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*Pre-publication discount is available on kits only and good through September 30, 2014. You will not be billed until materials ship in 2014.
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SCHEDULE AT A GLANCE

	TUESDAY APRIL 8	WEDNESDAY APRIL 9	THURSDAY APRIL 10	FRIDAY APRIL 11	SATURDAY APRIL 12
REGISTRATION	2:00 –7:00 p.m.	7:00 a.m.–8:00 p.m.	7:00 a.m.–5:30 p.m.	7:00 a.m.–5:30 p.m.	7:00 a.m.–Noon
PROGRAM SESSIONS		Preconvention Workshops 9:00 a.m.–4:00 p.m. Concurrent Sessions 1:00–2:00 p.m. 2:15–3:15 p.m. 3:30–4:30 p.m. General Session 5:00–6:30 p.m.	Concurrent Sessions 8:00–11:30 a.m. 1:30–5:00 p.m. Posters 8:00–8:45 a.m. 9:15–10:00 a.m. 10:30–11:15 a.m. 1:30–2:15 p.m. 2:45–3:30 p.m. 4:00–4:45 p.m.	Concurrent Sessions 8:00–11:30 a.m. 1:30–5:00 p.m. Posters 8:00–8:45 a.m. 9:15–10:00 a.m. 10:30–11:15 a.m. 1:30–2:15 p.m. 2:45–3:30 p.m. 4:00–4:45 p.m.	Concurrent Sessions 8:00–11:30 a.m. Posters 8:00–8:45 a.m. 9:15–10:00 a.m. 10:30–11:15 a.m.
EXPO HALL		CEC President's Welcome Reception Expo Hall 6:30-8:00 p.m.	Expo Hall 9:00 a.m.–4:00 p.m. Exclusive Expo Time 11:30 a.m.–1:30 p.m.	Expo Hall 9:00 a.m.–4:00 p.m. Exclusive Expo Time 11:30 a.m.–1:30 p.m.	Expo Hall 9:00 a.m.-Noon
GOVERNANCE MEETINGS	CEC Board of Directors 3:00-8:30 p.m. Philadelphia Marriott Downtown	CEC Board of Directors 9:00 a.m.–Noon Philadelphia Marriott Downtown Representative Assembly Registration 7:00 a.m. – 8:00 p.m. CEC Central, Member Services Area Legislative Action Center Kiosk, Expo Hall A Convention Center	Representative Assembly Registration 7:00 a.m.–5:00 p.m. CEC Central, Member Services Area Legislative Action Center Kiosk, Expo Hall A Convention Center	Representative Assembly Registration 10:00-11:00 a.m. Salon E, Level 5 Philadelphia Marriott Representative Assembly Orientation 10:00-11:00 a.m. Salon E, Level 5 Philadelphia Marriott Representative Assembly 12:30–5:00 p.m. Salon E, Level 5 Philadelphia Marriott	
RECEPTIONS, SPECIAL ACTIVITIES, AND MEETINGS	Interdivisional Caucus (IDC) 1:00–4:00 p.m. Philadelphia Marriott Downtown	Convention Orientation 1:00-2:00 p.m. Convention Center	Teacher of the Year Panel 10:30 a.m. Student Forum 1:00–4:00 pm. Philadelphia Marriott Downtown	Yes I Can Awards 5:30–7:00 p.m. Philadelphia Marriott Downtown	

TIMES AND ACTIVITIES ARE SUBJECT TO CHANGE



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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 TO CEC's 90th CONVENTION

We are thrilled that you are here with us for the Council for Exceptional Children's 90th Annual Convention and Expo. This week we will explore the possibilities of what we can achieve together for the children, youth, and families we serve.

We are pleased to welcome CEC's new Executive Director, Alexander T. Graham. He looks forward to meeting you and hearing your experiences. The CEC Board of Directors will be available to you during the week and are easily recognizable by their gold CEC badges. Talk to them about becoming a CEC leader, CEC's new membership model, or about CEC in general.

You will not want to miss our Opening General Session on Wednesday from 5:00-6:30 p.m., featuring Andrew Solomon, awarding winning author of *Far from the Tree: Parents, Children, and the Search for Identity*. Solomon is an activist and philanthropist in LGBT rights, mental health, education and the arts. We invite you to the President's Welcome Reception in the Expo Hall on Wednesday at 6:30 p.m., immediately following the General Session.

Members of the 2014 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 yet! This year's convention program features endless opportunities to learn about innovative strategies, evidence-based practices, and policy affecting our field. Check out the breadth and depth of the program and the expertise from our invited speakers. CEC Divisions offer topics relating to their specific mission and interests and each has a Showcase Session that may be just what you are looking for to enhance your practice. Hear from CEC's Teacher of the Year at a featured session on Thursday. Express your views at Town Hall meetings on the reality of RTI, implementation of the Common Core for special education students in mathematics and language arts, disproportionate representation, and other critical issues. Participate in a day-long strand and explore timely topics in interrelated sessions. We also have sessions with siblings of students with disabilities and perspectives of adults with autism spectrum disorders on what is and was important in their education. For those of you considering options for your career path, we will be joined by Oregon's Chief State School Officer, the former Los Angeles Deputy Superintendent for Instruction and others, for a discussion on the route some special educators have taken to statewide, districtwide, and schoowide leadership. Many thanks to Dr. Joe Dimino, Instructional Research Group, Los Alamitos, California and Dr. David Scanlon, Boston University for their many contributions to the convention program.

We heard you say that you wanted more time in the Expo! With "exclusive" Expo times built into the schedule throughout the convention, you can explore the exhibits Wednesday evening, Thursday, Friday, and until noon on Saturday.

Plan on attending the very special Yes I Can Awards Ceremony on Friday, April 11 from 5:30 - 7:00 p.m. Celebrate the accomplishments of our children and youth with exceptionalities along with their peers, teachers, and families.

We wish we could bottle the enthusiasm of the Local Arrangements Committee (LAC), comprised of CEC members throughout the state of Pennsylvania. They are excited to welcome you to Philadelphia and can assist you at any time. Many thanks to them for their countless hours of work.

Finally, we wish to recognize and thank the CEC staff and all of our CEC member leaders participating in CEC governance meetings this week. We thank them for volunteering their time and talents toward making CEC's 90th Convention and Expo a tremendous success!



Robin D. Brewer
President, CEC



Russell Gersten
Program Chairperson



Robin D. Brewer



Russell Gersten

WELCOME TO PHILADELPHIA

Dear Friends,

On behalf of the 2014 Local Arrangements Committee and the Pennsylvania Council for Exceptional Children, it is an honor and a privilege to welcome you to The City of Brotherly Love! We are here to help you and sincerely hope that you enjoy your stay in our wonderful city.

The Council for Exceptional Children continually provides convention attendees with the premier professional development event for special and gifted education. We hope that you leave this convention having learned something new, having met some wonderful people, and having seen some amazing sights! CEC has prepared for you a week full of informative sessions, fun events, and inspirational moments. There have also been some changes in format so please consult your program to see what is new and exciting for 2014.

You will have many options competing for your time this week! Make sure to stop by the Expo and see all the company sponsored exhibits and the latest tools and cutting edge technology to help you in your important work with exceptional children. The President's Welcome Reception in the Expo Hall will be an event to remember! Please join us immediately following the Opening General Session featuring Andrew Solomon on Wednesday, April 9th! And, you will not want to miss the Yes I Can Awards Ceremony-- one of the highlights of the week. These amazing students come from near and far to be honored for their achievements both in and out of the classroom. Come to share their special moment in the spotlight. Hope to see you Friday, April 11th at 5:30 pm at the Marriott!

While you are in Philadelphia, please make time to do some sightseeing. Our city is full of history, art, music, sports, and much more. The National Constitution Center, Independence Hall, and the Liberty Bell are all within walking distance of the convention center. Don't miss this opportunity to see the Birthplace of America!

I would like to express my gratitude to the Ridley School District for their continued support in allowing me to attend CEC conventions every year! I would also like to thank Christopher Tabakin, Nick Polcini, Barbara Cassel, and Jannis Floyd who served as the Lead Team for our Local Arrangements Committee along with Michelle Kirias, our Treasurer. A special thanks goes to the 23 Local Arrangements Subcommittee Chairpersons and the hundreds of volunteers organized by Gina Scala. Without you this convention would not be possible. Thank you for donating your time and talents to support The Council for Exceptional Children!

Enjoy CEC 2014 in Philadelphia!

Laura W Receveur

Laura W Receveur
Local Arrangements Committee Chair



Laura W Receveur



CITY OF PHILADELPHIA

Office of the Mayor
215 City Hall
Philadelphia, PA 19107
(215) 686-2181
FAX (215) 686-2180

MICHAEL A. NUTTER
Mayor

April 9, 2014

Welcome!

As Mayor of Philadelphia, it is my pleasure to welcome you to "The Council for Exceptional Children's 90th Annual Convention and Expo!" I am thrilled that you have chosen to convene here for such a special occasion.

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 engagement of their families.

As the city of "Brotherly Love" progresses towards being more environmentally friendly, I encourage you to take a tour - this will give you the chance to experience, firsthand our beautiful parks and historic landmarks that are located throughout Philadelphia.

I hope that you will take the opportunity to explore everything Philadelphia has to offer.

Welcome to Philadelphia!

Sincerely,

Michael A. Nutter
Mayor

Say Yes I Can.

Please join us as we celebrate the accomplishments and successes of this year's 21 shining stars at the **Yes I Can Award** ceremony on **Friday, April 11, 5:30–7 p.m.**

The 2014 Yes I Can recipients are:

Academics

Kevin Bailey
Louisville, KY

Shaelin Cantwell
Downingtown, PA

Breckin Blansit
Bonner Springs, KS

Jose Edmonds
Tucker, GA

Christopher "Kolby" Norris
Morgantown, WV

Arts

Justin Peters
Oak Hill, FL

Zebulon Risen
Greensburg, KY

Bronwen Tagoe
Harrisburg, PA

Reginald Turner
Jacksonville, FL

Christopher Vise
Walker, LA

Athletics

Eddy Solla
Chilliwack, BC Canada

School & Community Service

Tia Carr
Oswego, IL

Amanda Carroll
Longwood, FL

Devon Christensen
Grace, ID

Self-Advocacy

Tyler Woodworth
Lockport, IL

Technology

Chase Johnson
Talmo, GA

Transition

Flora Damerjian
Jacksonville, FL

Mackenzie Kiel
Teulon, MB Canada

Lindsay Kussow
Rincon, GA

Shicari Ransom
Covina, CA

Emmanuel Zayas
Bethlehem, PA



Scan this to read more about our 2014 Yes I Can Award recipients.

Don't have a reader app? Search your app store for a free "QR code reader."



Friday, April 11
5:30–7 p.m.
Salon H, I, J
Philadelphia Marriott Downtown

Nominations for 2015 Yes I Can Awards
open in May.
www.cec.sped.org/yesican

CONVENTION INFORMATION

Accessibility Assistance

Accessibility Booth, CEC Central, Expo Hall A, 200 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 or educational site visits, go to CEC Onsite Registration Counter in CEC Central, Expo Hall A, 200 Level, Convention Center.

The CEC Store — CEC Central

Expo Hall A, 200 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 8, 2:00–7:00 p.m.

Wednesday, April 9, 7:30 a.m.–5:00 p.m. and
President's Welcome Reception, 6:30–8:00 p.m.

Thursday, April 10, 7:30 a.m.–5:00 p.m.

Friday, April 11, 7:30 a.m.–5:00 p.m.

Saturday, April 12, 7:30 a.m.–noon

Professional Development Hours (PDHs)

Please see complete information on page 41.

Convention Language

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

Copying and Other Business Services

FedEx Print and Ship Offices are located at the Pennsylvania Convention Center on Level 200 between Exhibit Halls B and C and the Philadelphia Marriott Downtown on the Lobby Level. Both locations offer black and white and color copying, oversized copying, fax services, laminating, binding, posters, computer/internet access, and office supplies.

Convention Center: Send your copying needs to usa5530@fedex.com at least 72 hours ahead of your meeting and include the Promo Code HCOP14 to receive a 30% discount. Confirm your print job has been received by calling 215-925-1218. When you visit the store onsite, show your CEC name badge to receive a 30% discount. Black and white copying starts at \$.15 per side; \$1.59 for color.

Philadelphia Marriott Downtown: Black and white copying services start at \$.13 per side; color copies \$.59 per side. Special discounts are offered for bulk copying starting at 500 per side Black and White; 250 per side for Color. For faster service, you can send your documents to be copied to usao669@fedex.com. Confirm your print job has been received by calling 215-923-2520.

Both locations offer outbound shipping. There is a handling charge if sending from the convention center: \$10 for up to 10 lbs, \$15 for 10-20 lbs., \$20 for 20-30 lbs., and \$25 from 30-150 lbs. There is no handling charge if shipped from the Philadelphia Marriott Downtown.

Hours of Operation:

Pennsylvania Convention Center: The store will be open during CEC Registration Hours.

Philadelphia Marriott Downtown: The store will be open 24 hours Sunday-Thursday, until 11:00 p.m. Friday and 9:00 a.m.-9:00 p.m. Saturday.

CONVENTION INFORMATION

Expo

Expo Hall A, 200 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

WEDNESDAY, APRIL 9

President's Welcome Reception

immediately following the General Session

6:30–8:00 p.m.

THURSDAY, APRIL 10

Exhibit Hours

9:00 a.m.–4:00 p.m.

FREE TIME TO EXPLORE

11:30 a.m.–1:30 p.m.

FRIDAY, APRIL 11

Exhibit Hours

9:00 a.m.–4:00 p.m.

FREE TIME TO EXPLORE

11:30 a.m.–1:30 p.m.

SATURDAY, APRIL 12

Exhibit Hours

9:00 a.m.–Noon

FREE TIME TO EXPLORE

11:30 a.m.–Noon

First Aid or Other Emergencies

In case of emergency at the Philadelphia Marriott Downtown:

Dial 51 from any beige house phone and you will be connected to Security personnel who are trained in first aid and CPR. This is 24/7 coverage. House phones are located inside many of the meeting rooms or in the Lobby areas on each meeting room floor.

In case of emergency at the Convention Center:

Dial *4911 from any beige or black house phone located near most elevators and restrooms or dial 215-418-4911 from your cell phone and you will be connected to Security, who are trained in CPR and AED usage.

An EMT will be on duty in the First Aid Office at the back of Expo Hall A, Level 200 during Registration Hours.

Message Boards

Headquarters Office, Located in CEC Central, Expo Hall A, 200 Level, Convention Center

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

CONVENTION INFORMATION

Registration

CEC Central, Expo Hall A, 200 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 8, 2:00–7:00 p.m.
Wednesday, April 9, 7:00 a.m.–8:00 p.m.
Thursday, April 10, 7:00 a.m.–5:30 p.m.
Friday, April 11, 7:00 a.m.–5:30 p.m.
Saturday, April 12, 7:00 a.m.–Noon

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.

San Diego, CA—CEC 2015 Convention & Expo

Visit the San Diego Booth located in CEC Central, Expo Hall A, 200 Level, Convention Center.

Stop by and learn more about San Diego site of our 2014 Convention & Expo.

Smoking

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

TWITTER—Join the CEC Flock

FOLLOW US! CEC 2014 Convention & Expo is on TWITTER @CECconvention. Let us know about your experiences at the convention. Be sure to include #CEC14 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.

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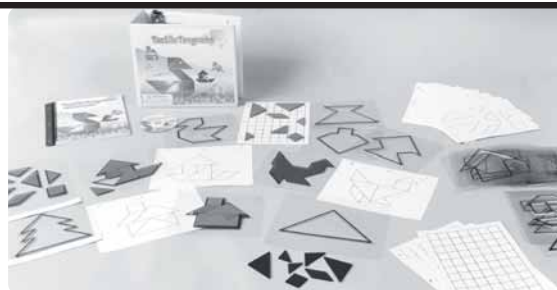


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APH's **Tactile Tangrams** make this timeless puzzle accessible to students and adults with visual impairments and blindness.

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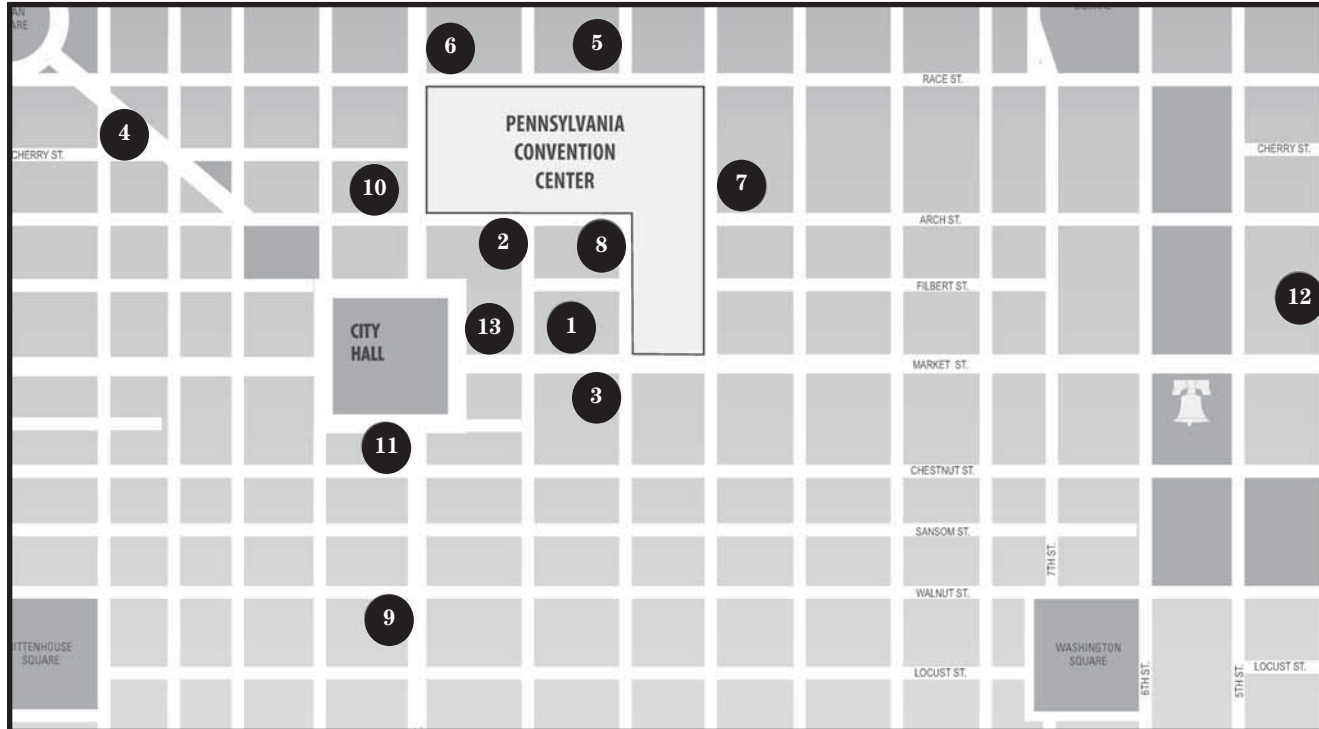
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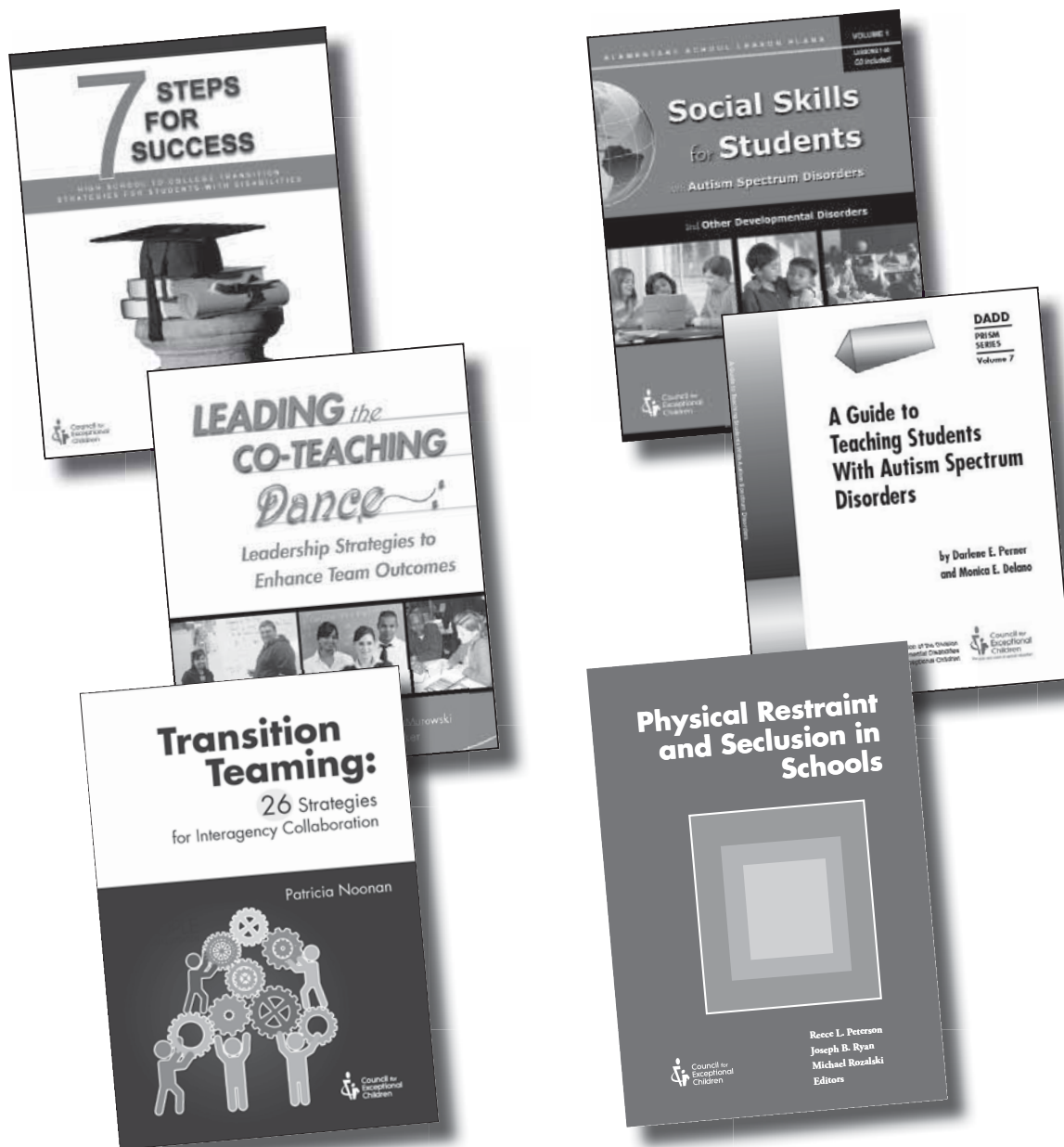
CEC 2014 CONVENTION CENTER AND HOTELS



Map #	Hotel	Single / Double Occupancy	Triple / Quad Occupancy
1	Philadelphia Marriott Downtown (Headquarters Hotel)* (1201 Market Street)	\$218 / \$244	\$264 / \$284
2	Courtyard by Marriott (21 N Juniper Street)	\$209 / \$235	\$255 / \$275
3	Loews Philadelphia (1200 Market Street)	\$221 / \$241	\$271 / \$291
4	Embassy Suites (1776 Benjamin Franklin Parkway)	\$218 / \$238	\$258 / \$278
5	Four Points by Sheraton (1201 Race Street)	\$199 / \$199	\$199 / \$199
6	Hampton Inn (1301 Race Street)	\$199 / \$199	\$199 / \$199
7	Hilton Garden Inn (1100 Arch Street)	<i>Standard room</i> \$244 / \$244 <i>Junior Suite</i> \$264 / \$264	\$254 / \$264 \$274 / \$284
8	Home2 Suites by Hilton (1200 Arch Street)	\$179 / \$179	\$179 / \$179
9	Hyatt at the Bellevue (200 South Board Street)	\$229 / \$229	\$254 / \$279
10	Le Meridien (1421 Arch Street)	\$239 / \$239	\$239 / \$239
11	The Ritz-Carlton Philadelphia (10 Avenue of the Arts)	\$249 / \$249	\$284 / \$304
12	Wyndham Philadelphia (400 Arch Street)	\$179 / \$179	\$199 / \$219
13	Residence Inn Philadelphia Center City (One East Penn Square)	\$218 / \$244	-----

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!



St. Thomas Aquinas College School of Education Announces Three New Graduate Programs in Special Education

The Master of Science in Education with specialization in **Autism Spectrum Disorders.**
Certificate in Autism Spectrum Disorders.

The Master of Science in Teaching (Adolescence and Special Education with dual certification), for career changers who aspire to teach at the middle to high school level.

The School of Education Graduate Programs

MSEd Programs

Educational Leadership (online); Literacy;
Special Education; Special Education with Autism (hybrid).

MST Programs

Childhood Education; Childhood and Special Education;
Adolescence Education; Adolescence and Special Education.

Certificate Programs

Autism (online); Literacy; Special Education; Teacher Leadership (online).



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St. Thomas Aquinas College
Middle School Teacher
(Bergen County, NJ)

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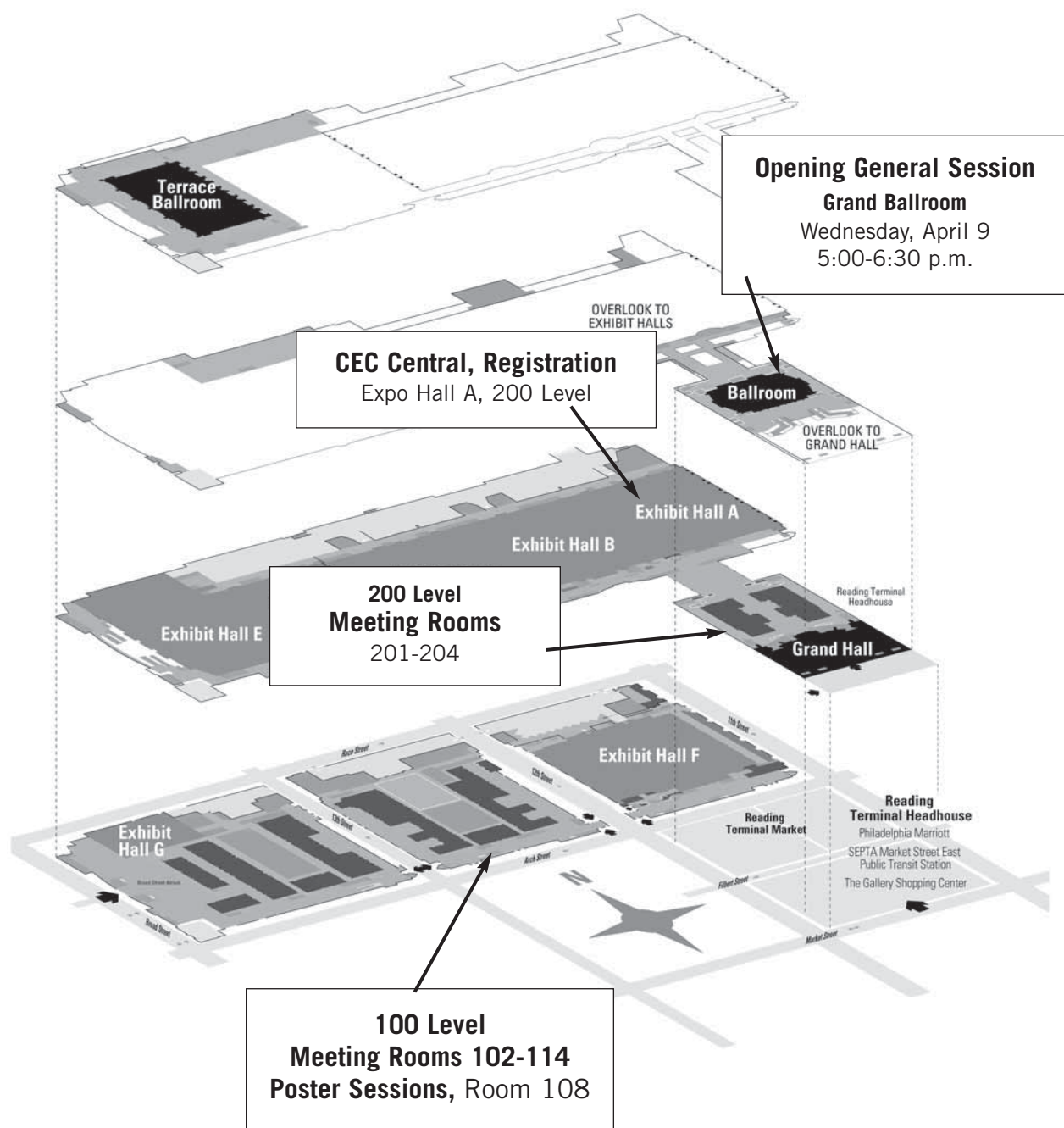
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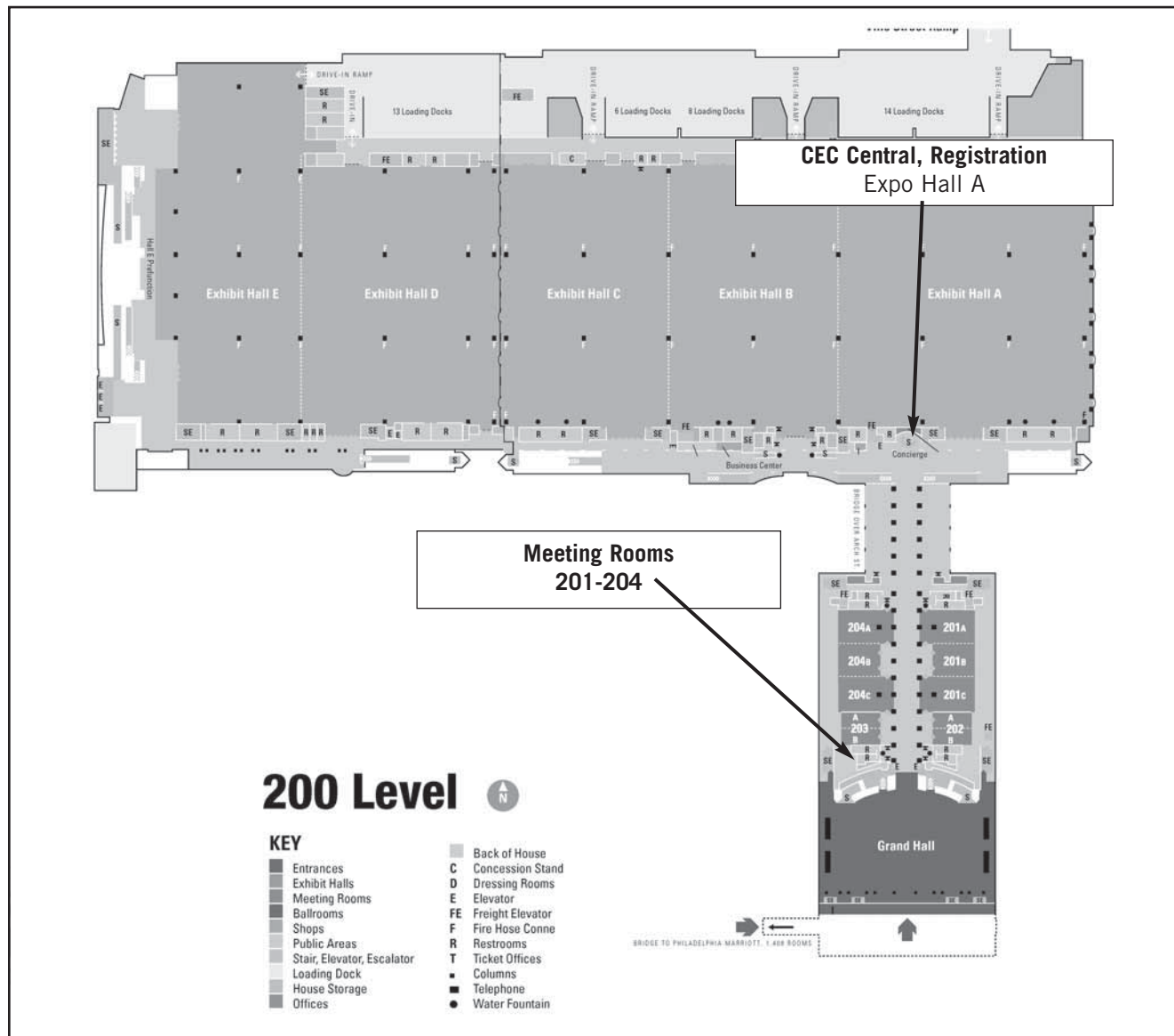
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PENNSYLVANIA CONVENTION CENTER



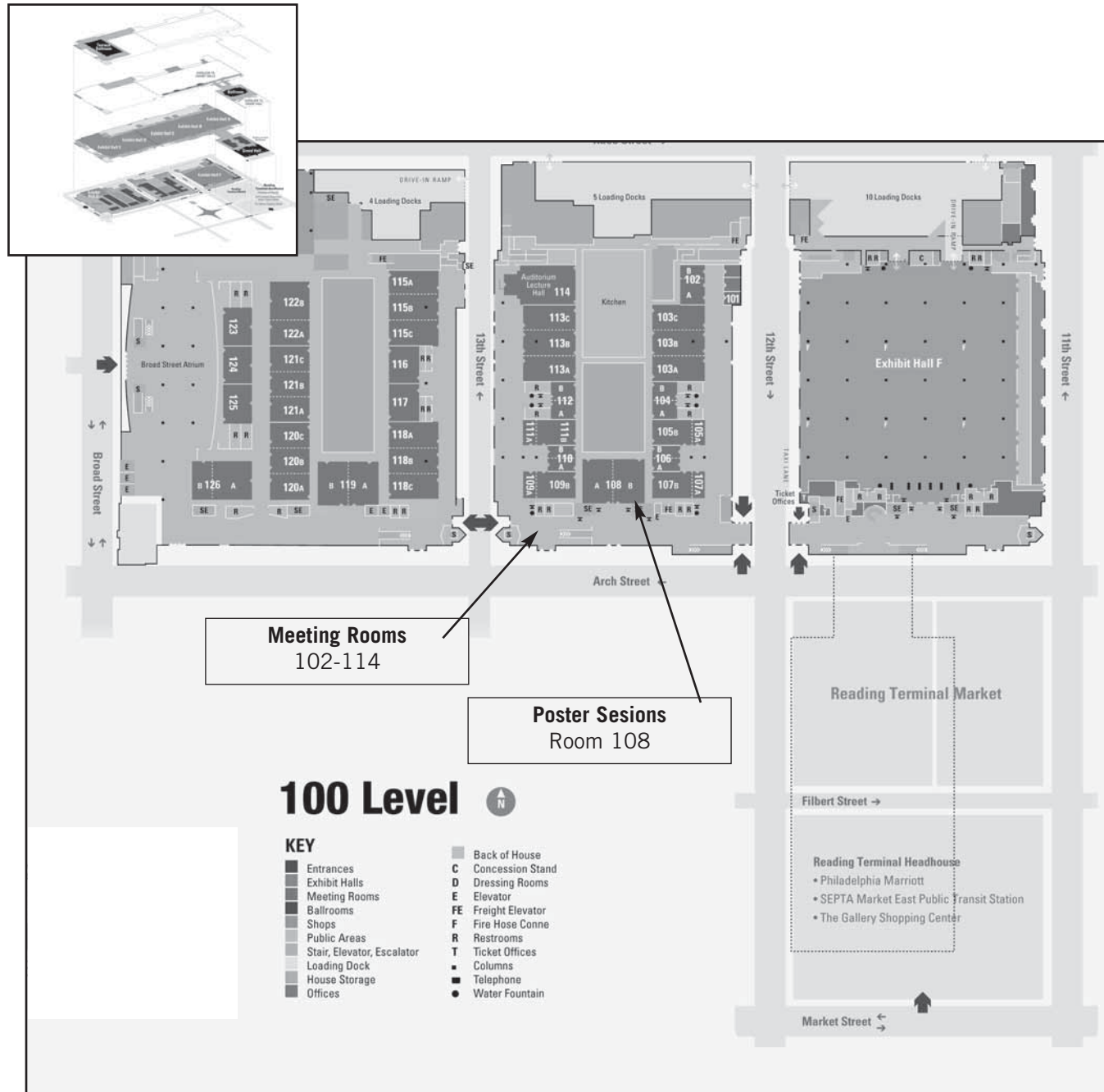
PENNSYLVANIA CONVENTION CENTER

200 LEVEL



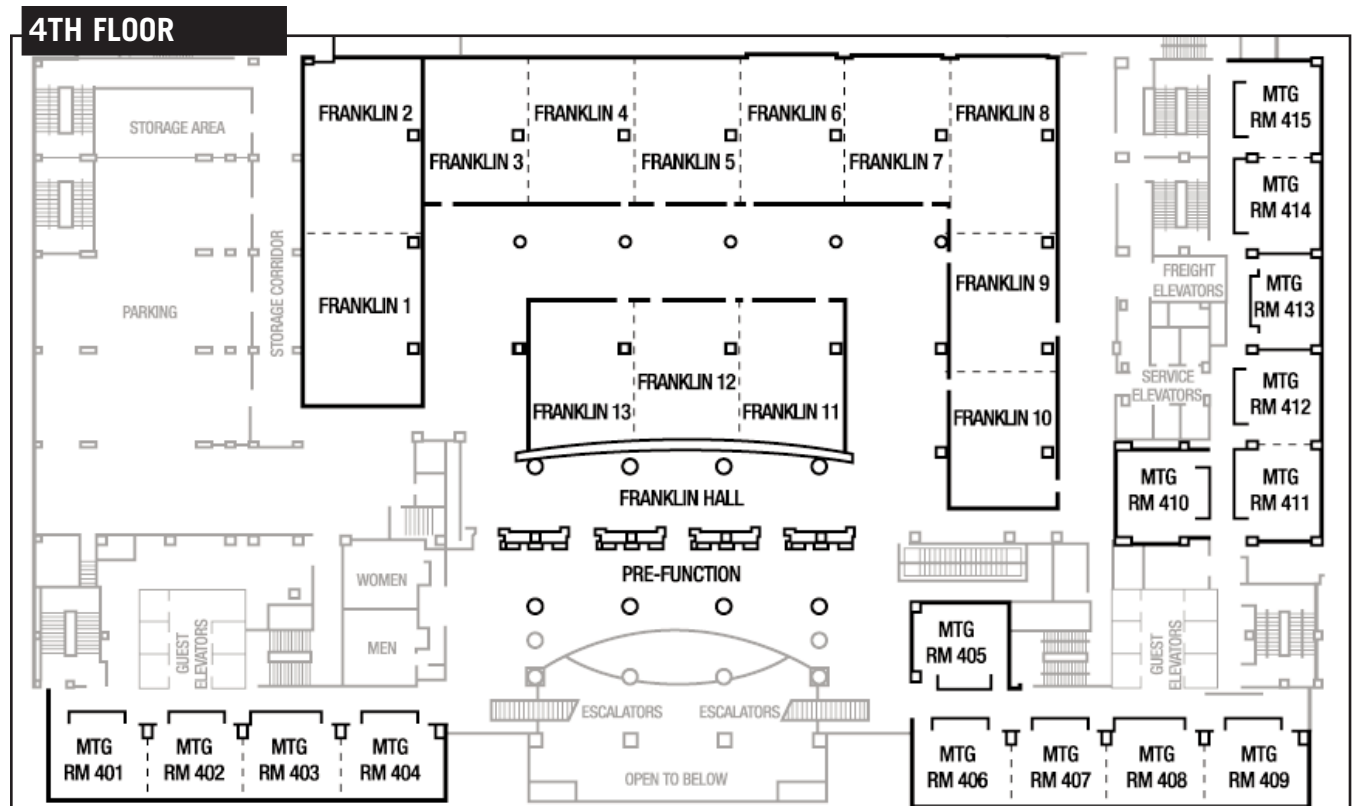
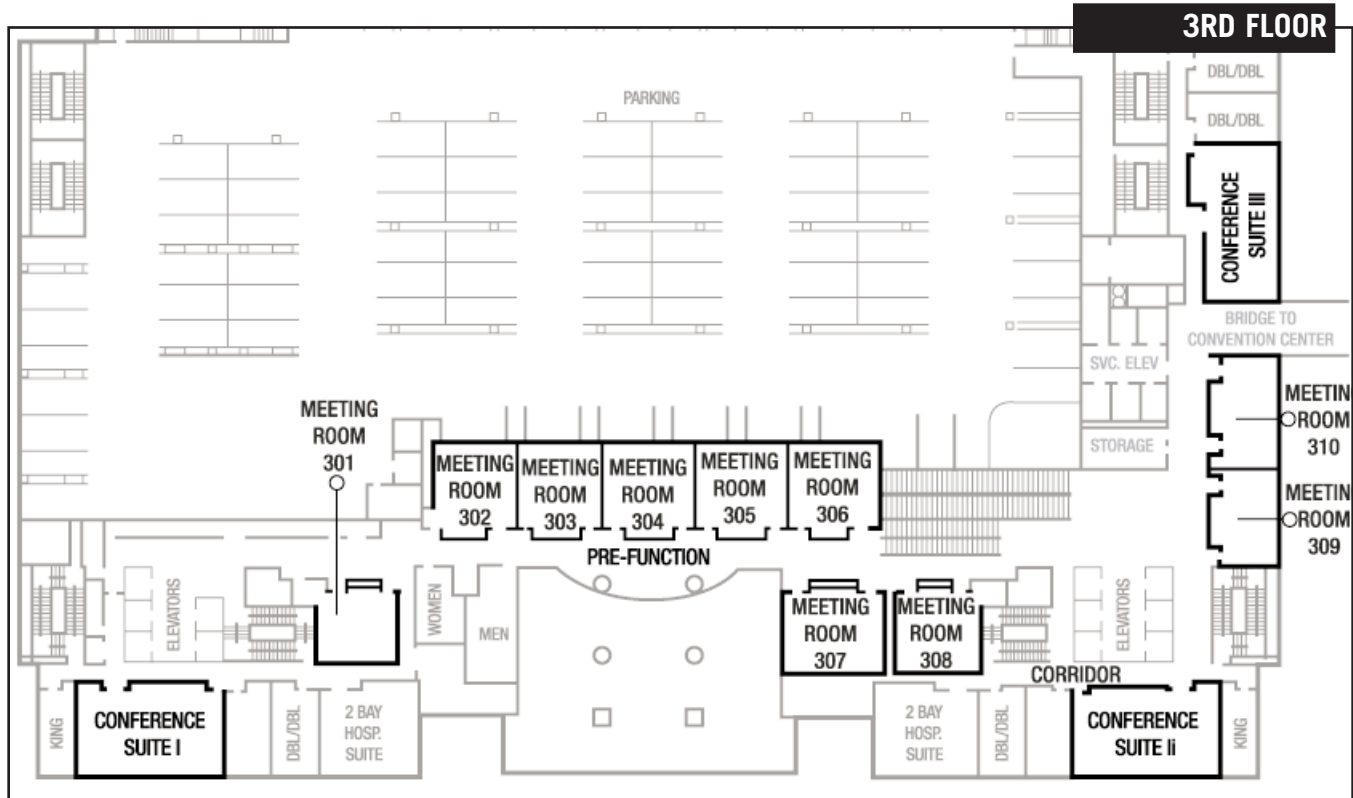
PENNSYLVANIA CONVENTION CENTER

100 LEVEL





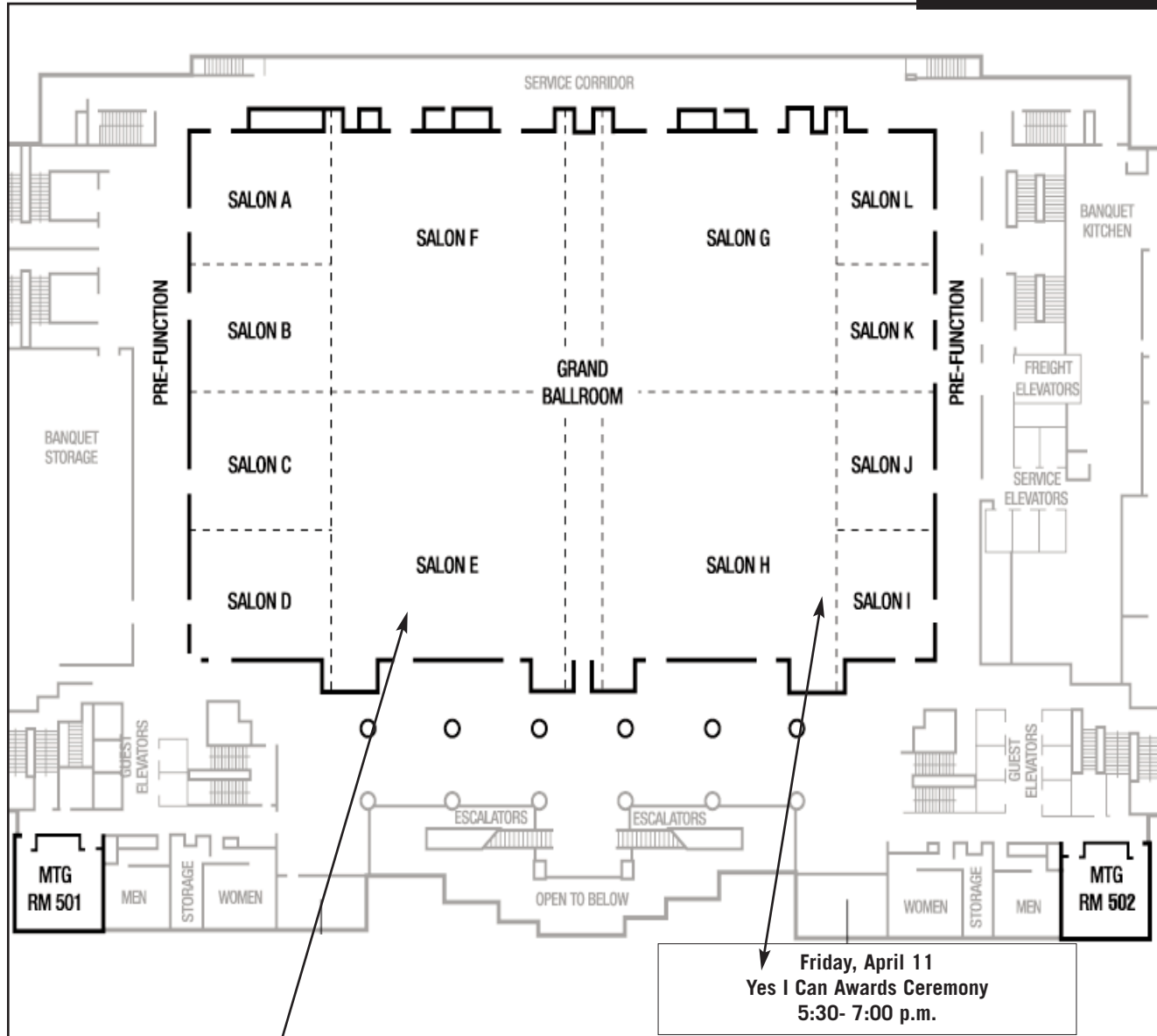
PHILADELPHIA MARRIOTT DOWNTOWN





PHILADELPHIA MARRIOTT DOWNTOWN

5TH FLOOR



Friday, April 11
Representative Assembly Orientation
 10:00-11:00 a.m.
Representative Assembly
 12:30-5:00 p.m.

Friday, April 11
Yes I Can Awards Ceremony
 5:30- 7:00 p.m.

CEC DIVISIONS

COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION (CASE) promotes professional leadership and provides special education administrators with opportunities for personal and professional advancement. Members receive the *Journal of Special Education Leadership* and the In CASE newsletter.

Showcase: Thursday, April 10, 9:15-11:15 a.m.
Room: 114-Lecture Hall, Convention Center

COUNCIL FOR CHILDREN WITH BEHAVIORAL DISORDERS (CCBD) promotes the education and welfare of children and youth with behavioral and emotional disorders. Members receive *Behavioral Disorders, Beyond Behavior* magazine, and the *CCBD Newsletter*.

Showcase: Thursday, April 10, 10:30-11:30 a.m.
Room: 204A, 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. Members receive the *Journal of Special Education* and *CEC-DR Focus on Research* newsletter.

Showcase: Thursday, April 10, 10:30-11:30 a.m.
Room: 203A Convention Center

CEC PIONEERS DIVISION (CEC-PD) supports CEC's programs and activities. Membership in CEC-PD is open to anyone who has been a member of CEC for twenty (20) years or more. Members receive the *Pioneers Press* newsletter. The CEC-PD Membership Directory is available to CEC-PD members upon request.

Showcase: Friday, April 11, 8:00-10:00 a.m.
Room: Franklin Hall 7, Philadelphia Marriott
Downtown

COUNCIL FOR EDUCATIONAL DIAGNOSTIC SERVICES (CEDS) ensures the highest quality of diagnostic and prescriptive procedures involved in the education of individuals with disabilities and/or who are gifted. Members receive *Assessment for Effective Intervention* and the *CEDS Communique* newsletter.

Showcase: Thursday, April 10, 10:30-11:30 a.m.
Room: 202A, Convention Center

DIVISION ON AUTISM AND DEVELOPMENTAL DISABILITIES (DADD) is committed to enhancing the quality of life of individuals, especially children and youth, with autism, intellectual disabilities and other developmental disabilities. Members receive *Education and Training in Autism and Developmental Disabilities, Focus on Autism and Other Developmental Disabilities*, and *DADD Express* Newsletter.

