single-subject design was used to compare student performance in expressive writing. The findings show that digital stories help these students expand and organize their ideas in developing their compositions. As a result, the total number of words and complete sentences in their compositions are increased, and their writing quality is improved. (591)

Leader(s): Joy Xin, Rowan University, Glassboro, NJ

Presenter(s): Michelle Andreevskil, Rowan University, Glassboro, NJ

5:00-5:45 p.m. Bridge Hall, Poster 15 | Session: 383

USING VIDEOTAPES AND A THEORETICAL FRAMEWORK TO PROMOTE REFLECTION IN PRACTICUM COURSES

Topic Area: Teacher Education

Secondary Topic: Administration/Supervision

Format: Poster Session

This session will demonstrate how the Framework for Reflective Thinking model of Sparks-Langer and colleagues is used to promote reflective thinking in special education practicum students during their practicum experiences. The discussion will specifically focus on the methods used to teach three components for lesson reflection: the theoretical Framework for Reflective Thinking, a structured set of reflection questions, and use of the data contained in lesson videotapes. (1304)

Leader(s): Jerald Liss, Emporia State University, Emporia, KS

5:00-5:45 p.m.

Bridge Hall, Poster 5 | Session: 384

YOUNG CHILDREN WITH SPECIAL NEEDS IN EARLY CHILDHOOD ENVIRONMENTS: FOCUS ON TEACHER PERCEPTIONS

Topic Area: Early Childhood

Secondary Topic: Research

Format: Poster Session

This session shares the perceptions of early childhood teachers across an entire state regarding their preparedness and ability to support young children who have special needs. Successes and challenges encountered, as well as accommodations, modifications, and supports available are summarized. (2130)

Leader(s): Holly Hoffman, Central Michigan University, Mt Pleasant, MI



A PASSION FOR COMPASSION

We're all in this together. Some of our differences can be extremely challenging. But beneath our skins, we share a common humanity: a desire for love, dignity, self-worth and salvation, regardless of who we are and what physical or mental capabilities we may or may not possess.

Recognizing and celebrating differences lies at the heart of the **Master of Arts in Disability Studies** at California Baptist University. Beyond preparing professionals to lead, establish and shape disability programs, ministries and policies, CBU's Disability Studies program prepares graduates to challenge and change the way society and organizations relate to people with disabilities. There are two tracks of study:

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Master of Science in Education:
Specialization in Disability Studies

Master of Science in Education:
Specialization in Educational Leadership

Master of Science in Education:
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Master of Science in Education:
Specialization in Online Teaching and Learning

Certificate Programs:
Autism Spectrum Disorders Added
Authorization Certificate (ASDAA)



who cares about *Kelsey*?



Kelsey Carroll lived with homelessness, self-mutilation, abuse and ADHD. She was likely to drop out of high school — until she encountered an education revolution that's about empowering, not overpowering, teens with emotional and behavioral disabilities.

JOIN THE DISCUSSION AND VIEW...

Mini-Films From
"Who Cares About
Kelsey?"
The New Documentary
Project by Dan Habib

Friday, April 5, 2013
1:00-2:00 p.m.
Room 214A
Convention Center

Acknowledgments and Appreciation

CEC extends a very special thanks to the following
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CEC 2013 Convention and Expo:

A2z, Inc.	Marriott Riverwalk, Co-Headquarters Hotel
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AET/Expo Badge	Reece Peterson, Chairperson, Institute on Physical Restraint and Seclusion
American Federation of Teachers	Preconvention Workshop Leaders and Presenters
Callaway Transportation	Presenters, Institute on Physical Restraint and Seclusion
CEC Units and Members	Carla Proctor, Local Arrangements Committee Chair
Cenpatico – School-Based Services	Program Advisory Committee
The Crockett Hotel	Program Chair Invited Speakers
Douglas Cheney, Program Chairperson	PSAV
Educational Site Visits	RK Catering
Exhibiting Companies & Organizations	Session Leaders and Presenters
Forrest T. Jones & Co., Inc.	SmartCity
Freeman	Strand Leaders and Presenters
Grand Hyatt, Co-Headquarters Hotel	Swisscom
Henry B. Gonzalez Convention Center	Texas CEC
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Local Arrangements Committee Lead Team and Subcommittee Chairs	



Be Inspired.

Attend the **Yes I Can!** Ceremony on Friday.

Sponsored by Pearson.

Join CEC as we recognized the accomplishments of 21 students with disabilities.
The 2013 Yes I Can! Award winners are:

Academics

Asha B. Gandhi
Grace Jones
John Carson Morris
Olivia Vice
Matthew Villanueva
Montrell Washington

Arts

Kevin Hosseini
Connor Long
Darien Williams

Athletics

Samantha Cline
David Damron
Dixi Kay Kinchen

School & Community Activities

Michaela Deputy
Michael Kaip
Elizabeth Claire Menke
Brian Slatky

Self-Advocacy

Justin Bachman
Brian Meersma

Technology

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Raquel Bernstein
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Friday, April 5 • 5:30–7 p.m.
Grand Hyatt

This is why you are a special educator.

Nominations for 2014 are due Friday, Oct. 18, 2013.
www.cec.sped.org/yesican



PEARSON





8:00 a.m. - 6:00 p.m.

Lectures, Demonstrations, Panels, Posters, and
Multiple Presentations

STUDENT ACTIVITIES *(see page 39)*

PROGRAM CHAIR INVITED SESSIONS *(see page 57)*

STRANDS *(see page 69)*

EXPO HALL C

Street Level
9:00 a.m.–4:00 p.m.

Free Time to Explore the Expo

11:30 a.m.–1:00 p.m.

3:15–3:45 p.m.

8:00-11:30 a.m.

Room 214A | Session: 390

WHAT'S HAPPENING IN WASHINGTON?

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture

A new Congress and the second term of the Obama Administration will result in the continuation of dramatic policy developments coming from Washington, D.C. impacting states, schools, and the education of students with exceptionalities across the country. Presenters will discuss CEC's perspective on key education policy issues pursued by the Obama Administration and Members of Congress that are impacting special/gifted education.

Leader(s): *Deborah Ziegler*, Council for Exceptional Children, Arlington, VA

Presenter(s): *Lindsay Jones*, Council for Exceptional Children, Arlington, VA; *Kim Hymes*, Council for Exceptional Children, Arlington, VA; *Russ Skiba*, Indiana University, Bloomington, IN; Other Policy Speakers Invited

8:00-10:00 a.m.

Room 214D | Session: 392

STRAND J, SESSION 1A

DESIGNING LANGUAGE AND LITERACY INSTRUCTION FOR ELLS IN AN RTI FRAMEWORK

Topic Area: English Language Learners

Secondary Topic: Response to Intervention

Format: Panel

High quality instruction to support emergent bilingual learners requires a humanizing pedagogy that is engaging to students and driven by the use of culturally relevant materials and critical perspectives about literacy development. Presenters will discuss key issues in K-12 bilingual inclusive education as well as implications for designing instruction for multilingual classrooms.

Leader(s): *Maria Franquiz*, University of Texas, Austin, TX

Presenter(s): *Minda Morren Lopez*, Texas State University, San Marcos, TX

8:00-10:00 a.m.

Room 214D | Session: 393

STRAND J, SESSION 1B

FINDING THE RIGHT BALANCE IN LANGUAGE AND LITERACY INSTRUCTION FOR STRUGGLING ELLS

Topic Area: English Language Learners

Secondary Topic: Response to Intervention

Format: Panel

An important component of RTI is early intervention services. In this session, presenters describe Tier 2 early intervention services focused on language and literacy development for struggling ELLs. Characteristics of Tier 3 or special education services focused on language and literacy for ELLs with exceptionalities will also be discussed.

Leader(s): *Sylvia Linan-Thompson*, University of Texas, Austin, TX

Presenter(s): *Janette Klingner*, University of Colorado, Boulder, CO; *Alejandra Mielke*, University of Texas, Austin, TX

8:00-9:00 a.m.

Room 006B | Session: 394

CULTURALLY RESPONSIVE APPROACHES TO EARLY LITERACY FOR DIVERSE YOUTH

Topic Area: Cultural and/or Linguistic Diversity

Discussant: *Lusa Lo*, University of Massachusetts Boston, Braintree, MA



A Culturally Responsive Oral Reading Fluency Strategy for First- and Second-Grade Urban Learners

This session describes an intervention designed to increase the reading fluency and competence of first- and second-grade urban learners who show reading/special education risk. This highly prescribed, repeated reading strategy incorporates culturally responsive psychological concepts and affirmations. Single-case designs are used to demonstrate its effectiveness. (866)

Leader(s): *Gwendolyn Cartledge*, The Ohio State University, Columbus, OH

Presenter(s): *Susan Keese*, The Ohio State University, Columbus, OH; *Jessica Bennett*, The Ohio State University, Columbus, OH

The Cross-Linguistic Effects of Dialogic Reading on Young Dual Language Learners

This session shares the results of a study to embed instruction on phonological awareness and alphabet knowledge into Dialogic Reading in Spanish (L1). Participants were 30 preschool dual-language learners. Inferential statistics were conducted to compare children's performance on pre- and posttests of emergent literacy skills. Results will be discussed. (1871)

Leader(s): *Mary Huennekens*, Virginia Commonwealth University, Richmond, VA

Presenter(s): *Yaoying Xu*, Virginia Commonwealth University, Richmond, VA

8:00-9:00 a.m. Room 217D | Session: 395

A STUDY OF TIERED CONVERSATIONAL TURN TAKING INSTRUCTION FOR INCLUSIVE PRESCHOOL PROGRAMS

Topic Area: Instructional Design and Strategies**Secondary Topic:** Research**Format:** Demonstration

This single-subject research design was used to evaluate the effects of tiered conversational turn taking instruction in an inclusive preschool classroom. Participants will discuss the implications associated with the findings and will review forms, materials, and supports utilized within the study. Video examples will be included. (2000)

Leader(s): *Sandra Robbins*, University of West Georgia, Carrollton, GA

8:00-9:00 a.m. Room 201 | Session: 396

ACCESSIBLE INSTRUCTIONAL MATERIALS: STUDENTS' PERSPECTIVES ON MAXIMIZED ACCESS

Topic Area: Technology and Media**Secondary Topic:** Accessing the General Education Curriculum that is Aligned with State Standards**Format:** Lecture

The AIM-VA project provides accessible educational media to eligible students with print disabilities across Virginia. This session will discuss the use of large print, digital, DAISY files, and audio recording formats from the students' perspectives. The results from longitudinal study on AIM implementation and students' interviews will be presented. (1638)

Leader(s): *Anya Evmenova*, George Mason University, Fairfax, VA

Presenter(s): *Michael Behrmann*, George Mason University, Fairfax, VA; *Kristine Neuber*, George Mason University, Fairfax, VA; *Marci Jerome*, George Mason University, Fairfax, VA

8:00-9:00 a.m. Room 006D | Session: 397

ACCESSIBLE TRANSPORTATION IN TRANSITION PLANNING: BUILDING A CONTINUUM OF SERVICE

Topic Area: Career Development/Transition**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

Transportation education is critical as students seek to fulfill postschool goals. Easter Seals Project ACTION and the National Association for Pupil Transportation have a long history in supporting a transportation continuum for students in transition from K-12 to postsecondary settings. This session will offer replicable strategies to build school transportation education. (1379)

Leader(s): *Judy Shanley*, Easter Seals Project ACTION, Washington, DC

8:00-9:00 a.m. Room 207A | Session: 398

AN EXAMINATION OF A UNIVERSITY-SCHOOL PARTNERSHIP FOR RTI AND ITS IMPACT ON STUDENT PROGRESS

Topic Area: Teacher Education**Secondary Topic:** Strategies for Entry to the Special Education Career**Format:** Lecture

This session will examine the impact of a special education teacher preparation program that requires a minimum number of student contact hours with RTI Tier III students and interventions. A discussion of the impact will include data and the testimony of a teacher working within the program. (776)

Leader(s): *Ellen Ratcliff*, Southeastern Louisiana University, Hammond, LA

Presenter(s): *Monica Hanna*, Livingston Parish Public Schools, Livingston, LA; *Eric Penalber*, Livingston Parish Public Schools, Livingston, LA

8:00-9:00 a.m.

Room 204A | Session: 399

AN INTERDISCIPLINARY APPROACH TO SUPPORT CHILDREN AND FAMILIES IN PRESCHOOL TRANSITION

Topic Area: Early Childhood

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

Participants will learn about a project including faculty and students in Occupational Therapy, Psychology, Communication Disorders and Early Childhood Special Education programs at one University. ToPS, a summer program to support the transition to preschool, provides developmentally appropriate activities for children ages 2 and 3 to prepare them for classroom experiences as they transition into preschool. Additionally, families are invited to attend a support-group-style parenting class to discuss issues of transition and general parenting concerns. Program development, implementation, and program outcomes will be shared and time for discussion for replication will be provided. (1861)

Leader(s): *Megan Purcell*, Eastern Kentucky University, Richmond, KY

Presenter(s): *Sonia Michael*, Eastern Kentucky University, Richmond, KY

8:00-9:00 a.m.

Room 007B | Session: 400

ARE INTERVENTIONS FOR SECONDARY STUDENTS WITH LD ALIGNED WITH THE COMMON CORE MATHEMATICAL PRACTICES?

Topic Area: Learning Disabilities

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Lecture

This session will present a review of the literature on mathematical interventions for secondary students with learning disabilities (LD). The identified studies were analyzed in light of the mathematical practices outlined by the Common Core State Standards Initiative. Suggestions for teaching and future research will be provided. (1062)

Leader(s): *Jason Miller*, University of Maryland, College Park, MD

8:00-9:00 a.m.

Room 007A | Session: 401

ARE MINORITY CHILDREN DISPROPORTIONATELY REPRESENTED IN SPECIAL EDUCATION? ESTIMATES FROM TWO NATIONALLY REPRESENTATIVE DATASETS

Topic Area: Research

Secondary Topic:

Format: Lecture

Minority disproportionate representation in special education has repeatedly been reported. Yet, few estimates have been derived using longitudinal, nationally representative datasets and extensive statistical control. This session surveys existing work and reports on analyses of two nationally representative datasets. Results of these analyses will be shared and discussed.

Leader(s): *Paul Morgan*, Pennsylvania State University, University Park, PA

8:00-9:00 a.m.

Room 207B | Session: 402

BOSTON TEACHER RESIDENCY: A CLINICAL TEACHER EDUCATION PROGRAM IN SPECIAL EDUCATION

Topic Area: Teacher Education

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Lecture

To better train special educators, BTR has added the role of Clinical Teacher Educator, individuals who teach methods courses, provide in-class coaching, and structure additional school-based experiences. Presenters will share the developing model, discuss student and teacher outcomes, and reflect on the model's impact on teacher training. (739)

Leader(s): *Alexis Oosting*, Boston Teacher Residency, Boston, MA

Presenter(s): *Erik Wagner*, Boston Teacher Residency, Cambridge, MA



8:00-9:00 a.m. Room 213 | Session: 403
COLLEGE SUPPORT PROGRAMS FOR
STUDENTS WITH ASPERGER'S SYNDROME:
PROMISING PRACTICES

Topic Area: Autism Spectrum Disorder

Secondary Topic: Career Development/Transition

Format: Lecture

Increasing numbers of students with Asperger's syndrome (AS) are entering institutions of higher education. Some colleges and support institutions have designed specific programs to meet their unique needs. This session will focus on the institutions and the support strategies that have been shown to be effective for students with AS while in college. (388)

Leader(s): Eileen Sabbatino, Saint Joseph's University, Philadelphia, PA

Presenter(s): Nanette Cooperman, Saint Joseph's University, Philadelphia, PA

8:00-9:00 a.m. Room 209 | Session: 404
CREATIVE STRATEGIES: IMPROVING
EDUCATIONAL OUTCOMES FOR STUDENTS
WITH CHRONIC ILLNESSES

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Administration/Supervision

Format: Lecture

The intention of special education law is to protect students with special needs, yet the paucity of policies designed to assist those with a chronic illness frequently yields inadequate solutions for these students. Consequently, creative strategies must be employed to level the playing field for students with chronic conditions. Presenters will share practical, creative solutions for school-related professionals to consider when planning for the unique educational needs of their students with chronic illnesses. (1804)

Leader(s): Mary Kay Irwin, Cincinnati Children's Hospital/University of Cincinnati, Cincinnati, OH

Presenter(s): Megan Elam, Cincinnati Children's Hospital/University of Cincinnati, Cincinnati, OH

8:00-9:00 a.m. Room 217A | Session: 405
CRUISIN THROUGH MATH: IMPROVING
OUTCOMES FOR SECONDARY STUDENTS AT
RISK FOR MATH FAILURE

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

This session shares the year-end performance results of an inclusive comprehensive review program for all middle school math students who access the general education curriculum. This program incorporates standards-based concepts in a manner that energizes and invigorates students. Results, instructional strategies, and planning tools will be presented. (1404)

Leader(s): Dannette Allen-Bronaugh, James Madison University, Harrisonburg, VA

Presenter(s): Clara Hauth, George Mason University, Fairfax, VA

8:00-9:00 a.m. Room 210A | Session: 406
CYBERBULLYING: PREVENTING ONLINE
BRUISING

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Technology and Media

Format: Lecture

This session will help dispel myths pertaining to cyberbullying, sexting, texting, and other behaviors in the world of social media and technology. With many questions and misunderstandings on behalf of teachers, administrators, and parents pertaining to the victims and perpetrators of cyberbullying, this session will provide attendees with a clear understanding of the terminology, trends in behaviors, and tips on what can be done to address such behaviors that often target individuals with disabilities.

Through data and stories collected, the presenters will educate attendees on the basics of cyberbullying and associated actions while providing guidelines for addressing such behaviors. (1329)

Leader(s): Jennie Schaff, Nazareth College, Rochester, NY

Presenter(s): Michael Rozalski, Binghamton University, Binghamton, NY

8:00-9:00 a.m. Room 217C | Session: 407

DAILY BEHAVIOR REPORT CARDS: AN EFFECTIVE INTERVENTION FOR THE MOST SIGNIFICANT BEHAVIORS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Autism Spectrum Disorder

Format: Demonstration

Current behavior interventions are often difficult to implement and measure. These barriers create lack of staff buy-in and poor implementation fidelity.

This session provides participants with a process for implementing an effective behavioral intervention that is minimally intrusive, yet results in significant behavioral change for students. (459)

Leader(s): Stacy Morgan, Emergent Tree Education, Austin, TX

8:00-9:00 a.m. Room 006C | Session: 408

EVERY CHILD READY: CURRICULUM-BASED ASSESSMENTS

Topic Area: Assessment

Secondary Topic: Early Childhood

Format: Lecture

Curriculum-Based Assessments (CBAs) are criterion-referenced assessments that incorporate curriculum goals as criteria for assessment items. This session will outline the creation and implementation of CBAs, and the reporting techniques employed to maximize the utility of CBA data to inform instruction. (1478)

Leader(s): Felicia Truong, AppleTree Institute for Education Innovation, Washington, DC

8:00-9:00 a.m. Room 208 | Session: 409

EXHIBITOR SHOWCASE SESSION

CURRICULUM ASSESSMENT AND GOAL SELECTION FOR STUDENTS WITH AUTISM

Students with autism have unique learning challenges and educational needs. Strategies will be presented to address these needs, identify specific goals/objectives, and develop an effective and functional educational plan.

Leader(s): Nina Finkler, Eden Autism Services, Princeton, NJ

8:00-9:00 a.m. Room 216B | Session: 410

EXHIBITOR SHOWCASE SESSION

DATA DESIGNED STUDENT BEHAVIOR SUPPORTS FOR THE GENERAL EDUCATION SETTING

The Student Inventory for Behavior Support (SIBS) helps determine supports for behaviorally challenged students. Intensity of behavior is described with graphs and frequency of teacher intervention. The data helps decide the level of support required on a continuum from accommodations to paraeducator help. Learn how SIBS can assist administrators to allocate resources more effectively.

Leader(s): John Caliso, Franklin Lakes Board of Education, Franklin Lakes, NJ

Presenter(s): Tom Guyer, Winsor Learning, St. Paul, MN

8:00-9:00 a.m. Room 210B | Session: 411

EXHIBITOR SHOWCASE SESSION

MATH-U-SEE: A RESEARCH-BASED CORE REPLACEMENT MATH CURRICULUM

One district saw 100% improvement year after year using Math-U-See with 1,500 students who had math IEPs. Come see what makes this program capable of producing these kinds of results! Teachers and students across the country are seeing math in a way that brings understanding. FREE manipulatives given to all attendees!

Leader(s): Dan Sinclair, Mastery Educational Services, Fallbrook, CA

8:00-9:00 a.m. Room 218 | Session: 412

EXHIBITOR SHOWCASE SESSION

READING IS A SUPERPOWER! COMIC BOOKS AND LITERACY FOR EXCEPTIONAL CHILDREN

Reading is a Superpower with the vocabulary, creative writing, and lesson plans in this new inspiring program from ABDO that combines popular Marvel and Star Wars comics with special ed kids. Includes research on how comics are good for special kids, pilot program examples, and sample activities.

Leader(s): Daniel Verdick, ABDO Publishing Group, Edina, MN

8:00-9:00 a.m. Room 216A | Session: 413

EXHIBITOR SHOWCASE SESSION**THE ROLE OF ASSESSMENT IN THE POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS PROCESS**

This session will introduce the concept of PBIS (Positive Behavioral Intervention and Supports) and provide background information on the PBIS process. Presenters will discuss various tools and best practices for effectively assessing and providing PBIS in an educational setting to positively impact the school culture.

Leader(s): *Mike Schmitz*, The Conover Company, Appleton, WI

8:00-9:00 a.m. Room 211 | Session: 414

GRADUATED UNDERSTANDINGS FOR INSTRUCTION OF STUDENTS WITH SIGNIFICANT DISABILITIES: MOVEMENT TOWARD COMMON CORE STATE STANDARDS

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session will discuss a new National Center and State Collaborative (NCSC) instructional resource. Information will be presented regarding developing instructional plans for students who participate in the AA-AAS with a wide range of abilities and challenges; designing multigrade instruction; and engaging in collaborative discussion and delivery of instruction. (1691)

Leader(s): *Shawnee Wakeman*, University of North Carolina, Charlotte, NC

Presenter(s): *Bill Herrera*, edCount, Laramie, WY; *Charlene Turner*, edCount, Laramie, WY; *Angel Lee*, University of North Carolina, Charlotte, NC

8:00-9:00 a.m. Room 212 | Session: 415

INCLUSIVE PRACTICES IN URBAN SETTINGS: DO THIS, DONT DO THAT

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Administration/Supervision

Format: Lecture

Placing students with disabilities in general education settings does not constitute inclusion. Based on data and experiences from two large urban districts, this session outlines common errors made in trying to foster inclusive practices and options for avoiding or correcting these errors. (1279)

Leader(s): *Marilyn Friend*, University of North Carolina, Greensboro, NC

Presenter(s): *Laura Hamby*, Charlotte-Mecklenburg Schools, Charlotte, NC; *Debra McAdams*, Metro Nashville Public Schools, Nashville, TN

8:00-9:00 a.m.

Room 215 | Session: 416

MAKING A COMPUTER SPEAK ALGEBRA HOWEVER YOU WANT

Topic Area: Visual Impairments

Secondary Topic: Technology and Media

Format: Lecture

Compared with other subjects, synthetic speech for math is just getting started. It doesn't always speak math as you'd like and isn't interactive. Come see how a new project is trying to fix all that. A classroom-like speech is being developed that can be customized and navigated using cursor keys. (1199)

Leader(s): *Susan Osterhaus*, Texas School for the Blind and Visually Impaired, Austin, TX

8:00-9:00 a.m.

Room 202 | Session: 417

PROGRAM CHAIR INVITED**ONLINE ALTERNATE ASSESSMENT: WHAT ARE WE LEARNING? - PART 1**

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Assessment

Format: Lecture

The Dynamic Learning Maps Alternate Assessment (DLM) is a General Supervision Enhancement Grant funded to build the next generation of Alternate Assessments based on Alternate Achievement Standards linked to Common Core Standards. Discussion topics include the Cognitive Lab process to gather information on how students with significant cognitive disabilities interacted with technology and test items in an online environment, results of an assessment useability study to determine how well students interacted with technology, findings and a video of students interacting with test items, lessons learned, and the next steps in the assessment of students with significant cognitive disabilities.

Leader(s): *Alan Sheinker*, University of Kansas, Lawrence, KS; *Patti Whetstone*, University of Kansas, Lawrence, KS

8:00-9:00 a.m.

Room 203 | Session: 418

PROGRAM CHAIR INVITED

**VOICES FROM BOTH SIDES OF THE TABLE:
SPECIAL EDUCATORS WITH DISABILITIES
TEACHING INDIVIDUALS WITH
DISABILITIES**

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Research

Format: Panel

This session will provide an opportunity for educators with disabilities to share their unique perspective of working with individuals with disabilities while managing their own challenges related to their disability. Attendees will hear an overview of research surrounding educators with disabilities, and participate in a Q&A session with the facilitators and an open Q&A session at the end for questions from the audience. The panel participants will share strategies that make them successful educators. Additionally, panelists will discuss how their disability supports their working with individuals with disabilities.

Leader(s): *Jennifer Diliberto*, Greensboro College, Greensboro, NC; *Mary Ruth Coleman*, University of North Carolina, Chapel Hill, NC; *Marge Terhaar-Yonkers*, Meredith College, Raleigh, NC

8:00-9:00 a.m.

Room 214B | Session: 419

STRAND G, SESSION 1

**MEDIATORS AND MODERATORS IN
INTERVENTION RESEARCH**

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Lecture

This session will address mediators and moderators in intervention research. A methodologist will introduce the session and presenters will then provide an overview of recently completed research on a first-grade reading comprehension study to illustrate the importance of moderators, and discuss research on math instruction to show the value of understanding mediators and moderators.

Leader(s): *Lynn Fuchs*, Vanderbilt University, Nashville, TN

8:00-9:00 a.m.

Room 214C | Session: 420

STRAND H, SESSION 1

**RESEARCH EVIDENCE SUPPORTING
INCLUSION OF YOUNG CHILDREN WITH
DISABILITIES IN COMMUNITY ACTIVITIES**

Topic Area: Early Childhood

Secondary Topic: Research

Format: Lecture

Engagement and participation of infants, toddlers, and preschoolers with disabilities in typical community activities has increased significantly in the past 25 years. This session will describe findings from meta-analyses and research syntheses that focused on the characteristics of participation in community activities associated with positive child and family consequences.

Leader(s): *Carl Dunst*, Orelena Hawks Puckett Institute, Asheville, NC

Presenter(s): *Carol Trivette*, Orelena Hawks Puckett Institute, Asheville, NC

8:00-9:00 a.m.

Room 206B | Session: 421

**TEACHING NUMBER SENSE: ROLE OF
COGNITIVE AND EXPLICIT INSTRUCTION**

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Lecture

This session describes how instruction in number sense enhanced the understanding of number relationships of kindergarten students from two schools in Connecticut. Presenters will share the research findings to support number sense instruction for these students, discuss the four big ideas of number sense, and identify instructional practices that best enhance this knowledge. (864)

Leader(s): *Sheetal Sood*, University of Hartford, West Hartford, CT

Presenter(s): *Megan Mackey*, University of Hartford, West Hartford, CT; *Rachel Schmidt*, University of Hartford, West Hartford, CT

8:00-9:00 a.m. Room 205 | Session: 422

USING DAILY BEHAVIOR RATING FORMS FOR STUDENTS IN NEED OF TIER 2 AND TIER 3 LEVEL SUPPORTS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Research**Format:** Lecture

Presenters will discuss the use of Daily Behavior Rating Cards (DBRs), which are a feasible, practical, and an accepted method of progress monitoring within Tier 2 and Tier 3 interventions and in EBD classrooms. Data from DBRs provide a consistent way to monitor progress and make databased decisions about student performance. (792)

Leader(s): *Gita Upreti*, University of Texas, El Paso, TX**Presenter(s):** *Andrea Flower*, University of Texas, Austin, TX

8:00-9:00 a.m. Room 206A | Session: 423

USING DIGITAL MEDIA WRITING ACROSS CONTENT AREAS TO ENGAGE STRUGGLING LEARNERS

Topic Area: Instructional Design and Strategies**Secondary Topic:** Technology and Media**Format:** Lecture

In this session, presenters will share findings from classroom implementation of a digital media writing project. Focus will be placed on key elements of using a digital media approach with students with disabilities and struggling learners. Strategies also will be presented for using this approach in teaching writing across content areas. (1029)

Leader(s): *Anne Butler*, University of Illinois, Urbana-Champaign, Champaign, IL**Presenter(s):** *Lisa Monda-Amaya*, University of Illinois, Urbana-Champaign, Champaign, IL

8:00-9:00 a.m.

Room 006A | Session: 424

VIRTUAL FIELD TRIP TO WARHOL MUSEUM: PORTRAITURE FOR INTERPRETING EMOTIONS IN ADOLESCENTS WITH AUTISM SPECTRUM DISORDER

Topic Area: Arts in Special Education**Secondary Topic:** Autism Spectrum Disorder**Format:** Lecture

Students with ASD from two schools in Pittsburgh, Pennsylvania and Derry, Northern Ireland used video conferencing to develop communication skills and expand their cultural awareness. These students studied Andy Warhol's use of portraiture to focus on understanding emotions through art. The program culminated with the Pittsburgh students inviting their Irish friends to a virtual field trip to the museum using an iPad and video conferencing technologies. (906)

Leader(s): *Susan O'Rourke*, Carlow University, Pittsburgh, PA**Presenter(s):** *Nicole Dezelon*, The Andy Warhol Museum, Pittsburgh, PA

8:00-9:00 a.m.

Room 204B | Session: 425

WHAT HAVE WE LEARNED ABOUT TEACHING STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISABILITIES TO EXPRESS THEIR OPINIONS?

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

Written expression involves complex abilities that remain challenging for students with emotional and behavioral disabilities. Instructional strategies reviewing 10 studies from a 5-year research project, including three new studies, will be presented that successfully improved written performance. Classroom implementation procedures for teaching writing to students will be provided. (1558)

Leader(s): *Margo Mastropieri*, George Mason University, Fairfax, VA**Presenter(s):** *Tom Scruggs*, George Mason University, Fairfax, VA; *Mary Guckert*, George Mason University, Fairfax, VA; *Kelley Regan*, George Mason University, Fairfax, VA

8:00-9:00 a.m.

Room 007C | Session: 426

VIDEO AND REFLECTION

Topic Area: Teacher Education

Moderator: *Mary Dingle*, Sonoma State University, Rohnert Park, CA



Increasing Preservice Teachers Use of Technological Tools to Enhance Instruction and Reflection

Reflective practice has demonstrated enhanced understanding of instructional strategy selection and self-efficacy in preservice teachers. Learn how the use of iMovies may further enhance preservice teachers' reflective practice and instruction in general and special education classrooms. (410)

Leader(s): *J. Elizabeth Casey*, Huntingdon College, Montgomery, AL

Presenter(s): *Paula Schubert*, Limestone College, Gaffney, SC

Lessons Learned: Video Self-Reflection by Special Education Teachers in an Induction Program

This session examines how beginning special education teachers used video self-reflection to improve instructional routines and student outcomes during a beginning teacher induction program. Participants developed lesson plans, watched video recordings of instruction, and reflected on their practice coached by classroom instructors. Instructors and beginning teachers will share their experience. (1611)

Leader(s): *Mary Dingle*, Sonoma State University, Rohnert Park, CA

Presenter(s): *Robin Olson*, Sonoma State University, Rohnert Park, CA

Strengthening Teacher Language of Instruction: Coaching, Videotape, and Mixed-Reality

This session highlights a teacher training procedure focused on refining language of instruction to improve student learning and reduce classroom disruption. Through a structured program of coaching, field-based videotaping and feedback, and practice in a mixed-reality lab, trainers support teachers to refine instructional language aspects of general and specific praise, appropriate use of questions and commands, and use of higher order questions. Participants will learn about the components used to apply the program and the targeted aspects of language of instruction that promote effective instruction. (1464)

Leader(s): *Kelley Lassman*, Pace University, New York, NY

8:00-8:45 a.m.

Bridge Hall, Poster 18 | Session: 430

A COMPARISON OF TRANSITION PREDICTORS FOR STUDENTS ON DIFFERENT DIPLOMA TRACKS

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Poster Session

This session shares the results of a study that examined the extent to which predictors for postschool outcomes exist in the IEPs of students on an occupational diploma compared to students on a standard diploma. Participants will learn how in-school predictors can help IEP teams implement individualized plans that meet students' postsecondary goals. (1168)

Leader(s): *Peter Vierno*, Wake County Public School System, Wake Forest, NC

8:00-8:45 a.m.

Bridge Hall, Poster 16 | Session: 431

A TWO GROUP CONFIRMATORY FACTOR ANALYSIS EXAMINATION OF THE ARCS SELF-DETERMINATION SCALE AMONG STUDENTS WITH EBD AND LD

Topic Area: Assessment

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

This study examined the equivalence of measurement and structural parameters of the Arc's Self-Determination Scale (SDS) across groups of students with EBD and LD, using a two-group confirmatory factor analysis. The results will be shared which revealed that four constructs of SDS (i.e., autonomy, self-regulation, psychological empowerment, and self-realization) are invariant across the two groups. In addition, students with EBD indicated lower levels of autonomy compared to students with LD. Implications and future directions for research and practice are discussed. (817)

Leader(s): *Hyojeong Seo*, University of Kansas, Lawrence, KS

Presenter(s): *Michael Wehmeyer*, University of Kansas, Lawrence, KS; *Susan Palmer*, University of Kansas, Lawrence, KS; *Todd Little*, University of Kansas, Lawrence, KS

8:00-8:45 a.m. Bridge Hall, Poster 10 | Session: 432

ADDRESSING THE DISPROPORTIONATE REPRESENTATION OF DIVERSE STUDENTS WITH AUTISM SPECTRUM DISORDER

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Poster Session

Research indicates that racial disparities exist in early detection and treatment of ASD with minority children often diagnosed at later ages than their White counterparts. This session will describe strategies that can lessen the negative impact of disproportionate representation for diverse students with ASD. (155)

Leader(s): Juliet Hart, Arizona State University, Phoenix, AZ**Presenter(s):** Cori More, Arizona State University, Phoenix, AZ

8:00-8:45 a.m. Bridge Hall, Poster 19 | Session: 433

AN ANALYSIS OF THE RESEARCH TRENDS OF FAMILY INTERVENTIONS FOR STUDENTS WITH DISABILITIES IN KOREA

Topic Area: Parent/Family/School Partnerships**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Poster Session

This session will share the results of a review of 112 studies on family interventions to improve outcomes for family and students with disabilities. These studies were divided into six categories: (a) published years and journals, (b) types of family programs, (c) effects of programs, (d) participants, (e) research methods, and (f) measurements used in each study. Implications for future studies and practices are discussed. (890)

Leader(s): Hae Ju Lim, Kongju National University, Daejeon, Republic of Korea**Presenter(s):** Seonghwi Bang, University of Manitoba, Winnipeg, Canada; Byungun Jeon, Kongju National University, Kongju, Republic of Korea; Hyejeong Seo, University of Kansas, Lawrence, KS

8:00-8:45 a.m.

Bridge Hall, Poster 9 | Session: 434

CULTURALLY RELEVANT EDUCATION AND INTERNATIONAL SPECIAL EDUCATION: A REVIEW OF THE LITERATURE

Topic Area: Cultural and/or Linguistic Diversity**Secondary Topic:** Teacher Education**Format:** Poster Session

This session presents results of library research on the topic of culturally appropriate and differentiated instructional strategies for students with special needs on an international level. The literature review will examine the evidence of cultural influences on learning, intercultural differences in teacher and parental attitudes regarding developmental and educational expectations, and implications for special education. (1145)

Leader(s): Donna Campbell, Webster University, Webster Groves, MO

8:00-8:45 a.m.

Bridge Hall, Poster 5 | Session: 435

EXAMINING THE EFFICACY OF PRE-KINDERGARTEN TIER 2 VOCABULARY INTERVENTION

Topic Area: Early Childhood**Secondary Topic:** Research**Format:** Poster Session

This study examined the effects of Tier 2 intervention on vocabulary word learning of preschool children at risk for later reading difficulties. This session shares the results which indicated that children's response to the intervention varied by child and the intervention success appeared to be moderated by the child actively responding to the lessons. (1657)

Leader(s): Na Young Kong, University of Kansas, Lawrence, KS**Presenter(s):** Charles Greenwood, Juniper Gardens Children's Project, Kansas City, KS; Judith Carta, Juniper Gardens Children's Project, Kansas City, KS

8:00-8:45 a.m. Bridge Hall, Poster 6 | Session: 436

FUNCTION-BASED INTERVENTIONS FOR STUDENTS WITH EBD: A META-ANALYSIS OF ACADEMIC AND BEHAVIORAL OUTCOMES

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Accountability & Large Scale Assessments

Format: Poster Session

There is a current interest in the research literature on evidence-based interventions to improve the behavioral and academic outcomes of students with EBD. Functional behavioral assessment provides a behavior analytic framework for implementing effective and efficient interventions. This session will provide the results of a meta-analysis of single-case studies examining the effectiveness of function-based interventions for students with EBD. Preliminary results will be shared and discussed. (2073)

Leader(s): *Mack Burke*, Texas A&M University, College Station, TX

Presenter(s): *Lisa Bowman-Perrott*, Texas A&M University, College Station, TX; *Nan Zhang*, Texas A&M University, College Station, TX; *Samar Zaini*, Texas A&M University, College Station, TX

8:00-8:45 a.m. Bridge Hall, Poster 17 | Session: 437

GOING BEYOND THE BAKE SALE: EXPANDING PARENT ENGAGEMENT

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

Parent engagement plays a critical role in positively affecting student achievement and should not be underestimated. This session will highlight important aspects of parent engagement, including barriers and opportunities, as revealed through an action research study. (2041)

Leader(s): *Marguerite Vasconcellos*, Bucks County Intermediate Unit 22, Doylestown, PA

8:00-8:45 a.m. Bridge Hall, Poster 20 | Session: 438

GRAPHIC NOTE TAKING AND STUDENTS WITH LD: TWO YEARS OF RESULTS

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Poster Session

Over 2 years, three cohorts of seventh-grade students in inclusion classrooms were taught to take notes from text using a graphic note-taking strategy. Learn how this strategy increased recall, maintenance, and far-transfer for all students; and how to adapt and use this strategy in your own classroom. (1069)

Leader(s): *Douglas Dexter*, Pennsylvania State University, University Park, PA

Presenter(s): *Courtney Dexter*, Pennsylvania State University, University Park, PA

8:00-8:45 a.m. Bridge Hall, Poster 1 | Session: 439

GROWTH MODELS FOR STUDENTS WITH DISABILITIES

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Accountability & Large Scale Assessments

Format: Poster Session

The session focuses on growth models to evaluate students with disabilities and the obstacles and challenges in using growth models. The information presented is from research with the National Center on Assessment and Accountability for Special Education, funded to advance research on growth measures, models, and policies for improved practice. (1788)

Leader(s): *Gerald Tindal*, University of Oregon, Eugene, OR

Presenter(s): *Dan Farley*, University of Oregon, Eugene, OR; *Jessica Saven*, University of Oregon, Eugene, OR

8:00-8:45 a.m. Bridge Hall, Poster 7 | Session: 440
ON COMMON GROUND: SPECIAL
EDUCATION FOR MENTORS AND
RESIDENTS THROUGH PROFESSIONAL
LEARNING COMMUNITIES

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Teacher Education

Format: Poster Session

This session will describe the key components and outcomes of a 1-year professional learning community designed to provide urban mentors and residents with a common understanding of special education. Issues explored include disability awareness, navigating IEPs, and making instructional accommodations and modifications. Implications for teacher educators and school administrators in supporting teacher induction are discussed. (1208)

Leader(s): *Tiffany Ko*, Academy for Urban School Leadership, Chicago, IL

Presenter(s): *Nina Weisling*, University of Illinois, Chicago, IL

8:00-8:45 a.m. Bridge Hall, Poster 12 | Session: 441
PREPARING ELEMENTARY EDUCATORS TO
INCREASE EDUCATIONAL OUTCOMES FOR
STUDENTS WITH DISABILITIES

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Poster Session

This session will describe a unique university-school special and general education partnership that prepares undergraduate elementary and special education teacher candidates to increase the academic, social, and behavioral outcomes of students with disabilities. Learn how one particular IHE uses a Professional Development School model to collaborate with P-12 partners to provide enriching, field-based internships for undergraduate students. (1276)

Leader(s): *Debi Gartland*, Towson University, Towson, MD

Presenter(s): *Roberta Strosnider*, Towson University, Towson, MD

8:00-8:45 a.m. Bridge Hall, Poster 8 | Session: 442
PRESCHOOL TEACHERS' PERCEPTION OF
EMERGENT LITERACY AND CLASSROOM
ENVIRONMENT IN KOREA

Topic Area: International Programs/Services

Secondary Topic: Early Childhood

Format: Poster Session

This session shares the finding of a study that examined over 50 Pre-K classroom settings in Korea to measure the level of literacy environments using Early Language and Literacy Classroom Observation Tool (ELLCO Pre-K). The results showed statistically significant differences between special education preschool and inclusive preschool. (920)

Leader(s): *Sangsu Baek*, Daegu University, Jilyang, Republic of Korea

Presenter(s): *Eun-Young Jung*, Roberts Wesleyan College, Rochester, NY; *Yoonse Hwang*, Kangwon National University, Republic of Korea

8:00-8:45 a.m. Bridge Hall, Poster 11 | Session: 443
PROMOTING INDEPENDENCE THROUGH
AUDIO RECORDERS

Topic Area: Developmental Disabilities

Secondary Topic: Technology and Media

Format: Poster Session

This session will provide practitioners information to revisit older technology that is easy to access and affordable to promote the independence of acquiring life skills in secondary students with intellectual disability. Presenters will discuss the results of a study that explored the use of audio recorders to assist high school students with intellectual disability in being more independent in daily living tasks, such as grocery shopping. (212)

Leader(s): *Emily Bouck*, Purdue University, West Lafayette, IN

Presenter(s): *Rajiv Satsangi*, Purdue University, West Lafayette, IN; *Pei-lin Weng*, Purdue University, West Lafayette, IN

8:00-8:45 a.m. Bridge Hall, Poster 15 | Session: 444

STRATEGIES FOR STUDENTS WITH MATHEMATICAL LEARNING DISABILITIES

Topic Area: Teacher Education

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This review of the literature investigates intervention strategies to provide students with special needs, especially with students with mathematical learning difficulties (MLDs), equal opportunities. Differentiated Instruction, Computer Assisted Instruction, Concrete-Representational-Abstract Instruction, and Direct Instruction are explored as intervention strategies for students with MLDs. (957)

Leader(s): Leah Herner-Patnode, The Ohio State University at Lima, OH

Presenter(s): Hea-Jin Lee, The Ohio State University at Lima, OH

8:00-8:45 a.m. Bridge Hall, Poster 14 | Session: 445

TEACHERS' SPEECH ACTS IN ELEMENTARY ARTS INTEGRATED AND CONVENTIONAL LANGUAGE ARTS CONTEXTS

Topic Area: Arts in Special Education

Secondary Topic: Teacher Education

Format: Poster Session

This session describes teachers' speech act use in two inclusive, urban third-grade classrooms across arts integrated and conventional language arts contexts. Findings are presented on associations between context (arts integrated vs. conventional lesson) and the function and intention of teachers' utterances. Implications for practice and research are presented. (1400)

Leader(s): Katherine Berry, George Washington University, Washington, DC

Presenter(s): Alida Anderson, American University, Washington, DC

8:00-8:45 a.m. Bridge Hall, Poster 2 | Session: 446

TEACHING ACADEMICS AND TRANSITION-RELATED CONTENT TOGETHER

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Career Development/Transition

Format: Poster Session

This study examined the effects of teaching high school students with developmental disabilities both academic (i.e., presentation skills) and transition-related content (i.e., postschool options) simultaneously using a single-case design. Both implications for practice and recommendations for future research will be provided. (1306)

Leader(s): Audrey Bartholomew, University of New England, Biddeford, ME

8:00-8:45 a.m. Bridge Hall, Poster 13 | Session: 447

TEACHING SUBTRACTION AND MULTIPLICATION WITH REGROUPING USING THE CRA INSTRUCTIONAL SEQUENCE

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Poster Session

This session will describe a study that investigated the effects of the Concrete-Representational-Abstract (CRA) instructional sequence on students' performance solving subtraction and multiplication problems with regrouping. The students received CRA instruction using base-10 manipulatives, drawings, and finally, numbers only. A functional relation was demonstrated between CRA instruction and regrouping performance. Results will be discussed. (997)

Leader(s): Margaret Flores, Auburn University, Auburn, AL

Presenter(s): Vanessa Hinton, Auburn University, Auburn, AL; Shaunita Strozier, Valdosta State University, Valdosta, GA

8:00-8:45 a.m. Bridge Hall, Poster 3 | Session: 448

TOP TEN DISCUSSION TOPICS TO PLAN FOR CO-TEACHING

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Effective co-teaching requires strong collaborative practices. This session identifies specific topics that co-teaching partners should discuss before co-teaching and provides suggestions for outcomes of this planning experience. Participants will be able to define roles, responsibilities, and classroom practices necessary to reduce or eliminate the frustration that can arise from a lack of collaboration and communication and improve instruction. (723)

Leader(s): Pamela Lowry, Georgian Court University, Lakewood, NJ

8:00-8:45 a.m. Bridge Hall, Poster 4 | Session: 449

USING TECHNOLOGY-BASED STORY MAPS TO ENHANCE THE COMPREHENSION OF ELEMENTARY-AGE STUDENTS WITH SLD

Topic Area: Technology and Media**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

This session shares the results of a study that explored the efficacy of technology-based story mapping to improve the reading comprehension skills of story grammar components for three Hispanic elementary-age students. Results showed a dramatic increase in the comprehension levels, as all three of the participants improved from the baseline to the intervention phase. (699)

Leader(s): *Richard Boon*, Kutztown University of Pennsylvania, Kutztown, PA**Presenter(s):** *Erin Wade*, Margaret Winn Holt Elementary School, Lawrenceville, GA; *Vicky Spencer*, George Mason University, Fairfax, VA

9:15-11:15 a.m. Room 217C | Session: 455

CREATIVE ART EXPERIENCES USING ASSISTIVE TECHNOLOGY FOR STUDENTS WITH SIGNIFICANT DISABILITIES

Topic Area: Physical/Health/Multiple Disabilities**Secondary Topic:** Arts in Special Education**Format:** Demonstration

In this session, participants will learn how to implement a variety of art experiences for students with significant disabilities. Presenters will demonstrate how assistive technology devices and user-friendly adaptations can increase student communication and active engagement with both objects and people during the art activities. (481)

Leader(s): *Padmaja Sarathy*, Infinite Possibilities, Missouri City, TX

9:15-11:15 a.m.

Room 204A | Session: 456

FREQUENTLY ASKED QUESTIONS ABOUT SECTION 504

Topic Area: Administration/Supervision**Secondary Topic:** Public Policy**Format:** Panel

A major issue that confronts general and special educators is ensuring that students with disabilities are provided equal opportunity and access to all aspects of the school environment. Unfortunately mistakes are made and blame is laid. This session will help educators avoid these situations. A civil rights attorney and a Section 504 hearing officer will share examples of actual situations and circumstances to help educators understand how to ensure compliance and protect right of students, and also know what situations to avoid. (889)

Leader(s): *Gerald Hime*, Private Practice, Huntington Beach, CA**Presenter(s):** *Jacob Smiles*, Office for Civil Rights, San Francisco, CA

9:15-11:15 a.m.

Room 007A | Session: 457

INSTITUTE OF EDUCATION SCIENCES FUNDING OPPORTUNITIES AND APPLICATION TIPS FOR EARLY CAREER INVESTIGATORS

Topic Area: Research**Format:** Panel

This session is for early career researchers interested in applying for funding from the Institute of Education Sciences (IES), specifically the National Center for Special Education Research. Information will be provided on the structure of IES Requests for Applications, types of studies funded, and tips for writing a successful application.

Leader(s): *Jacquelyn Buckley*, Institute of Education Sciences/NCSE, Washington, DC**Presenter(s):** *Kathleen Lynne Lane*, University of Kansas, Lawrence, KS

9:15-11:15 a.m.

Room 203 | Session: 458

PROGRAM CHAIR INVITED

DISRUPTING RESEARCH ATAVISMS: REFRAMING THE INTERSECTIONS OF LANGUAGE, CULTURE, AND DISABILITY THROUGH INTERDISCIPLINARY LENSES

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: English Language Learners

Format: Panel

Classrooms are one of the primary social locations where the meanings and implications of diversity come into play on a daily basis. This session discusses the ways in which tensions and dilemmas about cultural and linguistic differences and disability are conceptualized and studied to better address these complex intersections.

Leader(s): *Alfredo Artiles*, Arizona State University, Tempe, AZ; *Phil Ferguson*, Chapman University, Orange, CA

Presenter(s): *Nirmala Erevelles*, University of Alabama, Tuscaloosa, AL; *Elizabeth Kozleski*, University of Kansas, Lawrence, KS; *Taucia Gonzalez*, Arizona State University, Tempe, AZ; *Thomas Skrtic*, University of Kansas, Lawrence, KS

9:15-11:15 a.m.

Room 207B | Session: 459

TED SHOWCASE



IS IT TIME TO DO AWAY WITH INITIAL STAND-ALONE LICENSURE IN SPECIAL EDUCATION?

Topic Area: Teacher Education

Secondary Topic: Public Policy

Format: Panel

Panel members in this session will focus on whether one can be a highly skilled special educator, working with our most challenging students, in the absence of demonstrated excellence as a “regular” classroom teacher. It opens a much-needed dialogue about how the field will take up the challenge of redefining the roles and responsibilities of special education teachers.

Leader(s): *Marleen Pugach*, University of Southern California, Los Angeles, CA

Presenter(s): *Paul Sindelar*, University of Florida, Gainesville, FL; *Linda Blanton*, Florida International University, Miami, FL; *Kathleen Paliokas*, Council of Chief State School Officers, Washington, DC; *Celia Oyler*, Columbia University’s Teacher College, New York, NY; *Bill East*, National Council of State Directors of Special Education, Alexandria, VA

9:15-9:45 a.m.

Room 006A | Session: 460

CULTURALLY RESPONSIVE APPROACHES TO MEET THE NEEDS OF ENGLISH LANGUAGE LEARNERS

Topic Area: Cultural and/or Linguistic Diversity

Discussant: *Ying Hui Michael*, Rhode Island College, Cranston, RI



Becoming Culturally Responsive

Special Educators: English Language Learners

Receiving Special Education Services

This session promotes an understanding of the representational patterns of English language learners receiving special education services in one southwestern state at the state, region, district, and campus levels. In an effort to appropriately address the needs of English language learners with disabilities, strategies for becoming a culturally responsive educator will be presented. (1127)

Leader(s): *Diana Linn*, Texas A&M International University, Laredo, TX

Presenter(s): *Randel Brown*, Texas A&M International University, Laredo, TX; *Terry Shepherd*, Indiana University South Bend, South Bend, IN

Meeting the Needs of English Language Learners With Disabilities: A Bilingual Inclusive Model

Based on first-hand co-teaching experience, the presenters share evidence-based practices for English Language Learners (ELLs) with disabilities in a bilingual inclusive program. Session participants will learn strategies on developing true collaboration among professionals, creating a positive multicultural learning environment, increasing diverse family involvement, and using research-based bilingual/ESL instructional strategies and special education intervention to ensure the access of ELLs with disabilities to the general education curriculum. (744)

Leader(s): *Ying Hui Michael*, Rhode Island College, Cranston, RI

Presenter(s): *Donna Aragon-Hanley*, Alfred Lima Elementary School, Providence, RI; *Silvana Laramee*, Alfred Lima Elementary School, Providence, RI

9:15-10:15 a.m. Room 217D | Session: 463

A COMMUNICATIVE STRUCTURE FOR EXCEPTIONAL STUDENTS: MODELING POWERFUL ORAL LANGUAGE ENVIRONMENT

Topic Area: Teacher Education**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Demonstration

Special education teacher preparation programs in language minority communities prepare their candidates to teach in English. This session reports the use of an evidence-based situated learning structure, Powerful Oral Language Environment (POLE), with language minority teacher candidates. Materials for implementing the POLE method will be demonstrated and shared. (2004)

Leader(s): *Hsuying Ward*, University of Texas, Brownsville, TX**Presenter(s):** *Janet Shefelbine*, University of Texas, Brownsville, TX

9:15-10:15 a.m. Room 211 | Session: 464

ACCESSIBLE ENGLISH LANGUAGE ARTS ASSESSMENT TASKS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES USING ECD AND UDL

Topic Area: Accountability & Large Scale Assessments**Secondary Topic:** Accessing the General Education Curriculum that is Aligned with State Standards**Format:** Lecture

Students with significant cognitive disabilities challenge conventions with respect to the teaching, learning, and assessing of academics. This session updates work in design of assessment tasks using evidence-centered design (ECD) and universal design for learning (UDL) for this student population. Participants will receive exemplar tasks and access to a library of 50 math and English language arts tasks aligned to the Common Core State Standards. (1248)

Leader(s): *Renee Cameto*, SRI International, Menlo Park, CA

9:15-10:15 a.m.

Room 206B | Session: 465

COMPARATIVE SELF-REPORTED READING STRATEGIES OF COLLEGE-AGE STUDENTS BY MAJORS AND DISABILITY

Topic Area: Instructional Design and Strategies**Secondary Topic:** Research**Format:** Lecture

Over 1,000 undergraduate students from the Midwest were surveyed using the Metacognitive Awareness of Reading Strategy Inventory (MARSI). Comparative results of strategy use by student demographics included declared major, self-identified as having a reading disability, and grade point average. Preliminary results show that all students found similar strategies useful, however students with reading disabilities used the strategies with less frequency. (615)

Leader(s): *Carrie Anna Courtad*, Illinois State University, Normal, IL**Presenter(s):** *Catherine Wigent*, Oakland University, Rochester, MI

9:15-10:15 a.m.

Room 006D | Session: 466

CREATING THE CHANGE FROM WITHIN: TEACHING SELF-ADVOCACY IN SCHOOLS

Topic Area: Career Development/Transition**Secondary Topic:** Developmental Disabilities**Format:** Demonstration

Self-advocacy skills are vital prerequisites for inclusion while in school and for transitioning to life after school. Students who can be effective in communicating their own desires will be more able to stand up to bullying inside and outside of school, to direct their own services, participate and lead their own IEP meetings, and set their own goals for life after school. Presenters will share a newly developed Self-Advocacy Curriculum Guide filled with scope and sequences for teaching problem solving, self-directed learning, and self-management of problem behavior, and a student-centered planning process that results in a student-directed action plan. (932)

Leader(s): *Heather Allcock*, Maryland Coalition for Inclusive Education, Hanover, MD**Presenter(s):** *Barbara Gruber*, Maryland Coalition for Inclusive Education, Hanover, MD

9:15-10:15 a.m. Room 007B | Session: 467

CRITICAL ISSUES FOR DESIGNING AND
DELIVERING EVIDENCE-BASED
MULTIMEDIA INSTRUCTION FOR
EXCEPTIONAL LEARNERS

Topic Area: Learning Disabilities

Secondary Topic: Technology and Media

Format: Lecture

Special and general education teachers are rapidly adopting various technologies for use when teaching students with LD. However, not all technologies present a clear match for the cognitive learning needs of students given the demands of the general education curriculum. In this session we discuss and present reproducible evidence-based practices to help guide practice. (2153)

Leader(s): Michael Kennedy, University of Virginia, Charlottesville, VA

Presenter(s): Kat Alves, University of Virginia, Charlottesville, VA; Shanna Hirsch, University of Virginia, Charlottesville, VA

9:15-10:15 a.m. Room 217B | Session: 468

DESIGNING A FRAMEWORK TO FACILITATE
EFFECTIVE IMPLEMENTATION OF APP
TECHNOLOGY FOR DIVERSE LEARNERS

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

This session will share the results of a research study focused on developing a framework for evaluating educational apps before using them with students. The presenters will also share effective strategies to implement apps in meaningful ways that enhance student learning and outcomes. (2150)

Leader(s): Laila Richman, Towson University, Towson, MD

9:15-10:15 a.m. Room 205 | Session: 469

EFFECTIVENESS OF A BEHAVIOR
INTERVENTION PACKAGE IN AN URBAN
HIGH SCHOOL CLASSROOM

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

This session discusses an intervention package of planned ignoring, reduced reprimands, behavior specific praise, and daily review of student-created rules implemented to improve classroom management. This cost-free, readily accessible positive behavior intervention led to increased on-task behaviors among students in an urban high school. (513)

Leader(s): Aleksandra Hollingshead, University of Cincinnati, Cincinnati, OH

Presenter(s): Jillian Altus, University of Cincinnati, Cincinnati, OH; Jennifer Christman, University of Cincinnati, Cincinnati, OH; Stephen Kroeger, University of Cincinnati, Cincinnati, OH

9:15-10:15 a.m. Room 210A | Session: 470

ENGAGING EVERY FAMILY OF STUDENTS
WITH SPECIAL NEEDS

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Administration/Supervision

Format: Demonstration

This session introduces a portion of the New Standards for Global Family Engagement that focus on promoting family efficacy as well as the tools to implement and measure those standards. A specific model to effectively engage the families of students with special needs will be offered. All participants will have the tools necessary to return to their schools/districts and improve the engagement of these families. There will also be ongoing web-based support for this project. (1712)

Leader(s): Margaret Constantino, York County Public Schools, VA

Presenter(s): Steven Constantino, Williamsburg-James City County Schools, Williamsburg, VA

9:15-10:15 a.m. Room 206A | Session: 471

EVALUATING INCLUSIVE EDUCATION PRACTICES IN SCHOOLS RUN BY A UNITED NATIONS ORGANIZATION (UNRWA)

Topic Area: International Programs/Services**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

As noted in the United Nations Relief and Works Agency's Inclusive Education Policy, the adoption of inclusive education must be across all levels of education systems from the teachers to administrators and policy makers. This session will describe a multiple-case study research project which investigated current practices employed by teachers who are successfully including students with special needs as well as the barriers and challenges to inclusive education from the perspective of the teachers, the administrators, and students in UNRWA schools. Quality indicators for inclusive practices as aligned with UNRWA's new Inclusive Education Reform policy will also be discussed. (2059)

Leader(s): *Jacqueline Rodriguez*, University of Central Florida, Orlando, FL

9:15-10:15 a.m. Room 210B | Session: 472

EXHIBITOR SHOWCASE SESSION

NO DANCING BEARS AND BUNNY RABBITS

Image is everything. Middle and high school non-readers hate sitting in front of computer screens using conventional interventions filled with elementary materials. Come see how an exciting new multimodal, non-phonetic reading approach helps adolescent nonreaders who are unable to sound out the word "rain," read, comprehend, and immediately spell the word "precipitation."

Leader(s): *Joseph Lockavitch*, Failure Free Reading, Concord, NC

9:15-10:15 a.m. Room 208 | Session: 473

EXHIBITOR SHOWCASE SESSION

PLANNING AND BUILDING MATH SUCCESS AT EVERY GRADE LEVEL

Planning and Building Math Success at Every Grade Level is an interactive math program for your classroom! Join this hands-on session demonstrating the interactive diagnostic and prescriptive EduREALM Math from P-K through Grade 8 levels. Each participant will receive a free EduREALM classroom interactive math module for up to 30 students.

Diagnostic ~ Prescriptive ~ Interactive ~ Research-Based

Leader(s): *Nancy Nichols*, Firelight Books, Tyler, TX

9:15-10:15 a.m.

Room 216B | Session: 474

EXHIBITOR SHOWCASE SESSION

PLEASE READ IT ONCE AGAIN!

This session will demonstrate to preschool professionals how repetition combined with literature stimulates language development and cognitive learning for preschool children. Participants will learn to use literature combined with student objectives to facilitate growth in the domains of language, cognitive, social, adaptive, and motor development.

Leader(s): *Rae Schaper*, Read It Once Again, Inman, SC

9:15-10:15 a.m.

Room 218 | Session: 475

EXHIBITOR SHOWCASE SESSION

TRENDS: RANDY SPRICK'S

COMPREHENSIVE BEHAVIOR SUPPORT DATA SYSTEM: FROM UNIVERSAL TO INDIVIDUAL

Learn how to use student behavioral data effectively with a new data management system developed by Randy Sprick and colleagues. With TRENDS, track schoolwide and individual student behavioral patterns. In addition, you have access to classroom management systems, universal screening, climate surveys, check-in check-out, and over 500 sample intervention plans.

Leader(s): *Randall Sprick*, Safe & Civil Schools, Eugene, OR

9:15-10:15 a.m.

Room 216A | Session: 476

HOW TO WRITE FOR EXCEPTIONAL CHILDREN

Topic Area: Professional Advancement**Format:** Lecture

This session provides an overview of the publication guidelines for *Exceptional Children*. Types of articles the journal publishes including research studies, research reviews, methodological reviews, data-based position papers, and policy analyses will be discussed. Specific checklists which can be used when preparing manuscripts will be reviewed. The overall submission process will be described.

Leader(s): *Margo Mastropieri*, George Mason University, Fairfax, VA; *Tom Scruggs*, George Mason University, Fairfax, VA**Presenter(s):** *Kelly Brady*, George Mason University, Fairfax, VA

9:15-10:15 a.m. Room 213 | Session: 477

IMPROVEMENT OF SOCIAL SKILLS OF CHILDREN WITH AUTISM SPECTRUM DISORDERS THROUGH THE USE OF MR. POTATO HEAD TOYS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Lecture

The presenters will discuss their study which examined the use of Mr. Potato Head toys with three children specifically on initiating interactions with typical peers, maintaining interactions, and the amount of spontaneous speech produced. (1700)

Leader(s): Kathleen Cronin, New Mexico State University, Las Cruces, NM

Presenter(s): Judy Salamon, New Mexico State University, Las Cruces, NM; Melinda Shane, New Mexico State University, Las Cruces, NM

CANCELED

9:15-10:15 a.m. Room 006B | Session: 478

IMPROVING PRACTITIONER ASSESSMENT PARTICIPATION DECISIONS FOR ENGLISH LANGUAGE LEARNERS WITH DISABILITIES

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

This session presents the results of a multistate educator study on improving collaborative state assessment participation decision-making practices for English language learners with disabilities. Participants will engage in a discussion of ways to improve educator effectiveness in this area, particularly in the context of Common Core assessments. (1420)

Leader(s): Linda Goldstone, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

Presenter(s): Kristi Liu, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

9:15-10:15 a.m.

Room 217A | Session: 479

MAKE AND TAKE: ADDRESSING THE ISSUE OF BULLYING - ONE BALLOON ANIMAL AT A TIME

Topic Area: Arts in Special Education

Secondary Topic: Developmental Disabilities

Format: Demonstration

With the ever increasing reports of children and youth resorting to suicide and other intense reactions to bullying, now is the time to act and aggressively promote anti-bullying campaigns in our schools. In response to this need, this session will showcase innovative ways to introduce anti-bullying lessons for a variety of grade levels. This make-and-take session will demonstrate how to effectively use balloon art to present anti-bullying lessons to all children, focusing on preventing bullying and understanding differences. (1551)

Leader(s): Colleen Klein-Ezell, Southeastern Louisiana University, Hammond, LA

Presenter(s): Dan Ezell, University of Central Florida, Orlando, FL; Kyle Leboeuf, Southeastern Louisiana University, Hammond, LA; Sharon Jennings, Southeastern Louisiana University, Hammond, LA

9:15-10:15 a.m.

Room 204B | Session: 480

MAXIMIZE OUR POTENTIAL: PRINCIPALS AND SPECIAL EDUCATION ADMINISTRATORS STRONGER TOGETHER

Topic Area: Administration/Supervision

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Collaborative leadership is an essential element to the overall positive impact of education. This session will highlight extensions and promising practices in co-leadership and collaborative essentials in administration. Maximize Our Potential (MOP) strategies have continued to develop in administration training programs as an essential component to support positive and proactive educational practices. Learn how MOP will support the past evidence and continue to support future implications in practice and policy. (872)

Leader(s): Gina Scala, East Stroudsburg University, East Stroudsburg, PA

9:15-10:15 a.m. Room 202 | Session: 481

PROGRAM CHAIR INVITED

THE ALTERNATE ASSESSMENT CONSORTIA FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES: PROGRESS TO DATE - PART 2

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Assessment

Format: Lecture

Two General Supervision Enhancement Grant (GSEG) consortia were funded in 2010 to build Alternate Assessments based on Alternate Achievement Standards (AA-AAS) linked to the Common Core State Standards (CCSS). These consortia represent more than 32 states and territories and are the largest grants ever awarded for such work. Discussion topics include the collaboration to create common participation guidelines and its importance and the progress so far, the assessment experience that students will have when being assessed, and professional development that is being implemented to support teachers in both consortia. The session will conclude with a question and answer period.

Leader(s): *Neal Kingston*, University of Kansas, Lawrence, KS; *Martha Thurlow*, University of Minnesota, Minneapolis, MN

9:15-10:15 a.m. Room 209 | Session: 482

RETHINKING INTELLIGENCE INCLUDING CREATIVE POSITIVES: FAMILY AND COMMUNITY ROLES IN NURTURING CREATIVELY GIFTED BLACK STUDENTS

Topic Area: Gifted and Talented

Secondary Topic: Parent/Family/School Partnerships

Format: Panel

Creativity researchers challenge educators to reject deficit perspectives that hinder Black students' enrollment in gifted programs. Identifying and nurturing creatively gifted students is part of the Black family and community culture, yet many educators fail to understand how to do this in schools. This session encourages educators to collaborate with family and communities of Black students and offers recommendations on how to view them through a lens of creative positives and to implement culturally responsive strategies. (1665)

Leader(s): *Tarek Grantham*, University of Georgia, Athens, GA

Presenter(s): *Michelle Frazier Trotman Scott*, University of West Georgia, Carrollton, GA; *Deborah Harmon*, Eastern Michigan University, Ann Arbor, MI

9:15-10:15 a.m.

Room 008B | Session: 483

SPECIAL FOCUS

UNIVERSAL DESIGN FOR LEARNING
ASSISTIVE TECHNOLOGY IN AN INCLUSIVE CLASSROOM

Topic Area: Technology and Media

Secondary Topic: Collaboration and Inclusive Practices

Format: Demonstration

The goal of Pembina Trails School Division is to promote independence, participation, and engagement of students with special needs in their educational programming through the integration of individualized assistive technology supports within an inclusive learning environment. Presenters will discuss the integration of UDL Philosophy and demonstrate how this approach has been effective in supporting all students.