Showcase: Thursday, April 10, 1:30-3:30 p.m.
Room: 113B, Convention Center

DIVISION FOR COMMUNICATIVE DISABILITIES AND DEAFNESS (DCDD) focuses on improving the education of children with communicative disabilities or who are deaf or hard of hearing. Members receive *Communication Disorders Quarterly*.

Showcase: Thursday, April 10, 10:30-11:30 a.m.
Room: 201B, Convention Center

DIVISION ON CAREER DEVELOPMENT AND TRANSITION (DCDT) focuses on the career development of individuals with disabilities and/or who are gifted and their transition from school to adult life. Members receive *Career Development for Exceptional Individuals* and the *DCDT Network* newsletter.

Showcase: Thursday, April 10, 10:30-11:30 a.m.
Room: 103C, Convention Center

DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS (DDEL) advances educational opportunities for culturally and linguistically diverse learners with disabilities and/or who are gifted, their families, and the professionals who serve them. Members receive *Multiple Voices for Ethnically Diverse Exceptional Learners* and the *DDEL Newsletter*.

Showcase: Friday, April 11, 1:30-2:30 p.m.
Room: 104B Convention Center

CEC DIVISIONS

DIVISION FOR EARLY CHILDHOOD (DEC) is an organization designed for individuals who work with or on behalf of children with special needs, birth through age 8, and their families. Members receive the *Journal of Early*

Intervention (Professional and Student members only) and *Young Exceptional Children* magazine.

Showcase: Thursday, April 10, 9:15-10:15 a.m.

Room: 109B, Convention Center

DIVISION OF INTERNATIONAL SPECIAL EDUCATION AND SERVICES (DISES) focuses on special education programs and services in other countries. Members receive the *Journal of International Special Needs Education* and the *DISES Newsletter*.

Showcase: Thursday, April 10, 10:30-11:30 a.m.

Room: 106AB, Convention Center

DIVISION FOR LEARNING DISABILITIES (DLD) works to improve services, research, and legislation for individuals with learning disabilities. Members receive *Learning Disabilities Research and Practice* and *DLD Times Newsletter*.

Showcase: Thursday, April 10, 10:30-11:30 a.m.

Room: 103B, 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. Members receive *Physical Disabilities: Education and Related Services* and the *DPHMD Newsletter*.

Showcase: Thursday, April 10, 10:30-11:30 a.m.

Room: 202B, Convention Center

DIVISION ON VISUAL IMPAIRMENTS (DVI) advances the education of children and youth who have visual impairments that impede their educational progress. Members receive the *DVI Quarterly*.

Showcase: Thursday, April 10, 10:30-11:30 a.m.

Room: 104A, Convention Center

ASSOCIATION FOR THE GIFTED (TAG) delivers information to both professionals and parents about gifted and talented children and their needs. Members receive the *Journal for the Education of the Gifted* and the *TAG Update* newsletter.

Showcase: Thursday, April 10, 9:15-10:15 a.m.

Room: 201B, Convention Center

TECHNOLOGY AND MEDIA DIVISION (TAM) addresses the need, availability and effective use of technology and media for individuals with disabilities and/or who are gifted. Members receive the *Journal of Special Education Technology* and the *TAM Connector* newsletter.

Showcase: Thursday, April 10, 4:00-5:00 p.m.

Room: 112A, Convention Center

TEACHER EDUCATION DIVISION (TED) emphasizes the preparation and continuing professional development of effective professionals in special education and related service fields. Members receive *Teacher Education and Special Education* and the *TEDLines* newsletter.

Showcase: Thursday, April 10, 9:15-11:15 a.m.

Room: 113A, Convention Center

Do you have **expertise** to share?

Want to **collaborate and discuss** issues with colleagues?

Looking for **advice** or **new ideas**?

CECommunity
Where special educators connect, collaborate and share.



Welcome to CEC's **All-Member Forum**, the new online **discussion group** and collaboration site designed exclusively for CEC members!

Join conversations on **all things special education** available to you 24/7.



See you in the CECCommunity!

<http://community.cec.sped.org>

◀ Scan this code with the QR reader on your smart phone to go straight to the CECCommunity.

Don't have the reader app? Search "QR Code Reader" in your app store.

MEETINGS AND SOCIAL EVENTS

CEC Meetings

Board of Directors

- *Tuesday, April 8*
3:00-8:30 p.m.
Salon A-B Level 5
Philadelphia Marriott Downtown
- *Wednesday, April 9*
9:00 a.m.-Noon
Noon-12:30 p.m.
Public Comments
Salon A-B, Level 5
Philadelphia Marriott Downtown

Representative Assembly

- *Representative Assembly Orientation*
Friday, April 11, 10:00-11:00 a.m.
Salon E, Level 5
Philadelphia Marriott Downtown
- *Representative Assembly*
Friday, April 11, 12:30-5:00 p.m.
Salon E, Level 5
Philadelphia Marriott Downtown

Committees and Work Groups

- *Elections Standing Committee*
Thursday, April 10, 10:00-11:30 a.m.
Room 410, Level 4
Philadelphia Marriott Downtown
- *Finance and Audit Standing Committee*
Friday, April 11, 10:30 a.m.-Noon
Conference Suite III, Level 3
Philadelphia Marriott Downtown
- *Honors Committee*
Thursday, April 10, 1:30-2:30 p.m.
Room 501, Level 5
Philadelphia Marriott Downtown
- *Knowledge and Skills Subcommittee*
Wednesday, April 9, 3:00-5:00 p.m.
Room 408, 4th Floor
Philadelphia Marriott Downtown

- *Nominations Standing Committee*
Thursday, April 10, 9:00-11:00 a.m.
Room 501, Level 5
Philadelphia Marriott Downtown
- *Professional Standards and Practice Committee*
Thursday, April 10, 1:00-5:00 p.m.
Room 410, Level 4
Philadelphia Marriott Downtown
- *Student Committee*
Wednesday, April 9, 2:00 -4:30 p.m.
Room 411, Level 4
Philadelphia Marriott Downtown
- *Student Chapter Faculty Advisors Roundtable*
Friday, April 11, 8:00-10:00 a.m.
Rooms 411-412, Level 4
Philadelphia Marriott Downtown
- *Student Forum 2014*
Thursday, April 10, 1:00-4:00 p.m.
Salon C, Level 5
Philadelphia Marriott Downtown

Other CEC Meetings and Events

- *Division Membership Chairs*
Tuesday, April 8, 10:00 a.m.-Noon
Room 302, Level 3
Philadelphia Marriott Downtown
- *Division Treasurer's Meeting*
Thursday, April 10, 9:00-10:00 a.m.
Room 502, Level 5
Philadelphia Marriott Downtown
- *MENA Caucus Gathering 2014*
Thursday, April 10, 11:45 a.m.-12:45 p.m.
Room 414, Level 4
Philadelphia Marriott Downtown

MEETINGS AND SOCIAL EVENTS

- *CEC/CEC-PD Mentoring Program Social*
Thursday, April 10, 5:00-6:00 p.m.
Rooms 401-402, Level 4
Philadelphia Marriott Downtown
- *CEC Children and Youth Action Network*
Thursday, April 10, 5:15-6:15 p.m.
JW's, Mezzanine Level (Entrance from Lobby)
Philadelphia Marriott Downtown
- *2015 Convention Program Advisory Committee*
Friday, April 11, 9:00-11:00 a.m.
Salon A, Level 5
Philadelphia Marriott Downtown
- *CEC Membership Categories Workgroup*
Friday, April 11, 9:30-10:30 a.m.
Room 301, Level 3
Philadelphia Marriott Downtown
- *CEC Division Publication Chairs and Journal Editors Meeting*
Friday, April 11, 2:00-3:30 p.m.
Salon K, Level 5
Philadelphia Marriott Downtown
- *Yes I Can Awards Ceremony*
Friday, April 11, 5:30 p.m.
Salon H/I/J, Level 5
Philadelphia Marriott Downtown
- *State and Provincial Unit President's Meeting*
Saturday, April 12, 7:00-9:30 a.m.
Rooms 401-402, Level 4
Philadelphia Marriott Downtown
- *Inter-Divisional Research Group Meeting (IDRG)*
Saturday, April 12, 9:00-10:30 a.m.
Room 404, Level 4
Philadelphia Marriott Downtown

Caucus Meetings

- *American Indian Caucus*
Friday, April 11, 3:00-5:30 p.m.
Salon L, Level 5
Philadelphia Marriott Downtown
- *Asian/Pacific Islander Caucus*
(All are Welcome)
Thursday, April 10, 5:00-6:30 p.m.
Room 405, Level 4
Philadelphia Marriott Downtown
- *Black Caucus*
Executive Board Meetings
Thursday, April 10, 2:00-4:00 p.m.
Room 403, Level 4
Philadelphia Marriott Downtown

Saturday, April 12, 9:00-11:00 a.m.
Room 403, Level 4
Philadelphia Marriott Downtown

Poster Session and Strand on the Impact of the Common Core Standards on the Education of Black Students with Special Needs
Friday, April 11, 10:00 a.m.-3:00 p.m.
Salon B, Level 5
Philadelphia Marriott Downtown

General Membership Meeting and Social
Friday, April 11, 4:00-6:00 p.m.
Room 405, Level 4
Philadelphia Marriott Downtown
- *Canadian Caucus*
Thursday, April 10, 4:00-5:00 p.m.
Room 404, Level 4
Philadelphia Marriott Downtown
- *Educators With Disabilities Caucus General Meeting*
Friday, April 11, 10:00 a.m.-Noon
Room 405, Level 4
Philadelphia Marriott Downtown
- *Faith Based Schools and Organizations Caucus*
Friday, April 11, 9:00-10:30 a.m.
Salon L, Level 5
Philadelphia Marriott Downtown
- *Gay, Lesbian, Bisexual and Transgender Caucus*
Friday, April 11, 1:00-3:00 p.m.
Room 303, Level 3
Philadelphia Marriott Downtown
- *Hispanic Caucus*
Friday, April 11, 4:00-5:30 p.m.
Room 303, Level 3
Philadelphia Marriott Downtown

MEETINGS AND SOCIAL EVENTS

Division Meetings and Social Events

- *Interdivisional Caucus (IDC)*
Tuesday, April 8, 1:00-4:00 p.m.
Salon D, Level 5
Philadelphia Marriott Downtown

Council of Administrators of Special Education (CASE)

- *Executive Committee*
Tuesday, April 8, 4:00-8:45 p.m.
Room 411, Level 4
Philadelphia Marriott Downtown
- *Board of Directors and Membership Meeting*
Wednesday, April 9, 7:30 a.m.-4:00 p.m.
Franklin Hall 9-10, Level 4
Philadelphia Marriott Downtown
- *Publications and Product Review Meeting*
Thursday, April 10, 8:00 a.m.-3:30 p.m.
Room 308, Level 3
Philadelphia Marriott Downtown
- *Finance Committee Meeting*
Thursday, April 10, 10:00 a.m.-Noon
Room 401, Level 4
Philadelphia Marriott Downtown
- *Publications and Product Review Meeting*
Friday, April 11, 7:45 a.m.-3:30 p.m.
Room 308, Level 3
Philadelphia Marriott Downtown

Council for Children with Behavioral Disorders (CCBD)

- *Executive Committee*
Wednesday, April 9, 8:30 a.m.-5:00 p.m.
Room 414, Level 4
Philadelphia Marriott Downtown
- *Publishing in CCBD Journals*
Thursday, April 10, 4:00-5:00 p.m.
Room 302, Level 3
Philadelphia Marriott Downtown
- *General Membership Meeting*
Thursday, April 10, 5:00-6:00 p.m.
Salon I, Level 5
Philadelphia Marriott Downtown

- *President's Reception*
Thursday, April 10, 6:00-7:00 p.m.
Salon J, Level 5
Philadelphia Marriott Downtown

- *Regional Services and Membership Meeting*
Friday, April 11, 9:00-11:00 a.m.
Room 307, Level 3
Philadelphia Marriott Downtown

Division for Research (CEC-DR)

- *Executive Board Meeting*
Wednesday, April 9, 10:00 a.m.-4:45 p.m.
Room 404, Level 4
Philadelphia Marriott Downtown
- *Bullying Prevention and Intervention Strand Research Meeting*
Friday, April 11, 11:30 a.m.-1:15 p.m.
Rooms 414-415, Level 4
Philadelphia Marriott Downtown
- *Business Meeting*
Friday, April 11, 5:15-6:30 p.m.
Salon A, Level 5
Philadelphia Marriott Downtown
- *Donald D. Hammil Foundation Reception: Co-hosted by Georgia State University*
Friday, April 11, 6:30-8:30 p.m.
Salon D, Level 5
Philadelphia Marriott Downtown
- *Interdivisional Research Group Meeting*
Saturday, April 12, 8:00-9:30 a.m.
Rooms 407-408, Level 4
Philadelphia Marriott Downtown

Pioneers Division (CEC-PD)

- *Executive Board Meeting*
Thursday, April 10, 8:00 a.m.-4:00 p.m.
Salon B, Level 5
Philadelphia Marriott Downtown
- *Annual Business Meeting of the Membership*
Thursday, April 10, 4:00-5:00 p.m.
Salon B, Level 5
Philadelphia Marriott Downtown
- *Annual Dinner*
Thursday, April 10, 7:00-9:00 p.m.
Maggiano's Little Italy
1201 Filbert Street
(Located across the street from the Philadelphia Marriott Downtown)

MEETINGS AND SOCIAL EVENTS

Council for Educational Diagnostic Services (CEDS)

- *Board Meeting*
Wednesday, April 9, 6:00-9:00 p.m.
Room 302, Level 3
Philadelphia Marriott Downtown
- *Business Meeting*
Thursday, April 10, 4:30-5:30 p.m.
Salon D, Level 5
Philadelphia Marriott Downtown
- *CEDS Social*
Thursday, April 10, 6:00-7:30 p.m.
Salon A, Level 5
Philadelphia Marriott Downtown

Division on Autism and Developmental Disabilities (DADD)

- *Executive Committee*
Wednesday, April 9, 8:00-8:45 a.m.
DADD President's Suite
Philadelphia Marriott Downtown
- *Board of Directors*
Wednesday, April 9, 9:00 a.m.-5:00 p.m.
DADD President's Suite
Philadelphia Marriott Downtown

Friday, April 11, 5:00-7:00 p.m.
DADD President's Suite
Philadelphia Marriott Downtown
- *Critical Issues Committee*
Thursday, April 10, 8:30-9:30 a.m.
DADD President's Suite
Philadelphia Marriott Downtown
- *Subdivisions Meeting*
Thursday, April 10, 10:00-11:00 a.m.
DADD President's Suite
Philadelphia Marriott Downtown
- *Past Presidents' Meeting*
Thursday, April 10, 11:30 a.m.-12:30 p.m.
DADD President's Suite
Philadelphia Marriott Downtown
- *Awards Committee Meeting*
Thursday, April 10, 12:30-1:00 p.m.
DADD President's Suite
Philadelphia Marriott Downtown
- *Finance Committee Meeting*
Thursday, April 10, 4:00-4:30 p.m.
DADD President's Suite
Philadelphia Marriott Downtown
- *General Business Meeting*

Thursday, April 10, 5:00-7:00 p.m.
Rooms 408-409, Level 4
Philadelphia Marriott Downtown

- *President's Reception*
Thursday, April 10, 7:30-10:00 p.m.
DADD President's Suite
Philadelphia Marriott Downtown
- *Diversity Committee Meeting*
Friday, April 11, 8:00-9:00 a.m.
DADD President's Suite
Philadelphia Marriott Downtown
- *Membership Committee*
Friday, April 11, 9:00-10:00 a.m.
DADD President's Suite
Philadelphia Marriott Downtown
- *Conference Committee*
Friday, April 11, 10:00-11:00 a.m.
DADD President's Suite
Philadelphia Marriott Downtown
- *Publications Committee*
Friday, April 11, 11:00 a.m.-Noon
DADD President's Suite
Philadelphia Marriott Downtown
- *Student Luncheon*
Friday, April 11, Noon-1:00 p.m.
DADD President's Suite
Philadelphia Marriott Downtown
- *Communications Committee*
Friday, April 11, 1:30-2:30 p.m.
DADD President's Suite
Philadelphia Marriott Downtown
- *Student Social*
Friday, April 11, 7:00-9:00 p.m.
DADD President's Suite
Philadelphia Marriott Downtown

Division for Communicative Disabilities and Deafness (DCDD)

- *Member-Fest!*
Sponsored by Pearson
Thursday, April 10, 5:30-7:30 p.m.
Room 501, Level 5
Philadelphia Marriott Downtown

MEETINGS AND SOCIAL EVENTS

Division on Career Development and Transition (DCDT)

- *Executive Board Dinner*
Tuesday, April 8, 6:00-9:00 p.m.
Room 408, Level 4
Philadelphia Marriott Downtown
- *Full Board Meeting*
Wednesday, April 9, 9:00 a.m.-5:00 p.m.
Franklin 6, Level 4
Philadelphia Marriott Downtown
- *Human Rights and Cultural Diversity Committee*
Thursday, April 10, 8:30-9:30 a.m.
Room 306, Level 3
Philadelphia Marriott Downtown
- *Publications Committee*
Thursday, April 10, 8:30-9:30 a.m.
Room 307, Level 3
Philadelphia Marriott Downtown
- *Government Relations Committee*
Thursday, April 10, 9:30-10:30 a.m.
Room 307, Level 3
Philadelphia Marriott Downtown
- *Youth and Young Adults with Disabilities*
Thursday, April 10, 9:30-10:30 a.m.
Room 306, Level 3
Philadelphia Marriott Downtown
- *CDTEI Editorial Board*
Thursday, April 10, 10:30-11:30 a.m.
Room 306, Level 3
Philadelphia Marriott Downtown
- *Research Committee*
Thursday, April 10, 10:30 a.m.-12:30 p.m.
Room 307, Level 3
Philadelphia Marriott Downtown
- *ASES College and Career Ready Study Group Committee*
Thursday, April 10, 1:00-2:00 p.m.
Room 302, Level 3
Philadelphia Marriott Downtown
- *Parent and Family Involvement Committee*
Thursday, April 10, 1:30-2:30 p.m.
Room 303, Level 3
Philadelphia Marriott Downtown

- *Membership Committee*
Thursday, April 10, 2:30-3:30 p.m.
Room 302, Level 3
Philadelphia Marriott Downtown
- *Knowledge and Skills Committee*
Thursday, April 10, 3:30-4:30 p.m.
Room 303, Level 3
Philadelphia Marriott Downtown
- *Past Presidents Meeting*
Thursday, April 10, 4:30-5:30 p.m.
Room 303, Level 3
Philadelphia Marriott Downtown
- *General Business Meeting for ALL MEMBERS*
Thursday, April 10, 5:30-6:30 p.m.
Room 305, Level 3
Philadelphia Marriott Downtown
- *President's Welcome Reception for ALL DCDT Members*
Thursday, April 10, 7:00-9:30 p.m.
Salon L, Level 5
Philadelphia Marriott Downtown

Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)

- *Subcommittees Meeting*
Thursday, April 10, 9:30-11:30 a.m.
Room 309, Level 3
Philadelphia Marriott Downtown
- *Executive Board*
Thursday, April 10, 1:30-5:30 p.m.
Room 309, Level 3
Philadelphia Marriott Downtown
- *DDEL Social Event*
Thursday, April 10, 7:00-9:00 p.m.
Room 302, Level 3
Philadelphia Marriott Downtown
- *Writing for Multiple Voices*
Friday, April 11, 10:00-11:00 a.m.
Room 406, Level 4
Philadelphia Marriott Downtown
- *Spotlight Session*
Friday, April 11, 1:00-3:00 p.m.
Room 406, Level 4
Philadelphia Marriott Downtown

MEETINGS AND SOCIAL EVENTS

Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL), continued

- *Business Meeting*
Friday, April 11, 3:30-5:30 p.m.
Room 309, Level 3
Philadelphia Marriott Downtown
- *Student Research Showcase*
Saturday, April 12, 9:00-11:00 a.m.
Room 302, Level 3
Philadelphia Marriott Downtown

Division for Early Childhood (DEC)

- *DEC Member Reception*
Thursday, April 10, 4:00-6:00 p.m.
Room 307, Level 3
Philadelphia Marriott Downtown

Division of International Special Education and Services (DISES)

- *Board of Director's Meeting*
Wednesday, April 9, 8:30 a.m.-4:30 p.m.
Room 413, Level 4
Philadelphia Marriott Downtown
- *Membership Meeting*
Friday, April 11, 5:00-6:30 p.m.
Salon B, Level 5
Philadelphia Marriott Downtown
- *DISES Reception*
Friday, April 11, 7:00-9:00 p.m.
Salon C, Level 5
Philadelphia Marriott Downtown

Division for Learning Disabilities (DLD)

- *Executive Board Meeting*
Wednesday, April 9, Noon-7:00 p.m.
Room 409, Level 4
Philadelphia Marriott Downtown
- *Executive Board Meeting*
Friday, April 11, 8:00 a.m.-12:30 p.m.
Room 413, Level 4
Philadelphia Marriott Downtown
- *Professional Development & Standards*
Thursday, April 10, Noon-1:00 p.m.
Room 405, Level 4
Philadelphia Marriott Downtown

- *DR Knowledge Utilization/DR & DLD Alerts Committee Meeting*
Thursday, April 10, Noon-2:00 p.m.
Salon L, Level 5
Philadelphia Marriott Downtown

- *Cultural and Linguistic Diversity Committee*
Thursday, April 10, 11:00 a.m.-2:00 p.m.
Room 413, Level 4
Philadelphia Marriott Downtown

- *Membership Committee*
Thursday, April 10, 1:00-3:00 p.m.
Room 401, Level 4
Philadelphia Marriott Downtown

- *Publications Committee*
Thursday, April 10, 1:00-3:00 p.m.
Room 402, Level 4
Philadelphia Marriott Downtown

- *Business Meeting*
Thursday, April 10, 5:00-6:00 p.m.
Salon F, Level 5
Philadelphia Marriott Downtown

- *Reception and Student Poster Session*
Thursday, April 10, 6:00-8:00 p.m.
Salon F, Level 5
Philadelphia Marriott Downtown

- *CAN Committee*
Friday, April 11, 1:00-3:00 p.m.
Room 413, Level 4
Philadelphia Marriott Downtown

Division for Physical, Health and Multiple Disabilities (DPHMD)

- *Finance Committee*
Wednesday, April 9, 1:00-2:00 p.m.
Room 415, Level 4
Philadelphia Marriott Downtown
- *Executive Board Meeting*
Wednesday, April 9, 2:00-4:00 p.m.
Room 407, Level 4
Philadelphia Marriott Downtown
- *General Business Meeting*
Thursday, April 10, Noon-3:30 p.m.
Room 304, Level 3
Philadelphia Marriott Downtown

MEETINGS AND SOCIAL EVENTS

- *Critical Issues Committee*
Friday, April 11, 8:00-10:00 a.m.
Room 502, Level 5
Philadelphia Marriott Downtown
- *Professional Development Committee*
Friday, April 11, 10:00 a.m.-Noon
Room 502, Level 5
Philadelphia Marriott Downtown
- *Chronic Medical Conditions Committee*
Friday, April 11, Noon-2:00 p.m.
Room 302, Level 3
Philadelphia Marriott Downtown
- *Severe and Multiple Disabilities Committee*
Friday, April 11, 2:00-4:00 p.m.
Room 302, Level 3
Philadelphia Marriott Downtown

Division on Visual Impairments (DVI)

- *Executive Board Meeting*
Wednesday, April 9, Noon-4:00 p.m.
Room 402-403, Level 4
Philadelphia Marriott Downtown
- *Executive Board Meeting*
Friday, April 11, 9:00-11:00 a.m.
Room 303, Level 3
Philadelphia Marriott Downtown
- *General Business Meeting*
Thursday, April 10, 6:15-8:15 p.m.
Salon D, Level 5
Philadelphia Marriott Downtown
- *DVI Social*
Thursday, April 10, 8:30-10:30 p.m.
Salons I-J, Level 5
Philadelphia Marriott Downtown
- *Deafblind Committee Community Forum*
Friday, April 11, 1:00-3:30 p.m.
Room 407-409, Level 4
Philadelphia Marriott Downtown

The Association for the Gifted (TAG)

- *Board of Directors*
Tuesday, April 8, 1:00-9:00 p.m.
Room 407, Level 4
Philadelphia Marriott Downtown
- *TAG Symposium*
Wednesday, April 9, 8:30 a.m.-3:00 p.m.
Salon D, Level 5
Philadelphia Marriott Downtown

- *Business Meeting*
Thursday, April 10, 5:30-6:30 p.m.
Room 502, Level 5
Philadelphia Marriott Downtown
- *TAG Social*
Thursday, April 10, 6:30-7:30 p.m.
Salon K, Level 5
Philadelphia Marriott Downtown

Technology and Media Division (TAM)

- *Executive Board Meeting*
Wednesday, April 9, 9:00 a.m.-4:00 p.m.
Franklin Hall 5, Level 4
Philadelphia Marriott Downtown
- *Business Meeting*
Thursday, April 10, 5:00-6:00 p.m.
Room 411-412, Level 4
Philadelphia Marriott Downtown

Teacher Education Division (TED)

- *Executive Committee*
Tuesday, April 8, 4:00 -8:00 p.m.
Room 409, Level 4
Philadelphia Marriott Downtown
- *Membership Committee*
Wednesday, April 9, 8:30-9:30 a.m.
Room 415, Level 4
Philadelphia Marriott Downtown
- *Budget and Finance Committee*
Wednesday, April 9, 8:30-10:00 a.m.
Room 409, Level 4
Philadelphia Marriott Downtown
- *325T Conversations*
Wednesday, April 9, 9:00-11:00 a.m.
Room 402-403, Level 4
Philadelphia Marriott Downtown
- *Professional Development Committee*
Wednesday, April 9, 9:00-11:00 a.m.
Room 408, Level 4
Philadelphia Marriott Downtown
- *Conference Advisory Committee*
Wednesday, April 9, 10:00-11:30 a.m.
Room 415, Level 4
Philadelphia Marriott Downtown

MEETINGS AND SOCIAL EVENTS

Teacher Education Division (TED), continued

- *Communications Technology Committee*
Wednesday, April 9, 11:30 a.m.-12:30 p.m.
Room 408, Level 4
Philadelphia Marriott Downtown
- *Governmental Relations Committee (PALs/GALs)*
Wednesday, April 9, 11:00 a.m.-Noon
Salon C, Level 5
Philadelphia Marriott Downtown
- *Executive Board*
Wednesday, April 9, 12:30-4:30 p.m.
Salon C, Level 5
Philadelphia Marriott Downtown
- *HECSE/TED Early Bird*
Thursday, April 10, 8:00-10:00 a.m.
Room 304, Level 3
Philadelphia Marriott Downtown
- *Diversity Caucus Executive Board*
Thursday, April 10, 8:00-9:30 a.m.
Room 305, Level 3
Philadelphia Marriott Downtown
- *Research Committee*
Thursday, April 10, 8:30-9:30 a.m.
Room 404, Level 4
Philadelphia Marriott Downtown
- *Publications Committee*
Thursday, April 10, 9:30 -11:30 a.m.
Room 408, Level 4
Philadelphia Marriott Downtown
- *Diversity Caucus General Business Meeting*
Thursday, April 10, 10:00-11:30 a.m.
Room 305, Level 3
Philadelphia Marriott Downtown
- *SSEPC Past Presidents*
Thursday, April 10, 10:30-11:30 a.m.
Room 404, Level 4
Philadelphia Marriott Downtown
- *Knowledge and Skills Committee*
Thursday, April 10, 1:00-2:00 p.m.
Room 407, Level 4
Philadelphia Marriott Downtown
- *Small Special Education Programs Caucus (SSEPC) Board*
Thursday, April 10, 1:30-2:30 p.m.
Room 404, Level 4
Philadelphia Marriott Downtown
- *State Subdivisions*
Thursday, April 10, 2:00-4:00 p.m.
Salon K, Level 5
Philadelphia Marriott Downtown
- *General Business Meeting*
Thursday, April 10, 4:00-5:30 p.m.
Salon H, Level 5
Philadelphia Marriott Downtown
- *TED/Pearson Award Reception*
Thursday, April 10, 5:30-7:00 p.m.
Salon H, Level 5
Philadelphia Marriott Downtown
- *Early Career Faculty SIG*
Friday, April 11, 8:00-9:00 a.m.
Salon C, Level 5
Philadelphia Marriott Downtown
- *Early Childhood Faculty SIG (TEDec)*
Friday, April 11, 9:00-10:00 a.m.
Room 404, Level 4
Philadelphia Marriott Downtown
- *Kaleidoscope Committee*
Friday, April 11, 9:00-10:00 a.m.
Salon C, Level 5
Philadelphia Marriott Downtown
- *Paraeducator SIG*
Friday, April 11, 9:00-10:00 a.m.
Room 401, Level 4
Philadelphia Marriott Downtown
- *TED/TESE Editorial Board*
Friday, April 11, 9:00-10:00 a.m.
Room 302, Level 3
Philadelphia Marriott Downtown
- *Indianapolis 2014 Conference Planning*
Friday, April 11, 9:30-11:30 a.m.
Room 408-409, Level 4
Philadelphia Marriott Downtown
- *Small Special Education Programs Caucus (SSEPC) General Business Meeting*
Friday, April 11, 9:30-11:30 a.m.
Room 501, Level 5
Philadelphia Marriott Downtown
- *TED TESE Doctoral Student Mentoring*
Friday, April 11, 10:30-11:30 a.m.
Salon C, Level 5
Philadelphia Marriott Downtown

MEETINGS AND SOCIAL EVENTS

- *Kaleidoscope Session*
Friday, April 11, 1:30-5:00 p.m.
Salon G, Level 5
Philadelphia Marriott Downtown

Other Meetings and Social Events

- *Elementary School Journal*
Wednesday, April 9, 1:00-3:00 p.m.
Room 412, Level 4
Philadelphia Marriott Downtown
- *Fractions Group Research*
Thursday, April 10, 11:45 a.m.-12:45 p.m.
Room 409, Level 4
Philadelphia Marriott Downtown
- *Vanderbilt University Peabody College Reception*
Thursday, April 10, 5:00-7:00 p.m.
Rooms 414-415, Level 4
Philadelphia Marriott Downtown
- *Georgia CEC Party*
Thursday, April 10, 8:00-11:00 p.m.
JW's, Mezzanine Level
(Entrance from Lobby)
Philadelphia Marriott Downtown
- *Texas Social*
Thursday, April 10, 8:00-11:59 p.m.
Salon G, Level 5
Philadelphia Marriott Downtown

- *Hammill Institute on Disabilities Annual Editors' Meeting*
Friday, April 11, 9:00-10:30 a.m.
Room 403, Level 4
Philadelphia Marriott Downtown
- *NCED Exam*
Friday, April 11, 7:30 a.m.-1:00 p.m.
Room 304, Level 3
Philadelphia Marriott Downtown
- *NCED Board Meeting*
Friday, April 11, 1:00-5:00 p.m.
Room 305, Level 3
Philadelphia Marriott Downtown
- *Special Interest Group for Teachers of the Arts*
Friday, April 11, 4:00-5:00 p.m.
Room 404, Level 4
Philadelphia Marriott Downtown
- *VizZle Hospitality Suite*
Friday, April 11, 4:30-6:30 p.m.
Room 414-415, Level 4
Philadelphia Marriott Downtown
- *Department of Special Education, Leadership for Special Education Award Reception*
Friday, April 11, 5:30-7:30 p.m.
Rooms 411-412, Level 4
Philadelphia Marriott Downtown
- *California CEC Reception*
Friday, April 11, 7:30-9:00 p.m.
Salons K-L, Level 5
Philadelphia Marriott Downtown

WHO'S REPRESENTING YOU?

2014 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, College of William and Mary
- **Robin Parks Ennis**, Student Representative to the CEC Representative Assembly, Georgia State University
- **Michael Jackson**, Student Representative to the CEC Representative Assembly, Vanderbilt University
- **Brian Kulaga**, Illinois State University
- **Amber McAdoo**, Clarion University of Pennsylvania
- **Kaleen Schultz**, Minnesota State University-Mankato
- **Benjamin White**, Student Member, CEC Board of Directors, Eastern Michigan University
- **Denise Whitford**, University of Arizona



During convention, don't forget to visit the CEC 2014 blog:

CEC Fun in Philly

THE place to get up-to-date information, fun facts and recommendations on all things convention and Philadelphia.

LOG ON NOW!

blog.cecconvention.org

And, be on the lookout for CEC in San Diego, coming fall 2014!

STUDENT MEETINGS

Welcome to the CEC 2014 Convention & Expo!

On behalf of the Student Committee and CEC's nearly 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. You will meet some of the biggest names in special education, find solutions to challenges faced in the classroom, explore the Expo for products and services in special education and make connections that last a lifetime.

Look through this amazing program for the breadth and depth of content you looking for. Use the online session scheduler to more easily find topics of interest. The session scheduler is available at www.cec.sped.org/convention. If it is your first CEC convention, I invite you to join me at the Convention Orientation session on Wednesday, April 9, 1:00-2:00 p.m. in room 103C (Philadelphia Convention Center) and learn how to navigate this convention for maximum value to you. Whether a graduate or undergraduate student, I invite you to join the Student Committee at the Student Forum on Thursday afternoon from 1:00 – 4:00 pm in the Philadelphia Marriott, Salon C for more content just for you. It starts with poster sessions and includes presentations and group discussions on topics of interest to student members and student chapters.

Watch for messages throughout the convention about the Student TweetUp events. To learn more, follow us at #CECStudents.

I look forward to meeting you personally and sharing how you can benefit from and engage with CEC during your student and professional careers. Look for me. You will definitely find the full Student Committee at the Student Forum on Thursday and our social gatherings this week. Join us and meet other students preparing for careers in special education.

Have a great experience at the CEC Annual Convention and Expo!

Jacqueline Rodriguez
Chair, Student Committee
College of William and Mary

Convention Orientation

Wednesday, April 9, 1:00-2:00 p.m.
Convention Center, Room 103C

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!

Student Awards

Wednesday, April 9, 5:00 p.m.
Grand Ballroom, Convention Center

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

Student Forum

Thursday, April 10, 1:00-4:00 p.m.
Philadelphia Marriott, Salon C

Join your colleagues at the 11th 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.



Lead Your Professional Association Apply for the 2015 CEC Board of Directors

"Being a part of CEC's leadership has been an exciting and fulfilling experience. It's a perfect opportunity to continue your leadership journey and share your expertise."

—Christy A. Chambers, Immediate Past President, CEC

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

Apply for:

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

To apply, go to www.cec.sped.org and look for Board of Directors 2015 Applications or contact Sharon Rodriguez, sharonr@cec.sped.org

Questions regarding applications?

Contact Christy Chambers
Chair, Nominations Standing Committee
beyondthebox.christy@gmail.com

**APPLICATION DEADLINE
MAY 12, 2014**




**Robin D. Brewer,
2014 CEC President**



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

REPRESENTATIVE ASSEMBLY

Schedule at a Glance

Wednesday, April 9	Thursday, April 10	Friday, April 11
Representative Assembly Registration 7:00 a.m.– 8:00 p.m. CEC Central, Member Service Area Legislative Action Center Kiosk Expo Hall A	Representative Assembly Registration 7:00 a.m.–5:00 p.m. CEC Central, Member Service Area Legislative Action Center Kiosk Expo Hall A	Representative Assembly Registration 10:00 - 11:00 a.m. Salon E, Level 5 Philadelphia Marriott
		Orientation Session 10:00–11:00 a.m. Salon E, Level 5 Philadelphia Marriott
		REPRESENTATIVE ASSEMBLY 12:30-5:00 p.m. Salon E, Level 5 Philadelphia Marriott

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 2015-2016 term.

Please go to www.cec.sped.org/nominations for information and application.

Nominations due May 12, 2014

Questions? Contact the CEC Student Committee, c/o Krista Barnes at CEC
 703.264.9405 or students@cec.sped.org.

SESSION INFORMATION

The CEC convention encompasses more than 800 sessions. The majority are 1-hour professional sessions presented Wednesday through Saturday. Session types included in the 2014 program are listed below.

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. All completed strand sessions are eligible for PDHs

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 Professional Development Hours (PDHs)

At CEC 2014 you may earn CEC PDHs for most convention education sessions, including posters (see page 43 for more information).

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 17 DVI-sponsored presentations only. Please see the DVI representative at each session to complete paperwork for these continuing education units.

2014 GLOSSARY OF TERMS

(Terms listed have been used throughout the convention program.)

ADHD	Attention Deficit Hyperactivity Disorder
AET	Academic Engaged Time
AS	Asperger's Syndrome
ASD	Autism Spectrum Disorders
AT	Assistive Technology
BD	Behavioral Disorders
BEP	Behavior Education Program
CAAT	Critical Analysis of Argumentative Text
CAPA	The Community Activities and Participation Analysis
CAPS	Content Acquisition Podcasts
CARS	Center for Adolescent Research in the Schools
CBDM	Curriculum-Based Decision Making
CBM	Curriculum-Based Measurement
CCSS	Common Core State Standards
CEEDAR	The Collaboration for Effective Educator Development, Accountability, and Reform Center
CLD	Culturally and Linguistically Diverse
CRA	Concrete-Representation-Abstract
CREATE	Culturally Responsive Evidence-Based Approach to Excellence
CWPT	Class-Wide Peer Tutoring
DD	Developmental Disabilities
DHH	Deaf or Hard of Hearing
DI	Direct Instruction
EBP	Evidence-Based Practice
ED	Emotional Disturbance
EF	Executive Functions
EI	Early Intervention
ELA	English Language Arts
EL	English Learner
ELL	English Language Learner
ESL	English as a Second Language
FABI	Functional Assessment Based Intervention
FASD	Fetal Alcohol Spectrum Disorder
FBA	Functional Behavioral Assessment
IASE	International Association of Special Education
ID	Intellectual Disability
IEP	Individualized Education Program
IES	Institute of Education Sciences
ISF	Interconnected Systems Framework

2014 GLOSSARY (*continued*)

ISS	In-School Suspension
LEA	Local Education Agency
LEP	Limited English Proficient
LD	Learning Disability
MAPS	Making Action Plans
MIC3	The Interstate Compact for Educational Opportunities for Military Children
MSL	Multi-Sensory Structured Language
MTSS	Multi-Tiered System of Supports
NAEP	The National Assessment of Educational Progress
NCSC	National Center and State Collaborative
NGOs	Non-Governmental Organizations
NLTS-2	National Longitudinal Transition Study-2
OLS	Ordinary Least Squares Regression
OTL	Opportunities to Learn
OTR	Opportunities to Respond
PBS	Positive Behavior Supports
Project GEMS	Gifted Education in Math and Science
PRR	Peer-Reviewed Research
RAAC	Reread-Adapt and Answer-Comprehend
RTI	Response to Intervention
SART	The Strategy Assessment and Revision Tool
SDLMI	Self-Determined Learning Model of Instruction
SIM	Strategic Instruction Model
SIS-C	Supports Intensity Scale for Children
SLI	Speech Language Impairment
SRSD	Self-Regulated Strategy Development
SWDs	Students With Disabilities
SWPBIS	School-Wide Positive Behavior Interventions and Supports
TAGG	Transition Assessment and Goal Generator
TBI	Traumatic Brain Injury
UDL	Universal Design for Learning
UP	University Participant Program
VOCA	Voice Output Communication Aid
VSM	Video Self-Modeling
VSP	The Volunteer Service Project
WWC	What Works Clearinghouse

Professional Development Hours (PDHs) Pennsylvania Act 48 Hours

New for 2014—CEC’s online PDH portal. Need a transcript of PDHs or Pennsylvania Act 48 hours? Simple! Keep a personal record of sessions you attend by noting the session numbers below. Then, log into CEC’s web site to report your hours online.

Certificates of attendance are also available through the PDH portal.

Session Tracker			
Wednesday, April 9 (Earn up to 6 hours)	Thursday, April 10 (Earn up to 6 hours)	Friday, April 11 (Earn up to 6 hours)	Saturday, April 12 (Earn up to 3 hours)
Session Number	Session Number	Session Number	Session Number

To report your hours, go to www.cec.sped.org/convention. Choose “Professional Development Hours” from the left-hand navigation. Follow the instructions for recording your hours. When you’re finished, you may print a transcript, a certificate of attendance, or both.

You must attend a session in full to claim it for credit. PDHs are awarded for education sessions, including posters. Activities that do not carry PDHs include committee meetings, awards programs, exhibits, exhibitor showcase sessions, and the opening general session.

If you wish to earn Pennsylvania Act 48 hours, follow the directions above and be prepared to enter your Professional Personnel ID. Please note that Act 48 hours are not awarded for poster sessions.

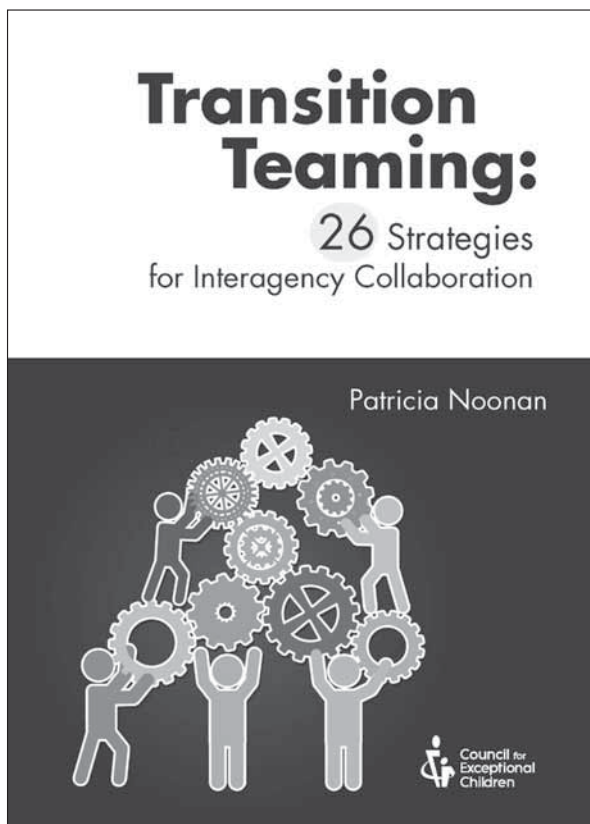
For additional information about CEC PDHs and Act 48 hours, pick up a handout from information locations in the Convention Center or visit www.cec.sped.org/convention.

If you need help accessing the PDH portal during convention, ask staff at registration or in the CEC Headquarters Office. Both are located in CEC Central, Expo Hall A. After convention, contact CEC Customer Service at 888-232-7733 or email service@cec.sped.org

The PDH portal will be open through **Monday, April 28** to report your hours.

Premier Members...

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Transition Teaming: 26 Strategies for Interagency Collaboration

By Patricia Noonan

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CEC Bookstore located
in CEC Central to pick
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<http://aba.fit.edu>

VISIT THE EXPO
HALL A
200 Level

THURSDAY
9:00 a.m.–4:00 p.m.

DISCOVER, EAT, SHOP
11:30 a.m.–1:30 p.m.
EXPO ONLY TIME!

PROGRAM CHAIR FEATURED SESSIONS

Wednesday, April 9, 2014

1:00 PM-2:00 PM **201C** | Session: 7
ASSUMPTIONS ABOUT COMPLEX TEXT WITHIN THE
COMMON CORE: CONSEQUENCES FOR STRUGGLING
READERS



Hiebert

Topic Area: Teacher Education
Secondary Topic: English Language Learners
Format: Lecture

The distinguishing feature of the ELA CCSS is Standard 10: whether students are reading progressively more complex texts across the grades. Learn how an understanding of these assumptions can help teachers select appropriate texts and tasks.

Leader(s): Elfrieda Hiebert, TextProject & University of California, Santa Cruz

Thursday, April 10, 2014

8:00 AM-9:00 AM **203A** | Session: 58
CONTEMPORARY CHALLENGES FOR THE LEADERSHIP OF
SPECIAL EDUCATION



Boscardin

Topic Area: Administration/Supervision
Secondary Topic: Public Policy

Format: Panel
Panelists illustrate how they link research and policy in leading SEAs and LEAs and develop aspiring leaders to support effective special education.

Leader(s): Mary Lynn Boscardin, University of Massachusetts, Amherst; Jean Crockett, University of Florida, Gainesville;
Presenter(s): Anne Louise Thompson Granfield, University of Kentucky, Lexington; John Provost, North Brookfield Schools, MA



Crockett

Thursday, April 10, 2014

8:00 AM-9:00 AM **Marriott Franklin Hall 9** | Session: 59
REDUCING RISK FOR YOUNG URBAN DIVERSE LEARNERS:
WHAT DO WE KNOW?



Cartledge

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Learn practices for reducing risk in young urban learners, and how to help them acquire basic reading skills.

Leader(s): Gwendolyn Cartledge, The Ohio State University, Columbus

Presenter(s): Mariah Barber, The Ohio State University, Columbus; DeLayna Green, The Ohio State University, Columbus

Thursday, April 10, 2014

9:15 AM-10:15 AM **201A** | Session: 108
OSERS PRIORITIES: HIGH EXPECTATIONS FOR CHILDREN
WITH DISABILITIES



Yudin

Topic Area: Public Policy
Secondary Topic: Administration/Supervision

Format: Lecture

OSERS Acting Assistant Secretary Michael Yudin will discuss access to college and career ready standards and assessments, secondary transition and disproportionality.

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

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

Thursday, April 10, 2014

9:15 AM-10:15 AM **Marriott Franklin Hall 2** | Session: 112
CATS: A COMPREHENSION INTERVENTION EMBEDDING
TEXT STRUCTURE WITHIN SOCIAL STUDIES LESSONS



Williams

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Lecture

Learn about an effective intervention designed as Tier 1 RTI., that teaches 5 expository text structures within lessons.

Leader(s): Joanna Williams, Teachers College, Columbia University, NY
Presenter(s): Lisa Pao, Jenny Kao, and Daniel DeBonis, Teachers College, Columbia University, NY

PROGRAM CHAIR FEATURED SESSIONS

Thursday, April 10, 2014

1:30 PM-2:30 PM **201A | Session: 240**
OESE/OSEP COLLABORATION: IDEA AND TITLE I
COLLABORATION AT THE FEDERAL LEVEL: WHAT IT
MEANS FOR YOU!



Chism

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Public Policy

Format: Lecture

There are many programs at the U.S. Department of Education that support states, school districts and schools in improving results for struggling learners. Historically these programs have not been well-coordinated. Over the last year there have been unprecedented efforts to collaborate across programs such as Title I, IDEA, School Improvement Grants and programs for English Language Learners. This session will describe those efforts, the impact on State Educational Agencies and potential impact on districts and schools. As

part of the session, presenters will also solicit your thoughts regarding challenges and barriers to better coordination of federally-funded programs.

Leader(s): *Kim Hymes*, Council for Exceptional Children, Arlington, VA

Presenter(s): *Monique Chism*, Office of Student Achievement and School Accountability, Office of Elementary and Secondary Education, U.S. Department of Education; *Ruth Ryder*, Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education

Thursday, April 10, 2014

2:45 PM-3:45 PM **Marriott Franklin Hall 7 | Session: 291**
2013 RESEARCH AWARD WINNER: WHAT THE RESEARCH REALLY SAYS ABOUT MATHEMATICS PROFESSIONAL DEVELOPMENT - IMPLICATIONS FOR SPECIAL EDUCATION



Gersten

Topic Area: Research

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session presents findings of a rigorous review of the research on mathematics professional development and highlights findings and implications for best practice. The session will link these findings to components of what special education personnel need to learn in order to fully implement the Common Core Standards and other contemporary state standards and suggestions on how to link the training a special educator have gotten with contemporary knowledge of the best way to teach mathematics.

Leader(s): *Russell Gersten*, Instructional Research Group, Los Alamitos, CA

Friday, April 11, 2014

8:00 AM-9:00 AM **Marriott Franklin Hall 1 | Session: 423**
NATIONAL DATA ON STUDENTS WITH DISABILITIES:
WHAT'S AVAILABLE? WHAT'S POSSIBLE?

Topic Area: Research

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Panel

Learn how to access free data sources, strengths and weaknesses, types analysis of data, and more.

Leader(s): *Jose Blackorby* (not pictured), SRI International, Menlo Park, CA

Presenter(s): *Elaine Carlson*, Westat, Rockville, MD; *Debra Shaver*, SRI International, Menlo Park, CA; *Tracy Huang*, SRI International, Menlo Park, CA

Friday, April 11, 2014

8:00 AM-9:00 AM **201A | Session: 402**
WHAT'S HAPPENING IN WASHINGTON?--SESSION 1



Musgrove

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture

Session I - Improving Results for Children with Disabilities: Where We Were, Where We Are, Where We're Going

OSEP Director, Melody Musgrove will discuss the history of OSEP's major reform initiative, Results Driven Accountability, and how it

promotes improved educational outcomes for students with disabilities in the Department's environment of shared accountability for all students.

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

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

Friday, April 11, 2014

9:15 AM-10:15 AM **Marriott Franklin Hall 9 | Session: 477**
A 35-YEAR ODYSSEY TO IMPROVE OUTCOMES FOR
STRUGGLING ADOLESCENT LEARNERS



Deshler

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

Hear lessons learned by practitioners, researchers, and the students themselves in a quest to build better learning environments that promote meaningful outcomes and success.

Leader(s): *Donald Deshler*, University of Kansas, Lawrence

PROGRAM CHAIR FEATURED SESSIONS

Friday, April 11, 2014

10:30 AM-11:30 AM **Marriott Franklin Hall 3** | Session: 540
CONNECTING RESEARCH-TO-PRACTICE: FROM SCOOPY
DOO TO YOU? ELIMINATING BULLYING IS WHAT WE CAN
DO!