Leader(s): *Jane Friesen*, Pembina Trails School Division, Winnipeg, Manitoba, Canada

9:15-10:15 a.m.

Room 214B | Session: 484

STRAND G, SESSION 2

SCALING UP EVIDENCE-BASED ACADEMIC PROGRAMS

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Lecture

This session will address scaling up evidence-based academic programs. The presenters will report on an IES Goal 4 study, discuss a study that compared effects of a treatment program run by academics versus school district staff, and describe how to identify a treatment's active ingredient and why that's important.

Leader(s): *Doug Fuchs*, Vanderbilt University, Nashville, TN

Presenter(s): *Kristen McMaster*, University of Minnesota, Minneapolis, MN

9:15-10:15 a.m.

Room 214C | Session: 485

STRAND H, SESSION 2

IT TAKES A VILLAGE: INTERDISCIPLINARY COLLABORATION DESIGNED TO MAKE INCLUSION WORK

Topic Area: Early Childhood

Secondary Topic: Teacher Education

Format: Lecture

Interdisciplinary preparation of professionals is critical for realizing the full intent of inclusion. This session will focus on a model that prepares early childhood special educators and allied health professionals to become collaborative inclusion specialists.

Leader(s): *Harriet Able*, University of North Carolina, Chapel Hill, NC

9:15-10:15 a.m.

Room 007D | Session: 486

STRAND I, SESSION 1

MILITARY CHILDREN NEED YOU: SPECIAL EDUCATORS' ROLE

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Parent/Family/School Partnerships

Format: Panel

Retired 4-Star Army General Tom Hill will facilitate a panel of two senior military leaders, Lieutenant General William Caldwell and Colonel (Dr.) Charles Callahan, and a military mother to discuss and answer questions about how special educators can, by helping military children and their families, contribute to the readiness of our country's military.

Leader(s): *General James T. Hill*, United States Army Retired, The JT Hill Group, San Antonio, TX

Presenter(s): *Lieutenant General William B. Caldwell IV*, Commander of United States Army North (Fifth Army) and Fort Sam Houston, San Antonio, TX; *Colonel Charles W. Callahan*, Commander, Fort Belvoir Department of Army Community Hospital, Fort Belvoir, VA; *Linda Callahan*, Fort Belvoir Department of Army Community Hospital, Fort Belvoir, VA

9:15-10:15 a.m.

Room 006C | Session: 487

SUPPORTING TEACHERS AND STUDENTS IN SECONDARY SOCIAL STUDIES WITH CBM

Topic Area: Assessment

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

The presenters implemented CBM supports for secondary social studies in mixed ability groups. Nineteen general and two special educators created CBMs for history and psychology. After 2 years, teachers reported greater consistency across class sections and improved student learning and behavior. Examples of the measures and teacher interviews are provided. (2045)

Leader(s): *Rick Brigham*, George Mason University, Fairfax, VA

9:15-10:15 a.m.

Room 201 | Session: 488

TOOLS FOR BUILDING 21ST CENTURY CO-TEACHING TEAMS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Technology and Media

Format: Demonstration

This session will provide an overview of online protocols and tools for helping teachers develop competence as high performing, 21st-century co-teaching teams who use technology-rich instructional delivery practices that promote engagement and academic achievement among students with disabilities. Results of an evaluation of over 100 co-teachers will be reviewed. (1760)

Leader(s): *Lynne Mainzer*, Johns Hopkins University Center for Technology in Education, Columbia, MD

Presenter(s): *Tammy Devlin*, Johns Hopkins University Center for Technology in Education, Columbia, MD; *Sue Stein*, Johns Hopkins University Center for Technology in Education, Columbia, MD

9:15-10:15 a.m. Room 207A | Session: 489

**TOOLS FOR POSITIVE CLASSROOM
MANAGEMENT OF PROBLEM BEHAVIORS****Topic Area:** Teacher Education**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

Classroom management is one of the most important components in school discipline and education; however, it is also one of the most complex issues for teachers. Findings from a study on the effect of behavior training and feedback to teachers will be presented. Primary and secondary teachers participated in two single-subject multiple-baseline studies providing training and feedback for 4 weeks on avoiding coercion, positive reinforcement, and pivoting unwanted behaviors. Attendees will learn the key elements from the training to implement them in their own classrooms. (1369)

Leader(s): *Alicia Mrachko*, University of Pittsburgh, Pittsburgh, PA**Presenter(s):** *Jesse Leins*, University of Pittsburgh, Pittsburgh, PA

9:15-10:15 a.m. Room 215 | Session: 490

**USING SINGLE-SUBJECT RESEARCH TO
IDENTIFY EVIDENCE-BASED PRACTICES
FOR STUDENTS WITH VISUAL
IMPAIRMENTS****Topic Area:** Visual Impairments**Secondary Topic:** Research**Format:** Lecture

IDEA promotes the use of evidence-based practices, however, the field of visual impairment does not have practices that meet rigorous standards. This session focuses on a series of single-subject research studies targeted at promising practices, such as prompting and self-management. (2019)

Leader(s): *Deborah Hatton*, Vanderbilt University, Nashville, TN**Presenter(s):** *Sarah Ivy*, Vanderbilt University, Nashville, TN

9:15-10:15 a.m.

Room 007C | Session: 491

**USING TECHNOLOGY TO GO BEYOND BASIC
MATH: A SPECIAL AND GENERAL
EDUCATION COLLABORATION****Topic Area:** Learning Disabilities**Secondary Topic:** Technology and Media**Format:** Lecture

This session discusses the need for higher level mathematics instruction for all students including students with disabilities. Learn how one southern school district, through collaboration with special and mathematics educators, used computer-assisted instruction (CAI) to address this need. In addition to presenting empirical data demonstrating student performance before and after the CAI intervention, the presenters will also share procedural fidelity data as well as social validity data from key stakeholders. (1633)

Leader(s): *Bethany Smith*, Mississippi State University, Mississippi State, MS**Presenter(s):** *Dana Franz*, Mississippi State University, Mississippi State, MS

9:15-10:15 a.m.

Room 212 | Session: 492

**WE WEAR MANY HATS: THE TRAINING
AND SUPPORT NEEDS OF PARAEDUCATORS****Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Administration/Supervision**Format:** Panel

The processes of differentiating instruction, job role specialization, and increasing public school accountability have profound implications for teachers and their paraeducators. Paraeducators work under the supervision of licensed general and special education teachers to support students across age/grade levels and subjects. When training and staff development opportunities respond to the identified needs of paraeducators, quality instruction is more likely to occur. This panel session assembles instructional paraeducators from general and special education, along with a parent and school administrator, to share perspectives about how to enhance the work of paraeducators in schools. (2085)

Leader(s): *Donna Villareal*, Ashland University, Columbus, OH**Presenter(s):** *David Villareal*, Cypress Fairbanks ISD, Houston, TX

9:15-10:00 a.m. Bridge Hall, Poster 4 | Session: 495

**A COLLABORATIVE UNIVERSITY-SCHOOL
RTI PARTNERSHIP WITH BENEFITS FOR ALL**

Topic Area: Special Education Schools

Secondary Topic: Teacher Education

Format: Poster Session

This session will describe an innovative model partnership between a university teacher education program and an arts-based, RTI-focused, special education school. Presenters will describe the steps involved in forming this successful collaboration and provide a review of successes and challenges as we move into our third year. (1878)

Leader(s): *Cathleen Spinelli*, Saint Joseph's University, Philadelphia, PA

9:15-10:00 a.m. Bridge Hall, Poster 3 | Session: 496

**A SYNTHESIS OF THE LITERATURE ON
MULTIMEDIA ANCHORED INSTRUCTION IN
PK-12 EDUCATION**

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

A synthesis of the literature on multimedia anchored instruction, a method based on situated cognition and constructivism was conducted, including intervention studies from 1985 to 2011 which were coded for study variables. Findings regarding efficacy of the method for content instruction for students with and without disabilities will be shared. (1291)

Leader(s): *Cathy Thomas*, University of Missouri, Columbia, MO

Presenter(s): *Lisa Goran*, University of Missouri/Columbia Public Schools, MO; *Abby Carlisle*, University of Missouri, Columbia, MO

9:15-10:00 a.m.

Bridge Hall, Poster 1 | Session: 497

**BEARS ART GALLERY WALK: STUDY OF
ENGAGEMENT EFFECTS ON STUDENTS
WITH DISABILITIES**

Topic Area: Arts in Special Education

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This session shares the results of a study on student influence on academic engagement through participation in a school inclusive art program. Students with disabilities and/or at risk for academic failure participated in a school art program and a gallery walk at the local university. Parents and students were interviewed to address how the program affected student engagement in learning, what value students found in their art experiences, and how parents perceived art engagement influence on learning. (1359)

Leader(s): *Francie Murry*, University of Northern Colorado, Greeley, CO

Presenter(s): *Sarah Gross*, University of Northern Colorado, Greeley, CO

9:15-10:00 a.m.

Bridge Hall, Poster 10 | Session: 498

**BEHAVIOR MANAGEMENT AND
PSYCHOPHARMACOLOGY IN CHILDREN
WITH AUTISM SPECTRUM DISORDERS**

Topic Area: Autism Spectrum Disorder

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

Maladaptive behavior is frequently a major hurdle to educational success for children with autism spectrum disorders. This session provides teachers with a systematic way of analyzing maladaptive behavior in the classroom in order to respond most effectively and to reduce the likelihood of recurrence in the future. (1856)

Leader(s): *James Coplan*, Neurodevelopmental Pediatrics of the Main Line, PC, Rosemont, PA

9:15-10:00 a.m. Bridge Hall, Poster 16 | Session: 499
COMPUTER-ADAPTIVE READING
ASSESSMENTS FOR KINDERGARTEN
STUDENTS: CONCURRENT AND PREDICTIVE
VALIDITY

Topic Area: Assessment

Secondary Topic: Learning Disabilities

Format: Poster Session

This study investigated the validity of a computer-adaptive assessment of kindergarten reading skills. Participants will learn about the concurrent and predictive validity of the assessment, and its ability to identify kindergarten students at risk for reading disabilities compared to paper-based assessments of early reading skills. (1922)

Leader(s): Jennifer Frosch, Texas A&M University, College Station, TX

Presenter(s): Nathan Clemens, Texas A&M University, College Station, TX; Shanna Hagan-Burke, Texas A&M University, College Station, TX

9:15-10:00 a.m. Bridge Hall, Poster 14 | Session: 500
IF STUDENTS ARE ALWAYS ON FACEBOOK,
THEY MIGHT AS WELL BE LEARNING

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Poster Session

This session will demonstrate how instructors can capitalize on the use of social media to support instruction. Learn how Facebook was used to support a large teacher preparation class by providing information relevant to the course (news stories, links, etc.), providing information related to assignments, and answering routine questions. Guidelines for creating a class group will be shared. (1067)

Leader(s): Patricia Lynch, Texas A&M University, College Station, TX

Presenter(s): Heather Davis, Texas A&M University, College Station, TX; Erica Strickland, Texas A&M University, College Station, TX; Miracle Primus, Texas A&M University, College Station, TX

9:15-10:00 a.m. Bridge Hall, Poster 17 | Session: 501
INDIVIDUALIZED EDUCATION PROGRAMS
AND SECTION 504 PLANNING:
CONSIDERATIONS FOR SERVICE
PROVIDERS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Career Development/Transition

Format: Poster Session

Pepnet 2's (PN2) goal is to increase the educational, career, and lifetime choices available to individuals who are deaf or hard of hearing. This session looks at the experiences of educational professionals working with IEPs and Section 504 planning meetings and will highlight key areas for improvement. (523)

Leader(s): Sarah Schoffstall, University of Texas, Austin, TX

Presenter(s): Stephanie Cawthon, University of Texas, Austin, TX

9:15-10:00 a.m. Bridge Hall, Poster 8 | Session: 502
LITERACY SUPPORTING COMMUNICATION
DEVELOPMENT FOR CHILDREN WITH
CONGENITAL DEAFBLINDNESS

Topic Area: Visual Impairments

Secondary Topic: Physical/Health/Multiple Disabilities

Format: Poster Session

This session looks at literacy for children with congenital deafblindness. Discussion topics include (1) a description of research-based literacy lessons, (2) an explanation of the connection between literacy and communication, (3) the implications congenital deafblindness has on literacy instruction, and (4) strategies for incorporating communication instruction into traditional literacy activities. (1561)

Leader(s): Christopher Brum, Boston College, Boston, MA

9:15-10:00 a.m. Bridge Hall, Poster 12 | Session: 503
RETAINING SPECIAL EDUCATION
TEACHERS: LESSONS FROM ONE URBAN
MIDDLE SCHOOL

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Poster Session

Rather than examining why special educators leave, this study explores why experienced special educators continue working in the field. This small qualitative study surveyed all special education teachers working in an urban middle school in the process of changing from separate classes to an inclusion/co-teaching model. (805)

Leader(s): *Ellen Frye*, Lubbock Independent School District, Lubbock, TX

Presenter(s): *Gary Frye*, Lubbock-Cooper Independent School District, Lubbock, TX

9:15-10:00 a.m. Bridge Hall, Poster 21 | Session: 504
RULES OF 4: A BRIEF INDEPENDENT SKILLS
PROGRAM IN A NON-LD WORLD

Topic Area: Learning Disabilities

Secondary Topic: Career Development/Transition

Format: Poster Session

A summer program was implemented for high school graduates with learning disabilities to provide a condensed experience in independent living. Overall, the effect was positive; however, unanticipated challenges altered effectiveness. The celebrations and concerns of providing postsecondary opportunities to students with learning disabilities will be shared. (372)

Leader(s): *Chris Schnieders*, Frostig School, Pasadena, CA

Presenter(s): *David Seiler*, Frostig School, Pasadena, CA

9:15-10:00 a.m. Bridge Hall, Poster 6 | Session: 505
SEX EDUCATION, DISABILITY, AND
EMOTIONAL AND BEHAVIORAL
DISORDERS: PAST, PRESENT, AND FUTURE

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Career Development/Transition

Format: Poster Session

The support of abstinence-based sex education by the federal government does not provide the necessary knowledge and skills to students with EBD. This session will focus on the need for evidence-based comprehensive sex education for students with EBD to protect themselves from abuse, to understand their bodies, and to successfully maintain healthy and safe intimate relationships. (1562)

Leader(s): *Anna Treacy*, University of Nevada, Reno and Body Reclamation Project, Reno, NV

9:15-10:00 a.m. Bridge Hall, Poster 20 | Session: 506
SOCIAL VALIDITY MEASURES IN RESEARCH
FOR STUDENTS WITH EMOTIONAL AND
BEHAVIORAL DISORDERS

Topic Area: Research

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

In 2005, members of the Council for Exceptional Children Division of Research outlined quality indicators for intervention research for students with disabilities, one of which is social validity, or practicality. This session reviews social validity measures in intervention studies involving students with EBD since 2005. (1231)

Leader(s): *Robin Ennis*, Georgia State University, Atlanta, GA

Presenter(s): *Kristine Jolivet*, Georgia State University, Atlanta, GA; *Adrienne Stuckey*, Georgia State University, Atlanta, GA; *Lauren Boden*, Georgia State University, Atlanta, GA

9:15-10:00 a.m. Bridge Hall, Poster 5 | Session: 507
STEPS TOWARD INCLUSION: STRATEGIES
FOR EARLY CHILDHOOD PROFESSIONALS

Topic Area: Early Childhood

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

It is important to establish common ground among professionals working with young children in the early childhood/early childhood special education (EC/ECSE) field. Presenters will illustrate the potential of a strengths-based approach and blended practices within EC/ECSE. This session highlights strategies for supporting inclusive practices within existing early childhood curriculum frameworks. (838)

Leader(s): *Allison Baker*, University of Oregon, Eugene, OR

Presenter(s): *Serra Acar*, University of Oregon, Eugene, OR

9:15-10:00 a.m. Bridge Hall, Poster 15 | Session: 508

SUCCESS FORMULA: ACTION RESEARCH (DATA) + INSTRUCTIONAL DECISIONS = STUDENT SUCCESS

Topic Area: Teacher Education**Secondary Topic:** Research**Format:** Poster Session

Recording data is critical to conducting effective action research and resolving academic, behavioral, and social problems at the classroom level. This session will discuss action research and a variety of ways to record data and make informed instructional decisions thereby improving student success. (579)

Leader(s): *Andrea Jasper*, Georgia Southern University, Statesboro, GA**Presenter(s):** *Emerald Collins*, University of North Texas, Denton, TX

9:15-10:00 a.m. Bridge Hall, Poster 2 | Session: 509

TEACHERS' VIEWS ABOUT SCIENCE INSTRUCTION FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards**Secondary Topic:** Research**Format:** Poster Session

Twenty-seven general and special education teachers of students with significant cognitive disabilities (SWSCD) participated in focus group discussions to identify current practices in science education for SWSCD. Grade-level and mixed grade-level groups discussed collaboration, assessment, teaching methods and materials, curriculum and challenges and issues. This session will share the findings. (922)

Leader(s): *Steven Lyon*, University of Pittsburgh, Pittsburgh, PA**Presenter(s):** *Mary Hansen*, Robert Morris University, Moon Township, PA; *Peter Heh*, University of Pittsburgh, Pittsburgh, PA

9:15-10:00 a.m.

Bridge Hall, Poster 13 | Session: 510

THE IMPACT OF CLASS-WIDE PEER TUTORING: PERCEPTIONS OF TUTORS, TUTEES, AND TEACHERS

Topic Area: Instructional Design and Strategies**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Poster Session

Peer tutoring enhances students' academic achievement and social confidence. Learn how the successful implementation of class-wide peer tutoring (CWPT) programs at a high school benefited tutors, tutees, and teachers in inclusive classrooms. Their perceptions of CWPT will be presented. This session will provide tools to develop, implement, evaluate, or improve CWPT programs at any school. (1293)

Leader(s): *Nanho Vander Hart*, Assumption College, Worcester, MA

9:15-10:00 a.m.

Bridge Hall, Poster 7 | Session: 511

USING ANTECEDENT ART INTERVENTION TO REDUCE OFF-TASK BEHAVIOR BY A CHILD WITH AUTISM

Topic Area: Arts in Special Education**Secondary Topic:** Autism Spectrum Disorder**Format:** Poster Session

This session reports the results of a study that examined the effectiveness of an antecedent art intervention to reduce off-task behavior by a child with autism. A single-case reversal design was used to demonstrate a functional relation between individualized art intervention and decreased levels of off-task behavior occurring during group activities following the art session. (903)

Leader(s): *Nai-Cheng Kuo*, Michigan State University, East Lansing, MI**Presenter(s):** *Joshua Plavnick*, Michigan State University, East Lansing, MI

9:15-10:00 a.m. Bridge Hall, Poster 11 | Session: 512

USING VIDEO PROMPTING TO TEACH PRICE COMPARISON TO STUDENTS WITH AUTISM

Topic Area: Developmental Disabilities

Secondary Topic: Technology and Media

Format: Poster Session

Price comparison is an essential budgeting and shopping skill associated with independent living for students with exceptional needs. This session shares the results of a study that investigated the effectiveness of teaching price comparison to students with autism via video prompting. The discussion will focus on the critical elements of implementing video prompting to teach price comparison and how to adapt instructional strategies for students with autism who demonstrate different levels of functioning. (834)

Leader(s): *Pei-lin Weng*, Purdue University, West Lafayette, IN

Presenter(s): *Emily Bouck*, Purdue University, West Lafayette, IN

10:30-11:30 a.m. Room 006A | Session: 515

A DAY IN THE LIFE OF A NONTENURED FACULTY MEMBER: REALITY BITES!

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Teacher Education

Format: Lecture

This session will outline the challenges faced by new faculty members in institutions of higher education. Based on the experiences of the presenters, job responsibilities beyond those in teaching, research, and service commonly taught in personnel preparation programs will be discussed. Solutions will be addressed in an interactive format. (1629)

Leader(s): *Victoria Knight*, University of Kentucky, Lexington, KY

Presenter(s): *Amy Spriggs*, University of Kentucky, Lexington, KY; *Melinda Ault*, University of Kentucky, Lexington, KY

10:30-11:30 a.m.

Room 006C | Session: 516

A MENTORING MODEL FOR NEW TEACHERS THAT REALLY SUPPORTS!

Topic Area: Teacher Education

Secondary Topic: Visual Impairments

Format: Lecture

Mentoring new teachers leads to job success and retention. This session highlights a state agency that provides trained mentors throughout the state for students from two universities obtaining their certification in visual impairment. Learn how this mentor program works and why it has been such a success. (1148)

Leader(s): *Rona Pogrund*, Texas Tech University, Austin, TX

Presenter(s): *Chrissy Cowan*, Texas School for the Blind and Visually Impaired, Austin, TX

10:30-11:30 a.m.

Room 207A | Session: 517

A META-ANALYSIS OF WRITING INTERVENTIONS FOR STUDENTS WITH LEARNING DISABILITIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

In this session the importance of providing instruction in writing processes for students with LD will be discussed. Attendees will learn four writing practices shown to be effective for improving the writing quality of students with LD in Grades 1-12. The presenters will demonstrate how each writing practice can be implemented in the classroom, providing examples of how each can be adapted to meet the needs of students with LD at a variety of grade levels and how each can be used with a variety of writing genres. (207)

Leader(s): *Steve Graham*, Arizona State University, Tempe, AZ

Presenter(s): *Amy Gillespie*, Vanderbilt University, Nashville, TN

10:30-11:30 a.m. Room 209 | Session: 518
 ARE DEAF AND HARD-OF-HEARING STUDENTS
 PREPARED FOR POSTSECONDARY EDUCATION
 AND EMPLOYMENT?

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Career Development/Transition

Format: Lecture

This session discusses the findings on high school course-taking and performance (GPAs and standardized tests), supports and accommodations received, and postsecondary education and employment outcomes of a nationally representative sample of deaf and hard-of-hearing students. Findings are from the National Longitudinal Transition Study-2. (1441)

Leader(s): *Debra Shaver*, SRI International, Menlo Park, CA

Presenter(s): *Lynn Newman*, SRI International, Menlo Park, CA

10:30-11:30 a.m. Room 202 | Session: 519
 ARE WE THERE YET? COLLABORATION IN
 AN ERA OF ACCOUNTABILITY

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

In this era of accountability, collaboration is sorely needed—at both interpersonal and organizational levels. What is the status of education collaboration? What evidence demonstrates how collaboration is pivotal in achieving improved outcomes for students with disabilities? What additional research is needed? This session will explore these and related questions.

Leader(s): *Marilyn Friend*, University of North Carolina, Greensboro, NC

Presenter(s): *Lynne Cook*, California State University, Dominguez Hills, CA

10:30-11:30 a.m. Room 217B | Session: 520
 AUTISM? EARLY CHILDHOOD DISABILITIES?
 THINK DEVELOPMENTALLY!

Topic Area: Early Childhood

Secondary Topic: Autism Spectrum Disorder

Format: Demonstration

Young children with emotional and/or behavioral disorders and autism have unique developmental trajectories. This hands-on session explores ways to match children's developmental patterns to classroom activities shown to result in willing participation and success. Participants will explore how to use developmental guidelines, proven practices, and design activities for individual children. (1048)

Leader(s): *Rosalie McKenzie*, Developmental Therapy Institute, Athens, GA

Presenter(s): *Karen Shetterley*, University of Georgia, Athens, GA

10:30-11:30 a.m. Room 212 | Session: 521
 COUNTING WHAT COUNTS: SOLVING THE
 PUZZLE WITH DATA

Topic Area: Developmental Disabilities

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

No Child Left Behind, IDEA 2004, meaningful assessment, documentation of student progress, and supporting funding requests are just five of the many reasons why data collection or "evaluating the effectiveness" of strategies are important parts of what professionals must do. Selection, acquisition, and use of AT require supporting documentation. This session will consider these concerns and provide participants with an opportunity to learn the principles of sound data collection in a lively and light-hearted environment. Discussion will present the key elements necessary for meaningful data and provide examples of strategies that address a variety of assistive technology applications. (1838)

Leader(s): *Jane Korsten*, EMC Communications, Inc., Leawood, KS

Presenter(s): *Terry Foss*, EMC Communications, Inc., Lee's Summit, MO

10:30-11:30 a.m. Room 217D | Session: 522
 DEVELOPING A WEB-BASED RESOURCE FOR
 CONDUCTING ASSESSMENTS FOR
 STUDENTS WITH VISUAL IMPAIRMENTS

Topic Area: Assessment

Secondary Topic: Visual Impairments

Format: Demonstration

Conducting psychoeducational assessments of students with visual impairments presents unique challenges that require specialized knowledge and strategies. As students with visual impairments are a low-incidence population, access to such knowledge and strategies is often limited. The presenters undertook a user-centered design process to develop a free, online support instructional reference for use by educational diagnosticians, psychometrists, teachers of the visually impaired, and related education professionals. Come and learn about this new support! (1170)

Leader(s): *David Vialard*, Texas Tech University, Lubbock, TX

Presenter(s): *Olaya Landa-Vialard*, Texas Tech University, Lubbock, TX

SESSION WILL BE TRANSLATED IN ENGLISH

10:30-11:30 a.m.

Room 206A | Session: 523

EDUCATIONAL INTERVENTIONS IN MEXICO WITH CHILDREN WITH AUTISM SPECTRUM DISORDERS IN INCLUSIVE SETTINGS**Topic Area:** International Programs/Services**Secondary Topic:** Response to Intervention**Format:** Lecture

The presenters in this session discuss some of the challenges experienced by children with autism who are in inclusive classroom settings in Mexico. They will also share some important advances that can be made for these children when the classroom teacher applies educational strategies that result in effective learning.

Leader(s): *Susana Lara*, Escuela Normal de Especializacion Humberto Ramos Lozano, Monterrey, Mexico

Presenter(s): *Diana Cantu*, Escuela Normal de Especializacion Humberto Ramos Lozano, Monterrey, Mexico; *Francisco Cuellar*, Escuela Normal de Especializacion Humberto Ramos Lozano, Monterrey, Mexico

10:30-11:30 a.m.

Room 206B | Session: 524

EFFECTS OF GRAPHIC AND ELECTRONIC TEXT ON PERFORMANCE OF STUDENTS WITH READING DISABILITIES**Topic Area:** Instructional Design and Strategies**Secondary Topic:** Learning Disabilities**Format:** Lecture

This session shares the results of seven, single-subject studies that compared the performance of adolescents with LD and ASD on graphic, electronic (Kindle), and standard texts. Alternating treatment designs with measures of comprehension, vocabulary, and reading fluency reflect differential gains in comprehension and vocabulary related to students' reading abilities. Implications for practice will be discussed. (454)

Leader(s): *Kathleen Marshall*, University of South Carolina, Columbia, SC

Presenter(s): *Danielle Cevallos*, Glenforest School, Lexington, SC

10:30-11:30 a.m.

Room 201 | Session: 525

ELECTRONIC FEEDBACK OR HANDWRITTEN FEEDBACK: WHAT DO UNDERGRADUATE STUDENTS PREFER AND WHY?**Topic Area:** Technology and Media**Secondary Topic:** Teacher Education**Format:** Lecture

Students in teacher preparation programs interact in various ways with instructors and peers. Most, if not all, universities utilize electronic course management programs and as such, students and professors alike, must integrate electronic ability into their communication repertoire. This session will look at preferences from the student point of view. Presenters will look at what teacher candidates prefer and why, as well as how to integrate current technology solutions into feedback procedures for optimum accessibility and quality. (1453)

Leader(s): *Emily Williams*, Indiana University, South Bend, IN

Presenter(s): *Ni Chang*, Indiana University, South Bend, IN; *Bruce Watson*, Indiana University, South Bend, IN

10:30-11:30 a.m.

Room 006D | Session: 526

ESSENTIALS FOR POSTSECONDARY EDUCATION SUCCESS FOR STUDENTS WITH LEARNING DISABILITIES: INDIANA'S PERCEPTIONS**Topic Area:** Career Development/Transition**Secondary Topic:** Research**Format:** Lecture

This session shares the findings of a study that investigated essential skills needed for postsecondary education success for students with learning disabilities in Indiana. The focus of the study was to determine the differences between secondary and Institution of Higher Education providers' perceptions of the skills needed for student success in academic, social, self-determination/advocacy, and emotional readiness for education after high school. (685)

Leader(s): *Michael Harvey*, Ball State University, Muncie, IN

Presenter(s): *Nathan Herring*, Indiana Wesleyan University, Marion, IN

10:30-11:30 a.m. Room 208 | Session: 527

EXHIBITOR SHOWCASE SESSION**DEVELOPING A DISTRICT-WIDE AUTISM PROGRAM: A TRAINING MODEL FOR SERVING STUDENTS WITH ASD**

In this session, the presenters will provide a quick overview of the essential elements needed to provide effective and sustainable evidence-based programs and strategies for students with ASD across the age range. Come learn about how several state and local agencies developed a model to serve students and support staff.

Leader(s): *Joel Arick*, STAR Autism Support, Portland, OR

10:30-11:30 a.m. Room 216B | Session: 528

EXHIBITOR SHOWCASE SESSION**COMMON CORE MATH FOR STUDENTS WITH SPECIAL NEEDS**

This session features products implementing Common Core Standards including: (1) KP Ten-Frame Tiles: a manipulative promoting number/place value understanding and proficiency; (2) Above & Beyond: a base-10 mathematics program that integrates money instruction; (3) KP Functional Skills: activities/PowerPoints directed at Common Core standards in functional living. Free materials to all attendees!

Leader(s): *Peggy Akin*, KP Mathematics, Phoenix, AZ

10:30-11:30 a.m. Room 210B | Session: 529

EXHIBITOR SHOWCASE SESSION**VGO: THE ROBOT - OUR NEW CLASSMATE**

Come and see this 4-foot tall robot with a wireless video hookup that gives students the school experience remotely. Remote access allows students to participate in class, stroll through the hallways, hang out at recess, and even take it to the auditorium stage when there's a show.

Leader(s): *Bern Terry*, VGO Communications, Inc., Nashua, NH

10:30-11:30 a.m. Room 218 | Session: 530

EXHIBITOR SHOWCASE SESSION**READING FOR MEANING FLUENTLY**

Learn how to develop fluency, support vocabulary, and promote comprehension by combining the powerful, research-based strategies of teacher modeling, repeated reading, and progress monitoring. Accelerate the reading achievement of Title I, special education, ELL, and mainstream students using these research-proven strategies. This session describes Read Naturally, but the strategies can be used with any classroom.

Leader(s): *Debby Mossburg*, Read Naturally, Inc., St. Paul, MN

10:30-11:30 a.m. Room 210A | Session: 531

FATHERS PERCEPTIONS OF DISABILITY, SPECIAL EDUCATION, AND INFORMATION: WHAT CAN WE LEARN?

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Research

Format: Lecture

This session will share the perceptions of fathers whose children have high incidence disabilities. Presenters will focus on their initial and present views of disability and special education, but specifically on the information they receive. From the findings, special educators and other interested stakeholders will gain insights into how best to help fathers and families. (1511)

Leader(s): *Earl Byrd*, Elon University, Elon, NC

10:30-11:30 a.m. Room 211 | Session: 532

HOW TO SUCCESSFULLY USE THE READ ALOUD ACCOMMODATION FOR MATH INSTRUCTION AND ASSESSMENT

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Lecture

The read aloud accommodation is one of the most frequently used accommodations. When should it be used? How should the items be read? This session will answer these questions and more. The presenters will share the results of two studies that provide insight into what works and what does not. (477)

Leader(s): *Sheryl Lazarus*, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

Presenter(s): *Angela Boddicker*, South Dakota Department of Education, Pierre, SD; *Lynn Price*, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

10:30-11:30 a.m. Room 216A

EXHIBITOR SHOWCASE SESSION**INCORPORATING INTERACTIVE AND COLLABORATIVE TECHNOLOGY INTO UNIVERSAL DESIGN FOR LEARNING**

Universal Design for Learning incorporates research based curriculum design to reach ALL learners. This session will review those principles and how technology assists teachers and students in the learning process. Participants will learn strategies and techniques that both engage and motivate students while using evidenced based practice.

Leader(s): *Jack Reed* and *Luanne Ropp*, Promethean, Alpharetta, GA

10:30-11:30 a.m. Room 007B | Session: 533
IMPROVING AT-RISK FOURTH GRADERS
CONCEPTUAL UNDERSTANDING OF
FRACTIONS

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Lecture

Fourth-grade students at risk for mathematics disabilities were randomly assigned to control or Tier-2 fraction tutoring. Presenters will explain the tutoring program, and describe results that support its efficacy, identify variables that affect RTI, and identify error patterns that distinguish at-risk students from not-at-risk peers. (262)

Leader(s): *Amelia Malone*, Vanderbilt University, Nashville, TN

Presenter(s): *Jessica Namkung*, Vanderbilt University, Nashville, TN; *Lynn Fuchs*, Vanderbilt University, Nashville, TN

10:30-11:30 a.m. Room 213 | Session: 534
INCLUSION PROJECT: OUTCOMES FOR
CHILDREN WITH AUTISM SPECTRUM
DISORDERS AND THEIR FRIENDS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Early Childhood

Format: Lecture

A research-service project that focused on including children with autism into preschool classrooms will be shared. The National Academy of Science's Committee on Educational Interventions for Children With Autism was used to structure the project. Practical outcomes will focus on children with autism and their peers without disabilities. (1467)

Leader(s): *Ellin Siegel*, University of Nebraska, Lincoln, NE

10:30-11:30 a.m. Room 008B | Session: 535
KNOWLEDGE AND USE OF EVIDENCE-
BASED PRACTICES: FINDINGS FROM A
NATIONAL SURVEY

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Lecture

A web-based researcher-developed survey was conducted with a random sample of U.S. teachers and administrators. Findings regarding teachers' and administrators' knowledge and use of evidence-based and positive behavior support practices will be discussed. Examples of evidence-based practices, and implications and future research directions will also be presented. (993)

Leader(s): *Andrea Flower*, University of Texas, Austin, TX

Presenter(s): *Maria Sciuchetti*, University of Texas, Austin, TX; *John McKenna*, University of Texas, Austin, TX; *Christa Haring*, University of Texas, Austin, TX

10:30-11:30 a.m. Room 215 | Session: 536
PROFESSIONAL DEVELOPMENT THROUGH
ELEARNING OPPORTUNITIES

Topic Area: Visual Impairments

Secondary Topic: Teacher Education

Format: Lecture

Perkins School for the Blind has developed many eLearning opportunities, including webinars, webcasts, online workshops, and microsites, which are geared toward busy professionals who are interested in continuing education. This session will familiarize participants with the range of content and formats available, as well as provide information about how continuing education credits can be earned. (1699)

Leader(s): *Betsy McGinnity*, Perkins School for the Blind, Watertown, MA

Presenter(s): *Charlotte Cushman*, Perkins School for the Blind, Watertown, MA; *Mary Zatta*, Perkins School for the Blind, Watertown, MA

10:30-11:30 a.m. Room 214B | Session: 537

STRAND G, SESSION 3**IMPORTANCE OF INTENSIVE INTERVENTIONS: DEFINITIONS AND ILLUSTRATIONS****Topic Area:** Research**Secondary Topic:** Learning Disabilities**Format:** Lecture

This session in the strand will address the importance of intensive intervention: definitions and illustrations. The presenters will define the term “intensive,” compare it to conventional interventions, and explain how and why they are critically important for children and youth unresponsive to Tiers 1 and 2 of RTI frameworks.

Leader(s): Sharon Vaughn, University of Texas, Austin, TX**Presenter(s):** Michael Solis, University of Texas, Austin, TX

10:30-11:30 a.m. Room 214C | Session: 538

STRAND H, SESSION 3**SUPPORTING INCLUSION THROUGH CONSULTATIVE ITINERANT SERVICES****Topic Area:** Early Childhood**Secondary Topic:** Teacher Education**Format:** Lecture

General early childhood education (ECE) teachers need support to provide embedded interventions to young children with disabilities. In this session, participants will learn concrete strategies for providing this support so young children with disabilities will be successful in ECE classrooms. Presenters will also discuss the benefits and challenges to providing consultative itinerant services in early childhood programs.

Leader(s): Laurie Dinnebeil, University of Toledo, Toledo, OH**Presenter(s):** William McInerney, University of Toledo, Toledo, OH

10:30-11:30 a.m.

Room 007D | Session: 539

STRAND I, SESSION 2**MILITARY-CONNECTED CHILDREN AND FAMILIES: COMMON CONCERNS AND SHARED WORK****Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

This session will explore two collaborative opportunities to address unique educational needs of military-connected children: the Army’s endeavors to bridge clinical and school-based services, and an IDEA Partnership Community of Practice in Behavioral Health that facilitates interaction and shared work across education and community organizations.

Leader(s): Joanne Cashman, National Association of State Directors of Special Education (NASDSE), Alexandria, VA**Presenter(s):** Paul Ban, Madigan Army Medical Center, Tacoma, WA; Martha Blue-Banning, Beach Center on Disability, University of Kansas, Lawrence, KS

10:30-11:30 a.m.

Room 214D | Session: 540

STRAND J, SESSION 2**EMPOWERING CULTURALLY AND LINGUISTICALLY DIVERSE FAMILIES OF STUDENTS WITH DISABILITIES****Topic Area:** English Language Learners**Secondary Topic:** Parent/Family/School Partnerships**Format:** Panel

This session presents the results of studies that focused on the experiences of culturally and linguistically diverse families of students with disabilities when collaborating with schools. Participants will learn strategies to empower these families to be schools’ equal partners through school and community support.

Leader(s): Lusa Lo, University of Massachusetts Boston, MA**Presenter(s):** Michael Evans, Miami University, Oxford, OH; Juan Portley, Portley Education Consulting, LLC, Santa Fe, NM

10:30-11:30 a.m. Room 007C | Session: 541
SUSTAINING IMPLEMENTATION OF
EVIDENCE-BASED PRACTICES THROUGH
COACHING

Topic Area: Research

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Implementation of evidence-based practices is critical to effective teaching, yet there is an implementation gap. One solution for closing this gap has been to provide professional development as coaching. This session will share the current findings and suggest a coaching framework to lessen the gap and support improved student outcomes. (1448)

Leader(s): *Meaghan McCollow*, University of Washington, Seattle, WA

Presenter(s): *Carol Davis*, University of Washington, Seattle, WA; *Jennifer Pierce*, University of Washington, Seattle, WA

10:30-11:30 a.m. Room 006B | Session: 542
SWPBIS IN URBAN ELEMENTARY SCHOOLS:
EXAMINING THE TIERS DISTRIBUTIONS BY
ETHNICITY

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Urban elementary schools in one of the most diverse schools districts are implementing SWPBIS with positive results. Based on Office Discipline Referrals rates, the three tiers of risk were evaluated and overall population results were broken down by ethnicity in each school. This session combines data with these current topics around overrepresentation and ethnicity to discuss where we should go from here. Recommendations for future research are discussed. (343)

Leader(s): *Kelly Jewell*, University of Wisconsin, Whitewater, WI

10:30-11:30 a.m. Room 217A | Session: 543
TEACHING SPECIAL EDUCATION TEACHERS
PROPORTIONAL REASONING THROUGH
UNIVERSAL DESIGN FOR LEARNING

Topic Area: Teacher Education

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

An important and challenging mathematics domain, proportional reasoning, is all but absent in a special education teacher's preparation. The session will increase participants' technological and pedagogical content knowledge and understanding of Universal Design for Learning as they learn through a web-based, interactive curriculum. (1588)

Leader(s): *Jody Siker*, University of California, Berkeley/San Francisco State University, CA

Presenter(s): *Pamela LePage*, San Francisco State University, San Francisco, CA; *Susan Courey*, San Francisco State University, San Francisco, CA

10:30-11:30 a.m. Room 204B | Session: 544
USING MULTICOMPONENT
COMPREHENSION STRATEGIES
INSTRUCTION TO IMPROVE CONTENT AREA
LITERACY

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

This session describes multicomponent strategies for teaching students with learning disabilities to select, organize, synthesize, and remember important information from reading in content areas. Research validating the effectiveness of the strategies will be reviewed. Instructional procedures to integrate strategy instruction in content area classes will be modeled. (1390)

Leader(s): *Meenakshi Gajria*, St. Thomas Aquinas College, Orangeburg, NY

Presenter(s): *Asha Jitendra*, University of Minnesota, Minneapolis, MN

10:30-11:30 a.m. Room 008B | Session: 545

WHAT SPECIAL EDUCATORS NEED TO KNOW TO TEACH MATHEMATICS TO COMMON CORE

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

The Common Core Standards in Mathematics, among other things, require students to demonstrate an understanding of mathematical principles that underlie arithmetic computation. This session will explain what that means and what special educators need to know in order to teach these ideas and principles to their students.

Leader(s): *Russell Gersten*, Instructional Research Group, Los Alamitos, CA

10:30-11:15 a.m. Bridge Hall, Poster 10 | Session: 547

BULLSEYE ON BULLYING: EXPLORING THE PREVALENCE OF VICTIMIZATION RATES AMONG YOUTH AND ADOLESCENTS WITH HIGH FUNCTIONING AUTISM AND ASPERGER'S SYNDROME

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Research**Format:** Poster Session

The prevalence of bullying among youth and adolescents with High Functioning Autism and Asperger's Syndrome is alarmingly high. This session will review the current literature on the victimization rates of this population as well as discuss intervention and prevention strategies. (1916)

Leader(s): *Melissa Sreckovic*, University of North Carolina, Chapel Hill, NC

10:30-11:15 a.m. Bridge Hall, Poster 18 | Session: 548

CAREER EDUCATION AND STUDENTS WITH DEVELOPMENTAL DISABILITIES

Topic Area: Career Development/Transition**Secondary Topic:** Developmental Disabilities**Format:** Poster Session

This session will provide an overview of approaches used to support employment of individuals with developmental disabilities. The presenters will also highlight interventions and strategies used to enhance career education and development of students in secondary school settings. (273)

Leader(s): *Gulnoza Yakubova*, Purdue University, West Lafayette, IN

10:30-11:15 a.m. Bridge Hall, Poster 16 | Session: 549

CONCURRENT VALIDITY OF TWO MOTOR TESTS: PGMQ AND BOT-2 BALANCE

Topic Area: Assessment**Secondary Topic:** Early Childhood**Format:** Poster Session

This session shares the results of a study to establish the concurrent validity of PGMQ using balance sub-test of Bruininks-Oseretsky Test of Motor Proficiency second edition (BOT-2-balance) as the gold standard. Sixty children ages 3-6 years were recruited. The PGMQ proved to have appropriate concurrent validity with BOT-2-Balance. (538)

Leader(s): *Huei-Jyun Hong*, Department of Physical Therapy, China Medical University, Taichung, Taiwan**Presenter(s):** *Hsuan Ling*, China Medical University, Taichung, Taiwan; *Zhe-Min Lin*, China Medical University, Taichung, Taiwan; *Shih-Heng Sun*, China Medical University, Taichung, Taiwan

10:30-11:15 a.m. Bridge Hall, Poster 17 | Session: 550

DEVELOPING A TRAINING PROTOCOL FOR PERSONNEL SUPPORTING HIGH-TECH AAC USERS AT SCHOOL

Topic Area: Communicative Disabilities and Deafness**Secondary Topic:** Teacher Education**Format:** Poster Session

More students are using high-tech AAC at school, but are they successfully meeting their academic, interpersonal, and individual communication needs? What training could be provided for staff who support these students at school? This session describes the development and implementation of training for multidisciplinary school AAC teams. (599)

Leader(s): *Sandy Klindworth*, DynaVox Mayer-Johnson, Pittsburgh, PA

10:30-11:15 a.m. Bridge Hall, Poster 19 | Session: 551

DEVELOPING TRANSITION PLANS FOR COLLEGE BOUND HOSPITALIZED STUDENTS WITH TBI

Topic Area: Physical/Health/Multiple Disabilities**Secondary Topic:** Teacher Education**Format:** Poster Session

This session will explore components of transitional plans for college bound hospitalized students with TBI. Three case studies will be shared and information about accessing the College Office of Disability Services, State Department of Vocational Rehabilitation, and other alternatives will be discussed. Attendees will also receive a practitioner handout detailing successful transition practices. (1348)

Leader(s): *Catherine Keating*, Providence College/Spaulding Rehabilitation Hospital, Providence, RI**Presenter(s):** *Theron Ford*, John Carroll University, University Heights, OH; *Blanche Jackson Glimps*, Tennessee State University, Nashville, TN

10:30-11:15 a.m. Bridge Hall, Poster 7 | Session: 552
DISABILITY AWARENESS PROGRAM FOR
TYPICALLY DEVELOPING YOUNG CHILDREN
IN KOREA

Topic Area: International Programs/Services

Secondary Topic: Early Childhood

Format: Poster Session

Inclusion is not a one-sided story. Given that positive peer attitudes, social acceptance, and social interaction are key to a child's well-being and quality of life, it is important to understand how attitudes of children without disabilities toward their peers with disabilities can be improved. This session describes a disability awareness education program that was implemented with over 40 kindergarten children without disabilities. After the program implementation, children's attitudes became more positive toward their peers with disabilities in terms of their psychological and behavioral attitudes. (1283)

Leader(s): Sangsu Baek, Daegu University, Jilyang, Republic of Korea

Presenter(s): Yoonse Hwang, Kangwon National University, Korea; Eun-Young Jung, Roberts Wesleyan College, Rochester, NY

10:30-11:15 a.m. Bridge Hall, Poster 15 | Session: 553
EFFECTIVE TIER-2 INTERVENTIONS FOR
STUDENTS AT RISK FOR MATH FAILURE

Topic Area: Instructional Design and Strategies

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session examines the results of a study on the effects of preteaching using the concrete-to-representational-to-abstract (CRA) sequence as a supplemental instructional approach. Students at risk for math failure and those identified with math disabilities participated in this study. Implications for future research and practice are discussed. (1579)

Leader(s): Sarah Watt, University of Iowa, Iowa City, IA

10:30-11:15 a.m. Bridge Hall, Poster 12 | Session: 554
IMPROVING READING COMPREHENSION
WITH UNIVERSAL DESIGN FOR LEARNING
(UDL) ENHANCED STORY MAPPING

Topic Area: Instructional Design and Strategies

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Poster Session

Many students, including those without disabilities, struggle with accessing the general curriculum because of reading comprehension difficulties. This session will provide a model for educators illustrating the lesson planning process and instructional strategies for a UDL enhanced story-mapping lesson. (1460)

Leader(s): Willa Drue Narkon, University of Hawaii at Manoa, Honolulu, HI

Presenter(s): Jenny Wells, University of Hawaii at Manoa, Honolulu, HI

10:30-11:15 a.m. Bridge Hall, Poster 14 | Session: 555
INTERDISCIPLINARY COLLABORATION IN
HIGHER EDUCATION: SCHOOL
PSYCHOLOGY, SPECIAL EDUCATION, AND
SPEECH-LANGUAGE PATHOLOGY MAKE IT
WORK

Topic Area: Teacher Education

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Poster Session

Although we discuss collaboration in the courses we teach, interdisciplinary collaboration among faculty is frequently absent from the experiences of our candidates. This session shares the results of a research project that involved modeling this collaborative process and having students engage with students across disciplines in order to provide a foundation for these professional relationships. (1036)

Leader(s): Kristine Swain, University of Nebraska, Omaha, NE

Presenter(s): Brian McKeivitt, University of Nebraska, Omaha, NE

10:30-11:15 a.m. Bridge Hall, Poster 1 | Session: 556
 MAKING DECISIONS ABOUT
 INSTRUCTIONAL AND ASSESSMENT
 ACCOMMODATIONS FOR ELLS AND
 STUDENTS WITH DISABILITIES: TOOLS
 YOU CAN USE

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Poster Session

This session will provide an overview of tools that can be used to make decisions about instructional and assessment accommodations for English language learners and students with disabilities. These tools were developed for two new accommodations manuals, customizable for states. Samples will be disseminated, along with links to resources. (1217)

Leader(s): *Laurene Christensen*, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

Presenter(s): *Vitaliy Shyyan*, University of Alberta, Edmonton, Alberta Canada

10:30-11:15 a.m. Bridge Hall, Poster 8 | Session: 557
 MANIFESTATION DETERMINATION
 REVIEW: DATA AND COMMUNICATION

Topic Area: Public Policy

Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

Although the MDR process may be viewed as a political mandate, protecting the rights of students with disabilities helps to ensure an appropriate education. In this session, several tips based on data collection strategies and communication guidelines will be outlined across grade levels to assist teams during the MDR process to protect the rights of students with disabilities. (1307)

Leader(s): *Jennifer Walker*, George Mason University, Fairfax, VA

Presenter(s): *Brittany Hott*, Texas A&M University, Commerce, TX

10:30-11:15 a.m. Bridge Hall, Poster 4 | Session: 558
 ORAL LANGUAGE DEVELOPMENT OF
 TYPICALLY DEVELOPING PEERS WITHIN A
 REVERSE MAINSTREAM SETTING

Topic Area: Special Education Schools

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

This session will share the findings of a study that, using two types of assessment, compared the oral language of typically developing preschoolers within two classroom settings: traditional and reverse mainstream. Results showed that students in the reverse mainstream classroom specifically designed for children with autism had overall higher levels of oral language development. (476)

Leader(s): *Jessica Moore*, Birmingham-Southern College, Birmingham, AL

Presenter(s): *Lindsay Wainwright*, Birmingham-Southern College, Birmingham, AL

10:30-11:15 a.m. Bridge Hall, Poster 9 | Session: 559
 SOLVING WORD-PROBLEMS USING
 TECHNOLOGY-BASED GRAPHIC
 ORGANIZERS FOR MIDDLE SCHOOL
 STUDENTS WITH MID

Topic Area: Developmental Disabilities

Secondary Topic: Technology and Media

Format: Poster Session

This session will share the findings of a study that examined the efficacy of technology-based graphic organizers in solving mathematical word-problems for students with mild intellectual disabilities (MID). Results indicated that all three of the students dramatically improved their ability to solve mathematical word-problems on the computer compared to traditional practices. (704)

Leader(s): *Richard Boon*, Kutztown University of Pennsylvania, Kutztown, PA

Presenter(s): *Kelli Sheriff*, West Jackson Middle School, Jefferson, GA; *Vicky Spencer*, George Mason University, Fairfax, VA

10:30-11:15 a.m. Bridge Hall, Poster 2 | Session: 560
STRATEGIES TO CREATE POSITIVE FUTURES: STUDENT EXPECTATIONS, ENGAGEMENT, AND EMPOWERMENT IN CAREER EXPLORATION, DISCOVERY, AND TRANSITION

Topic Area: Career Development/Transition

Secondary Topic: Accountability & Large Scale Assessments

Format: Poster Session

This session discusses how student career exploration, discovery, and goal setting may influence students' future expectations, self-efficacy, and self-determination. Presenters report on effects of strategies for student-engaged career exploration, discovery, and planning on students' perceptions of their disability, self-advocacy, and future goals. (2179)

Leader(s): Sarah Johnston-Rodriguez, Northern Illinois University, DeKalb, IL

Presenter(s): Greg Conderman, Northern Illinois University, DeKalb, IL

10:30-11:15 a.m. Bridge Hall, Poster 6 | Session: 561
STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS (EBD) CAN BE EFFECTIVE TUTORS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Poster Session

This session synthesizes research on the effectiveness of peer-tutoring programs in which students with EBD act as tutors. This research forms the basis for specific recommendations on how to implement tutoring programs for different school-age students with EBD included in various educational settings. (2071)

Leader(s): Jun Wang, University of Florida, Gainesville, FL

Presenter(s): Kristi Cheyney, University of Florida, Gainesville, FL

10:30-11:15 a.m. Bridge Hall, Poster 22 | Session: 562
SUPPORTING STUDENTS WITH CORNELIA DE LANGE SYNDROME

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Developmental Disabilities

Format: Poster Session

Cornelia de Lange Syndrome (CdLS) is a genetic disorder that impacts the child's physical and intellectual development. This session provides information on CdLS to teachers and service providers including the characteristics of CdLS and the educational accommodations necessary for these students to be successful. (171)

Leader(s): Barbara Gartin, University of Arkansas, Fayetteville, AR

Presenter(s): Nikki Murdick and Sara Barnett, Saint Louis University, St. Louis, MO

10:30-11:15 a.m. Bridge Hall, Poster 20 | Session: 563
THE EFFECTS OF SCHOOLWIDE POSITIVE BEHAVIOR SUPPORTS ON THE SOCIAL COMPETENCE OF STUDENTS WITH DISABILITIES

Topic Area: Research

Secondary Topic: Accountability & Large Scale Assessments

Format: Poster Session

The session will identify significant differences in teachers' perceptions of the effects of Schoolwide Positive Behavior Support (SWPBS) on the social competence of students with mild disabilities. Data were based on different levels of implementation of SWPBS (demonstration, implementing, and non-implementing). The three constructs (peer relations, self-management/compliance, and academic behavior) of social competence were also examined. Results will be shared and discussed. (1627)

Leader(s): Kimberley Davis, Southern Arkansas University, Magnolia, AR

10:30-11:15 a.m. Bridge Hall, Poster 5 | Session: 564
THE USE OF SIGN LANGUAGE WITH PREVERBAL HEARING CHILDREN

Topic Area: Early Childhood

Secondary Topic: Communicative Disabilities and Deafness

Format: Poster Session

This session will discuss the importance of past research as well as suggest ways to incorporate the use of sign language with children to enhance their development. Gains have been documented in skill areas such as verbal language, cognition, social-emotional, and self-regulation, and a decrease is noted in frustration by both child and adult. (257)

Leader(s): A. Fain Barker, University of North Carolina, Greensboro, NC

Presenter(s): Jean Kang, University of North Carolina Greensboro, NC

10:30-11:15 a.m. Bridge Hall, Poster 13 | Session: 565

USING COMPUTER-ASSISTED GRAPHIC ORGANIZERS IN ALGEBRA INSTRUCTION TO SUPPORT HIGH SCHOOL STUDENTS WITH LEARNING DISABILITIES

Topic Area: Instructional Design and Strategies**Secondary Topic:** Learning Disabilities**Format:** Poster Session

This session shares the findings of a study that examined the effects of using computer-assisted and hand-written graphic organizers in high school algebra instruction. Two groups of four high school students with learning disabilities participated in this study for 10 weeks, during which eight Algebraic math skills were taught and assessed. Presenters will discuss the study and the results. (1895)

Leader(s): Katherine Rimby, Rowan University, Glassboro, NJ**Presenter(s):** Joy Xin, Rowan University, Glassboro, NJ

10:30-11:15 a.m. Bridge Hall, Poster 3 | Session: 566

USING SOCIAL NETWORKING AS A COMMUNICATION TOOL FOR YOUNG ADULTS WITH DISABILITIES

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Technology and Media**Format:** Poster Session

This session examines the implications of Facebook on one young adult with High Functioning Autism (HFA). With supervision, Facebook or other social networking tools hold promise for supporting the social growth of individuals with HFA/AS. (1575)

Leader(s): Susan Schultz, St. John Fisher College, Rochester, NY

10:30-11:15 a.m.

Bridge Hall, Poster 11 | Session: 567

USING VIRTUAL AND CONCRETE MANIPULATIVES TO SOLVE MATHEMATICS PROBLEMS FOR STUDENTS WITH AUTISM

Topic Area: Developmental Disabilities**Secondary Topic:** Technology and Media**Format:** Poster Session

This session will present research findings comparing the effectiveness of virtual and concrete manipulatives on the mathematics performance of three students diagnosed with ASD. Evidence will be provided enabling special educators to make educational decisions about effective applications for teaching basic mathematics skills. (561)

Leader(s): Rajiv Satsangi, Purdue University, West Lafayette, IN**Presenter(s):** William Courtney, Purdue University, West Lafayette, IN; Emily Bouck, Purdue University, West Lafayette, IN; Teresa Doughty, Purdue University, West Lafayette, IN

10:30-11:15 a.m.

Bridge Hall, Poster 21 | Session: 568

USING WEB PAGES WITH SUPPORT TO INCREASE READING COMPREHENSION

Topic Area: Learning Disabilities**Secondary Topic:** Technology and Media**Format:** Poster Session

Many students with LD struggle with reading comprehension of narrative text. Often story grammar can assist readers with LD to comprehend. This session shares the results of a single-subject study that examined the effects of nine students with LD and their comprehension when story grammar supports were used on the computer. The growth in comprehension test scores for some of the students pointed to the ability of the individual attention of the computer to assist with overall comprehension growth for some students, as can be seen in previous literature. (366)

Leader(s): Maria Earman Stetter, Roosevelt University, Chicago, IL**Presenter(s):** Marie Hughes, University of Illinois, Chicago, IL



SPOTLIGHT ON PARENTS OF CHILDREN WITH DISABILITIES FROM AN ARRAY OF CULTURAL BACKGROUNDS

Topic Area: Cultural and/or Linguistic Diversity

Moderator: *Elizabeth Cramer*, Florida International University, Miami, FL



This session will highlight research on the challenges of being a parent of a child with a disability across a variety of cultural backgrounds including Hispanic, African American, Asian American, and Haitian American. Parent perspectives from each group will be portrayed and solutions discussed across cultural groups.

An Analysis of Haitian Parents' Perceptions of Their Children With Disabilities

This presentation will explore how culture influenced perceptions of Haitian parents of children with disabilities. Results from a qualitative study will highlight the parents' concerns, their involvement in the educational process and their overall perceptions of their children as a result of the disability.

Leader(s): *Josee Gregoire*, Miami Dade County Public Schools, FL

Presenter(s): *Elizabeth Cramer*, Florida International University, Miami, FL

African American Mothers of Children With Disabilities and the Research That Ignores Them

The cultural traditions and beliefs, access to resources, and other family rooted parameters have a great influence how the family member with a moderate to severe disability is identified and served. In instances where research addresses such factors, the bulk of the work concentrates on the experiences of families from middle to upper class social strata, European descent, and represent the nuclear family unit. Therefore, this session aims to add to the body of research by examining the narratives of African American parents with children identified with a moderate to severe disability. (1094)

Leader(s): *Michael Owens*, College of Charleston, Goose Creek, SC

Presenter(s): *Charissa Owens*, College of Charleston, Charleston, SC

Asian-American Parents' Perspectives About Parent-Professional Relationships in Special Education

This session focuses on how Asian-American parents who have children with disabilities perceive their relationships with professionals. Presenters, including an Asian-American counselor, discuss complaints about special education service delivery, unique views based on cultural/religious backgrounds, and lack of attention on Asian Americans. (686)

Leader(s): *Eun Ji*, University of Texas at Austin, Austin, TX

Presenter(s): *Dae Eun Shin*, Department of Assistive and Rehabilitative Services, Austin, TX

Factors Influencing the Participation of Latinos in Their Children's Special Education Process

The presenters will share findings from a study examining the factors that influence the participation of first-generation immigrant Latino parents in the special education process of their children with disabilities. Implications for practitioners and recommendations for facilitating participation will be discussed. (1486)

Leader(s): *Maria Ruiz*, University of New Orleans, Gretna, LA;

Presenter(s): *Linda Flynn-Wilson*, University of New Orleans, New Orleans, LA

Societal and Emotional Challenges of Hispanic Immigrant Mothers of Children With Disabilities

This study explores some of the societal and emotional challenges faced by monolingual immigrant Hispanic mothers in their roles as primary caregivers of a child with disabilities within a voluntary minority and an orthogonal cultural identification theoretical framework. This session will familiarize participants with the complexities of parenting a child with disabilities while being an immigrant so that these can be addressed when services are provided to immigrant families. Implications for service providers are discussed. (1332)

Leader(s): *Ximena Suarez-Sousa*, Minnesota State University, Moorhead, MN

1:00-3:00 p.m. Room 217A | Session: 570

LEARNERS WITH DEAF-BLINDNESS: ACCESSING COMMON CORE STANDARDS VIA TARGETED WEB-BASED RESOURCES

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Communicative Disabilities and Deafness

Format: Demonstration

This session will highlight strategies and resources available on the "All Children Can Read" web site and demonstrate how it has been used to facilitate a holistic approach to instructional planning. Opportunity will be provided to discuss connections to the broader curriculum and to develop grade-level standards-based learning activities. (1702)

Leader(s): *Nancy Steele*, National Consortium on Deaf-Blindness, Knoxville, TN

Presenter(s): *Barbara Purvis*, National Consortium on Deaf-Blindness, Shawnee Mission, KS; *Sandra Warren*, East Carolina University, Greenville, NC; *Shawna Benson*, Ohio Center for Autism and Low Incidence, Columbus, OH

1:00-3:00 p.m.

Room 212 | Session: 571

PD SHOWCASE



CELEBRATING THE CONTRIBUTIONS OF DR. MARY RUTH COLEMAN: CHAMPION FOR THE EDUCATION OF UNDERREPRESENTED STUDENTS WITH GIFTS AND TALENTS

Topic Area: Pioneers/Historical Perspectives

Secondary Topic: Gifted and Talented

Format: Panel

Dr. Mary Ruth Coleman began her career as a teacher. Throughout her career as a senior scientist, researcher, and teacher educator, she has never forgotten the importance of the teacher and the child's family in the overall development of children and youth. This showcase will highlight her many contributions regarding early childhood, gifted, and special education.

Leader(s): *Jamie Hopkins*, University of Cincinnati, OH

Presenter(s): *Susan Fowler*, University of Illinois, Urbana-Champaign, Champaign, IL; *Linda Marsal*, Council for Exceptional Children, Winterville, NC; *Samuel Odom*, University of North Carolina, Chapel Hill, NC; *Susan Johnsen*, Baylor University, Waco, TX

1:00-2:00 p.m.

Room 007C | Session: 572

AN EXAMINATION OF RECENT CHANGES IN STATE RESTRAINT OR SECLUSION POLICIES AND LEGISLATION

Topic Area: Public Policy

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

This session will describe recent changes to state-level policy related to seclusion and restraint in schools. Results indicate a clear consensus that restraint and seclusion procedures should be used only in the case of an emergency and not as a punitive measure. Additional state policy trends and suggestions for best practice will be described. (734)

Leader(s): *Jennifer Freeman*, University of Connecticut, Storrs, CT

1:00-2:00 p.m.

Room 008B | Session: 573

CEC PROFESSIONAL PREPARATION STANDARDS REVISIONS AND REORGANIZATION

Topic Area: Teacher Education

Secondary Topic: International Programs/Services

Format: Lecture

This session will address the revisions to the CEC Professional Preparation Standards. Topics include their National Council for the Accreditation of Teacher Education (NCATE) approval status, their coordination with new InTASC teacher standards, implications of the merger of NCATE and TEAC, and the implications and timelines for special education preparation programs. (1372)

Leader(s): *Richard Mainzer*, Council for Exceptional Children, Arlington, VA

1:00-2:00 p.m. Room 210A | Session: 574
CO-LOCATING DAY TREATMENT SERVICES
WITHIN PUBLIC SCHOOLS AND DISTRICT
FACILITIES

Topic Area: Special Education Schools

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Schools and districts are being faced with the mantra of “do more with less.” Students that need high levels of care often find their way to day treatment and facility school programs. Districts struggle with the transportation, tuition, and therapy costs of these programs and the limitations related to LRE, nondisabled peers, and transitioning students back to district based programming. This session will discuss co-locating programs within districts and schools and will review programs and models including their benefits and challenges. (1893)

Leader(s): *Edward O’Neill*, Cenpatico, Casa Grande, AZ

Presenter(s): *Erik Ryan*, Cenpatico, Gilbert, AZ

1:00-2:00 p.m. Room 217D | Session: 575
CULTIVATING UNIQUENESS IN EVERY
CHILD: SOWING SEEDS OF WONDER, “ARTS”
AS NUTRIENTS

Topic Area: Arts in Special Education

Secondary Topic: International Programs/Services

Format: Demonstration

Cultivating uniqueness through the arts in special education is an amazing adventure! This session highlights 2 years of research into the benefits of arts emergence for children ages 8-21 who have special needs. Join us to learn how a university, a variety of artists, and families bring the arts into the world of special education. (177)

Leader(s): *Robin Wright Fromherz*, Willamette University, Salem, OR

Presenter(s): *Rebecca Fromherz*, Willamette University, Salem, OR; *Allen Fromherz*, Georgia State University, Atlanta, GA

1:00-2:00 p.m. Room 217C | Session: 576
EFFECTIVE PROGRAMMING FOR
SECONDARY STUDENTS WITH HIGH-
FUNCTIONING AUTISM IN PUBLIC
SCHOOLS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Collaboration and Inclusive Practices

Format: Demonstration

According to CDC data, there may be 6-8 students with high-functioning autism in a typical high school of 1,200 students. By providing services to address these students’ unique needs in the areas of social skills and executive functioning, they can be socially and academically successful and prepared for transition to adulthood. This session will share the development and implementation of a successful secondary program for students with autism in a large metropolitan school district. In its seventh year, this program has grown from providing services for 12 students to more than 150 students. Specific strategies for implementation will be shared. (1162)

Leader(s): *Betty Adkins*, Prince George’s County Public Schools, MD

Presenter(s): *Julia Watson*, Prince George’s County Public Schools, MD

1:00-2:00 p.m. Room 207A | Session: 577
EMBEDDING EVIDENCE-BASED PRACTICES
IN TEACHER EDUCATION COURSES TO
PREPARE HIGHLY QUALIFIED TEACHERS

Topic Area: Teacher Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

The use of evidence-based practices (EBPs) is not only an essential component of teaching in inclusive classrooms, but is required as part of Response to Intervention. Presenters will describe how faculty at one institution embedded EBPs in their programs to ensure graduates meet the highly qualified teacher requirements in IDEA. (1569)

Leader(s): *Barbara Fink Chorzempa*, SUNY New Paltz, NY

Presenter(s): *Michael Smith*, SUNY New Paltz, NY; *Catharine Whittaker*, SUNY New Paltz, NY

1:00-2:00 p.m. Room 216A | Session: 578

EXHIBITOR SHOWCASE SESSION**A NEW APPROACH TO LITERACY INTERVENTION FOR STRUGGLING ADOLESCENTS: INTRODUCING LANGUAGE! LIVE**

Supported by more than 20 years of research, this ground-breaking literacy solution for older struggling learners takes a completely new approach to intervention. Authored by reading expert Dr. Louisa Moats and based on the original work of Dr. Jane Fell Greene, this breakthrough curriculum combines targeted teacher-led instruction with student-centric gamification and peer-to-peer technologies.

Leader(s): *Sarah Evans*, Voyager Learning, Dallas, TX

1:00-2:00 p.m. Room 210B | Session: 579

EXHIBITOR SHOWCASE SESSION**CONQUER TIMES TABLES IN ONLY THREE WEEKS—GUARANTEED!**

Rhymes “n” Times is a research-based, multisensory program to teach the times tables in only 3 weeks—guaranteed! If the class average isn’t 90% or above on the final test, you get a 100% refund. This program addresses all four learning styles and teaches all students in general, special, and gifted classrooms. RTI optimized.

Leader(s): *Anita Turner*, Rhymes “n” Times, Baton Rouge, LA

1:00-2:00 p.m. Room 216B | Session: 580

EXHIBITOR SHOWCASE SESSION**FAST TRACK STUDENTS TO FLUENCY**

Many students Grade 3 and above cannot decode multisyllabic words. Practice a 5-minute, four-step technique to teach this essential skill by recognizing patterns, identifying sounds, and applying syllable division rules. Reading multisyllabic words is a persistent issue for most struggling readers. A typical approach includes teaching students to tackle unfamiliar words by dividing the word into syllables to more accurately pronounce the chunks. The presenter will demonstrate an interactive approach to quick analysis of the syllables using gestures, and then moving to extracting meaning from each part.

Leader(s): *Gaye Heath*, 95% Group, Lincolnshire, IL

1:00-2:00 p.m. Room 218 | Session: 581

EXHIBITOR SHOWCASE SESSION**PAES: DATA-DRIVEN, RESEARCH-BASED, CURRICULUM-EMBEDDED ASSESSMENT OF EMPLOYMENT POTENTIAL**

The PAES - Practical Assessment Exploration System allows students to demonstrate their employment potential through a hands-on performance-based approach within a simulated work environment.

Choose from 264 jobs: Business/Marketing, Computer Technology, Construction/Industrial, Processing/Production, Consumer Service. We can never really know what students can do until we give them a chance to try!

Leader(s): *Judith Swisher*, Author of PAES, Shawnee, KS

1:00-2:00 p.m. Room 208 | Session: 582

EXHIBITOR SHOWCASE SESSION**PLEASE READ IT ONCE AGAIN!**

This session will demonstrate to preschool professionals how repetition combined with literature stimulates language development and cognitive learning for preschool children. Participants will learn to use literature combined with student objectives to facilitate growth in the domains of language, cognitive, social, adaptive, and motor development.

Leader(s): *Rae Schaper*, Read It Once Again, Inman, SC

1:00-2:00 p.m. Room 006D | Session: 583

FAMILY PERSPECTIVES ON THE TRANSITION PLANNING PROCESS

Topic Area: Career Development/Transition

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

This session shares the findings of a study that examined families’ perceptions of their support needs during the transition planning process for their child with significant autism and other intellectual and developmental disabilities. Two focus groups were conducted and NVivo software was used to analyze the data. Implications for practice are addressed. (1253)

Leader(s): *Nina Zuna*, University of Texas, Austin, TX

Presenter(s): *Meredith Brinster*, University of Texas, Austin, TX; *Jesse Franco*, University of Texas, Austin, TX; *Meaghan Latifi*, University of Texas, Austin, TX

1:00-2:00 p.m. Room 206B | Session: 584

FUSION: A PROMISING TIER-2 MATHEMATICS INTERVENTION TO SUPPORT FIRST-GRADE STUDENTS

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

This session presents Project FUSION, a Tier-2 intervention to support the development of whole number concepts for at-risk, first-grade students. Preliminary student performance data will be shared. This session will benefit educators interested in learning more about evidence-based instruction and multi-tiered approaches in early mathematics. (791)

Leader(s): *Kathleen Jungjohann*, University of Oregon, Eugene, OR

Presenter(s): *Tricia Berg*, University of Oregon, Eugene, OR; *Ben Clarke*, University of Oregon, Eugene, OR

1:00-2:00 p.m. Room 217B | Session: 585

HOSPITAL TO SCHOOL TRANSITION FOR STUDENTS WITH SPECIALIZED HEALTH CARE NEEDS

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Developmental Disabilities

Format: Demonstration

This session will outline a transition plan found to be successful when transitioning students with specialized health care needs back to school following hospitalization. Participants will leave with a step-by-step plan for transitioning students from the hospital to a general or special education school setting. (1790)

Leader(s): *Patty Porter*, Kennedy Krieger Institute, Baltimore, MD

Presenter(s): *Barbara Obst*, Kennedy Krieger Institute, Baltimore, MD

1:00-2:00 p.m. Room 201 | Session: 586

IMPLEMENTING APPS APPROPRIATELY ON AN INDIVIDUAL AND DISTRICTWIDE LEVEL

Topic Area: Technology and Media

Secondary Topic: Administration/Supervision

Format: Lecture

Educators are finding success in incorporating the use of mobile technologies and apps in schools to meet their students' learning needs. Some districts have adopted these technologies on a large scale. This session will provide guidance to districts desiring to implement the use of mobile technologies on a districtwide level. (1328)

Leader(s): *Melinda Ault*, University of Kentucky, Lexington, KY

Presenter(s): *Lauren Bonnet*, University of Virginia, Charlottesville, VA; *Anya Evmenova*, George Mason University, Fairfax, VA; *Margaret Bausch*, University of Kentucky, Lexington, KY

1:00-2:00 p.m. Room 206A | Session: 587

IMPROVING MATHEMATICS PERFORMANCE: THE IRIS CENTERS MODULES ON RTI AND HIGH-QUALITY MATHEMATICS

Topic Area: Teacher Education

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

Join representatives of our OSEP-funded national assistance center for a hands-on, guided tour of the Center's new online learning modules related to RTI and high-quality mathematics instruction. (796)

Leader(s): *Naomi Tyler*, The IRIS Center for Training Enhancement, Nashville, TN

Presenter(s): *Diane Bryant*, University of Texas, Austin, TX; *Deborah Smith*, The IRIS Center for Training Enhancement, Nashville, TN

1:00-2:00 p.m. Room 204A | Session: 588

INFUSING EARLY CHILDHOOD EDUCATION COURSEWORK THROUGH A UNIVERSITY AND COMMUNITY COLLEGE PARTNERSHIP

Topic Area: Early Childhood**Secondary Topic:** Teacher Education**Format:** Lecture

This session will describe a higher education partnership focused on infusing evidence-based special education content into an associate degree early childhood education paraprofessional preparation program. Participants will learn about processes, activities, and preliminary outcomes resulting from initial implementation of the Advancing Community College Efforts in Paraprofessional Training Project. (1492)

Leader(s): *Katie Swart*, University of North Carolina, Charlotte, NC

Presenter(s): *Kate Algozzine*, University of North Carolina, Charlotte, NC; *Kristen Monteith*, Central Piedmont Community College-Harris Campus, Charlotte, NC; *Vivian Correa*, University of North Carolina, Charlotte, NC

1:00-2:00 p.m. Room 205 | Session: 589

MEETING THE RELATIONAL NEEDS OF GIRLS WITH EBD: ADVICE FOR TEACHERS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Lecture

The examination of the experiences and perceptions of adolescent girls with EBD provides insight into what works for these young women as we aim to offer opportunities that foster positive relational growth. Relational development, therapeutic environments, and the need to consider the use of gender-specific curriculums will be discussed. (1072)

Leader(s): *Amy Srsic*, University of Pittsburgh, Pittsburgh, PA

Presenter(s): *Elisabeth Rice*, George Washington University, Washington, DC

1:00-2:00 p.m.

Room 214A | Session: 590

MINI-FILMS FROM WHO CARES ABOUT KELSEY? THE NEW DOCUMENTARY PROJECT BY DAN HABIB

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

Dan Habib (creator of "*Including Samuel*") will screen and discuss several mini-films from his new project *Who Cares About Kelsey?*, which documents the lives of students with emotional/behavioral challenges, and shows innovative educational approaches that help these students to succeed. Note: the entire film will be shown on Thursday only.

Leader(s): *Dan Habib*, University of New Hampshire, Institute on Disability, Concord, NH

1:00-2:00 p.m.

Room 006A | Session: 591

MOVING BEHIND INDICATORS 13/14: IMPLEMENTING CUSTOMIZED EMPLOYMENT IN TWO VIRGINIA SCHOOL DIVISIONS

Topic Area: Career Development/Transition**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

This presentation will highlight efforts of school divisions working with local adult services teams to develop and implement customized employment opportunities for youth with intellectual or other significant disabilities. Funded by the Virginia Department of Education, the VCU RRTC encouraged school divisions to move beyond the Indicator 13 and 14 checklists to provide student-driven employment options. Attendees will hear how the teams used information gathered during the discovery process and how they worked with employers to identify the settings best suited for the students. Step-by-step descriptors will provide listeners ideas and methods for duplication. (1280)

Leader(s): *Katherine Wittig*, Virginia Commonwealth University, Richmond, VA

Presenter(s): *Renee Bullano*, Virginia Commonwealth University, Richmond, VA

1:00-2:00 p.m. Room 213 | Session: 592
NEURODIVERSITY: AUTISM AS A VEHICLE
FOR SUCCESS FOR ADOLESCENTS AND
YOUNG ADULTS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Career Development/Transition

Format: Lecture

Cognitive strengths of adolescents and adults are presented in the context of three support programs designed for adolescents and young adults with mild forms of ASD. The programs are described in the context of the neurodiversity model. Specific examples of successful experiences will be discussed. (1316)

Leader(s): *Kathleen McCoy*, Arizona State University, Tempe, AZ

Presenter(s): *Garret Westlake*, Arizona State University, Mesa, AZ

1:00-2:00 p.m. Room 007B | Session: 593
PLANNING AND FACILITATING
PROFESSIONAL DEVELOPMENT TO
SUPPORT EFFECTIVE IMPLEMENTATION:
CONSIDERATIONS FOR ADMINISTRATORS
AND PRACTITIONERS

Topic Area: Learning Disabilities

Secondary Topic: Administration/Supervision

Format: Demonstration

This session provides participants with information about research-based professional development strategies, considerations when selecting a professional development provider, and recommendations for planning and facilitating effective professional development. Attendees will have the opportunity to begin developing their own professional development plans based on the content presented, and they will receive feedback from session facilitators and peers. (1974)

Leader(s): *Rebecca Zumeta*, American Institutes for Research, Washington, DC

Presenter(s): *Christopher Lemons*, University of Pittsburgh, Pittsburgh, PA; *David Hampton*, Bowling Green State University, Bowling Green, OH; *Pam Fernstrom Chaney*, University of Northern Alabama, Florence, AL

1:00-2:00 p.m. Room 209 | Session: 594
PROMOTING SELF-ADVOCACY OF
STUDENTS WHO ARE DEAF OR HARD OF
HEARING

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Teacher Education

Format: Demonstration

Self-advocacy skills are important for succeeding in school, postsecondary education, and the world of work. A model for promoting self-advocacy will be presented, sample activities for each component of the model will be shared, and a compendium of resources for teaching self-advocacy will be distributed. (996)

Leader(s): *John Luckner*, University of Northern Colorado, Greeley, CO

1:00-2:00 p.m. Room 203 | Session: 595
PUBLISHING IN EDUCATION AND TRAINING
IN AUTISM AND DEVELOPMENTAL
DISABILITIES (ETADD)

Topic Area: Developmental Disabilities

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

The editor of ETADD will provide information on procedures and considerations in preparing a manuscript for submission and will explain the review process. General considerations for all types of manuscripts will be discussed. Attendees will have an opportunity to interact with the editor on individual questions.

Leader(s): *Stanley Zucker*, Arizona State University, Tempe, AZ

1:00-2:00 p.m.

Room 007A | Session: 596

DR SHOWCASE



CEC'S EVIDENCE-BASED PRACTICE INITIATIVE: PRELIMINARY RESEARCH UPDATE

Topic Area: Research**Secondary Topic:** Public Policy**Format:** Panel

This session will describe the Delphi procedure, present the results of the interrater reliability pilot, and disseminate the finalized CEC Standards for Evidence-Based Practices. Panel members, who constitute CEC's EBP Workgroup and who developed these guidelines, will solicit and answer questions from the audience about the standards and quality indicators. (1302)

Leader(s): *Bryan Cook*, University of Hawaii, Honolulu, HI

Presenter(s): *Janette Klingner*, University of Colorado, Boulder, CO; *Timothy Landrum*, University of Louisville, Louisville, KY; *Melody Tankersley*, Kent State University, Kent, OH; *David Test*, University of North Carolina, Charlotte, NC

1:00-2:00 p.m.

Room 214C | Session: 597

STRAND H, SESSION 4

SUPPORTING INFANT-TODDLER DEVELOPMENT THROUGH PARENT-CHILD INTERACTIONS: INCLUSION RESOURCES

Topic Area: Early Childhood**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

This session will share a model, Parents Interacting With Infants (PIWI), which has been used to provide teacher preparation students with practicum opportunities to facilitate inclusive parent-child playgroups and home visits. Resources for training students on the PIWI model, as well as many resources to support implementation, will be shared.

Leader(s): *Tweety Yates*, University of Illinois, Champaign, IL

1:00-2:00 p.m.

Room 007D | Session: 598

STRAND I, SESSION 3

STOMP: A RESOURCE FOR SUPPORTING MILITARY CHILDREN WITH SPECIAL EDUCATION NEEDS

Topic Area: Collaboration and Inclusive Practices**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

Military families' frequent moves pose significant challenges for children with special education needs including addressing new-school expectations, receiving comparable educational services, and creating supportive family networks on and off the military installation. Participants will learn about key issues and strategies educators can use to assist these families.

Leader(s): *Heather Hebdon*, Specialized Training of Military Parents (STOMP), Tacoma, WA

1:00-2:00 p.m.

Room 214D | Session: 599

STRAND J, SESSION 3

LEARNING TOGETHER: PREPARING PROSPECTIVE BILINGUAL EDUCATORS AND SPECIAL EDUCATORS TO SERVE ELLS

Topic Area: English Language Learners**Secondary Topic:** Teacher Education**Format:** Panel

Preservice programs often prepare bilingual and special educators in parallel tracks, limiting collaboration. This session will feature a collaborative project designed to provide candidates with opportunities to design, implement, and evaluate interventions for struggling ELLs. Faculty and graduates of the programs will share these efforts, successes, and lessons learned.

Leader(s): *Phyllis Robertson*, University of Texas, Austin, TX

Presenter(s): *Hayde Rodriguez*, University of Texas, Austin, TX; *Allison Fischer*, Austin Independent School District, Austin, TX; *Vanessa Rivas Clouston*, Round Rock Independent School District, Round Rock, TX

1:00-2:00 p.m.

Room 202 | Session: 600

STRAND K, SESSION 1

CLASSROOM MANAGEMENT: THE BUILDING FOUNDATION OF TIER 3 POSITIVE BEHAVIOR SUPPORT

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Lecture

This session will identify and provide examples of the importance of classroom management for individual classrooms and within Schoolwide Positive Behavior Support, particularly when trying to provide services to students with chronic behavioral needs in the general education classroom. The presenters will also describe ways professionals can monitor their own strategies.

Leader(s): Carol Davis, University of Washington, Seattle, WA

Presenter(s): James Kidwell, University of Washington, Seattle, WA

1:00-2:00 p.m.

Room 214B | Session: 601

STRAND L, SESSION 1

ONLINE LEARNING FOR STUDENTS WITH DISABILITIES: THE STORY RESEARCH IS TELLING US

Topic Area: Public Policy

Secondary Topic: Technology and Media

Format: Panel

The Center on Online Learning and Students with Disabilities will present findings from national surveys conducted with teachers, administrators, and parents on how students with disabilities are being served and the degree to which they are succeeding in online learning environments. The implications for instruction and policy will be discussed.

Leader(s): Larry Wexler, Office of Special Education Programs, U.S. Department of Education, Washington, DC

Presenter(s): Bill East, National Council of State Directors of Special Education, Alexandria, VA; Diana Greer, University of Kansas, Center for Research on Learning, Lawrence, KS; Skip Stahl, Center on Online Learning and Students with Disabilities, Wakefield, MA

1:00-2:00 p.m.

Room 204B | Session: 602

TEACHERS AND PARAEDUCATORS: ETHICS IN SPECIAL EDUCATION

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Lecture

Teachers and paraeducators have been spotlighted in recent journalism depicting the mistreatment of students with disabilities. This session will address ethics in special education as it relates to teachers and paraeducators and provide practical communication strategies for teacher-paraeducator teams to use in discussing ethical issues. (1779)

Leader(s): Tiffany Rodriguez, California State University, Fullerton, CA

1:00-2:00 p.m.

Room 006C | Session: 603

TECHNICAL ADEQUACY OF CURRICULUM-BASED MEASURES WITH POSTSECONDARY STUDENTS WITH ID

Topic Area: Assessment

Secondary Topic: Developmental Disabilities

Format: Lecture

There are growing postsecondary opportunities for students with intellectual disabilities (SID) and a need for continued academic instruction and progress monitoring; however, research into the technical adequacy of CBM for postsecondary SID is lacking. In this session, participants will be able to evaluate the technical adequacy of CBMs for use with postsecondary SID in their own schools. (1015)

Leader(s): John Hosp, University of Iowa, Iowa City, IA

Presenter(s): Jeremy Ford, University of Iowa, Iowa City, IA; Kiersten Hensley, University of Iowa, Iowa City, IA; Sally Huddle, University of Iowa, Iowa City, IA

1:00-2:00 p.m.

Room 207B | Session: 604

WHAT DO TEACHERS REPORT ABOUT THE USE OF EVIDENCE-BASED PRACTICES?**Topic Area:** Teacher Education**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This session will present the results of a research study which examined general and special education teachers' understanding and attitudes, reported use, and reported barriers regarding the use of evidence-based practices during the instructional day. Findings from a national randomly selected sample of 4,200 special and general educators will be described. Results include overall teacher perspectives regarding the use of evidence-based practices, descriptions of how teachers learned about evidence-based practices, frequency and intensity of use of evidence-based practices, similarities and difference between special and general educators, and elementary and secondary educators. (1406)

Leader(s): Katherine Bradley-Black, Prince William County Public Schools, VA**Presenter(s):** Margo Mastropieri, George Mason University, Fairfax, VA

1:00-2:00 p.m.

Room 211 | Session: 605

WHO SAYS WE CANT MEET THEIR NEEDS? COMPREHENSIVE SPECIAL EDUCATION SERVICE DELIVERY**Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

Schools today are under fire to do more with less and one school did! A high school special education department will share data reflecting increased student achievement, greater participation in general education, and fewer nonpublic school placements through an inclusive philosophy, team teaching, and job-embedded professional development. (755)

Leader(s): Connie Smith, Loudoun County Public Schools, VA**Presenter(s):** Susan Hill, Loudoun County Public Schools, VA

1:00-2:00 p.m.

Room 215 | Session: 606

SOCIAL SKILLS STRATEGIES FOR STUDENTS WHO ARE VISUALLY IMPAIRED**Topic Area:** Visual Impairments**Moderator:** Diane Pevsner, University of Alabama, Birmingham, AL***Pals: A Social Endeavor***

This session will share findings from an action research study on socialization experiences shared by three dyads of secondary students and elementary students who are deaf-blind. The interactions were regarded as 'play' by the younger students, but older students also engaged in goal setting and self-evaluation, important components of self-determination. (1648)

Leader(s): Susan Bruce, Boston College, Chestnut Hill, MA**Presenter(s):** Mary Gavin, Perkins School for the Blind, Watertown, MA; Sharon Stelzer, Perkins School for the Blind, Watertown, MA***Social Skills for Visually Impaired Youth:******Analyzing Research From the NLTS Datasets***

Researchers have begun mining large-scale secondary databases (NLTS, NLTS2) to explain the education and transition experiences of youth with visual impairments. This session presents the findings of a meta-analysis of studies exploring social skills variables in the NLTS and NLTS2 datasets pertaining to transition-age youths with visual impairments. (1207)

Leader(s): Kathryn Botsford, University of Northern Colorado, Longmont, CO

1:00-1:45 p.m. Bridge Hall, Poster 4 | Session: 607
A STATE ANALYSIS OF EARLY
INTERVENTION/EARLY CHILDHOOD
SPECIAL EDUCATION PROGRAMS IN
OREGON

Topic Area: Early Childhood

Secondary Topic: Public Policy

Format: Poster Session

This session shares the results of a survey of early intervention programs that work with young children with special needs and their families in Oregon. Programs were surveyed on demographics, profiles of the children and their families, and how they provide services. Data were analyzed using response frequencies, percentages, and descriptive statistics. (680)

Leader(s): *Serra Acar*, University of Oregon, Eugene, OR

Presenter(s): *Allison Baker*, University of Oregon, Eugene, OR

1:00-1:45 p.m. Bridge Hall, Poster 8 | Session: 609
ADVANCED PLACEMENT (AP) SCIENCE
CLASSES: RECRUITING STUDENTS WITH
DISABILITIES

Topic Area: Gifted and Talented

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session will demonstrate how special educators can recruit and support the inclusion of students with disabilities into AP Science classes. These classes are taught by experienced teachers who are well versed in their subject areas, but have little experience with special education. This session will provide tips for special educators to share with science teachers and IEP team members on recruiting students with disabilities into these courses. (294)

Leader(s): *Lori Howard*, Marshall University, Huntington, WV

Presenter(s): *Elizabeth Potts*, University of Virginia, Falls Church, VA

1:00-1:45 p.m. Bridge Hall, Poster 13 | Session: 608
ADDRESSING INCLUSIVE PRACTICES
ACROSS THE TOTALITY OF TEACHER
PREPARATION

Topic Area: Teacher Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

This session describes the strategic planning efforts of faculty in an urban teacher preparation program whose goal was to ensure that program redesign was not a tweak, but rather a transformation of general education preservice curriculum that meaningfully integrates special education knowledge and skills. The development of an "inclusive education content learning progression" work will be highlighted. (327)

Leader(s): *Donna Sobel*, University of Colorado, Denver, CO

1:00-1:45 p.m. Bridge Hall, Poster 1 | Session: 610

BULLYING AMONG FEMALE STUDENTS WITH DISABILITIES: TRENDS AND INSTRUCTIONAL IMPLICATIONS**Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Developmental Disabilities**Format:** Poster Session

Unique circumstances within the bullying dynamic require gender-specific interventions for female students with disabilities. This poster highlights individual factors as predictors of bullying involvement for females with and without disabilities and addresses how females differ from males in their overall involvement. Specific strategies will be discussed along with implications for administrators, educators, and parents. (525)

Leader(s): *Cynthia Simpson*, Houston Baptist University, Houston, TX**Presenter(s):** *Chad Rose*, Sam Houston State University, Huntsville, TX; *Edward Schultz*, Midwestern State University, Wichita Falls, TX

1:00-1:45 p.m. Bridge Hall, Poster 19 | Session: 611

CONDUCTING INTERNATIONAL, COMPARATIVE SPECIAL EDUCATION RESEARCH: LESSONS LEARNED FROM THREE PROJECTS**Topic Area:** Research**Secondary Topic:** Research**Format:** Poster Session

Designing, conducting, interpreting, and disseminating international research in special education adds an extra degree of difficulty to a challenging process. Presenters share advice learned about conducting such research using three common approaches: analyses of extant empirical data, a field-based replication in another culture, and collaborative efforts with partners from multiple countries. (1108)

Leader(s): *Clayton Keller*, Qatar University, Doha, Qatar**Presenter(s):** *Mian Wang*, University of California, Santa Barbara, CA; *Maha Al-Hendawi*, Qatar University, Doha, Qatar; *Dimitris Anastasiou*, Southern Illinois University Carbondale, IL

1:00-1:45 p.m.

Bridge Hall, Poster 16 | Session: 612

EVALUATING THE IMPACT OF HIGH INTEREST LOW READABILITY TEXTS ON STUDENTS IN AN ALTERNATIVE EDUCATION SETTING**Topic Area:** Instructional Design and Strategies**Secondary Topic:** Research**Format:** Poster Session

An important first step in building students' motivation for reading and their engagement with texts is to incorporate appropriate texts into reading instruction. Appropriate texts for adolescents with disabilities are written on a level commensurate with students' reading abilities, match adolescents' interests, and are diverse. This session will describe results of a study evaluating the impact of guided reading instruction utilizing high interest low readability texts on the reading achievement, motivation for reading, and behavior of adolescent readers in an alternative education setting for students with behavioral difficulties. (1122)

Leader(s): *Nicole Swoszowski*, University of Alabama, Tuscaloosa, AL**Presenter(s):** *Charlotte Mundy*, University of Alabama, Tuscaloosa, AL; *Patience Melius*, University of Alabama, Tuscaloosa, AL

1:00-1:45 p.m. Bridge Hall, Poster 10 | Session: 613

HANGING OUT WITH FRIENDS: PEER SUPPORTS TO PROMOTE SOCIAL INTERACTION OF STUDENTS WITH ASD

Topic Area: Autism Spectrum Disorder

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Peer-mediated instruction and intervention (PMII) can increase the quantity and quality of social interactions for students with ASD. This session will focus on collaborating with school-based interdisciplinary teams to systematically plan, implement, and evaluate PMII. Data and examples from multiple PMII programs across grade levels will be highlighted. (1058)

Leader(s): Julie Riley, Louisiana State University Health Sciences Center, New Orleans, LA

Presenter(s): Donna Hammons, Louisiana State University Health Sciences Center, New Orleans, LA; K. Alisa Lowrey, Louisiana State University Health Sciences Center, New Orleans, LA; Dorothy Parks, Louisiana Autism Spectrum and Related Disorders, New Orleans, LA

1:00-1:45 p.m. Bridge Hall, Poster 20 | Session: 614

HARNESSING THE POWER OF TECHNOLOGY: INCREASING ACADEMIC ENGAGEMENT OF STUDENTS WITH LD

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

In an era of increased accountability for student achievement, teachers are pressured to reduce students' behaviors that divert classroom time from instruction and limit time students spend academically engaged. Strategies to minimize off-task behavior that don't require additional behavior management systems and result in increases in students' overall engagement in the curriculum are important tools for increasing students' outcomes. Learn how embedding the use of computers and handheld technological devices in the curriculum can increase the on-task behavior and academic engagement of students with disabilities in general and special education settings. (1598)

Leader(s): Jenny Wells, University of Hawaii at Manoa, Honolulu, HI

Presenter(s): Michael Sheehey, University of Hawaii at Manoa, Honolulu, HI

1:00-1:45 p.m. Bridge Hall, Poster 12 | Session: 615

IMPROVING THE PROBLEM-SOLVING PERFORMANCE OF THIRD-GRADE STUDENTS WITH MATHEMATICS DIFFICULTIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Poster Session

In this session, the presenters will highlight a study that compared the effects of delivering a supplemental, small-group tutoring intervention on the mathematics outcomes of third-grade students at risk for mathematics difficulties. They were randomly assigned to either a schema-based instruction or control group. Implications for practice are discussed. (451)

Leader(s): Asha Jitendra, University of Minnesota, Minneapolis, MN

Presenter(s): Danielle Dupuis, University of Minnesota, Minneapolis, MN; Michael Rodriguez, University of Minnesota, Minneapolis, MN; Anne Zaslofsky, University of Minnesota, Minneapolis, MN

1:00-1:45 p.m. Bridge Hall, Poster 17 | Session: 616
 INTERRELATIONS OF LANGUAGE AND
 BEHAVIOR: STUDENT AND TEACHER
 ANALYSES

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

Presenters will discuss three descriptive studies of children with emotional and behavioral disorders and their teachers. Results include prevalence, severity, and profiles of children's language impairment in relation to student behavior and teachers' use of language in the classroom. Discussion includes implications for improving communication and decreasing negative interactions. (1507)

Leader(s): *Alexandra Hollo*, Vanderbilt University, Nashville, TN

Presenter(s): *Joseph Wehby*, Vanderbilt University, Nashville, TN

1:00-1:45 p.m. Bridge Hall, Poster 14 | Session: 617
 LOOKING AT A NEW PRESERVICE TEACHER
 TRAINING PROGRAM: THE INTERVENTION
 SPECIALIST

Topic Area: Teacher Education

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Poster Session

In an effort to prepare special education professionals for their role in RTI, the special education faculty at one university has developed an innovative program, the Intervention Specialist. The design of the program is aligned to state standards, CEC standards, and IRA standards including knowledge of empirically validated instructional practices, assessment, instructional decision making, collaboration, and the use of technology. Learn about this new program which will train preservice teachers in practices to promote the teaching of individuals with or at-risk for disabilities, and those with reading and math difficulties. (1376)

Leader(s): *Lorie Taylor*, Clarion University of Pennsylvania, Clarion, PA

Presenter(s): *Amy Love*, Clarion University of Pennsylvania, Clarion, PA; *Rick Sabousky*, Clarion University of Pennsylvania, Clarion, PA; *Lisa Turner*, Clarion University of Pennsylvania, Clarion, PA

1:00-1:45 p.m. Bridge Hall, Poster 2 | Session: 618
 MEASURING HOW SCHOOLS USE SOCIAL
 MEDIA AND THE WEB TO SUSTAIN PBIS/RTI

Topic Area: Technology and Media

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

Social media (Facebook, Twitter, YouTube, Polldaddy, Pinterest) are widely used in society, but what about in school? Our schools use the web to dynamically communicate about PBIS much like they previously used static bulletin boards. Come and learn tools, techniques, and links to enhance learning and connectedness. (1694)

Leader(s): *Daniel Gulchak*, Northern Arizona University, Phoenix, AZ

Presenter(s): *Yadira Flores*, Scottsdale Unified School District, Scottsdale, AZ

1:00-1:45 p.m. Bridge Hall, Poster 18 | Session: 619

PARTNERSHIPS FOR CAREERS: WHAT ONE SCHOOL AND ONE AGENCY CAN DO WHEN WORKING TOGETHER!

Topic Area: Career Development/Transition

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Through a partnership with the local Disability Chamber of Commerce and their sponsors, 15 students with varying exceptionalities from a local high school are completing a pilot program that allows them to research and develop opportunities for a career as an entrepreneur. Participants will learn how to start educating their students on the option of entrepreneurship as a career choice. Attendees will leave with a list of valuable resources that are available for students with disabilities who are interested in this career choice. (2204)

Leader(s): *Lisa Jester*, Orange County Public Schools, Orlando, FL

Presenter(s): *W. John McHale*, Orange County Public Schools, Orlando, FL

1:00-1:45 p.m.

Bridge Hall, Poster 7 | Session: 621

PROFESSIONAL DEVELOPMENT IN MALAWI: LESSONS AND IMPLICATIONS FOR CULTURALLY RESPONSIVE PRACTICE

Topic Area: International Programs/Services

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

One strategy to promote inclusive classrooms is to provide professional development to general educators in differentiated instruction and practical strategies for including students with disabilities in the general education classrooms. During this interactive session, the presenter will share experiences and lessons learned from her work with international disability advocates and NGO personnel to develop and deliver professional development programs based in the principles of Universal Design for Learning to general education teachers from 18 schools in Malawi. (571)

Leader(s): *Brooke Blanks*, Radford University, Radford, VA

1:00-1:45 p.m.

Bridge Hall, Poster 9 | Session: 620

PROBLEM-BASED LEARNING: A TOOL FOR BUILDING CULTURALLY RESPONSIVE TEACHERS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Teacher Education

Format: Poster Session

Culturally responsive instruction takes into account a student's culture. Teachers who accept the validity of a student's cultural socialization and prior experiences are aware that these factors significantly affect student achievement. This session will introduce problem-based learning as a tool for assisting preservice teachers in becoming culturally responsive teachers. (874)

Leader(s): *Blanche Jackson Glimps*, Tennessee State University, Nashville, TN

Presenter(s): *Theron Ford*, John Carroll University, University Heights, OH; *Catherine Keating*, Providence College/Spaulding Rehabilitation Hospital, Providence, RI

1:00-1:45 p.m. Bridge Hall, Poster 21 | Session: 622

SCOPES: STUDENT COMPLETING ONSITE PRACTICAL EMPLOYMENT SKILLS**Topic Area:** Career Development/Transition**Secondary Topic:** Administration/Supervision**Format:** Poster Session

Transition to employment and career readiness are critical components of student transition programming, particularly for students with ID. This session introduces a transition model that combines career awareness, work experience, and related work habit development in a hospital setting. (1573)

Leader(s): *Victor Fisher*, Harrison County Schools, Clarksburg, WV**Presenter(s):** *Angela Carvelli*, Harrison County Schools, Clarksburg, WV

1:00-1:45 p.m. Bridge Hall, Poster 6 | Session: 623

TIER 2 SUPPLEMENTAL INSTRUCTION IN MATHEMATICS: GRADES 3 AND 4**Topic Area:** Instructional Design and Strategies**Secondary Topic:** Learning Disabilities**Format:** Poster Session

This session shares the results of a Tier 2 mathematics intervention designed for Grades 3 and 4 that assisted in bridging algebraic foundational skills to core mathematics instruction. Relevant research and evidence-based strategies from a randomized control study shows positive growth for intervention students as compared to control in an urban school district. (2034)

Leader(s): *Kathleen Pfannenstiel*, University of Texas, Austin, TX**Presenter(s):** *Diane Bryant*, University of Texas, Austin, TX; *JC Sanders*, University of Texas, Austin, TX; *Rose Tran*, University of Texas, Austin, TX

1:00-1:45 p.m.

Bridge Hall, Poster 5 | Session: 624

TRANSITION TO ELEMENTARY SCHOOLS: TAIWANESE PARENT-PROFESSIONAL PERSPECTIVES ON SCHOOL READINESS**Topic Area:** Early Childhood**Secondary Topic:** International Programs/Services**Format:** Poster Session

Family-school connection has been identified as the key relationship contributing to children's successful transition, resulting in the positive impacts on school readiness. This session will present the perspectives of parents and professionals on school readiness for Taiwanese young children with special needs into regular elementary schools. (552)

Leader(s): *Hsiang-Yi Wu*, University of Kansas, Lawrence, KS**Presenter(s):** *Yu-Ling Lo*, University of Texas, Austin, TX; *Szu-Yin Chu*, National Taitung University, Taitung, Taiwan, Republic of China

1:00-1:45 p.m.

Bridge Hall, Poster 3 | Session: 625

USING CLICKERS TO REDUCE OFF-TASK BEHAVIORS OF STUDENTS WITH DISABILITIES**Topic Area:** Technology and Media**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

This session presents the effect of using clickers on decreasing off-task behaviors of students with behavior problems. An online program called "Class Dojo" was used to record student behavior. During the intervention, each student was provided a remote device called "clickers" for 5 days. Presenters will discuss the results which showed that students' off-task behavior decreased and on-task behavior increased. (1845)

Leader(s): *Mary Johnson*, Rowan University, Glassboro, NJ**Presenter(s):** *Joy Xin*, Rowan University, Glassboro, NJ

1:00-1:45 p.m. Bridge Hall, Poster 11 | Session: 626

VIDEO PROMPTING EMBEDDED IN A SYSTEM OF LEAST PROMPTS PROCEDURES

Topic Area: Developmental Disabilities

Secondary Topic: Technology and Media

Format: Poster Session

This session shares the results of a study that evaluated the effects of video prompting embedded into a system of least prompts procedure to teach three office tasks to four high school students with moderate intellectual disabilities. Three students acquired the three vocational skills using video prompting + system of least prompts (SLP). Attendees will be able to see the effects of video prompting + SLP for these students and learn how they can use video instruction in their own classrooms. (721)

Leader(s): *Katie Smith*, University of Georgia, Athens, GA

Presenter(s): *Kevin Ayres*, University of Georgia, Athens, GA; *Jennifer Alexander*, University of Georgia, Athens, GA; *Theologia Mataras*, University of Georgia, Athens, GA

1:00-1:45 p.m. Bridge Hall, Poster 15 | Session: 627

WHAT KEEPS SPECIAL EDUCATORS AROUND?

Topic Area: Teacher Education

Secondary Topic: Administration/Supervision

Format: Poster Session

Yes, there are special education teacher shortages and many good people leave. Yet there are special educators who teach for more than 5 years. What holds them in the profession? How can teacher preparation and school districts support special education teacher retention? This session presents feedback from experienced special educators. (439)

Leader(s): *Sharon deFur*, College of William and Mary, Williamsburg, VA

Presenter(s): *Debbie Ramer*, College of William and Mary, Williamsburg, VA

2:15-4:15 p.m.

Room 203 | Session: 630

DLD SHOWCASE



SUPPORTING STUDENTS WITH LEARNING DISABILITIES IN THE STEMs

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Panel

Increasing the number of U.S. students, including those with learning disabilities, who enter education programs and careers related to the STEMs is a national priority. This session will identify, describe, and discuss the importance of providing effective instructional supports to successfully advance engagement in the STEMs for all students.

Leader(s): *Bill Therrien*, University of Iowa, Iowa City, IA

Presenter(s): *Maya Israel*, University of Illinois at Urbana-Champaign, Champaign, IL; *Asha Jitendra*, University of Minnesota, Minneapolis, MN; *Margo Mastropieri*, George Mason University, Fairfax, VA; *Paul Riccomini*, Pennsylvania State University, University Park, PA; *Tom Scruggs*, George Mason University, Fairfax, VA; *Bradley Witzel*, Winthrop University, Rock Hill, SC

2:15-3:15 p.m. Room 215 | Session: 631

ARE TEACHERS PREPARED TO PROVIDE SCIENCE LEARNING OPPORTUNITIES FOR ALL CHILDREN?**Topic Area:** Teacher Education**Secondary Topic:** Accessing the General Education Curriculum that is Aligned with State Standards**Format:** Lecture

The presenters will discuss results of a study on science achievement for students with disabilities and teachers' perceived preparedness to include all students in science instruction. Results of the study indicate that both students with and without disabilities are not meeting science standards and teachers do not perceive to be prepared to instruct students with disabilities in the area of science. The presenters will provide evidence-based science instruction strategies that all teacher preparation programs and staff development must include in order to address the lack of perceived preparedness and to raise science achievement for all students. (2217)

Leader(s): *Clarissa Rosas*, College of Mount Saint Joseph, Cincinnati, OH**Presenter(s):** *Mary West*, College of Mount Saint Joseph, Cincinnati, OH

2:15-3:15 p.m. Room 007C | Session: 632

COMMUNITIES OF PRACTICE: LIVING AND LEARNING IN PASTEURS QUADRANT**Topic Area:** Public Policy**Secondary Topic:** Research**Format:** Lecture

Researchers tend to emphasize basic research, rigor, and evidence-based practices, whereas practitioners tend to value applied research, relevance, and practice-based evidence. This session presents a model where rigor and relevance are complementary notions that, when merged, further the production, translation, and implementation of instructional practices that are both rigorous and relevant. (1748)

Leader(s): *Garnett Smith*, University of Hawaii at Manoa, Honolulu, HI**Presenter(s):** *Patricia Edelen-Smith*, University of Hawaii at Manoa, Honolulu, HI; *Matthew Schmidt*, University of Hawaii at Manoa, Honolulu, HI

2:15-3:15 p.m.

Room 008B | Session: 633

COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP) AND CEC PREPARATION PROGRAM RECOGNITION**Topic Area:** Teacher Education**Secondary Topic:** Accountability & Large Scale Assessments**Format:** Lecture

This session will provide a brief overview of the Council for the Accreditation of Educator Preparation (CAEP), the organization formed by the unification of NCATE and TEAC. Its development and the accreditation and program review options available, as well as the implications for CEC program review, will be described. (1381)

Leader(s): *Richard Mainzer*, Council for Exceptional Children, Arlington, VA**Presenter(s):** *Rachelle Bruno*, Northern Kentucky University, Highland Heights, KY

2:15-3:15 p.m.

Room 216B | Session: 634

EXHIBITOR SHOWCASE SESSION

SUPERHEROES: TEACHING SOCIAL SKILLS TO CHILDREN WITH AUTISM SPECTRUM DISORDER

Learn about an evidence-based multimedia program that effectively delivers social skills instruction to students with externalizing behavior problems. The program incorporates evidence-based practices such as nondisabled peer integration, peer modeling, digital comic books, and self-management strategies. This session also investigates three research studies that document the effectiveness of the program.

Leader(s): *William Jensen*, University of Utah, Salt Lake City, UT

2:15-3:15 p.m.

Room 216A | Session: 635

EXHIBITOR SHOWCASE SESSION

CUTTING PAPERWORK, SAVING TIME, AND HELPING KIDS THROUGH ABA LESSON PLANNING SOFTWARE

Learn how planning tools can help you efficiently implement ABA Therapy in your classroom. Over 90% of special educators and ABA Therapy professionals are considering using data collection technology, but what do they hope to achieve? Is it simply to save time on graphing or are there other benefits that professionals could realize when a team begins to use technology in their classroom or practice? Join ABPathfinder for this session to see how these tools can make your classroom more efficient and effective for students with autism.

Leader(s): *Jeff Blackwood*, ABPathfinder, Overland Park, KS

2:15-3:15 p.m.

Room 210B | Session: 636

EXHIBITOR SHOWCASE SESSION

EFFECTIVE SMALL GROUP INSTRUCTION: BRIDGING THE GAP

Many students with autism and other developmental disabilities require direct and explicit instructions to learn critical skills and concepts. This session will provide information on how to teach students in group settings. Sunshine Learning Activities provide engaging, small group activities for learners at a variety of levels. Come join the fun and get ideas on how to develop games and activities for small group instruction.

Leader(s): *Sheila Magee*, Star Autism Support, Portland, OR

2:15-3:15 p.m.

Room 218 | Session: 637

EXHIBITOR SHOWCASE SESSION

SIMPLE TECHNOLOGY THAT HELPS STUDENTS MEET COMMON CORE

This session will show you how an easy-to-use technology can make differentiating instruction easier and provide flexibility. Address Common Core student gaps in reading, writing, language, listening, and speaking with WordQ: a simple yet powerful desktop e-text tool that helps students of all ages and in all settings get comfortable with reading.

Leader(s): *Leise Roberts*, ST4 Learning and WordQ, Morrison, CO

2:15-3:15 p.m.

Room 208 | Session: 638

EXHIBITOR SHOWCASE SESSION**TRANSITION MADE SIMPLER: SAVE TIME, MEET NEEDS, AND ACHIEVE COMPLIANCE**

In this session, we will share what Ten Sigma is doing to help transition teachers save time, meet needs, and achieve compliance. Topics include: (1) assessing transition needs, (2) identifying student work styles, (3) developing transition plans, (4) identifying tasks that students need to complete, and (5) tracking transition progress over multiple years.

Leader(s): *John Wessels*, Ten Sigma, Lawrence, KS

2:15-3:15 p.m.

Room 207A | Session: 639

IMPROVING PRESERVICE TEACHER DEVELOPMENT AND SCHOOL OUTCOMES USING CBM TARGETED FIELD EXPERIENCES

Topic Area: Teacher Education

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

Collection of student assessment data is straining resources in schools and challenging teacher preparation programs to produce candidates who are highly skilled in implementing curriculum-based assessments. This session will detail the outcomes of a district/university partnership to improve teacher preparation and provide valuable resources to local schools. (1791)

Leader(s): *Corey Pierce*, University of Northern Colorado, Greeley, CO

Presenter(s): *Shirley Jirik*, Weld Re-4 School District, Windsor, CO; *Robert Pearson*, University of Northern Colorado, Greeley, CO

2:15-3:15 p.m.

Room 206B | Session: 640

IMPROVING VOCABULARY SKILLS OF KINDERGARTEN STUDENTS THROUGH A RESPONSE TO INTERVENTION INSTRUCTIONAL APPROACH

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

There is a growing need for explicit vocabulary instruction in the elementary classrooms. Young children are entering school with a wide range of early literacy experiences, including vocabulary knowledge. Students who are deficient in vocabulary knowledge are more at risk for later language and reading difficulties. Teachers should use principles of effective instruction when teaching vocabulary, especially to their at-risk students. This session will describe The Early Vocabulary Intervention program, which has been developed as part of an IES funded Goal 3 project. Learn how this program directs instruction and intervention to kindergartners who may be at risk for reading disabilities (1968)

Leader(s): *Mari Cuticelli*, University of Connecticut, Storrs, CT

Presenter(s): *Michael Coyne*, University of Connecticut, Storrs, CT

2:15-3:15 p.m. Room 206A | Session: 641
IRIS CENTER FACULTY SEMINAR: IN-DEPTH SESSION

Topic Area: Teacher Education

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

Join representatives of our OSEP-funded national assistance center for an in-depth Faculty Seminar session. Session includes a tour of the Center's barrier-free online resources and materials related to students with disabilities, plenty of tips on how to use those resources in the participants' own syllabi, and much, much more! (1637)

Leader(s): *Deborah Smith*, The IRIS Center for Training Enhancement, Claremont, CA

Presenter(s): *Naomi Tyler*, The IRIS Center for Training Enhancement, Nashville, TN; *Sue Robb*, The IRIS Center for Training Enhancement, Claremont, CA

2:15-3:15 p.m. Room 007B | Session: 642
KAUFFMAN-HALLAHAN DISTINGUISHED RESEARCHER AWARD PRESENTATION: ISSUES AND STRATEGIES IN CONDUCTING SCHOOL-BASED RESEARCH: CHALLENGES AND LESSONS LEARNED

Topic Area: Research

Secondary Topic:

Format: Panel

This session will focus on planning for and negotiating the complex tasks involved in conducting quality research in today's school settings. Commonly encountered obstacles will be noted and reviewed, and potential solutions offered for resolving them. The types of design approaches that are compatible with the ecology of classrooms and schools will also be presented. In addition, there will be a presentation by Dr. Walker followed by Drs. Forness and Lane, discussants, who will comment on the material presented and also detail their own experiences in conducting applied research in school settings.

Leader(s): *Hill Walker*, University of Oregon, Eugene, OR

Presenter(s): *Steven Forness*, University of California, Los Angeles, CA; *Kathleen Lynne Lane*, University of Kansas, Lawrence, KS

2:15-3:15 p.m. Room 006D | Session: 643
LET'S GET TO WORK: IMPROVING EMPLOYMENT OUTCOMES FOR STUDENTS WITH SIGNIFICANT DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Developmental Disabilities

Format: Lecture

Students with the most significant disabilities face multiple employment barriers, resulting in poor outcomes nationwide. Yet, systems continue to operate in isolation of each other. Come and learn about Wisconsin's "Let's Get to Work" project that engages all players in elevating student outcomes: youth, families, schools, policy makers, and the broader community. (370)

Leader(s): *Beth Swedeen*, Wisconsin Board for People with Developmental Disabilities, Madison, WI

Presenter(s): *Jenny Neugart*, University of Wisconsin, Waisman Center, Madison, WI; *Lisa Pugh*, Disability Rights Wisconsin, Madison, WI

2:15-3:15 p.m. Room 217D | Session: 644
LIGHTS, CAMERA, ACTION: GETTING THE MOST FROM YOUR STUDENTS WITH READERS' THEATER

Topic Area: Arts in Special Education

Secondary Topic: Learning Disabilities

Format: Demonstration

Students of all ages and abilities benefit from Readers' Theater. It improves fluency, comprehension, and confidence. Make reading fun! Learn how to incorporate Readers' Theater into any content area, explore ready-made scripts, discuss how to create scripts, and experience Readers' Theater in action. (296)

Leader(s): *Kennedy Norungolo*, Cowpens Middle School, Spartanburg, SC

2:15-3:15 p.m. Room 211 | Session: 645

MAKING INCLUSION REALLY WORK: INCREASING ACHIEVEMENT FOR ALL STUDENTS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Learning Disabilities

Format: Lecture

Can inclusion really impact achievement? In Kansas, we say absolutely yes! This session will highlight successes occurring with a well-implemented plan to include special education students, not only in the core curriculum, but also during intervention with general education peers. Using their Kansas Multi-Tier System of Supports (MTSS) framework, presenters share their experience of improved special education student performance using inclusionary practices in a differentiated, research-based core curriculum. (387)

Leader(s): *Denise Brown*, Kansas Multi-Tier System of Supports, Ozawkie, KS

Presenter(s): *Stephanie Stindt*, Kansas Multi-Tier System of Supports, Ozawkie, KS

2:15-3:15 p.m. Room 007A | Session: 646

MAKING THE RIGHT CONNECTIONS: DEVELOPMENT OF A READING COMPREHENSION INTERVENTION

Topic Area: Research

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session will describe the development of an intervention for fourth-grade readers who struggle with comprehension, focusing on making important connections that help them understand narrative and informational text. Pilot study results will be presented. (1333)

Leader(s): *Kristen McMaster*, University of Minnesota, Minneapolis, MN

Presenter(s): *Christine Espin*, Leiden University, Holland, Netherlands; *Viveca Pinto*, University of Minnesota, Minneapolis, MN; *Bonita Janda*, University of Minnesota, Minneapolis, MN; *Pyung-Gang Jung*, University of Minnesota, Minneapolis, MN

2:15-3:15 p.m.

Room 210A | Session: 647

MEET THE REVIEWERS

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

This session offers young researchers a chance to learn about the review process first-hand from a panel of experienced reviewers. Topics covered will include: (1) how the review process works, (2) how reviewers evaluate studies, (3) common problems that lead to rejections, and (4) how to respond to reviewer comments.

Leader(s): *Rick Brigham*, George Mason University, Fairfax, VA; *Jeff Bakken*, Bradley University, Peoria, IL

2:15-3:15 p.m. Room 217C | Session: 648
MODIFYING STATE AND NATIONAL
CURRICULUM STANDARDS FOR GIFTED
STUDENTS

Topic Area: Gifted and Talented

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

Often teachers are at a loss about what advanced opportunities look like for gifted learners from K-12. This session will demonstrate how educators can provide rigor, relevance, creativity, and innovation as they translate standards into experiences for gifted learners that provide challenge at a level that stretches these students academically. (398)

Leader(s): *Cheryll Adams*, Ball State University, Muncie, IN

Presenter(s): *Cecelia Boswell*, Waco School District, Waco, TX; *Susan Johnsen*, Baylor University, Waco, TX

2:15-3:15 p.m. Room 217B | Session: 649
ONLINE K-12 LEARNING + SPECIAL
EDUCATION = ???

Topic Area: Technology and Media

Secondary Topic: Technology and Media

Format: Demonstration

K-12 Online Education is growing expedientially. Many suggest that online is more accessible than brick-and-mortar, especially for students with disabilities. This session features findings from a year-long study examining the universal nature of online K-12 content. Findings indicate virtual does not equal better, especially for the struggling learner. (2053)

Leader(s): *Sean Smith*, Center on Online Learning and Students with Disabilities, Lawrence, KS

2:15-3:15 p.m. Room 201 | Session: 650
PARENTING AN ADULT CHILD WITH DOWN
SYNDROME

Topic Area: Developmental Disabilities

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

A parent of an adult with an intellectual disability will provide information on how educators and other professionals can provide support to assist the family and the child in transitioning from school into community living and employment. An opportunity to interact with the parent will also be provided.

Leader(s): *Terri Mauldin*, Down Syndrome Association of South Texas, San Antonio, TX

2:15-3:15 p.m. Room 214C | Session: 651
PROGRAM CHAIR INVITED

CULTURALLY RESPONSIVE SOCIAL SKILL
INTERVENTIONS FOR RACIALLY AND
ETHNICALLY DIVERSE STUDENTS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

Student discipline continues to be one of the most salient and intractable problems in our schools, contributing greatly to negative school climates, pupil underachievement, and poor school outcomes. This panel will profile the behavioral issues/needs of racially/ethnically diverse students and present research-based culturally responsive interventions for more adaptive social skills.

Leader(s): *Gwendolyn Cartledge*, The Ohio State University, Columbus, OH; *Ya-yu Lo*, University of North Carolina, Charlotte, NC; *Claudia Vincent*, University of Oregon, Eugene, OR

Presenter(s): *Porsha Robinson-Ervin*, Columbus Public Schools, Columbus, OH

2:15-3:15 p.m. Room 213 | Session: 652
 READING INTERVENTIONS FOR STUDENTS
 WITH AUTISM SPECTRUM DISORDERS: A
 RESEARCH SYNTHESIS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Lecture

A synthesis of reading comprehension interventions for students with ASD in Grades 1-12 was conducted. Nine single participant and three pre-/poststudies were located. Treatment conditions included strategy instruction, explicit instruction, anaphoric cueing, and student grouping strategies. Implications and strategies for practice will be shared. (1879)

Leader(s): *Michael Solis*, University of Texas, Austin, TX

Presenter(s): *Farah El Zein*, University of Texas, Austin, TX; *Lisa McCulley*, University of Texas, Austin, TX

2:15-3:15 p.m. Room 207B | Session: 653
 RESPONSE TO INTERVENTION: A MODEL
 FOR SPEECH-LANGUAGE PATHOLOGISTS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

SLPs are "uniquely qualified to contribute" within an RTI framework, but there is a dearth of research, guidance, and field-tested models for how to do this. In this session, participants will learn field-tested strategies, service delivery options, and emerging tools to integrate SLPs into an RTI framework. (1189)

Leader(s): *Holly Windram*, Grand Rapids Christian Schools, Grand Rapids, MI

Presenter(s): *Janet Tilstra*, College of St Benedict/St Johns University, St Joseph, MI

2:15-3:15 p.m. Room 007D | Session: 654
STRAND I, SESSION 4

THE ARMY EXCEPTIONAL FAMILY MEMBER
 PROGRAM AND SYSTEMS NAVIGATION

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

The Exceptional Family Member Program (EFMP) assists Active Duty, Reserve, and Guard families of children with special needs to meet the families' community support, housing, medical and educational needs. This session will review the Army Systems Navigation service, a new community support component of the EFMP, which facilitates families' navigation through complex, and often confusing, systems of care, both on and off the military installation. Presenters will discuss collaborative strategies for systems navigators, families, and educators.

Leader(s): *Sharon Fields*, U.S. Army EFMP, Fort Sam Houston, TX

Presenter(s): *Antoinette Hill*, Beach Center on Disability, Lawrence, KS

2:15-3:15 p.m. Room 214D | Session: 655
STRAND J, SESSION 4

DESIGNING RESEARCH TO ADVANCE
 PRACTICE FOR ELLS WITH, OR AT RISK FOR
 DISABILITIES

Topic Area: English Language Learners

Secondary Topic: Research

Format: Lecture

In order for educational programs and services to meet the complex needs of ELLs, their design must be based on research results that explicitly articulate the interrelationships between culture, language, and [dis]ability. This session explores implications for designing such research and for determining the relevance of findings for practice.

Leader(s): *Shernaz Garcia*, University of Texas, Austin, TX; *Alba Ortiz*, University of Texas, Austin, TX

2:15-3:15 p.m.

Room 202 | Session: 656

STRAND K, SESSION 2

CLASS-WIDE FUNCTION-RELATED INTERVENTION TEAMS CW-FIT: A CLASSROOM AND INDIVIDUAL STUDENT BEHAVIOR MANAGEMENT PROGRAM

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Lecture

This session will provide an overview of CW-FIT, demonstrate how it can be implemented, and provide examples and outcomes from three sites currently examining the efficacy of this intervention. CW-FIT is a classroom and individual student behavior management program including teaching of expectations, a group contingency, self-management strategies, and function-based interventions.

Leader(s): *Howard Wills*, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

Presenter(s): *Paul Calderella*, Brigham Young University, Provo, UT; *Joseph Wehby*, Vanderbilt University, Nashville, TN

2:15-3:15 p.m.

Room 205 | Session: 658

TEACHING MIDDLE SCHOOL STUDENTS WITH EBD TO WRITE ACROSS CONTENT AREAS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session will present a review of the research and the results of a multiple-baseline writing intervention study which used Self-Regulated Strategy Development to teach middle school students with EBD to plan and write within content areas. Practical implications for classroom instruction based on these findings will be discussed. (853)

Leader(s): *Clara Hauth*, George Mason University, Fairfax, VA

Presenter(s): *Margo Mastropieri*, George Mason University, Fairfax, VA; *Tom Scruggs*, George Mason University, Fairfax, VA; *Kelley Regan*, George Mason University, Fairfax, VA

2:15-3:15 p.m.

Room 214B | Session: 657

STRAND L, SESSION 2

INNOVATION AND IMPROVEMENT TOOLS, TRAINING AND RESOURCES: INSTANT ACCESS FREE OF CHARGE

Topic Area: Public Policy

Secondary Topic: Technology and Media

Format: Panel

This session will be a not-to-miss resource-packed demonstration of the tools, training modules, and resources from OSEP-supported projects. The presenters will discuss resources that have been used effectively to improve classroom and district practice as well as to improve the quality of teacher training and professional development programs.

Leader(s): *Renee Bradley*, Office of Special Education Programs, U.S. Department of Education, Washington, DC

Presenter(s): *Larry Wexler*, Office of Special Education Programs, U.S. Department of Education, Washington, DC



2:15-3:15 p.m. Room 204B | Session: 659

THE FISCAL REQUIREMENTS OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT: COMPLEX AND INTERRELATED

Topic Area: Administration/Supervision**Secondary Topic:** Public Policy**Format:** Lecture

Understanding the federally mandated fiscal components of the IDEA funding is crucial to the effective management of special education programs. In this session, current and aspiring special education administrators and policy makers will learn about four complex and interrelated IDEA fiscal requirements: maintenance of effort, coordinated early intervening services, excess cost, and proportionate share for eligible parentally placed private school students. By understanding these components, administrators will be able to comply with the federal requirements as well as more effectively budget their federal dollars to serve students with disabilities. (847)

Leader(s): *Phyllis Gandy*, SuccessEd, Cedar Park, TX

2:15-3:15 p.m. Room 008A | Session: 660

TRANSFORMING SCHOOL PRACTICES: CO-TEACHING, COLLABORATION, AND COACHING

Topic Area: Collaboration and Inclusive Practices**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Demonstration

To close the achievement gap, a rural middle school engaged in a collaborative partnership to provide ongoing staff development. Key features included data-based decision making, schoolwide co-teaching, action planning using tiered supports, and coaching of model practices with observation/performance feedback. Partnership outcomes will be shared. (746)

Leader(s): *Heather Allcock*, Maryland Coalition for Inclusive Education, Hanover, MD**Presenter(s):** *Nicole Boyce*, Kent County Public Schools, Chestertown, MD; *Diana Kennedy-Milligan*, Kent County Public Schools, Chestertown, MD; *Gary McCullouch*, Kent County Public Schools, Chestertown, MD

2:15-3:15 p.m.

Room 204A | Session: 661

UNDERSTANDING IMPLEMENTATION FIDELITY IN THE CONTEXT OF CHANGING EARLY CHILDHOOD TEACHERS TEACHING

Topic Area: Early Childhood**Secondary Topic:** Research**Format:** Lecture

Implementation of an educational innovation, such as a new curriculum, requires changes in an early educator's current instructional practices, some small and some substantial. Even small changes can impact implementation. This session will focus on the use of a logic model for supporting teacher implementation fidelity of a new curricular model. (1267)

Leader(s): *Eva Horn*, University of Kansas, Lawrence, KS**Presenter(s):** *Amber Friesen*, San Francisco State University, San Francisco, CA; *Jean Kang*, University of North Carolina, Greensboro, NC; *Joan Lieber*, University of Maryland, College Park, MD

2:15-3:15 p.m.

Room 006A | Session: 662

UNIVERSAL DESIGN, SELF-ADVOCACY, AND SELF-MONITORING: EXPANDING TOOLKITS FOR POSTSECONDARY SUCCESS

Topic Area: Career Development/Transition**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

How can we better prepare for the success of college-bound individuals with disabilities? This session will address the principles of Universal Design as it may be implemented in a college classroom, and will suggest how self-advocating and self-monitoring can influence college performance. (672)

Leader(s): *Mary Schreiner*, Alvernia University, Reading, PA

2:15-3:15 p.m.

Room 006C | Session: 663

BEHAVIOR AND CLASS MANAGEMENT

Topic Area: Teacher Education

Moderator: *Diane Myers*,
Assumption College, Worcester, MA



Preparing and Supporting Special Educators Who Teach Students With Behavioral Disorders

This session explores content and competencies that should be included in a preparation program for teachers of students with behavioral disorders (BD). These preparation programs need to include coursework and fieldwork experiences that reflect the specialized teaching and behavior management strategies needed to implement successful instructional and behavioral supports in the classroom. The presenters will discuss issues facing teachers and share ideas on how to recruit and retain them. (1011)

Leader(s): *Diane Myers*, Assumption College, Worcester, MA

Using Locally Produced Video to Improve Classroom Management Skills

This session shares the findings of an examination of the effects of two professional development (PD) programs, video-plus-coaching and traditional PD, on teacher's classroom management practices. Both programs addressed opportunities to respond, pre-corrections/instructional prompts, and general and behavior-specific praise statements. Results will be discussed. (1941)

Leader(s): *Andrew Bruce*, University of Virginia, Lynchburg, VA.

Presenter(s): *Michael Kennedy* and *John Lloyd*, University of Virginia, Charlottesville, VA;
Carolyn Lamm, Chesterfield County Public Schools, Chesterfield, VA

Using Tele-Coaching to Support Tier 1 and Tier 2 Interventions

Students with behavioral issues often demonstrate a need for consistent supports if they are to access and make progress in the general education curriculum. Evidence-based supports include assistance in sustaining academic engagement (Tier 1) and the systematic delivery of feedback during instruction (Tier 2). Tele-Coaching, (coaching and conveying instant feedback to students, remotely and covertly with iPads), delivers supports in classroom settings more rapidly, effectively, and efficiently than the widely used paraprofessional-assistance model. Results from this IES-funded study suggest that Tele-Coaching supports students' increased academic performance in classroom settings. (1110)

Presenter(s): *Earle Knowlton*, University of Kansas, Lawrence, KS

Presenter(s): *Marti Elford* and *Heather Wolf*, University of Kansas, Lawrence, KS; *Matt McNiff*, Education Service Unit 5, Beatrice, NE

2:15-3:15 p.m.

Room 209 | Session: 663a

CHINA: MOVING FORWARD: AUTISM SPECTRUM DISORDERS AND ASSESSING THE NEEDS OF PARENTS

Topic Area: International
Programs/Services

Moderator: *Iris Drower*, Arizona
State University, Mesa, AZ



Assessing the Needs of Parents of Children With Autism in China

This session discusses the findings of a needs assessment of parents with children with autism in China. A survey, conducted in person with the parents, assessed communication, family dynamics, and collaboration needs. The results are being used in an autism training center in Beijing to determine further training and advocacy. (337)

Leader(s): *Kathleen Puckett*, Arizona State University, Mesa, AZ

Presenter(s): *Kathleen McCoy*, Arizona State University, Tempe, AZ

Moving Forward: Autism Spectrum Disorders in China

Living in a global society requires each of us to learn more about educational practices around the world. As China strives to educate all children, it is the responsibility of all policy makers and educators to share knowledge and provide resources where possible. This study examined autism related services from the perspectives of school leaders in special education in Beijing, China. Findings focused on implementation of policies, teacher recruitment and training, curriculum issues, parental support, and factors that contribute to success. Implications for future research will be discussed. (1505)

Leader(s): *Vicky Spencer*, George Mason University, Fairfax, VA;

Presenter(s): *Dorothy Zhang*, George Mason University, Fairfax, VA

2:15-3:00 p.m. Bridge Hall, Poster 4 | Session: 664

AN EVALUATION OF SPECIAL EDUCATION DOCTORAL WEB SITES: A FOUR-YEAR QUALITATIVE INVESTIGATION

Topic Area: Administration/Supervision**Secondary Topic:** Research**Format:** Poster Session

This session shares the results of a survey requesting graduate students to review U.S. special education doctoral programs. Qualitative components were analyzed using thematic analysis including data reduction, display, and conclusion-drawing. The strongest over-arching themes were navigation and design, however, aesthetics, program/class information, faculty, and photos were also important to students. Results will be discussed. (2042)

Leader(s): Krista Vince Garland, Buffalo State College, Buffalo, NY**Presenter(s):** Todd Sundeen, University of Northern Colorado, Greeley, CO

2:15-3:00 p.m.