Topic Area: Research

Secondary Topic: Parent/Family/School Partnerships

Format: Panel

Learn about exciting collaborative efforts across education, psychology, and the media to address bullying and what that means to you.

Leader(s): *Dorothy Espelage (not pictured)*, University of Illinois, Urbana-Champaign; *Kris Varjas (not pictured)*, Georgia State University, Atlanta; *Alice Cahn (not pictured)*, Cartoon Network, New York, NY; *Randi Weingarten (not pictured)*, American Federation of Teachers, AFL-CIO, Washington, DC

Friday, April 11, 2014

10:30 AM-11:30 AM **Marriott Franklin Hall 7** | Session: 541
URBAN SPECIAL EDUCATION LEADERSHIP IN ACTION



Weintraub

Topic Area: Administration/Supervision

Secondary Topic: Public Policy

Format: Panel

The panel highlights how targeted strategy planning was implemented to focus limited resources to produce progress toward meeting performance benchmarks.

Leader(s): *Fred Weintraub*, Independent

Monitor, Los Angeles, CA

Presenter(s): *Sharyn Howell*, *Jaime Hernandez*, and *Deneen Cox*, Los Angeles Unified School District, CA

Friday, April 11, 2014

1:30 PM-2:30 PM **Marriott Franklin Hall 7** | Session: 598
THE IMPACT OF INTERVENTIONS MIDDLE SCHOOLS
PROVIDE TO STRUGGLING READERS: FINDING FROM
FIELD STUDIES



Baker

Topic Area: Research

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Findings on the association of reading intervention and reading outcomes, and implications on practice and policy issues are shared.

Leader(s): *Scott Baker*, Southern Methodist University, Dallas, TX

Friday, April 11, 2014

1:30 PM-2:30 PM **201B** | Session: 599
THE ROLE OF WORKING MEMORY IN MATH
INTERVENTION



Fuchs

encouraged.

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

Presenter(s): *H. Lee Swanson*, University of California, Riverside

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Learn about the importance of working memory in determining mathematics development and intervention procedures and results in a study. Audience participation is

Friday, April 11, 2014

2:45 PM-4:45 PM **Marriott Franklin Hall 2** | Session: 642
MINDFUL PRACTICES FOR EXCEPTIONAL CHILDREN



Tantillo

tration, and fatigue.

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

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

This session trains you how to use yoga, meditation, and relaxation to empower the exceptional child to deal with anxiety, frus-

Friday, April 11, 2014

2:45 PM-4:45PM **114 - Lecture Hall** | Session: 643
RTI FOR BEHAVIOR: CREATING A FULL CONTINUUM OF
PREVENTION AND INTERVENTION



Sprick

and individual student interventions.

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

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Emotional and Behavioral Disorders

Format: Demonstration

Learn about a comprehensive, positive approach to schoolwide behavioral expectations, classroom management structures,

PROGRAM CHAIR FEATURED SESSIONS

Friday, April 11, 2014

2:45 PM-3:45 PM

201A | Session: 650

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



McLaughlin

Topic Area: Research

Secondary Topic: Public Policy

Format: Lecture

Joan McLaughlin, Commissioner, National Center for Special Education Research (NCSEER), Institute of Education Science (IES), U.S. Department of Education, provides an overview of NCSEER's mission, goals, and funding patterns. She will review the Center's accomplishments and provide thoughts on future directions for research. NCSEER sponsors researches 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): Kim Hymes, Council for Exceptional Children, Arlington, VA

Presenter(s): Joan McLaughlin, U.S. Department of Education, Washington, DC

Friday, April 11, 2014

2:45 PM-3:45 PM

Marriott Franklin Hall 7 | Session: 653

MULTI-TIERED SUPPORT SYSTEMS IN TRANSITION PLANNING TO PROMOTE COLLEGE AND CAREER READINESS



Madaus

Topic Area: Career Development/Transition

Secondary Topic: Administration/Supervision

Format: Lecture

Presenters offer a model of tiered interventions and supports in the context of preparing students for college and career success.

Leader(s): Joseph Madaus, University of Connecticut, Storrs

Presenter(s): Mary Morningstar, University of Kansas, Lawrence; David Test, University of North Carolina, Charlotte

Friday, April 11, 2014

2:45 PM-3:45 PM

Marriott Franklin Hall 12 | Session: 655

STRATEGIES FOR PROVIDING EFFECTIVE PROFESSIONAL DEVELOPMENT IN VOCABULARY

Topic Area: Instructional Design and Strategies

Secondary Topic: Teacher Education

Format: Lecture

Learn about a professional development program using Teacher Study Groups to improve vocabulary instruction in elementary grades. Findings from 2 controlled trials examining the effectiveness of the program and the conditions under which the program appears to be more effective will be discussed.

Leader(s): Madhavi Jayanthi (not pictured), Instructional Research Group, Los Alamitos, CA

Presenter(s): Joseph Dimino, Instructional Research Group, Los Alamitos, CA; Russell Gersten, Instructional Research Group, Los Alamitos, CA

Friday, April 11, 2014

4:00 PM-5:00 PM

Marriott Franklin Hall 5/6 | Session: 720

DISPROPORTIONATE REPRESENTATION: WHAT, WHY, HOW, WHEN? RAISING AND ANSWERING PROVOCATIVE QUESTIONS

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Panel

This session focuses on disproportionate representation, and discusses the last 10 years of research, factors associated with disproportionality, and examples of disproportionality research.

Leader(s): S. Hector Ochoa (not pictured), University of Texas, Pan American; Aydin Bal, University of Wisconsin, Madison

Saturday, April 12, 2014

8:00 AM-9:00 AM

Marriott Franklin Hall 8 | Session: 771

ASD: BRAIN DEVELOPMENT AND CONTRIBUTIONS OF INTERVENTION



Bauman

Topic Area: Autism Spectrum Disorder

Secondary Topic: Developmental Disabilities

Format: Lecture

Learn how our understanding of the autistic brain has expanded, what we now know and how these differences are reflected in the clinical features of those affected.

Leader(s): Margaret Bauman, Boston University School of Medicine, MA

Saturday, April 12, 2014

8:00 AM-9:00 AM

Marriott Franklin Hall 2 | Session: 772

EVALUATION OF TIERED INSTRUCTION WITH RANDOMIZED CONTROLLED AND REGRESSION DISCONTINUITY TRIALS



Smolkowski

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Lecture

Presenters compare and contrast 2 research designs to evaluate tiered instruction. Learn how these approaches were used in a complementary fashion in the context of Enhanced Core Reading Instruction project.

Leader(s): Keith Smolkowski, Oregon Research Institute, Eugene

Presenter(s): Scott Baker, University of Oregon, Eugene

PROGRAM CHAIR FEATURED SESSIONS

Saturday, April 12, 2014

8:00 AM-9:00 AM **Marriott Franklin Hall 1** | Session: 773
EXCEPTIONAL LIVES EXCEPTIONAL STORIES



Diliberto

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Instructional Design and Strategies

Format: Panel

Individuals with disabilities and their parents share inside knowledge of life with a disability and will allow time at the end for questions from the audience.

Leader(s): *Jennifer Diliberto*, Greensboro College, NC

Presenter(s): *Mary Ruth Coleman*, University of North Carolina, Chapel Hill; *Marge Terhaar-Yonkers*, Meredith College, Raleigh, NC; *Kathryn Haselden*, Francis Marion University, Florence, SC

Saturday, April 12, 2014

8:00 AM-9:00 AM **Marriott Franklin Hall 7** | Session: 774
GETTING THE DOCTORAL PROGRAM YOU NEED:
PREPARING FOR THE CAREER YOU WANT



Griffin

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Teacher Education

Format: Panel

This session explores faculty careers and discusses academic planning for facilitating academic/career preparation aligned with long-term goals.

Leader(s): *Cynthia Griffin*, University of Florida, Gainesville

Presenter(s): *Chriss Walther-Thomas*, Virginia Commonwealth University, Richmond; *Maya Israel*, University of Illinois, Urbana-Champaign; *Nicholas Gage*, University of Florida, Gainesville; *Jean Kang*, University of North Carolina, Greensboro; *Margaret Kamman*, University of Florida, Gainesville

Saturday, April 12, 2014

8:00 AM-9:00 AM **Marriott Franklin Hall 3** | Session: 775
WHY AND HOW WE SHOULD EXPECT MORE OF SPECIAL EDUCATION



Fuchs

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Public Policy

Format: Lecture

Students with disabilities are achieving poorly in schools because IDEA has been misunderstood or disregarded. Learn how to bring about change with evidence-based practices and how this will affect special educators.

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

Presenter(s): *Mitchell Yell*, University of South Carolina, Columbia

Saturday, April 12, 2014

9:15 AM-11:15 AM **Marriott Franklin Hall 3** | Session: 808
PERSPECTIVES FROM ADULT SIBLINGS OF INDIVIDUALS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES



Rossetti

Topic Area: Developmental Disabilities

Secondary Topic: Parent/Family/School Partnerships

Format: Panel

Hear personal perspectives from adult siblings of individuals with ID or DD. Each panel member will share their experiences and the influences on their family and professional lives.

Leader(s): *Zachary Rossetti*, Boston University, MA

Presenter(s): *Lynne Mack*, Pennsylvania Sibling Support Network (PSSN), Philadelphia; *Sarah Hall*, Ashland University, Columbus Center, OH

Saturday, April 12, 2014

9:15 AM-11:15 AM **Marriott Franklin Hall 5** | Session: 809
PERSPECTIVES FROM THE AUTISM SPECTRUM



Marks

Topic Area: Autism Spectrum Disorder

Secondary Topic: Parent/Family/School Partnerships

Format: Panel

Hear personal perspectives from adults with ASD about their schooling experiences and how that influenced their adulthood.

Leader(s): *Susan Marks*, Northern Arizona University, Flagstaff

Presenter(s): *Laura Nagle*, Autism Advocate, Cornville, AZ; *Lindsey Nebeker*, Autism Society of America, Washington, DC; *David Hamrick*, National Weather Service, Washington, DC; *Stephen Shore*, Adelphi University, Garden City, NY; *Chou Chou Scantlin*, Doc Scantlin and His Imperial Palms Orchestra, Huntingtown, MD

Saturday, April 12, 2014

9:15 AM-10:15 AM **Marriott Franklin Hall 1** | Session: 823
ASSESSING POSTSECONDARY EDUCATION READINESS OF YOUTH WITH ID AND DEVELOPMENTAL DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Developmental Disabilities

Format: Lecture

What are the skills that students with ID/DD must learn to be career and college ready? Learn about a rubric that can be used when planning transition and developing a school program.

Leader(s): *Jerry Petroff* (not pictured), The College of New Jersey, Ewing

Presenter(s): *Rick Blumberg*, The College of New Jersey, Ewing; *Rebecca Daley*, The College of New Jersey, Ewing

PROGRAM CHAIR FEATURED SESSIONS

Saturday, April 12, 2014

9:15 AM-10:15 AM **Marriott Franklin Hall 2** | Session: 824
THE IMPACT FORMER SPECIAL EDUCATORS CAN HAVE ON
BROAD EDUCATIONAL REFORM: BIRDS EYE VIEWS



Dimino

Topic Area: Administration/Supervision

Secondary Topic: Public Policy

Format: Panel

A panel of former special educators who served in school districts as superintendents and/or building principal will discuss how their experience in special education helped them leverage broader scale changes. Participants' opportunity to ask questions and discuss issues with the panel will be a key feature of this session.

Leader(s): *Joseph Dimino*, Instructional Research Group, Los Alamitos, CA

Presenter(s): *Betsy Fernandez*, Principal, Retired, Storrs, CT;
Nancy Golden, Governor's Office-Oregon Education Investment Board, Salem

Saturday, April 12, 2014

9:15 AM-10:15 AM **Marriott Franklin Hall 7** | Session: 825
THREE STEPS AND SIX STRATEGIES: A BALANCED
APPROACH FOR BUILDING LITERACY SKILLS WITH ELLS



Linan-Thompson

Topic Area: English Language Learners

Secondary Topic: Learning Disabilities

Format: Lecture

Learn strategies to ensure that students develop the skills they need to access informational text to develop content knowledge and academic vocabulary.

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

Presenter(s): *Julie Martinez*, University of Texas, Austin

Saturday, April 12, 2014

10:30 AM-11:30 AM **Marriott Franklin Hall 2** | Session: 872
SUPPORTS FOR COMMON CORE MATH FOR STUDENTS
WITH SPECIAL NEEDS



Ewart

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Learn strategies to address conceptual understanding and problem-solving related to CCSS in math.

Leader(s): *Randy Ewart*, University of Saint Joseph, CT



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 publicly 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!

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HUNGRY? THIRSTY?

Food and beverage options are available in Expo Hall A
during show hours:

Thursday, April 10, 9:00 a.m. 4:00 p.m.

Friday, April 11, 9:00 a.m. - 4:00 p.m.

Saturday, April 12, 9:00 a.m. - Noon



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. You are eligible to earn PDHs for all the sessions you attend whether or not you attend the full strand.

Thursday, April 10 8:00 a.m.-2:30 p.m.	STRAND A: School Based Mental Health: Promising Practices and Interconnecting Systems for Success --Leaders: Douglas Cheney and Eric Bruns, University of Washington, Seattle
	STRAND B: Achieving Excellence in Education for Military Children With Special Education Needs -- Leaders: Antoinette JG Hill and Martha Blue-Banning, Beach Center on Disability, University of Kansas, Lawrence; Jacquelyn Alexander, Our Lady of the Lake University, San Antonio, TX
	STRAND C: A Detailed Look at the Common Core Math Standards in Grades K-8 --Leaders: John Woodward, University of Puget Sound, Tacoma, WA
	STRAND Q: How Is Online Learning Impacting Students With Disabilities? --Leaders: Donald D. Deshler and Diana Greer, University of Kansas, Lawrence; David Rose, CAST, Wakefield, MA; Bill East, NASDSE, Alexandria, VA
Thursday, April 10 9:15 a.m.-3:45 p.m.	STRAND D: Supporting Vocabulary Development: Research Informing Practice --Leaders: Michael D. Coyne, University of Connecticut, Storrs
	STRAND E: Postsecondary Transition Issues for Students With Autism Spectrum Disorders --Leaders: Susan Marks, Northern Arizona University, Flagstaff
Thursday, April 10 10:30 a.m.-5:00 p.m.	STRAND F: Improving Fraction Learning in Students With or at Risk for Mathematics Difficulties --Leaders: Nancy C. Jordan, University of Delaware, Newark; Rob Ochsendorf, National Center for Special Education Research, U.S. Department of Education, Washington, DC
	STRAND G: Making the Common Core Standards Common for Special Education --Leaders: Gloria Campbell-Whately, University of North Carolina, Charlotte; Teresa Dais, Department of Instruction for North Carolina, Raleigh; Irene Meier, Fairfax County Public Schools, VA
	Strand H: Overview of Recent IES Practice Guides in Writing and Mathematics --Leader: Barbara R. Foorman, Florida State University, Tallahassee
Friday, April 11 8:00 a.m.-2:30 p.m.	STRAND I: Using Intensive Intervention to Meet the Academic and Behavior Needs of Struggling Learners --Leaders: Louis Danielson and Rebecca Zumeta, National Center on Intensive Intervention, American Institutes for Research, Washington, DC
Friday, April 11 8:00 a.m.-3:45 p.m.	STRAND J: Supporting Adolescents With Emotional and Behavioral Challenges --Leaders: Lee Kern, Lehigh University, Bethlehem, PA, and Tim Lewis, University of Missouri, Columbia
Friday, April 11 8:00 a.m.-5:00 p.m.	STRAND K: Bully Prevention and Intervention: Giving Voice to Victims Through Compassionate Collaboration --Leaders: David Houchins and Zachary G. Johnson, Georgia State University, Atlanta; Wendy Peia Oakes, Arizona State University's Mary Lou Fulton Teachers College, Mesa
Friday, April 11 9:15 a.m.-3:45 p.m.	STRAND M: Response to Intervention at the Secondary-School Level: How Do We Measure Progress? --Leaders: Christine Espin, Leiden University, The Netherlands
10:30 a.m.-3:45 p.m.	STRAND N: Helping English Language Learners in Special Education Succeed in the Common Core Classroom --Leaders: Deborah K. Reed, Florida Center for Reading Research, Florida State University, Tallahassee
Friday, April 11 10:30 a.m.-5:00 p.m.	STRAND L: The U.S. Office of Special Education Research to Practice Strand: IDEAs That Work --Leaders: Renee Bradley and Larry Wexler, Office of Special Education Programs, U.S. Department of Education, Washington, DC
	STRAND O: Implementation of Universal Design for Learning: Research Practice --Leaders: David Rose, Patti Ralabate, Skip Stahl, and Tracey Hall, CAST, Wakefield, MA
	STRAND P: Evidence-Based Practices Supported by the National Center for Special Education Research --Leaders: Joan McLaughlin and Rob Ochsendorf, National Center for Special Education Research, U.S. Department of Education, Washington, D.C.



Alexander



Blue-Banning



Bradley



Bruns



Campbell-Whatley



Cheney



Coyne

THURSDAY, APRIL 10 — 8:00 a.m.–2:30 p.m.

STRAND A: School Based Mental Health: Promising Practices and Interconnecting Systems for Success

Leaders: Douglas Cheney and Eric Bruns, University of Washington, Seattle

School-based mental health services are considered necessary in public education to enhance social/emotional/psychological development and decrease societal problems. Learn about SBMH as related to the MTSS and evidence-based mental health practices successfully integrated into school's MTSS at the universal, secondary, and tertiary tiers.

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

1. Define the characteristics of SBMH services at the 3 tiers of the MTSS model.
2. Identify how to select and use evidence-based mental health services.
3. Describe how to improve service integration.

THURSDAY, APRIL 10 — 8:00 a.m.–2:30 p.m.

STRAND B: Achieving Excellence in Education for Military Children With Special Education Needs

Leaders: Antoinette JG Hill and Martha Blue-Banning, Beach Center on Disability, University of Kansas, Lawrence; Jacquelyn Alexander, Our Lady of the Lake University, San Antonio, TX
Military children with special needs have unique challenges that affect the family and the readiness and retention of the force that defends our nation. We can help ameliorate their challenges by becoming aware of and sensitive to those challenges. A panel will share research and best practices, resources, models implemented at the local level, and the latest information on the inclusion of special education issues in the Interstate Compact on Educational Opportunity for Military Children.

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

1. Understand the unique challenges of military-connected children with special education needs.
2. Understand the critical role of educators.
3. Understand the latest research and best practices and identify tested models.
4. Develop action steps for advancing collaborative partnerships.

THURSDAY, APRIL 10 — 8:00 a.m.–2:30 p.m.

STRAND C: A Detailed Look at the Common Core Math Standards in Grades K-8

Leader: John Woodward (not pictured), University of Puget Sound, Tacoma, WA

This strand will discuss 4 of the strands or “domains” and show examples from the national assessments being developed around the CCSS in Mathematics at Grades K-8. You will also learn about research efforts to assist students with high-incidence disabilities and the challenges they face in meeting standards as well as research-based interventions for addressing their academic needs.

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

1. Describe key standards in each of the 4 domains from the CCSS and how they impact students with high-incidence disabilities.
2. Describe the implications of SmarterBalanced or PARCC test items on interventions.
3. Describe key research-based practices that can be employed in the classroom.

THURSDAY, APRIL 10 — 8:00 a.m.–2:30 p.m.

STRAND Q: How Is Online Learning Impacting Students With Disabilities?

Leaders: Donald D. Deshler and Diana Greer (not pictured), University of Kansas, Lawrence; David Rose, CAST, Wakefield, MA; Bill East, NASDSE, Alexandria, VA

Students with disabilities (SWDs) are being included in online courses, however, few states have policies and safeguards for them. OSEP funded COLSD to research how online learning can be made more accessible, engaging, and effective for K-12 SWDs. Learn about data that has emerged from the studies and examine the implications of these findings for teachers, parents, and administrators in meeting the needs of SWDs in online environments.

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

1. Identify major trends related to the involvement of SWDs in online instruction.
2. Understand how many of the most frequently used online environments are designed and the impact of these defining features.
3. Understand how learner, contextual, and design variability influences the degree of participation, engagement, and achievement.
4. Understand strategies that can be used in school and non-school settings to improve the participation, engagement, and achievement.



Danielson



Deshler



East



Espin



Foorman



Hall



Hill

THURSDAY, APRIL 10 — 9:15 a.m. –3:45 p.m.

STRAND D: Supporting Vocabulary Development: Research Informing Practice

Leader: *Michael D. Coyne*, University of Connecticut, Storrs
Vocabulary knowledge is essential for language development, reading comprehension, and deep learning across all content areas.

Students with disabilities are expected to function within the general curriculum and leaders wrestle with the common core and how these students will fair in the curriculum. Education leaders must now merge the CCSS into standing strategies and methodologies. We provide solutions for educators and offer viable options for effective inclusive practices.

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

1. Understand practical situational analysis and applicable solutions as related to the Common Core Standards.
2. Understand the challenges and legal issues.
3. Identify strategies and evidence-based methodologies that can be implemented in classrooms today.

THURSDAY, APRIL 10 — 9:15am–3:45 p.m.

STRAND E: Postsecondary Transition Issues for Students With Autism Spectrum Disorders

Leader: *Susan Marks*, Northern Arizona University, Flagstaff
This strand will focus on the importance of planning for meaningful and effective postsecondary transition services for students with ASD. Educators, parents, and adults with ASD will discuss transition needs that can achieve meaningful adulthood outcomes.

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

1. Understand and identify the postsecondary transition needs and issues for students with ASD.
2. Identify the characteristics of effective postsecondary transition services and programs.

THURSDAY, APRIL 10 — 10:30am–5:00 p.m.

STRAND F: Improving Fraction Learning in Students With or at Risk for Mathematics Difficulties

Leaders: *Nancy C. Jordan*, University of Delaware, Newark; *Rob Ochsendorf*, National Center for Special Education Research, U.S. Department of Education, Washington, DC

Competence with fractions is essential for learning algebra and more advanced mathematics as well as for daily life functioning. We discuss predictors of fraction learning; a study on the efficacy of fraction intervention for children with LD; and a computer game designed to improve understanding of fraction magnitudes.

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

1. Identify key predictors of success with fraction learning.
2. Describe instructional strategies for fraction interventions.

THURSDAY, APRIL 10 — 10:30am–5:00 p.m.

STRAND G: Making the Common Core Standards Common for Special Education

Leaders: *Gloria Campbell-Whatley*, University of North Carolina, Charlotte, and *Teresa Dais* (not pictured), Department of Instruction for North Carolina, Raleigh; *Irene Meier*, Fairfax County Public Schools, VA

Students with disabilities are expected to function within the general curriculum and leaders wrestle with the common core and how these students will fair in the curriculum. Education leaders must now merge the CCSS into standing strategies and methodologies. We provide solutions for educators and offer viable options for effective inclusive practices.

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

1. Understand practical situational analysis and applicable solutions as related to the Common Core Standards.
2. Understand the challenges and legal issues.
3. Identify strategies and evidence-based methodologies that can be implemented in classrooms today.

THURSDAY, APRIL 10 — 10:30 a.m.–5:00 p.m.

Strand H: Overview of Recent IES Practice Guides in Writing and Mathematics

Leader: *Barbara R. Foorman*, Florida State University, Tallahassee
You will hear about the rigorous methodology employed by the WWC in reviewing the literature in order to answer causal questions about what works in writing and math instruction. Each session leader will explain the recommendations for practice and the implications for current classroom practice as well as implementation of the Common Core.

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

1. Describe recommendations for improving elementary students' writing.
2. Describe recommendations for improving students' mathematical problem solving and using RTI for support.



Johnson



Jordan



Kern



Lewis



Marks



McLaughlin



Meier

FRIDAY, APRIL 11 — 8:00 a.m.–2:30 p.m.

STRAND I: Using Intensive Intervention to Meet the Academic and Behavior Needs of Struggling Learners

Leaders: *Louis Danielson* and *Rebecca Zumeta*, National Center on Intensive Intervention, American Institutes for Research, Washington, DC

Learn how principles of intensive intervention may be applied to students with severe and persistent learning needs across reading, mathematics, and behavior. We address identifying students with intensive needs, instructional strategies, progress-monitoring procedures, and common implementation issues associated with provision of intensive services.

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

1. Understand strategies for identifying, intervening, and evaluating progress for students with intensive intervention and/or behavioral needs.
2. Identify approaches to addressing common implementation challenges.

FRIDAY, APRIL 11 — 8:00 a.m.–3:45 p.m.

STRAND J: Supporting Adolescents With Emotional and Behavioral Challenges

Leaders: *Lee Kern*, Lehigh University, Bethlehem, PA; *Tim Lewis*, University of Missouri, Columbia

Adolescents with social, emotional, and behavioral problems continue to experience very poor outcomes with respect to academic achievement, school completion, and mental health status. This strand will describe evidence-based interventions implemented with high school students and their effectiveness.

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

1. Identify effective interventions for adolescents with emotional and behavioral problems.
2. Describe barriers to intervention implementation and how to overcome them.

FRIDAY, APRIL 11 — 8:00 a.m.–5:00 p.m.

STRAND K: Bully Prevention and Intervention: Giving Voice to Victims Through Compassionate Collaboration

Leaders: *David Houchins* (not pictured) and *Zachary G. Johnson*, Georgia State University, Atlanta; *Wendy Peia Oakes*, Arizona State University Mary Lou Fulton Teachers College, Mesa

This strand focuses on translational research across public and private organizations targeted at eliminating bullying and victimization of students with and without disabilities. If you are interested in identifying and implementing specific strategies on how you can make a lasting difference in the lives of those impacted by bullying and victimization, please attend this important strand.

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

1. Identify predictors, statistics, legal, or ethical considerations associated with bullying and/or victimization.
2. Identify actions researchers, parents, governmental agencies, educators, nonprofits, and corporations can use to address bullying and/or victimization.
3. Describe strategies that can be implemented to eliminate bullying and/or victimization.

FRIDAY, APRIL 11 — 9:15 a.m.–3:45 p.m.

STRAND M: Response to Intervention at the Secondary-School Level: How Do We Measure Progress?

Leader: *Christine Espin*, Leiden University, The Netherlands

There is increased interest in RTI at the secondary-school level for students with LD, however, there is a lack of validated progress measures. You will learn to design, administer, and score measures for screening and progress monitoring within RTI at the secondary level. Progress measures in reading, content-area learning, writing, mathematics, and second-language factors will be addressed.

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

1. Judge the technical adequacy of progress measures.
2. Administer and score measures and discuss implementation within RTI.

FRIDAY, APRIL 11 — 10:30 a.m.–3:45 p.m.

STRAND N: Helping English Language Learners in Special Education Succeed in the Common Core Classroom

Leader: *Deborah K. Reed*, Florida Center for Reading Research, Florida State University, Tallahassee

The CCSS present additional challenges for both ELLs and their teachers as academic demands increase for students who are learning rigorous content at the same time they are learning English. This strand will provide educators with the latest research on critical issues.

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

1. Describe the academic language required for literacy development.
2. Identify components of literacy instruction for ELLs with ID.
3. Identify ELLs at-risk for reading difficulties

FRIDAY, APRIL 11 — 10:30 a.m.–5:00 p.m.

STRAND L: The U.S. Office of Special Education Research to Practice Strand: IDEAs That Work

Leaders: *Renee Bradley* and *Larry Wexler*, Office of Special Education Programs, U.S. Department of Education, Washington, DC Well-known presenters will discuss evidenced-based findings, practices, and technology to improve outcomes for children with disabilities and their families. Each session will include current evidence, next steps in practice, and resources for follow-up. Sessions are designed as stand-alone sessions so you can attend one or all of them.

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

1. Describe the status of implementing systems and practices to support students with intensive academic and behavioral needs, effective practices in the preparation and development of teachers, and implications and information of the ED Discipline Guidance.
2. Access resources, tools, information, and training modules developed by IDEA-funded projects and ED.



Ochsendorf



Reed



Rose



Stahl



Wexler



Zumeta

FRIDAY, APRIL 11 — 10:30 a.m.–5:00 p.m.

STRAND O: Implementation of Universal Design for Learning: Research Practice

Leaders: David Rose, Patti Ralabate (not pictured), Skip Stahl, and Tracey Hall, CAST, Wakefield, MA

UDL is a research-based educational framework that emphasizes proactive design for knowledge, skills, and enthusiasm and helps educators plan and implement instruction from access to executive functioning. This strand focuses on UDL implementation as a process of systemic change throughout elementary, secondary, and postsecondary educational settings.

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

1. Recognize and explore UDL implementation as a process of change, including research and practice, from a case study perspective.
2. Identify the phase-based sequence of UDL Implementation process and explore its application in their instructional contexts.

FRIDAY, APRIL 11 — 10:30 a.m.–5:00 p.m.

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

Leaders: Joan McLaughlin and Rob Ochsendorf, National Center for Special Education Research, U.S. Department of Education, Washington, DC

Learn about research-based educational practices and measures for children with or at risk for disabilities and receive practical tips on how you can incorporate the practices in your classroom. You will also learn about a reliable measure for behavior screening in elementary schools as well as recent research on academic trajectories for students with disabilities.

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

1. Identify interventions that have evidence of efficacy.
2. Describe one evidence-based practice to improve mathematics outcomes, and one to improve language skills in toddlers with language delays.
3. Describe a valid measure of behavior screening and progress monitoring.
4. Describe academic trajectories in math/reading for students with disabilities.

CEC would like to recognize the following organizations for their generous contributions throughout the year and for the CEC 2014 Convention & Expo:







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Danielle Kovach
Tulsa Trail Elementary School
Hopatcong, N.J.

Thursday, April 10
10:30-11:30 a.m.
Franklin Hall 9
Philadelphia Marriott Downtown





WEDNESDAY, APRIL 9

Preconvention Workshops	58
Sessions (1:00 - 4:30 p.m.)	64
Opening General Session	70



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Gerber

PRECONVENTION WORKSHOPS

Wednesday, April 9



Odom

WORKSHOP 1

Room: 107A

Colleague-to-Colleague Helping: Beyond the Quick Fix

(9:00 a.m. – 4:00 p.m.)

Leader(s): Stuart Gerber, Southern Connecticut State University, New Haven, CT

Colleagues typically turn to one another for help; however, informal support is often given on the run with hit-or-miss, quick fix advice. Learn how to replace the quick fix with a fast, systematic, and empowering process that utilizes procedures from teaching, counseling, and consulting.

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

- Identify the limitations and pitfalls of quick-fix helping.
- Build skills for helping colleagues analyze and resolve work problems.

Who Should Attend? Special and General Educators; Administrators and Supervisors; Department, Unit, Project, and Team Leaders



Cox



Kucharczyk

WORKSHOP 2

Room: 102A

Evidence-Based Early Identification and Intervention Practices for Infants and Toddlers With ASD and Their Families

(9:00 a.m. – 4:00 p.m.)

Leader(s): Samuel L. Odom, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill; Ann Cox, Suzanne Kucharczyk, and Evelyn Shaw, University of North Carolina at Chapel Hill

ASD is currently being diagnosed at very young ages, reaching well into infancy. Learn about early identification and assessment practices, an approach to assessing the quality of early intervention programs, intervention practices that have evidence of efficacy, and a process for linking IFSP outcomes and benchmarks to specific EBPs.

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

- Identify practices that may lead to early identification of infants and toddlers with ASD.
- Identify evidence-based practices for infants and toddlers with ASD and their families.

Who Should Attend? Special and General Educators (Early Childhood & Elementary), Administrators and Supervisors



Shaw



Greenfield



Abrams

58

WORKSHOP 3

Room: 109A

Evidence-Based Strategies for Vocabulary Instruction for Elementary Students With Disabilities

(9:00 a.m. – 4:00 p.m.)

Leader(s): Renee Greenfield, University of Hartford, Connecticut

It is essential that both monolingual and multilingual elementary students with language or learning disabilities receive evidence-based vocabulary instruction. Examine explicit teaching methods and strategies and explore ways to integrate these strategies into practice.

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

- Identify strategies for vocabulary instruction for elementary students with language or learning disabilities.
- Identify strategies for vocabulary instruction for elementary, multilingual learners with language or learning disabilities.

Who Should Attend? Special and General Educators (Elementary), Speech/Language Pathologists, Administrators and Supervisors, Paraeducators

WORKSHOP 4

Room: 111A

Having Hard Conversations

(9:00 a.m. – 4:00 p.m.)

Leader(s): Jennifer Abrams, Palo Alto, California

Educators sometimes find themselves in situations where difficult topics must be addressed. This interactive workshop addresses a wide range of situations and concerns, including communications with supervisors, peers, and parents. Learn how to speak with clarity and courage within your schools or organizations, no matter what your role.

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

- Identify why they hesitate having hard conversations, determine the goals, and write an action plan of support.
- Design questions before they choose to speak up and script the conversation to avoid trigger words.
- Choose the best where's and when's for a productive discussion.

Who Should Attend? Special and General Educators (all levels), Administrators and Supervisors, Related Service Professionals, Mental Health Professionals, Parents and Families, Speech/Language Pathologists, Administrators and Supervisors (building, district, state level), Paraeducators

WORKSHOP 5**Room: 104A****Apps and Universal Design for Learning: iMake and Take for iPads and Other Devices****(9:00 a.m. – 4:00 p.m.)**

Leader(s): Alexandra Dunn, Upper Canada District School Board, Ottawa, Ontario, Canada; Luis Perez, University of South Florida, Tampa

Why wait for developers to design content to meet student goals? Armed with a class profile and student objectives, join our imagination stations and learn how you and your students can design your own accessible digital materials. BYOD (Bring Your Own Device) or share with neighbors as we explore Apple accessibility and creativity apps.

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

- Identify how iPads and creativity apps can be used as part of a UDL Toolkit to support academic and social participation for ALL students in collaborative, inclusive learning environments.
- Understand how features built into iPad and apps can be harnessed for those students who need social, communication, physical, hearing, literacy and vision supports.

Who Should Attend? Special and General Educators (all levels), Administrators and Supervisors, Paraeducators, Parents and Families, Students, Teacher Educators, First-Year Professionals, Related Service Professionals

WORKSHOP 6**Room: 104B****Multi-Tiered Instruction, Support, and Assessment for English Learners: Making Appropriate Decisions****(9:00 a.m. – 4:00 p.m.)**

Leader(s): Julie Esparza Brown, Portland State University, OR; Claudia Rinaldi, Education Development Center, Newton, MA

Schools are challenged to provide ELs appropriate and effective instruction that leads to grade-level achievement. Review student characteristics that guide instruction and interventions in all bilingual program models, progress monitoring tools, a unique framework for enhancing interventions, and a framework for least-biased Tier 3 assessment.

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

- Consider the unique factors in EL's' background and make appropriate adjustments to instruction and interventions.
- Choose progress monitoring tools with demonstrated reliability and validity for ELs.
- Apply a framework for least-biased assessment in Tier 3 that systematically considers the cultural loading and linguistic demand of assessments.

Who Should Attend? Special and General Educators (all levels), Administrators and Supervisors, Team Leaders

WORKSHOP 7**Room: 105A****Understanding Students With Autism Through Art *****(9:00 a.m. – 4:00 p.m.)**

Leader(s): Beverly Levett Gerber, Southern Connecticut State University, New Haven

Presenters: Juliann B. Dorff, Kent State University, OH; Susan D. Loesl, Milwaukee Public Schools, WI; and Lynne Horoschak, Moore College of Art & Design, Philadelphia, PA

This interactive workshop demonstrates how classroom teachers can encourage self-expression and communication through art. *Understanding Students With Autism Through Art* chapter authors share their teaching stories and art approaches, slides of student artwork, and hands-on art lessons and activities for students on the autism spectrum.

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

- Differentiate open-ended art lessons that encourage individual expression from closed-ended lessons that easily frustrate students.
- Describe adaptive art lessons and strategies for students on the spectrum.

Who Should Attend? Special and General Educators (all levels), Teacher Educators, Art Educators, Parents and Families

WORKSHOP 8**Room: 105B****Schoolwide and Classroom Procedures for Increasing Student Motivation and Reducing Apathy*****(9:00 a.m. – 4:00 p.m.)**

Leader(s) : Randy Sprick, Safe & Civil Schools, Eugene, Oregon

Examine motivation from an "expectancy times value" framework and learn specific strategies to increase students' expectancy of success and for increasing students' value of being successful. Attendees will learn techniques and strategies that have a track record of success in the research literature and can make a difference in student motivation and achievement.

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

- Explain the "expectancy times value" theory of motivation.
- Design an intervention plan to increase a student's motivation.
- Analyze an individual student's motivation by attributing the lack of motivation to expectancy, value, or both.

Who Should Attend: Special and General Educators (all levels), Administrators and Supervisors



Dunn



Perez



Esparza-Brown



Rinaldi



Gerber



Sprick

WORKSHOP 9**Room: 102B****Paraeducator Employment, Training, Supervision and Evaluation: Legal and Ethical Issues****(9:00 a.m. – 4:00 p.m.)****Leader(s): Kent Gerlach**, Pacific Lutheran University, Tacoma, Washington

Learn about the current legal and ethical issues involving employment, training, supervision and evaluation of paraeducators including clarification and the need for state and local policy regarding the role of paraeducators. Recent legal and ethical cases involving paraeducator qualifications and supervision will also be discussed, including "Parents Right to Know."

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

- Understand the importance of national issues and state and local policy regarding paraeducators' qualifications, training, and supervision as well as the current legal issues involving paraeducators and their supervisors.
- Understand the importance of developing ethical guidelines for paraeducators who assist with instruction and for teachers who supervise.
- Understand what parents need to know about paraeducators who assist with instruction.

*Gerlach*

Who Should Attend: Special and General Educators (all levels), Administrators and Supervisors, Paraeducators, Related Service Professionals

WORKSHOP 10A**Room: 112A****Program Developer Workshop: How to Prepare the Program Recognition Reports****(9:00 a.m. – 4:00 p.m.)****Leader(s): Christy Hooser**, Eastern Illinois University, Charleston; **Joni Baldwin**, University of Dayton, OH

Interact with colleagues and the consultants as you learn the components of CEC Preparation Program Recognition Reports. All participants will receive *What Every Special Educator Must Know: Ethics Standards and Guidelines* and the CEC Program Developer Resources.

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

- Understand the CEC program recognition report process and the essential elements.
- Develop program performance-based assessments and align them with the CEC Content Standards.
- Develop the program report.

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

***Special Note*:** Workshop 10A and 10B will be combined into one workshop with a group session in the AM and breakout sessions in the PM.

*Hooser***WORKSHOP 10B****Room: 112B****Program Reviewer Workshop: How to Review CEC Program Recognition Reports****(No cost for approved applicants for Program Reviewer Workshop)****(9:00 a.m. – 4:00 p.m.)****Leader(s): Christy Hooser**, Eastern Illinois University, Charleston

Learn to review CEC Preparation Program Recognition Reports and to prepare CEC Program Review Reports. Principles for and examples of performance-based program review, and strategies for reviewing reports and for successfully writing the sections of the CEC Program Recognition Review will be discussed.

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.

Who Should Attend? Special education college higher education personnel preparing to become a CEC Program Reviewer. You must be approved prior to becoming a program reviewer. Please complete the [CEC Program Reviewer application](#) and submit it, along with your vita, to proststandards@cec.sped.org prior to the workshop. You will be notified when your application is approved.

WORKSHOP 11**Room: 103B****Exceeding the Standard: A Practical Guide to Developing and Implementing IEP Goals Aligned With the Common Core****(9:00 a.m. – Noon)****Leader(s):** Jessica Yates, Regional School Unit #13, Rockland, Maine

Learn the process of writing IEP goals aligned with grade-level CCSS to ensure all students achieve college and career readiness. Explore both the rationale for writing aligned IEP goals and specific details about the functionality of these efforts at the local level.

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

- Understand the rationale for writing IEP goals aligned with the student's grade-level CCSS.
- Identify each component and construct an IEP goal aligned with a student's grade-level CCSS.

Who Should Attend? Special Educators, Administrators and Supervisors, Paraeducators**WORKSHOP 12****Room: 111B****Leading the Co-Teaching Dance: Strategies for Enhancing Team Outcomes****(9:00 a.m. – Noon)*****Leader(s):** Lisa Dieker, University of Central Florida, Orlando; Wendy Murawski, California State University, Northridge

The presenters clarify the approaches to co-instruction, identify problem areas, and discuss how to work with conflict situations. Learn about the importance of data collection, strategies for setting goals, and building on success in order to institutionalize co-teaching practice. Each participant will leave with a copy of the bestselling CEC book *Leading the Co-Teaching Dance*.

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

- Explain what co-teaching is and is not and how to develop a collaborative culture able to sustain co-teaching.
- Understand the importance of data collection, strategies for setting goals, and how to build on success in order to institutionalize co-teaching.

Who Should Attend? Special and General Educators (all levels), Administrators and Supervisors**WORKSHOP 13****Room: 106****Life Centered Education – CEC's Newly Revised Life Skills Curriculum & Assessment Web Portal****(9:00 a.m. – Noon) *****Leader(s):** Erin Adelsberger, Baltimore, MD

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.

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 and Supervisors, Paraeducators, Parents and Families, Community Agency Providers

Yates



Dieker



Murawski



Adelsberger



Courtade

WORKSHOP 14**Room: 103B****Six Successful Strategies for Teaching CCSS to Students With Moderate to Severe Disabilities****(1:00 - 4:00 p.m.)****Leader(s):** Ginevra Courtade, University of Louisville, Kentucky**Presenters:** Bree Jimenez, The University of North Carolina, Greensboro; Diane Browder, The University of North Carolina at Charlotte

Presenters will offer six instructional strategies to assist educators in generating ideas for creating access to the CCSS and teaching to measurable, standards-based objectives that are relevant and meaningful for students with moderate and severe disabilities.

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

- Identify specific strategies to develop instruction aligned with standards-based IEP goals and objectives for students with moderate and severe disabilities based on the CCSS.
- Create standards-based instructional plans for students who access curriculum at various levels.

Who Should Attend? Special Educators (All levels), Administrators and Supervisors



Ziegler

WORKSHOP 15**Room: 103C****What Every Educator Needs to Know About the Coming Changes to Special Education Policy****(9:00 a.m. – Noon)****Leader(s):** Deborah Ziegler and Kim Hymes, Council for Exceptional Children, Arlington, VA

Hymes

In this wide-ranging presentation, CEC's Policy and Advocacy headquarters team will analyze education policies currently under discussion in Washington, DC, review the recent changes to education policy supported by the Administration and Congress and examine its impact on children and youth with disabilities and/or gifts and talents.

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 CEC's recommendations and positions on key policy issues.



Caliso

Who Should attend? Special Educators, Administrators and Supervisors, Related Service Professionals, Higher Education Professionals**WORKSHOP 16****Room: 106****Behavior Readiness for the General Education Setting: The Student Inventory for Behavior Support (SIBS) Helps Make the Decision****(1:00 – 4:00 p.m.) ******Leader(s):** John Caliso, Winsor Learning, St. Paul, MN

Fifty-six percent of special education students now spend at least 80% of their in time in general education classes. Learn how to determine their level of behavior readiness, interventions to help them succeed, and how SIBS formulates a student profile for "behavior readiness" that is linked to evidenced-based data.

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

- Understand how SIBS produces data to describe "behavior readiness" for the general education classroom setting.
- Discuss the importance of the Strength of Student Independence index to determine whether the student is engaged in the learning process, and the intensity of interventions required for student success.

Who Should Attend? Administrators and Supervisors, Special and General Educators

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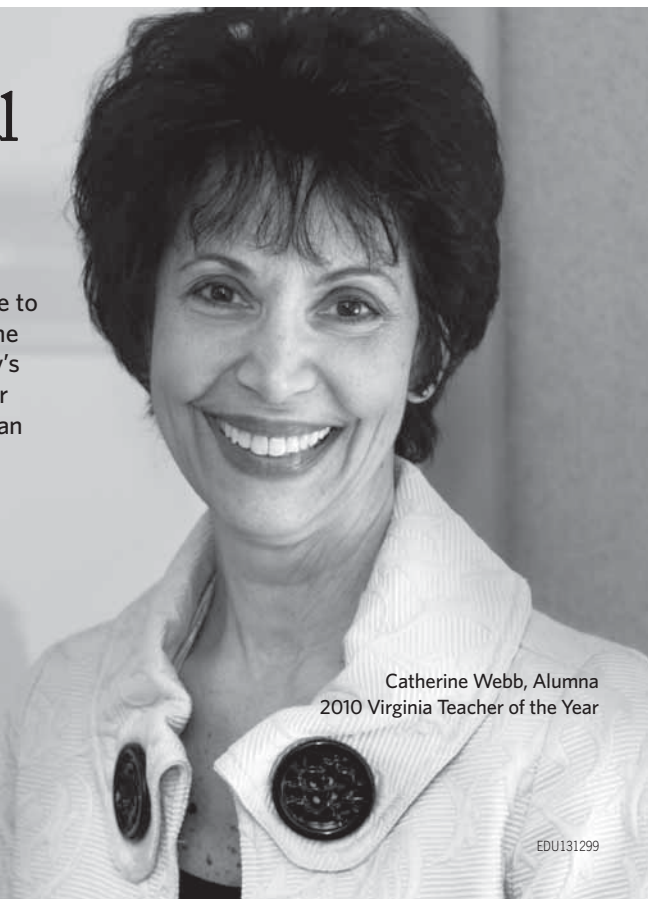
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WEDNESDAY

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SESSIONS ON

WEDNESDAY, APRIL 9

1:00-4:30 p.m.

Lectures, Demonstrations, Panels, and Multiple Presentations

1:00 PM-2:00 PM

Room: 103C

First time at CEC ?

Join members of CEC's Student Committee, Executive Director Alex Graham and CEC staff, as they share "must know" information to navigate CEC 2014 with ease. From the convention program and the Expo to the many social events, you'll leave this session equipped to make YOUR convention week a phenomenally rich, fun, and energizing learning experience!

1:00 PM-2:00 PM

201B | Session: 1

BRIDGES: LINKING READING AND U.S. HISTORY INSTRUCTION IN 8TH GRADE

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

Presenters tested the effects of integrating reading skills with U.S. History content for eighth-grade poor readers with or without learning disabilities and all reading around 3rd-4th grade levels. Discuss the findings and receive sample instructional scripts for two key historical events. (1522)

Leader(s): Rollanda O'Connor, University of California, Riverside

Presenter(s): Kathleen Bocian, University of California, Riverside; Victoria Sanchez, University of California, Riverside; Kristen Beach, University of California, Riverside, CA

1:00 PM-2:00 PM

203B | Session: 2

BUILDING LANGUAGE NECESSARY FOR DEVELOPING AN ADULT-LIKE THEORY OF MIND (TOM)

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

A current linguistic theory and research-based curriculum providing semantic and syntactic concepts and forms necessary for developing an adult-like ToM will be presented. Participants will receive a language progression to guide intervention and evidence-based instructional strategies. (2660)

Leader(s): Mary Sweig Wilson, University of Vermont, Winooski

1:00 PM-2:00 PM

204C | Session: 3

CEEDAR CENTER: PREPARING STUDENTS WITH DISABILITIES FOR COLLEGE AND CAREER SUCCESS

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

The CEDAR Center supports states and institutions of higher education in preparing teachers and leaders to ensure students with disabilities achieve college and career readiness standards. Learn how CCSS, UDL, multi-tiered systems of support, and evidenced-based instruction can be applied. (2769)

Leader(s): Nancy Corbett, University of Florida, Gainesville

Presenter(s): Marty Hougen, University of Texas, Austin

1:00 PM-2:00 PM

204B | Session: 4

CRITICAL FACTORS IN POLYSYLLABIC WORD READING: ROLES OF LETTERS, SOUNDS, AND MEANINGS

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

We present the findings of our study that examined how different characteristics of polysyllabic words relate to the ability of children with reading disability to read them. Teachers will leave with instructional techniques that may be efficient and effective in their own schools. (3130)

Leader(s): Devin Kearns, Boston University, MA

Presenter(s): Reem Al Ghanem, Boston University, MA

1:00 PM-2:00 PM

203A | Session: 5

HEALING EDUCATION: THE CONCEPT OF SALUTOGENESIS IN STEINER/WALDORF EDUCATION

Topic Area: Pioneers/Historical Perspectives

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Learn about Antonovsky's (1979) concept of "Salutogenesis" in Steiner/Waldorf education which suggests a reorientation from deficit/pathology towards the positive factors promoting healthy development. Use offered examples of Salutogenic practices to develop new ideas for your own work. (2225)

Leader(s): Andreas Schuschke, Camphill Special School, Glenmoore, PA

WEDNESDAY

1:00 PM-2:00 PM
201A | Session: 6
OBSERVING CO-TEACHING: WHAT ARE WE LOOKING FOR?
Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Research

Format: Lecture

Co-teaching is built on the premise that two teachers, working together, can provide qualitatively different instruction. However, the implementation of this practice varies widely. Learn about observational methods for co-teaching and observing for fidelity of treatment. (1096)

Leader(s): Margaret Weiss, George Mason University, Fairfax, VA

Presenter(s): Melissa Ainsworth, George Mason University, Fairfax, VA

1:00 PM-2:00 PM
201C | Session: 7
PROGRAM CHAIR FEATURED SESSION: ASSUMPTIONS ABOUT COMPLEX TEXT WITHIN THE COMMON CORE: CONSEQUENCES FOR STRUGGLING READERS
Topic Area: Teacher Education

Secondary Topic: English Language Learners

Format: Lecture

The distinguishing feature of the ELA CCSS is Standard 10: whether students are reading progressively more complex texts across the grades. How can an understanding of these assumptions help teachers select appropriate texts and tasks? Learn to involve struggling readers with texts that increase their reading proficiency.