Bridge Hall, Poster 5 | Session: 666

BIBLIOTHERAPY AS AN INTERVENTION FOR PHYSICALLY AGGRESSIVE ELEMENTARY-AGED STUDENTS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Special Education Schools**Format:** Poster Session

Students with physically aggressive behavior benefit from psychoeducational and therapeutic interventions. Bibliotherapy incorporates both and was found to be effective for elementary-aged students with emotional disturbance served in a residential treatment center. Results of this study, the steps used in implementation, and the books read will be presented. (828)

Leader(s): Mary Anne Prater, Brigham Young University, Provo, UT**Presenter(s):** Kari Newman, Brigham Young University, Provo, UT

2:15-3:00 p.m. Bridge Hall, Poster 13 | Session: 665

AUGMENTED REALITY LEARNING ENVIRONMENTS: A STUDY OF EDUCATORS' UNDERSTANDING OF EVIDENCED-BASED LITERACY PRACTICES

Topic Area: Teacher Education**Secondary Topic:** Technology and Media**Format:** Poster Session

This session shares results of an exploratory study of preservice and inservice teachers' experiences in augmented-reality learning environments. Teacher-participants are provided semi-immersive experiences with virtual students while delivering evidenced-based literacy instruction. Results from survey data and semistructured interviews are presented. Further instructional implications for utilizing these technologies are explored in teacher preparation. (1258)

Leader(s): Susanne James, Southern Illinois University Edwardsville, IL**Presenter(s):** Heather Haynes, Texas Woman's University, Denton, TX; Marti Elford, University of Kansas, Lawrence, KS

2:15-3:00 p.m. Bridge Hall, Poster 1 | Session: 667
EFFECTIVENESS OF USING IPADS TO BUILD
MATH FLUENCY

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Instructional Design and Strategies

Format: Poster SessionF

A single-case reversal design was employed to examine the effectiveness of using iPads to improve math fluency of students with moderate to severe disabilities. Findings guide general educators in the use of (a) instructional technology with students with disabilities and (b) single-case design to document evidence-based practices in special education. (1339)

Leader(s): *Patricia O'Malley*, Kennedy Krieger Institute, Baltimore, MD

Presenter(s): *Sandi Jenkins*, Kennedy Krieger Institute, Baltimore, MD; *Brooke Wesley*, Kennedy Krieger Institute, Baltimore, MD

2:15-3:00 p.m. Bridge Hall, Poster 16 | Session: 668
EVALUATING THE EVALUATION: A
LONGITUDINAL STUDY OF ASSESSMENT
PRACTICES

Topic Area: Assessment

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

The diagnostician's report should be more than a source of documentation of eligibility. It is the responsibility of the local school assessment professional to disseminate the data in a form that is accurate, reflective of a focus upon student performance, and that offers guidelines for instructional intervention. The compelling issue guiding this longitudinal qualitative case study was: How does the diagnostic report guide classroom instruction? Benefits of improved dissemination of assessment data strategies for classroom teachers of students with disabilities are discussed. (237)

Leader(s): *Rebecca Davis*, Eastern New Mexico University, Portales, NM

Presenter(s): *Kathie Good*, Eastern New Mexico University, Portales, NM; *Amber Mauldin*, Portales Schools, Portales, NM

2:15-3:00 p.m. Bridge Hall, Poster 17 | Session: 669
FIVE TO FLY: TRANSITION ESSENTIALS

Topic Area: Career Development/Transition

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Graduation and transition are closely connected but many students are unprepared for the shift from high school to postgraduate life. This session explores what students with special needs know about transition, and identifies existing gaps to determine what is needed to successfully transition to college or work. (1775)

Leader(s): *Nancy Emanuel*, George Mason University, Fairfax, VA

2:15-3:00 p.m. Bridge Hall, Poster 20 | Session: 670
IMPROVING THE PROBLEM-SOLVING
PERFORMANCE OF STUDENTS WITH LD IN
FIFTH AND SIXTH GRADES

Topic Area: Learning Disabilities

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Poster Session

This study examined the effectiveness of modifications to the existing math problem-solving intervention Solve It!. Content, duration, and explicitness of instruction was modified from the original intervention designed for seventh- to 12- grade students in order to improve the performance of students with learning disabilities in fifth and sixth grades. Three replications of a multiple baselines across participants single-subject design were conducted to determine students' responses to instruction. Results from the three studies and instructional implications are discussed. (1621)

Leader(s): *Jennifer Krawec*, University of Miami, FL

2:15-3:00 p.m. Bridge Hall, Poster 4 | Session: 671
 INCREASING AN AAC USER'S CLASSROOM
 COMMUNITY MEMBERSHIP THROUGH
 PEER SOCIAL NETWORKS: AN ECOLOGICAL
 APPROACH

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Technology and Media

Format: Poster Session

The supports needed by an individual with severe disabilities who uses AAC for social interaction, social acceptance, and establishing and expanding their social networks occur at the intersection of the communicative competence of community members and the environmental demands. This study examined the impact of social skills instruction on the classroom community membership and social network of a child with severe disabilities who uses AAC and her peers. Results and recommendations for future research are discussed. (2056)

Leader(s): *Kim Fisher*, University of Illinois at Urbana-Champaign, Champaign, IL

2:15-3:00 p.m. Bridge Hall, Poster 8 | Session: 672
 JOINT ATTENTION IN CHILDREN WITH
 VISUAL IMPAIRMENT: AN ORIENTATION
 AND MOBILITY INTERVENTION

Topic Area: Visual Impairments

Secondary Topic: Early Childhood

Format: Poster Session

Young children with visual impairment frequently experience challenges in responding and initiating joint attention due to their visual impairment and caregiver misinterpretation. This session presents the results of a single-subject research study that investigated the treatment effects of an early orientation and mobility intervention package with a caregiver coaching and modeling component designed to promote joint attention. (1810)

Leader(s): *Robyn Herrera*, California State University/University of California, Los Angeles, CA

2:15-3:00 p.m. Bridge Hall, Poster 11 | Session: 673
 PROMOTING PLANNING: THE CRITICAL
 ROLE OF PLANNING IN WRITTEN
 EXPRESSION

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Students with and without disabilities struggle to engage in prewriting or do so inadequately. When used effectively, prewriting has the potential to positively influence written expression. This session discusses three prewriting strategies and their impact on written expression and the integration of prewriting into written expression activities. (888)

Leader(s): *Sara Flanagan*, University of Kentucky, Lexington, KY

2:15-3:00 p.m. Bridge Hall, Poster 14 | Session: 674
MATHEMATICS INTERVENTION TO
SUPPORT LEARNING USING LESSON
SCAFFOLDS

Topic Area: Teacher Education

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Ten elementary special educators infused scaffolds into elementary mathematics interventions to increase access for students with mathematics disabilities. Teacher scaffolds (i.e., verbal prompting) was the primary scaffold observed in the interventions. The presenter will discuss implications for teacher preparation and practice. (757)

Leader(s): *Jessica Hunt*, Utah State University, Logan, UT

Presenter(s): *Diane Bryant*, University of Texas, Austin, TX; *Brian Bryant*, University of Texas, Austin, TX

2:15-3:00 p.m. Bridge Hall, Poster 18 | Session: 675
POSTSECONDARY NONDEGREE PROGRAMS
FOR YOUNG ADULTS WITH DISABILITIES: A
DESCRIPTIVE REVIEW

Topic Area: Career Development/Transition

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This session will summarize descriptive research related to the characteristics of postsecondary nondegree programs designed for students with disabilities. Trends related to content of the programs, students who enroll in the programs, admissions processes and criteria, and program composition will be discussed. (306)

Leader(s): *Elizabeth Potts*, University of Virginia, Falls Church, VA

Presenter(s): *Lori Howard*, Marshall University, Huntington, WV

2:15-3:00 p.m. Bridge Hall, Poster 7 | Session: 676
PREPARING FOR THE PRAXIS EXAMS AND
YOUR PROFESSIONAL CAREER

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Teacher Education

Format: Poster Session

This session will focus on successful special education Praxis testing preparation activities to become “highly qualified” for college students, beginning teachers, and teacher education programs. Learn how to prepare your students for Praxis testing through gaming, use of graphics, and peer activities your student organization can facilitate. (840)

Leader(s): *Linda Reetz*, University of South Dakota, Vermillion, SD

2:15-3:00 p.m. Bridge Hall, Poster 19 | Session: 677
PREPARING PRESERVICE TEACHERS TO
IMPLEMENT DIVERSITY RESPONSIVE,
FAMILY-CENTERED PRACTICES

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

This session provides a description of the benefits of and barriers to meaningful family involvement in early childhood programs. Elements of successful teacher education programs will be presented along with the results of a study examining preservice teachers’ knowledge/attitudes toward family involvement and diversity prior to and after coursework. (1497)

Leader(s): *Alice Kaye Emery*, University of Florida, Gainesville, FL

Presenter(s): *Maria Denney*, University of Florida, Gainesville, FL; *Hazel Jones*, University of Florida, Gainesville, FL

2:15-3:00 p.m. Bridge Hall, Poster 9 | Session: 678
 PROMOTING LISTENING READING
 COMPREHENSION FOR NONVERBAL
 ENGLISH LEARNERS WHO HAVE A SEVERE
 INTELLECTUAL DELAY

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Research

Format: Poster Session

This session shares the findings of a study that used an alternating treatment design to examine the use of a listening reading comprehension intervention program, implemented in English as well as bilingually. To date no studies have examined using a bilingual intervention for students with severe intellectual delays who are nonverbal and English learners. The attendees will learn how the participants in this study improved their overall communication and how to replicate the intervention in their own classrooms. (1816)

Leader(s): Talya Kemper, California State University, Chico, CA

2:15-3:00 p.m. Bridge Hall, Poster 12 | Session: 679
 RESPONSE CARDS IN SECONDARY
 INCLUSION CLASSES: INCREASE CONTENT
 RETENTION AND ENGAGE STUDENTS

Topic Area: Instructional Design and Strategies

Secondary Topic: Teacher Education

Format: Poster Session

Attendees will learn how response cards were implemented by secondary teachers in inclusive classrooms with fidelity resulting in increased on-task behavior, class participation, and content retention. Presenter will also share positive teacher and student social validation of using write-on response cards in science and math classes for students with and without disabilities. (1821)

Leader(s): Ellen Duchaine, Texas State University, San Marcos, TX

Presenter(s): Glenna Billingsley, Texas State University, San Marcos, TX; Brenda Scheuermann, Texas State University, San Marcos, TX

2:15-3:00 p.m. Bridge Hall, Poster 3 | Session: 680
 RESPONSE PROMPTING WITH POWERPOINT
 SOFTWARE FOR FUNCTIONAL AND
 ACADEMIC VOCABULARY DEVELOPMENT

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Results from two studies in which response prompting strategies provided by PowerPoint Software were successful for improving vocabulary skills will be presented. Ideas and educational implications for using PowerPoint with students who have an array of educational needs will be discussed. (1045)

Leader(s): Mari Beth Coleman, University of Tennessee, Knoxville, TN

Presenter(s): Kevin Hurley, Carter High School, Knox County Schools, TN; Meredith Phelan, Brickey McCloud ES, Knox County Schools, TN; Melissa Martin, University of Tennessee, Knoxville, TN

2:15-3:00 p.m. Bridge Hall, Poster 21 | Session: 681
 SUCCESSFUL PARAPROFESSIONAL
 IMPLEMENTATION OF INSTRUCTIONAL
 PRACTICES FOR STUDENTS WITH
 SIGNIFICANT DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Administration/Supervision

Format: Poster Session

Special education paraprofessionals play a prominent role in the education of many students with significant disabilities. This systematic review of the research literature identified 17 studies that indicate that paraprofessionals, when given adequate training and support, can implement a variety of educational practices with high fidelity. (1345)

Leader(s): Matthew Brock, Vanderbilt University, Nashville, TN

2:15-3:00 p.m. Bridge Hall, Poster 6 | Session: 682
 TEACHERS AT RISK: MULTI-TIER SUPPORTS
 AND STRATEGIES FOR TEACHERS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

Fifty percent of special education teachers leave the profession in the first 3 years. We must consider the efficacy of existing models that support teachers to implement best practices in classroom management to support effective instruction. This session describes a primary, secondary, and tertiary prevention model to support teachers at risk. (2070)

Leader(s): Heather Hatton, Texas A&M University, College Station, TX

2:15-3:00 p.m. Bridge Hall, Poster 10 | Session: 683

WHAT IS ELECTRONIC MENTORING AND HOW CAN WE UTILIZE IT IN SPECIAL EDUCATION?

Topic Area: Teacher Education

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Poster Session

Teacher attrition is the major contributing factor to the inadequate supply of special education teachers with estimates of 30% leaving within their first 3 years and 50% leaving within 5 years. Schools have responded by providing mentoring and induction programs, but the attrition has remained high. This session will include a literature review of electronic mentoring, descriptions of existing programs, and its uses and outcomes. Attendees will learn how to make informed decisions about electronic mentoring and other support practices within the context of teacher professional development. (1371)

Leader(s): *Roberta Gentry*, University of Mary Washington, Fredericksburg, VA

2:15-3:00 p.m. Bridge Hall, Poster 15 | Session: 684

WRITING INSTRUCTION: WHAT DO PRESERVICE TEACHERS KNOW?

Topic Area: Teacher Education

Secondary Topic: Research

Format: Poster Session

This session explores preservice teachers' knowledge of writing instruction and to what they attribute their knowledge. Ten interviews were conducted with preservice teachers in an elementary education graduate program and analyzed by developing a grounded theory. Findings from interviews were triangulated with other data. Data analysis results have implications for teacher education and future research and will be shared. (2052)

Leader(s): *Rachel Thomas*, University of Florida, Gainesville, FL

Presenter(s): *Yujeong Park*, University of Florida, Gainesville, FL

3:45-5:45 p.m. Room 214D | Session: 686

PROGRAM CHAIR INVITED — FORUM

A FORUM ON AUTISM: MEDICAL AND EDUCATIONAL MANAGEMENT OF CHALLENGING BEHAVIOR

Topic Area: Autism Spectrum Disorder

Secondary Topic: Emotional and Behavioral Disorders

Format: Panel

Teaching students with autism is difficult, particularly if they present with externalizing behaviors such as tantrums and aggression, or internalizing issues such as anxiety, perfectionism, and cognitive rigidity. Such maladaptive behavior can impede learning and limit access to integrated settings. This session will focus on recommended intervention approaches including strategies based in applied behavior analysis, and sometimes, psychotropic medication. Presenters will discuss the importance for school personnel to understand the rationale and complementary relationship between these intervention models, and to respond in ways that assure positive student outcomes.

Leader(s): *James Coplan*, Neurodevelopmental Pediatrics of the Main Line, PC, Rosemont, PA; *Jo Webber*, Texas State University, San Marcos, TX

Moderator: *Brenda Scheuermann*, Texas State University, San Marcos, TX

3:45-5:45 p.m.

Room 214C | Session: 687

PROGRAM CHAIR INVITED

TWENTY-FIVE YEARS LATER: HOW IS ASSISTIVE TECHNOLOGY USED IN EDUCATION?

Topic Area: Technology and Media

Secondary Topic: Collaboration and Inclusive Practices

Format: Panel

Assistive technology is widely viewed as an important component of services to students with disabilities, as witnessed by its incorporation into IDEA. During the process of developing an IEP for a student with a disability, the multidisciplinary team must consider whether the child needs assistive technology devices and services. This session presents the results of three large-scale studies of AT implementation and use; analyzes them across studies; and draws conclusions for practice, policy, and further research. (1233)

Leader(s): *Cindy Okolo*, Michigan State University, East Lansing, MI

Presenter(s): *Margaret Bausch*, University of Kentucky, Lexington, KY; *Emily Bouck*, Purdue University, West Lafayette, IN; *Jeff Diedrich*, Michigan Integrated Technology Supports, Lansing, MI; *Melinda Ault*, University of Kentucky, Lexington, KY; *Sara Flanagan*, University of Kentucky, Lexington, KY

3:45-4:45 p.m.

Room 201 | Session: 688

INNOVATIVE TECHNOLOGIES FOR ASSISTING STUDENTS WITH AUTISM

Topic Area: Technology and Media

Discussant: *Amy Spriggs*, University of Kentucky, Lexington, KY

Moderator: *Peggy Schaefer Whitby*, University of Arkansas-Fayetteville, Henderson, NV



Innovative Technologies for Teaching Social Skills to Individuals With Autism

This session will explore various technologies for teaching social skills to individuals with autism. Attendees will learn about appropriate selection, implementation, and progress monitoring of various technologies, including technologies that are already being used as well as innovative technologies that are either new or currently being used to teach other skills. (1625)

Leader(s): *Amy Spriggs*, University of Kentucky, Lexington, KY

Presenter(s): *Victoria Knight*, University of Kentucky, Lexington, KY

Using Proloquo2Go to Teach Transition Behaviors to Young Children With Autism

This session highlights Proloquo2Go as a technology tool to teach young children with autism. A case study will be presented in which a multiple baseline design across transitions was implemented to determine the best type of visual schedule to increase independence during transitions for a young girl with autism. In a comparison of low-tech and high-tech visual schedules the researchers found that both increased independence during transitions, however, the use of a high-tech visual schedule resulted in the greatest increase in independence of transition behaviors across three daily transitions. The high-tech visual schedule also had a higher social validity. (1707)

Leader(s): *Peggy Schaefer Whitby*, University of Arkansas-Fayetteville, Henderson, NV

Presenter(s): *Leslie Nelson*, University of Nevada, Las Vegas, NV

3:45-4:45 p.m. Room 212 | Session: 689
2012 CEC SPECIAL EDUCATION RESEARCH
AWARD WINNER — INTENSIVE
INTERVENTIONS IN SPECIAL EDUCATION:
MEANINGFUL DIFFERENCES

Topic Area: Response to Intervention

Secondary Topic: Learning Disabilities

Format: Lecture

This session is a synthesis of research practices conducted at elementary and secondary levels for students with reading disabilities (RD). Rationale for intensive reading interventions for RD students with implications for provision of long-term interventions will be shared. Interpretations of findings for the types of instructional services needed by RD students will be described. Specific instructional practices associated with improved outcomes for students with intractable RD will be provided.

Leader(s): Sharon Vaughn, University of Texas, Austin, TX

3:45-4:45 p.m. Room 217C | Session: 690
CREATING USER-FRIENDLY DATA SYSTEMS
TO MONITOR THE EFFECTIVENESS OF
BEHAVIOR INTERVENTION PLANS

Topic Area: Assessment

Secondary Topic: Emotional and Behavioral Disorders

Format: Demonstration

Collecting data on student behavior to inform interventions and monitor progress to determine the effectiveness of behavior support plans is a critical component of successfully supporting students with behavior issues. This session will discuss and demonstrate a variety of teacher-tested methods/tools that practitioners can use in the classroom and other school settings. (1228)

Leader(s): Margaret Schulze, University of Washington, Seattle, WA

Presenter(s): Carol Davis, University of Washington, Seattle, WA; Jared Taylor, University of Washington, Seattle, WA

3:45-4:45 p.m. Room 007C | Session: 691
EFFECTS OF STATE EXIT EXAM POLICIES ON
MATH COURSETAKING OF STUDENTS WITH
DISABILITIES

Topic Area: Public Policy

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

This session presents the findings of a study that used data from the Education Longitudinal Study of 2002 to examine the math coursetaking patterns of students with disabilities in states with and without high school exit exam requirements. Discussion will include implications for practitioners, policy makers, and advocates. (1235)

Leader(s): Tracy Wilkinson, ACT, Inc., Iowa City, IA

3:45-4:45 p.m. Room 217A | Session: 692
EMPOWERING EDUCATORS TO IMPROVE
ACCOMMODATIONS DECISION-MAKING
THROUGH INNOVATIVE ONLINE TRAINING

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Teacher Education

Format: Demonstration

Educators struggle to make, implement, and evaluate accommodations decisions. This session demonstrates an innovative online training program that includes case studies and a 5-step process to empower teachers to make good decisions about accommodations for instruction and assessment. Presenters will also share strategies for improving accommodations decisions. (465)

Leader(s): Sheryl Lazarus, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

Presenter(s): DaLee Chambers, Alabama Department of Education, Montgomery, AL; Nannette Pence, Alabama Department of Education, Montgomery, AL; Michael Moore, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

3:45-4:45 p.m.

Room 007A | Session: 693

EVIDENCE-BASED PRACTICES IN SPECIAL EDUCATION: WHERE DO WE GO FROM HERE?

Topic Area: Research**Secondary Topic:** Technology and Media**Format:** Lecture

The logic is simple: If teachers regularly adopt the most effective practices, student outcomes will improve. However, there is little evidence of EBPs being implemented regularly or resulting in improved outcomes. Practitioners need real-time supports about how to implement and adapt identified EBPs in their classrooms. This session provides educators with an overview of issues related to the implementation of EBPs and information about the development of an online system to support them. (895)

Leader(s): *Bryan Cook*, University of Hawaii, Honolulu, HI**Presenter(s):** *Garnett Smith*, University of Hawaii at Manoa, Honolulu, HI; *Matthew Schmidt*, University of Hawaii at Manoa, Honolulu, HI; *Lysandra Cook*, University of Hawaii, Honolulu, HI

3:45-4:45 p.m.

Room 216A | Session: 694

EXHIBITOR SHOWCASE SESSION

ACCESS TO REAL MATH FOR STUDENTS WITH MODERATE TO SEVERE/PROFOUND DISABILITIES

Access to grade-level standards for students with moderate to severe/profound disabilities raises expectations. How have higher expectations increased achievement and changed math instruction? Equals Mathematics curriculum, built on proven math instruction methodologies + accessibility, helps educators get serious about math for students with the most to gain.

Leader(s): *Karen Ross-Brown*, AbleNet, Inc., Roseville, MN

3:45-4:45 p.m.

Room 208 | Session: 695

EXHIBITOR SHOWCASE SESSION

BREAKING THE READING BARRIER FOR DEAF STUDENTS: HOW TO RAPIDLY ACCELERATE THEIR VOCABULARY, PROSODY, AND COMPREHENSION!

The average reading level of deaf students has remained at the third- to fourth-grade level for more than half a century. No more! Learn how deaf students can read with full comprehension and prosody four- to six-grade levels higher using new strategies designed to accelerate their reading ability.

Leader(s): *Joseph Lockavitch*, Failure Free Reading, Concord, NC

3:45-4:45 p.m.

Room 210B | Session: 696

EXHIBITOR SHOWCASE SESSION

CHOOSING THE RIGHT EMOTIONAL INTELLIGENCE ASSESSMENT

This session will focus on the key criteria to be considered when selecting an emotional intelligence assessment. Presenters will discuss why emotional intelligence is important, how it influences students' success, and best practices in assessing these key success skills.

Leader(s): *Mike Schmitz*, The Conover Company, Appleton, WI

3:45-4:45 p.m.

Room 216B | Session: 697

EXHIBITOR SHOWCASE SESSION

MENTAL MATH WITH FRACTIONS AND EQUIVALENCY ON A CLOCK FACE!

Clockwise is a multisensory program connecting fractions, decimals, percentages, and degrees on a visual model that requires NO training! Use all four learning styles to master equivalency and number sense while having a fantastic time playing games! Come ready to run a relay race and discover endless real-world applications of ClockWise.

Leader(s): *Seth Turner*, Rhymes n'Times, Clockwise, Baton Rouge, LA

3:45-4:45 p.m.

Room 218 | Session: 698

EXHIBITOR SHOWCASE SESSION

VIZZLE: BUILDING SUCCESS THROUGH STANDARDS, DATA, SMARTBOARDS, AND IPADS

Standards, data collection, technology, homework—how do teachers today keep track of it all? Join us to learn how thousands of teachers across the country are using Vizzle Visual Learning Software to provide highly effective instructional activities for their students.

Leader(s): *Anthony Gerke*, Monarch Teaching Technologies, Shaker Heights, OH

3:45-4:45 p.m.

Room 207B | Session: 699

FROM JUST SURVIVING TO THRIVING: TRANSITIONING FROM TEACHER CANDIDATE TO BEGINNING TEACHER

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Administration/Supervision

Format: Lecture

This session will provide teacher candidates and beginning teachers with effective strategies to go from “just surviving” during induction years to thriving in their new positions! The presenter will provide valuable information to attendees that is based on 14 years of working with first, second, and third year special educators. (1225)

Leader(s): *Debi Gartland*, Towson University, Towson, MD

3:45-4:45 p.m.

Room 206B | Session: 700

LEARNING PROGRESSIONS IN THE EMERGENCE OF LITERACY IN STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

Using performance data derived from 15,000 students in Grades 3 through 8 who were administered emergent reading, prereading, decoding, and comprehension tasks, a series of learning progressions emerged. This session will summarize these empirically based learning progressions. Participants will learn how these learning progressions can serve as the foundation for teaching literacy skills to students with the most significant cognitive disabilities and for increasing the academic performance of these students. (1077)

Leader(s): *Naomi Zigmond*, University of Pittsburgh, Pittsburgh, PA

Presenter(s): *Amanda Kloo*, Belmont Abbey College, Charlotte, NC; *Donna Lehr*, Boston University, Boston, MA

3:45-4:45 p.m. Room 207A | Session: 701
LITERACY LEARNING COHORTS:
PROFESSIONAL DEVELOPMENT THAT
WORKS

Topic Area: Teacher Education

Secondary Topic: Administration/Supervision

Format: Lecture

In this session, presenters describe how a content focused, extended professional development effort was successful in helping special education teachers provide more effective reading instruction. Specific strategies for helping teachers learn will be provided and ways to support their implementation in schools will be discussed. (1946)

Leader(s): *Mary Brownell*, University of Florida, Gainesville, FL

Presenter(s): *Alison Boardman*, University of Colorado, Boulder, CO; *Nancy Corbett*, University of Florida, Gainesville, FL; *Mary Kiely*, University of Florida, Gainesville, FL

3:45-4:45 p.m. Room 006C | Session: 702
MAKING IEPs COMPREHENSIBLE TO
PARENTS OF CHILDREN WITH DISABILITIES

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

This session presents the results of a study that investigated the comprehensibility of IEPs. Results indicated that all IEPs were written at a high school to college reading level. Small print size and large number of terminology and acronyms were found, which further reduced the level of comprehensibility of IEPs. (658)

Leader(s): *Lusa Lo*, University of Massachusetts Boston, MA

3:45-4:45 p.m. Room 211 | Session: 703
NATIONAL CENTER AND STATE
COLLABORATIVE: INSTRUCTIONAL
SUPPORTS FOR STUDENTS WITH
SIGNIFICANT DISABILITIES

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session will discuss two curricular supports to assist teachers of students with significant disabilities in providing access to the CCSS. One support provides special educators with content knowledge needed to plan instruction. The second support provides activities-based lessons that utilize systematic instruction and link to CCSS. (1908)

Leader(s): *Angel Lee*, University of North Carolina, Charlotte, NC

Presenter(s): *Alicia Saunders*, University of North Carolina, Charlotte, NC; *Diane Browder*, University of North Carolina, Charlotte, NC; *Shawnee Wakeman*, University of North Carolina, Charlotte, NC

3:45-4:45 p.m. Room 006D | Session: 704
SIMILARITIES AND DIFFERENCES BETWEEN
POSTSECONDARY EDUCATION PROGRAMS
FOR STUDENTS WITH ID

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Lecture

The presenter will share the results of a qualitative study investigating the diverse characteristics of existing postsecondary education programs for students with ID. The findings are summarized in a refinement of our system of classifying the different types of programs, setting the foundation for future research to identify EBPs. (489)

Leader(s): *Colleen Thoma*, Virginia Commonwealth University, Richmond, VA

Presenter(s): *Kimberly Boyd*, Virginia Commonwealth University, Richmond, VA; *Edwin Achola*, Virginia Commonwealth University, Richmond, VA

3:45-4:45 p.m.

Room 007D | Session: 705

STRAND I, SESSION 5

EDUCATION OF THE MILITARY CHILD IN THE 21ST CENTURY

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

The Military Child in the 21st Century Research Project was initiated in 2009 with the goal of enhancing partnerships between Army installations and local school systems. The project's lead researcher will present research findings and recommendations for military leaders and educators.

Leader(s): *Greg Cook*, Military Child Education Coalition, Harker Heights, TX

3:45-4:45 p.m.

Room 202 | Session: 706

STRAND K, SESSION 3

PREVENTING CLASSROOM DISRUPTION BY TEACHING SELF-REGULATION SKILLS THROUGH COGNITIVE-BEHAVIORAL INTERVENTIONS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Lecture

Preventing student problem behaviors is foundational to successful classroom management. Teaching students strategies for improving their self-regulatory processes and social-emotional functioning can contribute to a safe and productive learning environment. This session will provide information about the cognitive-behavioral approach to prevention using two curricula for elementary-age students as examples, Social Emotional Learning Foundations (SELF) and Tools for Getting Along.

Leader(s): *Jacquelyn Buckley*, Institute of Education Sciences/NCSE, Washington, DC

Presenter(s): *Stephen Smith*, University of Florida, Gainesville, FL; *Ann Daunic*, University of Florida, Gainesville, FL

3:45-4:45 p.m.

Room 214B | Session: 707

STRAND L, SESSION 3

WORKING WELL WITH PARENTS TO SUPPORT STUDENT LEARNING

Topic Area: Public Policy

Secondary Topic: Teacher Education

Format: Panel

The principal focus of this session will be on providing special educators with strategies they can use to work effectively with parents in the development of students' IEPs/IFSPs. The presenter will share information about approaches to collaborative problem solving and how best to positively engage with parents.

Leader(s): *Larry Wexler*, Office of Special Education Programs, U.S. Department of Education, Washington, DC

Presenter(s): *Marshall Peter*, Direction Service, Inc., Eugene, OR

3:45-4:45 p.m.

Room 213 | Session: 708

SYSTEMATIC PLANNING AND INSTRUCTION FOR TRANSITIONS OF STUDENTS WITH ASD

Topic Area: Autism Spectrum Disorder

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Systematic planning and instruction for transitions of students with autism and related disabilities provides a continuity of educational services and maximizes successful student outcomes. Participants will learn how systematic transition plans were developed, implemented, and assessed in a variety of settings for elementary, middle, and high school students with ASD. (1818)

Leader(s): *Dorothy Parks*, Louisiana Autism Spectrum and Related Disorders, New Orleans, LA

Presenter(s): *Lisa Altman*, Louisiana State University Health Sciences Center, New Orleans, LA; *Donna Hammons*, Louisiana State University Health Sciences Center, New Orleans, LA

3:45-4:45 p.m. Room 205 | Session: 709

THE EFFECTS OF CHECK-IN CHECK-OUT ON AFRICAN AMERICAN MALES IN AN URBAN SECONDARY SETTING

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Lecture

This session highlights The Check-in Check-out mentoring program, which has been found to be effective in decreasing students' disruptive behavior and increasing academic achievement. This research-based intervention provides support for students who are at risk of dropping out. Results indicated that participants were able to increase accurate completion of the checklist and two out of three participants showed an increase in class grades. All of the participants had significant decreases in school disciplinary actions. (1425)

Leader(s): *Ozalle Toms*, University of Wisconsin, Whitewater, WI

3:45-4:45 p.m. Room 008A | Session: 710

THE FUTURE OF STUDENT INSTRUCTION: MIXED-REALITY AND INNOVATIVE TECHNOLOGY FOR TEACHERS

Topic Area: Technology and Media**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

Innovative technology can help students with disabilities learn hard skills (content), soft skills (social competence), and practical skills (finding employment). Presenters will share research on mixed-reality and other technologies in the classroom. Participants will leave this session with practical strategies for today's classroom and ideas for teaching tomorrow's students. (1047)

Leader(s): *Zachary Walker*, University of Central Florida, Orlando, FL**Presenter(s):** *Don McMahon*, University of Tennessee, Knoxville, TN

3:45-4:45 p.m.

Room 217B | Session: 711

THE PERFECT PERSON: AN EXERCISE IN DIVERSITY

Topic Area: Collaboration and Inclusive Practices**Secondary Topic:** Public Policy**Format:** Demonstration

In this interactive session, participants will explore their feelings, biases, and values related to issues of diversity, including race, religion, and disability. In addition, they will examine societal mores, the way we are socialized to stereotype and generalize, and personal responsibility regarding social change. (368)

Leader(s): *Rea Kirk*, University of Wisconsin, Platteville, WI

3:45-4:45 p.m.

Room 215 | Session: 712

TRANSITION MATTERS: POSTSECONDARY TOOLS FOR INDIVIDUALS WITH AUTISM

Topic Area: Career Development/Transition**Secondary Topic:** Autism Spectrum Disorder**Format:** Lecture

This interactive and informative session will be offered through the unique perspective of a professional diagnosed with Asperger's syndrome. The presenter will discuss a variety of strategies and resources that parents and professionals can use to prepare students with Asperger's syndrome/Autism for postsecondary education, employment, and independent living. The participants will also be provided with information about successful program models from around the country. (1544)

Leader(s): *James Williams*, Autumn's Dawn, Humble, TX

3:45-4:45 p.m.

Room 217D | Session: 713

UNIVERSAL DESIGN FOR CLASSROOM MANAGEMENT: BEHAVIOR AND CLASSROOM MANAGEMENT FOR ALL STUDENTS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

Many behavior and classroom management plans in today's schools are based on behaviorist theories and strategies, which generally incorporate a one-size-fits-all traditional hierarchy of rules, consequences, and rewards. With the increasing number of diverse students entering the classroom, teachers and administrators need to implement a Universal Design for Classroom Management to meet the behavior needs of all students. Participants in this session will learn how to develop and implement a Universal Design for Classroom Management for all children in their classrooms. (1716)

Leader(s): *Terry Shepherd*, Indiana University South Bend, IN

Presenter(s): *Diana Linn*, Texas A&M International University, Laredo, TX; *Randel Brown*, Texas A&M International University, Laredo, TX

3:45-4:45 p.m.

Room 204A | Session: 714

USING READILY AVAILABLE TECHNOLOGIES TO FACILITATE SCAFFOLDING IN EARLY CHILDHOOD CLASSROOMS

Topic Area: Early Childhood

Secondary Topic: Technology and Media

Format: Lecture

The expansion of technology in education is widespread and its use is considered developmentally appropriate practice when used consistently with early childhood evidence-based practice. There has been a growing interest in scaffold learning in technology-enhanced environments and it has been a promising area for teaching and learning practices. This session provides examples using apps or Web 2.0 technologies and how they can be used to provide meaningful scaffolds to enhance young children's learning. (1950)

Leader(s): *Howard Parette*, Illinois State University, Normal, IL

Presenter(s): *Craig Blum*, Illinois State University, Normal, IL

3:45-4:45 p.m.

Room 006A | Session: 715

WHAT COLLEGE STUDENTS WITH ASD ARE SAYING ABOUT THEIR CAREER PREPARATION

Topic Area: Career Development/Transition

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

This session will describe the results of in-depth structured interviews conducted with 18 college students with autism attending 2- and 4-year colleges and universities in Virginia. Session participants will learn about their career preparation as they transitioned from high school into college, and their experiences in college. Information will be shared on their college majors, information and resources they identified as important to assist them in their career planning, and their overall experience in higher education. (2066)

Leader(s): *Elizabeth Evans Getzel*, Virginia Commonwealth University, Richmond, VA

Presenter(s): *Lori Briel*, Virginia Commonwealth University, Richmond, VA

3:45-4:45 p.m.

Room 204B | Session: 716

WHAT EVERY ASPIRING SPECIAL EDUCATION LEADER NEEDS TO KNOW

Topic Area: Administration/Supervision

Secondary Topic: Administration/Supervision

Format: Panel

Are you interested in learning about what it takes to be an effective special education teacher leader or administrator? Learn about the exciting career paths open to effective leaders, how to enhance your leadership skills, and the diverse roles and responsibilities that challenge and reward strong leaders in special education. (978)

Leader(s): *Mary Kealy*, Loudoun County Public Schools, Ashburn, VA

3:45-4:45 p.m.

Room 209 | Session: 717

WHEN STUDENTS ARE DYING: PROVIDING SUPPORT IN EDUCATIONAL ENVIRONMENTS

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Developmental Disabilities

Format: Lecture

This session provides the results of a research study that examined the type of support teachers received when working with students with terminal illnesses or when they have experienced a student death. Children's concept of death will be addressed as well as ways teachers can support students and themselves. (1227)

Leader(s): Kathryn Heller, Georgia State University, Atlanta, GA

Presenter(s): Sherwood Best, California State University, Los Angeles, CA; Mari Beth Coleman, University of Tennessee, Knoxville, TN

3:45-4:45 p.m.

Room 006B | Session: 718

MINORITY REPRESENTATION IN SPECIAL EDUCATION

Topic Area: Cultural and/or Linguistic Diversity

Discussant: Lisa Vernon-Dotson, Coastal Carolina University, Conway, SC



Minority Representation in Special Education: Five-Year Trends

What is the current status and trend of minority representation in special education? This session provides a national picture based on 5 years of data published by the federal government. Comparisons with the representation rate 10 years ago revealed some persistent problems and a few positive changes. (742)

Leader(s): Dalun Zhang, Texas A&M University, College Station, TX

Presenter(s): Antonis Katsiyannis, Clemson University, Clemson, SC; Song Ju, Texas A&M University, College Station, TX; Eric Roberts, Texas A&M University, College Station, TX

Perspectives of Special Educators on Disproportionate Representation

Disproportionate representation is a longstanding problem in the field of special education, specifically with American Indian and African American learners who receive special education and related services for SLD and ED. For the past 50 years, the major focus of disproportionate representation has targeted race; a limited number of studies have focused on the multifaceted aspect of culture. This session will present data collected on the perspectives of special educators on disproportionate representation. (1772)

Leader(s): Troy Gonzales, Saint Mary's University of Minnesota, Minneapolis, MN

Racial Bias in Disability Classification and Placement: Categorical Inequality in School Organizations

This session is an examination of racial bias in disability categorization from an organizational sociology perspective. Drawing on a dataset from an urban district under a desegregation order, panel regression models are used to test changes in likelihood of specific disability categorizations for different racial/ethnic groups under conditions of segregation, desegregation, and resegregation. Results will be shared and discussed. (1645)

Leader(s): Thomas Skrtic, University of Kansas, Lawrence, KS

Presenter(s): Argun Saatcioglu, University of Kansas, Lawrence, KS

3:45-4:45 p.m.

Room 206A | Session: 719

RESEARCH IN QATAR: RISK FACTORS AND OUTCOMES, ACCESSIBLE MATERIALS FOR VISUAL IMPAIRMENTS

Topic Area: International Programs/Services

Moderator: Clayton Keller, Qatar University, Doha

Reviewing Accessibility for Students Who Are Visually Impaired or Blind at Qatar University



Understanding accessibility and use of technology for students who are visually impaired and blind at Qatar University is important for educators and administrators. Access to technology plays a vital role in enhancing access to their learning and education; however there is very little information about how these students use technology in their academic work. This session will review the literature and share best practices to benefit all students with disabilities. (811)

Leader(s): Batoul Khalifa, Qatar University, Doha-Qatar

Risk Factors and Educational Outcomes in an Arab Country: An Exploratory Study

The lives of children at risk contain factors that can negatively affect school adjustment. Although widely studied in the West, little research has occurred in the Arab world. This session will describe the relationships between risk factors and educational outcomes for a sample of over 2,000 elementary school students in Qatar. (1284)

Leader(s): Maha Al-Hendawi, Qatar University, Doha

Presenter(s): Clayton Keller, Qatar University, Doha

3:45-4:30 p.m.

Bridge Hall, Poster 4 | Session: 720

ADDRESSING MINORITY OVERREPRESENTATION IN SPECIAL EDUCATION THROUGH RESPONSE TO INTERVENTION

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Public Policy

Format: Poster Session

Response to Intervention (RTI) is being implemented to address the overrepresentation of minorities in special education. Liberation theory justifies the adoption of RTI implementation to address inequity in public education. This session is designed to enhance the conversations that teacher educators have with preservice teachers, as well as to share preliminary research on the attitudes and beliefs of preservice teachers regarding equity issues and the use of RTI to address social injustice in public schools. (1398)

Leader(s): Gretchen Robinson, University of North Carolina at Pembroke, NC

Presenter(s): Brooke Blanks, Radford University, Radford, VA

3:45-4:30 p.m.

Bridge Hall, Poster 13 | Session: 721

CASE-BASED INSTRUCTION IN TEACHER EDUCATION PROMOTING EFFECTIVE EDUCATIONAL PRACTICES FOR DIVERSE LEARNERS

Topic Area: Teacher Education

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

This session shares the findings of a research study that examined the effectiveness of using case studies of diverse student populations in teacher education. Presenters will discuss whether teacher education candidates who systematically learn to analyze complex case studies about diverse student populations improve their knowledge and decision-making skills to enhance the educational environment. (1913)

Leader(s): Catharine Whittaker, SUNY New Paltz, NY

Presenter(s): Michael Smith, SUNY New Paltz, NY

3:45-4:30 p.m. Bridge Hall, Poster 5 | Session: 722

CLASSROOM PRACTICES AND BELIEFS:
GENERAL EDUCATORS AND STUDENTS
WITH ED**Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Teacher Education**Format:** Poster Session

An increasing number of general education teachers are supporting students with emotional disturbance (ED). This session presents findings from direct observation and survey data that describe general education teachers' management and instructional practices with this population of students as well as how their beliefs align to their observed classroom behaviors. (930)

Leader(s): *Nina Weisling*, University of Illinois, Chicago, IL

3:45-4:30 p.m. Bridge Hall, Poster 7 | Session: 723

EFFECTIVE FACTORS ON LINK PROGRAMS
BETWEEN SPECIAL AND GENERAL
EDUCATION SCHOOLS IN SOUTH KOREA**Topic Area:** International Programs/Services**Secondary Topic:** International Programs/Services**Format:** Poster Session

This session shares the findings of a study that examined the effective factors of inclusive education for students with intellectual disabilities in Korea. Results were based on special school teachers' perspectives. Even though a number of students with disabilities are attending special education schools (i.e., only for students with disabilities), the government encourages cooperative teaching with general education school teachers. Presenters will describe the link program as a means of cooperative teaching. (2206)

Leader(s): *Joungmin Kim*, Kongju National University, South Korea**Presenter(s):** *Eunhee Paik*, Kongju National University, South Korea

3:45-4:30 p.m.

Bridge Hall, Poster 1 | Session: 724

EFFECTS OF CAI ON SOCIAL STUDIES FOR
STUDENTS WITH AUTISM**Topic Area:** Accessing the General Education Curriculum that is Aligned with State Standards**Secondary Topic:** Research**Format:** Poster Session

Computer-assisted instruction (CAI) has demonstrated effectiveness in providing instruction for students with autism spectrum disorder. In this study, a single-case multiple probe across participants design was used to examine the effect of using CAI with explicit instruction to teach social studies concepts. Performance data as well as implications for practice and suggestions for future research will be discussed. (1238)

Leader(s): *Bethany Smith*, Mississippi State University, Mississippi State, MS**Presenter(s):** *Fred Spooner*, University of North Carolina, Charlotte, NC; *Karen Diegelmann*, University of North Carolina, Charlotte, NC

3:45-4:30 p.m.

Bridge Hall, Poster 2 | Session: 725

FACTORS INFLUENCING TEACHER
BEHAVIOR WITH STUDENTS WITH
DIVERSE LEARNING AND BEHAVIORAL
NEEDS**Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Teacher Education**Format:** Poster Session

This session discusses factors influencing teacher behavior with students who have diverse learning and behavioral needs being served in inclusive environments. Topics addressed include teacher expectations of student behavior, attribution patterns, teacher attitudes toward inclusion, personal teacher efficacy, and teacher qualities. (1957)

Leader(s): *Edward Schultz*, Midwestern State University, Wichita Falls, TX**Presenter(s):** *Cynthia Simpson*, Houston Baptist University, Houston, TX; *Jeff Bakken*, Bradley University, Peoria, IL

3:45-4:30 p.m. Bridge Hall, Poster 21 | Session: 726
FRAMING AN INCLUSIVE SOCIAL JUSTICE
LEADERSHIP MODEL FOR STUDENTS WITH
DISABILITIES

Topic Area: Administration/Supervision

Secondary Topic: Strategies for Entry to the Special
Education Career

Format: Poster Session

An integrated framework for the design of social justice leadership preparation programs for general and special education administrators is provided. A comparative analysis of professional standards for future leaders offers an expanded understanding of the knowledge and skill sets needed to lead programs for students with disabilities. (650)

Leader(s): *Barbara Pazez*, University of Texas, Austin, TX

3:45-4:30 p.m. Bridge Hall, Poster 8 | Session: 727
FRENEMIES: THE RELATIONSHIP BETWEEN
GIFTED EDUCATION AND SPECIAL
EDUCATION

Topic Area: Gifted and Talented

Secondary Topic: Pioneers/Historical Perspectives

Format: Poster Session

Is gifted education part of special education, general education, or its own field? This session will examine the shared and diverging histories, policies, philosophies, and future directions of the two fields. Implications for practice and policies from teacher education to differentiation in the classroom will be drawn. (445)

Leader(s): *Claire Hughes*, College of Coastal Georgia, Brunswick, GA

Presenter(s): *Wendy Murawski*, California State University, Northridge, CA

3:45-4:30 p.m. Bridge Hall, Poster 17 | Session: 728
MEASURING SOCIAL VALIDITY: PARENT
AND TEACHER RATINGS OF THE PASA-
SCIENCE

Topic Area: Research

Secondary Topic: Research

Format: Poster Session

Parents and special education teachers of students with significant cognitive disabilities (SWSCD) were asked to rate the level of importance of individual science assessment skills taken from the PASA-Science. A total of 1,205 parents and 1,709 special education teachers completed and returned the science skill ratings surveys. Parent and special education teacher responses were summarized for nature of science, biological science, physical science, and earth and space science. Results will be shared. (1385)

Leader(s): *Peter Heh*, University of Pittsburgh, Pittsburgh, PA

Presenter(s): *Mary Hansen*, Robert Morris University, Moon Township, PA; *Steven Lyon*, University of Pittsburgh, Pittsburgh, PA

3:45-4:30 p.m. Bridge Hall, Poster 11 | Session: 729
MISSING MOTHER GOOSE: WHY RHYTHM
AND RHYME ARE IMPORTANT FOR
READING

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Poster Session

This session will focus on the effective instruction of phonological processing skills that can be used in the tiers of intervention and implemented easily by all educators. Learn how the sets of exercises can assist students in discriminating phonemes, acquire rhythm, memory, and rhyme which scaffold skills necessary for reading and spelling. (629)

Leader(s): *Jean Rice*, Colorado School District, CO

3:45-4:30 p.m. Bridge Hall, Poster 20 | Session: 730
 NEW LITERACIES FOR THE NET
 GENERATION: READING COMPREHENSION
 IN THE 21ST CENTURY

Topic Area: Learning Disabilities

Secondary Topic: Technology and Media

Format: Poster Session

This poster session provides an examination of the new literacies of online reading comprehension of secondary students with and without learning disabilities who engaged in complex content area assignments. The session will reveal relevant findings from a mixed-methods research study and provide implications for practice and research. (206)

Leader(s): Kara Sevensma, Calvin College, Grand Rapids, MI

3:45-4:30 p.m. Bridge Hall, Poster 16 | Session: 731
 PREDICTING LATER READING
 ACHIEVEMENT: LONGITUDINAL STUDY TO
 PREDICT PERFORMANCE ON HIGH-STAKES
 ASSESSMENT

Topic Area: Assessment

Secondary Topic: Research

Format: Poster Session

The current study used longitudinal data to investigate the relationship between outcomes from a state's large scale reading comprehension assessment and scores on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Text Reading Comprehension (TRC) measures. Diagnostic accuracy of the measures was tested by generating a receiver operating curve (ROC). Results of the study should be of interest to educators at various levels. With the growing importance of formative data, the current study empowers educators to use data to inform instruction and change student outcomes prior to the summative assessment. (1433)

Leader(s): Tara Galloway, Belmont Abbey College, Belmont, NC

Presenter(s): Joshua Baker, University of Nevada, Las Vegas, NV; LuAnn Jordan, University of North Carolina, Charlotte, NC

3:45-4:30 p.m. Bridge Hall, Poster 14 | Session: 732
 PREPARING PRESERVICE SECONDARY
 SPECIAL EDUCATORS TO TEACH LEARNING
 STRATEGIES

Topic Area: Teacher Education

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Learning strategies are an evidence-based intervention for students with disabilities. However, few teacher preparation programs prepare candidates for teaching learning strategies. This highly interactive session will describe how preservice special educators developed and taught learning strategies as part of their secondary methods course and associated clinical. (197)

Leader(s): Greg Conderman, Northern Illinois University, DeKalb, IL

Presenter(s): Sarah Johnston-Rodriguez, Northern Illinois University, DeKalb, IL

3:45-4:30 p.m. Bridge Hall, Poster 19 | Session: 733
 PRESERVICE TEACHERS USE OF CULTURAL
 RECIPROCITY TO ENGAGE FAMILIES OF
 CHILDREN WITH DISABILITIES

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Family-school partnerships offer the promise of increased social and academic outcomes for students with disabilities. This case study examined the practices of a preservice teacher and the implementation of state standards and Cultural Reciprocity to partner with families of children with moderate disabilities. (605)

Leader(s): Yvette Latunde, Azusa Pacific University/Walden University, Pasadena, CA

Presenter(s): Danielle Proctor, Port of Los Angeles School District, CA

3:45-4:30 p.m. Bridge Hall, Poster 12 | Session: 734
SOCIAL STUDIES LEARNING OF STUDENTS
WITH DISABILITIES IN KOREA: A
RESEARCH SYNTHESIS

Topic Area: Instructional Design and Strategies

Secondary Topic: International Programs/Services

Format: Poster Session

This session provides an overview of a research synthesis of national curriculum-based social studies learning of students with disabilities in Korea. Research supported practical implications will be highlighted including effective interventions and use of general and special education curriculum with adaptations for social studies learning of students with disabilities. (891)

Leader(s): *Youn Jung Park*, Pennsylvania State University, University Park, PA

Presenter(s): *Eunyoung Kang*, University of Texas, Austin, TX; *Nam Su Park*, Daegu University, Republic of Korea

3:45-4:30 p.m. Bridge Hall, Poster 9 | Session: 735
SUBJECTIVE IS: EXPLORING YOUR
CULTURAL LENS IN THE SPECIAL
EDUCATION CLASSROOM

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Teacher Education

Format: Poster Session

Participants will learn how to examine their subjectivities and understand how they impact interaction with students in the classroom. Sample assignments for preservice teachers will be provided and discussed. (321)

Leader(s): *Theresa Dorel*, Texas A&M University, San Antonio, TX

3:45-4:30 p.m. Bridge Hall, Poster 6 | Session: 736
TEACHERS' USE OF PRAISE AND
REPRIMANDS FOR STUDENTS WHO
EXHIBIT PROBLEM BEHAVIOR

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Poster Session

Data will be presented from classroom-based observations during instructional activities to provide a detailed analysis of teachers' use of reprimands for 305 elementary-age students who have been identified as exhibiting problem behaviors. These findings have implications for educators, teacher educators, and researchers interested in positive behavior supports in classroom settings. Results will be shared and discussed. (1628)

Leader(s): *Tara Moore*, University of Tennessee, Knoxville, TN

Presenter(s): *Joseph Wehby*, Vanderbilt University, Nashville, TN

3:45-4:30 p.m. Bridge Hall, Poster 3 | Session: 737
TEACHING AND LEARNING WITH IPADS
FOR HIGH SCHOOL STUDENTS WITH
DISABILITIES

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

The session provides the results of a qualitative study on teaching and learning with iPads for students with disabilities in a modified biology high school class. Specific information will be provided on how iPads are used for teaching and how it impacted the teaching and learning of high school students with disabilities. (495)

Leader(s): *Minwook Ok*, University of Texas, Austin, TX

3:45-4:30 p.m. Bridge Hall, Poster 10 | Session: 738
TEACHING SYMBOLIC PLAY AND
LANGUAGE TO PRESCHOOLERS WITH
AUTISM VIA VIDEO MODELING

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Poster Session

This session presents research examining the effects of point-of-view video modeling (POVM) on teaching symbolic play and play associated language utterances to a group of culturally and linguistically diverse preschoolers with autism. Participants will learn about the significance, development, implementation, and outcomes of using POVm in a classroom-based setting. (1438)

Leader(s): *Lauren Bonnet*, University of Virginia, Charlottesville, VA

3:45-4:30 p.m. Bridge Hall, Poster 15 | Session: 739

USING SOCIAL STORIES TO TEACH EMOTION WORDS TO PRESCHOOLERS WITH HEARING LOSS

Topic Area: Communicative Disabilities and Deafness**Secondary Topic:** Early Childhood**Format:** Poster Session

This session will discuss a study that evaluated the effectiveness of using child-specific social stories and created experiences with toys to teach three preschoolers with hearing loss to expressively identify targeted emotion word vocabulary during small group instruction. Generalization and maintenance results will be shared. (209)

Leader(s): Sharon Raver-Lampman, Old Dominion University, Norfolk, VA**Presenter(s):** Jonna Bobzien, Old Dominion University, Norfolk, VA; Corrin Richels, Old Dominion University, Norfolk, VA; Lauren Reed, Old Dominion University, Norfolk, VA

3:45-4:30 p.m. Bridge Hall, Poster 18 | Session: 740

YOUTH LEADERSHIP FORUM FOR HIGH SCHOOL STUDENTS WITH DISABILITIES: A MODEL FOR SUCCESS

Topic Area: Career Development/Transition**Secondary Topic:** Research**Format:** Poster Session

The presenter will discuss the Ohio Youth Leadership Forum for High School Students With Disabilities that provides career and leadership training for high school juniors and seniors. Young students with disabilities cultivate leadership, citizenship, advocacy, independence, and social skills that enhance their opportunity to become effective leaders for tomorrow. The session covers topics including the history of disability, peer support, civil rights, AT, career awareness, self-disclosure, transition from high school to the world of work, higher education, and community integration. (1714)

Leader(s): William Bauer, Marietta College, Marietta, OH

5:00-6:00 p.m.

Room 006B | Session: 741

RTI IMPLEMENTATION EXAMPLES WITH DIVERSE POPULATIONS

Topic Area: Cultural and/or Linguistic Diversity**Discussant:** Alba Ortiz, University of Texas, Austin, TX

Model Demonstration Project: **Response to Intervention for English Language Learners**

Project ESTRELLA is designed to improve language development and reading achievement of ELLs, Grades K-3, and to help educators identify and serve ELLs with reading disabilities. Presenters will share the Project's RTI Model and describe its core elements. Recommendations for assuring that RTI models meet the needs of ELLs will also be shared. (2210)

Leader(s): Alba Ortiz, University of Texas, Austin, TX**Presenter(s):** Hermalinda Cavazos, University of Texas, Austin, TX

Response to Intervention: Creating Strategic and General Education Partnerships

This session will evaluate highly structured implementations of RTI at Charlotte Anderson Elementary in Arlington, TX. Presenters will discuss how effective partnerships, technology-based instruction, and collaborative teaming can reduce the number of students requiring intensive intervention. Participants will evaluate how their individual and site-specific goals can best meet the unique needs of English learners and students with disabilities. (2176)

Leader(s): Mia Allen, Imagine Learning, Provo, UT**Presenter(s):** Sheira Petty, Charlotte Anderson Elementary School, Arlington, TX

5:00-6:00 p.m.

Room 007A | Session: 742

A CRITICAL ANALYSIS OF THE EMPIRICAL LITERATURE ON CO-TEACHING FOR STUDENTS WITH DISABILITIES

Topic Area: Research

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

This session examines the empirical literature on co-teaching for students with disabilities. This review builds on the only systematic meta-analysis of the co-teaching literature by updating the review of empirical studies, and by applying the standards for methodological rigor and evidence-based practice. Presenters also examine other co-teaching research to more fully describe the research base underpinning co-teaching and conclude with a theory-based explanation of research findings. Implications for policy and practice will be discussed. (2112)

Leader(s): *Kimberly McDuffie-Landrum*, University of Louisville, Louisville, KY

Presenter(s): *Sara Cook*, University of Hawaii, Honolulu, HI; *Bryan Cook*, University of Hawaii, Honolulu, HI; *Linda Oshita*, University of Hawaii at Manoa, Honolulu, HI

5:00-6:00 p.m.

Room 006C | Session: 743

AAC IN THE SCHOOLS: BREAKING DOWN BARRIERS TO STUDENT SUCCESS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Instructional Design and Strategies

Format: Lecture

More students than ever use alternative and augmentative communication (AAC) at school. We know that augmented communicators face barriers to full participation socially and academically. How do we identify and eliminate the barriers to success faced by our students who use AAC? This session employs the Participation Model as a framework and shares practical tools and strategies to provide pragmatic solutions. (1337)

Leader(s): *Sandy Klindworth*, DynaVox Mayer-Johnson, Pittsburgh, PA

5:00-6:00 p.m.

Room 204A | Session: 744

BLUEPRINTS FOR DESIGN-CHANGE: MAKE MULTI-TIERED SUPPORT SYSTEMS WORK AND WORTHWHILE

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Lecture

Session targets design-change to multitiered support systems merging general/special education, shifting professionals' thinking and practices to authentic assessment and instruction and incorporating Common Core Standards. Focus on framework/tools for practice-based evidence to make intentional instruction decisions, support student growth and inform IEP. (403)

Leader(s): *Evie Gleckel*, Keene State College, Keene, NH

Presenter(s): *Ellen Koretz*, Assumption College, Worcester, MA

5:00-6:00 p.m.

Room 203 | Session: 745

CELEBRATING THE REALITY OF INCLUSIVE STEM EDUCATION: CO-TEACHING IN SCIENCE AND MATHEMATICS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Recently, co-teaching in science and mathematics has largely been the result of accountability. Increased numbers of students with special needs placed in general education mathematics and science classrooms challenges educators to jointly deliver instruction to all students. This session provides practical tips aimed at inclusive science and mathematics learning outcomes.

Leader(s): *Kelly Grillo*, High Point University, High Point, NC

Presenter(s): *Tanya Moorehead*, Montclair State University, Montclair, NJ

5:00-6:00 p.m. Room 006A | Session: 746

I SEE WHAT YOU MEAN: A MULTISENSORY APPROACH TO TEACHING**Topic Area:** Early Childhood**Secondary Topic:** Instructional Design and Strategies**Format:** Demonstration

This session will address using a multisensory approach to teaching students with low-incidence disabilities, visual impairments, communication impairments, and limited physical abilities in elementary school subjects. Participants will leave with a better understanding of how to address the individual needs of their students through the use of a multisensory approach to teaching by using the students' strengths to increase individual success in the classroom. Examples of materials used in the multisensory classroom will be available to photograph and attendees will receive handouts of suggested ideas. (1671)

Leader(s): *Ginger Murray*, Navasota ISD, Navasota, TX**Presenter(s):** *Lindsey Young*, Navasota ISD, Navasota, TX

5:00-6:00 p.m. Room 209 | Session: 747

IDEA GENERATION: QUANTIFYING DIFFERENCES BETWEEN STUDENTS WITH AND WITHOUT LEARNING DISABILITIES**Topic Area:** Learning Disabilities**Secondary Topic:** Research**Format:** Lecture

Students with learning disabilities (LD) often have more difficulties generating ideas for content and problem solving across academic domains than their non-disabled peers. Students with and without LD (n=12, n=12) received 22 Alternate Uses prompts. HLM analysis indicated a difference between groups in the effect of ideational originality. Results will be shared. (798)

Leader(s): *Raol Taft*, University of Missouri, Kansas City, MO**Presenter(s):** *Jacob Marszalek*, University of Missouri, Kansas City, MO

5:00-6:00 p.m.

Room 217D | Session: 748

IMPLEMENTING FLUENCY INTERVENTIONS IDENTIFIED THROUGH BRIEF EXPERIMENTAL ANALYSIS**Topic Area:** Assessment**Secondary Topic:** Research**Format:** Demonstration

Brief experimental analysis (BEA) has emerged as a valuable tool in aligning assessment of students' needs to intervention. This session will discuss a study in which BEA was utilized to select interventions. Participants will learn about positive outcomes associated with BEA and how to utilize BEA to identify reading interventions. (550)

Leader(s): *Pamela Fields*, Keystone Area Education Agency, Dubuque, IA**Presenter(s):** *Michelle Hinzman*, Keystone Area Education Agency, Dubuque, IA; *Barbara Pline*, Keystone Area Education Agency, Dubuque, IA

5:00-6:00 p.m.

Room 206B | Session: 749

LET'S TALK ABOUT TEXT: PROMOTING THE QUALITY OF TALK DURING READING INSTRUCTION**Topic Area:** Instructional Design and Strategies**Secondary Topic:** Research**Format:** Lecture

In this interactive session, participants will learn how a method of reading strategy instruction, Collaborative Strategic Reading, can increase the amount and quality of student initiated talk and improve teacher feedback through a balance of teacher directed and student led discussions about text. Specific instructional strategies are provided. (738)

Leader(s): *Amy Boele*, University of Colorado, Boulder, CO**Presenter(s):** *Alison Boardman*, University of Colorado, Boulder, CO; *Janette Klingner*, University of Colorado, Boulder, CO

5:00-6:00 p.m.

Room 206A | Session: 750

SELF-DETERMINATION: ISSUES IN DEFINITION, MEASUREMENT, AND INTERVENTION

Topic Area: Instructional Design and Strategies

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

Despite the appeal of self-determination, efforts to scale up effective practices are premature due to difficulties in defining, measuring, and documenting the effect of interventions. A critical review of these challenges will be presented, followed by a synthesis of next steps for researchers and practitioners. (620)

Leader(s): *Yen Pham*, University of Oregon, Eugene, OR

5:00-6:00 p.m.

Room 202 | Session: 751

STRAND K, SESSION 4

CLASSROOM MANAGEMENT: THE CORE OF RTI FOR BEHAVIOR

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Response to Intervention

Format: Lecture

This session will describe essential classroom management procedures and discuss what can be done schoolwide to help teachers reduce discipline problems and prompt responsible behavior from students. The presenters will also examine the importance of high quality staff development, clarity from administrators on the outcomes of good classroom management, and supportive coaching in the classroom. Detailed information will be provided on clarifying and assessing essential student outcomes, critical teacher behaviors, administrator's responsibilities, and nonevaluative classroom coaching to support teachers. These concepts can be applied to any evidence-based approach to classroom management.

Leader(s): *Randall Sprick*, Safe & Civil Schools, Eugene, OR

5:00-6:00 p.m.

Room 214B | Session: 752

STRAND L, SESSION 4

MEASURING EDUCATOR EFFECTIVENESS: STATUS AND IMPLICATIONS FOR IMPROVING TEACHER PREPARATION PROGRAMS

Topic Area: Teacher Education

Secondary Topic: Public Policy

Format: Panel

In this session panel members will discuss the validity of using student achievement scores for identifying effective teachers through value-added modeling, the degree to which current teacher observation systems validly capture effective instruction for students with disabilities, and how to use indicators of teacher effectiveness to improve educator preparation programs.

Leader(s): *Larry Wexler*, Office of Special Education Programs, U.S. Department of Education, Washington, DC

Presenter(s): *Mary Brownell*, University of Florida, Gainesville, FL; *Kathleen Paliokas*, Council of Chief State School Officers, Washington, DC; *Heather Buzick*, Educational Testing Service, Princeton, NJ; *Nathan Jones*, Boston University, Boston, MA; *Lynn Holdheide*, Great Teachers and Leaders Center, American Institutes for Research, Washington, DC

5:00-6:00 p.m.

Room 207A | Session: 753

SUPERVISORY CONVERSATIONS: ENCOURAGING IMPLEMENTATION OF CULTURALLY RESPONSIVE PRACTICE DURING STUDENT TEACHING

Topic Area: Teacher Education

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

The presenters will share the creation, development, and implementation of an observation tool designed to promote culturally responsive practice for use in postobservation conferences, between university supervisors and preservice special education teachers. Administrators and teacher educators will learn how to negotiate difficult conversations around culturally responsive practices. (1938)

Leader(s): *Bindiya Hassaram*, University of Texas, Austin, TX

Presenter(s): *Maria Sciuchetti*, *Meagan Sumbera*, *Raymond Ostendorf*, University of Texas, Austin, TX

5:00-6:00 p.m. Room 212 | Session: 754
TEACHING FUNCTIONAL DIGITAL LITERACY
SKILLS TO STUDENTS WITH INTELLECTUAL
DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Technology and Media

Format: Lecture

Results from three single-subject design studies in which high school and college students with mild and moderate intellectual disabilities were taught to e-mail, video email, social bookmark, and access cloud storage will be presented. Conclusions are discussed in the context of teaching functional digital literacy skills as part of a life-skills curriculum. (1138)

Leader(s): *David Cihak*, University of Tennessee, Knoxville, TN

Presenter(s): *Catherine Smith*, University of Tennessee, Knoxville, TN; *Don McMahon*, University of Tennessee, Knoxville, TN; *Rachel Wright*, University of Tennessee, Knoxville, TN

5:00-6:00 p.m. Room 210A | Session: 755
TECHNOLOGY TIPS FOR EARLY CHILDHOOD
SPECIAL, GENERAL, AND INCLUSIVE
CLASSROOMS

Topic Area: Early Childhood

Secondary Topic: Technology and Media

Format: Lecture

This session will provide practical tips and best practices to use, integrate, and evaluate technology and interactive media in early childhood special, general, and inclusive classrooms. The presenters will provide examples and demonstrations of the latest technology and media appropriate to use with young students with diverse needs and abilities. (1156)

Leader(s): *Michelle Gonzalez*, Marywood University, Scranton, PA

Presenter(s): *Christine Fryer*, Marywood University, Scranton, PA; *Anna Wildmann*, Marywood University, Scranton, PA

5:00-6:00 p.m. Room 007B | Session: 756
THE EFFICACY OF READING AND MATH
TUTORING PROGRAMS FOR FIRST GRADERS
AT RISK FOR LEARNING DIFFICULTIES

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Panel

This study used a randomized control trial to investigate effects of a tutoring program on at-risk (AR) first graders' word reading and mathematics computation. Results will be shared which show that word reading and number combination instruction can be delivered efficiently and synergistically to improve word reading and math computation for AR first graders. (660)

Leader(s): *Peng Peng*, Vanderbilt University, Nashville, TN

Presenter(s): *Doug Fuchs*, Vanderbilt University, Nashville, TN

5:00-6:00 p.m. Room 007C | Session: 757
THE NEED FOR PARAEDUCATORS AND
POLICY RELATED TO THEIR SUPERVISION

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture

The findings of this study will provide valuable information to assist teachers and administrators to identify supervision responsibilities of paraeducators. Policies concerning the processes for evaluating paraeducators at the state level throughout the United States will be shared. Summaries of these policies will be reviewed for specific skill expectations of paraeducators as well as similarities and differences between these policies. (2038)

Leader(s): *Claudia Reinfelds*, University of Kansas, Lawrence, KS

5:00-6:00 p.m. Room 006D | Session: 758
THE RELATIONSHIP OF SELF-DETERMINATION AND STUDENT INVOLVEMENT IN IEPs TO POSTSECONDARY SUCCESS FOR STUDENTS WITH ED

Topic Area: Career Development/Transition
Secondary Topic: Emotional and Behavioral Disorders
Format: Lecture

This secondary analysis of National Longitudinal Transition Study-2 data analyzed selected items from the Arc's Self-Determination Scale, examined possible variance in self-determination and student involvement during IEP meetings, and examined the relationship of self-determination and student involvement with school-leaving status and productive engagement after high school for students with ED. Results will be discussed. (1530)

Leader(s): *Christopher Sanford*, SRI International, Menlo Park, CA

5:00-6:00 p.m. Room 207B | Session: 759
TUTORING INCARCERATED YOUTH: IMPACT OF SERVICE-LEARNING ON STUDENT ENGAGEMENT IN TEACHER PREPARATION

Topic Area: Teacher Education
Secondary Topic: Instructional Design and Strategies
Format: Lecture

This session will highlight a qualitative study that investigated the impact of using a service-learning project as a pedagogical tool to promote citizenship and student learning in a teacher preparation program. The findings indicated positive outcomes for students, the community organization, the university, and added to the literature validating service learning as a pedagogical tool. (882)

Leader(s): *John Kelly*, University of Houston-Downtown, Houston, TX

5:00-6:00 p.m. Room 217B | Session: 760
USE OF IPAD SPELLING AND SIGHT WORD APPS TO INCREASE STUDENT ACCURACY AND READING FLUENCY

Topic Area: Technology and Media
Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards
Format: Demonstration

iPads allow students with disabilities to participate in engaging intervention activities. This research will demonstrate the effectiveness of using iPad apps to increase spelling and sight word accuracy and reading fluency. Session will include intervention parameters, specific apps used, and student and teacher efficacy data. (1808)

Leader(s): *Laura Clarke*, Ball State University, Muncie, IN

Presenter(s): *Dusty Embury*, Eastern Kentucky University, Richmond, KY

5:00-6:00 p.m. Room 205 | Session: 761
USING STRESS MANAGEMENT TECHNIQUES TO REDIRECT CHALLENGING BEHAVIORS OF STUDENTS LIVING IN URBAN ENVIRONMENTS

Topic Area: Emotional and Behavioral Disorders
Secondary Topic: Instructional Design and Strategies
Format: Lecture

Stress impacts many students and children with challenging behaviors are particularly vulnerable. This session will discuss stress management techniques as a solution to improving behavior. Participants will learn about how stress impacts children, how it encourages a cycle of conflict, and will be introduced to strategies to engage more self-regulatory skills. (2213)

Leader(s): *James Jackson*, Howard University, Washington, DC

5:00-6:00 p.m. Room 204B | Session: 762
WHAT AND HOW TO INTEGRATE DIVERSITY CONCEPTS INTO SPECIAL EDUCATION CURRICULUM

Topic Area: Teacher Education
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Lecture

This session will discuss the course redesign toward diversity integration in the teacher education programs and report an empirical research finding on the topic. This session demonstrates critical elements of the course redesign and shares class activities to include diversity concepts to promote teachers' course redesign efforts. (2024)

Leader(s): *Insoon Han*, University of Minnesota, Duluth, MN

5:00-5:45 p.m. Bridge Hall, Poster 8 | Session: 764

A REVIEW OF UNIVERSAL SCREENING TOOLS FOR EMOTIONAL AND BEHAVIORAL PROBLEMS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Assessment**Format:** Poster Session

Universal screening for risk is a fundamental feature of RTI and a current topic in the areas of special education, school psychology, and mental health. Researchers have discussed integrating universal behavioral screening into SWPBS implementations in order to predict and identify behavioral risk. This session will review the screening options available to schools for universal behavioral screening. Discussed will be a range of tools available for use for universal screening along with their technical adequacy. More specifically, an evidentiary matrix will be provided describing the reliability and validity of the screening tools reported in the research literature. (2177)

Leader(s): Mack Burke, Texas A&M University, College Station, TX**Presenter(s):** Nancy Hutchins, Texas A&M University, College Station, TX

5:00-5:45 p.m. Bridge Hall, Poster 6 | Session: 765

BEYOND JUST BEHAVIOR: USING MUSIC TO INCREASE ACADEMIC SKILLS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Poster Session

Using music to motivate students has long been a practice for teachers working with students with EBD. Using music to discuss societal events is also common. The presenter will demonstrate the use of song lyrics for students with EBD learning general education curricula and present data on attention and achievement. (1599)

Leader(s): Jonte Taylor, Pennsylvania State University, University Park, PA

5:00-5:45 p.m. Bridge Hall, Poster 13 | Session: 767

COLLABORATIVE UNDERGRADUATE AND FACULTY ACTION RESEARCH: PREPARING EDUCATORS FOR THE 21ST-CENTURY CLASSROOM

Topic Area: Teacher Education**Secondary Topic:** Research**Format:** Poster Session

Undergraduate research at Birmingham-Southern College is a key component of the student's preparation to work in the 21st-century classroom. Participants will learn how working alongside education faculty in research endeavors provides these students with the opportunity to participate in action research and become more grounded and intentional educators. (1956)

Leader(s): Amelia Spencer, Birmingham Southern College, Birmingham, AL**Presenter(s):** Louanne Jacobs, Birmingham Southern College, Birmingham, AL; Erin Moore, Birmingham Southern College, Birmingham, AL; Lindsay Wainwright, Birmingham Southern College, Birmingham, AL; Laura Meadows, Birmingham Southern College, Birmingham, AL

5:00-5:45 p.m. Bridge Hall, Poster 5 | Session: 768

DATA-DRIVEN RESOURCE AND PROFESSIONAL DEVELOPMENT NEEDS: FINDINGS FROM A STATEWIDE ADMINISTRATOR STUDY

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Research**Format:** Poster Session

Comprehensive, integrated, three-tiered (CI3T) models of prevention provide inclusive programming to meet the academic, social, and behavioral needs of students. Participants will learn how administrator perspectives can inform statewide resource development, training, and technical assistance efforts with particular attention to developing students' self-determination skills. (1057)

Leader(s): Lauren Magill, Vanderbilt University, Nashville, TN**Presenter(s):** Erik Carter, Vanderbilt University, Nashville, TN; Kathleen Lynne Lane, University of Kansas, Lawrence, KS; Abbie Jenkins, Vanderbilt University, Nashville, TN; Wendy Oakes, Arizona State University, Mesa, AZ

5:00-5:45 p.m. Bridge Hall, Poster 4 | Session: 769
DEVELOPING A RESEARCH-BASED
COMPUTERIZED PRESCHOOL LANGUAGE
ASSESSMENT

Topic Area: Early Childhood

Secondary Topic: Accountability & Large Scale Assessments

Format: Poster Session

Language is a core ability necessary for academic success, thus it is essential to identify young children who experience language delays. This session highlights a project that bridges the gap between research and practice with an evidence-based computerized language assessment for 3- to 5-year-olds. This assessment probes both the products and processes of language acquisition. (770)

Leader(s): Max Freeman, Temple University Infant and Child Lab, Ambler, PA

Presenter(s): Mary Sweig Wilson, University of Vermont, Laureate Learning Systems, Winooski, VT

5:00-5:45 p.m. Bridge Hall, Poster 1 | Session: 770
EVALUATION OF IEP OBJECTIVES FOR
MATH: PROTOCOL AND ACCESS

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

This session highlights a study that reviewed IEP objectives written to support students in algebra 1. The review focused on the procedural integrity of the objectives in terms of IDEA mandates and the support provided to help the student access the algebra curriculum. The sample of IEPs was taken from an algebra 1 part 1 class in a suburb of a northeastern city. The ongoing challenge of writing objectives to meet weaknesses and to provide access to curriculum is a primary focus. A possible evaluation system is proposed as a means of addressing both weaknesses and curriculum. (1247)

Leader(s): Randy Ewart, West Hartford, CT

Presenter(s): Margaret Soucy, University of Saint Joseph, West Hartford, CT

5:00-5:45 p.m. Bridge Hall, Poster 9 | Session: 771
INSTRUCTIONAL PRACTICES AND
SUPPORTS IN TEACHING ENGLISH
LANGUAGE LEARNERS WITH PHYSICAL,
HEALTH, AND MULTIPLE DISABILITIES

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

English language learners with physical, health, and multiple disabilities face unique challenges in accessing instruction and in demonstrating English language proficiency. This session reveals data collected from teachers concerning practices and supports needed to address the needs of this population. (901)

Leader(s): Angie Juarez, Azusa Pacific University, Azusa, CA

5:00-5:45 p.m. Bridge Hall, Poster 17 | Session: 772
PEER-ASSISTED CHECK IN CHECK OUT

Topic Area: Research

Secondary Topic: Special Education Schools

Format: Poster Session

This session highlights a unique Check In Check Out study facilitated by peer mentors. With the rampant bullying problems evident in our schools today, this approach aspires to advance constructive peer relationships by combining Check In Check Out and peer-assisted learning to improve social and academic learning outcomes for students with a variety of disabilities. (374)

Leader(s): Patience Melius, University of Alabama, Tuscaloosa, AL

Presenter(s): Nicole Swoszowski, University of Alabama, Tuscaloosa, AL

5:00-5:45 p.m. Bridge Hall, Poster 11 | Session: 773
PROBLEM-SOLVING PERFORMANCE OF
STUDENTS WITH MATHEMATICAL
DIFFICULTIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Poster Session

This session will share the findings from research that compared the effects of teacher-mediated instruction and computer-mediated instruction on the problem-solving performance of students with mathematical difficulties. Implications for improving student learning are discussed. (449)

Leader(s): Jayne Leh, Pennsylvania State University Berks Campus, Reading, PA

Presenter(s): Asha Jitendra, University of Minnesota, Minneapolis, MN

5:00-5:45 p.m. Bridge Hall, Poster 20 | Session: 774
 RTI IN MIDDLE AND HIGH SCHOOL CLASSROOMS: WHAT IS THE SPECIAL EDUCATOR'S ROLE?