Leader(s): Elfrieda Hiebert, TextProject & University of California, Santa Cruz

1:00 PM-2:00 PM
204A | Session: 8
SELF-DISCLOSED NEEDS OF UNDERGRADUATE COLLEGE STUDENTS WITH AUTISM SPECTRUM DISORDERS
Topic Area: Autism Spectrum Disorder

Secondary Topic: Career Development/Transition

Format: Lecture

More students with ASD are attending college and traditional supports do not meet their diverse needs. Learn results from online surveys and focus groups targeting college experiences and needs. Implications for practice and future research will be discussed. (3082)

Leader(s): Christopher Denning, University of Massachusetts, Boston, MA

Presenter(s): Dean Schofield, West Chester University, PA,

1:00 PM-2:00 PM
202A | Session: 9
SUPPORTING VOCABULARY LEARNING OF ELLS USING COMPUTER-ASSISTED PEER-MEDIATED MORPHOGRAPH INSTRUCTION
Topic Area: English Language Learners

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

ELLs experience less success in reading than their same-age peers, supporting the need to identify effective instructional strategies to teach literacy skills to this population. Learn about a computer-assisted, peer-mediated morphograph instruction package that has been found effective. (1647)

Leader(s): Ya-yu Lo, University of North Carolina, Charlotte,

Presenter(s): Adrienne Anderson, University of North Carolina, Charlotte; Kimberly Bunch-Crump, University of North Carolina, Charlotte

1:00 PM-2:00 PM
202B | Session: 10
USING GROWTH MODELS OF STUDENT AA-AAS PERFORMANCE WITHIN A TEACHER EFFECTIVENESS SYSTEM
Topic Area: Measuring Special Education Teacher Effectiveness

Secondary Topic: Accountability & Large Scale Assessments

Format: Lecture

Explore different models to measure growth for students who participate in AA-AAS and how those growth models may be incorporated into evaluations of teacher effectiveness. The session highlights considerations regarding the appropriate uses of AA-AAS data within teacher effectiveness systems. (1764)

Leader(s): Meagan Karvonen, University of Kansas, Lawrence

Presenter(s): Shawnee Wakeman, University of North Carolina, Charlotte; Audra Ahumada, Arizona Department of Education, Phoenix

2:15 PM-3:15 PM
204C | Session: 11
COMPARING COLLEGE EXPERIENCES OF STUDENTS WITH INTELLECTUAL DISABILITIES AND TRADITIONAL FRESHMEN
Topic Area: Research

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Students with intellectual disabilities living-and-learning on college campuses is a growing phenomenon. Their experiences are compared with traditional 1st-year college students on academic challenge, collaborative learning, student-faculty interaction, and more. (1780)

Leader(s): Jo Hendrickson, University of Iowa, Iowa City, IA

Presenter(s): John Hosp, University of Iowa, Iowa City, IA; Bill Therrien, University of Iowa, Iowa City, IA

2:15 PM-3:15 PM **201A | Session: 12**
EARLY WARNING SYSTEMS: LESSONS LEARNED FROM 5 YEARS OF IMPLEMENTATION EFFORTS

Topic Area: Administration/Supervision

Secondary Topic: Administration/Supervision

Format: Lecture

Presenters will discuss the components of a comprehensive early warning system to improve graduation outcomes for students and also share the 4 general and 10 specific lessons learned at the state, district, and school levels applicable to users at all levels. (2638)

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

2:15 PM-3:15 PM **201B | Session: 13**
EFFECTS OF A COMPREHENSIVE CURRICULUM ON THE EARLY LITERACY OF AT-RISK PRESCHOOLERS

Topic Area: Early Childhood

Secondary Topic: Research

Format: Lecture

Preschool classrooms have a key role in providing experiences that support early literacy development as children may enter with a variety of accomplishments. Learn the results of a study that used a pretest-posttest design to examine the effectiveness of a comprehensive early literacy curriculum. (1106)

Leader(s): *Alina Mihai*, Indiana University, Bloomington

Presenter(s): *Gretchen Butera*, Indiana University, Bloomington; *Amber Friesen*, San Francisco State University, CA

2:15 PM-3:15 PM **204A | Session: 14**
FACTORS INFLUENCING POSITIVE OUTCOMES FOR POSTSECONDARY STUDENTS WITH DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Lecture

The NLTS-2 examined the link between receiving postsecondary accommodations, supports, and schoolwork help—those available because of a disability and those available to the general student body—and persistence and completion for college students with disabilities. Findings will be discussed. (1559)

Leader(s): *Lynn Newman*, SRI International, Menlo Park, CA

Presenter(s): *Joseph Madaus*, University of Connecticut, Storrs

2:15 PM-3:15 PM **203A | Session: 15**
INSTRUCTIONALLY RELEVANT ALTERNATE ASSESSMENTS FOR STUDENTS WITH SIGNIFICANT DISABILITIES

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Learn about the Dynamic Learning Maps alternate assessment and how you can make alternate assessments instructionally relevant for students with significant cognitive disabilities in your own classroom. (3198)

Leader(s): *Neal Kingston*, Center for Educational Testing and Evaluation, University of Kansas, Lawrence

Presenter(s): *Karen Erickson*, University of North Carolina, Chapel Hill; *Meagan Karvonen*, University of Kansas, Lawrence

2:15 PM-3:15 PM **202A | Session: 16**
LITERACY INSTRUCTION USING TECHNOLOGY WITH PRIMARY-AGED CLD LEARNERS

Topic Area: Technology and Media

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Learn how you can effectively and efficiently deliver evidence-based interventions to young CLD learners. Presenters will describe how computer software and iPad apps are used to enhance reading fluency and basic reading skills. Empirical designs are used to validate these procedures. (1352)

Leader(s): *Gwendolyn Cartledge*, The Ohio State University, Columbus

Presenter(s): *Shobana Musti-Rao*, Pace University, Pleasantville, NY; *Morris Council, III*, The Ohio State University, Columbus

2:15 PM-3:15 PM **202B | Session: 17**
MANAGING INCONTINENCE IN INCLUSIVE SETTINGS

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Autism Spectrum Disorder

Format: Demonstration

Incontinence is a challenge managed by teachers, families, and caregivers of some individuals with disabilities. Presenters share strategies to manage incontinence needs across inclusive settings and in the community, and training for educators including appropriate products. (1314)

Leader(s): *Laura Clarke*, Ball State University, Muncie, IN

Presenter(s): *Dusty Columbia Embury*, Eastern Kentucky University, Richmond

2:15 PM-3:15 PM **204B | Session: 18**
SOMETHING MAGICAL BETWEEN HMS SCHOOL FOR CHILDREN WITH CEREBRAL PALSY AND GERMANTOWN FRIENDS SCHOOL

Topic Area: Arts in Special Education

Secondary Topic: Developmental Disabilities

Format: Panel

For 30 years, students from HMS School for Children with Cerebral Palsy have partnered with students from Germantown Friends School in Philadelphia in children's musical theater. We will discuss the process, the success, and the lasting effect on participants. (2914)

Leader(s): *Christina Coia*, HMS School for Children with Cerebral Palsy, Philadelphia, PA

Presenter(s): *Mary Duffy*, Kardon Institute for Arts Therapy, Philadelphia, PA; *Teresa Maebori*, Germantown Friends School (Retired), Philadelphia, PA; *Andrea Green*, HMS School for Children with Cerebral Palsy, Philadelphia, PA; *Mindy Olimp-Zucca*, HMS School for Children with Cerebral Palsy, Philadelphia, PA

WEDNESDAY

2:15 PM-3:15 PM

203B | Session: 19

TWICE-EXCEPTIONAL CHILDREN: DOUBLE DIFFERENTIATION FOR PARADOX CHILDREN

Topic Area: Gifted and Talented

Secondary Topic: Learning Disabilities

Format: Lecture

Examine the dueling issues of identification, service, parent communication, and emotional and social support to be considered when teaching the “whole child.” Learn strategies that integrate special and gifted education to enable twice-exceptional children to learn to harness their own strengths. (2954)

Leader(s): *Claire Hughes*, College of Coastal Georgia, Brunswick, GA

2:15 PM-3:15 PM

201C | Session: 20

USING SRSD TO IMPROVE PERSUASIVE WRITING SKILLS OF STUDENTS WITH EBD SERVED IN RESTRICTIVE SETTINGS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session will summarize results of three studies implementing SRSD for persuasive writing with students with EBD in a residential school, including illustrations in language arts classes at the elementary and secondary level as well as an investigation in an elective health class. Implications for implementing writing interventions in more restrictive settings will be highlighted, including lessons learned on simultaneously addressing academics and behavior. (2376)

Leader(s): *Robin Ennis*, Clemson University, SC

3:30 PM-4:30 PM

204A | Session: 21

10 TIPS FOR ENHANCING READING INSTRUCTION FOR STUDENTS WITH INTELLECTUAL DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Research

Format: Demonstration

Take away 10 research-based reading intervention tips for students with ID that you can incorporate into your daily instruction. The presenter will share effective strategies evaluated in a series of single-subject research studies and will include additional strategies from the broader research. (1379)

Leader(s): *Chris Lemons*, Vanderbilt University, Nashville, TN

3:30 PM-4:30 PM

204C | Session: 22

ACCESSING WEB-BASED INSTRUCTIONAL RESOURCES FOR TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES

Topic Area: Technology and Media

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Demonstration

This session will include an interactive demonstration of how to access and use web-based resources. These resources were developed through the NCSC grant to assist teachers of students with significant disabilities in providing access to the CCSS. Participants are encouraged to bring laptops to this interactive session. (2395)

Leader(s): *Karen Guettler*, University of Kentucky, Lexington, **Presenter(s):** *Angel Lee*, University of North Carolina, Charlotte

3:30 PM-4:30 PM

201C | Session: 23

EMERGENT TECHNOLOGIES AND VISUAL IMPAIRMENTS, HAPTIC FEEDBACK AND 3D PRINTING

Topic Area: Visual Impairments

Secondary Topic: Technology and Media

Format: Lecture

This session will review the emergent technologies of haptic feedback and 3D printing. Samples of devices and products will be shared along with relevant research. Suggestions will be given on how this technology is likely to impact future services for students with visual impairments and the responsibilities that a professional in special education will likely need to understand. Suggestions will be tied to the Expanded Core Curriculum and Core Standards with attention to best practices in providing accessibility. (1344)

Leader(s): *Sean Tikkun*, Northern Illinois University, DeKalb

3:30 PM-4:30 PM

202B | Session: 24

EXAMINING SPECIAL EDUCATION IN ARAB STATES: A SYSTEMATIC REVIEW OF THE LITERATURE

Topic Area: International Programs/Services

Secondary Topic: Research

Format: Lecture

This session reports the results of a systematic search of the special education research and scholarship base for Arab countries that has been published in Arabic and English. Implications for policy makers, researchers, administrators, and educators in the Middle East and North Africa are provided. (1949)

Leader(s): *Clayton Keller*, Qatar University, Doha, Qatar **Presenter(s):** *Maha Al-Hendawi*, Qatar University, Doha, Qatar; *Reham Al-Sorhi*, Qatar University, Doha, Qatar

3:30 PM-4:30 PM**204B | Session: 25**

HOW TO FIND GOOD APPS: AN EVALUATION RUBRIC FOR IPAD APPS FOR TEACHING STUDENTS WITH LEARNING DISABILITIES

Topic Area: Learning Disabilities

Secondary Topic: Technology and Media

Format: Panel

Research has reported the use of computers can be an effective teaching method for teaching students with learning disabilities (LD). The use of iPads as education tools for students with disabilities has been a hot topic in the special education field recently. However, it is often challenging to look for effective applications (apps) because a large number of education apps are available in the market. The presenters will present an iPad app evaluation rubric developed to help parents, teachers and professionals who want to evaluate apps to find effective apps especially for teaching students with LD. (2606)

Leader(s): *Min Kyung Kim*, University of Texas, Austin

Presenter(s): *Eun Young Kang*, University of Texas, Austin; *Brian Bryant*, University of Texas, Austin; *Minwook Ok*, University of Texas, Austin

3:30 PM-4:30 PM**202A | Session: 26**

INFORMAL ASSESSMENT IN THE GENERAL AND SPECIAL EDUCATION CLASSROOM: TEACHER CANDIDATE OBSERVATIONS

Topic Area: Assessment

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Presenters discuss informal assessment in the K-6 general and K-12 special classroom, demonstrate the most common informal assessment techniques, and share teacher observations of the effectiveness of the techniques, including its use for diverse learners. (2175)

Leader(s): *Insoon Han*, University of Minnesota, Duluth

3:30 PM-4:30 PM**201B | Session: 27**

REDUCTION OF NONPUBLIC ENROLLMENT FOR STUDENTS WITH DISABILITIES IN WASHINGTON, DC SCHOOLS

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture

The Office of Special Education for Washington, DC Public Schools has improved accountability systems, built programming capacity, and engaged families to reduce nonpublic enrollment for students with disabilities. Learn strategies and implications to improve the effectiveness of service delivery. (2358)

Leader(s): *Jamey Burho*, University of Maryland, College Park

3:30 PM-4:30 PM**203B | Session: 28**

S.T.A.R.S: IMPROVING BEHAVIOR AND ACADEMICS THROUGH MENTORING PARTNERSHIPS

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Emotional and Behavioral Disorders

Format: Demonstration

A program that incorporates mentoring and brain-based research to improve the behavior and academics of children with BD is demonstrated. Participants will leave with plans on how to implement this type of program in their own school. (3095)

Leader(s): *Kathy Piechura-Couture*, Stetson University, DeLand, FL

Presenter(s): *Elizabeth Heins*, Stetson University, DeLand, FL

3:30 PM-4:30 PM**203A | Session: 29**

SELF-DETERMINATION FOR STUDENTS WITH VISUAL IMPAIRMENTS: INSTRUCTIONAL CONSIDERATIONS

Topic Area: Visual Impairments

Secondary Topic: Early Childhood

Format: Lecture

This session will outline theoretical perspectives on self-determination and will review several data-driven instructional strategies and programs devoted to promoting the capacity for self-determination among students with visual impairments. The use of these programs with students with visual impairments will be examined, including considerations for planning and assessment. Special consideration will be given to self-determination in early childhood and for students with additional disabilities. (2280)

Leader(s): *Adam Wilton*, University of British Columbia, Vancouver, Canada

3:30 PM-4:30 PM**201A | Session: 30**

WHAT DOES RESEARCH TELL US ABOUT POVERTY? A SPECIAL EDUCATION PERSPECTIVE

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture

Research is necessary to make sound decisions for teaching. Learn what research says about why childhood poverty is on the rise, the impact it has on children, what schools are and are not doing about it, and what can be done for students with disabilities who are also living in poverty. (3137)

Leader(s): *Jennifer Webb*, Walsh University, North Canton, OH

Presenter(s): *Seth Ringold*, Kent State University, OH; *Neslihan Unluol*, Kent State University, OH; *Andrew Wiley*, Kent State University, OH

WEDNESDAY



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Professional Development Hours (PDHs) Pennsylvania Act 48 Hours

New for 2014—CEC's online PDH portal. Need a transcript of PDHs or Pennsylvania Act 48 hours? Simple! Keep a personal record of sessions you attend by noting the session numbers below. Then, log into CEC's web site to report your hours online.

Certificates of attendance are also available through the PDH portal.

Session Tracker			
Wednesday, April 9 (Earn up to 6 hours)	Thursday, April 10 (Earn up to 6 hours)	Friday, April 11 (Earn up to 6 hours)	Saturday, April 12 (Earn up to 3 hours)
Session Number	Session Number	Session Number	Session Number

WEDNESDAY, APRIL 9, 2014

Opening General Session

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

The Opening General Session is the official kick-off to the CEC 2014 Convention & Expo! Join us for special remarks and presentations from the keynote speaker, **Andrew Solomon**, the CEC President, the convention program chair and more!



About Keynote Speaker Andrew Solomon

Andrew Solomon, a writer of remarkable talent and intellect, his newest book, *Far From the Tree: Parents, Children and the Search for Identity*, tells the stories of parents who not only learn to cope with children with physical, mental and social disabilities, but also find profound meaning in doing so.

The experience of difference within families is universal, as are the struggles toward compassion and the triumphs of love Solomon documents in every chapter. Solomon's last book, *The Noonday Demon: An Atlas of Depression*, won the 2001 National Book Award for Nonfiction, was a finalist for the 2002 Pulitzer Prize and won 14 other national awards.

WEDNESDAY

OPENING GENERAL SESSION

CEC President Robin D. Brewer, Presiding

Opening CeremoniesIntroductions **Robin D. Brewer****President's Remarks** **Robin D. Brewer****Awards Presentation** **Robin D. Brewer****STUDENT AWARDS****JESSICA BRESKE**

CEC Outstanding Undergraduate

MACKENZIE SAVAIANO

CEC Outstanding Graduate

SUZANNE KEMP

Susan Phillips Gorin Award

PROFESSIONAL AWARDS**SUSAN K. JOHNSEN**

Outstanding CEC Leadership Award

KATHLEEN LYNNE LANE

CEC Special Education Research Award

DANIELLE KOVACH

Clarissa Hug Teacher of the Year Award

ANN KAISER

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

Featured AddressIntroduction..... **Russell Gersten**
Convention Program ChairKeynote Address..... **Andrew Solomon****Appreciation and Closing**..... **Robin D. Brewer****President's Welcome Reception***(immediately following the Opening General Session)***6:30-8:00 p.m.****Expo Hall A**

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

CEC ASPIRING LEADERS

Want to get involved in CEC Leadership?
Not sure how to begin?

Nominations Committee Chair, CEC Immediate Past President Christy Chambers, invites you to attend a special session for aspiring leaders to discuss how you can get involved in YOUR organization! CEC needs you, your knowledge and your experience!



Talk to and learn from current CEC leaders about various leadership opportunities, time commitments, planning for and how to get started on your leadership journey.

THURSDAY, APRIL 10

2:45 – 3:45 p.m.

Room 110AB - Convention Center

"CEC ASPIRING LEADERS"

Presenters: CEC Nominations Standing Committee Members



THURSDAY, APRIL 10

8:00 a.m. - 5:00 p.m.

Lectures, Demonstrations, Panels, Posters, and
Multiple Presentations

STUDENT ACTIVITIES *(see page 35)*

PROGRAM CHAIR FEATURED SESSIONS *(see page 44)*

STRANDS *(see page 51)*

**VISIT THE EXPO
HALL A**

200 Level
9:00 a.m.–4:00 p.m.

DISCOVER, EAT, SHOP
11:30 a.m.–1:30 p.m.
EXPO ONLY TIME!



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PHILADELPHIA

8:00 AM - 10:00 AM

102A | Session: 32

Multiple Presentation

FIDELITY OF IMPLEMENTATION**Discussant***David Houchins*, Georgia State University, Atlanta**Moderator***Carrie Kane*, Georgia State University, Atlanta**Topic Area:** Research**Juvenile Justice Literacy Fidelity of Implementation: Findings From an IES-Funded RCT 4-year Project**

This session will focus on the final 4-year results of Project Liberate (R324A07067), an IES Reading, Writing, and Language RCT project. Specifically, presenters will focus on the validity and reliability of a literacy implementation fidelity instrument used in a juvenile justice school. Researchers will provide an in-depth analysis of the major constructs of the instrument. Instrument strengths and areas to improve will be provided. Participants will be given specific details on how our instrumentation can be adapted for their school setting.

Leader(s): *David Houchins*, Georgia State University, Atlanta**Presenter(s):** *Joseph Gagnon*, University of Florida, Gainesville; *Holly Lane*, University of Florida, Gainesville**Using Behavior Skills Training: Increasing Fidelity of Implementation of a Scripted Curriculum**

Paraeducators spend at least 10% of their time providing instructional support in small groups, providing one-to-one instruction, and modifying materials. It is critical that paraeducators receive training to increase fidelity of implementation and confidence in delivery of supports to students with disabilities. Learn how to use Behavior Skills Training (BST) to train paraeducators quickly and to a high level of fidelity. Presenters will discuss the components of BST, results of current research on the use of BST to train paraeducators to implement a scripted program with fidelity, and ideas for future research.

Leader(s): *Ginevra Courtade*, University of Louisville, KY**Presenter:** *Robert Pennington*, University of Louisville, KY**Beyond Fidelity: Analyzing the Instructional Delivery**

Why do some interventions work well and others do not? This study is a retrospective analysis of a scripted reading intervention study. While procedural fidelity was high (93%), a closer examination of instruction revealed specific components were frequently omitted: (a) modeling the strategy, (b) providing a rationale for the strategy, and (c) providing opportunities for practice. Further, results from this study may spark a discussion in the field about the implications of what this means for implementation of interventions in real schools outside of "highly controlled" research studies. Results of the study and implications for measuring fidelity will be discussed.

Leader(s): *Elizabeth Montanaro*, The Catholic University of America, Washington, DC

8:00 AM-10:00 AM

103C | Session: 33

IMPLICATION OF COMMON CORE STANDARDS IN READING FOR STUDENTS WITH DISABILITIES**Topic Area:** Implications of Education Reform Initiatives for Students with Disabilities**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Panel (2 hours)

This session identifies challenges and potential solutions for maximizing participation in CCSS through evidence-based reading instruction for students with autism spectrum disorders, behavioral disorders, intellectual disabilities, and learning disabilities. (2109)

Leader(s): *Stephanie Al Otaiba*, Southern Methodist University, Dallas, TX**Presenter(s):** *Jill Allor*, Southern Methodist University, Dallas, TX; *Stephen Ciullo*, Texas State University, San Marcos; *Miriam Ortiz*, Southern Methodist University, Dallas, TX; *Kelly Whalon*, University of Florida, Gainesville; *Ashley Moorshead*, Southern Methodist University, Dallas, TX

8:00 AM-9:30:00 AM

204C | Session: 35

TOWN HALL — TRANSITION ASSESSMENT: BEST PRACTICES AND EMERGING ISSUES**Topic Area:** Career Development/Transition**Secondary Topic:** Assessment**Format:** Panel (2 hours)

Join the discussion in this town hall as we examine transition assessment best practices, explore emerging issues, identify concepts from the recently published DCDT position paper on Transition Assessment, and discuss what the transition assessment process should be in the future.

Leader(s): *Dale Matusevich*, Delaware Department of Education, Dover**Presenter(s):** *Debra Neubert*, University of Maryland, College Park; *James Martin*, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman; *Colleen Thoma*, Virginia Commonwealth University, Richmond

8:00 AM-9:00 AM

201B | Session: 36

25 WAYS TO EMBED PROFESSIONAL DEVELOPMENT INTO EVERYTHING YOU DO**Topic Area:** Administration/Supervision**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

With limited resources, it is often difficult to find opportunities for professional development activities. Learn at least 25 different ways to embed professional development into your school day and year! (2189)

Leader(s): *Gina Scala*, East Stroudsburg University of Pennsylvania**Presenter(s):** *Kris Hirschmann*, K12 Inc., Tacoma, WA

THURSDAY

8:00 AM-9:00 AM Marriott Franklin Hall 1 | Session: 37

A CASE STUDY OF NAADAMAADIWIN TRIBAL SPECIAL EDUCATION LICENSURE PROGRAM

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Panel

The Naadamaadiwin Tribal Special Education Licensure Program is an initiative to recruit teachers specifically trained to teach Native American students with disabilities. Learn about the program, the benefits/challenges of the process, and findings on its effectiveness in teacher preparation. (2737)

Leader(s): Donna Patterson, Augsburg College, Minneapolis, MN

8:00 AM-9:00 AM 113B | Session: 38

A COMPREHENSIVE APPROACH TO SUPPORTING STUDENTS WITH ASD IN HIGH SCHOOL

Topic Area: Autism Spectrum Disorder

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

The Center for Secondary Education for Students With ASD is developing a comprehensive treatment program for high schools. Presenters will describe and demonstrate features of that program focusing on academics, social competence, independence, transition, and families. (1734)

Leader(s): Samuel Odom, University of North Carolina, Chapel Hill

Presenter(s): Kara Hume, Frank Porter Graham Child Development Institute/UNC, Chapel Hill; Colleen Reutebuch, University of Texas, The Meadows Center for Preventing Educational Risk, Austin; David Test, University of North Carolina, Charlotte; Jenny Redding Gustafson, Vanderbilt University, Nashville, TN; Kate Szidon, Waisman Center, University of Wisconsin, Madison

8:00 AM-9:00 AM 204A | Session: 39

A LONGITUDINAL ANALYSIS OF DISPROPORTIONALITY IN EBD AND SCHOOL DISCIPLINARY ACTIONS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Disproportionality is an enduring and extremely consequential outcome disparity that minority learners and families and educators of diverse groups experience in U.S. schools. This study explored minority disproportionality in identification of EBD and in disciplinary actions in Wisconsin. Results will be discussed. (3246)

Leader(s): Aydin Bal, University of Wisconsin, Madison

8:00 AM-9:00 AM

109B | Session: 40

A MULTI-TIER APPROACH TO IMPROVING VOCABULARY SKILLS OF KINDERGARTEN STUDENTS: LONGITUDINAL RESULTS

Topic Area: Early Childhood

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Project Early Vocabulary Intervention provides a multi-tiered structure for Kindergarten classrooms to support the vocabulary development of all students. This session presents results from the first 2 years of a longitudinal IES-funded efficacy study. (1952)

Leader(s): Sharon Ware, University of Connecticut, Storrs

Presenter(s): Michael Coyne, University of Connecticut, Storrs; Mari Cuticelli, University of Connecticut, Storrs

8:00 AM-9:00 AM

204B | Session: 41

A NOTE-TAKING INTERVENTION FOR STUDENTS WITH DISABILITIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

Strategic note-taking has improved the note-taking skills and achievement of students with disabilities. Learn about note-taking problems encountered by SWD, how teachers can assist students with note-taking, a research study on SN, and findings from a 3-year IES grant on SN. (2419)

Leader(s): Joseph Boyle, Temple University, Philadelphia, PA

8:00 AM-9:00 AM

103B | Session: 42

ABRACADABRA: A FREE COMPUTER-BASED PROGRAM TO DEVELOP READING SKILLS

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

In this session you will learn about the effectiveness of a computer program called ABRACADABRA (ABRA). The students who worked with ABRA, especially those with dyslexia, made significant progress on word reading, decoding, and reading comprehension. Results will be shared. (2286)

Leader(s): Kathryn Garforth, University of British Columbia, Vancouver, Canada

8:00 AM-9:00 AM

202B | Session: 43

ADDRESSING COMMUNITY ACCESS FOR STUDENTS IN TRANSITION: A TOOL FOR PHYSICAL THERAPISTS

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Assessment

Format: Lecture

Community access is an important factor in successful transition for students with disabilities. Learn about CAPA, designed as an evidence-based approach to empower the transition team to address the physical access needs of students in transition. (1130)

Leader(s): Sharon Ray, Stony Brook University, NY

Presenter(s): Richard Johnson, Stony Brook University, NY

8:00 AM-9:00 AM**113A | Session: 44****ALIGNING IEP GOALS WITH CCSS AND CREATING EFFECTIVE LESSON PLANS FOR STUDENTS WITH LD****Topic Area:** Teacher Education**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Lecture

Examine the findings of a study that assisted teacher candidates in creating IEPs which include annual goals aligned with CCSS, providing support for students with LD to enable access to the general education curriculum, and designing effective lesson plans based on the principles of UDL. (2735)

Leader(s): Susan Courey, San Francisco State University, CA**Presenter(s):** Phyllis Tappe, San Francisco State University, CA; Ellen Cook, University of California, Berkeley/San Francisco State University**8:00 AM-9:00 AM****203B | Session: 45****BITING INTO THE COMMON CORE...PRESENTED BY THOSE TEACHERS****Topic Area:** Gifted and Talented**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This hands-on session will show you how CCSS can empower all learners and create proficient thinkers; how to use global learning with gifted students; and how to embed thinking skills and collaborative problem-solving techniques to increase student achievement, without loading on extra work for teachers. (1296)

Leader(s): Marcia Fay, Coconut Creek Elementary, FL**Presenter(s):** Michele Rothacker, Coconut Creek Elementary, FL**8:00 AM-9:00 AM****201A | Session: 46****CEC'S STANDARDS FOR EVIDENCE-BASED PRACTICES IN SPECIAL EDUCATION****Topic Area:** Research**Format:** Lecture

This session will describe the process used to develop CEC's Standards for Evidence-Based Practices and the CEC resources available on this topic. CEC's Board of Director's commissioned an Evidence-Based Practices in Special Education Workgroup. Workgroup members will describe an approach for categorizing the evidence-base of practices in special education. The quality indicators and criteria for categorizing the evidence base of special education practices is intended for use by groups or individuals with advanced training and experience in educational research design and methods.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA**Presenter(s):** Bryan Cook, University of Hawaii, Honolulu**8:00 AM-9:00 AM****202A | Session: 47****EVERY CHILD READY: CURRICULUM-BASED MEASUREMENT IN EARLY EDUCATION****Topic Area:** Assessment**Secondary Topic:** Early Childhood**Format:** Demonstration

CBM incorporates curriculum standards and goals as criteria for items and is a key component of the RTI educational model. Presenters outline the creation and implementation of CBMs aligned with a researched-based early childhood curriculum and the reporting techniques used to inform instruction. (2869)

Leader(s): Jevonna Willis, AppleTree Early Learning Public Charter Schools, Washington, DC**Presenter(s):** Shornett Vaughans-Oliver, AppleTree Early Learning Public Charter Schools, Washington, DC**8:00 AM-9:00 AM****104B | Session: 48****EVIDENCE-BASED CULTURALLY RESPONSIVE TEACHING PRACTICES****Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** English Language Learners**Format:** Panel

Learn the importance of providing culturally responsive instruction for culturally and linguistically diverse students with and without disabilities. Presenters review the literature conducted for a national center and the criteria to identify CR practices associated with positive student outcomes. (2730)

Leader(s): Terese Aceves, Loyola Marymount University, Los Angeles, CA**Presenter(s):** Nari Choi, University of Florida, Gainesville**8:00 AM-9:00 AM****104A | Session: 49****EXPERIENCES OF STUDENTS WITH VISUAL IMPAIRMENTS IN INQUIRY-BASED SCIENCE****Topic Area:** Visual Impairments**Secondary Topic:** Instructional Design and Strategies**Format:** Panel

This session will show the results of research studies conducted during a summer science camp experience for students with VI. The curriculum used during the camp will be presented as well as tips on how this type of summer camp experience may be duplicated in classrooms—an important topic since inquiry-based science is mandated in the new Next Generation Science Standards. (1052)

Leader(s): Tiffany Wild, The Ohio State University, Columbus**Presenter(s):** Kathleen Farrand, The Ohio State University, Columbus

THURSDAY

8:00 AM-9:00 AM

112B | Session: 50

SECONDARY COURSE TAKING PATTERNS AND POSTSCHOOL OUTCOMES OF ENGLISH LEARNERS WITH DISABILITIES

Topic Area: English Language Learners

Secondary Topic: Career Development/Transition

Format: Lecture (1 hour)

Many ELs with disabilities experience poor postschool outcomes. This secondary analysis of the NLTS2 describes the EL population, their high school course taking patterns, and postschool outcomes. Implications for transition policy, research, and education are discussed. (2603)

Leader(s): Audrey Trainor, University of Wisconsin, Madison

8:00 AM-9:00 AM

106AB | Session: 51

FACTORS ASSOCIATED WITH POSITIVE OUTCOMES FOR DEAF AND HARD OF HEARING STUDENTS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Career Development/Transition

Format: Lecture

Learn about findings from the NLTS2 examining the linkages between high school experiences and more positive high school outcomes, and post-high school achievements of deaf and hard-of-hearing youth in general and special education schools. Results and implications to the field will be discussed. (2538)

Leader(s): Lynn Newman, SRI International, Menlo Park, CA

Presenter(s): Marc Marschark, Rochester Institute of Technology, NY; Debra Shaver, SRI International, Menlo Park, CA

8:00 AM-9:00 AM

112A | Session: 52

IF NOT NOW, THEN WHEN? IF NOT ME, THEN WHO?

Topic Area: Arts in Special Education

Secondary Topic: Research

Format: Lecture

Even today, students with disabilities are still often marginalized in the classroom. We are the ones who need to make sure that each child is learning through adaptive strategies, relevant lessons, and high expectations—with a dash of fun! Lesson ideas and strategies are shared. (1840)

Leader(s): Alexandra Ogle, Moore College of Art & Design, Philadelphia, PA

Presenter(s): Lynne Horoschak, Moore College of Art & Design, Philadelphia, PA; Veronica Hicks, The Children's Home Society of New Jersey, Trenton; Linda Moye, Moore College of Art & Design, Philadelphia, PA

8:00 AM-9:00 AM

Marriott Franklin Hall 2 | Session: 53

IMPROVING AT-RISK FOURTH GRADER FRACTION PERFORMANCE

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Lecture

Students at risk for math disabilities were randomly assigned to 3 conditions: conceptual intervention with fluency-building practice, with conceptual practice, or with control. We explain the curriculums and results that support their efficacy, while looking at moderators of intervention effects. (1407)

Leader(s): Robin Schumacher, Vanderbilt University, Nashville, TN

Presenter(s): Lynn Fuchs, Vanderbilt University, Nashville, TN; Amelia Malone, Vanderbilt University, Nashville, TN; Jessica Namkung, Vanderbilt University, Nashville, TN

8:00 AM-9:00 AM

107B | Session: 54

INCLUSIVE EDUCATION AROUND THE WORLD: A CASE FOR BELIZE, CYPRUS, ZAMBIA, AND ZIMBABWE

Topic Area: International Programs/Services

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Although inclusive education has become a global trend, provision of services for students with disabilities varies across nations. Presenters will draw from their experiences in international settings to highlight inclusive practices in their respective countries (1616)

Leader(s): Florence Muwana, University of Wisconsin, Oshkosh

Presenter(s): Diana Sukhram, SUNY-Old Westbury; Chryso Mouzourou, University of Illinois at Urbana-Champaign; Lindiwe Magaya, Georgian Court University, Lakewood, NJ

8:00 AM-9:00 AM

113C | Session: 55

LITERACY PRACTICES AND DEVELOPMENT OF TEACHERS OF STUDENTS WITH INTELLECTUAL DISABILITY

Topic Area: Developmental Disabilities

Secondary Topic: Teacher Education

Format: Lecture

This survey analyzed the preservice and inservice preparation of teachers of adolescents with significant cognitive disabilities to identify how they are prepared in their preservice programs and then supported in inservice professional development. Implications will be presented. (2248)

Leader(s): Carly Roberts, Purdue University, West Lafayette, IN

8:00 AM-9:00 AM**111B | Session: 56**

MULTIPLE PERSPECTIVES: BEING AN EARLY CHILDHOOD SPECIAL EDUCATOR IN TURKEY AND GUATEMALA

Topic Area: Early Childhood

Secondary Topic: Teacher Education

Format: Lecture

This session compares and contrasts the early childhood special education system in Guatemala and Turkey. The education system in both countries will be analyzed on demographics of children with special needs, service delivery system, special education teacher preparation programs, and policies. (2393)

Leader(s): *Serra Acar*, University of Oregon, Eugene

Presenter(s): *Ruby Batz*, University of Oregon, Eugene

8:00 AM-9:00 AM**201C | Session: 57**

PROFESSIONAL DEVELOPMENT AND COACHING TO SUPPORT THE IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

Topic Area: Administration/Supervision

Secondary Topic: Research

Format: Lecture

This session will provide a research-based framework of professional development (PD) and coaching that is designed to support the implementation of evidence-based practices and improved student outcomes. (1260)

Leader(s): *Jennifer Pierce*, University of Washington, Seattle

Presenter(s): *Yelena Patish*, University of Washington, Seattle

8:00 AM-9:00 AM**203A | Session: 58**

PROGRAM CHAIR FEATURED SESSION: CONTEMPORARY CHALLENGES FOR THE LEADERSHIP OF SPECIAL EDUCATION

Topic Area: Administration/Supervision

Secondary Topic: Public Policy

Format: Panel

Panelists illustrate how they link research and policy in leading state and local educational agencies, and develop aspiring leaders to support high quality effective special education.

Leader(s): *Mary Lynn Boscardin*, University of Massachusetts, Amherst; *Jean Crockett*, University of Florida, Gainesville

Presenter(s): *Anne Louise Thompson Granfield*, University of Kentucky, Lexington; *John Provost*, North Brookfield Schools, MA; *Joyce Butler*, University of Massachusetts, Amherst

8:00 AM-9:00 AM Marriott Franklin Hall 9/10 | Session: 59

PROGRAM CHAIR FEATURED SESSION: REDUCING RISK FOR YOUNG URBAN DIVERSE LEARNERS: WHAT DO WE KNOW?

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session will identify practices that are most promising for reducing risk in young urban learners. Learn how to help children acquire basic reading skills by using effective interventions, cultural adaptations, technology applications, and teacher skills.

Leader(s): *Gwendolyn Cartledge*, The Ohio State University, Columbus

Presenter(s): *Mariah Barber*, The Ohio State University, Columbus; *DeLayna Green*, The Ohio State University, Columbus

8:00 AM-9:00 AM**110AB | Session: 60**

SELF-ADVOCACY: AN EXPERIENCE-BASED CURRICULUM THAT ENCOURAGES STUDENT EMPOWERMENT

Topic Area: Career Development/Transition

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session will highlight a curriculum designed to teach self-advocacy skills to students from preschool age through 21, while focusing on student empowerment projects to propel student access and participation in their IEPs. (1807)

Leader(s): *Jodi Duke*, George Mason University, Fairfax, VA

Presenter(s): *Christopher Nace*, District of Columbia Public Schools, Washington, DC

8:00 AM-9:00 AM Marriott Franklin Hall 3/4 | Session: 61

STRAND A, SESSION 1: INTRODUCTION TO SBMH: DEFINITIONS AND EXAMPLES THAT FIT THE MTSS MODEL

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Learning Disabilities

Format: Lecture

Dr. Sharon Stephan will discuss national, state, and local policies and best practices for comprehensive school mental health programming. She will define school-based mental health in MTSS, and review selection and implementation of evidence-based mental health services.

Leader(s): *Sharon Stephan*, University of Maryland School of Medicine, Baltimore

THURSDAY

8:00 AM-9:00 AM Marriott Franklin Hall 12 Session: 62

STRAND B, SESSION 1: MILITARY-CONNECTED STUDENTS: UNIQUE CHALLENGES AND THE IMPACT ON EDUCATION

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Panel

A distinguished panel addresses unique challenges military children with special needs experience. A retired four-star general, who was the parent of a child with special education needs and who successfully built effective local partnerships with schools, will facilitate the panel of leaders.

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

8:00 AM-9:00 AM Marriott Franklin Hall 7 Session: 63

STRAND C, SESSION 1: THE COMMON CORE STANDARDS IN FRACTIONS FOR GRADES TO 7

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session will present the big ideas associated with the concepts of fractions as well as the methods for teaching them. Common misconceptions and how they can be addressed and the relationship of fractions to decimals will also be discussed.

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

8:00 AM-9:00 AM Marriott Franklin Hall 13 Session: 64

STRAND Q, SESSION 1: SWDS AND ONLINE LEARNING: TRENDS, ISSUES, AND OUTCOMES

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Administration/Supervision

Format: Lecture

The COLSD has conducted numerous studies to determine the level of participation, engagement, and achievement of SWDs in online education. This session presents a picture of the rapidly changing landscape of online learning.

Leader(s): *Diana Greer*, University of Kansas, Lawrence

Presenter(s): *Paula Burdette*, Center on Online Learning and Students with Disabilities; *Skip Stahl*, CAST, Wakefield, MA

8:00 AM-9:00 AM

105B Session: 65

USING IPADS TO TEACH TRANSITION SKILLS

Topic Area: Career Development/Transition

Secondary Topic: Technology and Media

Format: Lecture

Presenters share the results of a study that evaluated the effectiveness of using video modeling delivered through an iPad as a means of teaching transition-related skills to young adults with disabilities in a community-based 18-21 program. Learn about the positive results. (1925)

Leader(s): *Ryan Kellems*, Brigham Young University, Provo, UT

Presenter(s): *Tobias Rickard*, Eugene 4J School District, OR

8:00 AM-9:00 AM

107A Session: 66

EXHIBITOR SHOWCASE SESSION: DOING MORE WITH LESS

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

Learn how using the interactive technology program—VizZle—can help you do more with less! Today, we have to find efficient ways to plan, effective ways to present, and economical ways to share content. Also, we need to have the data to back up our hard work. VizZle makes all of these tasks easy!

Presenter(s): *Courtney Monastra*, Monarch Teaching Technologies, Creators of VizZle, Shaker Heights, OH

8:00 AM - 9:00 AM

Room: 103A | Session: 67

Multiple Presentation

MATHEMATICAL PROBLEM-SOLVING FOR STUDENTS WITH LD

Moderator*Jennifer Krawec, University of Miami, Coral Gables, FL***Topic Area:** Learning Disabilities

Effect of the Solve Strategy on the Mathematical Problem-Solving Skill of Secondary Students With LD

The SOLVE Strategy is a multicomponent mathematical problem-solving strategy designed to help students attack word problems. This study adapted the instructional process of the SOLVE Strategy combining explicit instruction and incorporating an established approach to eight systematic stages of instruction to determine if the strategy is effective at increasing mathematical reasoning and problem solving. Specifically, we assessed (a) student knowledge of the strategy, (b) student use of the strategy while completing mathematical word problems, (c) correct response for each word problem, and (d) student scores on a standardized measure of math problem solving. Results will be shared.

Leader: *Shaqwana Freeman-Green, Illinois State University, Normal*

Presenter(s): *Christopher O'Brien, University of North Carolina, Charlotte;*

Charles Wood, University of North Carolina, Charlotte; Sara Beth Hitt, University of North Carolina, Charlotte

Evidence-Based Strategies to Teach Mathematical Problem Solving to Students With LD

This session focuses on word problem-solving strategies, the concrete-representational-abstract (CRA) sequence, schematic-based instruction (SBI), and cognitive strategy instruction (CSI), to support students with learning disabilities. Presenters will explain how these strategies overlap and participants will engage in hands-on activities to learn the detailed steps of each intervention.

Leader: *Lisa Morin, Old Dominion University, Norfolk, VA*

Presenter: *Jugnu Agrawal, George Mason University/Fairfax County Public Schools, VA*

8:00 AM-8:45 AM

Poster 20, Room 108 | Session: 68

A HELPING HAND: EVIDENCE-BASED INTERVENTIONS FOR SOCIAL-SKILL BUILDING IN CHILDREN WITH ASD

Topic Area: Early Childhood**Secondary Topic:** Developmental Disabilities**Format:** Poster Session

This session presents a matrix of the outcomes of research to describe and evaluate interventions for social skills in young children with ASD. Research was collected using a systematic review of relevant literature, and resulting studies were analyzed for utility and effect size. (2115)

Leader(s): *Ruby Batz, University of Oregon, Eugene*

Presenter(s): *Sarah Hansen, University of Oregon, Eugene*

8:00 AM-8:45 AM

Poster 22, Room 108 | Session: 69

A LEADER GUIDE TO BUILDING HIGH QUALITY PROGRAMMING FOR STUDENTS WITH ASD

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Administration/Supervision**Format:** Poster Session

Are you a school leader who needs information on building quality programming for students with ASD? This is for you! Learn about evidence-based practices for serving students with ASD and strategies for supporting teachers and other professionals in implementing these practices. (1963)

Leader(s): *Christina Carnahan, University of Cincinnati, OH*

Presenter(s): *K. Alisa Lowrey, Louisiana State University Health Sciences Center, New Orleans; Kate Snyder, Springfield College, MA*

8:00 AM-8:45 AM

Poster 15, Room 108 | Session: 70

A PARADIGM SHIFT? PARENTS AS TEACHER IN THE K-12 ONLINE LEARNING ENVIRONMENT

Topic Area: Parent/Family/School Partnerships**Secondary Topic:** Technology and Media**Format:** Poster Session

This study focused on the changing requirements for parents and/or adult family member of children with disabilities enrolled in fully online K-12 education. Hear the findings and the impact these changes are having on parent-school interaction. (3173)

Leader(s): *Sean Smith, University of Kansas, Lawrence*

THURSDAY

8:00 AM-8:45 AM

Poster 10, Room 108

Session: 71

A REVIEW OF ALGEBRA PROBLEM-SOLVING INTERVENTIONS FOR STUDENTS WITH LEARNING DIFFICULTIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Poster Session

We share an analysis of algebra instructional interventions for middle and high school students with learning difficulties by examining 10 empirical studies. A total of 7 interventions emerged and were classified into 5 distinct categories. Learn how interventions can be modeled as a system. (1280)

Leader(s): Jiwon Hwang, Pennsylvania State University, State College

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

8:00 AM-8:45 AM

Poster 01, Room 108

Session: 72

A REVIEW OF THE DIVERSITY OF PARTICIPANTS IN NATURALISTIC INTERVENTION STUDIES

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Research

Format: Poster Session

This session examines data on participant characteristics from studies on naturalistic interventions, especially the cultural and linguistic diversity of students with ID and autism. Learn how to include diverse participants and incorporate cultural considerations during intervention. (2439)

Leader(s): Angi Stone-MacDonald, University of Massachusetts, Boston

Presenter(s): Jennifer Smith, Ben L. Smith High School, Greensboro, NC; Elizabeth West, University of Washington, Seattle; Lisa Liberty, University of Washington, Seattle

8:00 AM-8:45 AM

Poster 07, Room 108

Session: 73

BEHAVIOR MOMENTUM EMBEDDED IN COMPUTER-BASED INSTRUCTION: IMPLICATIONS FOR TEACHERS AND STUDENTS

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Poster Session

Behavior momentum embedded in the Funnix Math Curriculum is used in a study to evaluate effects on the behavior of students with disabilities during math instruction. Implications for teachers' training to provide multiple opportunities to respond and a high rate of positive reinforcement are discussed. (1289)

Leader(s): Sarah Howorth, University of Buffalo, NY

Presenter(s): Sharon Raimondi, University at Buffalo/Buffalo State College, NY

8:00 AM-8:45 AM

Poster 25, Room 108

Session: 74

BROADENING THE DEFINITION OF ENGAGEMENT FOR STUDENTS WITH SEVERE DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Research

Format: Poster Session

Engagement plays a critical role in learning and future outcomes for students with and without disabilities. This study investigated the perceptions of recognized faculty members whose research focuses on students with significant disabilities. Implications for practice and research are discussed. (2993)

Leader(s): Aleksandra Hollingshead, University of Cincinnati, OH

8:00 AM-8:45 AM

Poster 05, Room 108

Session: 75

COMPLETING COLLEGE: ANTECEDENTS OF SUCCESS IN POSTSECONDARY EDUCATION FOR STUDENTS WITH DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

The majority of students with disabilities who endeavor to earn a college degree fail to persist until graduation. This session shares the results of a study that employed the causal step approach to examine the mediating role that college experiences play in predicting college completion. (2357)

Leader(s): Edwin Achola, California State University, Long Beach

8:00 AM-8:45 AM

Poster 19, Room 108

Session: 76

DISCIPLINE-SPECIFIC PRACTICES FOR WRITING TO LEARN AND LEARNING TO WRITE IN SCIENCE

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Presenters review discipline-specific writing practices in secondary science classes. Learn how these practices prepare students to meet CCSS college and career readiness writing demands, while supporting struggling writers in building writing skills and strategies to enhance content learning. (2416)

Leader(s): Sally Drew, Central Connecticut State University, New Britain

8:00 AM-8:45 AM

Poster 12, Room 108

Session: 77

DYSCALCULIA: WHAT IT IS AND WHAT WE CAN DO ABOUT IT

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

More than 80% of students with LD are educated in general education classrooms. Although it is estimated that 7% have been diagnosed with Dyscalculia few educators know what it is, the cause, or how to address it in class. Learn about Dyscalculia and strategies to address it in your school. (1067)

Leader(s): Yvette Latunde, Azusa Pacific University/Walden University, CA

8:00 AM-8:45 AM Poster 03, Room 108 Session: 78**EFFECT OF AUDITORY WORKING MEMORY TRAINING IN STUDENTS WITH VISUAL IMPAIRMENT****Topic Area:** Visual Impairments**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

Learn how Auditory Working Memory Training can improve math problem-solving performance for students with VI. Presenters will share examples of training materials and participant data, and demonstrate the training procedures. (2245)

Leader(s): *Dake Zhang*, Rutgers University, New Brunswick, NJ**8:00 AM-8:45 AM Poster 23, Room 108 Session: 79****EFFECTS OF DIRECT INSTRUCTION ENHANCEMENTS ON GROUP RESPONDING BY STUDENTS WITH AUTISM****Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Research**Format:** Poster Session

Results of a study that evaluated the effects of DI with enhancements on group responding by students with autism during math lessons will be shared. Limitations, directions for research, and implications for practice will also be discussed. (2287)

Leader(s): *Julie Thompson*, University of North Carolina, Charlotte**Presenter(s):** *Charles Wood*, University of North Carolina, Charlotte; *Angela Preston*, University of North Carolina, Charlotte**8:00 AM-8:45 AM Poster 09, Room 108 Session: 80****EMBEDDING EXPLICIT LITERACY INSTRUCTION INTO SOCIAL STUDIES FOR STRUGGLING LEARNERS****Topic Area:** Instructional Design and Strategies**Secondary Topic:** Teacher Education**Format:** Poster Session

Strategies for embedding literacy within social studies lessons are shared. Findings from a mixed-methods study conducted at a large, urban high school will provide real-world strategies for both social studies content teachers and special educators. (2407)

Leader(s): *Pamela Williamson*, University of North Carolina, Greensboro**Presenter(s):** *Maya Israel*, University of Illinois, Urbana-Champaign**8:00 AM-8:45 AM Poster 08, Room 108 Session: 81****EVALUATION OF SPECIAL EDUCATION DOCTORAL WEB SITES: OUTCOMES OF A MULTIYEAR INVESTIGATION****Topic Area:** Teacher Education**Secondary Topic:** Research**Format:** Poster Session

Do university web sites consistently meet the navigability and usability needs of students who visit them in their quest for information? The findings of this study suggest that they do not. Graduate students reviewed select university and special education doctoral program web sites across the U.S. (2920)

Leader(s): *Todd Sundeen*, University of Northern Colorado, Greeley**Presenter(s):** *Krista Vince Garland*, Buffalo State College, NY**8:00 AM-8:45 AM Poster 17, Room 108 Session: 82****EVOLVING THE PREPARATION OF THE INSTRUCTIONAL LEADER FOR STUDENTS WITH DISABILITIES****Topic Area:** Administration/Supervision**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Poster Session

Instructional leadership is the most critical responsibility of today's principal, however, findings revealed that principals have a limited understanding of this role. Learn about effective principal preparation and professional development programs for your school. (1221)

Leader(s): *Jeremy Lynch*, Slippery Rock University of Pennsylvania**8:00 AM-8:45 AM Poster 11, Room 108 Session: 83****FACTORS ASSOCIATED WITH KOREAN STUDENT TEACHER ATTITUDE TOWARD AUTISM AND INCLUSION****Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** Teacher Education**Format:** Poster Session

Logistic regression analysis was implemented to identify factors that affected student teachers' attitudes toward inclusion of students with autism in South Korea. Examine the findings which indicate that autism classes and volunteering experiences have the most significant influence. (2297)

Leader(s): *Saahoon Hong*, University of Minnesota, Minneapolis**Presenter(s):** *Misuk Lee*, Kongju National University, Korea; *Sohyun Yang*, Kongju National University, Korea

THURSDAY

8:00 AM-8:45 AM

Poster 13, Room 108 | Session: 84

HOW TEACHERS PROVIDE ACCOMMODATIONS IN THE INCLUSIVE CLASSROOM

Topic Area: Learning Disabilities

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

How inclusion teachers provide instructional accommodations informs best practices. High school content-area general and special educators, students with ADHD, communication impairment, LD, EBD, and general education peers were observed to document practices. Results are discussed. (1964)

Leader(s): *Elizabeth Stringer Keefe*, Lesley University, Cambridge, MA

Presenter(s): *Diana Baker*, Boston College, Chestnut Hill, MA; *David Scanlon*, Boston College, Chestnut Hill, MA

8:00 AM-8:45 AM

Poster 24, Room 108 | Session: 85

INCREASING JOINT ATTENTION IN PRESCHOOL STUDENTS WITH AUTISM USING SHARED STORYBOOK READING

Topic Area: Autism Spectrum Disorder

Secondary Topic: Early Childhood

Format: Poster Session

Shared storybook reading is a natural activity in which caregivers and children partake in communicating and shared joint attention. Learn the results of a study that used the Meaningful Interaction Through Storybooks intervention to increase children's joint attention. (2120)

Leader(s): *Kate Zimmer*, University of Florida, Gainesville

8:00 AM-8:45 AM

Poster 04, Room 108 | Session: 86

INVESTIGATING BEHAVIORAL EXPERIMENTAL STUDIES IN ALTERNATIVE SCHOOL SETTINGS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Learning Disabilities

Format: Poster Session

Learn the results of 15 evidence-based behavioral interventions for providing positive behavior supports to students placed in alternative school settings. Findings will be shared along with limitations; suggestions for teachers, administrators, and support staff; and future areas of research. (1264)

Leader(s): *Mora Pressley*, Georgia State University, Atlanta

Presenter(s): *Weke Andrews*, Georgia State University, Atlanta; *Carrie Kane*, Georgia State University, Atlanta

8:00 AM-8:45 AM

Poster 18, Room 108 | Session: 87

OUTCOMES OF CENTERS OF INTEREST AS AN ALTERNATIVE STRATEGY FOR INCLUSIVE SETTINGS

Topic Area: International Programs/Services

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Learn about the research findings of using Centers of Interest and the cognitive behavioral method as a strategy to improve and enrich the access and development of the learning process of students with special needs, including the gifted and talented. (1552)

Leader(s): *Humberto Montero*, Escuela Normal De Especialización Humberto Ramos Lozano, Monterrey, Mexico

Presenter(s): *Alejandra Mendoza*, Escuela Normal De Especialización Humberto Ramos Lozano, Monterrey, Mexico; *Dario Moreno*, Escuela Normal de Especialización Humberto Ramos Lozano, Monterrey, Mexico

8:00 AM-8:45 AM

Poster 16, Room 108 | Session: 88

PROVIDING ACCESS: SELECTING AND IMPLEMENTING FREQUENTLY USED ACCOMMODATIONS ON STATEWIDE ASSESSMENTS

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Public Policy

Format: Poster Session

It is often challenging to make appropriate accommodations decisions for the Read Aloud, Scribe, Word Prediction, Spell-Check, and Calculator accommodations. Learn practical suggestions to help you confidently select, implement, and evaluate these accommodations. (2454)

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

Presenter(s): *Aleksis Kincaid*, National Center on Educational Outcomes, University of Minnesota, Minneapolis

8:00 AM-8:45 AM

Poster 02, Room 108 | Session: 89

PUTTING ISSUES INTO FOCUS: SEEING AND ADDRESSING THE MULTIFACETED NEEDS OF DIVERSE LEARNERS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: English Language Learners

Format: Poster Session

Learn about issues impacting performance, acculturation, and well-being for culturally and linguistically diverse/exceptional students. Topics include financial need, family separation, physical and mental health, acculturation, language acquisition, and other variables impacting students. (1699)

Leader(s): *Patricia Rice Doran*, Towson University, MD

Presenter(s): *Amy Mazur*, Educational Consultant, Washington, DC

8:00 AM-8:45 AM **Poster 21, Room 108** | **Session: 90**
 TEACHING BEGINNING READERS TO DECODE: THE ROLE OF PSEUDOWORDS

Topic Area: Early Childhood

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Including pseudowords during early decoding instruction offers the potential of increased exposure to more letter-sound sequences and additional opportunities for practice with novel stimuli. A study of the role of pseudowords for decoding instruction will be presented. (1992)

Leader(s): *Keri Madsen*, University of Florida, Gainesville

Presenter(s): *Holly Lane*, University of Florida, Gainesville; *Hazel Jones*, University of Florida, Gainesville

8:00 AM-8:45 AM **Poster 14, Room 108** | **Session: 91**
 THE KEY TO SUCCESSFUL TEACHING: MOTIVATING STUDENTS TO LEARN!

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Motivating students to learn is an important component of teaching. But how can we better motivate our own students? Learn strategies to improve motivation through goal setting, promoting self-efficacy and positive attributions, praise and rewards, teacher enthusiasm, and use of discrepant events. (2953)

Leader(s): *Margo Mastropieri*, George Mason University, Fairfax, VA

Presenter(s): *Tom Scruggs*, George Mason University, Fairfax, VA; *Andrea Boykin*, George Mason University, Fairfax, VA

8:00 AM-8:45 AM **Poster 06, Room 108** | **Session: 92**
 USING PREDICTORS TO PROMOTE POSITIVE OUTCOMES FOR STUDENTS WITH AUTISM AND DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

In this session predictors of postschool outcomes for employment and postsecondary education are identified for promoting positive outcomes of transition-age students with autism and moderate/intensive disabilities. (2551)

Leader(s): *Carol Sparber*, Kent State University, OH

Presenter(s): *Alfred Daviso*, University of Akron, OH

9:15 AM-11:15 AM **114 - Lecture Hall** | **Session: 94**
CASE SHOWCASE

90 TIPS IN 120 MINUTES

Topic Area: Administration/Supervision

Secondary Topic: Public Policy

Format: Panel (2 hours)

This fast-paced session provides 90 practical tips on all things legal in the field of special education. Topics 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

9:15 AM-11:15 AM **113A** | **Session: 95**
TED SHOWCASE

CREATING OPPORTUNITIES TO LEARN FOR TEACHERS: IMPROVING OUTCOMES FOR STUDENTS WITH DISABILITIES

Topic Area: Teacher Education

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Demonstration (2 hours)

We demonstrate the policy and professional development tools developed by CEEDAR and being used by state departments of education, colleges of education, and partner school districts to create professional learning systems to provide effective OTLs for teachers of students with disabilities. (2235)

Leader(s): *Mary Brownell*, University of Florida, Gainesville

Presenter(s): *Margaret Kamman*, University of Florida, Gainesville; *Erica McCray*, University of Florida, Gainesville

9:15 AM-10:15 AM **204A** | **Session: 99**
 ADAPTING TIER 2 EVIDENCE-BASED PRACTICES FOR USE IN ALTERNATIVE EDUCATION SETTINGS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Lecture

Presenters describe the procedures for implementing 3 evidence-based interventions (choice making, check-in/check-out, and self-regulated strategy development) with specific emphasis on lessons learned from over 10 years of research on these interventions in alternative school environments. (3172)

Leader(s): *Nicole Swoszowski*, University of Alabama, Tuscaloosa

Presenter(s): *Robin Ennis*, Clemson University, SC; *Kristine Jolivet*, Georgia State University, Atlanta

THURSDAY

9:15 AM-10:15 AM

112B | Session: 100

ASSESSING AND MEETING THE NEEDS OF UNIVERSITY STUDENTS IN BLENDED COURSE LEARNING

Topic Area: Technology and Media

Secondary Topic: Teacher Education

Format: Lecture

University students with disabilities, or other students reluctant to participate in face-to-face class sessions, may demonstrate their understanding through online or blended opportunities. Descriptions of key access features to blended learning, potential benefits and survey results from current blended course users will be presented for review and discussion. (2821)

Leader(s): Roseanna Wright, Holy Family University, Philadelphia, PA

Presenter(s): Brian Berry, Holy Family University, Philadelphia, PA

9:15 AM-10:15 AM

113C | Session: 101

CBMS AND POSTSECONDARY STUDENTS WITH DEVELOPMENTAL DISABILITIES: EXAMINING TECHNICAL ADEQUACY

Topic Area: Developmental Disabilities

Secondary Topic: Assessment

Format: Lecture

For students with DD, postsecondary education opportunities are increasing and they require focused academic skill instruction. Tools for progress monitoring are needed however, research with CBM and students with DD is limited. Learn to evaluate the technical adequacy of these instruments. (2350)

Leader(s): John Hosp, University of Iowa, Iowa City

Presenter(s): Jeremy Ford, University of Iowa, Iowa City; Kiersten Hensley, University of Iowa, Iowa City; Sally Huddle, University of Iowa, Iowa City

9:15 AM-10:15 AM

203A | Session: 102

CHARTER-DISTRICT PARTNERSHIP FOR ALL STUDENTS

Topic Area: Pioneers/Historical Perspectives

Secondary Topic: Administration/Supervision

Format: Panel

Learn about a charter-district partnership that provided a structure for all students to be served in charter schools and incited creation of special education programs, collaboration, and service-sharing. Presenters discuss pioneering efforts to serve all students and specific strategies for administrators. (3026)

Leader(s): Gina Plate, California Charter Schools Association, Los Angeles

Presenter(s): Kate Dove, California Charter Schools Association, Los Angeles

9:15 AM-10:15 AM

202B | Session: 103

CHILDREN SUCH AS THESE: DAILY CHALLENGES OF A CHILD WITH PHYSICAL AND HEALTH IMPAIRMENTS

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Developmental Disabilities

Format: Lecture

Learn about the social theory of learning critical to human development as well as current research involving social skills instruction. Teaching methods used in this study include video self-modeling, formal and informal instructional materials, and resources to enhance skill development. (2276)

Leader(s): Peter Kopriva, Fresno Pacific University, CA

Presenter(s): Sijmontje Kopriva, Edith Storey Elementary School, Fresno Unified School District, CA

9:15 AM-10:15 AM

112A | Session: 104

CONNECTING UDL, CENTERS, AND APPS IN THE EARLY CHILDHOOD CLASSROOM

Topic Area: Technology and Media

Secondary Topic: Early Childhood

Format: Demonstration

Five targeted learning apps are demonstrated and paired with center-based activities common in early childhood settings. How these apps contribute to a UDL classroom and are effectively integrated into activities will be discussed. (2595)

Leader(s): Craig Blum, Illinois State University, Normal

Presenter(s): Howard Parette, Illinois State University, Normal

9:15 AM-10:15 AM

113B | Session: 105

EFFECTS OF PEER-MEDIATED INTERVENTION ON THE SOCIAL INTERACTIONS OF STUDENTS WITH AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

This study measured the effect of a peer-mediated intervention on the social interactions of K-2 students with low-functioning autism. Learn how students with autism increased their social interactions during 2 intervention phases. Survey results and qualitative findings will be shared. (2308)

Leader(s): Lisa Simpson, University of San Francisco, CA

Presenter(s): Yvonne Bui, University of San Francisco, CA

9:15 AM-10:15 AM

203B | Session: 106

ENGAGING FAMILIES AND YOUTH IN RURAL COMMUNITIES: PROJECT A.C.T.

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Arts in Special Education

Format: Lecture

How can we engage “hard-to-reach” families in our schools? Learn about a weekend family and youth advocacy workshop series designed to engage hard-to-reach families in a remote, rural community. Hear the lessons learned from developing and implementing this comprehensive program. (2818)

Leader(s): *Christy Stuart*, TransCen, Inc., Rockville, MD

Presenter(s): *Monica Simonsen*, TransCen, Inc., Rockville, MD

9:15 AM-10:15 AM Marriott Franklin Hall 11 | Session: 107

HOW TO WRITE FOR *TEACHING EXCEPTIONAL CHILDREN*

Topic Area: Professional Advancement

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 the how to translate research to practice, writing style, tips, and hints to consider when writing. This is a practical session about the basic procedures for publishing in TEC.

Leader(s): *Barbara Ludlow*, West Virginia University, Morgantown

Presenter(s): *Lisa Dieker*, University of Central Florida, Orlando; *Sean Smith*, University of Kansas, Lawrence

9:15 AM-10:15 AM

201A | Session: 108

PROGRAM CHAIR FEATURED SESSION: OSERS PRIORITIES: HIGH EXPECTATIONS FOR CHILDREN WITH DISABILITIES

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture

OSERS Acting Assistant Secretary Michael Yudin will discuss access to college and career ready standards and assessments, secondary transition and disproportionality.

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

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

9:15 AM-10:15 AM

202A | Session: 109

INSTRUCTIONAL RUBRICS FOR EXPRESSIVE WRITING: EFFECTS ON WRITING QUALITY

Topic Area: Assessment

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Learn how writing quality can be improved through the use of carefully crafted instructional rubrics. Participants will compare best practices for instructional rubric development and usage. (2788)

Leader(s): *Todd Sundeen*, University of Northern Colorado, Greeley

9:15 AM-10:15 AM

106AB | Session: 110

MILD HEARING LOSSES—WHY WORRY?

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Research

Format: Lecture

It is often assumed that mild or unilateral hearing loss has little or no potential impact on a child’s progress in education or social life. However, research indicates otherwise. Learn about the risks for these students and factors leading to success or failure among this population. (1983)

Leader(s): *Stephanie Gardiner-Walsh*, University of North Carolina, Greensboro

9:15 AM-10:15 AM

201C | Session: 111

PROFESSIONAL DEVELOPMENT FOR TEACHERS IMPROVES READING OUTCOMES FOR STUDENTS

Topic Area: Administration/Supervision

Secondary Topic: Learning Disabilities

Format: Lecture

Learn how a school district implemented Hill’s successful RTI model to provide multi-tiered interventions in a schoolwide approach that addresses the diverse learning needs of all students. (1416)

Leader(s): *Shary Maskel*, The Hill Center, Durham, NC

THURSDAY

9:15 AM-10:15 AM **Marriott Franklin Hall 2 | Session: 112**

PROGRAM CHAIR FEATURED SESSION: CATS: A COMPREHENSION INTERVENTION EMBEDDING TEXT STRUCTURE WITHIN SOCIAL STUDIES LESSONS

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Lecture

Learn about an effective intervention for second-graders at risk for academic failure, designed as Tier 1 RTI. The intervention teaches 5 expository text structures within lessons about Native Americans, colonists, pioneers, immigrants, and present-day city dwellers.

Leader(s): *Joanna Williams*, Teachers College, Columbia University, New York

Presenter(s): *Lisa Pao*, Teachers College, Columbia University, New York; *Jenny Kao*, Teachers College, Columbia University, New York; *Daniel DeBonis*, Teachers College, Columbia University, New York

9:15 AM-10:15 AM **111B | Session: 113**

PROJECT CREATE: EVIDENCE OF A DECADE OF SUCCESS IN GROWING YOUR OWN IN SOUTH CAROLINA

Topic Area: Teacher Education

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Lecture

Grow Your Own programs exist in many states to build special education teacher capacity. Celebrating a decade of success, South Carolina's Project CREATE has produced hundreds of program completers. This session provides a synopsis of 5 studies conducted on the effectiveness of CREATE. (1754)

Leader(s): *Joe Sutton*, South Carolina Department of Education, Columbia

Presenter(s): *Shirley Bausmith*, Francis Marion University, Florence, SC; *Holly Pae*, University of South Carolina Upstate, Spartanburg; *Michael Skinner*, College of Charleston, SC; *Dava O'Connor*, Lander University, Greenwood, SC

9:15 AM-10:15 AM **104A | Session: 114**

PROMPTING STRATEGIES THAT WORK FOR STUDENTS WITH MULTIPLE DISABILITIES AND VISUAL IMPAIRMENTS

Topic Area: Visual Impairments

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Presenters review the evidence base supporting the use of response prompting to teach students with blindness and also share the results from new single-subject research. Learn how the complexity of behavior being taught and characteristics of the learner influence the effectiveness and efficiency of instruction. (1334)

Leader(s): *Sarah Ivy*, Vanderbilt University, Nashville, TN

Presenter(s): *Deborah Hatton*, Vanderbilt University, Nashville, TN

9:15 AM-10:15 AM

204B | Session: 115

READ-ALoud INTERVENTION ON THE VOCABULARY AND ORAL LANGUAGE DEVELOPMENT OF KINDERGARTEN STUDENTS

Topic Area: Instructional Design and Strategies

Secondary Topic: Early Childhood

Format: Lecture

This study examined the effectiveness of a read-aloud intervention on the vocabulary and oral language development of kindergarten students in an urban school. Instructional implications for teachers of students with and without disabilities in inclusive settings are examined and discussed. (2390)

Leader(s): *Renée Greenfield*, University of Hartford, West Hartford, CT

9:15 AM-10:15 AM

104B | Session: 116

REDUCING CONFIRMATION BIAS WHEN REFERRING DIVERSE LEARNERS FOR SPECIAL EDUCATION

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Learning Disabilities

Format: Lecture

Referral bias occurs when practitioners rely primarily on the reason for referral to interpret information, rather than on the merits of the data independent of the referral reason. Learn a process to confirm that referrals of diverse learners are appropriate, culturally responsive, and unbiased. (1039)

Leader(s): *John Hoover*, University of Colorado, Boulder

Presenter(s): *Jennifer Erickson*, Eagle County School District, CO

9:15 AM-10:15 AM

109B | Session: 117

DEC SHOWCASE

PROVIDING CULTURALLY RESPONSIVE, FAMILY-CENTERED EARLY INTERVENTION/EDUCATION SERVICES

Topic Area: Early Childhood

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Presenters use case examples to demonstrate a transformational approach to address the challenges in providing services to children and families representing diverse cultural backgrounds and circumstances. Strategies will be illustrated that are truly family-centered and culturally responsive. (1578)

Leader(s): *Jennifer Kilgo*, University of Alabama, Birmingham

Presenter(s): *Jerry Aldridge*, University of Alabama, Birmingham

9:15 AM-10:15 AM Marriott Franklin Hall 3/4 | Session: 118
 STRAND A, SESSION 2: APPROACHES FOR IMPROVING STUDENT SOCIAL/EMOTIONAL/ PSYCHOLOGICAL DEVELOPMENT AND SCHOOL CLIMATE

Topic Area: Emotional and Behavioral Disorders
Secondary Topic: Learning Disabilities

Format: Lecture

Review the relationship of social-emotional learning and 'non-cognitive' factors in students' behavioral and psychological development and academic outcomes. Interventions will be highlighted, with particular attention to the role of youth engagement and a positive school culture and climate.

Leader(s): *Maurice Elias*, Rutgers University, Piscataway, NJ

9:15 AM-10:15 AM Marriott Franklin Hall 12 | Session: 119
 STRAND B, SESSION 2: SPECIAL CONSIDERATIONS FOR SPECIAL EDUCATORS WORKING WITH CHILDREN FROM MILITARY FAMILIES

Topic Area: Research

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

The Clearinghouse for Military Family Readiness, an interactive, web-based hub, helps professionals enhance military family readiness and foster resiliency. Explore the services available to professionals including evidence-based practices and programming, technical assistance, and program evaluation.

Leader(s): *Erica Culler*, Clearinghouse for Military Family Readiness/PSU, University Park, PA

Presenter(s): *Jeremy Moeller*, Clearinghouse for Military Family Readiness/PSU, University Park, PA

9:15 AM-10:15 AM Marriott Franklin Hall 7 | Session: 120
 STRAND C, SESSION 2: USING CRA WITH EARLY NUMBER SENSE AND BASE-10 OPERATIONS

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Early number sense, including base 10 operations, is a critical foundation for building mathematics knowledge. Many students with disabilities struggle with even the most basic math ideas. Learn how to use the CRA sequence of instruction with number sense to help these students.

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

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

9:15 AM-10:15 AM Marriott Franklin Hall 1 | Session: 121
 STRAND D, SESSION 1: USING READING BUDDIES TO SUPPORT VOCABULARY AND COMPREHENSION DEVELOPMENT

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Lecture

Learn about a cross-age reading buddies program targeting vocabulary and comprehension that pairs kindergarten and 4th-grade students who read, write, and play games together. We discuss implications for general education practice in inclusive classrooms.

Leader(s): *Rebecca Silverman*, University of Maryland, College Park

Presenter(s): *Anna Meyer*, University of Maryland, College Park

9:15 AM-10:15 AM Marriott Franklin Hall 5/6 | Session: 122
 STRAND E, SESSION 1: THE TRANSITION TO COLLEGE FOR STUDENTS WITH ASD

Topic Area: Autism Spectrum Disorder

Secondary Topic: Career Development/Transition

Format: Lecture

Presenters describe the characteristics of students with ASD in postsecondary institutions in comparison to other students. Participants will learn about student background characteristics, functional cognitive and social skills, types of institutions attended, programs of study, and more.

Leader(s): *Jose Blackorby*, SRI, Menlo Park, CA

9:15 AM-10:15 AM Marriott Franklin Hall 13 | Session: 123
 STRAND Q, SESSION 2: THE BARRIERS, CHALLENGES, AND OPPORTUNITIES OF ONLINE LEARNING ENVIRONMENTS FOR SWDS

Topic Area: Instructional Design and Strategies

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

The COLSD conducted studies of the textual, linguistic, organizational, visual, and UDL features of some of the most frequently used online programs. Learn about the findings and implications for the types of instructional supports required to ensure success for SWDs when engaged in online learning.

Leader(s): *Donald Deshler*, University of Kansas, Lawrence

Presenter(s): *Mary Rice*, University of Kansas, Lawrence; *Diana Greer*, University of Kansas, Lawrence; *Sean Smith*, University of Kansas, Lawrence

THURSDAY

9:15 AM-10:15 AM

105B | Session: 124

USING CEC PROFESSIONAL PREPARATION STANDARDS TO SUPPORT TEACHER CANDIDATE FIELD EXPERIENCES

Topic Area: Teacher Education

Secondary Topic: Early Childhood

Format: Lecture

Examine how teacher preparation programs used CEC Initial Special Education Preparation Standards and Early Childhood and Early Intervention Special Education Specialty Standards to support teacher candidates in their field experiences. Learn how using CEC standards resulted in positive experiences. (2812)

Leader(s): *Sonia Michael*, Eastern Kentucky University, Richmond

Presenter(s): *Megan Purcell*, Purdue University, West Lafayette, IN

9:15 AM-10:15 AM

107A | Session: 125

EXHIBITOR SHOWCASE SESSION: ABOVE & BEYOND WITH KP MATH: REAL MATHEMATICS FOR LEARNERS WITH SPECIAL NEEDS

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

Through active engagement with KP Ten-Frame Tiles and carefully sequenced lessons, Above & Beyond allows students to experience the principles of base-10 mathematics and develop numerical skills associated with arithmetic operations and the use of bills and coins. Join us to learn more!

Presenter(s): *Jean Tsuya*, KP Mathematics, Phoenix, AZ

9:15 AM-10:15 AM

111A | Session: 126

EXHIBITOR SHOWCASE SESSION: CONNECTIONS: MONITORING AND FEEDBACK FOR STUDENT SUCCESS

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

Connections is a web-based program offering monitoring tools with procedures for frequent feedback which improves the success of academically and behaviorally challenged students. Connections utilizes current district resources, ensuring that no one spends time inputting data by hand. Join us for a demonstration of this cost-effective and easy-to-use tool.

Presenter(s): *Mickey Garrison*, Pacific Northwest Publishing, Eugene, OR

9:15 AM-10:15 AM

102B | Session: 127

EXHIBITOR SHOWCASE SESSION: READING FOR MEANING-FLUENTLY

Format: Exhibitor Showcase Session

Develop fluency, support vocabulary, and promote comprehension by combining research-based strategies of teacher modeling, repeated reading, and progress monitoring. Support the CCSS foundational skills and accelerate the reading achievement of all students using these research-proven strategies.

Presenter(s): *Elaine Balum*, Read Naturally, Inc., St. Paul, MN

9:15 AM-10:15 AM

105A | Session: 128

EXHIBITOR SHOWCASE SESSIONS: USING ACCESSIBLE AND AGE-APPROPRIATE TEXTS TO TEACH GRADE-LEVEL CONTENT AND ADDRESS COMMON CORE STANDARDS

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

After elementary school, special needs students need exposure to different genres, age-appropriate content, and comprehension strategies to meet grade-level standards in reading. Come learn about our Teen Emergent Reader Libraries designed to engage your most struggling readers.

Presenter(s): *Jill Haney*, Saddleback Educational, San Antonio, TX

9:15 AM-10:15 AM

Room: 103B | Session: 129

Multiple Presentation

ALIGNING THE COMMON CORE STANDARDS FOR STUDENTS WITH LD

Moderator

Diane Haager, California State University, Los Angeles

Topic Area: Learning Disabilities

Aligning the Common Core With Standards for Students With LD: Planning and Instruction

Common Core State Standards (CCSS) signify a move toward greater national consistency for grade-level proficiency. Panelists from the Professional Development Standards and Ethics Committee (PDSE) of the Division for Learning Disabilities (DLD) will provide a crosswalk between CCSS and CEC's Initial and Advanced Special Education Learning Disability Standards.

Leader(s): *Rebecca Zumeta*, American Institutes for Research, Washington, DC

Presenter(s): *Stephen Ciullo*, Texas State University, San Marcos; *Pam Fernstrom Chaney*, University of Northern Alabama, Florence; *Devin Kearns*, Boston University, MA; *Chris Lemons*, Vanderbilt University, Nashville, TN

Secondary Common Core Standards in Content-Area Literacy: Successfully Including Students With LD

This session provides an overview of the rigorous expectations of the Common Core Standards for all students in secondary content-area classes. Learn how to effectively and efficiently reach the secondary Common Core Standards by using evidence-based practices in content-area classrooms to the benefit of all students, especially those with LD.

Leader(s): *Douglas Dexter*, Pennsylvania State University, University Park

Presenter(s): *Courtney Dexter*, Pennsylvania State University, University Park; *Charles Hughes*, Pennsylvania State University, University Park

9:15 AM-10:15 AM

Room: 110AB | Session: 130

Multiple Presentation

**BEING A FIRST YEAR SPECIAL
EDUCATION TEACHER****Moderator***Roberta Gentry, University of Mary Washington,
Fredericksburg, VA***Topic Area:** Strategies for Entry to the Special Education Career**Getting Ready for Independence: Transitioning From Teacher Candidate to Beginning Teacher**

Teacher candidates and beginning teachers will learn effective strategies to go from "just surviving" during induction years to "thriving" in their new positions! These strategies are gleaned from 15 years of working with first, second, and third year special educators.

Leader(s): *Debi Gartland, Towson University, MD***So Little Time, So Much to Do! Lessons Learned From Being a First-Year Special Education Teacher**

What are the lessons learned from being a first-year special education teacher? Ms. Grow and Dr. Taylor will share valuable information relative to being a first-year special education teacher and what one must know in order to make that first year a successful, rewarding experience for the teacher.

Leader(s): *Tara Grow, Gwynedd Mercy College/Radnor School District, PA***Presenter(s):** *Bruce Taylor, Gwynedd-Mercy College, PA***What Do New Special Educators and Their Mentors Discuss in an Electronic Mentoring Site?**

This session will summarize the findings from a qualitative study utilizing transcripts of conversations occurring between novice special educators and their mentors in an electronic mentoring site. The study examined the content of electronic mentoring interactions in relationship to the How People Learn framework. Implications will be shared.

Leader(s): *Roberta Gentry, University of Mary Washington, Fredericksburg, VA*

9:15 AM-10:15 AM

Room: 103A | Session: 131

Multiple Presentation

PROGRESS MONITORING IN ACTION**Moderator***Pamela Stecker, Clemson University, SC***Topic Area:** Learning Disabilities**Progress Monitoring: An Essential Part of the Response to Intervention (RTI) Model**

This session will focus on progress monitoring, a systematic method of collecting data to track the effectiveness of interventions and research-based instruction at the RTI tiered levels.

When used effectively, this system examines how the intervention facilitates and monitors children's progress to meet measurable goals as well as the use of evidence-based practices.

Leader(s): *Mary Ann Remsen, Murray State University, OH***Presenter(s):** *Pam Epler, Murray State University, OH***Getting the Most Out of Progress Monitoring Graphed Data**

This session will provide special education teachers and teacher educators with information about interpreting Curriculum Based Measurement (CBM) progress monitoring graphs.

Presenters will describe common problems with CBM graph interpretation; provide a framework for coherent, complete, and specific interpretation; and facilitate discussion about potential strategies to improve teachers' graph interpretation skills.

Leader(s): *Dana Wagner, Minnesota State University, Mankato***Presenter(s):** *Christine Espin, Leiden University, Holland, Netherlands; Kathleen Seifert, University of Minnesota, Minneapolis; Stephanie Snidarich, University of Minnesota*

THURSDAY

9:15 AM-10:15 AM Room: 107B | Session: 132

Multiple Presentation

TEACHER EDUCATION FOR DIVERSITY: IMPACT, PREDICAMENT, AND STATUS

Discussant

Eileen Raymond, Nelson Mandela Metropolitan University,
Port Elizabeth, South Africa

Moderator

Iris Garcia, Escuela Normal De Especialización, Monterrey,
Mexico

Topic Area: International Programs/Services

Impact of Teaching in Europe on Preservice Special Educator Preparation for Diversity

Special educators must be culturally competent and globally aware to meet students' needs. The presenters will discuss the impact of study abroad teaching programs in Italy and Northern Ireland on preservice special educators' understanding of disability, special education services, and instruction for students who are culturally and linguistically diverse.

Leader(s): *Laura Hauerwas*, Providence College, RI

Presenter(s): *Lynne Ryan*, Providence College, RI; *Susan Skawinski*, Providence College, RI

In-Service Professional Development Training for Special Education Teachers in China

This session reports the results of a study on in-service training for special education school teachers in mainland China. We analyzed the literature, which provided an overview of the development process of the in-service training system and used mixed research methods (in-depth interviews and questionnaires). We also explored the characteristics of the in-service training program and the teachers' in-service training needs. Using the results of this study, suggestions for promoting the professional development of special education school teachers are discussed.

Leader(s): *Nan Zhu*, Central China Normal University, Wuhan, Hubei

Presenter(s): *Yan Wang*, Beijing Normal University, China
Minneapolis

9:15 AM-10:15 AM

Room: 201B | Session: 133

Multiple Presentation

SHOWCASE (TAG)—RECRUITING AND RETAINING CULTURALLY DIFFERENT STUDENTS IN GIFTED EDUCATION

Moderator

Jennifer Jolly, Louisiana State University, Baton Rouge

Topic Area: Gifted and Talented

Recruiting and Retaining Culturally Diverse Students in Gifted Education: Opening Doors and Minds

African American and Hispanic students are underrepresented in gifted education, but at what level does underrepresentation belong to statistical chance? This session presents data from the Civil Rights Data Collection in which two formulas are shared--underrepresentation and equity formula. The presenter's equity formula is the MINIMAL representation to help ensure that discrimination is not at work. Barriers to recruitment and retention specific to these two groups are presented and recommendations and resources, grounded in equity, to open gifted education doors are provided (referrals, attitudes, tests and instruments, policies and procedures, criteria, training).

Leader(s): *Donna Y. Ford*, Vanderbilt University, Nashville, TN

Gifted Black Students and Acting White Accusations: Recruitment and Retention

Gifted Black students are often accused of "acting White" and, consequently, many may underachieve or avoid rigorous classes to cope. This session helps participants to understand the acting White phenomenon and how to reduce its impact by engaging in effective recruitment and retention of Black students for advanced programs.

Leader(s): *Tarek Grantham*, University of Georgia, Athens

Presenter(s): *Michelle Trotman Scott*, University of West Georgia, Carrollton; *Malik Henfield*, University of Iowa, Iowa City; *Deborah Harmon*, Eastern Michigan University, Ypsilanti

9:15 AM-10:00 AM Poster 10, Room 108 Session: 136**ACADEMIC EXPERIMENTAL STUDIES IN ALTERNATIVE SCHOOL SETTINGS FOR STUDENTS WITH SPECIAL NEEDS****Topic Area:** Instructional Design and Strategies**Secondary Topic:** Teacher Education**Format:** Poster Session

A literature review examined evidence-based academic interventions carried out in alternative school settings for students with disabilities. Presenters share the study findings and indicate how alternative school personnel can use the knowledge to inform their practice and future research. (2472)

Leader(s): *Zachary Johnson*, Georgia State University, Atlanta**Presenter(s):** *James Schwab*, Georgia State University, Atlanta; *David Houchins*, Georgia State University, Atlanta; *Brandis Ansley*, Georgia State University, Atlanta**9:15 AM-10:00 AM Poster 01, Room 108 Session: 137****BARRIERS AND SOLUTIONS IN INVOLVING CULTURALLY LINGUISTICALLY DIVERSE FAMILIES IN SPECIAL EDUCATION****Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** English Language Learners**Format:** Poster Session

Learn about barriers in involving CLD families in the special education process. Presenters provide recommendations to overcome these barriers, thereby increasing the CLD families' involvement in the special education process and improving services provided to children with disabilities. (2695)

Leader(s): *Seyma Intepe*, Florida State University, Tallahassee**9:15 AM-10:00 AM Poster 09, Room 108 Session: 138****BEYOND THE FIRST DAY OF SCHOOL: MOVING FROM MENTOR + MENTEE TO COLLEAGUE****Topic Area:** Strategies for Entry to the Special Education Career**Secondary Topic:** Administration/Supervision**Format:** Poster Session

New teachers, mentors, and experienced teachers confirm the importance of mentoring relationships, however challenges can arise. The Transitional Distance Mentoring model is designed to complement the assigned mentor and promote an ongoing collegial relationship beyond the first days of school. (2529)

Leader(s): *Debbie Ramer*, College of William and Mary, Williamsburg, VA**Presenter(s):** *Sharon deFur*, College of William and Mary, Williamsburg, VA**9:15 AM-10:00 AM Poster 07, Room 108 Session: 139****BUILDING A LITERACY TOOLKIT FOR PRESERVICE PROFESSIONALS****Topic Area:** Teacher Education**Secondary Topic:** Physical/Health/Multiple Disabilities**Format:** Poster Session

Dialogic reading was packaged with the system of least prompts and assistive technology to enhance literacy instruction. Preservice professionals identified communicative demands, conducted DR sequences, and collected data on student responses. Results are discussed. (1512)

Leader(s): *Joan Grim*, University of Tennessee, Knoxville**Presenter(s):** *Mari Beth Coleman*, University of Tennessee, Knoxville**9:15 AM-10:00 AM Poster 02, Room 108 Session: 140****CAN COLLEGE REDUCE SUPPORT NEEDS AND INCREASE INDEPENDENCE?****Topic Area:** Research**Secondary Topic:** Assessment**Format:** Poster Session

Students with ID can live independently and gain employment. The UP program offers a pathway to these outcomes through an inclusive college experience. Learn how changes in hours supported, autonomy, empowerment, support intensity, and behavior are indicators of progress toward independence. (1144)

Leader(s): *David Westling*, Western Carolina University, Cullowhee, NC**Presenter(s):** *Seb Prohn*, Western Carolina University, Cullowhee, NC**9:15 AM-10:00 AM Poster 12, Room 108 Session: 141****COMPARING PAPER-BASED AND APP-BASED NUMBER LINES FOR LEARNING NUMBER COMPARISON****Topic Area:** Developmental Disabilities**Secondary Topic:** Technology and Media**Format:** Poster Session

This study compares paper-based and app-based number lines for learning number comparison. Learn about the effectiveness of visual cues on adapted paper-based or app-based number line for students with ID; and using adapted number lines to teach number comparison and functional mathematics skills. (1480)

Leader(s): *Pei-Lin Weng*, Purdue University, West Lafayette, IN**Presenter(s):** *Emily Bouck*, Purdue University, West Lafayette, IN

THURSDAY

9:15 AM-10:00 AM Poster 11, Room 108 | Session: 142

DIRECT INSTRUCTION FRACTIONS FOR SEVENTH-GRADE STUDENTS STRUGGLING IN MATH

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Poster Session

A study to determine if a Direct Instruction fractions program was effective in both fractions and general math knowledge is presented. Results are shared that point to the relative superiority of the Direct Instruction approach and implications for educators are discussed. (1337)

Leader(s): *Luke Duesbery*, San Diego State University, CA

9:15 AM-10:00 AM Poster 23, Room 108 | Session: 143

EARLY BEHAVIORAL INTERVENTION: BUILDING CRITICAL FOUNDATIONAL SKILLS WITH A STRUCTURED CURRICULUM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Early Childhood

Format: Poster Session

A structured curriculum which emphasizes socially validated skills for children with ASD was applied in various early intensive behavioral intervention settings. These skills are detailed, along with change in performance by age group. (2402)

Leader(s): *Renee Mansfield*, New England Center for Children, Southborough, MA

9:15 AM-10:00 AM Poster 19, Room 108 | Session: 144

EVALUATING THE EFFECTIVENESS OF ABA PROGRAM FOR YOUNG CHILDREN WITH DISABILITIES

Topic Area: International Programs/Services

Secondary Topic: Early Childhood

Format: Poster Session

A large percentage of children exhibit problem behaviors that can lead to a cycle of both behavioral and academic problems in their school years. Learn about the effectiveness of the ABA approach when involving families in the treatment of challenging behaviors for 7 children with disabilities. (1109)

Leader(s): *Szu-Yin Chu*, National Taitung University, Taiwan, Republic of China

9:15 AM-10:00 AM Poster 14, Room 108 | Session: 145

EXAMINING THE BARRIERS TO GIFTED IDENTIFICATION FOR AFRICAN AMERICAN MALES WITH LD

Topic Area: Gifted and Talented

Secondary Topic: Gifted and Talented

Format: Poster Session

What are the barriers to gifted identification for African American males with LD? Participants will learn about these barriers and possible solutions and also have an opportunity to provide their own perceptions. (1110)

Leader(s): *Quornelia Hypolite*, University of Phoenix, AZ

Presenter(s): *Kimberly Dillard*, Towson University, MD

9:15 AM-10:00 AM Poster 03, Room 108 | Session: 146

GUIDELINES IN ADAPTING AND TEACHING MATHEMATICS FOR STUDENTS WITH VISUAL IMPAIRMENTS

Topic Area: Visual Impairments

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

The instruction in mathematics, one of the most challenging and critical areas, remains a high need of students with VI. This session will provide an historical and current review of research and share DVDs to support teachers refining their craft. (2598)

Leader(s): *Sean Tikkun*, Northern Illinois University, DeKalb

9:15 AM-10:00 AM Poster 17, Room 108 | Session: 147

HOW GENERAL EDUCATORS APPROACH GRADING IN INCLUSIVE CLASSROOMS

Topic Area: Administration/Supervision

Secondary Topic: Assessment

Format: Poster Session

Promoting consistent use of grading practices in inclusive schools can be challenging because of the broad range of personal and pragmatic factors that influence teachers' practices. Learn the implications of results indicating widely varied practices for policy development and professional development. (2796)

Leader(s): *Dennis Munk*, Carthage College, Kenosha, WI

Presenter(s): *William Bursuck*, University of North Carolina, Greensboro; *Tammy Barron*, University of North Carolina, Greensboro

9:15 AM-10:00 AM **Poster 13, Room 108** | **Session: 148**
 IMPLEMENTATION OF A KINDERGARTEN TIER 2 INTERVENTION

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Poster Session

This session presents a kindergarten response to an intervention study examining strategies for preventing reading disabilities. Results of the study and implications for practice will be discussed. (2985)

Leader(s): *Brandy Gatlin*, Florida Center for Reading Research/Florida State University, Tallahassee

Presenter(s): *Stephanie Al Otaiba*, Southern Methodist University, Dallas, TX; *Jeanne Wanzek*, Florida State University, Tallahassee

9:15 AM-10:00 AM **Poster 15, Room 108** | **Session: 149**
 IMPROVING READING SKILLS FOR STUDENTS WITH ID: INTEGRATING READING INSTRUCTION WITH SIGN LANGUAGE

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Developmental Disabilities

Format: Poster Session

Presenters share research examining the use of a comprehensive reading program enhanced with sign language. Learn about the program components and how they are used to target specific skill areas. Implications for use will be reviewed and discussed. (1897)

Leader(s): *Larissa Beecher*, Houston County Schools, Perry, GA

Presenter(s): *Lisa Smith*, Houston County School, Perry, GA

9:15 AM-10:00 AM **Poster 24, Room 108** | **Session: 150**
 IPADS AND AUTISM: EXAMINING IPAD-BASED AAC ON THE ABILITY TO MAND

Topic Area: Autism Spectrum Disorder

Secondary Topic: Technology and Media

Format: Poster Session

This study examined the effects on communication of 10 children with autism when introduced to a popular iPad-based AAC app. Results indicated that the amount of communication did not significantly increase however instances of "manding" did. (2042)

Leader(s): *Robert Williamson*, University of Memphis, TN

Presenter(s): *Laura Casey*, University of Memphis, TN

9:15 AM-10:00 AM **Poster 04, Room 108** | **Session: 151**
 IPODS, APPS, AND EDUCATION: EXAMINING SELF-MONITORING STRATEGIES FOR STUDENTS WITH EXCEPTIONALITIES

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Technology and Media

Format: Poster Session

Learn about the effectiveness of one electronic and one traditional self-monitoring system on behavioral and academic outcomes of students with EBD. Results, limitations, implications, and future research will be shared. (2027)

Leader(s): *William Hunter*, University of Memphis, TN

Presenter(s): *Robert Williamson*, University of Memphis, TN; *Clinton Smith*, University of Tennessee, Martin; *Laura Casey*, University of Memphis, TN

9:15 AM-10:00 AM **Poster 18, Room 108** | **Session: 152**
 ISSUES OF KINDERGARTEN ENTRY FOR CHILDREN WHO ARE IDENTIFIED AS ENGLISH LANGUAGE LEARNERS

Topic Area: English Language Learners

Secondary Topic: English Language Learners

Format: Poster Session

Learn factors that contribute to a successful transition process for ELLs who move from preschool programs into kindergarten or dual-language programs. Data for this study were gathered through interviews with bilingual families, professionals, and kindergarten teachers and will be shared. (2057)

Leader(s): *Luminita Hartle*, University of Illinois, Urbana-Champaign

9:15 AM-10:00 AM **Poster 05, Room 108** | **Session: 153**
 POSTSECONDARY LEARNING SUPPORT: PREPARING ACADEMIC SUPPORT PROFESSIONALS

Topic Area: Career Development/Transition

Secondary Topic: Learning Disabilities

Format: Poster Session

Presenters will discuss the need for high quality preparation for professionals working with students with disabilities at the college level. An overview of the courses and experiences in the PLuS graduate certificate program will be provided, along with data from the first year of implementation. (1954)

Leader(s): *Mary Anne Steinberg*, University of Florida, Gainesville

Presenter(s): *Holly Lane*, University of Florida, Gainesville

THURSDAY

9:15 AM-10:00 AM Poster 22, Room 108 | Session: 154

PREPARING LEADERS TO WORK IN THE DIGITAL AGE

Topic Area: Technology and Media

Secondary Topic: Teacher Education

Format: Poster Session

Learn how one institution prepares future faculty to deliver technology-rich instructional environments and teaches educators how to provide greater access to students with disabilities consistent with the principles of universal design for learning. (2153)

Leader(s): Sharon Raimondi, University at Buffalo/Buffalo State College, NY

9:15 AM-10:00 AM Poster 08, Room 108 | Session: 155

TEACHING CHILDREN WITH MODERATE TO SEVERE DISABILITIES USING TEACHER-MADE VIDEO MEDIATED INSTRUCTION

Topic Area: Technology and Media

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

Learn how you can teach young children with moderate to severe disabilities through a teacher-made video. Presenters will discuss the results of the study and implications for special education teachers. (1453)

Leader(s): Yeunjoo Lee, California State University, Bakersfield

Presenter(s): Connie Petit, California State University, Bakersfield; Marie Sampson, California State University, Bakersfield

9:15 AM-10:00 AM Poster 21, Room 108 | Session: 156

THE EFFECTS OF AN INTERACTIVE STORYBOOK READING INTERVENTION ON TEACHER-STUDENT INTERACTIONS

Topic Area: Early Childhood

Secondary Topic: Teacher Education

Format: Poster Session

This study extends the research on effective professional development and coaching on increased teacher-student interactions during storybook reading. Effects of the professional development on these interactions and effects of the intervention in Project SOLID are explored. (2123)

Leader(s): Pam Chalfant, University of Florida, Gainesville

9:15 AM-10:00 AM Poster 16, Room 108 | Session: 157

THE ROLES AND REALITIES OF STANDARDS IMPLEMENTATION FOR SPECIAL EDUCATION PROFESSIONALS

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Poster Session

This study employed a statewide survey followed by telephone interviews with volunteer participants to gather data regarding special educators' perceptions regarding, understanding of, and role(s) in the process of standards implementation across Illinois. Responses from 454 participants will be shared. (1303)

Leader(s): Melissa Jones-Bromenshenkel, Eastern Illinois University, Charleston

Presenter(s): Rebecca Cook, Eastern Illinois University, Charleston; Caitrin Jones, Eastern Illinois University, Charleston; Frank Mullins, University of Texas of the Permian Basin, Odessa

9:15 AM-10:00 AM Poster 06, Room 108 | Session: 158

WRITE TO WORK: TEACHING RESUME WRITING SKILLS TO STUDENTS WITH INTELLECTUAL DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Career Development/Transition

Format: Poster Session

In this interesting study, teacher researchers used systematic instruction and self-monitoring to teach three adults with moderate to severe intellectual disabilities to write resume cover letters. Presenters will share the findings and discuss the results and implications to the field. (1405)

Leader(s): Robert Pennington, University of Louisville, KY

Presenter(s): Monica Delano, University of Louisville, KY

10:30 AM-11:30 AM

Room: 105B | Session: 160

Multiple Presentation

ASSISTIVE TECHNOLOGY SERVICES**Moderator**

Andrea Boykin, George Mason University, Fairfax, VA

Topic Area: Technology and Media**Assistive Technology Service Delivery in Rural School Districts**

The presenters will show data from a nationwide study on the factors related to the implementation of assistive technology in rural school districts. Participants will review data from 10 rural districts across 6 states, discuss the unique challenges encountered by these districts and solutions for providing quality AT services.

Leader(s): *Melinda Ault*, University of Kentucky, Lexington

Presenter(s): *Margaret Bausch*, University of Kentucky, Lexington

Technology Goals in the IEP: How to Write for Meaningful Implementation and Instruction

As more technology becomes available and accessible to support students with unique learning needs, instruction and implementation must be driven by IEP goals that define the daily use of these tools in the classroom. Well-written goals justify the expense of purchasing technology-related tools, and embed their use within the larger context of instruction to meet curricular expectations. Participants will learn how to write technology-related IEP goals for learners of all abilities, including those with functional and academic outcomes. Presenters will focus on the use of technology as a tool for instruction, combining device knowledge with the function it serves.

Leader(s): *Yue-Ting Siu*, University of California, Berkeley/San Francisco State University

The Role of AT/AAC and the Next Generation Assessment

The Dynamic Learning Maps (DLM) Alternate Assessment System Consortium has been charged with developing and operationalizing an alternate assessment for students with significant cognitive disabilities. DLM has committed to member states that online assessment would be delivered using the assistive technology (AT) and augmentative and alternative communication (AAC) devices students use for instruction. This session will share data collected on the most commonly used AT/AAC devices – both from the state department perspective and from data collected from students and teachers.