Topic Area: Learning Disabilities

Secondary Topic: Teacher Education

Format: Poster Session

With the introduction of response to intervention (RTI), the role of special education teachers changed. In some schools, not only are they being asked to carry a caseload of identified students, but also to assist in supporting the at-risk population. This session looks at the roles special educators play in RTI. (1277)

Leader(s): Pam Epler, Murray State University, Murray, OH

5:00-5:45 p.m. Bridge Hall, Poster 2 | Session: 775
 SOCIAL INTERACTIONS OF STUDENTS IN AN INCLUSIVE CLASSROOM AND THE EFFECT ON ACADEMIC ACHIEVEMENT

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Research

Format: Poster Session

This research study observed and collected descriptive accounts of the social interactions that exist between special education students, general education students, and the teacher. Formal and informal interviews, field notes, and audiotapes were utilized and these methods assisted in connecting theoretical beliefs to inclusive practices. Results will be discussed. (173)

Leader(s): Estella Marshall-Reed, Wayne State University, Detroit, MI

5:00-5:45 p.m. Bridge Hall, Poster 14 | Session: 776
 SPECIAL EDUCATORS AND DATA RECORDING: WHAT'S LATENCY GOT TO DO WITH IT?

Topic Area: Teacher Education

Secondary Topic: Developmental Disabilities

Format: Poster Session

This study examined the effects of latency on the accuracy of data recorded by special educators. Using a multi-element design, the validity among three different data recording conditions was assessed. Findings suggest special educators can record accurate data when the latency between behavioral occurrence and recording is brief. Results will be shared and discussed. (201)

Leader(s): Andrea Jasper, Georgia Southern University, Statesboro, GA

5:00-5:45 p.m. Bridge Hall, Poster 18 | Session: 777
 SYSTEMATIC EMOTIONAL AND BEHAVIORAL SCREENING: A NATIONWIDE SURVEY OF CURRENT PRACTICES

Topic Area: Assessment

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

To determine the need for systematic screening, we must understand (a) the prevalence of current practices, (b) how schools use data gleaned from screeners, and (c) barriers to screening use. This session will present findings from a nationwide survey of K-12 public school administrators regarding schoolwide emotional and behavioral screening practices. (800)

Leader(s): Allison Bruhn, University of Iowa, Iowa City, IA

Presenter(s): Sally Huddle, University of Iowa, Iowa City, IA; Suzanne Woods-Groves, University of Iowa, Iowa City, IA

5:00-5:45 p.m. Bridge Hall, Poster 12 | Session: 778
TEACHING LETTER SOUNDS TO
KINDERGARTEN ELLS USING INCREMENTAL
REHEARSAL

Topic Area: Instructional Design and Strategies

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

This session shares the findings of a study that examined the efficacy of Incremental Rehearsal (IR) to teach letter sounds to five kindergarten English language learners (ELLs) in two schools. Differences in letter sound acquisition and retention are discussed. Recommendations of varying dosage based on prior knowledge of letter sounds and disability status are also provided. (1007)

Leader(s): *Andrea Egan*, University of Minnesota, Minneapolis, MN

Presenter(s): *Amy Kunkel*, University of Minnesota, Minneapolis, MN; *Naomi Rahn*, University of Minnesota, Minneapolis, MN

5:00-5:45 p.m. Bridge Hall, Poster 7 | Session: 779
TEACHING STUDENTS WITH AUTISM: THE
ARTS FROM A - Z

Topic Area: Arts in Special Education

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

Presenters will show strategies for using music, visual arts, drama, and dance in teaching children with autism. Strategies are based on principles of Applied Behavior Analysis and will be summarized for participants in an "A to Z" idea packet for teaching communication, social skills, and academics through the arts. (2161)

Leader(s): *Wendy Ashcroft*, Christian Brothers University, Memphis, TN

Presenter(s): *Joyce Keohane*, Shelby County Schools, Memphis, TN; *Sue Argiro*, Shelby County Schools, Memphis, TN

5:00-5:45 p.m. Bridge Hall, Poster 3 | Session: 780
THE UNIVERSAL DESIGN FOR LEARNING
MEASUREMENT TOOL

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session presents an instrument developed to measure and assess the effectiveness of Universal Design for Learning (UDL) in academic and other instructional settings. Data regarding its administration, validity, and reliability will be displayed. Practitioner and research applications will also be discussed. (1403)

Leader(s): *James Gardner*, University of Oklahoma, Norman, OK

Presenter(s): *James Basham*, University of Kansas, Lawrence, KS; *Maya Israel*, University of Illinois at Urbana-Champaign, Champaign, IL

5:00-5:45 p.m. Bridge Hall, Poster 19 | Session: 781
UNDERSTANDING STUDENTS WITH
TRAUMATIC BRAIN INJURY AND HOW IT
AFFECTS EDUCATION IN THE CLASSROOM

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Arizona State University (ASU) has a partnership with the Barrow Resource for Acquired Injury to the Nervous System (B.R.A.I.N.S.) clinic at St. Joseph's Hospital to provide support to students who have sustained a traumatic brain injury. This session will focus on the support that students, parents, and teachers receive. (607)

Leader(s): *Merridi Haskell*, Arizona State University, Glendale, AZ

5:00-5:45 p.m. Bridge Hall, Poster 16 | Session: 782
WRITTEN EXPRESSION CURRICULUM-
BASED MEASUREMENT: EXPLORING
TRADITIONAL AND RUBRIC SCORING
SYSTEMS

Topic Area: Assessment

Secondary Topic: Research

Format: Poster Session

Curriculum-based measurement in writing typically focuses on grammar and spelling. This session reports the results of a study comparing these metrics and a rubric specifically developed for short samples evaluating theme, structure, and vocabulary. In addition to sharing the study results, evidence-based interventions for written expression will be discussed. (1115)

Leader(s): *Stacy Weiss*, Indiana University, Bloomington, IN



8:00 a.m. - 3:15 p.m.

Lectures, Demonstrations, Panels, Posters, and
Multiple Presentations

STUDENT ACTIVITIES *(see page 39)*

PROGRAM CHAIR INVITED SESSIONS *(see page 57)*

STRANDS *(see page 69)*

EXPO HALL C

Street Level
9:00 a.m.–1:00 p.m.

Free Time to Explore the Expo
11:30 a.m.–1:00 p.m.

8:00-9:00 a.m. Room 216B | Session: 783

ARE WE THERE YET? TRANSITIONING FROM DOCTORAL STUDENT TO UNIVERSITY PROFESSOR

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Teacher Education

Format: Lecture

This session will introduce practical knowledge for seeking your first university position. New Assistant Professors will share their experiences with the job search, locating job postings, preparing application materials, preparing for interviews and presentations, and visiting campus. Presenters will also discuss their first year as a tenure track Assistant Professor.

Leader(s): *Roberta Gentry*, University of Mary Washington, Fredericksburg, VA

Presenter(s): *LaRon Scott*, Virginia Commonwealth University, Richmond, VA; *Karren Streagle*, Idaho State University, Pocatello, ID

8:00-9:00 a.m. Room 213 | Session: 784

CEC ASPIRING LEADERS

Topic Area: Professional Advancement

Format: Panel

This session is designed to provide information and address questions about becoming a leader in CEC including the importance of leadership to the organization and the potential benefits for members. The goals of this session are to create greater awareness of CEC leadership opportunities and encourage involvement of CEC members in various governance activities within the organization. Participants will be informed about the types of leadership roles within state/provincial units, divisions, and national-level committees and governance bodies. Participants will also learn how current CEC leaders became involved in various leadership activities. Participants will have the opportunity to ask questions regarding roles, responsibilities, time commitments, and other issues related to various leadership opportunities.

Leader(s): *Members of CEC Nominations Standing Committee*

8:00-9:00 a.m. Room 206B | Session: 785

A COMPREHENSIVE SURVEY OF THE CHARACTERISTICS OF STUDENTS WITH ANGELMAN SYNDROME

Topic Area: Developmental Disabilities

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

This session will shed light on issues facing individuals with Angelman syndrome. A parent survey was conducted and focused on behavior issues, social interactions, mobility, self-help skills, receptive and expressive communication abilities, and other quality of life indicators related to children with Angelman syndrome. Results will be discussed. (691)

Leader(s): *Jodi Duke*, George Mason University, Fairfax, VA

Presenter(s): *David Lojkovic*, George Mason University, Fairfax, VA

8:00-9:00 a.m. Room 007A | Session: 786

A CONTINUUM OF SELF-DETERMINATION INSTRUCTION: INITIAL IMPLEMENTATION

Topic Area: Career Development/Transition

Secondary Topic: Instructional Design and Strategies

Format: Lecture

A continuum of self-determination instruction across 6th through 12th grades was created and implemented to enhance student acquisition and use of self-determination skills as they transition to post-secondary life. Participants will leave the session with knowledge of the instructional continuum, preliminary student data, teacher implementation feedback, and administrative input. (1659)

Leader(s): *Lori Peterson*, University of Northern Colorado, Greeley, CO

Presenter(s): *Jamie Van Dycke*, Fontbonne University, St Louis, MO; *Jennifer Sedaghat*, Weld Re-4 School District, Greeley, CO

8:00-9:00 a.m. Room 006B | Session: 787

A CROSS-CULTURAL PERSPECTIVE OF MOTHERS' ROLES AND GOALS DURING PARENT-CHILD INTERACTIONS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

In this session, presenters will discuss cross-cultural perspectives of parent-child interactions and its implications for practice. Participants will learn about the perspectives of mothers with infants and toddlers regarding their roles in supporting their children's growth and development and the goals they have for their children. (514)

Leader(s): Amy Santos, University of Illinois at Urbana-Champaign, Champaign, IL

Presenter(s): Catherine Corr, University of Illinois at Urbana-Champaign, Champaign, IL; Laurie Jeans, University of Illinois at Urbana-Champaign, Champaign, IL

8:00-9:00 a.m. Room 207B | Session: 788

ADDRESSING THE ACADEMIC NEEDS OF STUDENTS WITH ASD: A REVIEW OF THE LITERATURE

Topic Area: Autism Spectrum Disorder

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Lecture

This session provides a comprehensive review of the published empirical research on intervention strategies to address the academic needs of students with ASD. Interventions discussed include the use of self-regulated strategy development, graphic maps and organizers, computer-assisted instruction, multi-modal frameworks for instruction, cooperative learning, and peer modeling. (1955)

Leader(s): Richard Boon, Kutztown University of Pennsylvania, Kutztown, PA

Presenter(s): Vicky Spencer, George Mason University, Fairfax, VA; Laura Hayes-Harris, George Mason University, Fairfax, VA

8:00-9:00 a.m.

Room 216A | Session: 789

ADMINISTRATOR KNOWLEDGE: HOW IT RELATES TO HIRING AND RETAINING SPECIAL EDUCATORS

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Lecture

Attrition rates among beginning special educators within their first 3 years remains disproportionately higher than their general educator counterparts. Presenters examine administrator knowledge of special education, teacher knowledge and skills, and how this limited knowledge may contribute to higher attrition rates in new special educators. (1854)

Leader(s): Robert Fix, Albuquerque Public Schools, Albuquerque, NM

Presenter(s): Loretta Serna, University of New Mexico, Albuquerque, NM; Trish Steinbrecher, University of New Mexico, Albuquerque, NM; Stephanie Mahal, University of Kansas, Lawrence, KS

8:00-9:00 a.m.

Room 201 | Session: 790

ANYWHERE, ANYTIME LEARNING: TOOLS AND TECHNOLOGIES FOR STUDENTS WITH PRINT DISABILITIES

Topic Area: Technology and Media

Secondary Topic: Learning Disabilities

Format: Lecture

With new, accessible reading technologies, students who face barriers to printed text and images, such as visual impairments and physical and severe learning disabilities, don't need to be left behind as educators embrace web-based and mobile learning strategies. This session will highlight some of these accessible tools and their benefits. (1918)

Leader(s): Christine Jones, Bookshare/Benetech, Palo Alto, CA

Presenter(s): Kristina Navarro, San Antonio Independent School District, San Antonio, TX; Monica Zuniga, San Antonio Independent School District, San Antonio, TX

8:00-9:00 a.m. Room 207A | Session: 791
BOOSTING EXECUTIVE SKILLS IN THE CLASSROOM

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session offers a systematic approach to helping students build better executive functions (EF)—the mental control processes that include organizing, prioritizing, and goal-directed behavior. Educators will learn about components of an EF Smart Classroom and ways to deliver extra support and instruction for students who need more intensive help.

(1033)

Leader(s): Margaret Foster, The Learning Network, Severna Park, MD

8:00-9:00 a.m. Room 210A | Session: 792
DESIGNING SCHOOLS TO MEET THE NEEDS OF STUDENTS WITH SOCIAL AND EMOTIONAL DISABILITIES.

Topic Area: Special Education Schools

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

As schools continue to evolve in the United States, the central emphasis has become increasing academic achievement. However, as performance expectations increase for all students, educators face the challenge of educating special education students, and specifically students identified with social and emotional disabilities. In this session, participants will learn to identify (1) the core developmental characteristics of children with social and emotional disabilities; (2) the impact that disabilities have on the social, emotional, and educational functioning of the child; and (3) the child's functioning level and implement successful strategies for classroom and school success. (1167)

Leader(s): Ryan Plosker, New England Academy/Gordon College, Beverly, MA

8:00-9:00 a.m. Room 211 | Session: 793
DEVELOPMENT AND USE OF CURRICULAR ADAPTATIONS FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This study examined existing educator-made adaptations for students with disabilities included in general education. The session will include a description of how educators developed the adaptations and an evaluation of the effectiveness of educator-made adaptations in facilitating the learning of students with disabilities. (562)

Leader(s): Jennifer Kurth, Northern Arizona University, Flagstaff, AZ

8:00-9:00 a.m. Room 218 | Session: 794
DIFFERENTIAL LANGUAGE USE IN ELEMENTARY ARTS INTEGRATED AND CONVENTIONAL LANGUAGE ARTS CLASSROOMS

Topic Area: Arts in Special Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

This session describes language use among teachers and students in an inclusive, urban third-grade classroom across integrated and conventional language arts contexts. Findings are presented on associations between context (arts integrated vs. conventional lessons) and participants' oral and written language. Implications for practice and research are presented. (1239)

Leader(s): Alida Anderson, American University, Washington, DC

Presenter(s): Katherine Berry, George Washington University, Washington, DC; Sandra Loughlin, University of Maryland, College Park, MD

8:00-9:00 a.m. Room 008A | Session: 795

EFFECTIVE READING STRATEGIES FOR STUDENTS WITH LD: A LOOK AT THE SEELS

Topic Area: Learning Disabilities

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Students with learning disabilities often face challenges in learning to read. This session, using the SEELS database, will identify instructional strategies employed in classrooms that produced significant gains in reading for students with LD across the longitudinal study. Presenters will provide teachers with proven strategies to use in their classrooms. (1639)

Leader(s): *Angela Snyder*, Notre Dame of Maryland University, Baltimore, MD

Presenter(s): *Jenelle Abnett*, Notre Dame of Maryland University, Baltimore, MD

8:00-9:00 a.m. Room 208 | Session: 796

EXHIBITOR SHOWCASE SESSION

ON-TASK IN A BOX: IMPROVE ON-TASK BEHAVIOR IN THE CLASSROOM

Learn about a program that teaches practical self-management skills to students who consistently fall behind academically in the classroom because of inattention and distractibility (ADHD). Using fast-hands animation with comic-strip characters, the program teaches young students the definition of on-task and off-task, how to self-monitor, and how to self-record progress.

Leader(s): *William Jenson*, University of Utah, Salt Lake City, UT

8:00-9:00 a.m. Room 204B | Session: 797

EXTERNAL AND INTERNAL FORCES THAT IMPACT SCHOOL LEADERS' SENSE MAKING OF INCLUSIVE POLICY

Topic Area: Administration/Supervision

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Lecture

Confusion among school leaders regarding how to make sense of and implement inclusive policy mandates within their schools has existed for some time. This study explored the process of sense making by which principals adapt and transform policy as they enact it in their schools. (1730)

Leader(s): *Meagan Sumner*, University of Texas, Austin, TX

Presenter(s): *Barbara Pazey*, University of Texas, Austin, TX

8:00-9:00 a.m.

Room 212 | Session: 798

GENERAL AND SPECIAL EDUCATION CO-TEACHING: QUALITY MODELING FOR DUAL CERTIFICATION CANDIDATES

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Moving beyond same grade or same topic co-teaching toward general education/special education co-teaching engages dual-certification teacher candidates in the process of instructional implementation at higher and more comprehensive levels. This session shares an effective co-teaching practice currently being implemented and the beneficial outcomes for teacher development and classroom students. (1820)

Leader(s): *Coleen Maldonado*, Arizona State University, Phoenix, AZ

8:00-9:00 a.m.

Room 209 | Session: 799

I CONTROL: IMPROVING SELF-REGULATION OF STUDENTS WITH EBD THROUGH EXECUTIVE FUNCTION TRAINING

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Lecture

I Control is project funded by the Institute of Education Sciences and is being developed for middle school students with EBD. This session will provide an overview of a theoretically grounded curriculum designed to enhance self-regulatory processes and social-emotional functioning through Executive Function skill development. (1682)

Leader(s): *Stephen Smith*, University of Florida, Gainesville, FL

Presenter(s): *Ann Daunic*, University of Florida, Gainesville, FL; *Donna Pitts*, University of Florida, Gainesville, FL; *Lindsey Tropf*, University of Florida, Gainesville, FL

8:00-9:00 a.m. Room 205 | Session: 800

INCREASING TASK ENGAGEMENT USING BEHAVIORAL MOMENTUM: CREATING AN EFFECTIVE CONTEXT FOR LEARNING

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Learning Disabilities

Format: Lecture

Task engagement is of great interest to teachers serving students with behavioral problems. Efficient learning requires high levels of interaction between learners and instructional materials. This session demonstrates one empirically supported method to increase task/learner interaction and prevent instances of task refusal. (769)

Leader(s): David Lee, Penn State University, University Park, PA

Presenter(s): Brooks Vostal, Bowling Green State University, Bowling Green, OH; Youjia Hua, University of Iowa, Iowa City, IA

8:00-9:00 a.m. Room 214B | Session: 801

INFLUENCES ON POSITIVE OUTCOMES FOR STUDENTS WITH INTELLECTUAL DISABILITIES: FINDINGS FROM NLTS2

Topic Area: Developmental Disabilities

Secondary Topic: Research

Format: Lecture

This session describes the high school coursework, supports and accommodations, and the posthigh school achievements (e.g., postsecondary education, employment) of youth with intellectual disabilities, and identifies linkages between high school experiences and more positive posthigh school outcomes. Findings will be presented from the National Longitudinal Transition Study-2 (NLTS2). (860)

Leader(s): Mary Wagner, SRI International, Menlo Park, CA

8:00-9:00 a.m. Room 207A | Session: 802

INTEGRATING THE IPAD WITH AN AAC MODELING-BASED SHARED STORYBOOK READING STRATEGY

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Technology and Media

Format: Lecture

This session shares the findings of a single-subject design research project which targets impacting young children with complex communication needs through training their communication partners. Specifically, educational assistants are instructed in how to integrate a new mobile technology, the iPad, as an AAC tool with a research-based language acquisition strategy in the context of shared storybook reading. Results will be shared and discussed. (1967)

Leader(s): Samuel Sennott, Pennsylvania State University, State College, PA

8:00-9:00 a.m. Room 217C | Session: 803

INVESTIGATING CONTENT-ENHANCEMENT DEVICES THAT SUPPORT MATH WORD PROBLEM SOLVING

Topic Area: Instructional Design and Strategies

Secondary Topic: Accessing the General Education

Curriculum that is Aligned with State Standards

Format: Demonstration

This session will focus on evidence-based strategies for math word problem solving. The presenters will highlight the effectiveness of various content-enhancement devices that address the Concrete-Representational-Abstract (CRA) sequence as a support in problem solving for struggling students, including graphic organizers and bar model drawing. (1412)

Leader(s): Lisa Morin, Old Dominion University, Norfolk, VA

Presenter(s): Ellen Browning, Old Dominion University, Norfolk, VA

8:00-9:00 a.m. Room 007D | Session: 804

IS STRATEGY INSTRUCTION PRIMING THE MATHEMATICAL WORD PROBLEM STRUCTURE AN EVIDENCE-BASED PRACTICE?

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Lecture

This session presents findings from a review of the literature on strategy instruction to enhance mathematical word problem solving for students with mathematics difficulties. Presenters will describe how to use quality indicators to determine whether strategy instruction priming the problem structure meets the criteria for an evidence-based practice. (2011)

Leader(s): Asha Jitendra, University of Minnesota, Minneapolis, MN

Presenter(s): Shawna Petersen-Brown, University of Minnesota, Minneapolis, MN; Amy Lein, University of Minnesota, Minneapolis, MN; Anne Zaslofsky, University of Minnesota, Minneapolis, MN

8:00-9:00 a.m. Room 204A | Session: 805
MAKE EVERY WORD COUNT: SELF-REGULATION AND LANGUAGE DEVELOPMENT IN YOUNG CHILDREN

Topic Area: Early Childhood

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

In order to be ready for the rigors of kindergarten, children must master certain language and self-regulatory skills during the first 5 years of life. This session will address how language mediates the development of self-regulatory skills and highlight evidence-based strategies that promote these developments in early childhood settings. (1642)

Leader(s): *Kristi Cheyney*, University of Florida, Gainesville, FL

8:00-9:00 a.m. Room 007C | Session: 806
READING PEN PALS: IMPROVING LITERACY SKILLS AND PARENT ENGAGEMENT THROUGH SERVICE LEARNING

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Teacher Education

Format: Lecture

This session describes Reading Pen Pals, a service learning project incorporated in two bilingual elementary inclusive classrooms and a self-contained adolescent classroom. This project documents increased writing skills, reading interest, and parent engagement through exchanged letters about themed books, take home bags, and learning centers. Participants will leave with materials for setting up a reading pen pals program in their own schools including take home projects, data collection, and methods for feedback. (1543)

Leader(s): *Susan Schultz*, St. John Fisher College, Rochester, NY

8:00-9:00 a.m. Room 007B | Session: 807
SECONDARY CAREER AND TECHNICAL EDUCATION: IS IT VIABLE GIVEN TODAY'S EDUCATION REFORM?

Topic Area: Career Development/Transition

Secondary Topic: Public Policy

Format: Lecture

This session shares the results of a study that investigated secondary course taking and career and technical education (CTE) program options for students with disabilities in Indiana. The presenter will specifically discuss high school principals', directors' of special education, and CTE directors' perceptions of CTE options given the current high school graduation requirements and related education reforms. (689)

Leader(s): *Michael Harvey*, Ball State University, Muncie, IN

Presenter(s): *Edward Lazaros* and *Samuel Cotton*, Ball State University, Muncie, IN

8:00-9:00 a.m. Room 206A | Session: 808
SPECIAL EDUCATION LAW, POLICIES, AND PRACTICES OF GHANA

Topic Area: International Programs/Services

Secondary Topic: Public Policy

Format: Lecture

This study examined the special education systems in Ghana. Issues to be discussed in this session include the Act guaranteeing services for children and youth, the policies emanating from it, and how they translate into practice. Attendees will be able to compare and contrast special education laws, policies, and practices in their countries with those of Ghana. (238)

Leader(s): *Maud Dogoe*, St. Cloud State University, St. Cloud, MN

8:00-9:00 a.m. Room 214C | Session: 809

STRAND M, SESSION 1

WHAT PARENTS NEED TO KNOW ABOUT PROTECTING A CHILD FROM ABUSE OR BULLYING

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Instructional Design and Strategies

Format: Lecture

A parent of a child with a disability will share how parents can decrease a child's risk of victimization. Through developing skills and knowledge with the child and harnessing the individualized family services plan or individualized education program, parents can ask direct questions regarding a child's safety and set creative goals to improve resilience factors.

Leader(s): *Sara Kennedy*, Colorado Hands & Voices, Colorado Springs, CO

8:00-9:00 a.m. Room 202 | Session: 810

STRAND N, SESSION 1

GLOBAL SPECIAL EDUCATION: WHERE HAVE WE COME FROM, WHERE ARE WE GOING?

Topic Area: International Programs/Services

Secondary Topic: Public Policy

Format: Lecture

Special needs and inclusive education is a means of addressing the learning needs of all children, with a specific focus on those who are vulnerable to marginalization and exclusion. In this session the presenters will outline the major trends in global special needs education, focusing on vital United Nations Conventions, Resolutions and international initiatives.

Leader(s): *Thomas Gumpel*, The Hebrew University of Jerusalem, Israel

Presenter(s): *Deborah Ziegler*, Council for Exceptional Children, Arlington, VA

8:00-9:00 a.m. Room 203 | Session: 811

STRAND O, SESSION 1

BLUE SKIES AND THE STAR MODEL: PREDICTING FAIR WEATHER

Topic Area: Administration/Supervision

Secondary Topic: Assessment

Format: Lecture

This session focuses on the five principles of The Star Model for Special Education Planning. Each principle, including ethical practice, individual consideration, equity under law, effective programming, and establishing productive partnerships, will be discussed in detail. The presenters will ground the principles of the model for practical use.

Leader(s): Jean Crockett, University of Florida, Gainesville, FL

8:00-9:00 a.m. Room 217D | Session: 812

STRATEGY-BASED ESSAY WRITING INSTRUCTION FOR POSTSECONDARY STUDENTS WITH DEVELOPMENTAL DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Research

Format: Demonstration

Individuals with developmental disabilities in post-secondary settings who have difficulties constructing essays can benefit from strategic writing instruction. This session provides an overview of research concerning the ANSWER writing strategy. Session participants will learn the procedures needed to effectively implement this strategy with young adults with DD. (1341)

Leader(s): Suzanne Woods-Groves, University of Iowa, Iowa City, IA

Presenter(s): Erica Kaldenberg and Jo Hendrickson, University of Iowa, Iowa City, IA

8:00-9:00 a.m. Room 006C | Session: 813

THE EFFECTS OF SOUND-FIELD AMPLIFICATION ON YOUNG CHILDREN WITH HEARING IMPAIRMENT AND OTHER DIAGNOSES

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Technology and Media

Format: Lecture

The effects of sound-field amplification were studied for four children with hearing loss and additional diagnosed conditions and matched peers in preschool and primary classes. Students were studied for attending behaviors and compliance to directions, demonstrating improvement in both. Results will be shared. (2131)

Leader(s): Lois Furno, Douglas County School District, NV

Presenter(s): MaryAnn Demchak, University of Nevada, Reno, NV

8:00-9:00 a.m. Room 210B | Session: 814

THE JANUS PROJECT: LOOKING BACK TO MOVE THE FIELD FORWARD

Topic Area: Pioneers/Historical Perspectives

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

The Janus Project is an oral history project that has captured the reflections of many of the significant historical and contemporary leaders in the field of education of students with emotional and behavioral disorders. This session will utilize video excerpts to share reflections with the attendees on the future of the field. (639)

Leader(s): James Teagarden, Kansas State University, Manhattan, KS

Presenter(s): Marilyn Kaff, Kansas State University, Manhattan, KS

8:00-9:00 a.m. Room 006A | Session: 815

TRANSITION TO ADULTHOOD FOR STUDENTS WITH SIGNIFICANT DISABILITIES: CULTURALLY DIVERSE PERSPECTIVES

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

This session details findings from a study investigating culturally diverse parental perspectives of transition services being provided to their children with significant disabilities. Through a better understanding of experiences these families face, strategies that enhance parent involvement and improve transition outcomes will be discussed. (625)

Leader(s): Kara Halley, Metro State University of Denver, CO

8:00-9:00 a.m. Room 217A | Session: 816

USING WEB-BASED TOOLS AND APPS IN TRANSITION PLANNING AND SERVICE DELIVERY

Topic Area: Technology and Media

Secondary Topic: Teacher Education

Format: Demonstration

In today's classroom, technology plays a significant role in how students learn. In today's society, technology plays a bigger role in how students communicate with each other. As educators, why not merge these skills to prepare our students to be involved in transition planning? This session will show you how! (731)

Leader(s): Jennifer Cease-Cook, University of North Carolina, Charlotte, NC

Presenter(s): Audrey Bartholomew, University of New England, Biddeford, ME; Valerie Mazzotti, Western Carolina University, Cullowhee, NC

8:00-9:00 a.m. Room 006D | Session: 817
WHAT EXACTLY DOES ALL THIS CLASSROOM DATA TELL ME? USING YOUR DATA TO MAKE DECISIONS

Topic Area: Assessment

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

Teachers spend a significant portion of their time meeting the legislative requirements for data collection. This session will teach educators how to gain meaning from their data using simple templates to create spreadsheets, graphs, and charts. Educators can then use that information to inform curricular decisions. (648)

Leader(s): *Brittany Larkin*, University of Florida, Gainesville, FL

8:00-9:00 a.m. Room 008B | Session: 818
WRITING INSTRUCTION FOR STUDENTS WITH LEARNING DISABILITIES: A META-ANALYSIS

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Lecture

This session provides an overview of the results from a meta-analysis of single-subject studies of writing instruction for students with learning disabilities. Session participants will learn about the most effective writing instruction practices, the limitations of past research studies, and recommendations to improve writing instruction in the future. (2097)

Leader(s): *Erica Kaldenberg*, University of Iowa, Iowa City, IA

Presenter(s): *Paula Ganzeveld*, University of Iowa, Iowa City, IA; *John Hosp*, University of Iowa, Iowa City, IA

8:00 - 9:00 a.m. Room 217B | Session: 819
EMPLOYING TECHNOLOGY TO ENHANCE LITERACY INSTRUCTION IN STUDENTS WITH DISABILITIES

Topic Area: Technology and Media

Discussant: *Linda Rush*, Notre Dame School of Dallas, TX

Moderator: *Therese Cumming*, University of New South Wales, Sydney, Australia



Unlock Literacy With iPads

On the Bloom's Taxonomy, creating is the highest level of learning domain. In this session, the presenter will demonstrate ways to use apps to construct, design, and invent. Struggling readers can visualize the literature they're reading by engaging in digital storytelling apps on the iPad.

Leader(s): *Linda Rush*, Notre Dame School of Dallas, TX

Using iPads to Increase Academic Engagement During Language Arts Lessons

Special educators are only just beginning to explore the iPad's potential as a pedagogical device. This presentation describes how the iPad and a language building application affected the levels of academic engagement and pedagogical satisfaction of elementary school students in self-contained classes for students with language-based disabilities.

Leader(s): *Cathi Draper Rodriguez*, California State University, Monterey Bay Seaside, CA

Presenter(s): *Therese Cumming*, University of New South Wales Sydney, NSW, Australia

8:00-9:00 a.m.

Room 215 | Session: 820

STRATEGIES FOR STUDENTS WHO ARE VISUALLY IMPAIRED

Topic Area: Visual Impairments

Moderator: *Diane Pevsner*,
University of Alabama, Birmingham, AL



Conversations About Concepts:

Teaching Children With Visual Impairments in the Preschool Classroom

This session describes the findings of two qualitative inquiries that explored how basic concept development is taught and assessed by experienced teachers of students with visual impairment working in specialized preschool settings and inclusive classrooms. Presenters share examples of successful strategies to better understand practitioner evidence and potential promising practices. (1202)

Presenter(s): *Catherine Smyth*, University of Northern Colorado, Greeley, CO; *Hong Phangia Dewald*, University of Northern Colorado, Park City, UT

The Agency and Roles of the Teacher of Students With Visual Impairment

This session explores the agency roles of the Teacher of Students With Visual Impairment. These roles allow the teacher to act on behalf of, and in the best interest of, the student. Strategies are examined that not only allow the teacher to act in the student's best interest, but also empower the student to actively participate in education and program decisions. (1126)

Presenter(s): *David Vialard*, Texas Tech University, Lubbock, TX; *Olaya Landa-Vialard*, Texas Tech University, Lubbock, TX

An Experimental Investigation of Hand and Finger Usage in Braille Reading

This session shares results from a replication of a previous study on Braille mechanics whose findings contradicted best practice. Fifteen Braille users read symbols, words, and passages using nine randomly ordered hand and finger combinations involving the index and middle fingers to determine which conditions produced the greatest fluency. The presenters will provide an overview of the cumulative research on Braille mechanics, practical implications for Braille literacy instruction, and suggestions for further research. (1989)

Presenter(s): *Loana Mason*, New Mexico State University, Las Cruces, NM

8:00-8:45 a.m. Bridge Hall, Poster 3 | Session: 821

A META-ANALYSIS OF SCREENING AND PROGRESS MONITORING USING CBM EARLY NUMERACY MEASURES

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Poster Session

During this session, we will discuss results of a meta-analysis that examined screening/progress monitoring using CBM measures in early numeracy. A summary of the rationale/methodology for the study will be presented. Participants will join a discussion of the project's implications for teachers, administrators, and learners in early mathematics. (613)

Leader(s): *David Hampton*, Bowling Green State University, Bowling Green, OH

Presenter(s): *Erica Lembke*, University of Missouri, Columbia, MO; *William Morrison*, Bowling Green State University, Bowling Green, OH; *Brooks Vostal*, Bowling Green State University, Bowling Green, OH

8:00-8:45 a.m.

Bridge Hall, Poster 11 | Session: 822

AGE TRENDS IN SPECIAL EDUCATION SERVICES RECEIVED BY STUDENTS WITH AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Poster Session

This session will share the findings of a study that examined the age trends in special education services received by students with autism ages 3-17 as compared with their peers with other disabilities. The results indicate significant differences in disability, demographic, and other factors in rates of receipt of some special education services by students with autism. (1129)

Leader(s): *Mary Wagner*, SRI International, Menlo Park, CA

Presenter(s): *Jennifer Yu*, SRI International, Menlo Park, CA

8:00-8:45 a.m. Bridge Hall, Poster 8 | Session: 823

CHARACTERISTICS OF ADEQUATE AND INADEQUATE RESPONDERS IN A FLUID MULTI-TIER MODEL

Topic Area: Learning Disabilities**Secondary Topic:** Research**Format:** Poster Session

This study analyzed data from a larger study. The participants include 170 first grade students that participated in Tier 2 and 3 intervention during a school year. The primary purpose of this study was to determine accuracy for group membership for adequate and inadequate responders using initial language and literacy skills or initial language and literacy skills plus child characteristics. In a Discriminant Function Analysis group membership was able to be determined by initial skills plus child characteristics. (2016)

Leader(s): Luana Greulich, Andrews University, Berrien Springs, MI**Presenter(s):** Stephanie Al Otaiba, Southern Methodist University, Dallas, TX

8:00-8:45 a.m. Bridge Hall, Poster 2 | Session: 824

CONDUCTING AND UTILIZING SPECIAL EDUCATION ASSESSMENT TO ELICIT SUPPORT FOR STRATEGIC PLANNING

Topic Area: Accountability & Large Scale Assessments**Secondary Topic:** Accountability & Large Scale Assessments**Format:** Poster Session

Special education programs are faced with increasing costs and demands for quality services. Participants will learn how to assess special education programs for both quality and cost. Experienced administrators will discuss how to utilize the assessment information to achieve long-term results and gain "buy in" from all constituent groups. (712)

Leader(s): Peg Macdonald, Capitol Region Education Council, Hartford, CT**Presenter(s):** Jody Lefkowitz, Windsor Public Schools, Windsor, CT; Palma Vaccaro, Meriden Public Schools, Meriden, CT; Sonya Kunkel, Capitol Region Education Council, Hartford, CT

8:00-8:45 a.m.

Bridge Hall, Poster 7 | Session: 825

CREATING A DIGITAL LEARNING ENVIRONMENT FOR NEW AND PRESERVICE SPECIAL EDUCATION TEACHERS: INSTRUCTIONAL DESIGN OF REUSABLE LEARNING OBJECTS (RLOS)

Topic Area: Administration/Supervision**Secondary Topic:** Teacher Education**Format:** Poster Session

Reusable Learning Objects (RLOs) are a cost-effective way to support the pre- and inservice professional development needs of educators. Partnering practitioners from the field and university-based instructional designers created engaging RLOs and analyzed outcomes of the learning for effectiveness in delivering digital content to educators who work with children with autism spectrum disorder. Results will be shared and discussed. (1261)

Leader(s): Susan O'Rourke, Carlow University, Pittsburgh, PA**Presenter(s):** Dona Alvino, The Day School at The Children's Institute, Pittsburgh, PA; Cheryl Fogarty, The Day School at the Children's Institute, Pittsburgh, PA

8:00-8:45 a.m.

Bridge Hall, Poster 16 | Session: 826

DEVELOPMENT AND IMPLEMENTATION OF PRESERVICE ONLINE CONDITIONAL LEVEL INSTRUCTIONAL STRATEGIES MODULE: TEACHER QUALITY PARTNERSHIP GRANT

Topic Area: Teacher Education**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

The design, development, and implementation of an online conditional level instructional strategies module, incorporated in the Instructional Strategy Lessons for Educators Series, will be shared. This module is utilized to educate preservice teachers on evidence-based instructional strategies and was developed with resource support provided by a Teacher Quality Partnership grant. (1605)

Leader(s): Karen Voytecki, East Carolina University, Greenville, NC**Presenter(s):** Jamin Carson, East Carolina University, Greenville, NC

8:00-8:45 a.m. Bridge Hall, Poster 4 | Session: 827
EDUCATIONAL ISSUES FOR STUDENTS
WHO ARE CHRONICALLY ILL: A
PERCEPTIONS STUDY

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Research

Format: Poster Session

This session examines educational issues of students who are chronically ill by investigating the perceptions of three key stakeholders in a patient's education: the patient, caregiver, and educator. This longitudinal, mixed-methods study utilized questionnaires and interviews to inform results and guide interventions to support students with an illness. Findings will be discussed. (1778)

Leader(s): *Mary Kay Irwin*, Cincinnati Children's Hospital/University of Cincinnati, Cincinnati, OH

Presenter(s): *Megan Elam*, Cincinnati Children's Hospital/University of Cincinnati, Cincinnati, OH

8:00-8:45 a.m. Bridge Hall, Poster 1 | Session: 828
ENGAGING STUDENTS WITH DISABILITIES
IN CONTENT AREA TEXT AND
INSTRUCTION

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session will present two studies examining literacy strategies to actively engage students with text during general education content area instruction at the elementary and secondary levels. Presenters will provide the integrated strategies and the resulting outcomes for students with disabilities. Sample lessons and activities will also be shared. (1429)

Leader(s): *Jeanne Wanzek*, Florida State University, Tallahassee, FL

Presenter(s): *Carol Connor*, Florida State University, Tallahassee, FL; *Shawn Kent*, Florida State University, Tallahassee, FL

8:00-8:45 a.m. Bridge Hall, Poster 20 | Session: 829
GOAL PLAN COMPONENTS RELATED TO
TRANSITION GOAL ATTAINMENT

Topic Area: Career Development/Transition

Secondary Topic: Technology and Media

Format: Poster Session

The presenters taught students to make multicomponent goal plans to attain their self-selected short-term goals and gave them several days to implement their plans. After a goal attainment period, students evaluated the effects of their plans by stating if they had acted on each of the components. Results indicated that when students acted on at least four components, they attained their goals, and that no single component was most related to students' goal attainment. In addition, with a reminder built into their plans, students used more support technology, and relied less on the support of other people. Results and implications for the field will be discussed. (1483)

Leader(s): *Jodie Martin*, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman, OK

Presenter(s): *James Martin*, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman, OK

8:00-8:45 a.m. Bridge Hall, Poster 6 | Session: 830
INSTRUCTIONAL STRATEGIES THAT
INCREASE ACADEMIC PERFORMANCE OF
STUDENTS WITH EMOTIONAL AND
BEHAVIORAL DISORDERS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

In spite of the poor academic outcomes for students with emotional and behavioral disorders (EBD), special educators continue to show large gaps in the consistent use of best practices. This session summarizes current classroom-based instructional strategies that reduce anti-social behaviors and increase academic outcomes for students with EBD. (1112)

Leader(s): *Lawrence Ameteepee*, Southern Illinois University, Carbondale, IL

Presenter(s): *Beatrice Adera*, West Chester University of Pennsylvania, West Chester, PA

8:00-8:45 a.m. Bridge Hall, Poster 19 | Session: 831
K-12 EDUCATOR PREPAREDNESS TO WORK WITH STUDENTS WHO ARE DEAF OR HARD OF HEARING

Topic Area: Communicative Disabilities and Deafness
Secondary Topic: Instructional Design and Strategies
Format: Poster Session

This study examined educational professionals' work preparedness with individuals who are D/HH and its relationship with support, setting transitions, accommodations and modifications, technology, and self-advocacy. Data are from a large, nationally represented survey of educational practices regarding D/HH issues with over 900 participants. (486)

Leader(s): Josh Rainey, University of Texas, Austin, TX

Presenter(s): Stephanie Cawthon, University of Texas, Austin, TX

8:00-8:45 a.m. Bridge Hall, Poster 10 | Session: 832
LAS CHICAS BUILDING ROBOT CARS: IMPROVING SELF-CONCEPT AND METACOGNITIVE SKILLS

Topic Area: Cultural and/or Linguistic Diversity
Secondary Topic: Instructional Design and Strategies
Format: Poster Session

Females are poorly represented in science and engineering careers as compared to males; however, meta-analyses have found that gender differences in cognitive skills are small. This session shares the results of a study that tested the effects that a female-led afterschool science/engineering program had on self-concept and on metacognitive abilities on Latinas. Significant improvements in self-concept, metacognition, and scores on standardized tests for science and math were observed. The effectiveness of the program will be discussed. (1480)

Leader(s): Francie Murry, University of Northern Colorado, Greeley, CO

8:00-8:45 a.m. Bridge Hall, Poster 12 | Session: 833
PREPARING INDIVIDUALS WITH AUTISM SPECTRUM DISORDERS FOR POSITIVE DENTAL VISITS

Topic Area: Autism Spectrum Disorder
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

This session will summarize research-based behavioral approaches (e.g., social stories, video models, picture schedules, shaping, desensitization) for helping individuals, families, and dentists experience positive results during dental visits. Strategies to use prior to and during the visit will be explored. (1619)

Leader(s): Amy Spriggs, University of Kentucky, Lexington, KY

Presenter(s): Victoria Knight, University of Kentucky, Lexington, KY

8:00-8:45 a.m. Bridge Hall, Poster 18 | Session: 834
PROGRESS MONITORING: PRACTICAL CLASSROOM ASSESSMENT STRATEGIES

Topic Area: Assessment
Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards
Format: Poster Session

Progress monitoring, a common classroom practice, is used to evaluate student learning and inform instruction. It allows teachers to meet the needs of struggling students. This session provides an overview of assessment models and the "how to" track and graph student knowledge and skills. (2039)

Leader(s): Cathleen Spinelli, Saint Joseph's University, Philadelphia, PA

RESCHEDULED
See Session 326

8:00-8:45 a.m. Bridge Hall, Poster 17 | Session: 835
PROMOTING COLLABORATION SKILLS
AMONG PRESERVICE SPECIAL EDUCATORS
VIA ROLE PLAYING WITH PARENTS

Topic Area: Teacher Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

For students with disabilities to have a high quality educational program, it is imperative that teachers collaborate in positive ways with parents. This session focuses on how preservice special educators can acquire collaboration skills by role playing with an actual parent. Each student obtains oral feedback from the parent and written feedback from the professor teaching that course, subsequent to the role playing. (2079)

Leader(s): Adam Moore, University of Rhode Island, Providence, RI

Presenter(s): Bethany Hamilton-Jones, University of Rhode Island, Providence, RI

8:00-8:45 a.m. Bridge Hall, Poster 9 | Session: 836
STRATEGY USE BY STUDENTS WITH
VISUAL IMPAIRMENTS WHEN ENGAGING
WITH GRAPHICS

Topic Area: Visual Impairments

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Poster Session

This session will share results of a think aloud study conducted with students with visual impairments while engaging with tasks involving the use of tactile or visual graphics. Strategies used by the students as well as a discussion about its implications for effective instruction will be the focus of the session. Considerations for promoting problem-solving strategies for students with visual impairments based on the findings will also be discussed. (1427)

Leader(s): Kim Zebehazy, University of British Columbia, Vancouver, Canada

8:00-8:45 a.m. Bridge Hall, Poster 13 | Session: 837
TEACHING STUDENTS WHO ARE
NONVERBAL TO READ USING THE GOTALK
PHONICS CURRICULUM

Topic Area: Developmental Disabilities

Secondary Topic: Research

Format: Poster Session

GoTalk Phonics is a curriculum that has been developed to address the literacy needs of nonverbal students who have foundational reading skills. This session shares the findings of a study that used a single-case, multiple probes across participants design to investigate the effects of the GoTalk Phonics curriculum on the phoneme identification and blending skills of elementary school students who are nonverbal with moderate and severe disabilities. (420)

Leader(s): Lynn Ahlgrim-Delzell, University of North Carolina, Charlotte, NC

Presenter(s): Diane Browder, University of North Carolina, Charlotte, NC; Leah Wood, University of North Carolina, Charlotte, NC

8:00-8:45 a.m. Bridge Hall, Poster 15 | Session: 838
THE EFFECTS OF DIGITAL PEN
TECHNOLOGY ON READING FLUENCY

Topic Area: Instructional Design and Strategies

Secondary Topic: Technology and Media

Format: Poster Session

This session will discuss a single-subject multiple baseline design study in which digital pen technology (i.e., Smartpen) was used to combine a running record with immediate audio and visual feedback to the student participants while also allowing the instructor to keep a record of such ongoing assessment. Digital pens are tiny computers with advanced processing power, audio and visual feedback, and the ability to capture handwriting, and create audio recordings. Educators will also learn how to use and implement digital pen technology into their own classrooms. (958)

Leader(s): Mira Cole, University of Virginia, Charlottesville, VA

Presenter(s): Paige Pullen, University of Virginia, Charlottesville, VA

8:00-8:45 a.m. Bridge Hall, Poster 5 | Session: 839

THE RESOURCE OF EARLY INTERVENTION IN TAIWAN: PRELIMINARY SURVEY

Topic Area: Early Childhood**Secondary Topic:** Public Policy**Format:** Poster Session

Although early intervention (EI) is a legally provided service for children with delay/disability in Taiwan, parents in different regions still have difficulty accessing or obtaining EI service due to insufficient resources and unbalanced distribution. This session reports the results of a survey of local governments in Taiwan, including annual expenditures for each child from medical, educational, and social welfare services. The presenters will discuss these results and propose policy recommendations for better allocation of the EI resources. (1236)

Leader(s): Fang-Yu Lin, China Medical University, Taichung, Taiwan, Republic of China**Presenter(s):** Shih-Heng Sun, China Medical University, Taichung, Taiwan, Republic of China; Hsiu-Yu Chang, Taiwan, Republic of China

9:15-11:15 a.m. Room 217A | Session: 842

LEADERSHIP FOR CO-TEACHING: CONSIDERATIONS FOR A SUCCESSFUL CAMPUS PROGRAM

Topic Area: Collaboration and Inclusive Practices**Secondary Topic:** Accessing the General Education Curriculum that is Aligned with State Standards**Format:** Demonstration

Many schools are choosing to implement co-teaching practices in order to close the achievement gap and ensure academic success for students with disabilities. Participants will examine key components that ensure positive outcomes for collaborative partnerships. This interactive session will explore multiple strategies leadership can utilize to lay the foundation for success and provide sustained support to teachers in order to achieve the full benefits of co-teaching. (2167)

Leader(s): Tracy Knickerbocker, The E2 Group, Inc., Sugar Land, TX

9:15-11:15 a.m.

Room 008B | Session: 843

PROGRAM CHAIR INVITED

SPECIAL EDUCATION IN CHINA

Topic Area: Research**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Panel

China's new 10-year plan for education reforms is discussed in terms of a model for analyzing inclusive schooling in international contexts. Leaders from Chinese Universities and the Government will discuss these changes and implications for changing practices in China.

Leader(s): Mian Wang, University of California, Santa Barbara, CA; Craig Barringer, University of Vermont, Burlington, MA**Presenter(s):** Xiaguang Peng, National Institute of Education Sciences, China; Xijie Yang, National Institute of Education Sciences, China; Yan Wang, Beijing Normal University, China; Xiaoyi Hu, Beijing Normal University, China; Jiacheng Xu, Beijing Union University, China

9:15-10:15 a.m.

Room 007C | Session: 845

ACADEMIC OUTCOMES ASSOCIATED WITH PEER TUTORING: A META-ANALYSIS OF SINGLE-CASE RESEARCH

Topic Area: Research**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This meta-analysis examined the effects of peer tutoring across 29 single-case research experiments. The overall effect size across studies for students in Grades 1-12 will be presented. Effects of three potential moderators will be discussed as well. Findings will be discussed in light of students with or at risk for disabilities, English language learners, and the use of peer tutoring in content area classes. (2190)

Leader(s): Lisa Bowman-Perrott, Texas A&M University, College Station, TX**Presenter(s):** Heather Davis, Texas A&M University, College Station, TX; Kimberly Vannest, Texas A&M University, College Station, TX

9:15-10:15 a.m. Room 209 | Session: 846

ALGEBRA PROGRESS MONITORING: WEB-BASED TOOLS FOR SCORING AND DATA MANAGEMENT

Topic Area: Assessment

Secondary Topic: Technology and Media

Format: Lecture

The presenters will share examples of web-based support for algebra progress monitoring. Developed as part of a federal grant project, the system provides teachers with professional development for three types of algebra measures. The accompanying data management system allows teachers to manage student progress monitoring data and to access diagnostic reports on skills and common errors. (1218)

Leader(s): *Anne Foegen*, Iowa State University, Ames, IA

Presenter(s): *Pam Stecker*, Clemson University, Clemson, SC

9:15-10:15 a.m. Room 204A | Session: 847

ANALYZING THE ENVIRONMENT TO IMPROVE INCLUSIVE INSTRUCTION FOR CHILDREN WITH AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Early Childhood

Format: Lecture

The presenters analyzed kindergarten and first-grade environments, including general education teacher and student behavior, to determine how to improve instruction for incoming children with ASD. The information was used to help determine what skills should be taught to the children with ASD and what modifications and accommodations were necessary. Results will be discussed. (2014)

Leader(s): *Wendy Ashcroft*, Christian Brothers University, Germantown, TN

Presenter(s): *Joyce Keohane*, Shelby County Schools, Germantown, TN; *Sue Argiro*, Shelby County Schools, Germantown, TN

9:15-10:15 a.m. Room 007A | Session: 848

ANALYZING THE NLTS2 DATABASE: FINDINGS, IMPLICATIONS, AND FUTURE RESEARCH

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Panel

A panel of presenters will discuss work from National Longitudinal Transition Study-2 Community of Practice. The topics for discussion include work-group reports on school-related variables, postschool education, intellectual disability, data analysis issues, and future research suggestions. A bibliography of recent studies will be provided. (617)

Leader(s): *Valerie Mazzotti*, Western Carolina University, Cullowhee, NC

Presenter(s): *David Test*, University of North Carolina, Charlotte, NC; *Karrie Shogren*, University of Illinois at Urbana-Champaign, Champaign, IL; *Lynn Newman* and *Renee Cameto*, SRI International, Menlo Park, CA

9:15-10:15 a.m. Room 204B | Session: 849

ART THERAPY AS A RELATED SERVICE FOR STUDENTS WITH AN EMOTIONAL DISTURBANCE

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Arts in Special Education

Format: Lecture

The role of the arts in special education can be expanded to include art therapy as an intervention for students who have emotional and behavioral disorders. Attendees will explore brain regions associated with learning and emotional regulation, the therapeutic functions of art making, and conditions for making an art therapy referral. (1244)

Leader(s): *Megan Van Meter*, Hays Consolidated Independent School District, Kyle, TX

9:15-10:15 a.m. Room 206B | Session: 850

CLASS STRUCTURE AND LESSON PLANS FOR CHILDREN WITH FRAGILE X SYNDROME

Topic Area: Developmental Disabilities

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

This session will assist educators in understanding the unique challenges with working with children who have Fragile X syndrome. Participants will learn the best ways to structure the classroom, gain knowledge through case studies, and will be provided with successful lesson plans. The presenters will also provide participants with resources to further their search on best practices when working with students impacted by Fragile X syndrome. (1899)

Leader(s): *Timothy Geels*, The Mandt System, Dakota Dune, SD

Presenter(s): *Laura Moodie*, Bob Beard Elementary, Helotes, TX



9:15-10:15 a.m. Room 216A | Session: 851
COLLEAGUE-TO- COLLEAGUE HELPING:
BEYOND THE QUICK FIX

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Administration/Supervision

Format: Lecture

Colleagues typically turn to one another for informal help and support in working with students who have special needs. However, such casual helping is often given on the run with hit-or-miss, quick fix advice. This session will help participants replace the quick fix with a fast, systematic, and empowering helping process. (1926)

Leader(s): *Stuart Gerber*, Southern Connecticut State University, New Haven, CT

9:15-10:15 a.m. Room 217B | Session: 852
CONTRACTING SOLUTIONS FOR EBD:
IMPROVED EFFICACY THROUGH NLP AND
SCAFFOLDING IN ZPD

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Demonstration

Contracting for academic and behavioral outcomes is a recognized practice for students with EBD. This session presents clarified and potentized steps to academic behavioral and socioemotional contracting, drawing from neurolinguistic programming and theories of Vygotsky. Three case studies demonstrated effectiveness. Article includes explanations and practical suggestions for classroom application. (1692)

Leader(s): *Donna Just*, Orange County Public Schools, Orlando, FL

Presenter(s): *Darleen Wodzinski*, The Orchard Human Services Inc., Douglasville, GA

9:15-10:15 a.m. Room 208 | Session: 853
DEBUNKING THE MYTHS ABOUT GIFTED
CHILDREN: THEY REALLY ARE
EXCEPTIONAL CHILDREN

Topic Area: Gifted and Talented

Secondary Topic: Teacher Education

Format: Demonstration

Why worry about children with gifts and talents? Won't they make it on their own? This is far from the truth. These children truly are exceptional children whose needs are based on their strengths, not deficiencies. This session debunks common myths and explores the exceptionality of the gifted and talented. (1586)

Leader(s): *Tracy Inman*, Western Kentucky University, The Center for Gifted Studies, Bowling Green, KY

Presenter(s): *Julia Link Roberts*, Western Kentucky University, The Center for Gifted Studies, Bowling Green, KY

9:15-10:15 a.m. Room 207B | Session: 854
DEFINING AUTISM: VARIABILITY IN STATE
ELIGIBILITY REQUIREMENTS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

As the autism incidence rate rises, the number of students with autism attending public schools and general education classrooms has also increased. To provide the most appropriate services to the students who need them, it is important that special education personnel recognize the differences in autism diagnoses from state to state. Even when state definitions of autism are similar, educators and administrators need to be aware that the evaluation procedures for meeting these criteria vary widely. This policy review will provide information for participants to better formulate effective assessment guidelines that more consistently identify and address needs associated with autism. (1265)

Leader(s): *Malinda Pennington*, North Carolina State University, Raleigh, NC

Presenter(s): *Douglas Cullinan*, North Carolina State University, Raleigh, NC

9:15-10:15 a.m. Room 006C | Session: 855
DEVELOPMENT AND VALIDATION OF EARLY
INTERVENTION PARENTS' PERCEIVED
PARENTING SKILLS QUESTIONNAIRE

Topic Area: Assessment

Secondary Topic: Parent/Family/School Partnerships

Format: Panel

Family outcomes such as parenting skills or parent-child interactions should be evaluated in addition to child development for outcome evaluation in early intervention (EI). This study developed the Early Intervention Parents' Perceived Parenting Skills Questionnaire (PPPSQ) to evaluate parenting skills in EI. In this session, participants will learn how to evaluate parenting skills and obtain important information that can be used in their service delivery. (549)

Leader(s): *Shih-Heng Sun*, China Medical University, Taichung, Taiwan, Republic of China

Presenter(s): *Fang-Yu Lin*, China Medical University, Taichung, Taiwan, Republic of China

9:15-10:15 a.m. Room 206A | Session: 856
FROM FINNIAN'S RAINBOW TO THE
NORWEGIAN FJORDS: HOW ARE THINGS IN
GLOCCA MORRA?

Topic Area: International Programs/Services

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

These two Scandinavian nations are quite distinct in their educational systems. An examination of the 3 years of research will illuminate the uniqueness of each. The session will provide data collected and feature interviews with students, educators, parents, and paraprofessionals. The focus will be to explore the reasons for success in Finland and challenges facing Norway. (1090)

Leader(s): *Ashleigh Molloy*, TransEd Institute, Toronto, Ontario, Canada

9:15-10:15 a.m. Room 210B | Session: 857
GRADUATION AND DROPOUT PREVENTION
STRATEGIES AMONG STATES: 2005-2009
ANNUAL PERFORMANCE REPORTS

Topic Area: Public Policy

Secondary Topic: Career Development/Transition

Format: Lecture

Given the disproportionate number of students with disabilities failing to earn a high school diploma along with high dropout rates, the examination of state practices in dropout prevention is necessary. This session will examine data submitted to Office of Special Education Programs on Indicators 1 and 2 for the past 5 years. (695)

Leader(s): *Angela Prince*, Clemson University, Clemson, SC

9:15-10:15 a.m. Room 008A | Session: 858
HOW TO SUCCEED IN COLLEGE WITH A
LEARNING DISABILITY

Topic Area: Learning Disabilities

Secondary Topic: Teacher Education

Format: Lecture

In this interactive panel session, participants will hear from a college instructor with 25 years of experience working with students with disabilities and 4 years experience working in higher education, and three student presenters with specific learning disabilities, each having GPAs of 3.5 or higher. The panel will share current research information, their personal struggles, strategies and techniques for success, and ideas for institutions of higher education to promote graduation. (1696)

Leader(s): *Janet Moeller*, Chadron State College, Chadron, NE

Presenter(s): *Erin Dunn*, *Tim O'Neill*, and *Alexa Smidt*, Chadron State College, Chadron, NE

9:15-10:15 a.m. Room 201 | Session: 859
INCREASING STUDENTS STEM
PERFORMANCE USING VIDEO GAMES!

Topic Area: Technology and Media

Secondary Topic: Accessing the General Education

Curriculum that is Aligned with State Standards

Format: Lecture

This session provides teachers with current research about using video games to enhance classroom instruction. The findings are based on a 3-year study conducted in 13 states with funding from the U.S. Department of Education and National Science Foundation. Teaching techniques, assessment considerations, and the use of video games to monitor student progress are included. (851)

Leader(s): *Matthew Marino*, University of Central Florida, Orlando, FL

Presenter(s): *Constance Beecher*, Washington State University, Pullman, WA

9:15-10:15 a.m. Room 205 | Session: 860
INTEGRATING SELF-DETERMINATION AND
POSITIVE BEHAVIORAL SUPPORTS INTO
ACADEMIC INSTRUCTION FOR STUDENT
SUCCESS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session will illustrate how to systematically infuse positive behavioral supports and self-determination skills into classroom instruction and routines for students with behavioral challenges. Participants will learn how strategically combining research-based practices efficiently and effectively promotes student engagement, responsible behavior, generalization, and improved in-school and postschool outcomes. (1019)

Leader(s): *Lori Korinek*, College of William and Mary, Williamsburg, VA

9:15-10:15 a.m. Room 218 | Session: 861
LITERACY MENTORING CLUB RESEARCH
STUDY

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session highlights The Literacy Mentoring Club, a research project that focused on sharing the pleasure of reading with individuals with extensive needs for support. As part of a class project, graduate students enrolled in a special education methods course to teach reading to youth with disabilities. The students both mentored the child in their literacy club and took turns mentoring one another on how to encourage, support, and teach reading to the child in their club. Presenters will also discuss the results and insights gained from this program. (1436)

Leader(s): *Margaret Collier*, University of New Mexico, Albuquerque, NM

9:15-10:15 a.m. Room 217D | Session: 862
 LOW-HANGING FRUIT OF ONLINE ACCESSIBILITY

Topic Area: Administration/Supervision

Secondary Topic: Career Development/Transition

Format: Demonstration

Online learning is growing rapidly in higher education and K-12 environments. However, careful planning is needed to ensure that students with disabilities can access and participate online. This session will discuss best practices for creating accessible content and walk participants through creating accessible Word documents and Power Points.