Leader(s): *Gina DeBarthe*, University of Kansas, Lawrence

Presenter(s): *Karen Erickson*, University of North Carolina, Chapel Hill

10:30 AM-11:30 AM

107B | Session: 161

ANALYZING COMMON CORE STATE STANDARDS TO SUPPORT THE ACHIEVEMENT OF ALL STUDENTS

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Teacher Education

Format: Lecture

The achievement of students with disabilities and English language learners relative to CCSS is vitally important. This session will provide a research-based framework for supporting educators in analyzing the CCSS to identify their component skills (academic and linguistic). (2994)

Leader(s): *Joseph Morgan*, University of Nevada, Las Vegas

Presenter(s): *Kyle Higgins*, University of Nevada, Las Vegas; *Tracy Spies*, University of Nevada, Las Vegas

10:30 AM-11:30 AM

109B | Session: 162

BECOMING REFLECTIVE EARLY INTERVENTION SPECIALISTS: AN URBAN EI PERSONNEL PREPARATION PROGRAM

Topic Area: Early Childhood

Secondary Topic: Teacher Education

Format: Lecture

Examine how preservice EI specialists become reflective practitioners through their internship, coursework, and real world experiences. From the findings of this study, learn how students use professional, practical, and personal knowledge in their EI and early childhood settings. (1114)

Leader(s): *Angi Stone-MacDonald*, University of Massachusetts, Boston

10:30 AM-11:30 AM

112B | Session: 163

CHOREOGRAPHING EFFECTIVE PARAEDUCATOR SUPPORT FOR STUDENTS WITH SIGNIFICANT DISABILITIES

Topic Area: Teacher Education

Secondary Topic: Administration/Supervision

Format: Lecture

Discuss the shifting roles of paraeducators and the negative impact of intrusive support on students with disabilities. Essential components of paraeducator training and strategies for delivering effective support to maximize academic and social learning opportunities for students are provided. (1167)

Leader(s): *Padmaja Sarathy*, Infinite Possibilities, Missouri City, TX

10:30 AM-11:30 AM

203B | Session: 164

CURRICULUM INTERVENTIONS FOR UNDERSERVED POPULATIONS OF GIFTED LEARNERS

Topic Area: Gifted and Talented

Secondary Topic: Learning Disabilities

Format: Lecture

To effectively address the needs of underserved gifted students, it is essential that curriculum interventions be designed in specific ways. Learn the key elements of research-based interventions, including a review of the extant materials, their common features, and recommendations for their use. (3263)

Leader(s): *Kimberley Chandler*, College of William and Mary, Williamsburg, VA

THURSDAY

10:30 AM-11:30 AM

113C | Session: 165

EVIDENCE-BASED PRACTICES FOR CLD STUDENTS WITH SEVERE DISABILITIES IN REVIEW

Topic Area: Developmental Disabilities**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Lecture

Evidence-based practice is a critical component of effective instruction for all students including CLD students with severe disabilities. This session describes a review of current evidence-based practices including discussion of the implications for practice and models for future research. (2265)

Leader(s): *Andrea Jasper*, Central Michigan University, Mount Pleasant

Presenter(s): *Meaghan McCollow*, University of Washington, Seattle; *Jordan Shurr*, Central Michigan University, Mt. Pleasant

10:30 AM-11:30 AM

204C | Session: 166

PEER-MEDIATED MAIN IDEA INSTRUCTION TO ENHANCE OUTCOMES FOR ADOLESCENTS IN INCARCERATED SETTINGS

Topic Area: Instructional Design and Strategies**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Lecture

A study was conducted with struggling adolescent readers in an incarcerated setting to determine the effectiveness of a peer-mediated reading comprehension intervention. Practical application for implementing the intervention, results, and implications are shared. (2599)

Leader(s): *Jade Wexler*, University of Maryland, College Park

Presenter(s): *Marisa Mitchell*, University of Maryland, College Park; *Deborah Reed*, Florida Center for Reading Research, Tallahassee; *Erin Clancy*, University of Maryland, College Park

10:30 AM-11:30 AM

103A | Session: 167

PREDICTORS OF A SUCCESSFUL TRANSITION TO EMPLOYMENT AFTER HIGH SCHOOL FOR STUDENTS WITH ED

Topic Area: Career Development/Transition**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Lecture

Learn about the patterns/fluctuations in the employment experiences of youth with ED after high school, and the high school instruction, services, and supports that are associated with more positive employment outcomes after high school and variations for youth who differ demographically. (2063)

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

10:30 AM-11:30 AM

102A | Session: 169

READING RESEARCH WITH DEAF AND HARD OF HEARING ENGLISH LANGUAGE LEARNERS

Topic Area: Communicative Disabilities and Deafness**Secondary Topic:** English Language Learners**Format:** Lecture

Nearly 25% of DHH students come from homes where a language other than English is used. The presenters will discuss research with ELLs, modifications of strategies for use with DHH ELLs, and review findings of their current replication study and research in the field. (2481)

Leader(s): *Caroline Guardino*, University of North Florida, Jacksonville

Presenter(s): *Joanna Cannon*, University of British Columbia, Vancouver, Canada

10:30 AM-11:30 AM

201C | Session: 170

RELATED SERVICES: DATA-DRIVEN STRATEGIES FOR PROGRAM ADMINISTRATION

Topic Area: Administration/Supervision**Secondary Topic:** Measuring Special Education Teacher Effectiveness**Format:** Demonstration

Learn about an IEP-based approach to workload determination, personnel allotment, as well as recruitment and strategies that administrators can use to make informed, collaborative staffing decisions regarding caseload assignments, school allotments, LEA requirements, and growth projections. (1495)

Leader(s): *Lauren Holahan*, North Carolina Department of Public Instruction/UNC, Chapel Hill

Presenter(s): *Laurie Ray*, North Carolina Department of Public Instruction/UNC, Chapel Hill

10:30 AM-11:30 AM

204A | Session: 171

CCBD SHOWCASE

IT'S ABOUT TIME: CLOSING THE OPPORTUNITY GAP FOR YOUTH WITH BEHAVIORAL DISORDERS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Accountability & Large Scale Assessments**Format:** Lecture

Students with BD have severe gaps in their academic functioning that widen over time. Closing these achievement gaps begins with closing the opportunity gap. We will discuss how effective instruction and practical strategies boost student engagement and closes that opportunity gap.

Leader(s): *Gregory Benner*, University of Washington, Center for Strong Schools, Tacoma

10:30 AM-11:30 AM

203A | Session: 172

CEC-DR SHOWCASE**LITERACY IN JUVENILE JUSTICE SCHOOLS: RESULTS FROM AN RCT****Topic Area:** Research**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Lecture

This session shares the final 4-year results of Project Liberate, an IES Reading, Writing, and Language randomized control treatment project. Presenters discuss the findings and provide participants with implications for juvenile justice literacy instruction. (2858)

Leader(s): *David Houchins*, Georgia State University, Atlanta**Presenter(s):** *Joseph Gagnon*, University of Florida, Gainesville; *Holly Lane*, University of Florida, Gainesville

10:30 AM-11:30 AM

202A | Session: 173

CEDS SHOWCASE**CHANGES IN DSM-5: NEW DIRECTIONS FOR COMPREHENSIVE DIAGNOSTIC PROCESS****Topic Area:** Assessment**Secondary Topic:** Autism Spectrum Disorder**Format:** Lecture

The new criteria set forth by DSM-5 provides a more universal set of criteria that has direct implications to educational definitions and a more seamless transition to IDEA standards. Learn about diagnosis and intervention employing the ADOS-2 and language assessment that will lead to interventions. (1372)

Leader(s): *Norman Geller*, Virginia Commonwealth University, Richmond**Presenter(s):** *Rachel Reynolds*, Commonwealth Autism Services, Richmond, VA

10:30 AM-11:30 AM

201B | Session: 174

DCDD SHOWCASE**ALIGNING RTI WITH THE COMMON CORE FOR STUDENTS WITH AND WITHOUT IEPs****Topic Area:** Communicative Disabilities and Deafness**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Panel

This session focuses on implementation of CCSS within an RTI framework to help all students achieve instructional goals. Speakers will discuss foundational skills for preschoolers, individual assessment for school-age students, and ways to develop goals that align with the CCSS. Case examples and sample IEP goals will be shared to illustrate partnerships between teachers and speech-language pathologists for assessment and intervention. (1567)

Leader(s): *Diane Paul*, American Speech-Language-Hearing Association, Rockville, MD**Presenter(s):** *Nickola Wolf Nelson*, Western Michigan University, Kalamazoo, MI; *Jean Blosser*, Creative Strategies for Special Education, Baltimore, MD

10:30 AM-11:30 AM

103C | Session: 175

DCDT SHOWCASE**SCALING UP 21ST-CENTURY CURRICULA: PREPARING STUDENTS FOR COMMON CORE STANDARDS, COLLEGE AND CAREERS****Topic Area:** Career Development/Transition**Secondary Topic:** Technology and Media**Format:** Demonstration

Today's students must possess 21st-century skills including the four 'Rs,' information literacy, and transition planning skills. This session will highlight two 21st-century curricula that have been developed to explicitly teach these essential skills. (3115)

Leader(s): *Margo Izzo*, The Ohio State University, Nisonger Center, Columbus**Presenter(s):** *Scott Nelson*, The Ohio State University Nisonger Center, Columbus

10:30 AM-11:30 AM

106AB | Session: 176

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"? How do International Programs add value in countries outside the United States? How can you become more international in focus to create quality outcomes for children and youth with exceptionalities needs? Join us as we answer these questions and more!

Leader(s): *Humberto Rodriguez*, Escuela Normal de Especialización, Monterrey, México**Presenter(s):** *Lusa Lo*, University of Massachusetts, Boston; *Iris Drower*, Arizona State University, Mesa; *Mary Gale Budzisz*, Pawleys Island, SC

10:30 AM-11:30 AM

103B | Session: 177

DLD SHOWCASE**TAKE A STANCE! DIVISION FOR LEARNING DISABILITIES POSITION STATEMENTS****Topic Area:** Learning Disabilities**Secondary Topic:** English Language Learners**Format:** Panel

In this innovative showcase session, the presenters will share their views on two position statements: one on what special education should be for English language learners with LD, and the other on intensive interventions for students with LD.

Leader(s): *Erica Lembke*, University of Missouri, Columbia**Presenter(s):** *Jeanne Wanzek*, Florida State University, Tallahassee; *Bryan Cook*, University of Hawaii, Honolulu; *Rebecca Zumeta*, American Institutes for Research, Washington, DC; *Diana Rodriguez*, Fordham University, New York, NY; *Sylvia Linan-Thompson*, University of Texas, Austin

THURSDAY

10:30 AM-11:30 AM

202B | Session: 178

DPHMD SHOWCASE

INCREASING EFFECTIVE SELF-ADVOCACY SKILLS IN ELEMENTARY-AGE CHILDREN WITH PHYSICAL DISABILITIES

Topic Area: Physical/Health/Multiple Disabilities**Secondary Topic:** Research**Format:** Lecture

Young children with physical disabilities often develop learned helplessness and require instruction in self-advocacy skills. This study used environmental arrangement and the system of least prompts to increase effective initiation of request by elementary-age students with physical disabilities. (2314)

Leader(s): Mary Jane Avant, Georgia State University, Atlanta**Presenter(s):** Kathryn Heller, Georgia State University, Atlanta

10:30 AM-11:30 AM

104A | Session: 179

DVI SHOWCASE

SUCCESSFUL GRAPHICS USERS WITH VI: STRATEGIES AND IMPLICATIONS FOR INSTRUCTION AND ASSESSMENT

Topic Area: Visual Impairments**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This session will present data from a think-aloud study of students with VI engaging with tasks that involve graphics. Focus of the session will be on the problem-solving strategies and exploration methods used by the students, particularly the most successful students. Implications for instruction will be discussed. (2038)

Leader(s): Kim Zebehazy, University of British Columbia, Vancouver, Canada

10:30 AM-11:30 AM Marriott Franklin Hall 3/4 | Session: 180

STRAND A, SESSION 3: TIER 2 INTERVENTION: THE BRIEF INTERVENTION FOR SCHOOL CLINICIANS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Learning Disabilities**Format:** Lecture

Learn about Check, Connect, and Expect, a behavioral approach and the Brief Intervention for School Clinicians, a cognitive-behavioral problem-solving approach. Both interventions are implemented in a short period of time to improve social, emotional, and academic performance of students.

Leader(s): Douglas Cheney, University of Washington, Seattle

10:30 AM - 11:30 AM

109A | Session: 181

EXHIBITOR SHOWCASE SESSION: IPADS IN THE SMART INCLUSIVE CLASSROOM

Topic Area: Instructional Design and Strategies**Format:** Exhibitor Showcase Session

With school districts deploying iPads, many are looking at options for integrating them into interactive whiteboard technology-enabled classrooms to reach and teach all students. We will explore options for integration of SMART solutions with mobile devices and look at ways to utilize this powerful combination of technology to meet the individual needs of all students.

Leader(s): Alexandra Dunn, Upper Canada District School Board, Oxford Mills, Ontario, Canada

10:30 AM-11:30 AM Marriott Franklin Hall 12 | Session: 182

STRAND B, SESSION 3: BOOTS ON THE GROUND: A MODEL FOR TRANSITIONING MILITARY CHILDREN WITH SPECIAL EDUCATION NEEDS

Topic Area: Parent/Family/School Partnerships**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

This presentation will review best practice guidance utilized in Texas at the state and district levels when serving transfer students with special needs. Texas has one of the largest military populations in the nation. Participants will leave with a process and web based tool, the Legal Framework, which will help them to organize their referral process based on IDEA. Although the tool is based on federal and Texas regulations, the tool is applicable within other states when IDEA requirements are applied and state regulations are assigned to the transfer process.

Leader(s): Kay Torchiana, Consultant for Evaluation/Child Find, Richardson, TX**Presenter(s):** Hans Palmer, Fort Sam Houston Independent School District, San Antonio, TX

10:30 AM-11:30 AM Marriott Franklin Hall 7 | Session: 183

STRAND C, SESSION 3: TEACHING RATIOS, PROPORTIONS, AND PERCENTAGES: PRIMING THE PROBLEM STRUCTURE

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This session synthesizes findings from research on strategy instruction that incorporates CCSS standards of mathematical practices to improve students' proportional thinking. Emphasis is on using visual representations to facilitate understanding of the relations among quantities in the problem.

Leader(s): Asha Jitendra, University of Minnesota, Minneapolis**Presenter(s):** Amy Lein, University of Minnesota, Minneapolis

10:30 AM-11:30 AM Marriott Franklin Hall 1 | Session: 184

STRAND D, SESSION 2: SELECTING AND TEACHING VOCABULARY TO ENHANCE STUDENT COMPREHENSION OF COMPLEX TEXT

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Lecture

In this session participants will learn a research-based procedure for effectively and efficiently selecting and teaching vocabulary from complex informational and narrative texts.

Leader(s): *Joseph Dimino*, Instructional Research Group, Los Alamitos, CA

Presenter(s): *Mary Jo Taylor*, Instructional Research Group, Los Alamitos, CA

10:30 AM-11:30 AM Marriott Franklin Hall 5/6 | Session: 185

STRAND E, SESSION 2: TRANSITION TO SUCCESS FROM THE PERSPECTIVE OF AN ADULT WITH AUTISM

Topic Area: Career Development/Transition

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

An adult with autism and an autism advocate will share how she transitioned from being unsuccessful at school to being equally unsuccessful at work and in life. What went wrong and what can be done to help the young to transition to success? She will address this and more—and most importantly, from an insider's viewpoint.

Leader(s): *Laura Nagle*, Autism Advocate, Cornville, AZ

10:30 AM-11:30 AM Marriott Franklin Hall 2 | Session: 186

STRAND F, SESSION 1: PREDICTORS OF FRACTION LEARNING IN STUDENTS WITH MATH DIFFICULTIES

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Examine the findings of a study that identified predictors of fraction learning in a large, longitudinal sample of 3rd- to 5th-grade students. Fraction outcomes were aligned with the CCSS. Students' learning strategies and misunderstandings related to fraction concepts and procedures are discussed.

Leader(s): *Nancy Jordan*, University of Delaware, Newark

Presenter(s): *Nicole Hansen*, University of Delaware, Newark; *Debbie Micklos*, University of Delaware, Newark; *Betsy Read*, University of Delaware, Newark

10:30 AM-11:30 AM Marriott Franklin Hall 11 | Session: 187

STRAND G, SESSION 1: UNDERSTANDING THE COMMON CORE FOR CHILDREN WITH DISABILITIES

Topic Area: Administration/Supervision

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Lecture

The standards are rigorous, yet students with disabilities may not be able to match that rigor. This session will introduce the Common Core Standards and their key components as they relate to special education relative to the goals, rigor, criteria, assessment, and evidence-based instruction.

Leader(s): *Teresa Dais*, Comprehensive Psychological & Assessment Services, Maitland, FL

10:30 AM-11:30 AM Marriott Franklin Hall 8 | Session: 188

STRAND H, SESSION 1: ASSISTING STUDENTS STRUGGLING WITH MATHEMATICS: RTI FOR ELEMENTARY AND MIDDLE SCHOOLS

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

Taking early action may be key to helping students struggling with mathematics. The eight recommendations in this guide are designed to help teachers, principals, and administrators use Response to Intervention for the early detection, prevention, and support of students struggling with mathematics.

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

Presenter(s): *Russell Gersten*, Instructional Research Group, Los Alamitos, CA

10:30 AM-11:30 AM Marriott Franklin Hall 13 | Session: 189

STRAND Q, SESSION 3: THE IMPLICATIONS OF RAPID GROWTH OF ONLINE LEARNING FOR TEACHER PREPARATION

Topic Area: Teacher Education

Secondary Topic: Career Development/Transition

Format: Lecture

With an increased number of SWDs being placed in online courses, what is the role of teachers to ensure their success? Are future teachers prepared to mediate learning in online environments? Learn the results of a national study of faculty and future teachers relative to online learning and SWDs.

Leader(s): *Sean Smith*, University of Kansas, Lawrence

Presenter(s): *James Basham*, University of Kansas

THURSDAY

10:30 AM-11:30 AM

104B | Session: 190

SUCCESSFUL TEACHERS OF STUDENTS OF COLOR WITH DISABILITIES AT HIGH-POVERTY SCHOOLS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Teacher Education

Format: Lecture

Presenters examine the instructional practices and beliefs of teachers of students of color with disabilities at a high-performing, high-poverty school. Learn a framework that captures the most essential elements of culturally responsive teaching and integrates evidenced-based instructional approaches. (2290)

Leader(s): *Tristan Glenn*, University of South Florida, Tampa

10:30 AM-11:30 AM

112A | Session: 191

SUPPORT WRITING FOR STUDENTS WITH HIGH INCIDENCE DISABILITIES: TECHNOLOGY INTEGRATION

Topic Area: Technology and Media

Secondary Topic: Research

Format: Lecture

Participants learn about the many technologies that exist to support students who struggle with writing. Examine the results of a survey examining how writing is taught across subject areas as well as what technologies are used to support writing for students with high incidence disabilities. (2774)

Leader(s): *Anya Evmenova*, George Mason University, Fairfax, VA

Presenter(s): *Kelley Regan*, George Mason University, Fairfax, VA; *Donna Sacco*, George Mason University, Fairfax, VA; *Melissa Hughes*, George Mason University, Fairfax, VA

10:30 AM-11:30 AM

111B | Session: 192

TOWARD SOCIAL VALIDATION OF AUGMENTED-REALITY SIMULATION IN SPECIAL EDUCATION TEACHER PREPARATION

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Lecture

We report research findings regarding the social validity of augmented-reality simulation training for teacher preparation. Implications for rapid acquisition and fluency of evidence-based teaching practices are also discussed. (1351)

Leader(s): *Earle Knowlton*, Morningside College, Sioux City, IA

Presenter(s): *Marti Elford*, University of Kansas, Lawrence

10:30 AM-11:30 AM

113B | Session: 193

USING MOBILE TECHNOLOGY TO ENHANCE SOCIAL BEHAVIORS OF STUDENTS WITH AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Technology and Media

Format: Lecture

Presenters discuss a project that explored increasing social behaviors of elementary school students with autism using mobile devices. Learn how you can incorporate iPad Apps in your classroom to support both group and individual social behaviors of students with autism. (1016)

Leader(s): *Robert Trussell*, University of Texas, El Paso

Presenter(s): *Rosie Martinez*, East Point Elementary School, El Paso, TX; *Laurie Ramirez*, East Point Elementary School, El Paso, TX; *Dana Boyd*, East Point Elementary School, El Paso, TX

10:30 AM-11:30 AM

110AB | Session: 194

USING THE TAGG TO ASSESS COLLEGE AND CAREER READINESS SKILLS

Topic Area: Career Development/Transition

Secondary Topic: Assessment

Format: Demonstration

Learn to use the online, research-based TAGG to assess nonacademic college and career readiness skills. The TAGG results yield an individualized, norm-referenced student profile that includes present levels of performance, strengths and needs, and annual transition goals to include in the IEP. (2162)

Leader(s): *James Martin*, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman

Presenter(s): *Maeghan Hennessey*, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman; *Amber McConnell*, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman; *Jodie Martin*, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman

10:30 AM-11:30 AM

111A | Session: 195

EXHIBITOR SHOWCASE SESSION: BEHAVEWRITE: SIMPLY COLLECTING DATA

Topic Area: Emotional and Behavioral Disorders

Format: Exhibitor Showcase Session

Learn how easy it is to collect data for monitoring and gathering information on students with behavior disorders. BehaveWrite also tracks FBA's and allows for writing reports.

Presenter(s): *Kimberly Moffett*, BehaveWrite, LLC, Spring City, TN

10:30 AM-11:30 AM 107A | Session: 196

EXHIBITOR SHOWCASE SESSION: CONQUER TIMES
TABLES IN ONLY 3 WEEKS - GUARANTEED!

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

Rhymes 'n' Times teaches the times tables in 3 weeks or you get your money back! The program is multi-sensory using all 4 learning styles, is for ALL students, and requires no teacher training. CCSS-optimized with sister products for addition, subtraction, division, and FRACTIONS & EQUIVALENCY. www.rhymesandtimes.com, 888.684.6376.

Presenter(s): Anita Turner, Rhymes 'n' Times, Flower Mound, TX

10:30 AM-11:30 AM 105A | Session: 197

EXHIBITOR SHOWCASE SESSION: HEAD, HEART, AND
HANDS: ACHIEVING BALANCE IN THE SPECIAL
EDUCATION CLASSROOM

Topic Area: Developmental Disabilities

Format: Exhibitor Showcase Session

How can we attempt to bring balance and meaning into the lives of children with intellectual and developmental disabilities? Experienced special educators from Camphill Special School will share a developmental perspective based on the tenets of Waldorf and Curative education.

Presenter(s): Tobias Adams, Camphill Special School, Glenmoore, PA

10:30 AM-11:30 AM 102B | Session: 198

EXHIBITOR SHOWCASE SESSION: MANAGING DIFFICULT
BEHAVIOR

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

We will share techniques for managing children's behaviors and minimizing difficult behavior. Learn essential skills for leading positively, building healthy relationships, structuring difficult situations, acquiring coaching skills, and intervening actively and assertively when necessary.

Presenter(s): Lisa Tazartes and Rachel Lissy, Ramapo for Children, New York, NY

10:30 AM - 11:30 AM Marriott Franklin Hall 9 | Session: 199

AN INTERVIEW WITH CEC'S 2014 CLARISSA HUG
TEACHER OF THE YEAR

Topic Area: Instructional Design and Strategies

Format: Panel

The Clarissa Hug Teacher of the Year Award honors the best special education teachers in our classrooms today. Join us as we showcase the outstanding strategies and creative initiatives of our 2014 CEC Clarissa Hug recipient Danielle Kovach of New Jersey as she has an informative conversation with CEC President Robin D. Brewer.

Leader(s): Robin Brewer, University of Northern Colorado, Greeley

Presenter(s): Danielle Kovach, 2014 CEC Clarissa Hug Recipient, New Jersey

10:30 AM-11:15 AM Poster 16, Room 108 | Session: 201

ARTS ASSESSMENT FOR THE EXCEPTIONAL CHILD:
ENTERING UNCHARTED TERRITORY

Topic Area: Arts in Special Education

Secondary Topic: Accountability & Large Scale Assessments

Format: Poster Session

University faculty worked with teachers and paraprofessionals from two public schools to develop lesson plans incorporating arts (music, theatre, movement/dance, visual arts) resulting in 'kid-tested' lessons and assessment tools. Come and learn about this exciting program! (2756)

Leader(s): Dani Loseke, Illinois State University, Normal

Presenter(s): Christy Borders, Illinois State University, Normal; Laurie Thompson-Merriman, Illinois State University, Normal

10:30 AM-11:15 AM Poster 22, Room 108 | Session: 202

ASSESSMENT AND TREATMENT OF DISRUPTIVE
BEHAVIOR DURING DENTAL PROCEDURES

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Poster Session

Learn how function-based treatments developed to decrease problem behavior during dental exams resulted in decreases in restraint procedures during regular exams. Outcomes that have clinical implications for educators and other professionals working with children with disabilities will be shared. (1462)

Leader(s): Kelly McConnell, The New England Center for Children, Southborough, MA

THURSDAY

10:30 AM-11:15 AM Poster 07, Room 108 | Session: 203

CEEDAR CENTER (COLLABORATION FOR EFFECTIVE EDUCATOR DEVELOPMENT, ACCOUNTABILITY, AND REFORM)

Topic Area: Teacher Education

Secondary Topic: Teacher Education

Format: Poster Session

Learn about the CEEDAR Center, which provides tools to help states, policymakers, teacher educators, and local school districts work collaboratively to create professional learning systems that support effective opportunities to learn for teachers working with SWD. (3007)

Leader(s): Jun Wang, University of Florida, Gainesville

Presenter(s): Kim Byungkron, University of Florida, Gainesville; Nari Choi, University of Florida, Gainesville

10:30 AM-11:15 AM Poster 01, Room 108 | Session: 204

CREATING ACADEMIC SUCCESS FOR AFRICAN AMERICAN MALES WHO ARE BOTH GIFTED AND LEARNING DISABLED

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Learning Disabilities

Format: Poster Session

Presenters outline the complex instructional needs of African American male students who are gifted with LD. Learn explicit and practical strategies for immediate implementation in both general and special education classrooms for increasing the academic achievement of this population. (1112)

Leader(s): Quornelia Hypolite, University of Phoenix, AZ

10:30 AM-11:15 AM Poster 20, Room 108 | Session: 205

DEVELOPMENT OF EFFECTIVE PARENT-PROFESSIONAL PARTNERSHIP FOR YOUNG EXCEPTIONAL CHILDREN IN TAIWAN

Topic Area: Early Childhood

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

Expanding efforts to build partnerships between schools and families may spark strategies that will benefit all children. Learn the findings of a study that investigated the issues and needs to develop effective partnerships for Taiwanese young exceptional learners. (1107)

Leader(s): Szu-Yin Chu, National Taitung University, Taiwan, Republic of China

10:30 AM-11:15 AM Poster 12, Room 108 | Session: 206

EFFECTIVE INTERVENTIONS FOR IMPROVING READING FLUENCY WITH ELEMENTARY STUDENTS WITH LD

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

How effective are reading interventions on the fluency performance of elementary students with LD? An extensive search of the literature yielded a total of 15 intervention studies that provided interventions to build reading fluency with elementary students with LD. Findings will be shared. (1976)

Leader(s): Min Kyung Kim, University of Texas, Austin

Presenter(s): Diane Bryant, Meadows Center for Preventing Educational Risk, University of Texas, Austin

10:30 AM-11:15 AM Poster 08, Room 108 | Session: 207

EFFECTS OF CLASSWIDE ACADEMIC INTERVENTION PROMOTING TASK COMPLETION OF STUDENTS WITH AUTISM

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This study assessed the effectiveness of using iPads in a class-wide academic intervention to foster independent task completion and math skills of 7 students with autism. Learn the results which indicated an increase in independent task completion but were mixed for math skill development. (1912)

Leader(s): Patricia O'Malley, Kennedy Krieger Institute, Baltimore, MD

Presenter(s): Claire Donehower and Mary Ellen Lewis, Kennedy Krieger Institute, Baltimore, MD

10:30 AM-11:15 AM Poster 06, Room 108 | Session: 208

EFFECTS OF ERROR CORRECTION DURING ASSESSMENT PROBES ON ACQUIRING SIGHT WORDS FOR STUDENTS WITH ID

Topic Area: Developmental Disabilities

Secondary Topic: Research

Format: Poster Session

Simultaneous prompting is a strategy designed to produce near errorless learning, however errors may still be emitted during assessment probes. Learn the effects of error correction during assessment probes on the acquisition of sight words for students with moderate ID. (2043)

Leader(s): Rebecca Waugh, Georgia State University, Atlanta

Presenter(s): Melissa Leontovich, Georgia State University, Atlanta

10:30 AM-11:15 AM Poster 21, Room 108 Session: 209**EFFECTS OF INTERACTIVE READ ALOUDS ON THE LANGUAGE AND VOCABULARY DEVELOPMENT OF YOUNG ELLS****Topic Area:** Early Childhood**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Poster Session

Learn how read alouds promote early literacy skills. Leave with interactive read aloud strategies that can be implemented to encourage not only literacy development in children, but also their motivation to learn as well as their overall sense of enjoyment. (2315)

Leader(s): *Najla Al-Ajmi*, New Mexico State University, Las Cruces**Presenter(s):** *Zhen Chai*, New Mexico State University, Las Cruces**10:30 AM-11:15 AM Poster 23, Room 108 Session: 210****ENGAGING CHILDREN WITH AUTISM SPECTRUM DISORDER IN CONVERSATIONS****Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Early Childhood**Format:** Poster Session

Children with ASD demonstrate a significant delay in language development that impacts their ability to engage in conversations. Presenters discuss Pivotal Response Training and identify strategies that participants can use to enhance the conversations of children with ASD in their own classrooms. (1386)

Leader(s): *Nancy Stockall*, Sam Houston State University, Huntsville**Presenter(s):** *Lindsay Dennis*, Florida State University, Tallahassee**10:30 AM-11:15 AM Poster 02, Room 108 Session: 211****FIDELITY OF INSTRUCTION: CONSIDERATIONS FOR TIERED INTERVENTIONS AND SUPPORTS****Topic Area:** Research**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Poster Session

Fidelity data of Tier 1 instruction are needed for determining students' need for Tier 2 supports. Learn about a Tier 2 reading intervention and behavioral support for elementary students. Implications and recommendations for using treatment fidelity data in Tier 2 decision making are presented. (1415)

Leader(s): *Wendy Oakes*, Arizona State University, Tempe**Presenter(s):** *Kathleen Lynne Lane*, University of Kansas, Lawrence**10:30 AM-11:15 AM Poster 14, Room 108 Session: 212****GIFTED STUDENT PERCEPTIONS OF TEACHER AUTONOMY, SUPPORT, MOTIVATION, AND EFFORT****Topic Area:** Gifted and Talented**Secondary Topic:** Research**Format:** Poster Session

Researchers have examined motivation in gifted students as a stable trait or only provided a 'snapshot' of motivation at a single point in time. Learn about motivation and subsequent effort as more likely an ebb and flow depending on how gifted students perceive the learning environment. (2685)

Leader(s): *Jennifer Jolly*, Louisiana State University, Baton Rouge**10:30 AM-11:15 AM Poster 15, Room 108 Session: 213****HOW CHINESE IMMIGRANT PARENTS PERCEIVE THE EDUCATIONAL SYSTEM IN THE SOUTHWESTERN UNITED STATES****Topic Area:** Parent/Family/School Partnerships**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Poster Session

Learn about a study of the perceptions of Chinese immigrant parents and the needed educational supports for their children with and/or without disabilities in the U.S. educational system. Results are shared. (2271)

Leader(s): *Feng Qi*, University of New Mexico, Albuquerque**Presenter(s):** *Chi Liu*, University of New Mexico, Albuquerque; *Sherry Spizer*, New Mexico Asian Family Center, Albuquerque**10:30 AM-11:15 AM Poster 11, Room 108 Session: 214****IMPROVING UPPER ELEMENTARY STUDENT ABILITY TO IDENTIFY, SUMMARIZE, AND ANALYZE ARGUMENTATIVE TEXT****Topic Area:** Instructional Design and Strategies**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Poster Session

Two teachers conducted a research project examining the impact of a genre-specific comprehension strategy on students' ability to identify, summarize, and analyze written arguments. The strategy, CAAT, addressed CCCS and enhanced students' higher level comprehension skills. Results are discussed. (2281)

Leader(s): *Priti Haria*, Richard Stockton College of New Jersey, Galloway**Presenter(s):** *Alyson Koch*, George J Mitchell Elementary School, Little Egg Harbor Township, NJ

THURSDAY

10:30 AM-11:15 AM Poster 13, Room 108 | Session: 215

INSIDE MIDDLE SCHOOL RTI LITERACY CLASSROOMS: IMPLICATIONS FOR LEARNERS, EDUCATORS, ADMINISTRATORS

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Poster Session

This study invited middle school interventionists and special educators from 2 school districts to participate in interviews to ascertain their perceptions of their RTI systems. Observations of literacy instruction were conducted to provide information about current practices and are shared. (1933)

Leader(s): Marilyn Goodwin, Texas State University, San Marcos

10:30 AM-11:15 AM Poster 18, Room 108 | Session: 216

INTEGRATING COMMON CORE STANDARDS IN ENGLISH LANGUAGE ARTS ACROSS DISCIPLINES

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Hear about a collaborative partnership between a teacher preparation program and a local school district focused on providing rich and ongoing PD for teams of teachers in high-needs urban middle schools. UDL, co-teaching, and content literacy across all disciplines are areas of focus. (3195)

Leader(s): Laila Richman, Towson University, MD

10:30 AM-11:15 AM Poster 04, Room 108 | Session: 217

LANGUAGE AND BEHAVIORAL PROBLEMS: TEACHER CONCORDANCE WITH STANDARDIZED MEASURES OF LANGUAGE ABILITY

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

Learn about the role of language in problem behavior, the importance of assessment to identify linguistic strengths and weaknesses in students with ED, and strategies to promote academic and social success in students with these dual deficits. (2204)

Leader(s): Jason Chow, Vanderbilt University, Nashville, TN

Presenter(s): Alexandra Hollo, Vanderbilt University, Nashville, TN

10:30 AM-11:15 AM Poster 17, Room 108 | Session: 218

LEADERSHIP OF PRINCIPALS FOR SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Topic Area: Administration/Supervision

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

What is the relation between principals' leadership and education with SWPBIS implementation? Effective characteristics of principals' leadership of SWPBIS and the schools' contexts affecting effective leadership practices of principals for education are explained. (2886)

Leader(s): Jihyun Lee, University of Wisconsin, Madison

10:30 AM-11:15 AM Poster 24, Room 108 | Session: 219

NAVIGATING THE COLLEGE LIFESTYLE: A FOCUS ON STUDENTS WITH AUTISM SPECTRUM DISORDER

Topic Area: Autism Spectrum Disorder

Secondary Topic: Career Development/Transition

Format: Poster Session

This session identifies aspects of college life that posed challenges for students with ASD. Learn about the effective coping mechanisms, resources, and implications in support of students with ASD. Issues facing first-year students initially and as they progress through college will be highlighted. (3040)

Leader(s): Holly Hoffman, Central Michigan University, Mt. Pleasant

10:30 AM-11:15 AM Poster 10, Room 108 | Session: 220

READING ACHIEVEMENT AND PROBLEM BEHAVIOR OF STUDENTS WITH EBD IN ALTERNATIVE EDUCATION SETTINGS

Topic Area: Instructional Design and Strategies

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

This study evaluated the impact of guided reading instruction utilizing high interest/low readability texts on the reading achievement and problem behavior of adolescent readers. Lessons learned are addressed and linked to implications for future practice and research in nontraditional settings. (3050)

Leader(s): Nicole Swoszowski, University of Alabama, Tuscaloosa

10:30 AM-11:15 AM Poster 19, Room 108 | Session: 221

READING IN CHILDREN WITH AUTISM SPECTRUM DISORDERS: OVERCOMING BARRIERS TO COMPREHENSION

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

Learn about the current research on reading comprehension in students with ASD. Using a synthesis of recent research and real-life classroom examples, presenters highlight the problems teachers encounter when aligning instruction for students with ASD to CCSS requirements in Literacy. (1187)

Leader(s): Amanda Mazin, St. Thomas Aquinas College, Sparkill, NY

Presenter(s): Elizabeth Finnegan, St. Thomas Aquinas College, Sparkill, NY

10:30 AM-11:15 AM **Poster 03, Room 108** | **Session: 222**

RELATION BETWEEN SOCIAL CAPITAL AND SCHOOL-RELATED OUTCOMES FOR YOUTH WITH DISABILITIES

Topic Area: Career Development/Transition**Secondary Topic:** Learning Disabilities**Format:** Poster Session

Do students with disabilities who are high achieving actively mobilize supports to meet their needs, or is their success facilitated by existing structures at home, in school, and in communities? Findings from a sample of 206 students with disabilities and their teachers will be shared. (2301)

Leader(s): *Yen Pham*, University of New Mexico, Albuquerque**1:30 PM-3:30 PM** **113B** | **Session: 224****DADD SHOWCASE****SEPARATING FACT FROM FICTION: A CRITICAL ANALYSIS OF POPULAR AUTISM TREATMENTS****Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Developmental Disabilities**Format:** Panel (2 hours)

Determining which practices will work for your students with autism may seem daunting. This expert panel shares the latest in the scientific literature regarding popular therapies and treatments for autism, provides a rationale for the importance of using evidence-based practices, and discusses what practices are currently found to be evidence-based.

Leader(s): *Jason Travers*, University of Massachusetts, Amherst

Presenter(s): *Amanda Boutot*, Texas State University, Austin; *Matt Tincani*, Temple University, Philadelphia, PA; *Russell Lang*, Texas State University, San Marcos; *Gardner Umbarger*, Saginaw Valley State University, University Center, MI; *Kara Hume*, Frank Porter Graham Child Development Institute/UNC, Chapel Hill

1:30 PM-3:00 PM **Marriott Franklin Hall 9/10** | **Session: 225**

TOWN HALL — TEACHER EVALUATION AND SPECIAL EDUCATION: MOVING BEYOND THE CHALLENGES

Topic Area: Measuring Special Education Teacher Effectiveness**Secondary Topic:** Research**Format:** Panel (2 hours)

Join us at this Town Hall where we offer research-based recommendations for fair and valid evaluation of educators of students with disabilities. The session also reserves half of time for questions from participants.

Leader(s): *Nathan Jones*, Boston University, MA

Presenter(s): *Jennifer Mahdavi*, Sonoma State University, Rohnert Park, CA

1:30 PM-2:30 PM**201B** | **Session: 226**

ADMINISTRATORS PERCEPTION OF THREAT FROM STUDENTS WITH DISABILITIES AND DISCIPLINARY DECISIONS

Topic Area: Administration/Supervision**Secondary Topic:** Public Policy**Format:** Lecture

This session will discuss the results of a study that investigated the relationship between educational administrators' perceptions of threat from students with disabilities and disciplinary decisions. (1139)

Leader(s): *Jacob Williams*, University of Texas, Austin**1:30 PM-2:30 PM****103B** | **Session: 227**

ASSESSING READING COMPREHENSION FOR ELEMENTARY SCHOOL STUDENTS WITHIN AN RTI FRAMEWORK

Topic Area: Learning Disabilities**Secondary Topic:** Assessment**Format:** Panel

RTI frameworks identify and provide support to students who need intensive instruction. We investigated assessments that identify those in need of reading comprehension assistance. Learn about the interrelationships among reading comprehension measures and how to administer the oral retell used. (2112)

Leader(s): *Victoria Sanchez*, University of California, Riverside**1:30 PM-2:30 PM****113A** | **Session: 228**

COLLABORATION TO ENHANCE TEACHER PREPARATION WITHIN UNIVERSITIES: WHERE ARE WE NOW?

Topic Area: Teacher Education**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Panel

Hear the findings of federally funded research designed to investigate the professional learning systems and program revisions within universities to enhance collaboration, implementation of evidence-based practices, and program evaluation in teacher education. The panel will discuss the results. (2900)

Leader(s): *Mary Little*, University of Central Florida, Orlando

Presenter(s): *Donna Sobel*, University of Colorado, Denver; *Erica McCray*, University of Florida, Gainesville

THURSDAY

1:30 PM-2:30 PM

109B | Session: 229

CONNECTING UDL, INSTRUCTIONAL STRATEGIES, APPS, AND ASSESSMENT IN THE EARLY CHILDHOOD CLASSROOM

Topic Area: Early Childhood

Secondary Topic: Technology and Media

Format: Demonstration

Teachers struggle with applying UDL principles to instructional strategies, apps, and assessment in planned classroom activities. In this session, five targeted learning apps will be paired with specific instructional strategies and assessment methods using UDL principles. (1549)

Leader(s): Howard Parette, Illinois State University, Normal

Presenter(s): Craig Blum, Illinois State University, Normal; Jack Hourcade, Boise State University, ID

1:30 PM-2:30 PM

112A | Session: 230

CULTURALLY RESPONSIVE EVIDENCE-BASED APPROACH TO EXCELLENCE IN WRITING

Topic Area: English Language Learners

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

CREATE in Writing includes culturally responsive and universally designed elements to support high school ELLs with disabilities to improve writing. This hands-on demonstration will help teachers to successfully implement CREATE in their own schools. (2303)

Leader(s): Caroline Torres, University of Hawaii at Manoa & Kapi'olani Community College

1:30 PM-2:30 PM

104A | Session: 231

EFFECTS OF A TECHNOLOGY ENHANCED STORYBOOK READING INTERVENTION ON CHILDREN'S VERB LEARNING

Topic Area: Early Childhood

Secondary Topic: Research

Format: Lecture

Participants will learn about the potential impact of utilizing technology in combination with evidence-based reading techniques as a means to teach and enhance children's verb vocabulary development. (1574)

Leader(s): Lindsay Dennis, Florida State University, Tallahassee

Presenter(s): Nancy Stockall, Sam Houston State University, Huntsville

1:30 PM-2:30 PM

103C | Session: 232

EFFECTS OF THE ME! ON SELF-DETERMINATION KNOWLEDGE AND SKILLS OF STUDENTS WITH DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Lecture

Learn about the effects of the Me! Curriculum on self-determination knowledge and skills for students with disabilities. This innovative self-determination curriculum can be easily implemented in your classroom to enhance students' self-advocacy/self-awareness knowledge and skills. (2149)

Leader(s): Jennifer Cease-Cook, National Secondary Transition Technical Assistance Center/UNC, Charlotte

Presenter(s): Katie Bradley, East Henderson High School, East Flat Rock, NC; Valerie Mazzotti, University of Oregon, Eugene

1:30 PM-2:30 PM

202B | Session: 233

ESTABLISHING ADAPTIVE SPORTS PROGRAMS FOR YOUTH WITH MODERATE TO SEVERE DISABILITIES

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

Children with disabilities are at increased risk of health risk factors due to low levels of physical activity and limited participation in sports. Learn how to establish adaptive sports leagues for children and youth with disabilities in schools and other community-based recreational facilities. (2023)

Leader(s): Joseph Ryan, Clemson University, SC

Presenter(s): Erin Jashinsky, Clemson University, SC; Morgan Johnson, Clemson University, SC; Janie Hodge, Clemson University, SC; Allison Jennett, Clemson University, SC

1:30 PM-2:30 PM

203B | Session: 234

FAMILY PARTNERSHIPS IN INCLUSIVE EDUCATION: LESSONS FROM SIX EXEMPLARY SITES

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Collaboration and Inclusive Practices

Format: Demonstration

Researchers conducted focus groups selected through a rigorous process to be among the most exemplary inclusive schools in the nation. This session will highlight lessons on building family partnerships and family leadership in these diverse schools. (3114)

Leader(s): Shana Haines, University of Vermont, Burlington

Presenter(s): Ann Turnbull, University of Kansas, Beach Center on Disability, Lawrence

1:30 PM-2:30 PM**113C | Session: 235****FAMILY-PROFESSIONAL PARTNERSHIPS: WORKING WITH CHILDREN AND YOUNG ADULTS WITH DOWN SYNDROME****Topic Area:** Developmental Disabilities**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

Learn results from interviews and focus groups about family-professional partnerships and the impact these partnerships have on personal and educational experiences. Strategies for working with school-aged children and young adults with Down syndrome and their families will be presented. (2285)

Leader(s): *Diane Cavanagh*, East Stroudsburg University of Pennsylvania

1:30 PM-2:30 PM**103A | Session: 236****HOW MANY CRACKS ARE IN THE LIBERTY BELL? BUILDING KINDERGARTENERS' NUMBER SENSE****Topic Area:** Learning Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

Learn the findings of an on-going 4-year efficacy trial of the ROOTS mathematics curriculum, a Tier-2 kindergarten intervention to support at-risk learners in developing an understanding of whole number concepts. This is particularly useful for educators implementing Tier 2 mathematics interventions. (2677)

Leader(s): *Christian Doabler*, University of Oregon, Eugene

Presenter(s): *Eva Kurtz-Nelson*, University of Oregon, Eugene; *Ben Clarke*, University of Oregon, Eugene

1:30 PM-2:30 PM**112B | Session: 237****LEARN HOW THE IDEA PARTNERSHIP HELPS YOU INCREASE THE EFFECTIVENESS OF TRANSITION SERVICES!****Topic Area:** Career Development/Transition**Secondary Topic:** Administration/Supervision**Format:** Lecture

Learn how you can be a part of the IDEA Partnership! This partnership includes states, professional organizations, and families and youth with disabilities and has created exciting and effective communities of practice to improve and expand transition services in state and local school systems. (1723)

Leader(s): *Jane Razeghi*, George Mason University, Fairfax, VA

Presenter(s): *Stacie Dojonovic*, Fox Chapel School District, PA; *Dale Matusевич*, Delaware Department of Education, Dover

1:30 PM-2:30 PM**202A | Session: 238****LITERACY ASSESSMENT FOR LEARNERS WITH SIGNIFICANT DISABILITIES****Topic Area:** Assessment**Secondary Topic:** Physical/Health/Multiple Disabilities**Format:** Lecture

Do you work with students with significant disabilities? Are you looking for strategies to assess these learners' literacy skills? Learn how to systematically adapt existing evidence-based literacy assessments for use with students with significant disabilities using a 4-step process. (1770)

Leader(s): *Christina Carnahan*, University of Cincinnati, OH

Presenter(s): *Pamela Williamson*, University of North Carolina, Greensboro

1:30 PM -2:30 PM**109A | Session: 239****EXHIBITOR SHOWCASE SESSION: A SMART APPROACH TO THE COMMON CORE****Topic Area:** Instructional Design and Strategies**Format:** Exhibitor Showcase Session

Discover how lessons can come to life for students with special needs through multisensory instruction using a SMART Board. Integrate Common Core State Standards with daily classroom instruction to increase academic achievement in all students using SMART technology.

Leader(s): *Danielle Kovach*, Hopatcong Schools, NJ

1:30 PM-2:30 PM**201A | Session: 240****PROGRAM CHAIR FEATURED SESSION: OESE/OSEP COLLABORATION: IDEA AND TITLE I COLLABORATION AT THE FEDERAL LEVEL: WHAT IT MEANS FOR YOU!****Topic Area:** Implications of Education Reform Initiatives for Students with Disabilities**Secondary Topic:** Public Policy**Format:** Lecture

There are many programs at the U.S. Department of Education that support states, school districts and schools in improving results for struggling learners. Historically these programs have not been well-coordinated. Over the last year there have been unprecedented efforts to collaborate across programs such as Title I, IDEA, School Improvement Grants and programs for English Language Learners. This session will describe those efforts, the impact on State Educational Agencies and potential impact on districts and schools. As part of the session, presenters will also solicit your thoughts regarding challenges and barriers to better coordination of federally-funded programs.

Leader(s): *Kim Hymes*, Council for Exceptional Children, Arlington, VA

Presenter(s): *Monique Chism*, Office of Student Achievement and School Accountability, Office of Elementary and Secondary Education, U.S. Department of Education; *Ruth Ryder*, Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education

THURSDAY

1:30 PM-2:30 PM

106AB | Session: 241

PARENT TUBE: USING SOCIAL MEDIA TO SUPPORT FAMILIES OF CHILDREN WHO ARE DEAF AND HARD OF HEARING

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Technology and Media

Format: Lecture

This session will spotlight a project to develop ParentTube videos to support knowledge and skill development for families of children who are deaf and hard of hearing. Rationale, strategies, topics, and deployment tactics will be shared. Focus will be on meaningful and sustained parent engagement. (3075)

Leader(s): Marguerite Vasconcellos, Bucks County

Intermediate Unit 22, Doylestown, PA

Presenter(s): Anne Tapp, Saginaw Valley State University, University Center, MI; Debra Lively, Saginaw Valley State University, University Center, MI

1:30 PM-2:30 PM

201C | Session: 242

PROFESSIONAL DEVELOPMENT: NEVER UNDERESTIMATE THE POWER OF AN ENVIRONMENTAL TRIGGER

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Demonstration

Professionals work with behavior plans, but understanding what it takes to shape a behavior can be frustrating. Learn about the exciting results when a school committed to changing a personal or professional behavior, wrote a behavior plan, and self-monitored their progress for several weeks. (2571)

Leader(s): Maria Kreiter, Valley Forge Educational Services, Paoli, PA

Presenter(s): Krista LaRosa, Clarity Service Group, Aston, PA

1:30 PM-2:30 PM

204A | Session: 243

RESULTS OF A 3-YEAR STUDY OF A THREE-TIERED SOCIAL SKILLS AND BEHAVIORAL INTERVENTION MODEL

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Prosocial behavior deficits may be exaggerated for students with EBD but are pervasive in the general education population as well. Results of a study examining an intervention model of social skills instruction and intervention against outcomes of academic and social success are discussed. (2168)

Leader(s): Susan Albrecht, Ball State University, Muncie, IN

Presenter(s): Ruth Jones, Ball State University, Muncie, IN; Sarup Mathur, Arizona State University, Tempe

1:30 PM-2:30 PM Marriott Franklin Hall 3/4 | Session: 244

STRAND A, SESSION 4: AN INTERCONNECTED SYSTEMS FRAMEWORK FOR TIER 3 INTERVENTIONS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Learning Disabilities

Format: Lecture

The ISF is a structure and process for blending education and mental health through MTSS in schools. Learn how Tier 3 of MTSS is supported through the ISF including key features, implementation tools, and field-based examples using Wrap-around and the wraparound-based RENEW interventions.