Leader(s): *Michel Miller*, Drexel University, Philadelphia, PA

Presenter(s): *Constance Lyttle*, Drexel University, Philadelphia, PA

9:15-10:15 a.m. Room 212 | Session: 863
 MAXIMIZING MULTI-LEVEL PARTNERSHIPS: COLLABORATIVE ACTION PLANNING TO INDUCT BEGINNING SPECIAL EDUCATORS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Teacher Education

Format: Lecture

Little is known about how States (SEAs), Universities (IHEs) and Districts (LEAs) partner to implement innovations. This session shares how one national technical assistance center supports teams of stakeholders in designing, implementing, and evaluating action plans to induct beginning special educators. Implications for practice and research will be discussed. (1049)

Leader(s): *Margaret Kamman*, University of Florida, Gainesville, FL

Presenter(s): *Rachella Prince*, West Virginia Department of Education, Charleston, WV; *Barbara Ludlow*, West Virginia University, Morgantown, WV

9:15-10:15 a.m. Room 211 | Session: 864
 MEANINGFUL INCLUSION AND LEARNING OUTCOMES FOR COMPLEX STUDENTS USING SYSTEMATIC STRUCTURED TEACHING

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Developmental Disabilities

Format: Lecture

Using case studies of students with complex needs, participants will learn to use a 4-step structured teaching framework to build comprehension and improve expression for meaningful inclusion. Creative instructional lessons and assistive technology will be highlighted when differentiating instruction in general education for modifying curriculum. (706)

Leader(s): *Phyl Macomber*, Make A Difference, Inc., West Windsor, VT

Presenter(s): *Lorraine Court*, Elk Island Catholic Schools, Alberta, Canada

9:15-10:15 a.m. Room 214A | Session: 865
PROGRAM CHAIR INVITED

SPECIAL EDUCATION IN THE PAST, PRESENT AND FUTURE

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture

Office of Special Education Programs Director, Melody Musgrove, will share information on the history of special education, its current status and initiatives within the department that serve to improve outcomes for infants, toddlers, children and youth with disabilities and their families.

Leader(s): *Deborah Ziegler*, Council for Exceptional Children, Arlington, VA

Presenter(s): *Melody Musgrove*, Office of Special Education Programs, U.S. Department of Education, Washington, DC

9:15-10:15 a.m. Room 217C | Session: 866
PRACTICAL USE OF ACCESSIBLE ASSISTIVE
TECHNOLOGY FOR EDUCATORS IN
INCLUSIVE SETTINGS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Technology and Media

Format: Demonstration

Students with disabilities exhibit problems with reading fluency, text comprehension skills, vocabulary learning, and abstract reasoning from text presentations. This session will focus on easily accessible computer programs like Microsoft Word and Power Point to teach vocabulary development, alphabetic principles, phonemic awareness, comprehension skills, and writing in inclusive settings. (1890)

Leader(s): *Lucy Gitonga*, University of Georgia, Athens, GA

Presenter(s): *Amanda Frary*, University of Georgia, Athens, GA

9:15-10:15 a.m. Room 007D | Session: 867
PRIME ONLINE: EXPLORING TEACHER
PROFESSIONAL DEVELOPMENT IN
MATHEMATICS

Topic Area: Research

Secondary Topic: Teacher Education

Format: Lecture

Results will be presented from the first year of a 3-year Institute of Education Sciences funded research project designed to develop and study an online teacher professional development program, Prime Online. Session participants will learn about the design of the project and preliminary results indicating that teachers valued the online modules that enabled them to better understand their students and how they learn, reported changing their mathematics teaching as a result of participating in Prime Online, and stated that the learning of students with disabilities in inclusive mathematics classrooms improved. (2074)

Leader(s): *Cynthia Griffin*, University of Florida, Gainesville, FL

Presenter(s): *Nancy Dana*, University of Florida, Gainesville, FL; *Stephen Pape*, University of Florida, Gainesville, FL

9:15-10:15 a.m. Room 214B | Session: 868
PROGRAM CHAIR INVITED
EXCEPTIONAL LIVES EXCEPTIONAL
STORIES

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Instructional Design and Strategies

Format: Panel

This session will provide an opportunity for individuals with disabilities and their parents to share inside knowledge of life with a disability. The 1-hour panel includes individuals with various disabilities and their parents who will answer structured questions from facilitators as well as questions from the audience.

Leader(s): *Jennifer Diliberto*, Greensboro College, Greensboro, NC; *Marge Terhaar-Yonkers*, Meredith College, Raleigh, NC; *Kathryn Haselden*, Francis Marion University, Florence, SC

9:15-10:15 a.m. Room 215 | Session: 869
RE-INVENTING ITINERANT TEACHING:
EFFECTIVE STRATEGIES TO INCREASE
STUDENT ENGAGEMENT AND OUTCOMES

Topic Area: Visual Impairments

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

This session focuses on a framework to increase engagement and outcomes for students with visual impairments to access and participate in educational programs when they receive specialized instruction through itinerant services. Systematic, intentional, and specific strategies for effective integration of high quality and specialized instruction will be shared. (2009)

Leader(s): *Donna McNear*, Independent Consultant, Cambridge, MN

9:15-10:15 a.m. Room 007B | Session: 870
STANDARDS-BASED CURRICULUM FOR
PREPARATION OF PARAEDUCATORS

Topic Area: Public Policy

Secondary Topic: Teacher Education

Format: Lecture

Given the lack of standards-based curriculum for preparation of the paraeducators, the presenters discuss the process they used for the alignment of the curriculum of a paraeducator preparation program with the CEC Common Core Professional Development Standards for Paraeducators. Suggestions for replication in other states will also be shared. (1254)

Leader(s): *Donna Sobel*, University of Colorado, Denver, CO

Presenter(s): *Ritu Chopra*, University of Colorado, The PAR²A Center, Denver, CO

9:15-10:15 a.m. Room 214C | Session: 871

STRAND M, SESSION 2**THE BULLYING DYNAMIC: DIRECT AND INDIRECT INVOLVEMENT OF STUDENTS WITH DISABILITIES****Topic Area:** Parent/Family/School Partnerships**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

Bullying has emerged as one of the most pervasive problems facing the nation's youth. Unfortunately, research suggests that students with disabilities are overrepresented within the bullying dynamic. This session will detail the unique involvement of students with disabilities, including specific disability characteristics, and provide educational implication and practical intervention strategies.

Leader(s): *Chad Rose*, Sam Houston State University, Huntsville, TX**Presenter(s):** *Cynthia Simpson*, Houston Baptist University, Houston, TX

9:15-10:15 a.m. Room 202 | Session: 872

STRAND N, SESSION 2**INSPIRING EXAMPLES OF SUCCESSFUL SPECIAL EDUCATION INITIATIVES OUTSIDE THE USA AND CANADA****Topic Area:** International Programs/Services**Secondary Topic:****Format:** Panel

Inspiring outcomes of initiatives around the world which exemplify progress. Featuring Chunli's extraordinary story as seen on CNN that started when she was forced into hiding because officials in her ancient Chinese fishing village thought she was not fit to be seen by visiting dignitaries. Chunli is now a key figure for change in China. We will also share a highly successful teacher preparation program in Mexico.

Leader(s): *Humberto Rodriguez*, DISES Vice-President/Hidalgo y Porfirio Daz, Centro, Monterrey, Mexico; *Alice Farling*, DISES Past President and International Consultant, Estero, FL**Presenter(s):** *Chunli (Angel) Zhao*, Ginkgo Academy, Yangshou, China; *Kathy Johnson*, Ginkgo Academy, Yangshou, China and St. Cloud University, MN; *Iris Garcia*, Escuela Normal De Especializacion, Monterrey, Nuevo Leon, Mexico; *Humberto Gamez*, Escuela Normal de Especializacion Humberto Ramos Lozano, Monterrey, Mexico

9:15-10:15 a.m.

Room 203 | Session: 873

STRAND O, SESSION 2**MULTIPLYING THE MAGNIFICENCE OF MULTICULTURAL EDUCATION IN LEADERSHIP****Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** Instructional Design and Strategies**Format:** Demonstration

The presenters will outline learning and teaching styles that are relevant to teaching in a diverse society, identify levels of multicultural integration using Bloom's Taxonomy, and discuss how school leaders can assure culturally relevant pedagogy design through inservice training. The session will also include several hands-on scenarios that will expose and engage the participant to practical situational analysis and discussion using the Star Model in the foreground.

Leader(s): *Gloria Campbell-Whitley*, University of North Carolina, Charlotte, NC**Presenter(s):** *Theodore Pikes*, North Carolina Central University, Durham, NC; *Ozalle Toms*, University of Wisconsin, Whitewater, WI

9:15-10:15 a.m.

Room 006D | Session: 874

STUDENTS WITH DUAL DIAGNOSES OF DEAFNESS AND ASD: TEACHER NEEDS AND PRACTICES**Topic Area:** Communicative Disabilities and Deafness**Secondary Topic:** Autism Spectrum Disorder**Format:** Demonstration

This session will discuss the needs of students with dual diagnoses of deafness and autism spectrum disorders (ASD) and the teachers supporting them. Teacher needs will be presented as well as information on the educational practices utilized in classrooms serving students with dual diagnoses of deafness and ASD. (2091)

Leader(s): *Christy Borders*, Illinois State University, Normal, IL**Presenter(s):** *Stacey Jones Bock*, Illinois State University, Normal, IL

9:15-10:15 a.m.

Room 207A | Session: 875

UNIVERSAL DESIGN FOR LEARNING:
OPERATIONALIZATION, MEASUREMENT,
AND FIDELITY OF IMPLEMENTATION
ISSUES

Topic Area: Instructional Design and Strategies

Secondary Topic: Technology and Media

Format: Panel

The session discusses unique perspectives, issues, and research that special educators need to consider with regards to the operationalization, measurement, and fidelity of implementation of Universal Design for Learning. Examples of UDL measures, research studies, and implementation efforts will also be presented. (2006)

Leader(s): *James Gardner*, University of Oklahoma, Norman, OK

Presenter(s): *James Basham*, University of Kansas, Lawrence, KS; *Maya Israel*, University of Illinois at Urbana-Champaign, Champaign, IL; *Sean Smith*, Center on Online Learning and Students with Disabilities, Lawrence, KS; *Matthew Marino*, University of Central Florida, Orlando, FL; *Kimberly Coy*, Washington State University, Spokane, WA

9:15-10:15 a.m.

Room 006A | Session: 876

USING DEVELOPMENTALLY BASED ART TO
TEACH SKILLS FOR SUCCESS IN
COMMUNITY ACTIVITIES

Topic Area: Arts in Special Education

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

This session will demonstrate developmentally structured art activities for middle school, including special needs students. The focus will be on teaching academic, social, behavioral, and communication skills through the use of various art medias. (419)

Leader(s): *Geraldine Williams*, Developmental Therapy Institute, Athens, GA

9:15-10:15 a.m.

Room 006B | Session: 877

CULTURALLY RESPONSIVE SOCIAL SKILL
INSTRUCTION

Topic Area: Cultural and/or Linguistic
Diversity

Discussant: *Kristina Hernandez*,
Florida International University, SW
Ranches, FL



***Involving Parents in Culturally Responsive
Social Skill Instruction for African American
Students***

A culturally responsive social skill instruction (CRSSI) curriculum that mirrors the experiences and lifestyle of the culturally diverse learner is key to alleviating possible misunderstandings that can result from dissimilar cultural norms. Based on the implementation of a small group, CRSSI program incorporating parental involvement, the presenters will share valuable lessons learned from this research project on increasing the prosocial behaviors of African American high school students with mild intellectual disability and challenging behaviors. (1105)

Presenter(s): *Alicia Brophy*, University of North Carolina, Wilmington, NC; *Ya-yu Lo*, University of North Carolina, Charlotte, NC

***Promoting Cross-Cultural Socialization of Latino
Students via Peer-Mediated Social Skill
Instruction***

Cross-cultural friendships are socially important skills for English language Latino learners in American schools. In this session, the presenters will introduce a peer-mediated, multimedia-integrated social skill instruction program that has evidence of effectiveness in promoting socialization of Latino students with Latino and non-Latino peers. (614)

Presenter(s): *Ya-yu Lo*, University of North Carolina, Charlotte, NC; *Adrienne Anderson*, University of North Carolina, Charlotte, NC; *Vivian Correa*, University of North Carolina, Charlotte, NC

9:15-10:15 a.m. Room 210A | Session: 878
PREPARING CULTURALLY RESPONSIVE
EDUCATORS

Topic Area: Cultural and/or Linguistic
Diversity

Discussant: *Mildred Boveda*,
Florida International University,
Miami, FL



***How Preservice Teachers Incorporated
Multicultural Materials Into Their Lessons for
Exceptional Students***

This session will address ways in which preservice teachers from a private 4-year college in Western New York taught multicultural lessons to children with special needs at their student teaching placements. Presenters will share the classroom materials that these student teachers used in their classrooms and discuss their teaching learning experiences. (753)

Presenter(s): *Joanne Sadler*, Daemen College, Amherst, NY; *Mark Brown*, Daemen College, Amherst, NY

***Preparing Teachers for a Different World:
Culturally Responsive Teaching Through Lesson
Design and Delivery***

Culturally responsive instruction (CRI) consists of using cultural knowledge, prior experiences, and learning styles of students to make learning more appropriate and to facilitate cognitive engagement. This session will examine how 80 preservice teacher candidates in a merged elementary and special education program designed and implemented lessons utilizing elements of culturally responsive pedagogy during field-based placements and student teaching experiences. Recommendations for teacher education programs are provided. (896)

Presenter(s): *Cathy Kea*, North Carolina A&T State University, Greensboro, NC

9:15-10:00 a.m. Bridge Hall, Poster 14 | Session: 879
ADMINISTRATIVE SUPPORT AND ITS
RELATIONSHIP TO ATTRITION OF
TEACHERS OF EBD

Topic Area: Administration/Supervision

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

Special education faces serious shortages of teachers with the greatest shortage in the field of emotional and behavioral disorders (EBD). This session describes the results of a survey that revealed specific administrative behaviors that influenced the decision of teachers of students with EBD to remain in the field. (324)

Leader(s): *Beverley Johns*, MacMurray College, Jacksonville, IL

Presenter(s): *Susan Albrecht*, Ball State University, Muncie, IN; *Edward Cancio*, University of Toledo, Toledo, OH

9:15-10:00 a.m. Bridge Hall, Poster 22 | Session: 880
EFFECTIVENESS OF SELF-REGULATED
STRATEGY DEVELOPMENT FOR DIVERSE
STUDENTS WITH LEARNING DISABILITIES

Topic Area: Learning Disabilities

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Research indicates that Self-Regulated Strategy Development is effective for students with learning disabilities who struggle in writing. However, little is known about its effectiveness on students from different backgrounds. This session will share the results of a review that analyzed the literature and effectiveness of this strategy for students from diverse backgrounds. (1773)

Leader(s): *Fidaa Abuzahrieh*, University of New Mexico, Albuquerque, NM

Presenter(s): *Loretta Serna*, University of New Mexico, Albuquerque, NM; *Trish Steinbrecher*, University of New Mexico, Albuquerque, NM

9:15-10:00 a.m. Bridge Hall, Poster 1 | Session: 881
IMPACT OF UDL PROFESSIONAL
DEVELOPMENT ON INSTRUCTIONAL
PRACTICES

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

This session will report the findings from a year-long partnership project between East Carolina University (ECU) and Pitt County Schools (PCS) designed to strengthen General Curriculum Exceptional Children's programs through professional development on Universal Design for Learning (UDL) principles, integration of UDL into instruction in inclusive classrooms and support and resources through the infusion of a technology package. Participants will observe classroom examples that model UDL practices in K-12 settings, view the UDL survey and observational checklist that was used, and learn about the technology package and professional development activities that were successfully implemented. (1132)

Leader(s): *Deborah Metcalf*, East Carolina University/Pitt County Schools, Greenville, NC

Presenter(s): *Laura King*, East Carolina University, Greenville, NC

9:15-10:00 a.m. Bridge Hall, Poster 16 | Session: 882
IMPLEMENTING READING INTERVENTION
IN JUVENILE CORRECTIONS:
PROFESSIONAL DEVELOPMENT
CHALLENGES AND STRATEGIES

Topic Area: Teacher Education

Secondary Topic: Research

Format: Poster Session

A large proportion of incarcerated juveniles are substantially behind in reading achievement. Addressing this problem requires that teachers have the knowledge and skills to employ effective intervention. This session will address the unique challenges of providing reading professional development in correctional settings and offer suggestions for overcoming those challenges. (1360)

Leader(s): *Holly Lane*, University of Florida, Gainesville, FL

Presenter(s): *Keri Madsen*, University of Florida, Gainesville, FL; *David Houchins*, Georgia State University, Atlanta, GA; *Erica McCray*, University of Florida, Gainesville, FL

9:15-10:00 a.m. Bridge Hall, Poster 21 | Session: 883
IN THEIR VOICES: THE EXPERIENCES OF
COLLEGE STUDENTS WITH LD AND/OR
ADHD

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Poster Session

This study investigated the school and social experiences of college students with LD/ADHD. Results from oral histories will be presented. Participants will learn about the students' experiences, how disabilities impact their lives, and how this information can be used to modify and create effective interventions. (1747)

Leader(s): *Jennie Farmer*, Clemson University, Clemson, SC

Presenter(s): *Shannon McNellis*, Clemson University, Clemson, SC; *Christy Monroe*, Clemson University, Clemson, SC; *Kirsten Nelson*, Clemson University, Clemson, SC

9:15-10:00 a.m. Bridge Hall, Poster 19 | Session: 884
INCREASING THE OPPORTUNITIES FOR
SUCCESSFUL TRANSITIONS FOR COLLEGE
STUDENTS WITH LEARNING DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Learning Disabilities

Format: Poster Session

This session will describe steps that can be taken to increase successful transitions for college students with LD. The presenters also report the results of a study in which postsecondary service providers incorporated strategy instruction into their support services, thereby increasing academic success in the college setting. (1075)

Leader(s): *Justin Cooper*, University of Louisville, Louisville, KY

Presenter(s): *Amy Lingo*, University of Louisville, Louisville, KY; *Todd Whitney*, University of Louisville, Louisville, KY

9:15-10:00 a.m. Bridge Hall, Poster 13 | Session: 885

MENSTRUAL SUPPORT FOR FEMALES WITH MILD AND MODERATE DEVELOPMENTAL DISABILITIES: SURVEY AND INTERVIEW FOR PARENTS OR CARETAKERS

Topic Area: Developmental Disabilities**Secondary Topic:** Parent/Family/School Partnerships**Format:** Poster Session

Menstruation has a significant impact on every female's development. It might be expected that some women with developmental disabilities will have a qualitatively different experience compared to the general population. Nevertheless, not much research has been conducted for menstrual issues for this population. This study collected general information regarding menstrual experience from parents/caretakers of females with developmental disabilities. The results of the study will be shared in terms of what the parents/caretakers need for these females now and in the future. (1533)

Leader(s): *Hye Ran Park*, University of Kansas, Lawrence, KS**Presenter(s):** *Deborah Griswold*, University of Kansas, Lawrence, KS

9:15-10:00 a.m. Bridge Hall, Poster 18 | Session: 886

RTI IMPLEMENTATION IN FLORIDA: TEACHER PERCEPTIONS AND IMPLICATIONS

Topic Area: Assessment**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Poster Session

The presenters surveyed teachers in Florida to examine their perceptions of RTI implementation including resource allocation, impact on disproportionate referrals for special education, and models being used. Findings of the survey are examined, and implications for teachers are discussed. (1295)

Leader(s): *Douglas Carothers*, Florida Gulf Coast University, Fort Myers, FL**Presenter(s):** *Ronald Taylor*, Florida Atlantic University, Boca Raton, FL

9:15-10:00 a.m.

Bridge Hall, Poster 6 | Session: 887

SELF-MONITORING AND EBD: WHAT DOES THE RESEARCH SAY?

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Research**Format:** Poster Session

This session will present findings of a systematic review focusing on self-monitoring interventions for students with or at risk for EBD. Presenters address in what context self-monitoring has been studied, how practitioners can best implement self-monitoring, and how researchers have adhered to rigorous standards for quality research on self-monitoring. (972)

Leader(s): *Allison Bruhn*, University of Iowa, Iowa City, IA**Presenter(s):** *Julie Olive*, University of Iowa, Iowa City, IA; *Sara McDaniel*, University of Alabama, Tuscaloosa, AL

9:15-10:00 a.m.

Bridge Hall, Poster 17 | Session: 888

SEMESTER-LONG CASES: USES AND STRATEGIES

Topic Area: Teacher Education**Secondary Topic:** Parent/Family/School Partnerships**Format:** Poster Session

Utilizing case study methodology in teaching a variety of courses in special education provides students with realistic situations to consider important issues. This session will describe the utilization of semester-long cases that provide family, school, and community contexts for learning about exceptionalities. Student feedback will be shared. (763)

Leader(s): *Georgia Kerns*, University of New Hampshire, Durham, NH**Presenter(s):** *Cynthia Watkins*, Belmont University, Nashville, TN

9:15-10:00 a.m.

Bridge Hall, Poster 8 | Session: 889

SOCIAL SUPPORTS AS PREDICTORS LINKED TO POSITIVE OUTCOMES FOR STUDENTS WITH DISABILITIES: A PRELIMINARY NLTS-2 ANALYSIS

Topic Area: Public Policy**Secondary Topic:** Career Development/Transition**Format:** Poster Session

In this analysis, the presenters measured the social life of individuals with disabilities across secondary school and into adulthood utilizing the NLTS-2 dataset. This session will situate the social life support within the social-ecological framework. (2188)

Leader(s): *Kim Fisher*, University of Illinois at Urbana-Champaign, Champaign, IL

9:15-10:00 a.m. Bridge Hall, Poster 3 | Session: 890
SPEECH RECOGNITION SOFTWARE:
LESSONS LEARNED FROM A PILOT
RESEARCH STUDY

Topic Area: Technology and Media

Secondary Topic: Learning Disabilities

Format: Poster Session

This session will review the results of a study that used an alternating treatments design to examine the effectiveness of handwriting, typing, and dictation on third-grade students with writing difficulties. Results and implications for teachers and researchers will be discussed. (1725)

Leader(s): *Katie Miller*, University of Central Florida, Orlando, FL

9:15-10:00 a.m. Bridge Hall, Poster 4 | Session: 891
STRESS LEVEL AND NEEDS OF EARLY
INTERVENTION AND RELATED SERVICES OF
MOTHERS WITH PREMATURE BABIES IN
TAIWAN

Topic Area: Early Childhood

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

How parents view their premature baby and their children with special needs is influenced by their cultural background. This session will discuss the relationship between stress level/background variables and the family's decisions on choosing the type of early intervention services in Taiwan for their premature babies. (914)

Leader(s): *Pei-Fang Wu*, National Taichung University of Education, Taiwan, Republic of China

Presenter(s): *Hsiao-Tung Chiu*, Department of Nursing, Chung Shan Medical University Hospital, Tai-chung City, Taiwan, Republic of China; *Hai-Lun Sun*, Chung Shan Medical University Hospital, Tai-chung City, Taiwan, Republic of China

9:15-10:00 a.m. Bridge Hall, Poster 12 | Session: 892
SUPPORTING PARENTS OF CHILDREN WITH
ASD THROUGH MASLOW'S HIERARCHY OF
NEEDS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

Parents of children with special needs experience stress that parents of typically achieving students in general do not face. Parents of children with autism spectrum disorder (ASD), in particular, face a distinct set of challenges due to the unique nature and manifestation of the disorder. This session will discuss the needs of parents with children with ASD through the framework of Maslow's (1943) hierarchy of needs. With teachers and school personnel in mind, specific recommendations and strategies are provided for understanding the needs and supporting parents of children with ASD. (1803)

Leader(s): *Lucinda Spaulding*, Liberty University, Lynchburg, VA

Presenter(s): *Deanna Keith*, Liberty University, Lynchburg, VA; *Carolyn Wicks*, Liberty University, Lynchburg, VA

9:15-10:00 a.m. Bridge Hall, Poster 15 | Session: 893
THE EFFECTS OF VARYING LEVELS OF
OPPORTUNITIES TO RESPOND

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Poster Session

This study investigated the effects of different levels of opportunities to respond (OTR) on second-, third-, and fourth-grade students. Findings suggested that high OTR activities can improve students' engagement. In addition, alternating the use of low and high OTR activities can still maintain a desirable level of student engagement. Results and implications to the field will be shared. (1742)

Leader(s): *Minyi Shih*, Lehigh University, Bethlehem, PA

Presenter(s): *Lee Kern*, Lehigh University, Bethlehem, PA; *Christopher Olson*, Lehigh University, Bethlehem, PA

9:15-10:00 a.m. Bridge Hall, Poster 20 | Session: 894

TRANSITION UNIVERSITY**Topic Area:** Career Development/Transition**Secondary Topic:** Teacher Education**Format:** Poster Session

Transition University provides local high school students with significant disabilities (ages 18-21) the opportunity to spend time interacting and learning needed transition skills from their same-aged college peer mentors at a local university. This session discusses how participating students have demonstrated improvement in social relationships and career planning skills. (760)

Leader(s): *Cynthia Connor*, Jacksonville State University, Jacksonville, AL**Presenter(s):** *Lynetta Owens*, Jacksonville State University, Jacksonville, AL

9:15-10:00 a.m. Bridge Hall, Poster 7 | Session: 895

USING ELECTRONIC MENTORING TO SUPPORT SPECIAL EDUCATORS**Topic Area:** Strategies for Entry to the Special Education Career**Secondary Topic:** Teacher Education**Format:** Poster Session

Dialogues between new special educators and their mentors in an electronic mentoring site were examined to determine the nature of the issues which dyads address, including new special educators' concerns, professional competencies, and key factors identified in teacher development research. This session will present findings from this qualitative study. (1364)

Leader(s): *Roberta Gentry*, University of Mary Washington, Fredericksburg, VA

9:15-10:00 a.m. Bridge Hall, Poster 5 | Session: 896

WHAT'S IN A NAME? IMPACT OF EXOTIC NAME CHOICES AND EARLY LITERACY**Topic Area:** Early Childhood**Secondary Topic:** Research**Format:** Poster Session

This session examines the effects of exotic names (e.g., unconventional spelling) and early literacy. Whereas mispronunciations often occasion exotic names, it's important to determine if delays in early literacy exist for children whose name disregards typical sound symbol associations. Reading skills for children with and without exotic names are compared. (2064)

Leader(s): *Bruce Mortenson*, Towson University, Towson, MD**Presenter(s):** *Lucy Wimpenny*, Philadelphia Public Schools, Philadelphia, PA; *Neal Bortmes*, Towson University, Towson, MD

10:30-11:30 a.m.

Room 006A | Session: 899

A NATIONAL PROFILE OF THE QUALIFICATIONS OF SPECIAL EDUCATION TEACHERS**Topic Area:** Public Policy**Secondary Topic:** Teacher Education**Format:** Lecture

Utilizing the 2003-2004 and 2007-2008 Schools and Staffing Survey (SASS), this policy research study evaluated the extent to which qualified special education teachers were distributed among high poverty and high minority schools. Results will be shared which call into question the field's ability to provide an equitable education for all students with disabilities. (1763)

Leader(s): *Loretta Mason-Williams*, Binghamton University, Binghamton, NY

10:30-11:30 a.m.

Room 210A | Session: 900

ARE WE LEAVING CHILDREN WITH CHRONIC ILLNESS BEHIND?**Topic Area:** Physical/Health/Multiple Disabilities**Secondary Topic:** Public Policy**Format:** Lecture

Children who are chronically ill experience various school-related challenges. Though children with disabilities are guaranteed a free and appropriate public education under IDEA, policy has been insufficient in meeting the educational needs of children with chronic illnesses. This session will outline prevailing barriers and call on professionals to seek solutions. (1751)

Leader(s): *Megan Elam*, Cincinnati Children's Hospital/University of Cincinnati, Cincinnati, OH**Presenter(s):** *Mary Kay Irwin*, Cincinnati Children's Hospital/University of Cincinnati, Cincinnati, OH

10:30-11:30 a.m. Room 217D | Session: 901
ASSESSING CO-TEACHING: USING
REFLECTION IN THE PLANNING PROCESS
TO PROMOTE CONTINUOUS IMPROVEMENT

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Teacher Education

Format: Demonstration

Co-teachers need to reflect on their practice in order to improve their co-teaching. As co-teaching becomes ubiquitous in our schools, teachers need to rethink typical individual teacher practices to accommodate the fact that there are two people involved in planning and teaching. Successful co-teachers engage in discussions of How are WE Doing? This session will provide tools (a co-teaching checklist and questions to promote reflection) to aide in reflection and incorporate reflection into the planning process. (305)

Leader(s): *Elizabeth Potts*, University of Virginia, Falls Church, VA

Presenter(s): *Lori Howard*, Marshall University, Huntington, WV

10:30-11:30 a.m. Room 204B | Session: 902
BLENDING INSTRUCTIONAL STRATEGIES
TO IMPROVE THE MATH SKILLS OF MIDDLE
SCHOOL STUDENTS

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Lecture

Presenters will describe the results of a cluster-randomized trial that tested the efficacy of a math intervention designed for improving students' fractions computation and problem-solving skills. Results showed the middle school students in the intervention group outscored the comparison group on researcher-developed and standardized tests. (475)

Leader(s): *Brian Bottge*, University of Kentucky, Lexington, KY

Presenter(s): *Mark Butler*, University of Kentucky, Lexington, KY; *Ann Katherine Griffen*, University of Kentucky, Lexington, KY; *Linda Gassaway*, University of Kentucky, Lexington, KY

10:30-11:30 a.m. Room 214D | Session: 903
BUILDING A STUDENT CEC CHAPTER

Topic Area: Teacher Education

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Panel

This session will explore the ways in which a student chapter of CEC can be built and maintained locally. Presenters will also explore motivations to persuade future teacher educators to take on an added responsibility, beyond their education. (228)

Leader(s): *Brian Kajiyama*, University of Hawaii, Honolulu, HI

Presenter(s): *Jason Siegel*, University of Hawaii, Honolulu, HI

10:30-11:30 a.m. Room 006C | Session: 904
CALCULATING EDUCATIONAL BENEFIT OF
SPECIAL EDUCATION SERVICES FOR
STUDENTS WITH DISABILITIES

Topic Area: Assessment

Secondary Topic: Teacher Education

Format: Demonstration

The Educational Benefit Review Process is a systematic method of analyzing a student's individualized education program (IEP) to determine if the student is benefiting to the full extent the law entitles. Results highlight the need for training in developing meaningful IEPs that result in educational benefit to students with disabilities. (1440)

Leader(s): *Margaret Soucy*, University of Saint Joseph, South Windsor, CT

Presenter(s): *Randy Ewart*, West Hartford, CT

10:30-11:30 a.m. Room 218 | Session: 905
CHALLENGES OF COLLEGE STUDENTS WITH
AUTISM SPECTRUM DISORDER

Topic Area: Autism Spectrum Disorder

Secondary Topic: Career Development/Transition

Format: Lecture

More and more students with autism spectrum disorder attend college. These students may face challenges in academics, social interaction, independent living skills, and time management. Two students with ASD will share their experiences in college and discuss issues regarding transition from high school to college. (2201)

Leader(s): *Shu-Fei Tsai*, Central Washington University, Ellensburg, WA

10:30-11:30 a.m. Room 207A | Session: 906

CONCEPT MAPPING AS AN AUTHENTIC ASSESSMENT TOOL FOR SPECIAL EDUCATION PERSONNEL PREPARATION**Topic Area:** Teacher Education**Secondary Topic:** Accountability & Large Scale Assessments**Format:** Demonstration

This session describes a line of research encompassing concept mapping as an assessment tool in special education personnel preparation. In a series of three studies, concept mapping was used to assess teacher candidate conceptual change. The implications of implementing concept mapping as an authentic assessment tool will be discussed. (498)

Leader(s): *Sharon Darling*, Florida Atlantic University, Boca Raton, FL**Presenter(s):** *Jessica Cadette*, Florida Atlantic University, Boca Raton, FL; *Kim Doan*, West Chester University, West Chester, PA; *Charles Dukes*, Florida Atlantic University, Boca Raton, FL

10:30-11:30 a.m. Room 208 | Session: 907

COUNTING COLLECTIONS TO INCREASE THE NUMBER SENSE OF STUDENTS WITH DISABILITIES**Topic Area:** Instructional Design and Strategies**Secondary Topic:** Developmental Disabilities**Format:** Demonstration

This session will introduce participants to the instructional activity of counting collections. This is a highly engaging activity that helps students increase their counting skills, their number sense, and their knowledge of place value. Learn how this activity is easily differentiated to accommodate a wide range of abilities. (793)

Leader(s): *Helen Thouless*, University of Washington, Seattle, WA**Presenter(s):** *Donna Vasquez*, Renton School District, Seattle, WA

10:30-11:30 a.m.

Room 209 | Session: 908

CURRICULUM ENHANCEMENT FOR PRESCHOOL CHILDREN WITH DUAL LANGUAGES AND DUAL EXCEPTIONALITIES**Topic Area:** Gifted and Talented**Secondary Topic:** Early Childhood**Format:** Lecture

Multilevel materials and activities were created to enhance the learning of preschool-age children who were from predominately Spanish-speaking homes, some of whom were identified by their trained teachers as being potentially gifted. The participants will learn about the project's multimedia lessons that incorporate concepts and skills in math, science, social studies, language arts, and social-emotional development. (1866)

Leader(s): *Dana Fredebaugh*, Nova Southeastern University, North Miami Beach, FL**Presenter(s):** *Mary Kolesinski*, Nova Southeastern University, North Miami Beach, FL; *Kathy Thomas*, Nova Southeastern University, North Miami Beach, FL

10:30-11:30 a.m.

Room 206B | Session: 909

DOWN SYNDROME: FAMILY ADAPTATIONS, EXPECTATIONS AND PREPARATIONS FOR A FULFILLING LIFE**Topic Area:** Developmental Disabilities**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

The positive impact of having a child with Down syndrome can provide parents and educators with valuable insight into providing meaningful life experiences. This session will share parent interviews and support group discussions on how families have become resilient in planning for the future of their children with Down syndrome. (1296)

Leader(s): *Diane Cavanagh*, East Stroudsburg University of Pennsylvania

10:30-11:30 a.m. Room 217C | Session: 910
EMBEDDING INDIGENOUS CULTURAL
PRACTICES WITHIN A CREATIVE ARTS
CURRICULUM TO SUPPORT STUDENTS
WITH DISABILITIES

Topic Area: Arts in Special Education

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Demonstration

Creative arts can be used to support and honor students from indigenous backgrounds when teachers use culturally responsive pedagogy. This session provides a framework and a case study example for embedding indigenous cultural practices in a creative arts curriculum that capitalizes on the strengths and rich cultures of students from indigenous backgrounds. (2098)

Leader(s): *Patricia Sheehey*, University of Hawaii at Manoa, Honolulu, HI

Presenter(s): *Cecily Ornelles*, University of Hawaii at Manoa, Honolulu, HI

10:30-11:30 a.m. Room 006B | Session: 911
GENERAL EDUCATORS' PERCEPTIONS OF
AFRICAN AMERICAN MALES PRIOR TO
PREREFERRAL

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Research

Format: Lecture

This session will share the findings of a study that examined general educators' perceptions of African American males to identify specific student characteristics and other variables that influence referral decision making. The theoretical framework used to guide this study explored tenets of Critical Race Theory to examine the practices and beliefs of classroom teachers. (885)

Leader(s): *Charmion Rush*, Livingstone College, Salisbury, NC

10:30-11:30 a.m. Room 007C | Session: 912
GRADUATE STUDENT COLLOQUIUM

Topic Area: Research

Secondary Topic:

Format: Lecture

This session, sponsored by CEC's Division for Research, will strengthen the skills of novice researchers. Graduate students attending the Convention are invited to participate with peers from other universities in generative discussions with distinguished researchers who have been recognized for making outstanding scientific contributions to special education research.

Leader(s): *Jean Crockett*, University of Florida, Gainesville, FL

Presenter(s): *Mary Theresa Kiely*, St. John's University, Queens, NY

10:30-11:30 a.m. Room 008A | Session: 913
IMPLEMENTING RTI: A STATEWIDE SURVEY
OF K-12 PRINCIPALS

Topic Area: Learning Disabilities

Secondary Topic: Public Policy

Format: Lecture

Although RTI has emerged as an important framework for organizing assessment, instruction, and interventions, little research has been conducted on statewide implementation. This session highlights the findings of a survey conducted with K-12 principals in one state to determine levels of implementation across the state; factors and outcomes associated with implementation; the role of school leaders; and implications for future policy, practice, and professional development. (1482)

Leader(s): *Katharine Shepherd*, University of Vermont, Burlington, VT

10:30-11:30 a.m. Room 206A | Session: 914
INCREASING SPECIFIC TEACHER
BEHAVIORS FOR EDUCATORS IN
GUATEMALA

Topic Area: International Programs/Services

Secondary Topic: Teacher Education

Format: Lecture

Provision of quality educational opportunities for students with disabilities in Guatemala is a challenge. This session highlights a research study in which teachers were trained in effective teacher behaviors using iPads for training, videotaping lessons, and coaching. Results and implications will be shared. (833)

Leader(s): *Ruby Owiny*, University of Kentucky, Lexington, KY

Presenter(s): *Jennifer Grisham-Brown*, University of Kentucky, Lexington, KY

10:30-11:30 a.m. Room 215 | Session: 915
 ONLINE VIDEO: INSTRUCTIONAL TOOL FOR
 UNIVERSITY PERSONNEL PREPARATION
 PROGRAMS IN VISUAL IMPAIRMENT

Topic Area: Visual Impairments

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session shares the findings of a study evaluating the effectiveness of using online video presentations to teach basic techniques in orientation and mobility to students enrolled in a university-based personnel preparation program in visual impairment. The presenters will discuss the implications for practice in blended and distance personnel preparation programs. (2148)

Leader(s): Hong Phangia Dewald, University of Northern Colorado, Greeley, CO

Presenter(s): Aaron Dewald, University of Utah, Park City, UT; Kay Ferrell, University of Northern Colorado, Greeley, CO

10:30-11:30 a.m. Room 007A | Session: 916
 OPTIONS AND OPPORTUNITIES FOR
 STUDENT-LED IEPS

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Lecture

Research has demonstrated multiple benefits when a student actively participates in the IEP meeting. However, the literature indicates limited meaningful student participation is occurring even when it is required by law. Some obstacles include lack of awareness of the importance of including students, lack of teacher knowledge regarding preparing students, and lack of time to prepare students. This session will review recently identified options for addressing challenges and increasing meaningful student participation. (1501)

Leader(s): Jeanne Danneker, Winona State University, Winona, MN

10:30-11:30 a.m. Room 205 | Session: 917
 PREDICTORS OF ACCOMMODATIONS
 SELECTED FOR STUDENTS WITH
 EMOTIONAL AND BEHAVIORAL DISORDERS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Lecture

This session reports the findings of a study that identified the frequency at which various accommodations were used among a sample of adolescents with EBD and which problem behaviors predict the selection of specific accommodations. Participants will gain usable knowledge about the accommodation selection process for this population. (1983)

Leader(s): Judith Harrison, Ohio University, Athens, OH

Presenter(s): Steven Evans, Ohio University, Athens, OH; Joshua Langberg, Cincinnati Children's Hospital, Cincinnati, OH

10:30-11:30 a.m. Room 214B | Session: 918
 PRELIMINARY RESULTS OF A STUDY
 EXAMINING TRANSITION PRACTICES OF
 PROGRESSIVE STATES

Topic Area: Public Policy

Secondary Topic: Career Development/Transition

Format: Lecture

This study examined the transition practices and policies of states identified as being progressive in their transition programs and services for youth with disabilities receiving special education services. Presenters will identify effective practices and policies held in common to benefit other states and local education agencies in the design and delivery of transition programs and services. (2017)

Leader(s): Karen Rabren, Auburn University, Auburn, AL

10:30-11:30 a.m. Room 201 | Session: 919
 READING ACCOMMODATIONS FOR
 POSTSECONDARY STUDENTS: THE ROLE OF
 ASSISTIVE TECHNOLOGY

Topic Area: Technology and Media

Secondary Topic: Career Development/Transition

Format: Lecture

This session investigates the top reading accommodations for postsecondary students. A closer look reveals the role of assistive technologies in existing student support structures available to students attending 4-year university programs. (2021)

Leader(s): Tara Jeffs, Loudoun County Public Schools, Ashburn, VA

Presenter(s): Kim Floyd, West Virginia University, Morgantown, WV

10:30-11:30 a.m.

Room 216A | Session: 920

SPECIAL FOCUS

MAKE YOUR INCLUSIVE SETTING A PLACE OF BELONGING THROUGH TRACKS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

TRACKS is a unique program focusing on social skills improvement for students with ASD and is applicable to a range of school and community settings. Peers are taught to interact effectively with children with ASD and other socially based disabilities through a peer-mediated approach presented in a fun and engaging manner.

Leader(s): *Kimberly Maich*, Brock University, St. Catharines, Ontario, Canada

Presenter(s): *Carmen Hall*, Fanshawe College, London, Ontario, Canada

10:30-11:30 a.m.

Room 214C | Session: 921

STRAND M, SESSION 3

CHILD ABUSE: BEYOND MANDATED REPORTING—UTILIZING CORE CURRICULUM TO HELP PROTECT CHILDREN

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Instructional Design and Strategies

Format: Lecture

In 2010 more than half (57%) the child abuse reports came from teachers, police officers, and social workers. Educational professionals have unique opportunities to prevent abuse and support enhanced intervention. This session identifies curriculum areas that can offer skill building in abuse prevention and discusses ways educators can interface with child abuse investigators.

Leader(s): *Harold Johnson*, Michigan State University, East Lansing, MI

10:30-11:30 a.m.

Room 202 | Session: 922

STRAND N, SESSION 3

COLLABORATION IN SUPPORT OF LEARNER DEVELOPMENT IN LIGHT OF THE CRPD

Topic Area: International Programs/Services

Secondary Topic: Public Policy

Format: Panel

Schools worldwide must collaborate to build alliances with other agencies to support the goals of Article 24 (Education) of the CRPD. Presenters will discuss ways that educators can work with others to address national and global issues of employment, independent living, mobility, communication, family, health, leisure, and standard of living.

Leader(s): *Eileen Raymond*, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa

Presenter(s): *Kathryn Johnson*, St. Cloud State University, Saint Cloud, MN; *Kay Ferrell*, University of Northern Colorado, Greeley, CO; *Sarah Anderson*, Mayville State University, Mayville, ND

10:30-11:30 a.m.

Room 203 | Session: 923

STRAND O, SESSION 3

THE MANY FACES AND FACETS AND FEATURES OF ASSESSMENT

Topic Area: Administration/Supervision

Secondary Topic: Assessment

Format: Panel

The participation of students with disabilities in reform, standards, and high-stakes tests will be discussed in relation to alternative assessment. The session will also examine effective informal assessment techniques. Presenters will provide suggestions for special education leaders to work collaboratively to develop accountability systems, policy, procedural, and technical information when developing and using alternative tests in the framework of the Star Model.

Leader(s): *Irene Meijer*, Fairfax County Public Schools, Fairfax, VA

Presenter(s): *Nancy Turner*, Spartanburg School District Two, Boiling Springs, SC

10:30-11:30 a.m. Room 006D | Session: 924

TEACHERS' INSTRUCTIONAL LANGUAGE USE WITH STUDENTS WITH MILD AND SEVERE SPEECH-LANGUAGE IMPAIRMENTS

Topic Area: Communicative Disabilities and Deafness
Secondary Topic: Communicative Disabilities and Deafness**Format:** Lecture

Teachers' instructional language is important because it carries academic information, facilitates students' understanding, directs students' cognitive activities, and concerns students' social and emotional development. This session shares the findings of a study that explored special education teachers' instructional language to students with mild and severe language impairments. Participants will learn about the different features of teachers' instructional language and be able to identify and describe specific strategies that can be used to modify interactions with children with different language abilities. (948)

Leader(s): Wenjing Zheng, Indiana University, Bloomington, IN**Presenter(s):** Erna Alant, Indiana University, Bloomington, IN

10:30-11:30 a.m. Room 212 | Session: 925

TEACHING STANDARDS-BASED INSTRUCTION USING A CO-TEACHING MODEL TO STUDENTS WITH MODERATE TO SEVERE DISABILITIES

Topic Area: Collaboration and Inclusive Practices
Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards**Format:** Lecture

A self-contained special education teacher and a general education teacher will present findings from a piloted co-teaching model in the areas of 2nd grade math and science for students with moderate/severe intellectual disabilities. Presenters will describe how they integrated IEP objectives into grade-level standards and content instruction within the general education classroom. (1979)

Leader(s): Martha Compton, Rock Hill School District 3, Rock Hill, SC**Presenter(s):** Melissa Shaffer, Rock Hill School District 3, Rock Hill, SC

10:30-11:30 a.m.

Room 204A | Session: 926

THE EFFICACY OF A SUPPLEMENTAL PREKINDERGARTEN INTERVENTION FOR INCREASING CHILDREN'S VOCABULARY

Topic Area: Early Childhood**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Lecture

This session will share the findings of a study that examined the efficacy of a supplemental prekindergarten intervention (Tier 2+ intervention) for increasing vocabulary word learning of preschool children. The results indicated that the Tier 2+ intervention improved the outcomes of vocabulary learning of children who did not respond well to Tier 2 intervention. (1705)

Leader(s): Na Young Kong, University of Kansas, Lawrence, KS**Presenter(s):** Judith Carta, Juniper Gardens Children's Project, Kansas City, KS; Charles Greenwood, Juniper Gardens Children's Project, Kansas City, KS

10:30-11:30 a.m.

Room 214A | Session: 927

THE POLICY BEHIND EDUCATION RESEARCH: CEC'S RECOMMENDATIONS FOR THE EDUCATION SCIENCES REFORM ACT

Topic Area: Public Policy**Secondary Topic:** Research**Format:** Lecture

The developmental, academic, and lifelong success of the nation's 10 million children and youth with disabilities and/or gifts and talents relies on innovative research and development. Educators and families alike depend on the availability of research-based strategies to support the early intervention and special education needs of children and youth with disabilities and/or gifts and talents. In 2013, CEC approved its recommendations to Congress for the reauthorization of the Education Sciences Reform Act legislation which guides the federal education research agenda. Participants will hear directly from leaders in special education research.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA**Presenter(s):** Kim Hymes, Council for Exceptional Children, Arlington, VA; Linda Lewis, University of Oregon, Eugene, OR

10:30-11:30 a.m. Room 211 | Session: 928
USING SOCIAL STORIES FOR YOUNG
CHILDREN WITH AUTISM SPECTRUM
DISORDERS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Early Childhood

Format: Demonstration

Social Stories are considered an established practice based on the National Standards Report (2009). In this session, participants will learn about the theory base for Social Stories and the skills best targeted, and will also practice composing example Social Stories for young children with autism. (1128)

Leader(s): *Lisa Wright*, Kaplan University, Satellite Beach, FL

10:30-11:30 a.m. Room 217B | Session: 929
USING THE IPAD FOR AUGMENTATIVE
COMMUNICATION

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Technology and Media

Format: Lecture

The iPad is an excellent option for augmentative and alternative communication (AAC). There are many AAC apps available for the iPad and this wide choice allows the device to be flexible and individualized.

This session will discuss the variety of AAC apps for the iPad and share the pros and cons of using the iPad versus a dedicated device. (875)

Leader(s): *Elizabeth Furler*, Bridging Apps, Houston, TX

10:30-11:30 a.m. Room 207B | Session: 930
UTILIZING VIDEO SELF-MONITORING TO
IMPROVE BEHAVIORS WITH TWINS WITH
AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Career Development/Transition

Format: Lecture

This session describes how video self-monitoring was used to address inappropriate/off-task behavior in twins with autism. Presenters will share the research findings to support the use of video self-monitoring to improve the behaviors across employment, classroom, community, and home settings. (464)

Leader(s): *Megan Mackey*, University of Hartford, West Hartford, CT

Presenter(s): *Sheetal Sood*, University of Hartford, West Hartford, CT; *Gretchen Nelson*, University of Hartford, West Hartford, CT

10:30-11:30 a.m. Room 210B | Session: 931
WE HAVE SKILLS: COMBINING UNIVERSAL
SCREENING AND SOCIAL BEHAVIOR
SUPPORT IN GRADES K-3

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Lecture

This session will describe an interactive, professional development program based on the Response to Intervention (RTI) approach and its core components. The We Have Skills program is a behavioral intervention delivered within the RTI framework that will provide teachers with effective instructional approaches for promoting children's social competence. Presenters will report the results of a psychometric evaluation study of the Progress Monitoring Tool (PMT) and a randomized trial examining the social validity, intent to use, and efficacy of the program by elementary school teachers. (1768)

Leader(s): *Jeffrey Sprague*, Institute on Violence and Destructive Behavior, Eugene, OR

Presenter(s): *Jordan Pennefather*, Iris Educational Media, Eugene, OR

10:30-11:30 a.m. Room 007D | Session: 932
WHAT AMERICA CAN LEARN FROM THE
FINNISH MODEL OF TIERED
INTERVENTION?

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Lecture

During the last 10 years Finland has been a high-flyer in international school achievement tests like PISA.

This session is based on extensive comparative research and will explain how important a role the Finnish Tier-2 level targeted intervention model has played since early 1970s in creating one of best school systems in the world. (540)

Leader(s): *Markku Jahnukainen*, University of Helsinki, Finland

10:30-11:30 a.m. Room 213 | Session: 933
WHEN TRANSITION ISN'T PERFECT: POST
HIGH SCHOOL SOLUTIONS FOR YOUNG
ADULTS WITH ASD

Topic Area: Autism Spectrum Disorder

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Too many young adults with autism are graduating to the couch. This session presents proven strategies to help clients discover what they truly want and how to get it. Presenters will demonstrate how practitioners can use person-centered planning and then move beyond it to break down dreams into specific teachable skills that are tailored to adults with autism. (260)

Leader(s): *Courtney McGrew*, Autumn's Dawn, Humble, TX; *Jenise Cronan*, Autumn's Dawn, Humble, TX

10:30-11:15 a.m. Bridge Hall, Poster 5 | Session: 935

BIBLIOTHERAPY IN ALTERNATIVE
EDUCATION: PROMOTING PROSOCIAL
SKILLS THROUGH LITERATURE**Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

This session will present preliminary results of a grant-supported study that developed and implemented bibliotherapy lessons in an alternative education setting. Presenters will discuss the goals of the study including (1) promoting students' use of empathy, problem-solving and coping-skills; and (2) increasing students' abilities to comprehend and evaluate texts while critically reflecting on characters' experiences. (963)

Leader(s): Jason Miller, University of Maryland, College Park, MD**Presenter(s):** Michael Rozalski, Binghamton University, Binghamton, NY

10:30-11:15 a.m. Bridge Hall, Poster 9 | Session: 936

CULTURALLY RESPONSIVE SPECIAL
EDUCATION LEADERSHIP FOR NATIVE
AMERICAN SCHOOLS**Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** Administration/Supervision**Format:** Poster Session

This session will focus on the need for innovative change to create new levels of vision, direction, and commitment for special education programs operating within tribal education systems. Participants will learn about the Native American Innovative Leadership project, a culturally responsive program that prepares Native educators for roles as principals and special education directors. (1539)

Leader(s): Harvey Rude, University of Northern Colorado, Greeley, CO

10:30-11:15 a.m. Bridge Hall, Poster 14 | Session: 937

DOES SRSD WRITING INSTRUCTION
AFFECT OUTCOMES OF HIGH SCHOOL
STUDENTS WITH DISABILITIES?**Topic Area:** Instructional Design and Strategies**Secondary Topic:** Teacher Education**Format:** Poster Session

This session shares the results of a study that examined the effects of Self-Regulated Strategy Development (SRSD) persuasive writing strategy instruction with high school students with disabilities in the inclusive classroom. Preliminary results are positive for dependent measures including essay quality and time spent planning. In addition, students and teachers appeared more positive and confident about writing after instruction. (1620)

Leader(s): Patricia Leins, George Mason University, Fairfax, VA

10:30-11:15 a.m.

Bridge Hall, Poster 7 | Session: 938

EDUCATION OF CHILDREN WITH
DISABILITIES: VOICES FROM AROUND THE
WORLD**Topic Area:** International Programs/Services**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Poster Session

A unique international analysis, this study compared various cultural responses concerning the education of children with disabilities, emphasizing the female child. This session will discuss the findings based on 177 interviews of disability professionals from over 57 countries and includes the reasons and consequences of lost educational opportunities for this population. (590)

Leader(s): Shannon Peairson, Texas A&M University, College Station, TX

10:30-11:15 a.m.

Bridge Hall, Poster 11 | Session: 939

EVIDENCE-BASED PRACTICE AND AUTISM
SPECTRUM DISORDER: WHAT YOU NEED TO
KNOW**Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Research**Format:** Poster Session

Identifying evidence-based practices (EBP) for students with ASD are an ongoing important trend. An overview of EBP will be provided including, defining terms, reviewing history, examining the research and describing policy. Several frameworks for evaluating EBP will be highlighted and recommendations will be provided for all stakeholders. (2018)

Leader(s): Paul LaCava, Rhode Island College, Providence, RI

10:30-11:15 a.m.

Bridge Hall, Poster 20 | Session: 940

GOAL-SETTING WITHIN FAMILY
PROFESSIONAL PARTNERSHIP: PRINCIPLES
OF SELF-DETERMINATION**Topic Area:** Parent/Family/School Partnerships**Secondary Topic:** Early Childhood**Format:** Poster Session

Enabling young children with disabilities to make successful journeys to kindergarten is important. One aspect of that journey is building family professional partnership throughout the preschool years and beyond. This session describes elements of partnership and how to implement a model of shared short-term goals to build foundations for self-determination. (1915)

Leader(s): Vera Stroup-Rentier, University of Kansas, Beach Center on Disability, Lawrence, KS**Presenter(s):** Susan Palmer, University of Kansas, Lawrence, KS

10:30-11:15 a.m. Bridge Hall, Poster 22 | Session: 941
IMPLEMENTING MULTI-TIERED SYSTEMS
OF SUPPORT: A STUDY OF EFFECTS ON
READING OUTCOMES

Topic Area: Learning Disabilities

Secondary Topic: Administration/Supervision

Format: Poster Session

This session shares the findings from a study analyzing the effects of implementing a reading-focused multi-tiered system of supports in elementary grades over a 6-year period. Using a comparative, interrupted time-series design, these study findings are important for practitioners, administrators, policy makers, and researchers. (1690)

Leader(s): Heather Haynes, Texas Woman's University, Denton, TX

10:30-11:15 a.m. Bridge Hall, Poster 16 | Session: 942
INTENSIVE TECHNICAL ASSISTANCE THAT
PROMOTES INTENTIONAL INTERVENTION

Topic Area: Teacher Education

Secondary Topic: Early Childhood

Format: Poster Session

This session describes a model for technical assistance that supports intentional intervention with children and families. Embedded within the context of a multi-level statewide early childhood professional development system, intensive support focuses on individualized and self-directed plans with specific measurable outcomes to assure application of skills by participants. (1852)

Leader(s): David Lindeman, University of Kansas, Lawrence, KS

10:30-11:15 a.m. Bridge Hall, Poster 1 | Session: 943
PERSONALLY RELEVANT: FROM DIFFERENT
TO DIFFERENTIATED CURRICULUM

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Curriculum followed by individuals with significant disabilities has historically focused on developmental levels or functional skills. Different curriculum often meant different classes not aligned with grade appropriate general education standards. This presentation discusses a change in terminology from Functional to Personally Relevant to describe curriculum for students with significant disabilities that promotes intensive support through differentiation instead of a separate curriculum. Personally Relevant Curriculum connects classroom learning to life beyond the classroom and signals a change from different to differentiated curriculum. (203)

Leader(s): Katherine Trela, Marist College, Poughkeepsie, NY

Presenter(s): Bree Jimenez, University of North Carolina, Greensboro, NC

10:30-11:15 a.m. Bridge Hall, Poster 12 | Session: 944
PREPARING FOR THE TRANSITION TO
COLLEGE: STRATEGIES FOR STUDENTS
WITH DISABILITIES

Topic Area: Learning Disabilities

Secondary Topic: Public Policy

Format: Poster Session

Practitioners, students, and parents considering the transition between high school and college must be aware of the ways in which universities signal their acceptance and understanding of various disabilities. Even with legalized norms in place, the meanings ascribed and access granted to those with disabilities are left to the individual university to construct. After presenting an analysis of disability services web sites from the top 30 colleges and universities in the United States, we describe and invite participants to practice, applying strategies that students, parents, and teachers can use to become more critical consumers of disability service information on college and university web sites. (2025)

Leader(s): Jessica Lester, Washington State University, Pullman, WA

Presenter(s): Hannah Dostal, Southern Connecticut State University, New Haven, CT

10:30-11:15 a.m. Bridge Hall, Poster 4 | Session: 945
REPLICATION: PARTICIPATION IN SHARED
STORY READINGS BY ELEMENTARY
STUDENTS WITH SEVERE DISABILITY

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session is designed for educators, other service providers, and family members interested in learning about intervention strategies that can be used to enhance literacy development. Systematic instruction, adapted materials, and individualized adaptations of an instructional sequence were used in this replicated study to increase independent responses of elementary-age students with severe developmental delays and multiple disabilities. Presenters will identify a combination of individualized strategies that can be used to plan for and implement instruction of early literacy skills for this population. (1300)

Leader(s): Margaret Cooper, University of West Georgia, Carrollton, GA

10:30-11:15 a.m. Bridge Hall, Poster 18 | Session: 946
SECONDARY STUDENTS SELF-REPORTED
READING MOTIVATION AND
COMPREHENSION SKILLS: RELATIONS AND
IMPLICATIONS

Topic Area: Assessment

Secondary Topic: Learning Disabilities

Format: Poster Session

This session will investigate the association between adolescents' self-report of reading motivation and reading comprehension skills. Attendees will learn about the implications of motivation assessment on comprehension instruction for secondary students. (1914)

Leader(s): *Nathan Clemens*, Texas A&M University, College Station, TX

Presenter(s): *Leslie Simmons*, Texas A&M University, College Station, TX; *Eric Oslund*, Texas A&M University, College Station, TX

10:30-11:15 a.m. Bridge Hall, Poster 8 | Session: 947
SELF-EFFICACY IN TECHNOLOGY AND
SCIENCE OF MIDDLE AND HIGH SCHOOL
STUDENTS WITH VISUAL IMPAIRMENTS

Topic Area: Visual Impairments

Secondary Topic: Research

Format: Poster Session

This quantitative study examined the self-efficacy levels of students with visual impairments in science and technology education. A standardized instrument, Self-Efficacy in Technology and Science Short Form (SETSSF), was used before and after participation in a specialized science, technology, engineering, and math camp. Results will be shared and implications for the field will be discussed. (166)

Leader(s): *Kathleen Farrand*, The Ohio State University, Columbus, OH

Presenter(s): *Tiffany Wild*, The Ohio State University, Columbus, OH; *Margilee Hilson*, Columbus City Schools, Columbus, OH

10:30-11:15 a.m. Bridge Hall, Poster 19 | Session: 948
SUCSESSES AND CHALLENGES OF
CONDUCTING A TRANSITION FAIR IN A
RURAL COMMUNITY

Topic Area: Career Development/Transition

Secondary Topic: Teacher Education

Format: Poster Session

This session shares the findings of a study that analyzed the survey data collected from annual Transition Fairs for secondary students with disabilities. The data were collected across 25 state and local agencies and classroom teachers from 15 counties in rural Kentucky. Results indicate the Transition Fairs were a success and future implications will be addressed. (1166)

Leader(s): *Amy Clausen*, Morehead State University, Morehead, KY

Presenter(s): *Sarah Hawkins*, Morehead State University, Morehead, KY

10:30-11:15 a.m. Bridge Hall, Poster 17 | Session: 949
SUPPORTING PRESERVICE TEACHERS'
INTERVENTION INTEGRITY USING VIDEO
AND PERFORMANCE-BASED FEEDBACK

Topic Area: Teacher Education

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Poster Session

As teacher education moves towards an emphasis on professional outcomes, designing coursework that is tailored for student competency in evidence-based practices is critical. Faculty, preservice teacher education students, and school system partners collaborated to design a performance evaluation that combined video and performance-based feedback to improve the intervention integrity of preservice teachers in their initial fieldwork placements. Results will be shared and discussed. (2003)

Leader(s): *Joan Grim*, University of Tennessee, Knoxville, TN

Presenter(s): *Debra Forcina*, Knox County Schools, Knoxville, TN

10:30-11:15 a.m. Bridge Hall, Poster 21 | Session: 950
TEACHER EXPECTATIONS FOR STUDENT
PERFORMANCE: OVER THIRTY YEARS OF
LESSONS LEARNED

Topic Area: Research

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

This session will outline the results of a systematic literature review on teacher expectations beginning with early inquiries following the Education for All Handicapped Children Act (P.L. 94-142) of 1975, moving through the knowledge base and developments afterwards (IDEA, 1997 & 2004), (NCLB, 2001). Key findings and limitations are highlighted. (945)

Leader(s): *Eric Common*, University of North Carolina, Chapel Hill, NC

Presenter(s): *Kathleen Lynne Lane*, University of Kansas, Lawrence, KS

10:30-11:15 a.m. Bridge Hall, Poster 10 | Session: 951
TEACHER MOTIVATIONS AND
PERSPECTIVES OF ELL INSTRUCTIONAL
NEEDS PRIOR TO ESOL CERTIFICATION

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Teacher Education

Format: Poster Session

This session will examine the motivational factors of Early Childhood teachers that affect their perceptions on how to increase instructional effectiveness for ELL students. The information for this study will be collected from a survey of teachers in an ESOL classroom. The session will provide an opportunity for teachers to share their own motivations and how they may or may not be acknowledged. This session will raise an awareness of the implications that teacher perceptions, including biases, can affect the academic achievement of ELLs. (1526)

Leader(s): *Angela Johnson*, George Washington University, Washington, DC

Presenter(s): *Allison Neaves*, George Washington University, Washington, DC

10:30-11:15 a.m. Bridge Hall, Poster 3 | Session: 952
TEACHERS' PERCEPTION OF ROBOT
LEARNING AND CHILDREN'S
INTERACTIONS WITH ELECTRONIC
ROBOTIC TOYS

Topic Area: Technology and Media

Secondary Topic: Early Childhood

Format: Poster Session

This session will share the information about Robot-learning in Korean early childhood and special education. Results of two R-learning studies will be reported including (1) the perception of early childhood special education preservice teachers regarding R-learning, and (2) the effects of the electronic robotic toys on interactions of children with autism. The results indicate that overall interactions increased when participants played with electronic robotic toys. However, many preservice teachers do not use R-learning yet. (1263)

Leader(s): *Eun-Young Jung*, Roberts Wesleyan College, Rochester, NY

Presenter(s): *Sangsu Baek*, Daegu University, Jilyang, Republic of Korea

10:30-11:15 a.m. Bridge Hall, Poster 15 | Session: 953
USING GRAPHIC ORGANIZERS IN
SECONDARY SCIENCE AND SOCIAL
STUDIES INCLUSION CLASSROOMS

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Poster Session

This session provides an evidence-based overview of a graphic organizer decision tree model for secondary science and social studies teachers. Learn how to effectively and consistently choose, teach, and maintain graphic organizers in secondary science and social studies inclusion classrooms to the benefit of all students. (1043)

Leader(s): *Douglas Dexter*, Pennsylvania State University, University Park, PA

Presenter(s): *Courtney Dexter*, Pennsylvania State University, University Park, PA; *Charles Hughes*, Pennsylvania State University, University Park, PA

CANCELED

1:00-3:00 p.m.

Room 214A | Session: 955

CEC'S POSITION ON SPECIAL EDUCATION TEACHER EVALUATION: CURRENT LOCAL EFFORTS, ISSUES TO CONSIDER, AND RECOMMENDATIONS FOR FAIRNESS

Topic Area: Public Policy**Secondary Topic:** Administration/Supervision**Format:** Panel

Join CEC's Policy & Advocacy Services Team, CEC President and experts from the field for a conversation about CEC's new Position on Special Education Teacher Evaluation. CEC developed this Position statement over the course of 2 years, with input from CEC members and experts throughout the nation. This discussion will describe essential components of the Position, provide some historical context about the general policy discussions that lead to its creation and are ongoing at the federal, state, and local levels, and offer examples of how CEC members can use the Position to advocate for strong and meaningful evaluation systems for special education teachers in their schools, districts, and states.

Leader(s): *Deborah Ziegler*, Council for Exceptional Children, Arlington, VA

Presenter(s): *Christy Chambers*, McHenry, IL; *Mary Brownell* and *Amber Benedict*, University of Florida, Gainesville, FL; *Lindsay Jones*, Council for Exceptional Children, Arlington, VA; *Donna Sacco*, Arlington County Public Schools, Arlington, VA; *Kim Hymes*, Council for Exceptional Children, Arlington, VA

1:00-2:00 p.m.

Room 210A | Session: 956

TEACHING OLDER STRIVING READERS

Topic Area: Public Policy

Moderator: *Erin Washburn*,
Binghamton University,
Binghamton, NY



Are Educators Prepared to Teach Older Striving Readers?

Explicit instruction in word study, fluency, vocabulary, comprehension, and motivation has been identified as potential areas of reading intervention for older striving readers. This study explored preservice and inservice special and literacy educators' reading related knowledge and self-efficacy to teach these concepts. Findings and implications for practice and policy will be discussed. (1050)

Presenter(s): *Erin Washburn*, Binghamton University, Binghamton, NY; *Candace Mulcahy*, Binghamton University, Binghamton, NY

Enhancing Preservice Teachers Knowledge of Reading Instruction With Content Acquisition Podcasts

This session discusses the results from an experimental study that addressed the need to prepare teacher candidates to teach reading. Undergraduates enrolled in an introductory special education course were randomly assigned to watch a Content Acquisition Podcast (CAP) or read a text (control) to determine the uses of CAPs in teacher preparation coursework. (415)

Presenter(s): *Mira Cole*, University of Virginia, Charlottesville, VA; *Emily Ely*, University of Virginia, Charlottesville, VA; *Michael Kennedy*, University of Virginia, Charlottesville, VA; *Melissa Driver*, University of Virginia, Charlottesville, VA

Influence of Preparation on Practices in Adolescent Literacy Instruction: A Statewide Survey

This statewide survey analyzed the preservice and inservice preparation secondary special education teachers receive in the area of adolescent literacy instruction. The goal of the survey was to identify how this preparation influences their instructional practices. Potential reasons for disconnect between professional preparation/development and instructional practices are discussed. (1310)

Presenter(s): *Carly Roberts*, University of Wisconsin, Madison, WI

1:00-2:00 p.m.

Room 006A | Session: 957

AN EXAMINATION OF PRESERVICE TEACHERS' INTENTIONS TO PURSUE CAREERS IN SPECIAL EDUCATION

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Research

Format: Lecture

This study examined the cognitive variables affecting preservice teachers' career intention to work for special education. Preliminary results suggested that teaching-efficacy indirectly influence preservice teachers' intention to teach special education via the mediators of outcome expectations and interests in special education. Implications are discussed within the context of improving preservice teachers' self-efficacy, interest, and intention to work for students with special needs. (1051)

Leader(s): *Dake Zhang*, Clemson University, Clemson, SC

Presenter(s): *Qiu Wang*, Syracuse University, Syracuse, NY; *Mickey Losinski*, Clemson University, Clemson, SC; *Joanna Stegall*, Anderson University, SC

1:00-2:00 p.m.

Room 006B | Session: 958

ART, AUTISM, ADHD: AN AWESOME ART EDUCATOR IN ACTION

Topic Area: Arts in Special Education

Secondary Topic: Instructional Design and Strategies

Format: Lecture

How can you balance successful instruction with a continued high level of enthusiasm for your work in a challenging environment? Come and learn how to successfully teach your students with autism and ADHD using real-life strategies and applications based on findings from a 6-week study of an outstanding secondary art teacher. (258)

Leader(s): *Juliann Dorff*, Kent State University, Kent, OH

Presenter(s): *Linda Hoeptner Poling*, Kent State University, Kent, OH

1:00-2:00 p.m.

Room 007A | Session: 959

COLLEGE OPTIONS FOR STUDENTS WITH INTELLECTUAL DISABILITIES: ALIGNING STANDARDS AND PRACTICES

Topic Area: Career Development/Transition

Secondary Topic: Collaboration and Inclusive Practices

Format: Panel

This session will highlight the Think College Standards and Quality Indicators for Inclusive Higher Education. Representatives from the National Coordinating Center and two model demonstration projects will provide an overview on how the standards were developed and a brief discussion of the tool. Model demonstrators will share their experiences, success stories, insights, and challenges as well as strategies used to bring the standards into practice. (1904)

Leader(s): *Debra Hart*, Institute for Community Inclusion, Boston, MA

Presenter(s): *Cate Weir*, University of Massachusetts, Boston, MA; *Martha Mock*, University of Rochester, Rochester, NY; *Kathleen Bodisch Lynch*, Virginia Commonwealth University, Richmond, VA

1:00-2:00 p.m.

Room 007C | Session: 960

CROSS-NATIONAL DIFFERENCES IN SPECIAL EDUCATION COVERAGE: AN EMPIRICAL ANALYSIS BY ECONOMIC LEVEL

Topic Area: Research

Secondary Topic: Public Policy

Format: Lecture

Huge disparities exist in the extent to which countries provide special education to their children and youth with disabilities. This study investigated the role of educational and socioeconomic factors in accounting for differences in national special education coverage, both for a large sample overall and by economic level. Participants will learn how a country's general education system, literacy rate, and economy together shape and either constrain or allow the particular educational services that are provided to students with disabilities. (1538)

Leader(s): *Dimitris Anastasiou*, Southern Illinois University Carbondale, IL

Presenter(s): *Clayton Keller*, Qatar University, Doha, Qatar

1:00-2:00 p.m. Room 209 | Session: 961
CURRICULUM-BASED MEASUREMENT AS A
MEANS TO IDENTIFY STUDENTS FOR
GIFTED AND TALENTED PROGRAMS

Topic Area: Gifted and Talented

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

Identifying students for gifted and talented programs is difficult. Parent and teacher referral is often utilized as a means to invite students to test for programs. Relying on only parent or teacher referral theoretically misses students who may be gifted and talented. This session will discuss a study that examined using curriculum-based measurement to invite students to test for the district gifted and talented full-time program. Results will be discussed. (1219)

Leader(s): Eden Steffey, Canyons School District, Sandy, UT

Presenter(s): Rob Richardson, Canyons School District, Sandy, UT

1:00-2:00 p.m. Room 218 | Session: 962
DIFFERENTIATION MADE SIMPLE:
STRATEGIES THAT CHANGE LESSONS INTO
DIFFERENTIATED ONES

Topic Area: Gifted and Talented

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

Teachers mistakenly believe differentiating the curriculum means starting over, creating completely differentiated lessons for each topic. Not so!

Differentiation begins with tweaking favorite lessons, focusing on content, process, and product; and understanding students' needs, interests, and levels of readiness. Learn strategies that make lessons engaging to all including the gifted and talented. (1603)

Leader(s): Julia Link Roberts, Western Kentucky University, The Center for Gifted Studies, Bowling Green, KY

Presenter(s): Tracy Inman, Western Kentucky University, The Center for Gifted Studies, Bowling Green, KY

1:00-2:00 p.m. Room 215 | Session: 963
EFFECTIVE READING COMPREHENSION
STRATEGIES OF SCIENCE TEXT FOR
STUDENTS WITH LEARNING DISABILITIES

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Students with learning disabilities often experience difficulties in reading expository text. This presentation provides the results of a meta-analysis that examined effective interventions for teaching comprehension of science text to students with learning disabilities. Participants will learn how to use the results of this meta-analysis to guide research and practice. (1572)

Leader(s): Sarah Watt, University of Iowa, Iowa City, IA

Presenter(s): Erica Kaldenberg, University of Iowa, Iowa City, IA; Bill Therrien, University of Iowa, Iowa City, IA

1:00-2:00 p.m. Room 007B | Session: 964
INCREASING POSITIVE AND REPLACING
MALADAPTIVE BEHAVIORS IN YOUNG
CHILDREN

Topic Area: Early Childhood

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

Children's behavior, positive or maladaptive, has been linked to academic achievement. This session presents the relationships between teachers' observational assessments of students' behaviors and children's academic achievement. Participants will also critique standards-based lesson plans created to teach students skills to recognize and regulate their own behaviors. (2118)

Leader(s): Lydia Carlis, AppleTree Early Learning PCS, Washington, DC

Presenter(s): Shirley Ball, AppleTree Early Learning PCS, Washington, DC

1:00-2:00 p.m. Room 006C | Session: 965
INSEPARABLE! ASSESSMENT TO ENHANCE
INSTRUCTION AND PROGRAM
ACCOUNTABILITY FOR EMOTIONAL AND
BEHAVIORAL DISORDERS

Topic Area: Assessment

Secondary Topic: Emotional and Behavioral Disorders

Format: Demonstration

This session highlights the DTORF-R assessment and accountability system, a developmentally based growth model for students with emotional and behavioral disorders. Ratings of behavioral competencies provide developmental scores used to design individualized programs, guide instruction, track student progress, identify program exit criteria, and document program effectiveness. An electronic version calculates changes in ratings automatically over multiple ratings and summarizes cumulative data for individuals or groups. Participants will practice rating, observe video of a student self-rating, and discuss individual profiles for program implications. (1273)

Leader(s): Mary Wood, University of Georgia, Athens, GA

Presenter(s): Susan White, University of Georgia, Athens, GA

1:00-2:00 p.m. Room 210B | Session: 966
IPAD, THEREFORE, I AM: A QUALITATIVE
CASE STUDY EXPLORING IPAD USAGE AS
ASSISTIVE TECHNOLOGY AND CLASSROOM
LEARNING

Topic Area: Technology and Media

Secondary Topic: Learning Disabilities

Format: Lecture

This study explores student learning with touch screen technology usage. A case study was conducted in a ninth-grade English and algebra classroom at a public school located in an urban Northeastern city. A grounded-theory approach was used to analyze audio recordings of class sessions, field notes, interviews, and artifacts. The results suggest the iPad can be utilized as a successful tool to enhance student learning and engagement in the classroom. Engagement Theory and Bruner's Theory of Discovery Learning offer a theoretical framework to analyze how students utilize touch screen tablets to engage in learning experiences. (2023)

Leader(s): Dane Di Cesare, University at Buffalo, Buffalo, NY

1:00-2:00 p.m. Room 217A | Session: 967
MAST MODULES: ELECTRONIC DISTANCE
EDUCATION RESOURCES TO SUPPORT
SPECIAL EDUCATOR PREPARATION AND
PROFESSIONAL DEVELOPMENT

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Teacher Education

Format: Demonstration

Join a national team of SPED IHE faculty and LEA leaders to explore free, online training and professional development modules addressing students with high- and low-incidence disabilities. These 1-hour modules address topics including data collection, systematic instruction, deaf-blindness, content instruction for students with significant disabilities, postsecondary transition, and standards-based IEPs. (1888)

Leader(s): Bree Jimenez, University of North Carolina at Greensboro, Greensboro, NC

Presenter(s): Deborah Metcalf, East Carolina University/Pitt County Schools, Greenville, NC; Sandra Warren, East Carolina University, Greenville, NC

1:00-2:00 p.m. Room 008A | Session: 968
MULTIPLYING LINEAR EXPRESSIONS BY
USING THE CRA-I STRATEGY

Topic Area: Learning Disabilities

Secondary Topic: Learning Disabilities

Format: Demonstration

This session summarizes the effects of the Concrete-Representation-Abstract Integration (CRA-I) Strategy on the ability of students with learning disabilities to multiply linear algebraic expressions embedded with contextualized area problems. Results of the multiple-probe design indicate the CRA-I strategy is a promising intervention. (546)

Leader(s): Tricia Strickland, Hood College, Columbia, MD

1:00-2:00 p.m. Room 208 | Session: 969
NECESSARY ACCOMMODATIONS FOR
GIFTED STUDENTS WHO HAVE LEARNING
DISABILITIES

Topic Area: Gifted and Talented

Secondary Topic: Learning Disabilities

Format: Demonstration

Gifted students who have learning disabilities can be motivated and successful in gifted programs and in their general education classrooms. Learn how this population can meet their potential through rigorous instruction in their areas of strength when accommodating for their learning disabilities. (1912)

Leader(s): Marla Darby, Emporia State University, Emporia, KS

1:00-2:00 p.m. Room 217D | Session: 970
PUBLIC POLICY'S ROLE IN IMPROVING
TRANSITION OUTCOMES: STORIES FROM
WISCONSIN

Topic Area: Public Policy

Secondary Topic: Developmental Disabilities

Format: Demonstration

Multiple agency policies and state/federal laws guide transition practice. Yet, outcomes for students with the most significant disabilities continue to be poor. Often, what we know from the research does not transfer into sound policy development that can guide practice. This session looks at how Wisconsin's Let's Get to Work federal Partnerships in Employment project is working with state agencies, the Legislature, and Governor's office to improve transition policy and practice through use of evidence-based research in making policy recommendations. (1311)

Leader(s): *Beth Swedeen*, Wisconsin Board for People with Developmental Disabilities, Madison, WI

Presenter(s): *Lisa Pugh*, Disability Rights Wisconsin, Madison, WI; *Jenny Neugart*, University of Wisconsin, Madison, WI

1:00-2:00 p.m. Room 217B | Session: 971
RESEARCH AND JUDICIAL DECISIONS
GUIDE APPROPRIATE AND LEGALLY
SUFFICIENT TRANSITION PLANNING

Topic Area: Administration/Supervision

Secondary Topic: Accessing the General Education Curriculum that is Aligned with State Standards

Format: Lecture

Rather than merely outlining the relevant legislation, litigation, and research regarding postsecondary education transition planning, this session is enhanced with current college readiness research, reviewed and applied to litigated transition issues, resulting in practical, research-based, legally sufficient, college readiness indicators and strategies to effectively guide appropriate transition planning.

Leader(s): *Constance Lyttle*, Drexel University, Philadelphia, PA

1:00-2:00 p.m. Room 007D | Session: 972
RESEARCH ON MATH PROBLEM SOLVING:
GRADES 4 TO 8

Topic Area: Learning Disabilities

Secondary Topic: Learning Disabilities

Format: Lecture

The Institute for Educational Sciences (IES) recently produced a Practice Guide on math problem solving for Grades 4 to 8. Practice Guides contain thorough analyses of high-quality research as well as specific recommendations for practice. Implications of the Practice Guide for special education will be the focus of this session. (520)

Leader(s): *John Woodward*, University of Puget Sound, Tacoma, WA

1:00-2:00 p.m. Room 205 | Session: 973
SELF-ADVOCACY TRAINING FOR HIGH
SCHOOL STUDENTS WITH LEARNING
DISABILITIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Students with learning disabilities generally do not exhibit self-advocacy skills and need to be explicitly taught. The presenters will describe a curriculum developed by a high school special educator to teach students to advocate for accommodations in their general education classrooms. Sample lesson plans will be shared. (234)

Leader(s): *Mary Anne Prater*, Brigham Young University, Provo, UT

Presenter(s): *Nari Carter*, Western Governors University, Highland, UT

1:00-2:00 p.m. Room 206B | Session: 974
SEVERE DISABILITIES IN REVIEW: AN
EXAMINATION OF THE CURRENT
RESEARCH IN THE FIELD

Topic Area: Developmental Disabilities

Secondary Topic: Physical/Health/Multiple Disabilities

Format: Lecture

Research impacts practice and practice impacts the lives and outcomes for students with disabilities and their families. This review casts a wide net across disciplines to examine the most current research involving individuals with severe disabilities including the content and findings as well as future implications. (784)

Leader(s): *Jordan Shurr*, Central Michigan University, Mount Pleasant, MI

Presenter(s): *Polly Parrish*, WINGS Day Treatment Program, Fairhope, AL; *Darlene Perner*, Bloomsburg University of Pennsylvania, Bloomsburg, PA

1:00-2:00 p.m. Room 206A | Session: 975
SPECIAL EDUCATION SERVICE DELIVERY
AND RESEARCH IN INTERNATIONAL
SETTINGS: POSSIBILITIES AND
CHALLENGES

Topic Area: International Programs/Services

Secondary Topic: Research

Format: Lecture

Inclusive education has become a global trend in service-provision for students with disabilities. Implementation of inclusion has varied across countries. Presenters will draw from their experiences in conducting research in international settings. Challenges associated with the implementation of inclusive practices, and considerations for conducting international research will be discussed. (1931)

Leader(s): *Chryso Mouzourou*, University of Illinois at Urbana-Champaign, Columbus, OH

Presenter(s): *Florence Muwana*, University of Wisconsin, Oshkosh, WI; *Diana Sukhram*, SUNY-Old Westbury, NY

1:00-2:00 p.m. Room 204B | Session: 976
SPECIAL EDUCATION TEACHER
EVALUATION PROCESS: CURRENT
PRACTICES AND FUTURE IMPLICATIONS

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Lecture

There are multiple methods of evaluation used by school districts to evaluate teacher effectiveness. Each of these methods has specific benefits and therefore school districts must seek to choose the most effective method of evaluation for the teacher development needs within their school district. This session will provide the synthesized results of a survey of secondary administrators from multiple school districts regarding special education teacher evaluation. (534)

Leader(s): *Jacob Wolf*, University of Kansas, Overland Park, KS

Presenter(s): *Deb Griswold*, University of Kansas, Lawrence, KS

1:00-2:00 p.m. Room 006D | Session: 977
SPECIAL EDUCATORS' EXPERIENCES IN
WORKING WITH CHILDREN WITH SEVERE
COMMUNICATION DISORDERS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Teacher Education

Format: Lecture

This session will describe teachers' experiences in working with children with severe disabilities. Interviews conducted with 20 special educators who work with children with severe communication problems (mostly, but not exclusively, with autism) in self-contained classrooms in South Africa and in Indiana in the United States will be described by referring to different ways of integrating instrumental and relational approaches to communication. (848)

Leader(s): *Erna Alant*, Indiana University, Bloomington, IN

Presenter(s): *Lindsey Ogle* and *Michael Verde*, Indiana University, Bloomington, IN

1:00-2:00 p.m. Room 214C | Session: 978
STRAND M, SESSION 4

POSITIVE PRACTICES TO PROTECT KIDS
FROM BULLYING AND EMPOWER THEM
WITH SKILLS

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Kidpower Teenpower Fullpower International is a global nonprofit leader in protecting people of all ages and abilities from bullying, violence, and abuse. In this session, attendees will learn how to use Kidpower skills to prepare young people to develop positive relationships, increase their confidence, and take charge of their emotional and physical safety.

Leader(s): *Irene van der Zande*, Kidpower Teenpower Fullpower International, Santa Cruz, CA

1:00-2:00 p.m. Room 202 | Session: 979
STRAND N, SESSION 4

INCLUSION AROUND THE WORLD: WHAT
DOES IT LOOK LIKE?

Topic Area: International Programs/Services

Secondary Topic: Public Policy

Format: Panel

This interactive session will facilitate conversation regarding the definition of inclusion around the world. Participants are encouraged to bring cell phones in order to participate in polling in an effort to better understand the diversity of inclusive practices on a global level.

Leader(s): *Susan O'Rourke*, Carlow University, Pittsburgh, PA; *Theodore Mauro*, ED101, Pendleton, SC; *Eileen Raymond*, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa

1:00-2:00 p.m. Room 203 | Session: 980

STRAND O, SESSION 4

FACILITATING FAMILIES: COURAGE TO ENCOURAGE AN EFFECTIVE ETHOS

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

This session will address the theory, expectations, and advantages for building and sustaining a positive ethos and an interpersonal relationship with families and students. Presenters will offer advice and practical suggestions related to the participation of families in problem solving, and decision and policy making. Strategies to combat obstacles to family involvement and the inclusion of accommodations for culturally and linguistically diverse families are also outlined infusing the Star Model.

Leader(s): *Cathy Kea*, North Carolina A&T State University, Greensboro, NC

Presenter(s): *Diane Rodriguez*, Fordham University, New York City, NY; *Bertina Combes*, University of North Texas, Denton, TX

1:00-2:00 p.m. Room 213 | Session: 981

STUDENTS WITH ASD IN GENERAL EDUCATION CLASSROOMS: A SURVEY OF SELF-EFFICACY IN TEACHERS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

The Survey of Teacher Self-Efficacy for Inclusion of Students With ASD was used to collect data on the impact of training and experience on the self-efficacy of general, special, and dually-certified teachers. This session highlights the findings of teacher perceptions for planning and implementing the inclusion of students with ASD in general education classroom. (2010)

Leader(s): *Katie Smith*, Illinois State University, Normal, IL

Presenter(s): *Stacey Jones Bock*, Illinois State University, Normal, IL; *Nikki Michalak*, Illinois State University, Normal, IL

1:00-2:00 p.m.

Room 217C | Session: 982

SYSTEMATIC PROGRAM EVALUATION AND IMPROVEMENT TO BETTER SUPPORT STUDENTS WITH EBD

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Administration/Supervision

Format: Demonstration

This session will provide an overview of a team-based participatory program evaluation and improvement process used successfully by several districts to improve their K-12 programs for students with EBD. Presenters will describe how the process supported organizational change, the strategies that were implemented, the challenges that were overcome, and the overall findings across district programs. (1314)

Leader(s): *Bridget Walker*, Seattle University, Seattle, WA

Presenter(s): *Lisa Hoyt*, Renton School District, Newcastle, WA; *Lori Lynass*, NW PBIS Network, Shoreline, WA

1:00-2:00 p.m.

Room 216A | Session: 983

TEACHING WITH TECHNOLOGY IN EARLY CHILDHOOD SPECIAL EDUCATION SETTINGS

Topic Area: Early Childhood

Secondary Topic: Technology and Media

Format: Lecture

Technology has the potential to be a powerful tool for intervention in early childhood special education by the nature of its highly motivating multimedia interface. In this session, practitioners will learn how to integrate technology into instructional practices in early childhood special education classrooms. The presenters will provide technology and early childhood focused teaching techniques, assessment and progress monitoring strategies, and resources. They will also provide links to apps, software, free games, and videos demonstrating use of interactive technology. (578)

Leader(s): *Constance Beecher*, Washington State University, Pullman, WA

Presenter(s): *Megan Itani*, Pullman Public Schools, Pullman, WA; *Darcy Miller*, Washington State University, Pullman, WA

1:00-2:00 p.m. Room 201 | Session: 984
TECH-NOW: INCREASING POSTSECONDARY
OUTCOMES FOR STUDENTS THROUGH
TECHNOLOGY

Topic Area: Technology and Media

Secondary Topic: Career Development/Transition

Format: Lecture

In this session, participants will learn about Tech-Now, a well-documented, innovative, technology-focused, secondary transition program for students with disabilities. The presenters will provide examples of students' entrepreneurial projects and career exploration activities. Participants will also learn how to make Tech-Now available in their schools and classrooms. Data will be shared documenting the success of Tech-Now in terms of postsecondary outcomes for students with disabilities. (954)

Leader(s): Rick DeRennaux, TechNow, Inc, Norman, OK

Presenter(s): Kendra Williams-Diehm, University of Oklahoma, Norman, OK

1:00-2:00 p.m. Room 211 | Session: 985
THE NEW AGE OF ONLINE ASSESSMENT:
CONSIDERATIONS FOR STUDENTS WITH
SPECIAL NEEDS

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Technology and Media

Format: Lecture

Classrooms and school systems are in the technology age where constant evolution integrates technology into learning. This applies to assessment as well, as online large-scale assessments become the norm. Attendees will leave this session with the knowledge and understanding of how universal design principles, accommodations, and modifications are generally applied in the online test environment. In addition, attendees will learn about the types of test items in the online environment, including the difference between an online static test item and an innovative item, student response formats on an online assessment, and online tools and student aids associated with large-scale assessment. (315)

Leader(s): Katie Schmidt, Pearson, Liberty Hill, TX

Presenter(s): Leigh Trolinger, Pearson, Pflugerville, TX

1:00-2:00 p.m. Room 204A | Session: 986
THE WHAT WORKS CLEARINGHOUSE AND
SINGLE-CASE RESEARCH: WHERE ARE WE
NOW?

Topic Area: Early Childhood

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

Treatment effectiveness in single-case research is an ongoing concern. Released in 2010, the Doing What Works Single Case Design Technical Documentation provides guidance for analyzing data within and across SCD studies to develop a rigorous foundation for causal inferences. This interactive discussion session provides a forum in which practitioners can (a) explore DWW recommendations for indicating treatment effect, (b) evaluate the application of the DWW recommendations to practice, and (c) discuss the impact of DWW guidance on SCD as a research methodology. (503)

Leader(s): Brooke Blanks, Radford University, Radford, VA

Presenter(s): Nicole Swoszowski, University of Alabama, Tuscaloosa, AL

1:00-2:00 p.m. Room 207B | Session: 987
USING A COMMON ASSESSMENT IN A
TEACHER PREPARATION COURSE OF
READING INSTRUCTION

Topic Area: Teacher Education

Secondary Topic: Accountability & Large Scale Assessments

Format: Demonstration

This session will describe how candidate performance on a developed common assessment of reading instruction was used to improve the preparation of preservice and in-service teachers. The presenters will discuss (a) developing test items for a common assessment, (b) administering a common assessment, and (c) designing professional development activities that enhance instruction. (1123)

Leader(s): Kelley Regan, George Mason University, Fairfax, VA

Presenter(s): Sheri Berkeley, George Mason University, Fairfax, VA; Sharon Ray, George Mason University, Fairfax, VA

1:00-2:00 p.m. Room 212 | Session: 988
USING VISUALLY SUPPORTED INSTRUCTIONAL ACTIVITIES TO MEET COMMON CORE STANDARDS ALIGNED ACTIVITIES

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Instructional Design and Strategies
Format: Lecture

Participants will leave this session with effective tools that will enable them to overcome the challenge to provide effective instruction that addresses Common Core Standards. Learn how to confidently identify and demonstrate how to create, differentiate, and implement visually supported instructional activities easily and consistently for ALL students. (1877)

Leader(s): *Enid Hurtado*, DynaVox Mayer-Johnson, San Diego, CA

Presenter(s): *Lisa Kehoe*, DynaVox Mayer-Johnson, Des Moines, IA

1:00-1:45 p.m. Bridge Hall, Poster 2 | Session: 989
DUETS IN THE LIMELIGHT: STAGING CO-TEACHING FOR TEACHER CANDIDATES

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Teacher Education

Format: Poster Session

This session reports the findings of a study that examined the experience of college faculty assigned to co-teach a course devoted to educational collaborations. Faculty provided a visual model to examine and reflect upon, that paralleled co-teaching experiences. Implications for the field will be shared. (1685)

Leader(s): *Wendy Gladstone-Brown*, St. John Fisher College, Rochester, NY

Presenter(s): *Marie Cianca*, St. John Fisher College, Rochester, NY

1:00-1:45 p.m. Bridge Hall, Poster 14 | Session: 991
EFFECTIVE AND APPROPRIATE: MAKING READING INSTRUCTION MORE SOCIALLY APPROPRIATE DURING ADOLESCENCE

Topic Area: Instructional Design and Strategies

Secondary Topic: Teacher Education

Format: Poster Session

This session provides an examination of adolescent social changes and effective reading instructional practices to complement these changes. With this knowledge, educators will have a better understanding of developmental changes of their students which will allow them to improve the quality of their instruction. (1245)

Leader(s): *Stephen Pina*, University of New Mexico, Albuquerque, NM

Presenter(s): *Timothy Zaccaria*, University of New Mexico, Albuquerque, NM; *Trish Steinbrecher*, University of New Mexico, Albuquerque, NM

1:00-1:45 p.m. Bridge Hall, Poster 9 | Session: 992
EFFECTS OF A MULTIMODAL BILINGUAL LITERACY INTERVENTION ON VOCABULARY AND NARRATIVE SKILLS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Research

Format: Poster Session

Mis LIBROS is a bilingual authoring intervention that combines effective teaching strategies, home language support, and opportunities for cognitive engagement. Throughout the intervention students developed a relationship with print, had oral language experiences, and worked with the tools of literacy. This session will describe the results of the intervention with third-grade ELs. Implementation of the intervention in a classroom will also be discussed. Videos, data charts and examples of students' books will be shared. (1733)

Leader(s): *Rhonda Miller*, Clemson University, Clemson, SC

Presenter(s): *Sara Mackiewicz*, Clemson University, Clemson, SC

1:00-1:45 p.m. Bridge Hall, Poster 11 | Session: 993
EXAMINING THE PERSPECTIVE OF TYPICAL STUDENTS USING THE AUTISM PEER PERCEPTION SURVEY

Topic Area: Autism Spectrum Disorder

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

The Autism Peer Perception Scale was used with general education second-grade students after 8 months of participation in a structured inclusive activity with their peers with autism. The perception scale provides insights into students' positive and negative views of the activity and revealed gender differences in some areas. (2026)

Leader(s): Lisa Simpson, University of San Francisco, CA

1:00-1:45 p.m. Bridge Hall, Poster 5 | Session: 994
GENERAL EDUCATION TEACHERS' PERCEPTIONS OF STUDENTS WITH BEHAVIORAL DISORDERS IN URBAN CLASSROOMS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

Teacher perceptions of students with emotional and behavioral disorders (EBD) can impact student outcomes. This relationship may be more important for African American students in urban schools. This session examines general education teachers' perceptions of students with EBD in urban classrooms in relation to student outcomes. (715)

Leader(s): Raol Taft, University of Missouri, Kansas City, MO

Presenter(s): Candace Schlein, University of Missouri, Kansas City, MO

1:00-1:45 p.m. Bridge Hall, Poster 16 | Session: 995
INVOLVING PRESERVICE TEACHERS IN RESEARCH: STRATEGY INSTRUCTION TO IMPROVE READING COMPREHENSION

Topic Area: Teacher Education

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session highlights a project in which preservice teachers implemented scientifically based reading interventions in the field. Their responsibilities included learning interventions, teaching students, and reflecting on their experiences. Presenters will share the results of the project and how this experience influenced the preservice teachers' instructional practices. (448)

Leader(s): Jessica Hagaman, University of Nebraska, Omaha, NE

Presenter(s): Kathryn Casey, University of Wisconsin, Whitewater, WI; Danielle Dounar, University of Wisconsin, Whitewater, WI; Delaney Fenwick, University of Wisconsin, Whitewater, WI

1:00-1:45 p.m. Bridge Hall, Poster 22 | Session: 996
MATHEMATICS MOTIVATION: ASSESSING MIDDLE SCHOOL STUDENTS' SELF-EFFICACY BELIEFS ON FRACTIONS

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Motivation is hallmark to learning. The relationship between positive self-efficacy and higher achievement is well documented across content areas. This session shares results from an experimental study assessing students' self-efficacy on fractions computations, including sources of self-efficacy. (362)

Leader(s): Elizabeth Hughes, Duquesne University, Pittsburgh, PA

1:00-1:45 p.m. Bridge Hall, Poster 12 | Session: 997
PROJECT ASPIRE: REDESIGNING A TEACHER EDUCATION PROGRAM FOR SECONDARY STUDENTS WITH DISABILITIES

Topic Area: Teacher Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Participants will learn about Project ASPIRE, which was developed to expand and evaluate a teacher education program. The project involves integrating inclusive adolescent special education practices into the existing teacher preparation curriculum and collaborating with educators at local schools, who will serve as mentors to teacher candidates during extensive field experiences. (1442)

Leader(s): Frances Ihle, The College of Saint Rose, Albany, NY

Presenter(s): Margaret McLane, The College of Saint Rose, Albany, NY

1:00-1:45 p.m. Bridge Hall, Poster 4 | Session: 998
QUALITY PREPARATION OF EARLY INTERVENTION PARAPROFESSIONALS

Topic Area: Early Childhood

Secondary Topic: Public Policy

Format: Poster Session

IDEA requires that paraprofessionals in early intervention programs are appropriately trained, but does not provide sufficient guidance for appropriate training. The presenters describe the process for creation of standards and alignment of early intervention paraprofessional certificate program to the standards to exemplify appropriate training in their state. (1762)

Leader(s): Ritu Chopra, University of Colorado, The PAR2A Center, Denver, CO

Presenter(s): Rashida Banerjee, University of Northern Colorado, Greeley, CO; Geraldine DiPalma, University of Colorado, The PAR²A Center, Denver, CO

1:00-1:45 p.m. Bridge Hall, Poster 1 | Session: 999
SUPPORTING STUDENTS WITH LEARNING
DISABILITIES IN ENGLISH I INCLUSIVE
CLASSROOMS

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Learning Disabilities

Format: Poster Session

This study examined co-teaching practices, content domains, and instructional and behavioral practices that were employed by special and general education teachers to support the learning of freshmen with LD in Central Texas high school English I inclusion and resource classes. Results of quantitative and qualitative analyses will be presented. (2069)

Leader(s): *Brian Bryant*, University of Texas, Austin, TX

Presenter(s): *Min-Kyung Kim*, University of Texas, Austin, TX

1:00-1:45 p.m. Bridge Hall, Poster 6 | Session: 1000
TEACHER TALK IN ELEMENTARY SCHOOL
CLASSROOMS: ANALYSIS OF VARIABLES
AFFECTING STUDENT PERFORMANCE

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

This session features analyses of the quality, quantity, content, and complexity of teacher talk sampled during instruction in K-4 general and special education classrooms including students with emotional and behavioral disorders (EBD). Results indicate that rate of speech may be an effective target to improve clarity of teacher talk. (1743)

Leader(s): *Alexandra Hollo*, Vanderbilt University, Nashville, TN

1:00-1:45 p.m. Bridge Hall, Poster 3 | Session: 1001
TECHNOLOGY ACROSS THE CURRICULUM

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

No longer are the days where children play outside with their friends after school and on the weekend; instead most children today play video games and watch television. This session focuses on technology that can be used in your classroom to keep your students engaged. (1673)

Leader(s): *Kathleen Hogan*, Georgia Regents University, Augusta, GA

Presenter(s): *Andrea Hathcote*, Northern State University, Aberdeen, SD; *Mandy Lusk*, Wichita State University, Wichita, KS

1:00-1:45 p.m. Bridge Hall, Poster 19 | Session: 1002
THE IMPACT OF PEER-TUTORING
PROGRAMS IN POSTSECONDARY
EDUCATION: AN ANALYTICAL LITERATURE
REVIEW

Topic Area: Career Development/Transition

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Although researchers claim that peer tutoring can have positive impacts on tutors and tutees, there is a lack in empirical research to conclusively demonstrate its effectiveness in meeting the academic needs of our diverse students. This session shares the findings of a study that reviewed, summarized, and reflected on the impact of peer-tutoring programs in postsecondary education. Presenters will discuss tutor training programs and how they can more effectively train tutors to meet the academic needs of their tutees. (2202)

Leader(s): *Amy Bossler*, University of Hawaii at Manoa, Honolulu, HI

1:00-1:45 p.m. Bridge Hall, Poster 10 | Session: 1003
USE OF CULTURAL NARRATIONS TO
ENHANCE PROFESSIONAL RELATIONSHIPS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Teacher Education

Format: Poster Session

This session will provide a strategy that helps examine cultural background specific to patterns of communication, conflict resolution, and problem-solving skills. The reflective exercise will support exploration of how one's upbringing may affect future professional relationships with students and colleagues. (669)

Leader(s): *Beth Stickley*, Western Washington University, Bellingham, WA

1:00-1:45 p.m. Bridge Hall, Poster 17 | Session: 1004
USING CLINICAL INTERVIEWS TO ASSESS
STUDENTS WITH MATHEMATICAL
LEARNING DISABILITIES

Topic Area: Assessment

Secondary Topic: Learning Disabilities

Format: Poster Session

This session discusses the findings from a comparative study to investigate responses from students with and without mathematical learning disabilities when asked to solve addition and subtraction word problems during a clinical interview. Implications for designing interventions based on the outcomes of the assessment will also be shared. (649)

Leader(s): *Helen Thouless*, University of Washington, Seattle, WA

2:15-3:15 p.m. Room 207B | Session: 1006
ALL TOGETHER NOW: TEACHING
COLLABORATION BY COLLABORATING IN
HIGHER EDUCATION

Topic Area: Teacher Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

In today's classrooms, general and special educators must work together more than ever. However teacher education programs have not adequately prepared candidates for this collaborative and co-teaching reality. In this session, special and secondary education faculty describe developing and co-teaching a course on effective instructional and collaborative strategies for diverse learners. (988)

Leader(s): *Margaret Weiss*, George Mason University, Fairfax, VA

Presenter(s): *Linda Mann*, George Mason University, Fairfax, VA; *Anthony Pellegrino*, George Mason University, Fairfax, VA

2:15-3:15 p.m. Room 217C | Session: 1007
AUTISM AND ART: A SUMMER ART CAMP
ADVENTURE

Topic Area: Arts in Special Education

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

The Dallas Museum of Art is dedicated to serving diverse audiences in the Dallas community, with a variety of Access Programs to meet the interests of visitors with special needs. DMA staff and a local autism specialist will address their collaborative approach to the camp, including integration of sensory elements and fostering social interaction among students. They will share how guests from the community, including a music therapist and storyteller, helped to lead the camp. Presenters will discuss best practices for incorporating visual picture schedules into a museum-based camp program, selecting themes, and choosing artworks that appeal to children with autism. (1353)

Leader(s): *Stacey Callaway*, Keller ISD/University of North Texas, Keller, TX

2:15-3:15 p.m. Room 204B | Session: 1008
IMPROVING READING FLUENCY THROUGH
REPEATED READING AND VIDEO SELF-
MODELING

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

Reading fluency is central for successful comprehension of text. Repeated reading combined with video self-modeling may be used to increase fluency beyond effects of repeated reading alone. In this session, participants will learn how to create video self-models and implement the models within a repeated reading intervention. (1010)

Leader(s): *Lindsay Flynn*, University of North Carolina, Charlotte, NC

Presenter(s): *Jeremy Lopuch*, University of North Carolina, Charlotte, NC

2:15-3:15 p.m. Room 217A | Session: 1009
MATH FOR ALL: IMPLEMENTING STANDARDS-BASED MATH CURRICULUM FOR DIVERSE LEARNERS

Topic Area: Accessing the General Education Curriculum that is Aligned with State Standards

Secondary Topic: Collaboration and Inclusive Practices

Format: Demonstration

Participants will engage in the Math for All approach to professional development. This approach prepares teachers to provide diverse learners access to standards-based mathematics curriculum. Video case-studies will be presented and discussed so that participants will have hands-on experiences to bring back to their classrooms, schools, or districts. (764)

Leader(s): *Diane Newman*, Bank Street College of Education, New York, NY

Presenter(s): *Marvin Cohen*, Bank Street College of Education, New York, NY

2:15-3:15 p.m. Room 213 | Session: 1010
RACIAL DISPARITY IN ADMINISTRATIVE AUTISM IDENTIFICATION ACROSS THE UNITED STATES FROM 2000 TO 2007

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Lecture

Disproportionate representation of racially diverse students in special education is a well-documented problem, yet few studies have systematically evaluated disproportionate representation of diverse students with autism. This session will share the results of an examination of administrative autism prevalence at the national and state levels from 2000 to 2007. Presenters will discuss implications for special education and related professionals; district, state, and federal policy makers; teacher educators; and researchers. Discussion also includes potential sources for disparity and directions for future studies. (416)

Leader(s): *Jason Travers*, University of Massachusetts, Amherst, MA

Presenter(s): *Michael Krezmien*, University of Massachusetts, Amherst, MA

2:15-3:15 p.m. Room 217D | Session: 1011
SELECTING EVIDENCE-BASED TOOLS FOR IMPLEMENTING INTENSIVE INTERVENTION

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Demonstration

In this session, staff from the National Center on Intensive Intervention will describe and give participants a chance to interact with its Tools Charts, which rate the technical adequacy of academic and behavioral interventions and progress monitoring tools, based on rigorous evidence standards developed by expert panels. The NCII publishes these Tools Charts to assist educators and families in becoming informed consumers who can select interventions and progress monitoring tools that best meet their students' individual needs. (1368)

Leader(s): *Rebecca Zumeta*, American Institutes for Research, Washington, DC

2:15-3:15 p.m. Room 006B | Session: 1012
SELECTING THE RIGHT LENS: SEEING—AND ADDRESSING—ISSUES IMPACTING STUDENTS' MENTAL HEALTH

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

This session addresses issues impacting mental, social, and emotional health and wellness, particularly for culturally and linguistically diverse/exceptional students. Presenters will discuss the impact of financial need, family separation, acculturation, language acquisition, and other variables and will provide practical suggestions for teachers to support students facing such circumstances. (2072)

Leader(s): *Amy Mazur*, George Washington University, Washington, DC

2:15-3:15 p.m.

Room 203 | Session: 1013

STRAND O, SESSION 5

THE TWIST TO THE TRADITION OF TRANSITION: SMOOTHING ROUGH ROADS

Topic Area: Administration/Supervision

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

This session will address the theory, principles and practices of transition and coordination of services for infants, toddlers, children, and youth with disabilities and their families. The key roles of school personnel and service providers in community agencies providing comprehensive services are discussed. In addition, techniques that build and facilitate effective transition, interagency collaboration, teamwork, and networking are delineated and integrated with the Star Model.

Leader(s): *Teresa Dais*, North Carolina Department of Public Instruction, Raleigh, NC

Presenter(s): *Allison Jones*, University of North Carolina, Wilmington, NC

2:15-3:15 p.m.

Room 008A | Session: 1014

TEACHING ADDITION WITH AN EMPHASIS ON SYMBOLS AND EQUATIONS

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Students with mathematics difficulties received tutoring on the conceptual understanding of addition and the symbols of addition. Students practiced addition with standard or nonstandard equations. This session describes the tutoring program and discusses the benefits of instruction on symbols and nonstandard equations for addition fluency. (393)

Leader(s): *Sarah Powell*, University of Virginia, Charlottesville, VA

Presenter(s): *Melissa Driver*, University of Virginia, Charlottesville, VA; *Tyler Julian*, University of Virginia, Charlottesville, VA

2:15-3:15 p.m.

Room 207A | Session: 1015

THE IMPACT OF MULTIYEAR APPRENTICESHIPS FOR SPECIAL EDUCATION TEACHER CANDIDATES

Topic Area: Teacher Education

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Lecture

For the past 12 years, one teacher training program housed at a university's off-campus center for urban education has required teacher candidates to complete a 4-year, guided teacher apprenticeship experience working with diverse populations in a metropolitan area. Results of a study evaluating the special education teacher training program using this multiyear apprenticeship model will be presented. Features that contribute to the unique aspects of the 4-year apprenticeship experience will be discussed. Recommendations based on the results of the research will be presented and suggestions for special education teacher training programs will be shared. (1456)

Leader(s): *Ann Sebald*, University of Northern Colorado, Greeley, CO

Presenter(s): *Corey Pierce*, University of Northern Colorado, Greeley, CO

2:15-3:15 p.m.

Room 214B | Session: 1016

THE NEXUS OF MTSS AND SPECIAL EDUCATION REFERRAL/ELIGIBILITY PROCESSES: COMPARING ACROSS STATES

Topic Area: Public Policy

Secondary Topic: Learning Disabilities

Format: Lecture

Response to intervention (RTI)/multi-tier systems of support (MTSS) models are prevalent across the United States. However, little scholarship addresses the nexus of RTI/MTSS and special education referral and eligibility processes. This session will examine the results of a qualitative analysis conducted across 12 states. (1597)

Leader(s): *Diana Baker*, Educational Development Center, Boston, MA

Presenter(s): *Orla Higgins Averill*, Education Development Center, Waltham, MA; *Kathryn Sallis*, Education Development Center, Waltham, MA; *Claudia Rinaldi*, Education Development Center, Waltham, MA

2:15-3:15 p.m. Room 205 | Session: 1017
TOOTLING: USING POSITIVE PEER-REPORTING IN A HIGH SCHOOL INCLUSIVE PHYSICS CLASSROOM

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session examines the efficacy of a classwide positive peer-reporting system known as Tootling. Results revealed that during classroom instruction in the tootling phases all of the students, including those with disabilities, reduced their number of disruptive behaviors and increased their prosocial skills. (705)

Leader(s): *Richard Boon*, Kutztown University of Pennsylvania, Kutztown, PA

Presenter(s): *Adriana Savage*, Collins Hill High School, Suwanee, GA

2:15-3:15 p.m. Room 217B | Session: 1018
USING INTERVENTION DESIGN FRAMEWORKS TO SYSTEMATICALLY SELECT ACADEMIC INTERVENTIONS FOR STUDENTS WITH LEARNING DISABILITIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Demonstration

Instruction that is individualized to struggling students' specific skill deficits is important for systematically selecting academic interventions that enhance student outcomes. Intervention design frameworks can assist educators in systematically selecting individualized interventions. The intervention frameworks introduced in this session can be utilized for maximizing student outcomes, targeting appropriate skills, and selecting content of appropriate difficulty. (1849)

Leader(s): *Shawna Petersen-Brown*, University of Minnesota, Minneapolis, MN

2:15-3:15 p.m. Room 006C | Session: 1019
USING VERBAL PROTOCOLS TO DEVELOP A DIAGNOSTIC ASSESSMENT OF ALGEBRA READINESS

Topic Area: Assessment

Secondary Topic: Learning Disabilities

Format: Lecture

Verbal protocols provide evidence of the cognitive processes students engage in while completing tasks. In this study, we collected verbal protocol data from 22 students in Grades 5 to 8 to examine their thinking (including misconceptions and errors) when solving algebra-readiness items. Results will be shared which confirm the diagnostic potential of carefully constructed mathematics items. (1851)

Leader(s): *Deni Basaraba*, Southern Methodist University, Dallas, TX

Presenter(s): *Savannah Hill*, Southern Methodist University, Dallas, TX; *Leanne Ketterlin-Geller*, Southern Methodist University, Dallas, TX; *Sharri Zachary*, Southern Methodist University, Dallas, TX

2:15-3:00 p.m. Bridge Hall, Poster 2 | Session: 1021
EASTER SEALS PROJECT ACTION: ACCESSIBLE TRANSPORTATION INCLUSIVE-SERVICE LEARNING PROGRAM

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Career Development/Transition

Format: Poster Session

This Easter Seals Project ACTION session will highlight the work of school districts that participated in a pilot inclusive service-learning program around accessible transportation. Districts will describe the projects undertaken by students with and without disabilities, and how these projects affected student learning and use of accessible transportation. (1718)

Leader(s): *Judy Shanley*, Easter Seals Project ACTION, Washington, DC

Presenter(s): *Leah Osborne*, Socorro Independent School District, El Paso, TX; *Maria Isabel Salas*, Socorro Independent School District, El Paso, TX; *Diana Kiehl*, Crestview Local Schools, Convoy, OH; *Nancy Anastasio*, Bay District Schools, Panama City Beach, FL

2:15-3:00 p.m. Bridge Hall, Poster 11 | Session: 1022

INDIVIDUALS WITH AUTISM IN HIGHER EDUCATION: HOW TO MEET THEIR NEEDS.

Topic Area: Autism Spectrum Disorder

Secondary Topic: Career Development/Transition

Format: Poster Session

With more individuals being diagnosed on the autism spectrum, more students will be attending institutions of higher learning to include community college, technical schools, trade schools, and universities. The basics of autism, autism assessment, providing assignments, assessing classroom performance, and providing accommodations in higher education settings will be discussed. (971)

Leader(s): *Melinda Shane*, New Mexico State University, Las Cruces, NM

Presenter(s): *Judy Salamon*, New Mexico State University, Las Cruces, NM; *Kathleen Cronin*, New Mexico State University, Las Cruces, NM

2:15-3:00 p.m. Bridge Hall, Poster 16 | Session: 1023

OMG! WHAT?

COMMUNICATING/CONNECTING WITH DIGITAL NATIVES IN TEACHER EDUCATION

Topic Area: Teacher Education

Secondary Topic: Research

Format: Poster Session

Research results are emerging that indicate the desire of some students to experience more personal communication (phone, face-to-face meetings) than that offered by the many digital options (e-mail, blogs, etc.) Is this really the case? Presenters will share the results of a student survey at the University of Alabama at Birmingham regarding student preferences for communication and instruction with peers and instructors. Research results include undergraduate students in the School of Education with comparative data to undergraduates in other majors who are experiencing traditional classroom settings, blended learning environments, and online learning environments. (1953)

Leader(s): *Betty Nelson*, University of Alabama, Birmingham, AL

Presenter(s): *Jenelle Hodges*, University of Alabama, Birmingham, AL

2:15-3:00 p.m. Bridge Hall, Poster 4 | Session: 1024

TEACHER CANDIDATES PERCEPTIONS OF INCLUDING STUDENTS WITH DISABILITIES: AN IMMERSION EXPERIENCE

Topic Area: Special Education Schools

Secondary Topic: Teacher Education

Format: Poster Session

This study compared the perceptions of general education teacher candidates on two dichotomous scales (hostility/receptivity and anxiety/calmness) before and after a 1-week immersion experience in a residential school for students with special needs. The importance of such high-impact field opportunities will be presented. (727)

Leader(s): *Deborah Bracke*, Augustana College, Rock Island, IL

Presenter(s): *Casey Komel*, Augustana College, Rock Island, IL; *Emma Regnier*, Augustana College, Rock Island, IL; *Derek Schneeman*, Augustana College, Rock Island, IL; *Allison Nagy*, Augustana College, Rock Island, IL; *Aubry Moorman*, Augustana College, Rock Island, IL

2:15-3:00 p.m. Bridge Hall, Poster 14 | Session: 1025

TEACHING A YOUNG CHILD WITH NOONAN'S SYNDROME SENTENCE WRITING SKILLS

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Poster Session

Children with NS have difficulty in the area of writing. However there are no published studies addressing how to help these children overcome their writing difficulties. This session will share the results of a study in which a child with Noonan's Syndrome (NS) and writing disabilities was taught to compose sentences using several tasks (word study, sentence dictation, reading, reassembly, and copying). After the intervention the student produced written sentences that were grammatically correct, punctuated and capitalized accurately, and rated higher quality. (292)

Leader(s): *Bruce Saddler*, University at Albany, Albany, NY

Presenter(s): *Kristie Asaro-Saddler*, University at Albany, Albany, NY; *Tammy Ellis-Robinson*, University at Albany, Albany, NY; *Lisa Gardner*, University at Albany, Albany, NY

2:15-3:00 p.m. Bridge Hall, Poster 20 | Session: 1026
 USING THE REGRESSION-DISCONTINUITY
 DESIGN TO DETERMINE THE
 EFFECTIVENESS OF TIERED
 INTERVENTIONS

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Poster Session

Researchers will present a within study comparison of two research designs: randomized experiment and regression-discontinuity design. A side-by-side comparison of results will show similarities and/or differences in significance, magnitude, and direction of treatment effects. Presenters will discuss regression-discontinuity's potential as an alternative to the randomized experiment. (2140)

Leader(s): *Kristen Ashworth*, College of Charleston, Charleston, SC

Presenter(s): *Paige Pullen*, University of Virginia, Charlottesville, VA

2:15-3:00 p.m. Bridge Hall, Poster 3 | Session: 1027
 UTILIZING TYPICALLY DEVELOPING PEERS
 AS CONVERSATION PARTNERS FOR
 EMERGING HIGH-TECH AAC DEVICE USERS

Topic Area: Technology and Media

Secondary Topic: Physical/Health/Multiple Disabilities

Format: Poster Session

Utilizing typically developing peers as conversation partners for students with multiple disabilities who are learning to use AAC devices to communicate can produce practice opportunities beyond teacher- or therapist-based instruction that are both highly motivating and meaningful to these students. Attendees will learn how to select appropriate conversation partners, how to train the conversation partners of a particular student, and how to identify naturally occurring environments and activities where this strategy can be best used. (865)

Leader(s): *Matthew Newton*, Roanoke City Public Schools, Roanoke, VA

2:15-3:00 p.m. Bridge Hall, Poster 6 | Session: 1028
 WHERE DO WE GO FROM HERE?
 INTERNATIONAL EXPERIENCES FOR
 PRESERVICE SPECIAL EDUCATORS

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: International Programs/Services

Format: Poster Session

Special educators need to be engaged in developing relationships and building trust with immigrant and refugee students and their families to reduce barriers that limit effective special education service. Learn how engaging in international experiences is an alternative for creating experiences to work with a variety of cultural and ethnic groups. (2155)

Leader(s): *Roberta Kaufman*, Nevada State College, Henderson, NV

Presenter(s): *Caron Westland*, University of Colorado, Denver, CO

CEC WEBINARS

PROFESSIONAL DEVELOPMENT AT YOUR DESK

Get acquainted with CEC's webinar program. CEC offers frequent webinars on critical issues affecting students with disabilities and their educators. Whether you are looking for professional development on evidence-based practice, effective techniques, administrative concerns, behavioral and learning issues affecting particular populations, updates on policy and advocacy... CEC offers webinars to help you improve your practice and earn CEUs. With the additional advantage of receiving your professional development from leaders in the field, well-known scholars and presenters you usually can hear only at annual conventions.

CEC webinars offer an easy, inexpensive way to participate in professional development – either on your own or with a group of colleagues or staff. Each low-cost registration is for a site, not just for an individual: all you need is a phone and an Internet connection, and you can train a whole roomful of people for one low price.

But suppose the time or day isn't convenient, or suppose you want to review the material again later. No problem – because everyone who registers for a CEC webinar receives an electronic copy of the presentation – audio and web – afterward. You can download the file to your own computer and replay it as often as you like. Build your own professional multimedia library, or build a professional library for your school or district. If you are a teacher educator, build a library of presentations by key figures in the field that you can replay for your classes at any time.

Our upcoming webinars address a variety of critical topics for CEC members, including:

- Teaching Writing to Students With Learning Disabilities, in collaboration with DLD.
- Development of the Common Core Assessments: Implications for Students With Disabilities and Their Teachers.
- Federal Policy and Legislative Update.
- Functional Behavioral Assessment and Behavior Intervention Plans.
- And much more!

Keep an eye on us at www.cec.sped.org/webinars for the latest schedule and news.



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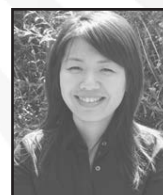
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As of February 2013

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The Program Advisory Committee (PAC), headed by Chairperson Douglas Cheney, University of Washington, Seattle, reviewed over 1,600 proposals received as a result of the Convention's Call for Presentations and Papers. The PAC reviews the proposals with multiple goals in mind including constructing a timely, comprehensive, and balanced program that appeals to the many varied interests of convention attendees while seeking to build, maintain, and energize this professional community. The Program Chair, members of the Committee, representatives from CEC's Divisions and CEC leaders, represent all areas of expertise in the field and have worked hard to provide presentations of high quality and diversity to benefit you—our valued convention attendee.

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Hernandez, Renatto, Miami, FL
Huaqing Qi, Cathy, Albuquerque, NM
Huennekens, Mary, Saluda, VA
Hui Michael, Ying, Cranston, RI
Ingalls, Lawrence, El Paso, TX
Janz, Janice, New Orleans, LA

2013 PROPOSAL REVIEWERS

CULTURAL AND/OR LINGUISTIC DIVERSITY

(continued)

Jasper, Andrea, Statesboro, GA
Johnson, Amber, East Lansing, MI
King, Diane, Kutztown, PA
Kong, Na Young, Lawrence, KS
Lopez, Eric, San Antonio, TX
Lusk, Mandy, Wichita, KS
Mault, Jackie, Portland, OR
McCollough, Amber, Memphis, TN
Medina, Amelia, Las Cruces, NM
Miller, Rhonda, Oconee, SC
Monem, Ruba, Miami, FL
Moreno, Jerry, Chicago, IL
Morrier, Michael, Atlanta, GA
Munoz, Lorena, Miami, FL
Nelson, William, New Britain, CT
Noto, Lori, Waterbury, CT
Ornelles, Cecily, Honolulu, HI
Ostendorf, Ray, Austin, TX
Pazey, Barbara, Austin, TX
Pellegrini, Cynthia, Miami, FL
Phillips, Ron, North Bay, ON
Pikes, Theodore, Durham, NC
Plunkett, Diane, Hays, KS
Portley, Juan, Santa Fe, NM
Ricci, Leila, Los Angeles, CA
Rinaldi, Claudia, Boston, MA
Rivera, Chris, San Antonio, TX
Rohena, Elba, Millersville, PA
Sayman, Donna, Wichita, KS
Sharma, Sunita, Richmond, VA
Shealey, Monika, Kansas City, MO
Skivington, Mike, Huntsville, TX
Snowden, Peggy, Chicago, IL
Sobel, Donna, Denver, CO
Sorrell, Adrian, San Antonio, TX
Sosapavon, Ricardo, Northridge, CA
Sparks, Scott, Athens, OH
Stuart, Nicole, Chicago, IL
Tandon, Bharti, Milwaukee, WI
Thomas, Adrainne, Juneau, AK
Toms, Ozalle, Whitewater, WI
Trzaska, Agata, Mt. Prospect, IL
Tyler, Brenda, Radford, VA
Valle Riestra, Diana, Miami, FL
Webb, Rebecca, Vergennes, VT
Wohle, Roberta, New York, NY
Wong-Lo, Mickie, Chicago, IL
Xu, Yaoying, Richmond, VA

EARLY CHILDHOOD

Banks, Janet, Cleveland, OH
Barla, Michael, Chesterfield, MO
Black, Kristine, Yorkville, IL
Brown, Jennifer, Tallahassee, FL
Connor, Susan, Chicago, IL
Darling, Sharon, Boca Raton, FL
Erbrederis, Lori, Champaign, IL
Friedman, Mollie, Tallahassee, FL
Goosen, Misty, Lawrence, KS
Harris, Kathy, Aurora, OH
Hubbell, Sophie, Mayfield Heights, OH
Jeans, Laurie, Mahomet, IL
Marturana, Emily, Tallahassee, FL
Miller Young, Robin, Chicago, IL
Moore, Lydia, Oakland, MI
More, Cori, Phoenix, AZ
Purcell, Megan, Richmond, KY
Riggie, Jennifer, Tallahassee, FL
Valle Riestra, Diana, Miami, FL
Woods, Julianne, Tallahassee, FL

EMOTIONAL AND BEHAVIORAL DISORDERS *(including positive behavior intervention supports, students with disabilities in the juvenile justice system)*

Albrecht, Susan, Marion, IN
Bakken, Jeff, Bloomington, IL
Bruhn, Allison, Iowa City, IA
Christle, Christine, Columbia, SC
Ennis, Robin, Atlanta, GA
George, Cheryl, Pittsburgh, PA
Hirsch, Shanna, Richmond, VA
Jasper, Andrea, Statesboro, GA
Jolivet, Kristine, Atlanta, GA
Johnson, Amber, East Lansing, MI
Katsiyannis, Antonis, Clemson, SC
Liaupsin, Carl, Tempe, AZ
MacSuga-Gage, Ashley, Storrs, CT
Mathur, Sarup, Tempe, AZ
McDaniel, Sara, Tuscaloosa, AL
Melloy, Kristine, Antigua, West Indies
Nielsen-Gatti, Shelley, Minneapolis, MN
Nordness, Phil, Omaha, NE
Pierce, Corey, Greeley, CO
Rogers-Adkinson, Diana, Cape
Girardeau, MO
Scheuermann, Brenda, San Marcos, TX
Schoenfeld, Naomi, Tempe, AZ
Swoszowski, Nicole, Tuscaloosa, AL
Trout, Alex, Lincoln, NE
Turton, Amina, Anchorage, AK

GIFTED AND TALENTED

Adams, Cheryl, Muncie, IN
Bonner, Fred, New Brunswick, NJ
Cross, Tracy, Williamsburg, VA
Ford, Donna, Nashville, TN
Inman, Tracy, Bowling Green, KY
Johnsen, Susan, Waco, TX
Jolly, Jennifer, Baton Rouge, LA
Robins, Jennifer, Waco, TX
Shiu, Alex, Waco, TX

2013 PROPOSAL REVIEWERS

INSTRUCTIONAL DESIGN AND STRATEGIES

*(including math, reading,
writing, and content areas)*

Boyle, Joseph, Philadelphia, PA
Busch, Todd, Minneapolis, MN
Cheyney, Kristi, Gainesville, FL
Collins, James, Easley, SC
Collins, Terri, Wilmington, NC
Connelly, Vince, Durham, NH
Duggins, Shaunte, Gainesville, FL
Dukes, Charles, Boca Raton, FL
Dunn, Cari, Auburn, AL
Elksnin, Nick, Mt. Pleasant, SC
Faggella-Luby, Michael, Storrs, CT
Fernstrom Chaney, Pam, Florence, AL
Gartland, Debi, Baltimore, MD
Hampton, David, Columbia, MO
Hanneman, Todd, Richmond, VA
Hartley, Melissa, Morgantown, WV
Impecoven-Lind, Linda, Boone, MO
Janczak, Therese, East Amherst, NY
Jones, Nathan, Boston, MA
Jungjohann, Kathleen, Eugene, OR
Landrum, Timothy, Louisville, KY
Lane, Holly, Gainesville, FL
Lingo, Amy, Louisville, KY
Little, Mary, DeBary, FL
Loftus, Susan, Providence, RI
Lovelace, Shelley, Charlottesville, VA
Lutz, Sharon, Gainesville, FL
McLeskey, James, Gainesville, FL
Miller, Kevin, Buffalo, NY
Plasschaert, Candy, Gainesville, FL
Rose, Chad, Huntsville, TX
Scanlon, David, Boston, MA
Scheeler, Mary Catherine, Malvern, PA
Seethaler, Pamela, Nashville, TN
Stecker, Pamela, Pendleton, SC
Stegall, Joanna, Clemson, SC
Strosnider, Roberta, Naples, FL
Toste, Jessica, Nashville, TN
Zaman, Maliha, Herndon, VA
Zanton, Jessica, Champaign, IL
Zumeta, Rebecca, Washington, DC

INTERNATIONAL PROGRAM/SERVICES

Al-Hendawi, Maha, Doha, Qatar
Banerjee, Rashida, Greeley, CO
Doug, Iris, Phoenix, AZ
Estrada, Pamela, Monterrey, Mexico
Francis, Mark, Springfield, MA
Hardin, Stacey, Orlando, FL
Khalifa, Batoul, Doha, Qatar
Rodriguez, Humberto, Monterrey, Mexico
Rodriguez, Jacqueline, Orlando, FL
Skivington, Michael, Huntsville, TX
Walker, Zachary, Orlando, FL

LEARNING DISABILITIES

Abernathy, Tammy, Reno, NV
Al Otaiba, Stephanie, Dallas, TX
Bell, Pam, Austin, TX
Bemboom, Christina, Minneapolis, MN
Beyers, Sarah, Columbia, MO
Bradfield, Tracy, Minneapolis, MN
Brigham, Rick, Fairfax, VA
Budin, Shannon, Buffalo, NY
Butterfield, Jarice, Santa Barbara, CA
Campbell, Heather, Northfield, MN
Chard, David, Dallas, TX
Collins, Penny, Irvine, CA
Cook, Bryan, Honolulu, HI
DeBettencourt, Laurie, Baltimore, MD
Du, Sally (Xiaoqing), Forest Lake, MN
Foegen, Anne, Ames, IA
Goran, Lisa, Columbia, MO
Hampton, David, Bowling Green, OH
Han, Insoon, Minneapolis, MN
Heckert, Jennifer, Atlanta, GA
Hosp, John, Iowa City, IA
Hougen, Marty, Austin, TX
Hughes, Charles, State College, PA
Hui-chen, Hsu, Minneapolis, MN
Jitendra, Asha, Minneapolis, MN
Jung, Pyung-Gang, St. Paul, MN
Kelley, Mary Beth, Minneapolis, MN
Kim, Sun A, Flushing, NY
King-Sears, Margaret, Fairfax, VA

Kunkel, Amy, Minneapolis, MN
Landrum, Timothy, Louisville, KY
Lane, Holly, Gainesville, FL
Lein, Amy, Minneapolis, MN
Lembke, Erica, Columbia, MO
Lemons, Chris, Pittsburgh, PA
Mamlin, Nancy, Durham, NC
Marshall, Kathleen, Columbia, SC
McMaster, Kristen, Minneapolis, MN
Monroe, John, Columbia, MO
O'Connor, Rollanda, Riverside, CA
Oh, Kevin, San Francisco, CA
Orosco, Michael, Riverside, CA
Osborne, Susan, Raleigh, NC
Parker, David, Minneapolis, MN
Parrett, Elizabeth, Kennett Square, PA
Peper, Christine, Minneapolis, MN
Pinto, Viveca, Minneapolis, MN
Pyle, Nicole, Logan, UT
Rafferty, Lisa, Buffalo, NY
Rahn, Naomi, Minneapolis, MN
Reed, Deborah, El Paso, TX
Reutebuch, Colleen, Austin, TX
Richards, Cara, Long Beach, CA
Ritchey, Kristen, Newark, DE
Rooney, Karen, Richmond, VA
Sabornie, Ed, Raleigh, NC
Saez, Leilani, Eugene, OR
Sammelroth, Carrie, Boise, ID
Someki, Fumio, Nagoya, Japan
Swanson, Elizabeth, Austin, TX
Tackett, Katie, Washington, DC
Therrien, Bill, Iowa City, IA
Urso, Annmarie, Geneseo, NY
Wagner, Dana, Minneapolis, MN
Wayman, Miya, Chicago, IL
Wilson, Jennifer, Minneapolis, MN

2013 PROPOSAL REVIEWERS

PARENT/FAMILY/ SCHOOL PARTNERSHIPS

Aldersey, Heather, Lawrence, KS
Dojonovic, Stacie, Pittsburgh, PA
Eisenman, Laura, Newark, DE
Fernandez, Rhode, Herndon, VA
Francis, Grace, Lawrence, KS
Haines, Shana, Lawrence, KS
Hong, Joo Young, Lawrence, KS
Latunde, Yvette, Azusa, CA
McGowan, Kevin, Fairfax, VA
Mitchiner, Julie, Washington, DC
Pleet, Amy, Newark, DE
Shin, Sookyung, Lawrence, KS
Shoyer, Lisa, Los Angeles, CA
Smith, Cheryl, Greensboro, NC

PHYSICAL, HEALTH AND MULTIPLE DISABILITIES

Da Fonte, Alexandra, Nashville, TN
Elam, Megan, Cincinnati, OH
Finn, David, Birmingham, AL
Grimmet, Kharon, Indianapolis, IN
Hart, Juliet, Phoenix, AZ
Havercroft, Katie, Indianapolis, IN
Irwin, Mary Kay, Cincinnati, OH
Jackson Glimps, Blanche, Nashville, TN
Jasieniecki, Melissa, Chicago, IL
Kane, Jeanne, Foster City, CA
Keating, Catherine, Providence, RI
Larson Azar, Judith, Minneapolis, MN
Malian, Ida, Phoenix, AZ
McGrath, Dawn, Indianapolis, IN
Miller, Terri, Carmel, IN
Mims, Pamela, Johnson City, TN
Morrison, Emily, Spartanburg, SC
Pufpaff, Lisa, Muncie, IN
Sarathy, Padmaja, Missouri City, TX
Swenson, Karl, Bloomington, IN
Thomas, Linda, Wesley Chapel, FL
Vaiouli, Potheini, Bloomington, IN

PIONEERS/HISTORICAL PERSPECTIVES

Johnson, Diane, Tallahassee, FL
Thew, Michael, New Oxford, PA

PUBLIC POLICY (including IDEA and NCLB)

Boscardin, Mary Lynn, Amherst, MA
Gallup, Dawn, Coldwater, MI
King, Mark, Holland, MI
LaMore, Laura, Allegan, MI
Lane, Kathleen Lynne, Lawrence, KS
Lively, Debra, Saginaw, MI
Minor, Wendy, Lawrence, MI
Opuda, Michael, Portland, ME
Poppen, Marcus, Eugene, OR
Raimondi, Sharon, Buffalo, NY
Rinaldi, Claudia, Boston, MA
Santangelo, Tanya, Glenside, PA
Shepherd, Katharine, Burlington, VT
White, Benjamin, Plymouth, MI

RESEARCH

Able, Harriet, Chapel Hill, NC
Al Otaiba, Stephanie, Dallas, TX
Artman, Kathleen, Columbus, OH
Barber, Brian, Gainesville, FL
Barton, Erin, Denver, CO
Berkeley, Sheri, Fairfax, VA
Black, Rhonda, Honolulu, HI
Bogan, Jane, Oxford, OH
Brigham, Rick, Fairfax, VA
Bruhn, Allison, Iowa City, IA
Bursuck, William, Greensboro, NC
Carter, Erik, Nashville, TN
Clark, Karen, South Bend, IN
Collins, Belva, Lexington, KY
Cook, Bryan, Honolulu, HI
Cote, Debra, Fullerton, CA
Coyne, Michael, Storrs, CT
Da Fonte, Alexandra, Nashville, TN
Draper Rodriguez, Cathi, Monterey Bay, CA
Ennis, Robin, Atlanta, GA
Foegen, Anne, Ames, IA

Han, Insoon, Minneapolis, MN
Harris, Pam, Gilbert, AZ
Janney, Donna, Towson, MD
Jolivet, Kristine, Atlanta, GA
Kamman, Meg, Gainesville, FL
Katsiyanis, Antonis, Clemson, SC
Kiely, Mary Theresa, Jamaica, NY
King-Sears, Margaret, Fairfax, VA
Kiuahara, Sharlene, Salt Lake City, UT
Landrum, Timothy, Louisville, KY
Lane, Kathleen Lynne, Lawrence, KS
Lemons, Chris, Pittsburgh, PA
Lovelace, Shelley, Charlottesville, VA
Mason, Linda, University Park, PA
McLeskey, James, Gainesville, FL
Miller, Melissa, Chapel Hill, NC
Nelson, Ron, Lincoln, NE
Noonan, Mary Jo, Hawaii, HI
Oakes, Wendy, Gilbert, AZ
Okolo, Cynthia, East Lansing, MI
Oliver, Regina, Lincoln, NE
Oshita, Linda, Honolulu, HI
Pavri, Shireen, Long Beach, CA
Potts, Beth, Fairfax, VA
Richards, Cara, Long Beach, CA
Rispoli, Mandy, College Station, TX
Sabornie, Ed, Raleigh, NC
Schultz, Edward, Wichita Falls, TX
Smith, Stephen, Gainesville, FL
Southern, Tom, Oxford, OH
Ware, Sharon, Storrs, CT
Wasburn-Moses, Leah, Oxford, OH
Weiss, Stacy, Bloomington, IN
Winchell, Brooke, Kent, OH
Xin, Yan Ping, West Lafayette, IN
Zigmond, Naomi, Pittsburgh, PA

2013 PROPOSAL REVIEWERS

SPECIAL EDUCATION SCHOOLS

***(public, private, charter
schools)***

Goldsmith, Matthew, Bellevue, WA
Hoyt, Lisa, Seattle, WA
Ilgenfritz-Hall, Allison Ann, Seattle,
WA
Walker, Bridget, Seattle, WA

STRATEGIES FOR ENTRY TO THE SPECIAL EDUCATION CAREER

Brewer, Denise, Boone, NC
Carrero, Kelly, Shippensburg, PA
Chambers, Cynthia, Jonesborough, TN
Chase, Kiera, San Francisco, CA
Cherry, Reneisha, Hammond, LA
Childre, Amy, Milledgeville, GA
Gentry, Roberta, Fredericksburg, VA
Kildare, Laura, Knoxville, TN
Lusk, Mandy, Wichita, KS
Marsden, Nate, Roy, UT
Rufe, Steven, Bronx, NY
Sayman, Donna, Wichita, KS
Schwartz Green, Linda, Hackettstown,
NJ
Wells, Robin, Portales, NM

TEACHER EDUCATION

Barese, Evelyn, Gilford, CT
Correa, Vivian, Charlotte, NC
Gallagher, Peggy, Atlanta, GA
Goodwin, Vanessa, Northridge, CA
Gordon, David, Staten Island, NY
Green, Katy, Atlanta, GA
Grogan, Gina, Clarksville, TN
Groskreutz, Mark, New Haven, CT
Hallock, Patrice, Gilboa, NY
Hamilton-Jones, Bethany, Kingston, RI
Harris, Martha, Texarkana, TX
Harris, Monica, Kalamazoo, MI
Hott, Brittany, Commerce, TX
Hughes, Claire, Brunswick, GA
Jimenez, Bree, Greensboro, NC
Kennedy, Michael, Charlottesville, VA
Kennedy, Virginia, Northridge, CA
Kerns, Georgia, Lee, NH
Kim, Eun-joo, Skokie, IL
Kroeger, Steve, Cincinnati, OH
Lynch, Patricia, Bryan, TX
Mamlin, Nancy, Durham, NC
Ploessl, Donna, Tuscaloosa, AL
Rice, Craig, Murfreesboro, TN
Sebald, Ann, Denver, CO
Sjostrom, Cheryl, Redlands, CA
Spencer, Sally, Northridge, CA
Swoszowski, Nicole, Tuscaloosa, AL
Tandon, Bharti, Milwaukee, WI
Watkins, Cynthia, Nashville, TN
Weiner, Ivor, Northridge, CA
Wolfe, Pam, University Park, PA

TECHNOLOGY AND MEDIA *(including adaptive and assistive technology)*

Bouck, Emily, West Lafayette, IN
Evmenova, Anya, Fairfax, VA
Flanagan, Sara, West Lafayette, IN
Garland, Dennis, Winter Park, FL
Heiman, Brenda, Ruston, LA
Lopez, Jr., Angel, Kissimmee, FL
Mittler, Joel, Long Island, NY
Vince Garland, Krista, Buffalo, NY

VISUAL IMPAIRMENTS

Blome, Janie, Louisville, KY
Brennan, Susan, Cedar Falls, IA
McArdle, Meredith, Baltimore, MD
Phillipps, Carey, Miami, FL
Wild, Tiffany, Canal Winchester, OH
Wilton, Adam, Vancouver, CA

Local Arrangements Committee

Carla Proctor, Local Arrangements Chairperson, the Lead Team, and Subcommittee Chairs collectively donated thousands of hours preparing for the convention and hundreds more during convention week. CEC relies heavily on volunteers for important tasks such as staffing registration, program hosts, the CEC Store, arranging the educational site visits, advance publicity, and attending to the myriad other details vital to the successful operation of the convention. It is because of their efforts and dedication that the annual CEC Convention and Expo remains a professional development activity of the highest quality.