Leader(s): Lucille Eber, SASD PBIS Network, La Grange Park, IL

Presenter(s): Kelly Perales, Community Care Behavioral Health, Scranton, PA

1:30 PM-2:30 PM

Marriott Franklin Hall 12 | Session: 245

STRAND B, SESSION 4: SPECIAL EDUCATION SERVICES AND THE INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Topic Area: Public Policy

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Lecture

The Interstate Compact for Educational Opportunities for Military Children (MIC3) is an agreement between states (currently 46) that outlines how states will remove barriers to educational success for military-connected children who experience frequent moves and parental deployments. Presenters will discuss how MIC3 benefits children with special education needs, educators, and administrators.

Leader(s): Rick Masters, General Counsel, Interstate Commission on Educational Opportunity for Military Children, Lexington, KY

Presenter(s): Martha Blue-Banning, University of Kansas, Beach Center on Disability, Lawrence

1:30 PM-2:30 PM

Marriott Franklin Hall 7 | Session: 246

STRAND C, SESSION 4: EXPRESSIONS AND EQUATIONS CONTENT AND INSTRUCTION FOR MIDDLE GRADE STUDENTS WITH MATH DIFFICULTIES

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

This session focuses on an instructional sequence of mathematical ideas related to expressions and equations content for students who struggle in math. Using CCSS as a framework for the instructional sequence, the presenters discuss instructional considerations including effective interventions.

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

Presenter(s): Diane Bryant, Meadows Center for Preventing Educational Risk, University of Texas, Austin

1:30 PM-2:30 PM

Marriott Franklin Hall 1 | Session: 247

STRAND D, SESSION 3: EXAMINING THE ROLE OF VOCABULARY KNOWLEDGE IN STRUGGLING COMPREHENDERS

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Lecture

What is the prevalence and nature of vocabulary difficulties among students identified as struggling comprehenders? We investigate factors that differentiate vocabulary performance including vocabulary that students know and don't know, and the impact of non-attempted items.

Leader(s): Nathan Clemens, Texas A&M University, College Station

1:30 PM-2:30 PM Marriott Franklin Hall 5/6 | Session: 248

STRAND E, SESSION 3: TRANSITION PROCESS: SELF-ADVOCACY, RESILIENCY, AND SELF-DETERMINATION IN YOUTH WITH AUTISM

Topic Area: Career Development/Transition

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

This session will focus on strategies for parents/educators to nurture the development of skills/attitudes in youth with autism to support the complex transition to adulthood. The presenters will explore opportunities needed to develop resiliency, self-determination, and self-advocacy and strategies to begin this work in early adolescence.

Leader(s): Leah Kelley, Chilliwack, British Columbia, Canada

1:30 PM-2:30 PM Marriott Franklin Hall 2 | Session: 249

STRAND F, SESSION 2: IMPROVING FRACTION KNOWLEDGE AMONG AT-RISK LEARNERS

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

Learn the findings of a study evaluating the efficacy of 12 weeks of small-group tutoring on at-risk learners' fraction knowledge, focusing on word problems. This study is in the 3rd year of a program of research to develop and understand the effects of such tutoring.

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

Presenter(s): Robin Schumacher, Vanderbilt University, Nashville, TN

1:30 PM-2:30 PM Marriott Franklin Hall 11 | Session: 250

STRAND G, SESSION 2: CHILDREN IN URBAN CENTERS AND THE COMMON CORE STANDARDS

Topic Area: Administration/Supervision

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Lecture

This session will focus on school-based and special education leaders and the development of academic success using the Common Core Standards in an urban climate.

Leader(s): Gloria Campbell-Whately, University of North Carolina, Charlotte

Presenter(s): Christie Felder, University of North Carolina, Charlotte; Ozalle Toms, University of Wisconsin, Whitewater

1:30 PM-2:30 PM Marriott Franklin Hall 8 | Session: 251

STRAND H, SESSION 2: TEACHING ELEMENTARY SCHOOL STUDENTS TO BE EFFECTIVE WRITERS

Topic Area: Instructional Design and Strategies

Secondary Topic: Teacher Education

Format: Lecture

This session will examine the four recommendations for teaching writing to elementary students from the recently published What Works Clearinghouse guide. Using these recommendations, you will learn how to provide daily time for writing and instruction, teach the writing process, teach fundamental writing skills, and create an engaged community of writers.

Leader(s): Steve Graham, Arizona State University, Tempe

1:30 PM-2:30 PM Marriott Franklin Hall 13 | Session: 252

STRAND Q, SESSION 4: ARE GOOD POLICES IN PLACE TO HELP SWDS SUCCEED IN ONLINE LEARNING?

Topic Area: Public Policy

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Lecture

The advent of online learning has raised questions about issues foundational to the education of SWDs. Policy scans of state/district policies have focused on issues such as FAPE, financing, and services. We will discuss what these policy scans have found and how it affects informed decision making.

Leader(s): Bill East, National Council of State Directors of Special Education, Alexandria, VA

Presenter(s): Paula Burdette, National Council of State Directors of Special Education, Alexandria, VA

1:30 PM-2:30 PM 104B | Session: 253

SYSTEMIC CHANGE PRACTICES TO CLOSE THE ACHIEVEMENT GAP FOR LATINO ENGLISH LEARNERS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: English Language Learners

Format: Lecture

Presenters highlight selected school districts in California who have closed the achievement gap for CLD students. Learn about critical practices at the site- and district-level that led these high performing districts to close the gap for diverse students, including English learners. (3257)

Leader(s): Jose Luis Alvarado, San Diego State University, CA

Presenter(s): Jorge Preciado, Seattle Pacific University, WA

1:30 PM-2:30 PM 107B | Session: 254

TEACHING APPROPRIATE TOUCH IN SCHOOLS

Topic Area: International Programs/Services

Secondary Topic: International Programs/Services

Format: Demonstration

Learn about one way that practitioners in many countries are teaching appropriate touch in schools from a young age. Included is an opportunity to participate in the routine, both as a giver and receiver of appropriate touch. (2005)

Leader(s): Kristin Lucas, University of Iowa, Iowa City

1:30 PM-2:30 PM 105B | Session: 255

TECHNOLOGY, VIDEO, AND THE OBSERVATION LEARNING METHOD TO TARGET SOCIAL SKILLS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Technology and Media

Format: Demonstration

Explore the effectiveness and high success rate of carryover, achievable through integrating technology, specifically to enhance the generalization of social skills. A brief review of current research and innovative ways to customize video and other technologies will be demonstrated. (2352)

Leader(s): Laurie Bukala, Community Speech Language Services, Leesburg, VA

THURSDAY

1:30 PM-2:30 PM

203A | Session: 256

THE UNDERACHIEVEMENT OF GIFTED MIDDLE SCHOOL STUDENTS

Topic Area: Gifted and Talented

Secondary Topic: Research

Format: Lecture

The underachievement of bright and capable students is frustrating for teachers and parents alike. Learn why gifted students underachieve, hear findings from a recent underachievement study, and receive suggestions to help reverse the pattern of gifted underachievement. (1561)

Leader(s): *Jennifer Ritchotte*, University of Northern Colorado, Greeley

1:30 PM-2:30 PM

204B | Session: 257

UNPACKING THE CLOSE READING ELEMENT OF THE COMMON CORE IN CONTENT AREA CLASSES

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

Learn strategies for close reading— knowledge of text features and informational text structure, identifying what is important, summarizing text, and self-monitoring for meaning and more. Strategies to build vocabulary and engage students in rich conversation dependent on the text will also be discussed. (2452)

Leader(s): *Meenakshi Gajria*, St. Thomas Aquinas College, Sparkill, NY

Presenter(s): *Asha Jitendra*, University of Minnesota, Minneapolis; *Joseph Gilson*, St. Thomas Aquinas College, Sparkill, NY

1:30 PM-2:30 PM

111B | Session: 258

WORD WALK: A SEQUENTIAL VOCABULARY ROUTINE TO ENHANCE DIVERSE PRESCHOOLER VOCABULARY KNOWLEDGE

Topic Area: Early Childhood

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

This study examined the effects of the Word Walk intervention on 188 preschoolers' vocabulary knowledge during shared reading sessions. The intervention group scored significantly higher than the comparison group on standardized vocabulary measures and the mean scores were high on vocabulary CBM. (2228)

Leader(s): *Priti Haria*, Richard Stockton College of New Jersey, Galloway

Presenter(s): *Katie Beauchat*, York College of Pennsylvania

1:30 PM-2:30 PM

107A | Session: 259

EXHIBITOR SHOWCASE SESSION: A KP MATH BASE-TEN INTERVENTION THAT HAS IT ALL!

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

Expeditions to Numeracy is an intervention that combines a fast-track system and KP Ten-Frame Tiles. Students experience base-10 math; engaging, hands-on/minds-on lessons that develop conceptual understanding; and coherence achieved through a place value approach to all base-10 concepts and skills.

Presenter(s): *Peggy Akin*, KP Mathematics, Phoenix, AZ

1:30 PM-2:30 PM

102B | Session: 260

EXHIBITOR SHOWCASE SESSION: BUILDING ACADEMIC VOCABULARY VIA NOTEBOOK FOLDABLES

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

Learn by doing in this fast-paced, hands-on Notebook Foldables session aimed at immersing diverse learners in academic vocabulary essential for success. Get immersed in words in a new way, and leave with your own mini-comp book constructed onsite filled with immediately usable ideas.

Presenter(s): *Bob Stremme*, Dinah Zike Academy, Comfort, TX

1:30 PM-2:30 PM

111A | Session: 261

EXHIBITOR SHOWCASE SESSION: SOLUTIONS TO COMMON MISBEHAVIOR - INTERVENTIONS THAT WORK

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

Join us to learn about The Teacher's Encyclopedia of Behavior Management: 100 Problems/500 Plans and Interventions: Evidence-Based Behavioral Strategies for Individual Students. These guides are resources for designing effective function-based intervention plans. Both include forms, charts, and other tools for quick implementation.

Presenter(s): *Randy Sprick*, Safe & Civil Schools, Eugene, OR

1:30 PM-2:30 PM

105A | Session: 262

EXHIBITOR SHOWCASE SESSION: SUPPORTING TRANSITION PLANS FOR STUDENTS WITH SEVERE COGNITIVE DELAYS

Topic Area: Career Development/Transition

Format: Exhibitor Showcase Session

Learn how you can utilize the BRIGANCE TSI and IED III to identify postsecondary goals to support transition planning. Leverage modifications that ensure assessments can be delivered with limited/no reading and writing abilities.

Presenter(s): *Cathryn Harvey*, Curriculum Associates, North Billerica, MA

1:30 PM-2:30 PM

Room: 102A | Session: 263

Multiple Presentation

EXPERIENCES, IDENTITY, AND BELIEFS ABOUT LGBT YOUTH WITH DISABILITIES

Moderator*Florah Luseno, Chicago State University, IL***Topic Area:** Cultural and/or Linguistic Diversity

Experiences, Identity, and Beliefs about the Future for LGBTQI Young Adults With Disabilities

This session will present the results of a research study that focused on the experiences, identity, and beliefs of young adults who embody the intersection of these two historically marginalized identities as well as provide suggestions for supporting LGBTQI youth with disabilities.

Leader(s): *Laurie Gutmann Kahn, University of Oregon, Eugene*

Including Students of Color and With Disabilities in the LGBTQ Movement

This session will present what we know about supporting LGBTQ students and will engage the audience in a conversation on how to create safe spaces for LGBTQ youth of color and with disabilities, so that they can enjoy a school climate that is supportive, affirming, and welcoming of their intersecting identities.

Leader(s): *Graciela Slesaransky-Poe, Arcadia University, Glenside, PA*

Increasing Capacity of Preservice Special Educators for Working With LGBTQ Youth With Disabilities

This session addresses the intersectionality of sexual orientation and disability, and equips participants with strategies for addressing their own biases and other issues of anti-gay, anti-disability sentiment prevalent in schools today.

Leader(s): *Jennifer Christensen, Eastern Kentucky University, Richmond*

Presenter(s): *John Delport, Coastal Carolina University, Conway, SC*

Our Voices Count: LGBT Educator Experiences and Its Impact on Teacher Preparation

As teacher educator preparation programs seek to address issues of diversity, one group is often marginalized and silenced. The voices of LGBT educators are presented in this session and resources and ideas to enhance teacher education preparation are shared.

Leader(s): *Frank Dykes, University of Texas, Tyler*

Presenter(s): *John Delport, Coastal Carolina University, Conway, SC*

1:30 PM-2:30 PM

Room: 110AB | Session: 264

Multiple Presentation

INCLUSIVE PRACTICES AND UNIVERSAL DESIGN FOR LEARNING: BETTER ENVIRONMENT FOR ALL

Moderator*Lisa Dieker, University of Central Florida, Orlando***Topic Area:** Collaboration and Inclusive Practices

Creating Differentiation in STEM Content Areas Using Current and Future Strategies and Technology

Do you need practical classroom applications to support students with disabilities in secondary general education settings in STEM (Science, Technology, Engineering, and Mathematics) areas? You will leave this session with many useful strategies to successfully support students with mild to moderate disabilities in general education secondary classrooms, practical techniques to integrate the shifts in the Common Core State Standards in STEM areas using strategies and technology, and user friendly resource materials for immediate use in your classroom!

Leader(s): *Lisa Dieker, University of Central Florida, Orlando*

Presenter(s): *Lauren Delisio, University of Central Florida, Orlando*

Scheduled for 12 Rounds: Two Researchers Debate the Role of UDL in Special Education

Take it outside! In this session, two researchers debate the merits of UDL as a framework that can guide the design and delivery of instruction for students with exceptionalities. The debaters will offer scientific evidence to support their claims; in addition, both will provide reproducible materials that practitioners can use to make their own decisions for how best to use UDL in their teaching. This session will provide attendees with evidence and food for thought when considering the role of UDL and other multimedia in teaching. The debate will be moderated by special guest, Dr. Don Deshler.

Leader(s): *Michael Kennedy, University of Virginia*

Presenter(s): *James Basham, University of Kansas*

THURSDAY

1:30 PM-2:30 PM

Room: 204C | Session: 265

Multiple Presentation

DISTINGUISHED EARLY CAREER RESEARCH AWARD RECIPIENTS

Moderator

Mary Brownell, University of Florida, Gainesville

Topic Area: Research

Increasing Intervention Strength for Students with Reading Disabilities in Special Education

This presentation will provide an overview of recent research on varying levels of reading intervention for students with reading disabilities. Examination of reading instruction in general education and special education settings and resulting student reading outcomes will be highlighted. Implications for practice and future research will be discussed.

Leader(s): Jeanne Wanzek, Florida State University, Tallahassee

Reintegrating High-Risk Youth: A Preliminary Evaluation of On The Way Home

Youth returning to the community following a stay in out-of-home care face many challenges. Often there is little communication between the care provider and reintegrating school, and few transition supports are available. This session will present the outcomes of On the Way Home, an aftercare intervention for high-risk transitioning youth.

Leader(s): Alex Trout, University of Nebraska - Lincoln

1:30 PM-2:15 PM

Poster 11, Room 108 | Session: 268

A REPEATED READING INTERVENTION PROGRAM FOR ELEMENTARY STUDENTS WITH LEARNING DISABILITIES

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This study examined the effectiveness of a repeated reading strategy intervention to improve the oral reading fluency and reading comprehension of Emirati elementary students with LD. Results indicated that the repeated reading program was effective and will be shared. (2745)

Leader(s): Hala Elhoweris, United Arab Emirates University, Al Ain City

1:30 PM-2:15 PM

Poster 22, Room 108 | Session: 269

AUTISM PEER NETWORKS PROGRAM: INTERVENTION AND OUTCOMES

Topic Area: Autism Spectrum Disorder

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

This session describes participants, intervention procedures, and outcomes for the Autism Peer Networks Program. Assessments were conducted for 95 kindergarten and first graders with ASD, with 52 children participating in networks for 2 years with typical peers. Results will be shared. (2087)

Leader(s): Debra Kamps, University of Kansas, Kansas City

1:30 PM-2:15 PM

Poster 07, Room 108 | Session: 270

CO-TEACHING IN THE UNIVERSITY: MODELING WHAT WE ADVOCATE FOR PRESERVICE TEACHERS

Topic Area: Teacher Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Three faculty members piloted co-teaching approaches in a university course for 74 general and special education students during fall and spring semesters of the 2012-2013 academic year to model collaborative teaching for teacher candidates. Presenters discuss the results of the study. (2882)

Leader(s): Lori Elliott, University of Colorado, Denver

1:30 PM-2:15 PM

Poster 20, Room 108 | Session: 271

DEVELOPMENT OF EMOTIONAL LITERACY: RESULTS FROM SOCIAL EMOTIONAL LEARNING FOUNDATIONS CURRICULUM

Topic Area: Early Childhood

Secondary Topic: Research

Format: Poster Session

Language skills support children's social-emotional growth and improve their ability to regulate emotions. Hear findings from a pilot implementation of SELF, a curriculum that merges social-emotional learning and vocabulary development to promote self-regulation skills. (2111)

Leader(s): Lourdes Santiago Poventud, University of Florida, Gainesville

Presenter(s): Pam Chalfant, University of Florida, Gainesville; Nancy Corbett, University of Florida, Gainesville; Ann Daunic, University of Florida, Gainesville

1:30 PM-2:15 PM

Poster 01, Room 108 | Session: 272

EDUCATIONAL MANAGEMENT OF STUDENTS WITH CHRONIC ILLNESSES: A COMMUNITY-CENTERED MODEL

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

A collaborative relationship between school personnel and health care professionals can optimize the academic experience for students with medical needs. Learn about an educational management model among medical, school, and family partnerships to ensure the long-term success of all students. (2392)

Leader(s): Wykesha Hayes, MD Anderson Children's Cancer Hospital, Houston, TX

Presenter(s): Mari Frost, University of Texas, MD Anderson Children's Cancer Hospital, Houston

1:30 PM-2:15 PM Poster 23, Room 108 Session: 273**ENHANCING EMERGENT LITERACY OPPORTUNITIES FOR PRESCHOOL STUDENTS WITH AUTISM: A TEACHER GUIDE****Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Autism Spectrum Disorder**Format:** Poster Session

Learn six strategies that can be easily implemented by teachers to enhance joint attention opportunities for children on the spectrum throughout the school day. All strategies are evidenced-based and if put into practice could lay the groundwork for literacy gains. (2151)

Leader(s): *Kate Zimmer*, University of Florida, Gainesville**1:30 PM-2:15 PM Poster 12, Room 108 Session: 274****ENHANCING VOCABULARY INSTRUCTION AND ASSESSMENT FOR AT-RISK MIDDLE SCHOOL STUDENTS****Topic Area:** Learning Disabilities**Secondary Topic:** English Language Learners**Format:** Poster Session

Thirty-six 8th-grade poor readers received 3 weeks of small-group vocabulary intervention. Intervened students demonstrated significant growth, with postinstruction word knowledge exceeding that of comparison peers. Results will be discussed in light of classroom application. (2302)

Leader(s): *Kristen Beach*, University of California, Riverside**1:30 PM-2:15 PM Poster 19, Room 108 Session: 275****ESSAY-WRITING RESEARCH AND CCSS WRITING DEMANDS ON ADOLESCENT STUDENTS WITH DISABILITIES****Topic Area:** Implications of Education Reform Initiatives for Students with Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

Presenters highlight CCSS demands on students with disabilities to write essays across genres and content areas, assess how well students are meeting demands, and provide a summary of a systematic literature review on essay writing conducted to evaluate whether research meets high Core Standards. (1979)

Leader(s): *Lauren Valasa*, Pennsylvania State University, State College**1:30 PM-2:15 PM Poster 05, Room 108 Session: 276****I AM DETERMINED: EVERYONE IS A WINNER****Topic Area:** Career Development/Transition**Secondary Topic:** Parent/Family/School Partnerships**Format:** Poster Session

The Virginia Department of Education's "I'm Determined" program embodies the philosophy of empowerment for students with disabilities. See how students learn to set goals, problem solve, and communicate. A brief history, data on the use of program components, and instructional resources are shared. (1254)

Leader(s): *Diane Loomis*, George Mason University, Fairfax, VA**Presenter(s):** *Judith Fontana*, Virginia Department of Education/George Mason University, Fairfax**1:30 PM-2:15 PM Poster 15, Room 108 Session: 277****LESSONS FROM FOUR DECADES IN THE FIELD: A CASE STUDY OF DR. EUGENE B. EDGAR****Topic Area:** Pioneers/Historical Perspectives**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Poster Session

Dr. Eugene Edgar has worked as a professor in the field of special education for more than 40 years. As an award-winning faculty member, his scholarship, teaching, and service have been recognized repeatedly by his local and national colleagues. Illustrative video excerpts are shared and discussed. (2977)

Leader(s): *Douglas Judge*, University of Washington, Seattle**Presenter(s):** *Grace Blum*, University of Washington, Seattle**1:30 PM-2:15 PM Poster 16, Room 108 Session: 278****LOCKDOWNS AND SCHOOL CRISES: BEST PRACTICES TO SUPPORT THE SAFETY OF STUDENTS WITH DISABILITIES****Topic Area:** Administration/Supervision**Secondary Topic:** Parent/Family/School Partnerships**Format:** Poster Session

Will your students know what to do during a lockdown? This session will focus on evaluation and revision of existing school and district lockdown and crisis procedures and the development of individual crisis plans for students with disabilities. (1330)

Leader(s): *Laura Clarke*, Ball State University, Muncie**Presenter(s):** *Dusty Columbia Embury*, Eastern Kentucky University, Richmond**1:30 PM-2:15 PM Poster 14, Room 108 Session: 279****MEETING THE NEEDS OF LISTENING AND SPEAKING STUDENTS WITH HEARING LOSS****Topic Area:** Communicative Disabilities and Deafness**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Poster Session

Areas of need for students with hearing loss who use technology and who are academically average are identified. In your classroom, these students may appear as though their hearing equipment 'fixed' their hearing. Learn how to identify the unique needs of this increasing population of students. (2713)

Leader(s): *Christy Marzzacco*, Delaware County Intermediate Unit, PA**Presenter(s):** *Jill Christopher*, Delaware County Intermediate Unit, PA**1:30 PM-2:15 PM Poster 03, Room 108 Session: 280****MODIFYING STUDENT BEHAVIORS USING ELECTRONIC DAILY BEHAVIOR REPORT CARDS****Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Parent/Family/School Partnerships**Format:** Poster Session

Communicating students' behavioral performance to a parent via e-mail Daily Behavior Report Cards can modify classroom behaviors with less time cost to teachers. Learn about this positive behavioral support, how to implement an E-DBRC intervention, and identify strategies to increase communication. (3060)

Leader(s): *Beth Jones*, Texas A&M University, Commerce

THURSDAY

1:30 PM-2:15 PM Poster 24, Room 108 | Session: 281

NEURO-EDUCATION: EFFECTIVE LANGUAGE-BASED LITERACY STRATEGIES FOR INDIVIDUALS WITH ASD

Topic Area: Autism Spectrum Disorder

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Most literacy strategies are based on English alphabetic properties; but, individuals with ASD struggle with sound-based properties resulting in literacy difficulties. Learn effective strategies based on the neuroscience of visual-motor thinking and learning for those with ASD in your classroom. (1449)

Leader(s): *Ellyn Arwood*, University of Portland, OR

Presenter(s): *Phyllis Egby*, University of Portland, OR

1:30 PM-2:15 PM Poster 18, Room 108 | Session: 282

NON-GOVERNMENTAL ORGANIZATIONS PROMOTING THE EDUCATION OF CHILDREN WITH DISABILITIES IN INDIA

Topic Area: International Programs/Services

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Based on data collected via interviews, this exploratory study examined the role that NGOs play in providing services to children with disabilities as well as children from the lower SES in Uttar Pradesh and New Delhi, India. Results will be discussed. (3012)

Leader(s): *Jugnu Agrawal*, George Mason University/Fairfax County Public Schools, VA

Presenter(s): *Vicky Spencer*, George Mason University, Fairfax, VA

1:30 PM-2:15 PM Poster 13, Room 108 | Session: 283

NUMBER SENSE INSTRUCTION: IMPACT OF A TIER 2 INTERVENTION FOR STUDENTS AT RISK FOR MATH DIFFICULTIES

Topic Area: Learning Disabilities

Secondary Topic: Early Childhood

Format: Poster Session

Students with mathematics difficulties experience a wide range of problems that usually emerge early and persist throughout adulthood. Learn about research supporting number sense instruction, and how to design and integrate guided instruction to promote student understanding of number sense. (3059)

Leader(s): *Sheetal Sood*, University of Hartford, West Hartford, CT

1:30 PM-2:15 PM Poster 17, Room 108 | Session: 284

PREDICTING FIRST- AND THIRD-GRADE READING COMPREHENSION DIFFICULTY

Topic Area: Assessment

Secondary Topic: Learning Disabilities

Format: Poster Session

The results of a study to determine if oral language, including listening comprehension, and decoding skills, were significant predictors of reading comprehension will be shared. Implications for screening for reading difficulties will also be presented. (3045)

Leader(s): *Marisa Mitchell*, University of Maryland, College Park

Presenter(s): *Kimberly Palombo*, University of Maryland, College Park; *Rebecca Silverman*, University of Maryland, College Park

1:30 PM-2:15 PM Poster 04, Room 108 | Session: 285

REVIEWING THE EVIDENCE FOR THE EFFECTIVENESS OF THE BEHAVIOR EDUCATION PROGRAM

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Learning Disabilities

Format: Poster Session

The BEP is a common Tier 2 behavior intervention for students at risk for problem behaviors. This session will discuss a literature review evaluating the effectiveness of the BEP. Overall, the majority of studies indicated the BEP is effective in reducing problem behaviors. (2773)

Leader(s): *Kaitlin Bundock*, University of Utah, Salt Lake City

1:30 PM-2:15 PM Poster 02, Room 108 | Session: 286

TEACHER ATTITUDES ON THE INCLUSION OF CLD STUDENTS WITH LD IN THE GENERAL EDUCATION CLASSROOM

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Teachers were surveyed about their attitudes toward CLD students with LD in inclusive settings. Results suggest that teachers' attitudes are influenced by their previous experiences, the positive effect seen by including these students, and the support they received from school administrators. (2917)

Leader(s): *Renee Duniven*, Claremont Graduate University, CA

1:30 PM-2:15 PM Poster 21, Room 108 | Session: 287

TOGETHER BUT APART: IMPLICATIONS FOR CHILD WELFARE AND EARLY INTERVENTION

Topic Area: Early Childhood

Secondary Topic: Public Policy

Format: Poster Session

Using the results of a survey, this session presents an model for comparing early intervention and child welfare professionals on the needs of young children at risk for or with special needs, perceptions of the roles of child-welfare and early intervention, and barriers to collaboration. (2071)

Leader(s): *Ruby Batz*, University of Oregon, Eugene

Presenter(s): *Sarah Hansen*, University of Oregon, Eugene

2:45 PM-4:45 PM Marriott Franklin Hall 13 | Session: 289**ACHIEVING AUTHENTIC ENGAGEMENT: LEADING AND LEARNING THROUGH CONVENING****Topic Area:** Collaboration**Format:** Panel

For just a minute, think back on your own experiences in collaboration? How well did they satisfy your need to be understood and contribute? Were they effective in helping you to learn from and with others? If your collaborations have been less than satisfying, you must attend this session! The 50+ national organizations in the IDEA Partnership understand and share your frustration! Together we have developed a *Blueprint for Authentic Engagement* that helps collaborators share leadership and learn together through convening. Participants will explore the free downloadable guide with 21 embedded tools and learning activities. (1254)

Leader(s): *Joanne Cashman*, National Association of State Directors of Special Education (NASDSE), Alexandria, VA; *Luann Purcell*, Council of Administrators of Special Education (CASE), Warner Robins, GA; *Patrice Linehan*, The IDEA Partnership at NASDSE, Alexandria, VA

2:45 PM-4:45 PM 204C | Session: 290**UNDERSTANDING BIG IDEAS IN MATHEMATICS: CONCEPT CONSTRUCTION FOR TEACHERS AND STUDENTS****Topic Area:** Instructional Design and Strategies**Secondary Topic:** Learning Disabilities**Format:** Panel (2 hours)

Actively engage in a demonstration and discussion on how educators can design instructional programs that will help both teachers and students gain in-depth conceptual understanding of mathematical ideas. Join us and learn how you can promote students' access of higher level mathematics! (2306)

Leader(s): *Yan Ping Xin*, Purdue University, West Lafayette, IN
Presenter(s): *Ron Tzur*, University of Colorado, Denver; *Susan Courey*, San Francisco State University, CA; *Kimberly Paulsen*, Vanderbilt University, Peabody College, Nashville, TN

2:45 PM-3:45 PM Marriott Franklin Hall 7 | Session: 291**2013 RESEARCH AWARD WINNER: WHAT THE RESEARCH REALLY SAYS ABOUT MATHEMATICS PROFESSIONAL DEVELOPMENT - IMPLICATIONS FOR SPECIAL EDUCATION****Topic Area:** Research**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This session presents findings of a rigorous review of the research on mathematics professional development and highlights findings and implications for best practice. The session will link these findings to components of what special education personnel need to learn in order to fully implement the Common Core Standards and other contemporary state standards and suggestions on how to link the training a special educator have gotten with contemporary knowledge of the best way to teach mathematics.

Leader(s): *Russell Gersten*, Instructional Research Group, Los Alamitos, CA

2:45 PM-3:45 PM**102B | Session: 292****UEB AND YOU: AN UPDATE ON IMPLEMENTATION OF UNIFIED ENGLISH BRAILLE IN THE US****Topic Area:** Visual Impairments**Secondary Topic:** Administration/Supervision**Format:** Lecture

The Unified English Braille (UEB) code is a new and exciting addition to our community. Learn about UEB, what is and isn't changing, and how these code changes will impact electronic braille and back-translation, transcription, and education. (1256)

Leader(s): *Frances Mary D'Andrea*, Braille Authority of North America, Pittsburgh, PA

2:45 PM-3:45 PM**103B | Session: 293****CHANGING THE WAY WE THINK OF RESPONDERS AND NON-RESPONDERS AND THE IMPACT ON INSTRUCTION****Topic Area:** Learning Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

Learn how to identify exhibited behaviors of students and understand the impact these have on instructional decisions in general education classrooms and intervention settings. You will also leave with positive strategies to implement when these behaviors are exhibited by students in your classroom. (1872)

Leader(s): *Luana Greulich*, Andrews University, Berrien Springs, MI

Presenter(s): *Stephanie Al Otaiba*, Southern Methodist University, Dallas, TX

2:45 PM-3:45 PM**204A | Session: 294****CREATING RESEARCH-BASED IEPs FOR STUDENTS WITH ADHD****Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Measuring Special Education Teacher Effectiveness**Format:** Demonstration

Studies have suggested that many of the needs of students with ADHD are targeted with services that are not research-based and may not provide a differential boost. Presenters will demonstrate methods of developing IEPs with research-based strategies to address the impairment associated with ADHD. (1298)

Leader(s): *Craig Spiel*, Ohio University, Athens

Presenter(s): *Steven Evans*, Ohio University, Athens; *Judith Harrison*, Ohio University, Athens

THURSDAY

2:45 PM-3:45 PM

113A | Session: 295

DEVELOPING AND DEPLOYING EFFECTIVE REUSABLE
LEARNING OBJECTS IN ONLINE TEACHER EDUCATION

Topic Area: Teacher Education

Secondary Topic: Measuring Special Education Teacher Effectiveness

Format: Lecture

Learn about the creation of RLOs that incorporates the strengths of authentic assessments, particularly Performance Tasks, with the qualities of RLOs that make them so important in the instructional design of online courses. Develop an understanding of RLOs while crafting a Performance Task. (1411)

Leader(s): *Beverly Barkon*, Carlow University, Pittsburgh, PA

2:45 PM-3:45 PM

110AB | Session: 296

CEC ASPIRING LEADERS

Topic Area: Professional Advancement

Format: Lecture

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 subdivisions, and at the international level with tips on how to get started. Participants will have the opportunity to dialogue with members of the Nominations Standing Committee.

Leader(s): *Christy Chambers*, CEC Immediate Past President and Members of the Nominations Standing Committee

2:45 PM-3:45 PM

201A | Session: 297

EFFECTIVE TEACHER POLICY AND COHERENT POLICY
FRAMEWORKS: WHAT'S HAPPENING IN THE STATES?

Topic Area: Public Policy

Secondary Topic: Teacher Education

Format: Panel

In the CEEDAR Center Knowledge Development phase of this study, we compiled and analyzed state policies related to teacher and leader preparation and licensure, and program approval and accountability. Discuss the findings, essential elements of effective policy, and comprehensive policy frameworks. (2746)

Leader(s): *Paul Sindelar*, University of Florida, Gainesville

Presenter(s): *Liam Goldrick*, The New Teacher Center, Stoughton, WI

2:45 PM-3:45 PM

103C | Session: 298

EVIDENCE-BASED PRACTICES TO TEACH ACADEMIC
SKILLS FOR SECONDARY STUDENTS WITH DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Although most students with disabilities receive their education in the general education classroom, accessing the same content as their peers without disabilities, data indicate that they are not completing their coursework with the same rate of success. Learn how to support instruction of academic skills at the secondary level and the specific practices for teaching specific academic content. (2127)

Leader(s): *Lauren Bethune*, University of North Carolina, Charlotte

Presenter(s): *Catherine Fowler*, University of North Carolina, Charlotte; *David Test*, University of North Carolina, Charlotte; *Shaquana Freeman-Green*, Illinois State University, Normal

2:45 PM-3:45 PM

109B | Session: 299

IMPLEMENTING A UNIVERSALLY DESIGNED PRESCHOOL
CURRICULUM THAT INCLUDES CHILDREN WITH
DISABILITIES

Topic Area: Early Childhood

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Presenters outline a framework that includes practical, evidence-based strategies to implement a challenging universally designed curriculum that supports children's school success. Specific strategies will be highlighted with video examples. (2105)

Leader(s): *Eva Horn*, University of Kansas, Lawrence

Presenter(s): *Jean Kang*, University of North Carolina, Greensboro; *Joan Lieber*, University of Maryland, College Park; *Potheini Vaiouli*, Indiana University Bloomington

2:45 PM-3:45 PM

113C | Session: 300

IMPLEMENTING REREAD-ADAPT AND ANSWER-
COMPREHEND FOR YOUNG ADULTS WITH INTELLECTUAL
DISABILITY

Topic Area: Developmental Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Results of previous research raised concerns regarding the RAAC intervention on oral reading fluency and comprehension of postsecondary learners with ID. Learn how educators modified the RAAC intervention to enhance its effectiveness. (2767)

Leader(s): *Youjia Hua*, University of Iowa, Iowa City

Presenter(s): *Jeremy Ford*, University of Iowa, Iowa City; *Saeed Alqahtani*, University of Iowa, Iowa City; *Bill Therrien*, University of Iowa, Iowa City

2:45 PM-3:45 PM

204B | Session: 301

IMPROVING SCHOOL FUNCTIONING FOR STUDENTS WITH EMOTIONAL DISTURBANCE IN SYSTEMS OF CARE**Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

Systems of care are designed to coordinate resources to schools, offering often unavailable supports for students with EBD. Learn the findings and implications from a study investigating school functioning trajectories for a sample of students participating in a rural system of care in Indiana. (1631)

Leader(s): *Jeffrey Anderson*, Indiana University, Bloomington**Presenter(s):** *Allison Howland*, Indiana University, Columbus; *Heidi Cornell*, Indiana University, Bloomington

2:45 PM-3:45 PM

106AB | Session: 302

INTERSECTION OF CULTURE AND DISABILITY IN THE CREATION OF SUSTAINABLE PROGRAMS INTERNATIONALLY**Topic Area:** International Programs/Services**Secondary Topic:** Autism Spectrum Disorder**Format:** Panel

This panel offers insights into the challenges of international service delivery for children with DDs. Hear perspectives from those working globally to build local capacity, including local professionals providing services to children as well as representatives from NGOs and university programs. (1371)

Leader(s): *Mary Brady*, University of Massachusetts, Boston**Presenter(s):** *Ann Beirne*, Global Autism Project, New York, NY; *Molly Pinney*, Global Autism Project, New York, NY; *Molly Heyman*, COMPASS School, Boston, MA

2:45 PM-3:45 PM

103A | Session: 303

LESS IS (STILL) MORE: SUPPORTING WRITTEN EXPRESSION WITH FADED PROCEDURAL FACILITATORS**Topic Area:** Learning Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

In this study, to promote long-term gains in written expression, support provided by facilitators was systematically reduced as secondary students demonstrated improvements. Students experienced immediate, long-term improvements in written expression. Implications for the classroom are discussed. (2253)

Leader(s): *Sara Flanagan*, University of Kentucky, Lexington

2:45 PM-3:45 PM

112A | Session: 304

MOBILIZING FUNCTIONAL BEHAVIOR ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS WITH IDEVICES**Topic Area:** Technology and Media**Secondary Topic:** Assessment**Format:** Lecture

The growth of tablets and 'apps' have revolutionized mobile technology usage in the classroom. Learn about emerging trends and effectiveness of mobile technology, and how apps can be used to collect data and implement positive behavior intervention and support plans in the classroom. (3158)

Leader(s): *Lauren Bonnet*, University of Virginia, Charlottesville**Presenter(s):** *Jugnu Agrawal*, George Mason University/Fairfax County Public Schools, VA

2:45 PM-3:45 PM

201B | Session: 305

SHOW AND TELL: SUPPORTING PRESERVICE SPECIAL EDUCATORS IN COLLABORATING WITH GENERAL EDUCATORS**Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Teacher Education**Format:** Lecture

Teacher collaboration is an effective strategy for teaching special education students in inclusive settings. To investigate how teacher preparation programs prepare credential candidates to implement collaboration, the activities of 30 preservice special education teachers in their clinical practice were examined. Co-teaching and consultative collaboration practices were absent in their practices. (1043)

Leader(s): *Yvette Latunde*, Azusa Pacific University/Walden University, CA

2:45 PM-3:45 PM

203B | Session: 306

SPEAK UP FOR EXCELLENCE FOR DIVERSE LEARNERS WITH GIFTS AND TALENTS**Topic Area:** Gifted and Talented**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Demonstration

Advocating for children with gifts and talents must include advocating for excellence for diverse learners. What strategies work best? How do advocates win friends and influence decision makers? Let's share ideas for excellence for our diverse children with gifts and talents. (2716)

Leader(s): *Julia Roberts*, Western Kentucky University, The Center for Gifted Studies, Bowling Green

2:45 PM-3:45 PM

201C | Session: 307

SPECIAL EDUCATION TEACHER PERSISTENCE**Topic Area:** Administration/Supervision**Secondary Topic:** Measuring Special Education Teacher Effectiveness**Format:** Lecture

Research indicates 50% of special education teachers leave the field within 5 years of employment. Data obtained from interviews with 22 teachers were organized into themes and will be shared. (1327)

Leader(s): *Sally Thorp*, Central High School, St. Joseph, MO

THURSDAY

2:45 PM-3:45 PM **Marriott Franklin Hall 1** | **Session: 308**

STRAND D, SESSION 4: SUPPORTING EARLY VOCABULARY DEVELOPMENT WITHIN A MULTI-TIER SYSTEM OF SUPPORT

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Lecture

This session will present findings from a program of research focused on providing vocabulary instruction and intervention supports within multi-tiered system of support (MTSS) framework in kindergarten. Opportunities and challenges associated with implementing MTSS in vocabulary will be discussed.

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

2:45 PM-3:45 PM **Marriott Franklin Hall 5/6** | **Session: 309**

STRAND E, SESSION 4: TRANSITION FOR STUDENTS WITH ASD: BEST AND PROMISING PRACTICES

Topic Area: Career Development/Transition

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

This session will focus on methods, materials, and strategies to promote transition for students with ASD. Topics related to educational planning for transition are addressed with attention to self-determination, executive functioning, social communication, and functional academic skills.

Leader(s): *Michael Wehmeyer*, University of Kansas, Lawrence

Presenter(s): *Dianne Zager*, Pace University, New York, NY

2:45 PM-3:45 PM **Marriott Franklin Hall 2** | **Session: 310**

STRAND F, SESSION 3: THE CENTRALITY OF FRACTIONS TO MATHEMATICS LEARNING

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

The development of children's understanding of fractions can be understood as a process of broadening the class of numbers understood to possess magnitudes. The presenters will discuss the centrality of the magnitude concept to the development of children's fraction understanding and the importance of learning fractions for later mathematics learning.

Leader(s): *Drew Bailey*, Carnegie Mellon University, Pittsburgh, PA

2:45 PM-3:45 PM **Marriott Franklin Hall 11** | **Session: 311**

STRAND G, SESSION 3: THE COMMON CORE, UDL, RTI: MARRIAGE, MERGER, PARTNERSHIP

Topic Area: Administration/Supervision

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Lecture

This session explains the benefits of integrating services in inclusive settings, promoting the current venues of RTI, the pros and cons of inclusive practices, the UDL process, and their relation to the Common Core Standards.

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

Presenter(s): *Nicole Conners*, Fairfax County Public Schools, VA

2:45 PM-3:45 PM **Marriott Franklin Hall 8** | **Session: 312**

STRAND H, SESSION 3: TEACHING MATH TO YOUNG CHILDREN: EDUCATOR'S PRACTICE GUIDE

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

Learn about the early mathematics practice guide (ED, What Works Clearinghouse) that brings together the best available evidence and expertise to address the challenges of teaching math to young children. Also receive recommendations in number and operations as well as geometry and measurement.

Leader(s): *Nancy Jordan*, University of Delaware, Newark

Presenter(s): *Judy McDowell*, School District of Philadelphia, PA

2:45 PM-3:45 PM **102A** | **Session: 313**

SUCCESSES AND CHALLENGES OF IMPLEMENTING DIALOGIC READING IN DEAF CLASSROOMS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Teacher Education

Format: Lecture

Dialogic reading improves the expressive language of language-delayed preschoolers, but may not be utilized due to the complexities of teaching. This study identified and addressed how to make dialogic reading sustainable within classrooms. Results will be shared. (2671)

Leader(s): *Jacquelyn Urbani*, Dominican University of California, San Rafael

2:45 PM-3:45 PM

202A | Session: 314

TEACHING WRITING AND MONITORING WRITING
PROGRESS FOR DIVERSE LEARNERS

Topic Area: Assessment**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Panel

Expository writing is a new emphasis in the elementary grades and it is critical to monitor progress toward challenging writing goals for all students. Learn how teachers and school professionals can use assessments to monitor writing progress and plan instruction for diverse learners. (2336)

Leader(s): *Athena McAlenney*, St. Thomas Aquinas College, Sparkill, NY**Presenter(s):** *Elizabeth Finnegan*, St. Thomas Aquinas College, Sparkill, NY

2:45 PM-3:45 PM

111B | Session: 315

UNIVERSITY AND COMMUNITY COLLEGE PARTNERSHIP
FOR QUALITY PARAPROFESSIONAL PREPARATION

Topic Area: Teacher Education**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Demonstration

Given that paraprofessionals are increasingly utilized to deliver services to children with disabilities, the need for their quality preparation has come to the forefront. The presenters share experiences from 3 collaborative federally funded projects focused on standards-based preparation. (1737)

Leader(s): *Ritu Chopra*, University of Colorado, The PAR²A Center, Denver**Presenter(s):** *Rashida Banerjee*, University of Northern Colorado, Greeley; *Donna Sobel*, University of Colorado, Denver

2:45 PM-3:45 PM

Room: 105B | Session: 318

Multiple Presentation

Augmented Reality and Virtual Worlds

Moderator*Melissa Ainsworth*, George Mason University, Fairfax, VA**Topic Area:** Technology and Media**Augmented Reality on Mobile Devices for Academics and Independent Living****Abstract**

Come see the exciting findings of three implementations of Augmented Reality (AR) apps on mobile devices to support the needs of students with disabilities. The single-subject research studies from this dissertation include implementations at the elementary, secondary, and postsecondary levels. Discover ways to implement this technology to help your students.

Leader(s): *Don McMahon*, University of Tennessee, Knoxville**Presenter(s):** *David Cihak*, University of Tennessee, Knoxville; *Rachel Wright*, University of Tennessee, Knoxville

Exceptional Students in the Virtual World of School

Turning Point Academy, through a mini-grant from NCCEC, completed an action research study to increase the academic success of their at-risk, exceptional population of high-school students taking virtual/online course. Participants will share in open dialogue on how to successfully increase performance for all students in exceptional education taking virtual courses.

Leader(s): *Lynn Knight*, Western Carolina University and Turning Point Academy**Presenter(s):** *Brian Bulluck*, Charlotte Mecklenburg Schools/Turning Point Academy, NC

Virtual Education for K-8 Students With Disabilities: How Do You Do That?

With the dramatic increase in the number of students with disabilities (SWD) who choose to school virtually, practitioners are looking in several directions to build programs to meet the needs of these students. Pedagogy, brick and mortar school models, and new research within online learning combine to give direction to these new programs. This session affords a view of one school and provides the guidance for other virtual education programs to continue to serve students with disabilities based on high level research and experience.

Leader(s): *Kimberly Coy*, Washington State University, Seattle**Presenter(s):** *Kris Hirschmann*, K12 Inc., Tacoma, WA; *Shelley Sears*, Washington Virtual Academies, Tacoma

THURSDAY

2:45 PM-3:45 PM

Room: 202B | Session: 319

Multiple Presentation

CONDUCTING CLASSROOM OBSERVATIONS IN THE EVALUATION OF SPECIAL EDUCATION TEACHERS

Moderator

Christina Crowe, Yale University, New Haven, CT

Topic Area: Measuring Special Education Teacher Effectiveness

Recognizing Excellence in Learning and Teaching: A New Tool for Special Education

To identify characteristics of optimal learning environments for students with special learning needs, we developed a reliable observational scale to measure critical social processes occurring within these classrooms. This scale, the Recognizing Excellence in Learning and Teaching in Special Education ("RELATE") tool, will be shared with educators via a demonstration. Through hands-on participation, educators will take away evidence-based guidelines for enhancing classroom practice.

Leader(s): *Christina Crowe, Yale University, New Haven, CT*

Teacher Evaluation in Inclusive Classrooms: Lessons Learned and Next Steps

The implementation of valid, reliable, and equitable measures of teacher effectiveness in inclusive classrooms presents numerous challenges. This session addresses these challenges by presenting the results of the American Federation of Teachers' work implementing a performance-based teacher evaluation observation framework that includes research-based practices in teaching effectively in inclusive classrooms.

Leader(s): *Spencer Salend, SUNY New Paltz*

Presenter(s): *Melanie Hobbs, American Federation of Teachers, Washington, DC; Robin Hecht, Marlboro Central School District, NY; Peter Kozik, Keuka College, NY*

2:45 PM-3:45 PM

107B | Session: 320

VOLUNTEERING: SHARING SPECIAL EDUCATION EXPERTISE IN DEVELOPING NATIONS

Topic Area: International Programs/Services

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

The VSP of the IASE has developed and implemented volunteering opportunities on 3 continents. This session highlights projects at various volunteer sites in Bangladesh, India, Malawi, Tanzania, and Vietnam. Learn how to get involved with those who have the least, but need the most. (3273)

Leader(s): *Mary Gale Budzisz, Pawleys Island, SC*

Presenter(s): *Iris Drower, Arizona State University, Mesa; Virginia MacEntee, State University of New York, Oswego*

2:45 PM-3:45 PM

Room: 104A | Session: 321

Multiple Presentation

BRAILLE LITERACY AND ASSESSMENT

Moderator

Diane Pevsner, University of Alabama, Birmingham

Topic Area: Visual Impairments

Braille Babies: Strategies to Promote Braille Literacy Skills in Young Children

Braille Babies is an interactive, hands-on approach to facilitate the development of pre-Braille reading skills for children who are blind or visually impaired. Braille Babies incorporates family and school collaboration and embeds activities in the child's daily routine that promote Braille readiness. This session focuses on elements of this program that have been documented as beneficial for pre-Braille reading instruction by parents, caregivers, and teachers.

Leader(s): *Kimberly Avila, George Mason University*

The Revised Minnesota Braille Skills Inventory and Formative Braille Assessment Practices

Learn how you can use the Revised Minnesota Braille Skills Inventory (MBSI) as a standardized diagnostic tool to assess Braille reading and writing skills. The presenter will discuss the importance of formative Braille assessment practices to support instructional decisions and design effective instruction.

Leader(s): *Donna McNear, Independent Consultant, Cambridge, MN*

2:45 PM-3:45 PM

105A | Session: 322

EXHIBITOR SHOWCASE SESSION: AN ALTERNATIVE TIER 2 THINKING DEVELOPMENT INTERVENTION FOR STUDENTS WHO ARE MILDLY IMPAIRED

Topic Area: Developmental Disabilities

Format: Exhibitor Showcase Session

Learn how special education administrators/coordinators can implement an effective intervention for students with mild impairments in Grades 4-8. The Higher Order Thinking Skills program has been highly successful with LD and Title I students for decades, as either a Tier 2 or 3 intervention.

Presenter(s): *Stanley Pogrow, Thinking With Computers, San Francisco, CA*

2:45 PM-3:45 PM**107A | Session: 323**

EXHIBITOR SHOWCASE SESSION: SECONDARY STUDENTS WITH ASD: A PRACTICAL GUIDE FOR GENERATING POSITIVE OUTCOMES

Topic Area: Autism Spectrum Disorder

Format: Exhibitor Showcase Session

Receive practical solutions for providing secondary students effective, evidence-based curricula that teaches critical skills for success in school and beyond. Learn how school districts are providing an appropriate education for students while preparing them for transition into postsecondary life.