Local Arrangements Chairperson

Carla Proctor, Dallas Independent School District, Dallas, TX

Lead Team

Mishaleen Allen, (*Promotion/Publicity, Student Activities, Accessibility*), Texas A&M University-San Antonio

Janice DeHaven, (*Volunteers, Educational Site Visits*), North East ISD, San Antonio, TX

Richard Evans, (*Registration, Program Hosts, Technology*), Schleicher County ISD, Eldorado Middle School, Eldorado, TX

Brenda Gilliam, (*Headquarters, Yes I Can!, Special Events, and Diversity*), University of Texas at Tyler

Subcommittees

Vangie Aguilera, *Technology*, San Antonio ISD, Department of Special Education, San Antonio, TX

Holly Baker-Hill, *Educational Site Visits*, Our Lady of the Lake University, San Antonio, TX

Sherry Bell, *Student Activities*, Anderson County Special Education Coop, Palestine, TX

Lyndal Bullock, *Special Events*, North Texas University, Denton, TX

Dennis Cavitt, *Diversity*, Abilene Christian University, Abilene, TX

Angela Cowan, *Student Activities*, Educational Service Center Region 12, Waco, TX

Theresa Garfield Dorel, *Volunteers*, Texas A&M University-San Antonio, TX

Frank Dykes, *Diversity*, University of Texas at Tyler, TX

Ellen Frye, *Volunteers*, Lubbock ISD and Baptist University, Lubbock, TX

Jerrie Jackson, *Special Events*, Our Lady of the Lake University, San Antonio, TX

Maria Kaylor, *Educational Site Visits*, University of Texas at San Antonio

Oralia Lara, *Program Hosts*, Down Syndrome Association of South Texas-Edgewood, San Antonio, TX

Sherry Marsh, *Technology*, Educational Service Center, Region 20, San Antonio, TX

Diana McBurnett, *Registration*, Region 7, Education Service Center, Kilgore, TX

Rochell McWhorter, *Registration*, University of Texas at Tyler, TX

Darrell Mohr, *Accessibility*, Midwestern University, Wichita Falls, TX

Georgene Moon, *Yes I Can!*, Independent Consultant/Educational Diagnostician, Mesquite, TX

Hans Palmer, *Program Hosts*, The Military School Districts Cooperative: Fort Sam Houston ISD, Lackland ISD, and Randolph Field IS, San Antonio, TX

Colleen Reutebuch, *Promotion/Publicity*, The Meadows Center, University of Texas, Austin, TX

Randy Seevers, *Accessibility*, University of Houston, Clear Lake, TX

Tammy Stephens, *Yes I Can!*, Assessment Consultant, Pearson, TX

Ernest Thomas, *Volunteers*, Texas A&M University-San Antonio, TX

Suzanne Thomas, *Headquarters*, Texas A&M University, Commerce, TX

Tammy Utter, *Promotion/Publicity*, Region 15 Educational Service Center, San Angelo, TX

George Williams, Jr., *Headquarters*, Our Lady of the Lake University, San Antonio, TX



Carla Proctor
Local Arrangements Chair



Mishaleen Allen
Lead Team



Janice DeHaven
Lead Team



Richard Evans
Lead Team



Brenda Gilliam
Lead Team



Vangie Aguilera



Holly Baker-Hill



Sherry Bell



Lyndal Bullock



Dennis Cavitt



Angela Cowan



Theresa Garfield Dorel



Frank Dykes



Ellen Frye



Jerrie Jackson



Maria Kaylor



Oralia Lara



Sherry Marsh



Diana McBurnett



Rochell McWhorter



Darrell Mohr



Georgene Moon



Hans Palmer



Colleen Reutebuch



Randy Seevers



Tammy Stephens



Ernest Thomas



Suzanne Thomas



Tammy Utter



George Williams, Jr.

CEC PRESIDENTS AND CONVENTION CITIES

1923 Cleveland, Ohio	Elizabeth Farrell (1922-26)	1966 Toronto, Canada	Maynard C. Reynolds
1924 Chicago, Illinois		1967 St. Louis, Missouri	Ernest P. Willenberg
1925 Cincinnati, Ohio			James J. Gallagher
1926 Washington, DC		1968 New York, New York	Leo Connor
1927 Dallas, Texas	Alice B. Metzner	1969 Denver, Colorado	John W. Kidd
1928 Toronto, Canada	Charles M. Elliott	1970 Chicago, Illinois	John Melcher
1929 Detroit, Michigan	Edith L. Groves	1971 Miami Beach, Florida	Samuel C. Ashcroft
1930 Philadelphia, Pennsylvania	John Lewis Horn	1972 Washington, D.C.	Jean R. Hebel
1931 Cleveland, Ohio	Meta Anderson	1973 Dallas, Texas	Stella A. Edwards
1932 Washington, D.C.	Charles Scott Berry	1974 New York, New York	Jack C. Dinger
1933 Minneapolis, Minnesota	I. Grace Ball	1975 Los Angeles, California	Raphael F. Simches
1934 Toronto, Canada	May E. Bryne	1976 Chicago, Illinois	Philip R. Jones
1935 Baltimore, Maryland	G. Elmore Reaman	1977 Atlanta, Georgia	Jasper E. Harvey,
1936 Chicago, Illinois	Harry J. Baker (1935-37)		Harold Perry
1937 Cincinnati, Ohio		1978 Kansas City, Missouri	Harold Perry
1938 Buffalo, New York	Edward H. Stullken (1937-39)	1979 Dallas, Texas	Parthenia Cogdell
1939 Detroit, Michigan		1980 Philadelphia, Pennsylvania	Kenneth Wyatt
1940 Pittsburgh, Pennsylvania	Dorothy E. Norris (1939-41)	1981 New York, New York	William E. Johnson
1941 New York, New York		1982 Houston, Texas	Jo Thomason
1942 Milwaukee, Wisconsin	Samuel A. Kirk (1941-43)	1983 Detroit, Michigan	Lyndal M. Bullock (1982-84)
1943 Indianapolis, Indiana		1984 Washington, D.C.	
1944 No Convention	John J. Lee (1943-45)	1985 Anaheim, California	Joseph P. Gaughan
1945 No Convention		1986 New Orleans, Louisiana	Michael K. Grimes
1946 Detroit, Michigan	Florence Dunlop (1945-47)	1987 Chicago, Illinois	Judy Ashmore
1947 Ottawa, Canada		1988 Washington, D.C.	Charles M. Heuchert
1948 Des Moines, Iowa	Harley Z. Wooden	1989 San Francisco, California	William R. Littlejohn
1949 San Francisco, California	Ray Graham	1990 Toronto, Ontario	Harry Dahl
1950 Chicago, Illinois	Arthur S. Hill	1991 Atlanta, Georgia	Joni Alberg
1951 New York, New York	Wallace J. Finch	1992 Baltimore, Maryland	Ronald J. Anderson
1952 Omaha, Nebraska	John W. Tenny	1993 San Antonio, Texas	Alba A. Ortiz
1953 Boston, Massachusetts	William M. Cruickshank	1994 Denver, Colorado	Suana L. Wessendorf
1954 Cincinnati, Ohio	Francis W. Doyle	1995 Indianapolis, Indiana	Pamela K. Gillet
1955 Long Beach, California	Richard S. Dabney	1996 Orlando, Florida	Diane L. Johnson
1956 Minneapolis, Minnesota	Francis E. Lord	1997 Salt Lake City, Utah	Gerald Hime
1957 Pittsburgh, Pennsylvania	Elizabeth M. Kelly	1998 Minneapolis, Minnesota	Linda S. Marsal
1958 Kansas City, Missouri	Maurice H. Fouracre	1999 Charlotte, North Carolina	Gerry Reynaud
1959 Atlantic City, New Jersey	Lloyd M. Dunn	2000 Vancouver, British Columbia	William K. Bogdan
1960 Los Angeles, California	Ivan K. Garrison	2001 Kansas City, Missouri	Hellen Bogie
1961 Detroit, Michigan	Jack W. Birch	2002 New York, New York	Jacquelyn Alexander
1962 Columbus, Ohio	Leo F. Cain	2003 Seattle, Washington	Janet Burdick
1963 Philadelphia, Pennsylvania	Mamie Jo Jones	2004 New Orleans, Louisiana	Suzanne Martin
1964 Chicago, Illinois	Frances P. Connor	2005 Baltimore, Maryland	Jim McCormick
1965 Portland, Oregon	Harrie M. Selznick	2006 Salt Lake City, Utah	Jamie Hopkins
		2007 Louisville, Kentucky	Mary Ruth Coleman
		2008 Boston, Massachusetts	Susan A. Fowler
		2009 Seattle, Washington	Kathleen Puckett
		2010 Nashville, Tennessee	Jacqueline L. Mault
		2011 National Harbor, Maryland	Marilyn Friend
		2012 Denver, Colorado	Margaret McLaughlin

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Thursday, April 4

9:00 a.m.- 4:00 p.m.

Exhibit Hall Only Hours

11:30 a.m.-1:00 p.m.

3:15-3:45 p.m.

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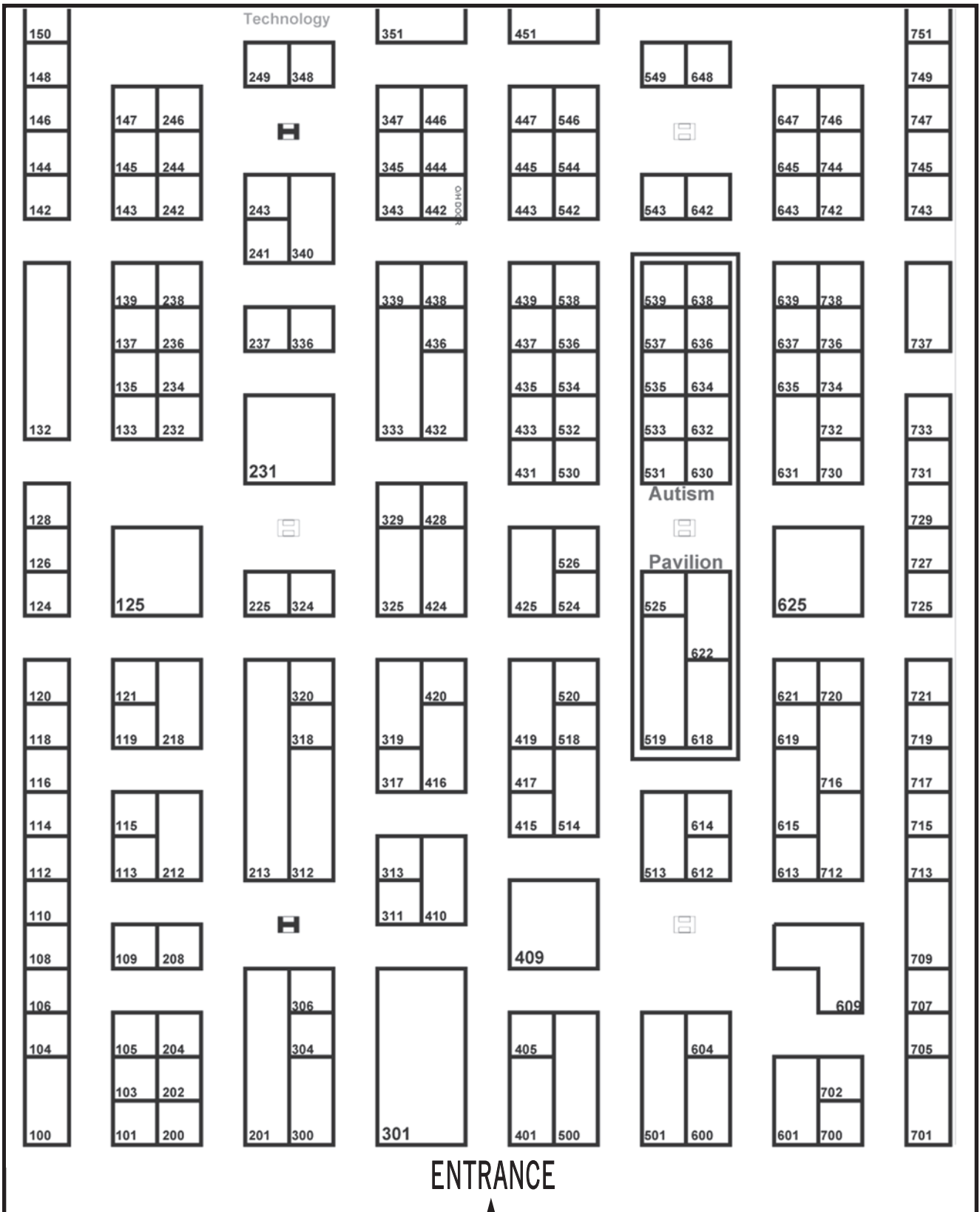
Saturday, April 6

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<http://www.ablenetinc.com>

BOOTH 348

AbleNet is an international company and industry leader in providing educational and technical solutions to help children and adults with disabilities lead productive and fulfilled lives. Curriculum includes Equals Mathematics, Equals Pre-Algebra & Pre-Geometry, Focus on STEM, Meville to Weville Literacy Program, Splash Extended School Year Program, and Play & Learn Preschool Curriculum.

ABPATHFINDER

7171 W. 96th Street
Overland Park, KS 66212

BOOTH 647

It's time to let technology fuel your process, your efficiency, and your students' journey. ABPathfinder is the most flexible tool to plan, collect, graph, and analyze therapy and behavior results for children with autism. Educators and therapy professionals cut their administrative time by 50% and help their students gain skills up to 20% faster. Find out more today at www.ABPathfinder.com

ABRAMS LEARNING TRENDS

16310 Bratton Lane, Suite 250
Austin, TX 78728
<http://www.abramslearningtrends.com>

BOOTH 701

Abrams Learning Trends, home of the Letter People, is a Pre-K through Grade 5 publisher of early childhood educational materials including literacy materials for struggling readers. Also come by and learn about our interactive science and math program for whiteboards.

ACADEMIC PARTNERSHIPS

160 Continental Avenue
Conroe, TX 75201
<http://www.academicpartnerships.com>

BOOTH 104

Academic Partnerships' mission is to increase access to higher education through the growth of distance learning. Through a coalition of outstanding universities and colleges, Academic Partnerships provides high demand, high quality degree programs, 100% online from our partner state universities. Educators are able to choose the online education program that is right for them and transform their career with an online program from a highly respected Texas state university.

ACCELERATIONS EDUCATIONAL SOFTWARE

1225 Laurel Street
Columbia, SC 29201

BOOTH 630

The Activity Trainer is a research-based software program that makes Video Modeling teaching method practical for classroom and home. Includes a library of ready-to-use videos with options to modify, collect data, and create new activities with your own videos. The DT Trainer software is a highly configurable, independent, direct instructional tool with over 165 content programs, data-collection, and hundreds of reinforcers. Both are affordable and effective tools.

ACE—AUTISM CURRICULUM ENCYCLOPEDIA

33 Turnpike Road
Southborough, MA 01523
<http://www.necc.org>

BOOTH 518

The Autism Curriculum Encyclopedia is the premier, online educational system for learners with autism. The ACE includes a challenging behavior module, multiple assessments, data entry, and automated graphing features as well as more than 1,300 pieces of customizable curriculum. This all-in-one solution for autism education also includes a direct data entry app for your iOS devices. Learn more at www.acenecc.org.

ACHIEVEMENT PRODUCTS/ EXCELLIGENCE

2 Lower Ragsdale Drive
Monterey, CA 93940
<http://www.Achievement-Products.com>

BOOTH 125

Achievement Products provides an excellent collection of therapy, exercise, and special educational products for children with special needs. We are proud to help all children realize their full potential by offering a wide variety of innovative products at great prices.

ALEKS CORPORATION

15460 Laguna Canyon Road
Irvine, CA 92618
<http://www.aleks.com>

BOOTH 103

ALEKS is a unique, web-based program that provides precise mathematics assessment and personalized learning correlated to all 50 states' standards and the Common Core standards. Through an artificial intelligence engine and adaptive questioning, ALEKS accurately assesses a student's knowledge and delivers individualized instruction on the exact topics the student is most ready to learn.

VISIT THE EXPO

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF AND HARD OF HEARING (AG BELL)

3417 Volta Place, NW
Washington, DC 20007
<http://www.agbell.org>

BOOTH 443

Established in 1890, AG Bell is the only national organization dedicated to supporting children and adults who are deaf or hard of hearing and who use spoken language and hearing technology to communicate.

AMERICAN ASSOCIATION ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (AADD)

501 Third St. NW, Suite 200
Washington, DC 20001
<http://www.aaid.org>

BOOTH 108

AMERICAN FEDERATION FOR TEACHERS

555 New Jersey Ave., N.W.
Washington, DC 20001

BOOTH 417

The American Federation of Teachers has five divisions that represent the broad spectrum of the AFT's membership: pre-K through 12th-grade teachers; paraprofessionals and other school-related personnel; higher education faculty and professional staff; federal, state and local government employees; and nurses and other healthcare professionals. In addition, the AFT represents approximately 80,000 early childhood educators.

AMERICAN PRINTING HOUSE FOR THE BLIND, INC.

1839 Frankfort Avenue
Louisville, KY 40206

BOOTH 218

Founded in 1858, APH is the world's largest company devoted solely to making products for people who are visually impaired and is the official supplier of educational materials for blind students in the United States. Visit our web site at www.aph.org or call one of our friendly Customer Service representatives at 800-223-1839 for more information.

ANCHORAGE SCHOOL DISTRICT

Special Education
Anchorage, AK 99504
<http://www.asdk12.org>

BOOTH 635

The mission of the Anchorage School District is to educate all students for success in life. As one of the 100 largest school districts in the nation, ASD serves about 50,000 students. There are over 90 languages spoken by our students. Our SAT and ACT college entrance exam scores are consistently higher than the national average. We provide mentoring for new staff and professional development opportunities. Competitive salary/benefits. The ASD is a progressive and exciting place to work!

ARIZONA DEPARTMENT OF EDUCATION

1535 West Jefferson Street
Phoenix, AZ 85007
<http://www.arizonaeducationjobs.com>

BOOTH 536

The Arizona Department of Education's Comprehensive System of Personnel Development works to bring qualified special education teachers and related service providers into Arizona districts and charter schools. Visit us at www.arizonaeducationjobs.com and www.teachinaz.com.

ARIZONA DEPARTMENT OF HEALTH SERVICES

150 N 18th Avenue, Suite 300
Phoenix, AZ 85007
<http://azdhs.gov/hsd/ftf/>

BOOTH 133

ASCEND EDUCATION

302 Albany Avenue
Shreveport, LA 71105
<http://www.ascendmath.com>

BOOTH 437

Ascend Math has proven results that can drive students to achieve up to two grade level gains in one school year! This online individualized intervention resource identifies skill gaps, prescribes targeted instruction, and motivates students to achieve their maximum performance.

ASSIST TABLES/ELECTRO-MEDICAL

4371 Shallowford Ind Pkwy
Marietta, GA 30066
www.assisttables.com

BOOTH 733

Our Assist Changing Tables represent our commitment to providing schools with quality equipment designed with both the caregiver's and the student's safety in mind. Our Hi-Low tables do most of the work for you by lifting the students, reducing back-related injuries. The tables are also designed to work well in emergency situations. Designed with safety side rails and sized to fit through a standard door, Assist Changing Tables were developed specifically for schools.

AT&T ACCESSIBILITY ZONE

1025 Lenox Park Blvd NE
Atlanta, GA 30319-5309

BOOTH 737

A must visit in the Exhibit Hall to see how students Can Expand Your Boundaries of "can."

VISIT THE EXPO

ATTAINMENT COMPANY

P.O. Box 930160
Verona, WI 53593-0160
<http://www.attainmentcompany.com>

BOOTH 333

Attainment Company is an independent, family-owned business that, since 1979, has been dedicated to helping individuals with intellectual and/or communicative disabilities succeed at school, work, and life. Standards-Based Instructional and Curriculum Support materials for Reading, Math, Science and Literacy/Language development. Additional products for Life Skills, Work Skills, Social Skills, IEP planning, and a variety of affordable Communication Devices and Assistive Technologies.

AUGMENTATIVE RESOURCES, INC

PO BOX 2586
Haines City, FL 33845
<http://www.augresources.com>

BOOTH 109

Communication/AAC Low-Tech Devices, Language, Literacy, and Behavior Management products. Use your pictures with our Velcro®-receptive Communication Books, Visual Display/Choice Boards, Picture Schedules, and Literacy Aids. Check out our new Communication Charm Bracelets, Portable Voice Output Pen, Easy-Push Talking Pockets and Timer Companion Schedule System! Keep their attention while working on functional vocabulary concepts using our Interactive Books.

AUTISM TRAINING SOLUTIONS

2800 Woodlawn Drive
Honolulu, HI 96822

BOOTH 622

Autism Training Solutions is the online education company dedicated to training teachers and paraprofessionals within the field of autism and related behavioral disabilities. Through unique partnerships, we are able to film real children, across the spectrum, receiving evidence-based interventions within their natural environments. By combining these videos with online assessments and supervision, we have created a dynamic training approach for schools that align with student IEPs and the IDEA.

AUTISMPRO, A PRODUCT OF TRUMPET BEHAVIORAL HEALTH

390 Union Blvd
Suite 300
Lakewood, CO 80228

BOOTH 451

AutismPro is a software tool that provides educators with access to high quality training and teaching resources for working with children ages 1-7 on the Autism spectrum. AutismPro includes up to 5,000 lesson plans for use in the classroom, and hundreds of behavioral supports and teaching strategies.

AUTUMN'S DAWN

7702 FM 1960 East
Humble, TX 77346

BOOTH 625

Autumn's Dawn is a nonprofit adult service provider. We are devoted to helping young adults with autism spectrum disorders prepare for life as independent adults and make a successful transition full of new beginnings. We provide personalized programming in five competency areas: self-determination, social skills, adult living, employment, and life-long learning. We are committed to providing evidence-based services in real world settings to individuals who require support beyond high school.

BAYLOR UNIVERSITY DISSERTATION RESEARCH

1 Bear Place #97301
Waco, TX 76798

BOOTH 702

Daelynn Copeland, M.Ed., is an early childhood special education teacher and graduate student at Baylor University. She is conducting research on teacher retention and support systems through the Department of Educational Psychology at Baylor. She is currently developing a tool to measure the self-efficacy of early childhood special education teachers. This tool will be used to improve support systems in schools and early childhood education centers. If you teach children birth - 8 years of age, please stop by the Baylor University booth to take a 5 minute survey and enter to win a \$100 Visa Gift card.

BENETECH/BOOKSHARE.ORG

480 S. California Avenue
Palo Alto, CA 94306
<http://www.bookshare.org/web/Welcome.html>

BOOTH 237

Bookshare is the world's largest online accessible library of digital books for individuals with print disabilities. Currently over 200K members enjoy access to a fast-growing collection of over 140K titles. Funded by the U.S. Department of Education's Office of Special Programs, Bookshare is free for all U.S. students of any age who have a qualifying print disability. Members enjoy free access to free assistive reading tools and online training tools. For more information, visit www.bookshare.org.

VISIT THE EXPO

BIG BOOKS BY GEORGE!

3320 Stuart Drive
Fort Worth, TX 76110

BOOTH 643

BLUE CAT PIES

217 Howard Street
San Antonio, TX 78212
<http://www.bluecatpies.com>

BOOTH 531

Blue Cat PIES offers innovative educational products designed with the autism learner in mind. Our products are developed by a team of autism consultants with over 25 years of experience. Research supported strategies such as color coding and errorless learning are incorporated into each product. Each product is hand-assembled by adults with disabilities.

BOOK BUDDY EDUCATIONAL

42982 Osgood Road
Fremont, CA 94539

BOOTH 234

Book Buddy Digital Media is the creator of the GoReader™ digital audio player. GoReader™ is a portable reading aid that permanently contains the audio tracks for companion books. By design, one listens to the audio book track while reading the printed book. The GoReader™ was intended to make Hear and Read instruction accessible to nearly everyone because it doesn't require a computer, making it perfectly suited, both technically and economically, for students with special needs and all classroom types.

BROOKES PUBLISHING COMPANY

P.O. Box 10624
Baltimore, MD 21285-0624
<http://www.brookespublishing.com>

BOOTH 319

Trusted resources for professionals working to enhance the abilities and success of all learners—including children with disabilities—from the critical early years through adulthood.

CALIFORNIA BAPTIST UNIVERSITY ONLINE

10370 Hemet Street
Riverside, CA 92503
<http://www.cbuonline.edu>

BOOTH 742

CBU Online and Professional Studies responds to the needs of the nontraditional student who balances professional and family responsibilities while advancing their education. 100% online and hybrid programs are tailored to meet your needs and give you the 24/7 flexibility expected for 21st century learning. We provide the latest technology in distance education including Blackboard 9.1, Telepresence, and Webex. Work with world class faculty who are committed to your academic, professional, and spiritual success.

CAMBIUM LEARNING GROUP

4093 Specialty Place
Longmont, CO 75287

BOOTH 501

Dedicated to the success of every student, Voyager I Sopris is the nation's most comprehensive provider of research-based intervention and online learning solutions—including curriculum products, personalized professional development, and school improvement/turnaround services. Voyager I Sopris is a member of Cambium Learning® Group (Nasdaq: ABCD).

CAMELOT SCHOOLS, THE

1173 Lance Avenue
Elburn, IL 60119
<http://www.camelotforkids.org>

BOOTH 539

CAMPBILL SPECIAL SCHOOL

1784 Fairview Road
Glenmoore, PA 19343

BOOTH 732

Camphill Special School, established in 1963 in Chester County, PA, is a community and school for students ages 4 through 21 with intellectual and developmental disabilities. The school offers residential and day programs in kindergarten, lower, middle, and high school as well as a transition program for 18- to 21-year olds. As the only Waldorf School in North America for children with special needs, Camphill presents scholastic subjects both academically and experientially.

CASA PACIFICA

1722 S. Lewis Road
Camarillo, CA 93012
<http://www.casapacifica.org>

BOOTH 705

Casa Pacifica Centers for Children and Families is a leading provider of professional development seminars for schools, child-serving organizations, and communities. Courses focus on empirically supported and award-winning strategies that provide skills to more effectively support children and youth in their development, improved relationships and a deeper culture of caring, and practical and refreshing alternatives to traditional discipline and behavior management strategies.

CENPATICO

504 Lavaca
Austin, TX 78701
<http://www.cenpatico.com>

BOOTH 208

Cenpatico's expertise lies in managing benefits for vulnerable populations. Our healthcare specialties include behavioral health, school-based services, specialty therapy and rehabilitation, community reentry, and more

VISIT THE EXPO

CNMI PUBLIC SCHOOL SYSTEM

P.O. Box 501370
Saipan, MP 96950
<http://www.cnmipss.org>

BOOTH 121

Want to add Adventure to your Job description? Be a part of the Commonwealth of the Northern Mariana Islands Public School System's Special Education program! We are looking for Highly Qualified Special Education teachers and Related Service Providers committed to helping our students with special needs. We are a U.S. Commonwealth located in the Western Pacific Ocean—an island chain of Micronesia. We use U.S. currency, and all public schools are taught in English and operate on a 190-day school calendar (Sept.–June). Our Special Education Program offers a generous signing bonus and pay differential, along with a one-way airfare and 3 days of food/lodging for you and up to three dependents. Warm and friendly smiles, year-around sun, ocean and island adventure, and summer breeze included. Interested applicants please contact Donna Flores, Special Education Personnel Specialist, at donna.flores@cnmipss.org or (670)237-3015. You may also visit our web site at www.cnmipss.org

COLLEGE INTERNSHIP PROGRAM

18 Park Street
Lee, MA 01238
<http://www.collegeinternshipprogram.com/>

BOOTH 546

The College Internship Program provides comprehensive, individualized academic internship and independent living experiences for young adults, ages 18-26, diagnosed with learning differences, Asperger's syndrome, PDD-NOS, nonverbal learning differences, ADHD, and dyslexia. The program has five sites: Lee, MA; Melbourne, FL; Bloomington, IN; Berkeley, CA; and Buffalo, NY.

COLLEGE LIVING EXPERIENCE

7150 Columbia Gateway Drive
Columbia, MD 21046
<http://www.experiencecle.com>

BOOTH 120

College Living Experience (CLE) is a postsecondary program for students who require additional support with academic, social, and independent living skills. CLE provides intensive assistance to students with varying abilities seeking a degree or technical certificate. Contact : National Admissions 1-800-486-5058

THE CONOVER COMPANY

4 Brookwood Court
Appleton, WI 54914
<http://www.conovercompany.com>

BOOTH 601

We offer cloud-based assessment and skill building systems for transition, social/emotional learning, and independent living skills. Everything is developed using the latest web standards, and is compatible out-of-the-box with most assistive technologies and devices. There's no need to install anything, and there's no need to configure your hardware or software to work with our cloud-based applications.

CORWIN

2455 Teller Road
Thousand Oaks, CA 91320
<http://corwin.com>

BOOTH 524

Corwin publishes books, journals, and multimedia resources for PreK–12 professionals who work with learners with disabilities and/or gifts and talents. Resources include titles co-published with CEC and cover topics such as brain research, RTI, inclusion, differentiation, standards, student assessment, educational policy and law, transitions, and working with families.

COUNCIL OF ADMINISTRATORS IN SPECIAL EDUCATION (DIVISION)

109 Fox Spring Drive
Warner Robins, GA 32108
<http://www.casecec.org>

BOOTH 734

CASE is an international professional educational organization which is affiliated with the Council for Exceptional Children whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual in society. Those who receive special education services are individuals who possess basic rights and responsibilities, and who command respect at all times. Special education embraces the right to a free appropriate public education.

CRICK SOFTWARE

191 Post Road West
Westport, CT 06880

BOOTH 324

Crick Software provides literacy software for students of all abilities. Our programs, Clicker, ClozePro, and WriteOnline are powerful writing and creativity tools designed to motivate and support students as they learn. This year we are excited to release Clicker 6, which offers greatly increased student independence while making it even easier to add appropriate layers of support for all, including those with dyslexia, learning disabilities, physical disabilities, and other special needs.

VISIT THE EXPO

CRISIS PREVENTION INSTITUTE (CPI)

10850 West Park Place
Milwaukee, WI 53224
<http://www.crisisprevention.com>

BOOTH 543

Since 1980, CPI has been training educators to safely manage disruptive and assaultive behavior. To date, more than 6 million individuals have participated in CPI's Nonviolent Crisis Intervention® training program. CPI also offers onsite training, DVDs, posters, and books.

CURRICULUM ASSOCIATES, LLC.

153 Rangeway Road
No Billerica, MA 01862
<http://www.curriculumassociates.com>

BOOTH 201

Curriculum Associates produces best-in-class educational materials, assessments, and on-line tools that help educators effectively address the diverse levels and needs of students in PreK–12 classrooms, particularly those who are performing below grade level. We specialize in affordable, research-based standards preparation materials; online intervention; supplemental reading and math programs; and special education assessment and instruction that help students succeed.

DON JOHNSTON, INC.

26799 W. Commerce Drive
Volo, IL 60073
<http://www.donjohnston.com>

BOOTH 428

The Don Johnston team carefully integrates validated education research, curriculum experience, and new discoveries in brain science to offer enriched education solutions for today's classrooms. Lifelong education advocates and visionaries, the Don Johnston team is dedicated to helping teachers connect with students' unique learning styles and to study how humans effectively gain knowledge. We believe that the combination of well trained teachers, good teaching techniques, and superior tools produce magic in the classroom!

EAST BATON ROUGE PARISH SCHOOL SYSTEM

1050 South Foster Drive
Baton Rouge, LA 70806
<http://www.ebrschools.org>

BOOTH 345

The East Baton Rouge Parish School System serves the Greater Baton Rouge area. It is the largest district in the state and among the top 100 nationally in student enrollment. The EBR is composed of 86 schools with an enrollment of approximately 42,000 students in Pre-Kindergarten through Grade 12. Total enrollment includes a diverse population of students in General Education, Gifted, Talented Arts, English as a Second Language, Magnet, and Vocational Education settings, plus Exceptional Student classes for students with special needs up to age 22. EBR also serves more than 4,000 Adult Education students annually.



EDEN AUTISM SERVICES

2 Merwick Road
Princeton, NJ 08540
edenautism.org

BOOTH 636

The not-for-profit Eden Autism Services is a primary resource for autism information, education, training and support services for individuals with autism, families, educators and healthcare professionals. Founded in 1975, Eden's mission is to improve the lives of children and adults with autism and their families by providing a range of community-based services to meet specific needs throughout the lifespan. Programs include early intervention, education, employment training and residential services for children and adults with autism. Eden's highly trained clinicians offer in-person and online workshops, conferences and webinars as well as in-home therapy services, evaluations and consultations. For more information about Eden visit www.edenautism.org or call (609) 987-0099. Follow Eden on Facebook, Twitter, LinkedIn and EdWeb.

ESPED

6 Riverside Drive
Andover, MA 01810
<http://www.esped.com>

BOOTH 311

Our product, eStar Series™, is a suite of secure, state specific, web-based applications that streamline the time consuming, often complex tasks associated with managing special population programs. First introduced in 1999, the eStar Series™ provides teachers and administrators with the most powerful, easy-to-use tools available for planning, reporting, monitoring, archiving, and translating student data in compliance with all federal- and state-mandated regulations.

EVERGREEN CENTER

345 Fortune Boulevard
Milford, MA 01757
<http://www.evergreenctr.org>

BOOTH 204

Students served at the Evergreen Center possess skill deficits and behavioral needs that require a carefully planned educational program. Educational services at Evergreen apply a range of instructional procedures and teach functional skills that will change the quality of a person's life. We believe that children with developmental disabilities will develop to their maximum potential when instruction is woven through daily activities and living environments.

EXCENT CORPORATION

60 King Street
Roswell, GA 30075
<http://www.excent.com>

BOOTH 419

If your district is looking for ways to empower students with special needs increase graduation rates, increase Medicaid revenue, streamline processes, and improve data-driven decision making, Excent has solutions for you. Our solutions are designed to empower special needs students, increase graduation rates, relieve the burden of paperwork and accessing data from disparate systems that comes with serving students with special needs, Medicaid processing, and administering RTI programs.

VISIT THE EXPO

FAILURE FREE READING

140 Cabarrus Avenue West
Concord, NC 28025
<http://www.failurefree.com>

BOOTH 300

Award winning publisher of language development-based, reading interventions designed for special needs learners including students who are hearing impaired/deaf, have mild to moderate autism, have cognitive challenges, who are at risk, who are “treatment resisters,” ELL/ESL students, and who have learning disabilities. Highly structured, multisensory instruction rapidly builds comprehension, fluency, and engagement for the very lowest achieving students in Grades 1-12. Extensive quality research and excellent references.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

520 Fifth Ave
Fairbanks, AK 99701
<http://www.k12northstar.org>

BOOTH 113

Want an Adventure in Alaska? Please visit our Booth #113. We are an urban school district operating 33 schools for approximately 15,000 students throughout the Fairbanks North Star Borough, including schools on two military installations, Ft. Wainwright Army Post and Eielson Air Force Base. Schools range in size from a small rural elementary school of fewer than 100 students to comprehensive high schools with 1,200-1,300 students, as well as various charter, magnet, and specialized schools.

FIRELIGHT BOOKS

11650 CR 4215
Tyler, TX 75706
<http://www.firelightbooks.com>

BOOTH 312

Firelight Books offers quick-reference RTI WHEELS and the ELEMENTS CURRICULUM for high school students (Grade 2/3 reading level). Use the Nichols' Behavior Checklist as an RTI tool. The ROOTS AND AFFIXES WHEEL has hundreds of Greek/Latin roots and affixes. The ELEMENTS CURRICULUM brings success to high school students who are reading at a Grade 2/3 level. We work with RTI, special education, dyslexia, English language learners, and the migrant population.

FLORIDA TECH

2202 S. Babcock Street
Melbourne, FL 32901
<http://uc.fit.edu/pdp/programs/aba/index.html>

BOOTH 236

Florida Tech's Continuing Education department offers a comprehensive program in behavior analysis. All courses meet instructional requirements for certification as a Board Certified Behavior Analyst (BCBA®) from the Behavior Analyst Certification Board, Inc.® (BACB®) and the Board Certified Assistant Behavior Analyst (BCABA®) examinations. Offered 100% Online. User friendly format. No special computer skills needed.
<http://aba.fit.edu> 1-800-676-9245 or 321-674-8382.

FORT HAYS STATE UNIVERSITY— THE VIRTUAL COLLEGE

600 Park Street
Hays, KS 67601
<http://www.fhsu.edu>

BOOTH 534

FRANKLIN ELECTRONIC PUBLISHERS

One Franklin Plaza
Burlington, NJ 08016-4907
<http://www.franklin.com>

BOOTH 444

Franklin offers a variety of hand-held electronic spellers, dictionaries, thesauruses, and translators, many with speech capabilities for use as reading aids. Units are appropriate for all ages, grade levels, and abilities. Also available are several educational games including Scrabble®, Sudoku®, and the NY Times® Set® games in hand-held electronic format.

FROG PUBLICATIONS

11820 Uradco Place
San Antonio, FL 33576-0863
<http://www.frog.com>

BOOTH 727

Systematic reinforcement programs, individualized education programs, response to intervention, differentiated instruction, terrific, ready-to-use learning centers, take-home parental involvement program, daily review books, critical thinking and dual language! All Frog games use the same easy-to-learn rules and students needing different levels or skills can practice together!

GREAT LEAPS READING AND MATH FLUENCY

P. O. Box 357580
Gainesville, FL 32605
<http://www.greatleaps.com>

BOOTH 538

Great Leaps reading and math programs are well recognized throughout the world as highly effective educational tools to help students overcome challenges and experience the joy of learning. Our team of educators and consultants strives to assist education with research-based and evidence-based programs that achieve significant results. We were one of three companies chosen for reading interventions in New York City. Numerous articles cite the effectiveness of our programs. We have received acceptance from the Florida Center for Reading Research and the Minnesota Literary Council.

VISIT THE EXPO

GREENVILLE COUNTY SCHOOLS

100 Blassingame Road
Greenville, SC 29605

BOOTH 736

Greenville County Schools, located in beautiful Upstate South Carolina, is a great place to learn, work and live. Recognized as a school system of excellence, GCS is the largest school district in South Carolina and offers a wide variety of program options including gifted and talented programs, International Baccalaureate studies at all grade levels, career technology, the Fine Arts Center, Roper Mountain Science Center, virtual school, Baldrige quality schools, special education, and other specialized programs to meet the needs of each student.

GUILFORD PUBLICATIONS

72 Spring Street
New York, NY 10012
<http://www.guilford.com>

BOOTH 313

Check out our NEW titles: Handbook of Learning Disabilities, 2e (Swanson, Harris, Graham; Social and Academic Abilities in Children With High-Functioning Autism Spectrum Disorders (Bauminger-Zviely; and Academic and Behavior Supports for At-Risk Students (Stormont, Reinke, Herman, and Lembke). NEW from our What Works for Special-Needs Learners Series: Universal Design for Learning in the Classroom (Hall, Meyer, and Rose) and Teacher's Guide to Effective Sentence Writing (Saddler).

HANDHOLD ADAPTIVE

2 Arden Lane
Shelton, CT 06484
<http://www.HandHoldAdaptive.com>

BOOTH 537

HandHold Adaptive is a leading developer of smartphone and tablet apps in special education. Our products include iPrompts (visual supports), StoryMaker (Social Stories), SpeechPrompts (speech therapy), and AutismTrack (data collection). In addition to developing apps, we research our software in U.S. schools.

HANDWRITING WITHOUT TEARS

8001 MacArthur Blvd.
Cabin John, MD 20818
<http://www.hwtears.com>

BOOTH 720

Handwriting Without Tears® is a flexible hands-on program for teaching printing and cursive to children of all abilities. The developmentally appropriate curriculum incorporates multisensory tools and award-winning workbooks and guides for individual and classroom instruction.

HOUGHTON MIFFLIN HARCOURT

10801 N. Mopac Expressway, Building 3
Austin, TX 78759
<http://www.hmh.com/>

BOOTH 730

The world's largest provider of materials for Pre-K-12 learning, Houghton Mifflin Harcourt resources include The Leadership and Learning Center, Heinemann, SkillsTutor, Riverside, Holt McDougal, Saxon, and Rigby, Great Source, and Steck-Vaughn Specialized Curriculum.

IMAGINE LEARNING

191 River Park Drive
Provo, UT 84604
<http://www.imaginelearning.com>

BOOTH 631

Imagine Learning is an award-winning language and literacy software program designed to help struggling readers, English learners, students with disabilities, and early childhood education students in Pre-K through eighth grade master essential reading and speaking skills. The program adapts to each student's needs, providing individualized and differentiated instruction through engaging, multi-modal activities.

IXL LEARNING

777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

BOOTH 530

IXL provides math practice in a fresh and engaging way. Unlike any other math program, IXL offers more than 2,000 standards-aligned skills in Pre-K to high school and all in a fun, visually stimulating format that students love. While students practice, you can view real-time reports on their progress and trouble spots. Best of all, IXL's adaptive technology ensures students are always practicing at their skill level.

JENNYLU DESIGNS

8330 SW 46th Street
Topeka, KS 66610
Phone: 785-806-7431
jennyludesigns@yahoo.com
<http://jennyludesigns.com/>

BOOTH 745

Jennifer has William's Syndrome- a rare genetic handicap. Jenny, like others with William's Syndrome, is a very loving and empathetic individual who constantly strives to help others. Jenny attends conferences and conventions for Special Interest groups to show support to families and raise awareness as well as funds to help them achieve their goals. She will provide inspiration and encourage others with disabilities to keep "aiming for the stars." Jenny's work is unique, creative, colorful, uplifting and above all, original. Jenny prides herself on the fact that despite obstacles she must overcome due to her disability, she is always able to express herself through her artwork. As she continues to grow as a business entrepreneur and artist, she sets an example for others with disabilities. She wants them to keep aiming for the stars - as she is living proof that dreams can come true.

VISIT THE EXPO

JESSICA KINGSLEY PUBLISHERS

400 Market Street
Philadelphia, PA 19106

BOOTH 116

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<http://www.wiley.com>

BOOTH 232

Visit the Jossey-Bass/Wiley booth for teacher, administrator, and parent resources that help meet exceptional students' needs. Bestsellers include Social Skills Activities for Special Children and The First-Year Teacher's Survival Guide. Check out our NEW titles including Socially ADDept: Teaching Social Skills to Children With ADHD, LD, and Asperger's, How to Reach and Teach Children With Challenging Behavior, The Dyslexia Checklist, and The IEP From A to Z: How to Create Meaningful and Measurable Goals and Objectives

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24 Prime Parkway
Natick, MA 01760
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BOOTH 249

About IntelliTools® and Kurzweil Educational Systems™, IntelliTools® and Kurzweil Educational Systems™ are part of the Cambium Learning Technologies group which also includes Learning A-Z (www.learninga-z.com) and Explore Learning www.explorelearning.com). IntelliTools (www.intellitools.com) is a leading provider of K- 8 assistive technology hardware and software in early literacy, mathematics, and writing. Kurzweil Educational Systems, Inc. (www.kurzweilededu.com) is widely recognized as an innovator and leading provider of text-to-speech software for individuals with learning difficulties and for those who are blind or vision impaired.

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KDES Room 3600
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Washington, DC 20002
<http://clerccenter.edu>

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<http://www.learningally.org>

BOOTH 242

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<http://www.MathUSee.com/specialed.html>

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<http://www.MHEonline.com>

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MONARCH TEACHING TECHNOLOGIES, INC.

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VizZle is an easy to use, web-based authoring tool that enables educators to create fun, interactive, customized visually-supported curriculum addressing the needs of children with autism and other learning challenges. Using any of the thousands of pre-made lessons from the peer-reviewed shared library or using lessons created with easy-to-use templates and thousands of in-program images, audio and video clips, teachers can track improved outcomes by IEP goals or common core standards. www.monarchtt.com

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<http://www.news-2-you.com/>

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<http://www.enasco.com>

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San Antonio, TX 78254

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NATIONAL LIBRARY SERVICE FOR THE BLIND & PHYSICALLY HANDICAPPED

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Through a national network of cooperating libraries, NLS administers a free library program of Braille and audio materials circulated to eligible borrowers in the United States by postage-free mail.

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<http://www.nprinc.com>

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www.oakhillcrse.org

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VISIT THE EXPO

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<http://www.perkinseLearning.org>

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Perkins eLearning is proud to share online opportunities for professional development and teaching resources for educators of students who are blind or visually impaired, including those with deaf blindness or multiple disabilities. Perkins School for the Blind has been a leader in the field of the education of children who are blind or visually impaired since its founding in 1829.

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ROUTLEDGE

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BOOTH 318

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1960 Landings Boulevard
Sarasota, FL 34231
<http://www.sarasota.k12.fl.us>

BOOTH 713

The School Board of Sarasota County, Florida is one of the largest employers in the area with more than 5,500 personnel and approximately 42,000 public school students. Sarasota County is a rapidly growing community of approximately 369,000 people located on the beautiful Gulf of Mexico.

SEAS EDUCATION

P.O. Box 590
Mountain Home, AR 72653
<http://www.computerautomation.com>

BOOTH 339

SEAS Education is passionate about helping K-12 educators meet the individual needs of students. Since 1996, its special education plan management line of products (SEAS™) has helped more than 2,000 school districts across the country meet that challenge. That experience in Special Education and IEP Management provided the framework for SEAS Achieve™. SEAS Achieve is a suite of products that assists districts with any student performance plans including RTI, 504, ELL, Behavior, and GTE.

SEE-N-READ® READING TOOLS

2533 Sutton Lane
Aurora, IL 60502-9461
<http://www.see-n-read.com>

BOOTH 343

SEE-N-READ (U.S. Patent No. 7,954,444) Reading Tools aid readers who skip words and lines and suffer from “pattern glare” (words seem to move on the page). These research-based and classroom-tested reading intervention tools are endorsed by teachers, vision therapists, neuropsychologists, and psychologists. SEE-N-READ focuses the reader and reduces distractions on the page and helps readers build reading rate, fluency, and comprehension by helping them control their visual fields.

SIMPLYFUN

11245 SE 6th Street
Bellevue, WA 98004
<http://www.simplyfun.com>

BOOTH 246

We make learning fun and easy for children and help keep our families connected through the amazing power of play! Learning. Play positively impacts every aspect of a child's life—from basic physical and mental development to social skills and reasoning. Play is essential! Connecting. Close-knit families know the healing power of a shared laugh and the value of stepping away from the hubbub of life for a moment in time through a fun game or activity. Isn't it amazing what a little play can do?

VISIT THE EXPO

SKILLS/INSTITUTE FOR BEHAVIORAL TRAINING POWERED BY CARD

19019 Ventura Blvd., Suite 300
Tarzana, CA 91356

<http://www.centerforautism.com>

BOOTH 535

Skills™ was founded with the goal of helping as many children and their families affected by autism as possible. It is our mission to provide affordable global access to the highest quality of ABA-based intervention in the world and to increase recovery from autism.

SMART TECHNOLOGIES

3636 Research Road NW
Calgary, AB T2L 1Y1

<http://www.smarttech.com>

BOOTH 325

SMART Technologies is a leading provider of collaboration solutions that transform the way the world works and learns. We believe that collaboration and interaction should be easy. As the global leader in interactive whiteboards, we bring more than two decades of collaboration research and development to a broad range of easy-to-use, integrated solutions that free people from their desks and computer screens, so collaborating and learning with digital resources are more natural.

SOUTHERN METHODIST UNIVERSITY

Annette Caldwell Simmons School of Education and Human Development
Dallas, TX 75275-0455

BOOTH 139

Master The Art and the Science of Teaching at SMU The Annette Caldwell Simmons School of Education and Human Development has gained both regional and national recognition for providing research-based solutions for today's most pressing educational issues. Our mission is to advance exceptional training for teachers, counselors, and therapists in Dallas and around the world. Stop by booth 139 to learn more about our new Master of Education in Special Education and all of our Master's programs

SPEDTRACK

3045 S. Scenic
Springfield, MO 65807
<http://www.spedtrack.com>

BOOTH 329

SpedTrack™ is a web-based suite of modules that revolutionizes the management of your special education program. SpedTrack centralizes your information and processes into one user friendly application, easing the burden of managing special education for both teachers and administrators. Our IEP software simplifies everything in the special education process.

ST4LEARNING/WORDQ

5798 Crestbrook Circle
Morrison, CO 80465
<http://www.goqsoftware.com>

BOOTH 420

Meet WordQ: the first and only support tool developed from Dr. MacArthur's research that integrates spoken feedback, word prediction, and speech-to-text technologies and makes differentiating instruction easier. This tool works with e-text like digital curricula, word processors, web sites, email, and social media apps. It helps K-16 students in general education, ELL, special education, and foreign language classrooms meet Common Core vocabulary, spelling syntax, grammar, text production requirements plus develop, edit and revise.

STAR AUTISM SUPPORT

6663 SW Beaverton-Hillsdale Highway #119
Portland, OR 97219
<https://www.starautismsupport.com>

BOOTH 514

STAR Autism Support (www.starautismsupport.com) provides evidence-based curriculum materials, workshops, and training to school and agency staff who work with students with ASD and other developmental disabilities ages 3 through adult. We work with educators to successfully implement research-based curricula through a wide range of training opportunities. Our comprehensive approach to teaching offers educators the tools they need to provide students with effective instruction.

STEALTHWEAR PROTECTIVE CLOTHING, INC.

2465 Cawthra Road, U.121
Mississauga, ON L5A 3P2
www.stealthwearclothing.com

BOOTH 719

Our Active Aide line of products are designed specifically for those working in the high needs area of special education. Unlike sports equipment or industrial PPE, Active Aide offers protection, while maintaining an everyday clothing appearance. Our products allow you to move past the pinch, scratch, bite, or hit so that you can focus on what's important—improved communication and learning with your student.

STEP BY STEP, INC

445 E. Dublin Granville Road
Bldg. G
Worthington, OH 43085

BOOTH 238

Step by Step, Inc. offers a range of services, from intensive behavior intervention to speech language therapy, designed to provide appropriate treatment across the spectrum for children, adolescents, and adults with ASD. Step By Step, along with Special Learning, Inc., develops effective products, services, and solutions that inform, educate, and empower the autism community.

VISIT THE EXPO

SUNSHINE COTTAGE SCHOOL FOR DEAF CHILDREN

603 E. Hildebrand
San Antonio, TX 78212
www.sunshinecottage.org

BOOTH 112

TAP IT: SMART ED SERVICES

1821 East 40th Street
Cleveland, OH 44103
<http://www.teachsmart.org>

BOOTH 231

The TAP-It offers students and adults of all abilities accessibility to any computer application. Its high-grade safety glass differentiates intended touches on the screen from leaning or unintended touches. The stand permits adjustments to both the height and tilt, permitting those in wheelchairs and walkers greater accessibility.

TEACH ME LLC

3630 North Josey Lane
Carrollton, TX 75007
<http://myteachme.net>

BOOTH 632

TEACHER CREATED MATERIALS

5301 Oceanus Drive
Huntington Beach, CA 92649
<http://www.tcmpub.com>

BOOTH 609

Teacher Created Materials publishes award-winning supplementary educational materials for all areas of the curriculum—language arts, social studies, mathematics, science, technology, and professional resources. We also provide topical and practical professional development training for teachers and administrators.

TEACHERS-TEACHERS.COM

PO Box 2519
Columbia, MD 21045
<http://www.teachers-teachers.com>

BOOTH 118

Teachers-Teachers.com was launched in 1999 and has become education's premier online recruitment service, providing schools with a fast and efficient method for recruiting highly qualified educators. Teachers-Teachers.com serves public and private school systems across the country and is currently implementing statewide recruitment initiatives in 11 states. Special educators can use this service to search and apply electronically for positions with more than 1,500 school systems nationwide.

TEACHTOWN

330 West Cummings Park
Woburn, MA 01801
<http://www.teachtown.com>

BOOTH 618

TeachTown is a company that focuses exclusively on children diagnosed with autism spectrum disorder, intellectual disabilities, and developmental disabilities. TeachTown's primary offering—TeachTown Basics is a complete ABA-based program comprised of 950 lessons that engage students and is backed by solid efficacy data. TeachTown Social Skills provides engaging character animations to teach essential social skills and targeted behavior outcomes.

TEN SIGMA

3320 Mesa Way
Lawrence, KS 66049
<http://www.tensigma.org>

BOOTH 435

TRAX Transition software from Ten Sigma is designed to quickly and effectively assess, teach, and track transition needs for students with mild, moderate, and severe disabilities, and students who are on the autism spectrum.

THE SOCIAL EXPRESS

1543 Juniperhill Drive
Encinitas, CA 92024
<http://www.thesocialexpress.com>

BOOTH 604

The Social Express, winner of the SIIA Innovation Incubator Award in Ed Tech, is an interactive social skills learning program. It targets core deficit areas that stand in the way of success for children with social learning challenges. The newest program provides reporting summaries, making it easier to write social skill goals and report on progress. This Internet-based education tool aligns with the Common Core State Standards. Please stop by our booth or visit www.TheSocialExpress.com for more information.

THERENOW

3035 S. Scott Lane
Unit 108
West Haven UT 84401
www.therenow.net

BOOTH 327

thereNow is the leader in innovative, mobile classroom cameras. Together with thereNow's secure web application, thereNow allows teachers, coaches, and other experts to capture, annotate, and share video in a safe and secure environment. Focusing on formative assessment, thereNow gives educators a truly unique window into classroom activity and teaching. Empower your teachers with the tools they need to excel and ensure success for every student.

THINKING WITH COMPUTERS

PO Box 42244
Tucson, AZ 85733

BOOTH 431

Thinking With Computers specializes in accelerating the learning of students with mild impairments in Grades 4-8 via a specialized thinking development LD or RTI Tier 2 intervention. When used in lieu of conventional approaches, the Higher Order Thinking Skills (HOTS) intervention has produced three times the growth in reading comprehension and twice the growth in math for both LD and Title I students. HOTS makes an ideal RTI Tier 2 intervention for Grades 4-8 and has been adopted in over 2,500 schools.

TIME TIMER, LLC

7707 Camargo Road
Cincinnati, OH 45243

BOOTH 415

Over 20 years ago, Time Timer inventor Jan Rogers set out to create a tool to help her youngest child understand and manage time. She worked directly in classrooms with teachers and students to test and refine the Time Timer prototype. Today, Time Timer is helping solve time perception and management problems for people worldwide with its simple, visual depiction of elapsed time. Wherever time needs to be measured or managed, the Time Timer line of products offers a unique and superior solution.

TOURETTE SYNDROME ASSOCIATION

42-40 Bell Blvd.
Bayside, NY 11361
<http://www.tsa-usa.org>

BOOTH 447

TSA is the only national nonprofit organization serving individuals affected by Tourette syndrome. Free educational resources on TS in the school and classroom, including articles, CDs and DVDs for professionals, families, and patients will be available.

TRIUMPH LEARNING, LLC

136 Madison Avenue
New York, NY 10016

BOOTH 340

Triumph Learning, LLC, is the leading publisher of K-12 Common Core resources, standards-aligned instructional materials, and effective literacy programs. Our state-customized products increase student achievement and raise scores on high-stakes exams. We offer unique student solutions, robust teacher support, and professional development opportunities. Imprints include Triumph Online, Coach, Buckle Down, Options, Plugged-in to Reading, and The BookJam. Triumph Learning is committed to serving 21st-century learners with a mix of interactive digital tools and innovative student texts.

UNIVERSITY OF CENTRAL FLORIDA

4000 Central Florida Boulevard
Orlando, FL 32816
<http://www.education.ucf.edu>

BOOTH 707

This University of Central Florida's innovative, technology rich program prepares doctorate personnel for university faculty and research positions or for service in training positions or school systems. Featured are mastery of latest simulation and technology dedicated to personnel preparation and research; expertise with online and face-to-face instruction; intensive mentoring in research, program evaluation, and service; plus policy internships in Washington, DC.

UNIVERSITY OF CINCINNATI

2145 Metro Center Blvd.
Orlando, FL 32835
<http://www.mastersed.uc.edu>

BOOTH 725

The University of Cincinnati is dedicated to providing students with an outstanding and transformative education. Established in 1819, the University of Cincinnati is proud to bring innovative educational and research programs to students from around the world. The University of Cincinnati is regionally accredited by the Higher Learning Commission of the North Central Association and the National Council for the Accreditation of Teacher Education (NCATE).

VISIT THE EXPO

UNIVERSITY OF GEORGIA CENTER FOR CONTINUING EDUCATION

1197 South Lumpkin Street
Athens, GA 30602
<http://www.georgiacenter.uga.edu>

BOOTH 106

Stop by our booth and learn about our Developmental Therapy/Teaching Programs. Online Certificate Programs in continuing education available anytime, anywhere for teachers, mental health professionals, and parents concerned about the education and development of children and youth from early childhood through the teen years. In collaboration with the Developmental Therapy Institute.

UNIVERSITY OF KANSAS, DEPARTMENT OF SPECIAL EDUCATION

1122 W. Campus Road
Lawrence, KS 66045-3101
<http://soe.ku.edu/sped/>

BOOTH 436

Stop by our booth and get information on professional preparation and leadership programs in Special Education at the University of Kansas.

UNIVERSITY OF NEBRASKA

3538 Holdrege
Lincoln, NE 68583-0743
<http://online.nebraska.edu>

BOOTH 639

Why University of Nebraska Online Worldwide? • Online education experts—we've offered distance education for more than 100 years and offer more than 15 online special education programs. • Exceptional education—learn from the same faculty as on-campus students. • Students come first—faculty and staff are responsive to student needs. • Respected degree—diplomas and transcripts are identical to those of on-campus students. • A great value—you can count on a rigorous program with competitive tuition.

UNIVERSITY OF PHOENIX

4888 Loop Contral
Houston, TX 77081
<http://www.phoenix.edu>

BOOTH 128

The challenge of working with exceptional students requires teachers with extraordinary gifts. If you've always thought about becoming a special education teacher, but your bachelor's degree is in a discipline other than Education, our Master of Arts in Education/Special Education (MAEd/SPE) can help you achieve your goal. This graduate degree program is intended for students with no prior teaching experience. The MAEd/SPE will introduce you to methods and strategies for classroom instruction while providing a deeper understanding of working with children who have special needs. Nationally recognized by the Council for Exceptional Children (CEC), the curriculum blends academic theory with relevant coursework, field experience and student teaching in cross-categorical setting, and includes all essential elements required to help you prepare for a career in special education. If you're a current teacher seeking to find courses that focus on special education topics our Continuing Teacher Education/Special Education courses for teachers help provide you with a deeper understanding of students with special needs. Our Continuing Teacher Education/Special Education courses can help you meet certain criteria for potential recertification, endorsements and professional development.

VizZle

22001 Fairmount Boulevard
Shaker Heights, OH 44122
<http://www.bellefairejcb.org>

BOOTH 513

VizZle is an easy to use, web-based authoring tool that enables educators to create fun, interactive, customized visually-supported curriculum addressing the needs of children with autism and other learning challenges. Using any of the thousands of premade lessons from the peer-reviewed shared library or using lessons created with easy-to-use templates and thousands of in-program images, audio and video clips, teachers can track improved outcomes by IEP goals or common core standards. www.monarchtt.com

VISIT THE EXPO

VOCATIONAL RESEARCH INSTITUTE

1845 Walnut Street
Philadelphia, PA 19103
<http://www.vri.org>

BOOTH 721

For nearly 50 years, the nonprofit Vocational Research Institute has been a leader in special needs assessment and career development. CareerScope®—the valid and reliable interest and aptitude assessment—is the choice of thousands of education and transition professionals across the country! Available online or on CD with accommodation options for individuals with special needs. Stop by to find out what's new and why so many programs across the country are already using CareerScope.

WEST VIRGINIA UNIVERSITY ONLINE

150 Clay Street
Morgantown, WV 26506

BOOTH 143

West Virginia University offers online graduate degrees in Special Education. Delivery is through a combination of live, interactive virtual sessions and online assignments. Field and practicum experiences are arranged in a qualified public school in your home community with local supervision and online oversight.

Classes may be used to achieve these educational goals:

- Master of Arts Degree
- Master's Degree plus Initial Certification
- Initial Certification only
- Additional endorsement

WIKKI STIX/OMNICOR, INC.

11034 N. 23rd Drive
Phoenix, AZ 85029
<http://www.wikkistix.com>

BOOTH 549

Wikki Stix one-of-a-Kind Creatables, is an easy to use manipulative for fine motor skills, prewriting skills, visual discrimination, and cognitive development by providing kinesthetic learning opportunities. It is also a quiet and creative fidget tool. Ideal for students who are blind and low-level sighted by providing a raised line surface.

WILSON LANGUAGE

47 Old Webster Road
Oxford, MA 01540
<http://www.wilsonlanguage.com>

BOOTH 600

The WILSON Reading System®, WILSON Just Words®, WILSON Foundations®, and WILSON Fluency® are multisensory, structured reading and spelling curricula to address prevention, intervention, and intensive instructional needs.

WINSOR LEARNING, INC./ THE SONDAY SYSTEM

1620 West 7th Street
St. Paul, MN 55102
<http://www.winsorlearning.com>

BOOTH 410

Winsor Learning provides K-12 intervention solutions for Reading, Math, and Behavior. Offerings include instructional materials, expert professional development supporting their use and consulting services supporting the RTI process at the district, school, and classroom level. Publishers of the Sondag System, a reading intervention proven effective in all RTI settings, also provide SIBS, a behavior assessment and evaluation tool and KP Mathematics.

WORLD WIDE SALES

32685 Rock Ridge
Farmington, MI 48334

BOOTH 304

The Writing Approach Raised Lines and Shapes papers are created by educators to meet the common core state standards and districtwide academic objectives. Our papers teach prerequisite learning skills such as: Eye-hand coordination, left to right progression, starting and ending points, sequencing, directionality, letter-shape-and number formation, and spacing and alignment. The lines on the paper are slightly raised enabling each student to see and feel the boundary lines within the area they are writing.

See you in Philadelphia!

April 9-12, 2014