Presenter(s): Joel Arick, STAR Autism Support, Inc., Portland, OR

2:45 PM-3:45 PM**Room: 203a | Session: 324**

PRIMARY TALENT DEVELOPMENT: ACCESS, EQUITY, AND EXCELLENCE IN GIFTED EDUCATION

Topic Area: Gifted and Talented

There is an urgent need to include more students from all subgroups in the pipeline for advanced academic opportunities. To do so, these students' innate potential for creative thinking, critical reasoning, and problem solving must be nurtured and identified at an early age. This session presents the strategies and successes of the Primary Talent Development (PTD) Early Learning Program PreK-2. Learn how teachers can use the three PTD Essential Strategies to target cognitive behaviors and develop talent in all children.

Leader(s): Jeanne Paynter, Maryland State Department of Education, Baltimore

2:45 PM - 3:45 PM**Room: 111A | Session: 325**

EXHIBITOR SHOWCASE SESSION: DEMONSTRATING THE EFFECTIVENESS OF YOUR AUTISM AND RELATED SERVICES PROGRAMS

Topic Area: Autism Spectrum Disorder

Format: Exhibitor Showcase Session

Operant Systems will demonstrate how you can provide evidenced-based data to showcase the effectiveness of your autism and speech programs using "Teach Me Skills," a mobile/web solution.

Presenter(s): Barry Katz, Operant Systems, Inc., Lawrence, NY

2:45 PM-3:30 PM**Poster 17, Room 108 | Session: 327**

BRIEF EXPERIMENTAL ANALYSIS ON SELECTING READING FLUENCY INTERVENTIONS: STATUS OF EVIDENCE

Topic Area: Assessment

Secondary Topic: Research

Format: Poster Session

This session presents the findings from a review of brief experimental analysis on selecting reading fluency interventions for elementary-aged students. Findings and implications for implementing brief experimental analysis for struggling students will be presented. (1492)

Leader(s): Jeremy Lopuch, University of North Carolina, Charlotte

Presenter(s): Karen Diegelmann, University of North Carolina, Charlotte

2:45 PM-3:30 PM**Poster 24, Room 108 | Session: 328**

CELLF-MONITORING: AN IPOD TOUCH/IPHONE APPLICATION FOR SELF-MONITORING IN INCLUSIVE SETTINGS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Technology and Media

Format: Poster Session

Learn about CellF-Monitoring, an iPod Touch/iPhone application that students can use to self-monitor their on-task behavior in classrooms. Outcomes from a previous study that used a cell phone as a self-monitoring device will also be discussed. (1684)

Leader(s): Peña Bedesem, Kent State University, OH

Presenter(s): Tanya Moorehead, Eastern Connecticut State University, Willimantic

THURSDAY

2:45 PM-3:30 PM Poster 07, Room 108 | Session: 329

COACHING WITHIN MULTILEVEL SUPPORTS TO INCREASE FIRST-GRADE TEACHERS USE OF RESEARCH-BASED STRATEGIES

Topic Area: Teacher Education

Secondary Topic: Research

Format: Poster Session

A gap exists between research evidence and classroom practice, demonstrating that these practices have little carryover into classrooms. This study examined effects of coaching on teachers' use of research-based strategies during beginning reading. Implications for practice are shared. (2330)

Leader(s): *Crystalyn Schnorr*, University of North Carolina, Wilmington

Presenter(s): *Angela Preston*, University of North Carolina, Charlotte

2:45 PM-3:30 PM Poster 11, Room 108 | Session: 330

COLLABORATIVE STRATEGIC READING FOR STUDENTS WITH LD IN UPPER ELEMENTARY CLASSROOMS

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Poster Session

Learn about the Collaborative Strategic Reading, an instructional model that combines reading comprehension strategy instruction with cooperative learning. Leave with new practices that are effective in inclusive classrooms and that can support positive teacher change and improve student outcomes. (2923)

Leader(s): *Pamela Buckley*, University of Northern Colorado, Boulder; *Colleen Reutebuch*, University of Texas, The Meadows Center for Preventing Educational Risk, Austin

2:45 PM-3:30 PM Poster 18, Room 108 | Session: 331

COLLEGE READY PROGRAMS AND STUDENTS WITH DISABILITIES

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Career Development/Transition

Format: Poster Session

It is important to identify college-ready programs to determine if they serve students with disabilities and disaggregate their evaluation data for students with disabilities. We identified 12 programs as college preparatory. Implications for practice and suggestions for future research are provided. (1667)

Leader(s): *Shaqwana Freeman-Green*, Illinois State University, Normal

Presenter(s): *David Test*, University of North Carolina, Charlotte; *Jennifer Cease-Cook*, National Secondary Transition Technical Assistance Center/UNC, Charlotte

2:45 PM-3:30 PM Poster 08, Room 108 | Session: 332

CROSS-UNIVERSITY COLLABORATION IN STUDY ABROAD: COSTA RICA

Topic Area: International Programs/Services

Secondary Topic: Teacher Education

Format: Poster Session

This poster will present the experiences and process two universities experienced while planning a cross-university study abroad experience for undergraduate education majors to Costa Rica. The process, collaboration attempts, and all outcomes will be discussed. (2674)

Leader(s): *Kendra Williams-Diehm*, University of Oklahoma

Presenter(s): *Patricia Lynch*, Texas A&M University, College Station

2:45 PM-3:30 PM Poster 01, Room 108 | Session: 333

CULTURE AND EVIDENCE-BASED PRACTICE: DOES ONE SIZE FIT ALL?

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Research

Format: Poster Session

There has been concern that EBPs are not entirely relevant to the diverse populations in which they are being implemented. Considerations that may guide the development and implementation of culturally responsive EBPs and models of cultural adaptations of EBPs for the field are shared. (2656)

Leader(s): *Grace Blum*, University of Washington, Seattle

Presenter(s): *Rosanne Greenway*, University of Washington, Seattle

2:45 PM-3:30 PM Poster 22, Room 108 | Session: 334

DESIGNING AND EXAMINING THE EFFECTS OF A READING COMPREHENSION INTERVENTION FOR ADOLESCENTS WITH ASD

Topic Area: Autism Spectrum Disorder

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session will describe the design process and provide results of a year 1 pilot study examining the effects of Collaborative Strategic Reading-Lite, an evidence-based reading comprehension intervention, adapted for high school students with autism. (1309)

Leader(s): *Colleen Reutebuch*, University of Texas, The Meadows Center for Preventing Educational Risk, Austin

Presenter(s): *Farah El Zein*, University of Texas, The Meadows Center for Preventing Educational Risk, Austin

2:45 PM-3:30 PM Poster 23, Room 108 Session: 335

FOSTERING SOCIAL CONNECTIONS AMONG ADOLESCENTS WITH AUTISM: LESSONS FROM A MIXED-METHODS PROJECT

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Poster Session

We present findings from a multi-state project focused on implementing peer network interventions to foster social competence and connections for youth with ASD. Lessons learned and observations will be shared, along with considerations for delivering interventions in high schools. (1736)

Leader(s): *Jenny Redding Gustafson*, Vanderbilt University, Nashville, TN

Presenter(s): *Melissa Sreckovic*, University of North Carolina, Chapel Hill; *Eric Common*, University of Kansas, Lawrence

2:45 PM-3:30 PM Poster 20, Room 108 Session: 336

HOP, SKIP, AND JUMP: HOW DOES PHYSICAL ACTIVITY AFFECT PRESCHOOL EXECUTIVE FUNCTIONS?

Topic Area: Early Childhood

Secondary Topic: Research

Format: Poster Session

Physical activity is well-associated with performance on EF tasks for school-age students. This study investigated the effects of the Spark early childhood physical activity curriculum on the aerobic activity level and performance on EF tasks. Results will be shared. (1824)

Leader(s): *Leslie Fox*, Frank Porter Graham Child Development Institute, Chapel Hill, NC

2:45 PM-3:30 PM Poster 12, Room 108 Session: 337

HOT QUESTIONS: SIXTH GRADER RESPONSES TO THE MAGIC SCHOOL BUS IN THE SOLAR SYSTEM

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Students with disabilities included in general education science may have difficulty in courses requiring substantial skill in higher order thinking (HOT). We investigated the ability of 6th graders with below basic reading comprehension to generate HOT thinking questions and provide suggestions. (2126)

Leader(s): *Sheldon Woods*, Northern Illinois University, DeKalb

Presenter(s): *Greg Conderman*, Northern Illinois University, DeKalb

2:45 PM-3:30 PM Poster 13, Room 108 Session: 338

PAPER- AND COMPUTER-BASED MATH PROBES: A COMPARISON OF STUDENT PERFORMANCE

Topic Area: Learning Disabilities

Secondary Topic: Learning Disabilities

Format: Poster Session

Examine the results from a study of 200 3rd-, 4th-, and 5th-grade students to determine if fluency differs on math computation problems presented on paper versus on the computer. There is a focus on students with LD who may be especially susceptible to difficulties transferring between formats. (2147)

Leader(s): *Kiersten Hensley*, University of Iowa, Iowa City

Presenter(s): *John Hosp*, University of Iowa, Iowa City

2:45 PM-3:30 PM Poster 15, Room 108 Session: 339

PARENTS AS EQUAL PARTNERS IN EARLY INTERVENTION

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Early Childhood

Format: Poster Session

Because parents are equal partners during the early intervention process it is important to know and use effective strategies to support their participation. Learn strategies to support parent participation in early intervention/early childhood special education. (2485)

Leader(s): *Serra Acar*, University of Oregon, Eugene

2:45 PM-3:30 PM Poster 26, Room 108 Session: 340

PARTNERSHIPS FOR INCLUSION AND FAMILY INVOLVEMENT FOR STUDENTS WITH SIGNIFICANT DISABILITIES

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

Learn about Value of Life Skills programs and activities that are developed at low cost for elementary-aged students with significant disabilities. The programs are designed to include family, schools, and community in order to promote safety, socialization, hygiene, and food preparation. (2135)

Leader(s): *Stephanie Brennan*, Whitmarsh Elementary School, Lafayette Hill, PA

2:45 PM-3:30 PM Poster 03, Room 108 Session: 341

PRAISE AS A UNIVERSAL BEHAVIOR SUPPORT: A SYSTEMATIC EVIDENCE REVIEW AND META-ANALYSIS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

Praise receives top billing as a universal behavior support within Class-Wide Positive Behavior Interventions and Supports; however educators need to optimize the delivery of praise to maximize student outcomes. Learn the results of a review and a meta-analysis, and the implications for the field. (2891)

Leader(s): *Heather Hatton*, Texas A&M University, College Station

Presenter(s): *Mack Burke*, Texas A&M University, College Station

THURSDAY

2:45 PM-3:30 PM Poster 06, Room 108 | Session: 342

PROVIDING CROSS-CULTURAL PROFESSIONAL DEVELOPMENT ACTIVITIES BETWEEN THE UNITED STATES AND CHINA

Topic Area: International Programs/Services

Secondary Topic: English Language Learners

Format: Poster Session

Learn about a partnership between Edinboro University's Special Education Department and the international scholar program from Zhengzhou Normal University's School of Special Education. Steps followed to initiate a cross-cultural PD relationship and the results of the study will be shared. (1185)

Leader(s): Jean Faieta, Edinboro University of Pennsylvania

Presenter(s): Nicole Phillips, Edinboro University of Pennsylvania

2:45 PM-3:30 PM Poster 09, Room 108 | Session: 343

QUESTIONING STRATEGIES FOR STRUGGLING READERS: A META-ANALYSIS OF INTERVENTION OUTCOMES

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Poster Session

This research synthesis examined the effects of questioning strategies on reading achievement. A total of 25 studies met the criteria for review and were analyzed using meta-analytic techniques. Participants included students in elementary through high school. The findings will be shared. (2243)

Leader(s): Hui-Chen Hsu, University of Minnesota, Minneapolis

2:45 PM-3:30 PM Poster 05, Room 108 | Session: 344

RESOURCES TO EMPOWER YOUTH TRANSITIONING INTO POSTSECONDARY EDUCATION

Topic Area: Career Development/Transition

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This session will highlight The HEATH Resource Center at the National Youth Transitions Center. Participants will learn about this new partnership, new resources on postsecondary education for individuals with disabilities, and recent consumer feedback and qualitative data on the web site. (2428)

Leader(s): Jessica Queener, George Washington University, Washington, DC

2:45 PM-3:30 PM Poster 04, Room 108 | Session: 345

SCHOOL REFERRALS FOR ADOLESCENTS WITH SED TO SYSTEMS OF CARE

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

Using data from SAMHSA's Children's Mental Health Initiative, we studied adolescents referred from schools for mental health services. Learn about indicators of serious mental health challenges among adolescents and how referrals from schools differ from referrals from other community agencies. (1606)

Leader(s): Jennifer Green, Boston University, MA

2:45 PM-3:30 PM Poster 16, Room 108 | Session: 346

SUPPORTS NEEDED FOR EFFECTIVE LEADERSHIP IN SPECIAL EDUCATION: RECOMMENDATIONS FROM URBAN LEADERS

Topic Area: Administration/Supervision

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

What kinds of supports are needed for leadership to be effective in special education? This session will address this question using recommendations from urban leaders. (2666)

Leader(s): Tamar Riley, Florida Memorial University, Miami Gardens

2:45 PM-3:30 PM Poster 10, Room 108 | Session: 347

THE IMPACT OF READING INSTRUCTION ON SPELLING OUTCOMES IN STUDENTS WITH OR AT-RISK FOR LD

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Poster Session

Using the results of a meta-analysis, presenters explore the impact of reading instruction on writing outcomes in students at-risk for reading and writing difficulties. Implications for practice and directions for future research are discussed. (2526)

Leader(s): Laura Steacy, Vanderbilt University, Nashville, TN

Presenter(s): Donald Compton, Vanderbilt University, Nashville, TN

2:45 PM-3:30 PM Poster 14, Room 108 | Session: 348

TRACKING ASL READING DEVELOPMENT USING MISCUE ANALYSIS FOR A DEAF STUDENT WITH SPECIAL NEEDS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Assessment

Format: Poster Session

The reading miscue process allows unique tracking of ASL/English bilingual processes. An African American 6th-grade student's development of increasingly ASL-based reading is compared across three measurement points to document her reading processes. Results and implications will be shared. (2498)

Leader(s): Pamela Luft, Kent State University, OH

2:45 PM-3:30 PM Poster 21, Room 108 | Session: 349

TRAUMATIC BRAIN INJURY IN PRESCHOOL CHILDREN

Topic Area: Early Childhood

Secondary Topic: Physical/Health/Multiple Disabilities

Format: Poster Session

Parents and teachers are often unfamiliar with how TBI can impact typical development in young children, including its potential impact on future learning. This session defines TBI and reviews literature regarding risks, outcomes, and services available to children who experience this injury. (3264)

Leader(s): Crystal Payne, Georgia State University, Atlanta

4:00 PM-5:00 PM

202A | Session: 350

ANALYSIS OF THE BENEFITS OF ADVANCED
CERTIFICATION FOR PROFESSIONALS AND STUDENTS**Topic Area:** Assessment**Secondary Topic:** Research**Format:** Lecture

What are the benefits of pursuing advanced certification? Using the results of a survey, the overall benefit of seeking enhanced professional development opportunities and striving to attain the highest possible certification in a professional field will be shared. (1189)

Leader(s): *Teresa Montani*, Fairleigh Dickinson University, Teaneck, NJ

Presenter(s): *Patricia Frawley*, Fairleigh Dickinson University, Teaneck, NJ; *Joe Sutton*, South Carolina Department of Education, Columbia

4:00 PM-5:00 PM

106AB | Session: 351

CENTERS OF INTEREST: AN ALTERNATIVE STRATEGY TO
ENRICH THE INCLUSIVE SETTINGS**Topic Area:** International Programs/Services**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Demonstration

Centers of interest, an alternative to respond to students with exceptionalities, is a strategy in which children have an organized environment, and is also an effective access to the learning process and can be used in inclusive settings. Learn results with children under the co-teaching strategy. (1551)

Leader(s): *Iris Garcia*, Escuela Normal De Especialización, Monterrey, Mexico

Presenter(s): *Brenda Guerrero*, Escuela Normal De Especialización, Monterrey, Mexico

4:00 PM-5:00 PM

203B | Session: 352

DIFFERENTIATION PRACTICES IN CLUSTER CLASSROOMS**Topic Area:** Gifted and Talented**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Lecture

Cluster grouping is effective with gifted students only when the curriculum/instruction is matched to each student's abilities. Using data from teacher observations, this session examines how they differentiated for students in their cluster classrooms. Professional development is also discussed. (1905)

Leader(s): *Susan Johnsen*, Baylor University, Waco, TX

Presenter(s): *Cecelia Boswell*, Waco School District, TX

4:00 PM-5:00 PM

202B | Session: 353

EDUCATIONAL QUALITY OF LIFE FOR STUDENTS WITH
RARE HEALTH DISORDERS AND SIGNIFICANT
DISABILITIES**Topic Area:** Physical/Health/Multiple Disabilities**Secondary Topic:** Teacher Education**Format:** Lecture

Adolescents, children, and parents encounter difficulties in obtaining a positive quality of life due to the effects of their health impairments. Presenters discuss how to improve educational quality of life and also provide brochures that can be used to assist educators, families, and students. (2543)

Leader(s): *Mary Pearson*, University of Central Arkansas, Conway

Presenter(s): *Janet Filer*, University of Central Arkansas, Conway; *Patricia Kohler-Evans*, University of Central Arkansas, Conway

4:00 PM-5:00 PM

204A | Session: 354

FINDING CLASSROOM GRANTS: FUNDING SUPPORTS FOR
STUDENTS WITH EMOTIONAL OR BEHAVIORAL NEEDS**Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

Funding classwide interventions for students with behavioral needs can be expensive. Learn about mini-grants available to teachers to help cover the costs of behavioral programs and initiatives, as well as information on typical grant applications, criteria, and how to organize your application. (2496)

Leader(s): *Naomi Schoenfeld*, Rivier University, Nashua, NH

4:00 PM-5:00 PM

103C | Session: 355

INCLUSIVE EDUCATIONAL PRACTICES WITHIN A
SMALLER LEARNING ENVIRONMENT**Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

The results of a study that examined student learning, perceptions, and interactions in a smaller learning environment, specifically a School-Within-a-School (SWS) high school career academy will be shared. (1630)

Leader(s): *Deborah Hilbert*, St. John Fisher College, Rochester, NY

4:00 PM-5:00 PM

201C | Session: 356

INCLUSIVE LESSON PLAN DESIGNS: HONORING THE
STUDENTS AND THE CURRICULUM STANDARDS**Topic Area:** Implications of Education Reform Initiatives for
Students with Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Demonstration

Develop inclusive lesson plans that expect, accept, and embrace the differences of students with exceptionalities! Presenters demonstrate how to develop plans that are inclusive while honoring the CCSS for learners with different levels of attention, learning, communication, and behaviors. (1049)

Leader(s): *Toby Karten*, Regional Training Center, Marlboro, NJ

THURSDAY

4:00 PM-5:00 PM

204B | Session: 357

INDIVIDUALIZED CHARACTER EDUCATION PLANS
ALIGNED TO PBIS FOR ADOLESCENTS WITH EBD

Topic Area: Emotional and Behavioral Disorders
Secondary Topic: Parent/Family/School Partnerships
Format: Demonstration

The session highlights how to identify the unique needs of students with EBD, set strategic character goals aligned to FBAs, progress monitor, and infuse targeted instruction within the classroom environment. Participants review model plans created within classrooms for students with EBD. (1354)

Leader(s): Dawn Jacobs, Notre Dame of Maryland University, College Park

4:00 PM-5:00 PM

109B | Session: 358

INFUSING PROFESSIONAL STANDARDS AND
INCLUSIONARY PRACTICES IN 2-YEAR COLLEGE COURSES

Topic Area: Early Childhood
Secondary Topic: Teacher Education
Format: Lecture

Is there a way to better prepare paraprofessionals before they enter the classroom? Learn the results of a project to infuse standards-based and evidence-based special education content and practices in Early Childhood Education courses in 2-year community colleges. (2619)

Leader(s): Rashida Banerjee, University of Northern Colorado, Greeley

Presenter(s): Ritu Chopra, University of Colorado, The PAR²A Center, Denver; Geraldine DiPalma, University of Colorado, The PAR²A Center, Denver

4:00 PM-5:00 PM

201B | Session: 359

LEADING THE TEAM TO VICTORY: INCLUSIVE PRACTICES
ON THE FAST TRACK

Topic Area: Administration/Supervision
Secondary Topic: Collaboration and Inclusive Practices
Format: Lecture

Leading inclusive practices to new heights requires a team of talent and a plan to guide continuous improvement. Learn how a school district transformed inclusive practices in an urban school division. (1076)

Leader(s): Jane Quenneville, Alexandria City Public Schools, VA

Presenter(s): Lisa Dieker, University of Central Florida, Orlando

4:00 PM-5:00 PM

112B | Session: 360

MOBILE LEARNING IN SPECIAL EDUCATION CLASSROOMS
IN AUSTRALIA: STUDENT, TEACHER, AND PARENT VOICES

Topic Area: International Programs/Services
Secondary Topic: Technology and Media
Format: Lecture

Examine the results of 3 mobile learning studies conducted in special education classrooms in Sydney, Australia to determine the effects on student engagement with and access to the curriculum, as well as school-home collaboration. Learn how to utilize mobile learning across all environments. (1178)

Leader(s): Therese Cumming, University of New South Wales, Sydney, Australia

Presenter(s): Iva Strnadová, University of New South Wales, Sydney, Australia

4:00 PM-5:00 PM

113C | Session: 361

PHONICS INSTRUCTION FOR STUDENTS WHO ARE
NONVERBAL WITH MODERATE/SEVERE DISABILITIES

Topic Area: Developmental Disabilities
Secondary Topic: Research
Format: Lecture

Examine the effects of phonics instruction on the reading skills of students who are nonverbal with moderate/severe disabilities. Attendees will learn about phonics skills, systematic instruction, and use of an iPad that comprise the content and delivery of this instructional curriculum. (1874)

Leader(s): Lynn Ahlgrim-Delzell, University of North Carolina, Charlotte

Presenter(s): Diane Browder, University of North Carolina, Charlotte; Leah Wood, University of North Carolina, Charlotte; Tracie-Lynn Zakas, Charlotte-Mecklenburg Schools, NC

4:00 PM-5:00 PM

Room: 111B | Session: 362

Multiple Presentation

K-12 SCHOOLS AND UNIVERSITY PARTNERSHIPS**Moderator**

Laurie DeBettencourt, Johns Hopkins University,
Baltimore, MD

Topic Area: Teacher Education**Bridge the Gap: Strengthening Partnerships Between PK-12 Schools and Higher Education**

This session will describe strategies that have been successfully used by the University of Central Florida to bridge two organizational systems, university and school districts. Learn how, through collaboration and leadership, the Educator in Residence program has narrowed the research-to-practice gap, as evidenced by preliminary research and anecdotal evidence.

Leader(s): *Ingrid Cumming*, University of Central Florida/Orange County Public Schools, Orlando

Presenter(s): *Elizabeth (Betsy) Theis*, University of Central Florida/Orange County Public Schools, Orlando;
Suzanne Martin, University of Central Florida, Orlando

University and School District Partnerships: Discussion and Value Added

In this session you will learn about an IHE and LEA partnership in which individuals are trained to be special educators. This is a 2-year program in which individuals are hired as paraeducators during their first and as long-term substitutes their second year. Such partnerships and the value added of this specific partnership will be discussed.

Leader(s): *Laurie DeBettencourt*, Johns Hopkins University, Baltimore, MD

4:00 PM-5:00 PM

113A | Session: 363

PREPARING FUTURE SPECIAL EDUCATORS IN EVIDENCE-BASED PRACTICES

Topic Area: Teacher Education**Secondary Topic:** Measuring Special Education Teacher Effectiveness**Format:** Lecture

Learn the results of a study conducted to increase the understanding and use of evidence-based practices among pre- and inservice teachers enrolled in a teacher preparation program. Teacher's beliefs and use of evidence based practices were examined multiple times throughout their coursework. (2381)

Leader(s): *Roberta Gentry*, University of Mary Washington, Fredericksburg, VA

4:00 PM-5:00 PM

Room: 201A | Session: 364

Multiple Presentation

PROMOTING PRODUCTIVE DISCIPLINE**Moderator**

Nicholas Gage, University of Florida, Gainesville

Topic Area: Public Policy**Bullying and Students With Disabilities: Exploring State and Federal Anti-Bullying Policies**

Through legislative actions, state, and federal legislators have started to address the pervasiveness of bullying. This session will outline current legislative efforts, as well as address evidence-based strategies that are designed to support students with disabilities and that also comply with state and federal policies.

Leader(s): *Chad Rose*, University of Missouri, Columbia

Presenter(s): *Antonis Katsiyannis*, Clemson University, SC; *Joseph Ryan*, Clemson University, SC; *Mitchell Yell*, University of South Carolina, Columbia

Decision-Making in Manifestation Determination Reviews Using Hidden Profiles

Mock manifestation determination meetings were conducted using hidden profile case studies with general and special educators. Results indicated a difference in information seeking and sharing between general and special educators. A number of student characteristics, including disability type, were found to be influential in decision-making. Presenters will share and discuss the findings.

Leader(s): *Jennifer Walker*, George Mason University, Fairfax, VA

Presenter(s): *Rick Brigham*, George Mason University, Fairfax, VA

4:00 PM-5:00 PM

107B | Session: 365

RTI IN HIGH SCHOOLS: SPOTLIGHT ON WRITING INSTRUCTION

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This session describes an RTI program in two high schools with a focus on evidence-based writing instruction from the perspectives of district personnel, systems change facilitators, and researchers. (2074)

Leader(s): *Suzanne Robinson*, University of Kansas, Lawrence

Presenter(s): *Stephanie Peterson*, St. Cloud School District, MN; *Jean Schumaker*, Edge Enterprises/University of Kansas, Lawrence

THURSDAY

4:00 PM-5:00 PM

Room: 105B | Session: 366

Multiple Presentation

RESEARCH SYNTHESSES ON TECHNOLOGY FOR READING

Moderator

Sarah Howorth, University of Buffalo, NY

Topic Area: Technology and Media

Maximizing Student Access to General Education Curriculum Through E-Text

Students' access to general education curriculum relies on ascertaining information from text. This session will describe the important e-text features and implementation processes beneficial for students with disabilities. The results from a systematic review of empirical findings related to technology and reading, as well as practical implications will be discussed.

Leader(s): *Anya Evmenova, George Mason University, Fairfax, VA*

Presenter(s): *Sheri Berkeley, George Mason University, Fairfax, VA; Andrea Boykin, George Mason University, Fairfax, VA; Leigh Ann Kurz, George Mason University, Fairfax, VA*

The Effectiveness of Computer-Assisted Instruction in Reading: A Meta-Analysis of Current Research

This session provides results of a meta-analysis of research investigating computer-assisted instruction (CAI) in reading. Overall effectiveness of reading CAI will be shared with participants alongside factors contributing to these effects. Participants will be provided a framework to enable them to examine available CAI to inform best practices in reading instruction.

Leader(s): *Amy Kunkel, University of Minnesota, Minneapolis*

4:00 PM-5:00 PM

103B | Session: 367

SCHEDULING FOR CO-TEACHING AND OTHER INCLUSIVE PRACTICES: COMMON PROBLEMS, REALISTIC SOLUTIONS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Administration/Supervision

Format: Lecture

One challenge for inclusive schooling is scheduling—grouping students with disabilities in classes, assigning co-teachers with limited staff, arranging shared planning time, and coordinating multiple programs and services. Learn about common scheduling dilemmas and ways to effectively address them. (1669)

Leader(s): *Marilyn Friend, University of North Carolina, Greensboro*

Presenter(s): *Laura Hamby, Charlotte-Mecklenburg Schools, NC; Debra McAdams, Metro Nashville Public Schools, TN*

4:00 PM-5:00 PM

Room: 104A | Session: 368

Multiple Presentation

STEM AND CCSS, AND NAVIGATING MATH EXPRESSIONS

Moderator

Diane Pevsner, University of Alabama, Birmingham

Topic Area: Visual Impairments

Connecting the Dots Between STEM and CCSS for Students Who Are Visually Impaired

The Tennessee School for the Blind (TSB) surveyed teachers of students with visual impairments across the state seeking the percentage of students who have equitable access to science, technology, engineering, and math (STEM) in their local schools. Using this data, TSB created a model program and professional development to connect STEM and CCSS for these students. You will learn about this program and how to assist these students in your own state.

Leader(s): *Marta Whittington, Tennessee School for the Blind, Nashville*

Presenter(s): *Kim Walker, Tennessee School for the Blind, Nashville; Tonja Dandy, Tennessee School for the Blind, Nashville*

Navigating Math Expressions With Synthetic Speech

After improving the way computers speak math, we have now enabled them to speak it interactively. Learn how students can use the keyboard to explore the structure and details of the expression bit by bit, rather than having to listen to the entire expression from beginning to end, repeating as needed.

Leader(s): *Lois Frankel, Educational Testing Service, Princeton, NJ*

Presenter(s): *Susan Osterhaus, Texas School for the Blind and Visually Impaired, Austin*

4:00 PM-5:00 PM

112A | Session: 369

TAM SHOWCASE

ASSISTIVE TECHNOLOGY IMPLEMENTATION—EASY AS AT PIE: PLANNING, IMPLEMENTING, EVALUATING

Topic Area: Technology and Media

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

The presenters will share an AT planning form, demonstrate how to develop implementation matrices, and provide tips on how to monitor and evaluate the progress of students using AT. Participants will receive access to all of the forms and guidelines shown in the session. (2837)

Leader(s): *Margaret Bausch, University of Kentucky, Lexington*

Presenter(s): *Melinda Ault, University of Kentucky, Lexington*

4:00 PM-5:00 PM Room: 104B | Session: 370

Multiple Presentation

SUPPORTING MATH INSTRUCTION WITH TECHNOLOGY**Moderator***Sharon Raimondi*, University at Buffalo/Buffalo State College, NY**Topic Area:** Technology and Media**EWorkbooks: An Exploration of Multimodal Math Practice and Independent Math Proficiency**

This session presents a pilot study using a multimodal eWorkbook designed to increase elementary students with disabilities' (SWD) independent math proficiency. Results from a qualitative analysis of students' operation and navigation of the eWorkbooks will be presented. Additionally, there will be an opportunity for hands-on exploration of these digital workbooks.

Leader(s): *Tara Kaczorowski*, University at Buffalo**Presenter(s):** *Dane Di Cesare*, University at Buffalo, NY; *Andrew Hashey*, University at Buffalo, NY; *Sharon Raimondi*, University at Buffalo/Buffalo State College, NY**Integrating Math and Literature through MATH-LIT Kits**

Come prepared to be equipped with universal tools for all students to access the math curricula. Learn how to use engaging and differentiated instructional materials utilizing multisensory supports that integrate math and literature. Walk away with a sample MATHLIT Kit along with fundamental learning strategies and assistive technologies to create your own kits.

Leader(s): *Tara Jeffs*, Loudoun County Public Schools, VA**Piloting the Shire: Studying the Promise of an Early Mathematics Gaming Intervention**

This session will describe research on NumberShire, a browser-based, educational gaming intervention designed to support students with or at risk for mathematics disabilities to develop mathematical proficiency with whole number concepts. Results from a pilot study conducted in two, urban school districts will be shared. This session will benefit educators interested in integrating game technology with mathematics instruction to engage diverse learners.

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

4:00 PM-5:00 PM Marriott Franklin Hall 2 | Session: 371

STRAND F, SESSION 4: TEACHING FRACTIONS TO ALIGN WITH THE COMMON CORE STANDARDS: IES PRACTICE GUIDE

Topic Area: Research**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

In the IES Practice Guide Developing Effective Fractions Instruction, an expert panel translated research into instructional practices critical for special education instruction and intervention. The Guide also specifies the level of scientific evidence for each recommendation made.

Leader(s): *Robert Siegler*, Carnegie Mellon University, Pittsburgh, PA

4:00 PM-5:00 PM Marriott Franklin Hall 11 | Session: 372

STRAND G, SESSION 4: THE COMMON CORE AND ELL: IT'S MORE THAN GETTING AN INTERPRETER

Topic Area: Administration/Supervision**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Lecture

This session will focus on issues that revolve around the standards' instruction and assessment as it relates to school-based and special education leaders and ESL, ELL, and LEP students.

Leader(s): *Diana Rodriguez*, Fordham University, New York, NY**Presenter(s):** *Cathy Kea*, North Carolina A&T State University, Greensboro; *Jose Luis Alvarado*, San Diego State University, CA

4:00 PM-5:00 PM Marriott Franklin Hall 8 | Session: 373

STRAND H, SESSION 4: IMPROVING MATHEMATICAL PROBLEM SOLVING IN GRADES 4 THROUGH 8

Topic Area: Instructional Design and Strategies**Secondary Topic:** Teacher Education**Format:** Lecture

This IES Practice Guide contains 5 key recommendations for improving problem-solving instruction and are particularly important in light of the Mathematical Practices of the CCSS. Learn about the issues that presented challenges for the guide's panel members as well as the 5 recommendations.

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

THURSDAY

4:00 PM-5:00 PM

102A | Session: 374

TEACHER PERCEPTIONS OF PRAGMATICS DEVELOPMENT
OF CHILDREN WHO ARE DEAF OR HARD OF HEARING

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Research

Format: Lecture

This session will assist teachers to understand and implement current evidence-based practices in pragmatics development for children who are DHH which will foster and improve appropriate communicative and social experiences. (2775)

Leader(s): Lauri Nelson, Utah State University, Logan

Presenter(s): Marianne Huish, Utah State University, Logan; Elizabeth Parker, Utah State University, Logan; Mi'kel Price, Utah State University, Logan

4:00 PM-5:00 PM

Marriott Franklin Hall 7 | Session: 375

TOWN HALL — RTI'S SECOND DECADE: DILEMMAS,
RECURRENT PROBLEMS, AND SUCCESSES

Topic Area: Instructional Design and Strategies

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Panel

Join a group discussion of issues related to mature implementation of RTI. The presenters will facilitate the discussion about the following topics: (1) RTI in mathematics, (2) RTI at the secondary level, and (3) problems in determining slope with less than 12 data points.

Leader(s): Russell Gersten, Instructional Research Group, Los Alamitos, CA

Presenter(s): George Batsche, University of South Florida, Tampa

4:00 PM-5:00 PM

113B | Session: 376

TRANSITION TO ADULTHOOD: EMPLOYMENT,
EDUCATION, AND DISENGAGEMENT IN INDIVIDUALS
WITH AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Career Development/Transition

Format: Lecture

How can we help youth with autism better transition to adulthood? Presenters discuss results of a study that clustered various transition pathways into three main groups and the unique struggles each group experienced in transition to adulthood. (2626)

Leader(s): Laura Hudson, SRI International, Menlo Park, CA

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

4:00 PM-5:00 PM

103A | Session: 377

USING ACCOMMODATIONS TAKES COURAGE: BELIEFS
AND PRACTICES OF SECONDARY STUDENTS WITH
DISABILITIES

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Lecture

Many students with disabilities lack the knowledge and skills needed to advocate for and use accommodations. This study examined students' accommodations-related knowledge, beliefs, and practices. Results show that students prefer classwide accommodations and appreciate discrete, attentive teachers. (1663)

Leader(s): Diana Baker, Boston College, Chestnut Hill, MA

Presenter(s): David Scanlon, Boston College, Chestnut Hill, MA

4:00 PM-5:00 PM**203A | Session: 378**

USING CEC QUALITY INDICATORS AND STANDARDS TO DETERMINE THE EVIDENCE BASE OF CLASSWIDE PEER TUTORING

Topic Area: Research**Secondary Topic:** Learning Disabilities**Format:** Lecture

CEC Work Group developed quality indicators and standards for determining evidence-based practices. Results of a field test of the quality indicators and standards indicate inter-rater reliability of the quality indicators is adequate and ClassWide Peer Tutoring is not an evidence-based practice. (1550)

Leader(s): Sara Cook, University of Hawaii, Honolulu**4:00 PM-5:00 PM****110AB | Session: 379**

WHY IT WORKS: REFINING INTERVENTIONS FOR SUCCESS WITH STUDENTS WITH COMPLEX NEEDS

Topic Area: Developmental Disabilities**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Lecture

Learn about SART, which provides teams with a systematic method to discuss why a strategy may or may not be effective. Evaluations are based on specific elements that have been documented to lead to successful skill development and/or positive behaviors for students with complex needs. (1528)

Leader(s): Wendy Szakacs, Ohio Center for Autism and Low Incidence, Columbus**4:00 PM-4:45 PM****Poster 23, Room 108 | Session: 381**

BUILDING SOCIAL SKILLS AMONG STUDENTS WITH AUTISM AND AN AT-RISK PEER IN A GENERAL EDUCATION CLASS

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Poster Session

A comprehensive intervention consisting of peer mentoring, interactive social stories, and video modeling improved the classroom behaviors of two students, one with ASD and a peer with behavioral concerns. Learn about the students' emerging friendships and the motivation for behavioral choices. (1506)

Leader(s): Kathleen Puckett, Arizona State University, Mesa**Presenter(s):** Sarup Mathur, Arizona State University, Tempe; Roxanne Zamora, Arizona State University, Tempe**4:00 PM-4:45 PM****Poster 10, Room 108 | Session: 382**

CLASS-WIDE PEER TUTORING: WHAT DO STUDENTS WANT?

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 students with and without special needs benefitted from CWPT programs at a high school and leave with the tools to evaluate and improve CWPT programs for your own school. (2359)

Leader(s): Nanho Vander Hart, Assumption College, Worcester, MA**Presenter(s):** Kim Paquette, Wachusett Regional High School, Holden, MA; Diane Myers, Assumption College, Worcester, MA**4:00 PM-4:45 PM****Poster 17, Room 108 | Session: 383**

CLASSROOM ASSESSMENT FOR PROGRESS MONITORING: PRACTICAL STRATEGIES FOR THE BUSY TEACHER

Topic Area: Assessment**Secondary Topic:** Teacher Education**Format:** Poster Session

Progress monitoring evaluates students' academic performance, determines the effectiveness of instruction, and allows teachers to intervene early to meet the needs of struggling learners.

Learn how you can use these assessment models to track and graph your students' knowledge and skills. (2890)

Leader(s): Cathleen Spinelli, Saint Joseph's University, Philadelphia, PA**4:00 PM-4:45 PM****Poster 06, Room 108 | Session: 384**

COLLABORATION PRACTICES IN GENERAL AND SPECIAL EDUCATION: A CRITICAL LITERATURE SYNTHESIS

Topic Area: Collaboration and Inclusive Practices**Secondary Topic:** Teacher Education**Format:** Poster Session

The magnitude of influence collaboration has on special educators' early experiences and retention, general educators' inclusion practices, and student achievement is clear. This literature synthesis looks critically at research and practices and makes recommendations for continued improvements. (2785)

Leader(s): Jeongae Kang, University of North Carolina, Greensboro

THURSDAY

4:00 PM-4:45 PM Poster 11, Room 108 | Session: 385

DIGITAL TECHNOLOGY TO SUPPORT WRITING
OUTCOMES: RESEARCH TRENDS AND FINDINGS

Topic Area: Learning Disabilities

Secondary Topic: Technology and Media

Format: Poster Session

Can digital technology support writing by students with learning and academic disabilities? Writing variables, research findings, and criteria for an evidence-based practice are examined for technologies to support each of the components of the writing process. Positive results are discussed. (2763)

Leader(s): *George Peterson-Karlan*, Illinois State University, Normal

4:00 PM-4:45 PM Poster 01, Room 108 | Session: 386

EVIDENCE OF OVER- OR UNDERREPRESENTATION OF
ENGLISH LANGUAGE LEARNERS IN SPECIAL EDUCATION

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Poster Session

Learn the results of 5 studies that were reviewed for evidence of disproportionate representation of ELLs in special education. Trends show ELLs were identified with disabilities later than their English speaking disabled peers and were overrepresented in special education at higher grade levels. (1585)

Leader(s): *Bernadette MacKenzie*, Chesterfield County Schools/Virginia Commonwealth University, Richmond

4:00 PM-4:45 PM Poster 19, Room 108 | Session: 387

H.R. 4040, THE ALICE COGSWELL AND ANNE SULLIVAN MACY ACT: AN APPROPRIATE EDUCATION FOR DEAF, HARD OF HEARING, BLIND, AND VISUALLY IMPAIRED STUDENTS

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Public Policy

Format: Poster Session

The Alice Cogswell and Anne Sullivan Macy Act, aimed at improving IDEA, will support improved data collection, services, and accountability for deaf, hard of hearing, blind, and visually impaired students. This session outlines the provisions of the bill and provides participants information and advocacy tools. (2790)

Leader(s): *Barbara Raimondo*, Conference of Educational Administrators of Schools and Programs for the Deaf, MD

Presenter(s): *Mark Richert*, American Foundation for the Blind, Washington, DC

4:00 PM-4:45 PM Poster 12, Room 108 | Session: 388

HOW MATHEMATICS SYMBOLS INFLUENCE
MATHEMATICS PERFORMANCE

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Students with mathematics difficulties struggle because of number and operator symbols. Learn about a successful tutoring program that showed that students who worked with and without symbols demonstrated improved performance over students who only worked with symbols. (1154)

Leader(s): *Sarah Powell*, University of Texas, Austin

Presenter(s): *Melissa Driver*, University of Virginia, Charlottesville

4:00 PM-4:45 PM Poster 20, Room 108 | Session: 389

INTEGRATING LITERACY AND SOCIAL/EMOTIONAL
LEARNING WITH YOUNG CHILDREN

Topic Area: Early Childhood

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Learn the results of a study that integrated literacy and social/emotional learning for preschoolers with disabilities. Participants were trained to integrate literacy and social emotional learning in lessons throughout the day and in home settings. (2874)

Leader(s): *Nicole Fenty*, Binghamton University, NY

4:00 PM-4:45 PM Poster 22, Room 108 | Session: 390

MATH FUN-DAMENTALS + COMMON CORE = THE SOLUTION

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Educators are challenged with incorporating CCSS regardless of students' abilities. We will highlight an implementation model that has resulted in significant student progress, increased assistive technology opportunities, and students demonstrating metacognition of math. (2518)

Leader(s): Nicole Kalcheim, Eisenhower Cooperative, Crestwood, IL

Presenter(s): Jennifer Emanuele, Eisenhower Cooperative, Crestwood, IL

4:00 PM-4:45 PM Poster 18, Room 108 | Session: 391

OFF TO A GOOD START: EXAMINING EARLY READING PROGRESS FOR THAI STUDENTS

Topic Area: International Programs/Services

Secondary Topic: Learning Disabilities

Format: Poster Session

This research project, funded by the Australia-Thailand Institute, examined the development of early reading skills in the Thai language, and discusses its contribution to a wider understanding of early reading development across languages. (1230)

Leader(s): David Evans, University of Sydney, Australia

Presenter(s): Kanokporn Vibulpatanavong, Research and Development Institute of Special Education, Bangkok, Thailand

4:00 PM-4:45 PM Poster 03, Room 108 | Session: 392

PROFESSIONAL DEVELOPMENT ON EFFECTIVE STRATEGIES FOR BEHAVIOR MANAGEMENT

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Administration/Supervision

Format: Poster Session

Learn the results of a survey with educators about the types of professional development they receive in behavior management and what they prefer. Recommendations are shared about ways to implement meaningful professional development to improve the individual's classroom environment. (1460)

Leader(s): Beverley Johns, MacMurray College, Jacksonville, IL

Presenter(s): Sarup Mathur, Arizona State University, Tempe

4:00 PM-4:45 PM Poster 05, Room 108 | Session: 393

SCHOOL PROGRAMS, VOCATIONAL REHABILITATION SERVICES, AND EMPLOYMENT OUTCOMES: A STATEWIDE STUDY

Topic Area: Career Development/Transition

Secondary Topic: Developmental Disabilities

Format: Poster Session

Data from a state's vocational rehabilitation agency will be used to examine the effects of school programs and VR services on employment outcomes. Results on demographic characteristics and relevant mediator effects are also presented. (2451)

Leader(s): Song Ju, University of Cincinnati, OH

Presenter(s): Kim Osmani, Oklahoma Department of Rehabilitation Services, Oklahoma City; Dalun Zhang, Texas A&M University, College Station; Larry Korterling, Appalachian State University, Boone, NC

4:00 PM-4:45 PM Poster 04, Room 108 | Session: 394

SOCIAL AND EMOTIONAL LEARNING FOR STUDENTS WITH INTERNALIZING BEHAVIORS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

Educators frequently focus on students' externalizing behaviors, but overlook internalizing behaviors. Learn about the prevalence and seriousness of internalizing behaviors, social emotional learning and how it can be helpful, how SEL curricula can be implemented, and the results of 3 studies. (1454)

Leader(s): Paul Caldarella, Brigham Young University, Provo

Presenter(s): Leslie Gunter, Brigham Young University, Provo

4:00 PM-4:45 PM Poster 15, Room 108 | Session: 395

SPECIAL EDUCATOR PREPARATION IN AUTISM SPECTRUM DISORDERS: GRADUATE FOLLOW-UP SYSTEM INITIATIVE

Topic Area: Measuring Special Education Teacher Effectiveness

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

This study was conducted to measure the teacher effectiveness of 20 graduates who earned Master's degrees in Exceptional Student Education with a focus in ASD. The design included surveys, interviews, and observations tailored to evaluate special educators serving students with ASD. (2555)

Leader(s): Cynthia Pearl, University of Central Florida, Orlando

Presenter(s): Jillian Gourwitz, University of Central Florida, Orlando

THURSDAY

4:00 PM-4:45 PM Poster 13, Room 108 | Session: 396

SUGGESTIONS FOR HIGH-QUALITY RESEARCH APPLICATIONS IN THE AREA OF LD IN KOREA

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Poster Session

This session shares the findings of an analysis of the current intervention research quality and trends in the area of LD in Korea. Suggestions to improve the quality of future research and practical implications are highlighted. (2467)

Leader(s): Eun Young Kang, University of Texas, Austin

Presenter(s): Youn Jung Park, Pennsylvania State University, State College

4:00 PM-4:45 PM Poster 24, Room 108 | Session: 397

SUSTAINING AND SCALING-UP EVIDENCED-BASED PRACTICES FOR ASD IN THE EDUCATIONAL SETTING

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Poster Session

How can the needs of students with autism be better addressed in the educational setting? Learn what components are essential in sustaining evidence-based practices for ASD and how scaling-up these practices will help build a local network of support and resources for professionals in the field. (2429)

Leader(s): Susan Christman, Whitley County Consolidated Schools, IN

4:00 PM-4:45 PM Poster 08, Room 108 | Session: 398

TEACHING STUDENTS WITH MODERATE INTELLECTUAL DISABILITY TO CALCULATE TAX USING AN IPHONE

Topic Area: Technology and Media

Secondary Topic: Developmental Disabilities

Format: Poster Session

This study investigated the use of an application on an iPhone to teach students with moderate ID to calculate tax on grocery items. Learn how all 6 student participants met mastery criteria and were able to generalize the skill to new materials. (2951)

Leader(s): Rebecca Waugh, Georgia State University, Atlanta

4:00 PM-4:45 PM Poster 02, Room 108 | Session: 399

UNDERSTANDING BYSTANDER PERCEPTIONS OF CYBERBULLYING IN INCLUSIVE CLASSROOM SETTINGS

Topic Area: Research

Secondary Topic: Teacher Education

Format: Poster Session

Cyberbullying puts students with and without disabilities at risk for successful academic outcomes. This study examined bystander perceptions of cyberbullying of 11 students with and without disabilities and 9 general and special educators from 14 schools. Implications are discussed. (2040)

Leader(s): Mary Guckert, George Mason University, Fairfax, VA

4:00 PM-4:45 PM Poster 21, Room 108 | Session: 400

USING SCRIPTED STORIES WITH YOUNG CHILDREN WITH PERSISTENT CHALLENGING BEHAVIOR

Topic Area: Early Childhood

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

Addressing challenging behavior is a re-occurring theme amongst practitioners and families. Learn about the effectiveness in using scripted stories as a behavioral intervention for young children with challenging behavior. (1038)

Leader(s): Charis Price, University of Illinois, Urbana-Champaign

Presenter(s): Michaelene Ostrosky, University of Illinois, Urbana-Champaign

4:00 PM-4:45 PM Poster 14, Room 108 | Session: 401

YOUNG STUDENTS WHO ARE DEAF OR HARD OF HEARING AND THEIR CONCEPTUAL UNDERSTANDING OF WEATHER

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Early Childhood

Format: Poster Session

Learn about the results of a study to understand the conceptual understanding of students who are DHH before and after an inquiry-based unit on weather and temperature. Teaching methodologies used in this unit will also be presented. (1122)

Leader(s): Shannon Clancy, The Ohio State University, Columbus

Presenter(s): Tiffany Wild, The Ohio State University, Columbus

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FRIDAY, APRIL 11

8:00 a.m. - 5:00 p.m.

Lectures, Demonstrations, Panels, Posters, and
Multiple Presentations

STUDENT ACTIVITIES (*see page 35*)

PROGRAM CHAIR FEATURED SESSIONS (*see page 44*)

STRANDS (*see page 51*)

YES I CAN AWARDS

**Celebration starts
at 5:30 p.m.!**

**Salon H, Level 5
Philadelphia Marriott**

VISIT THE EXPO HALL A

200 Level
9:00 a.m.–4:00 p.m.

**DISCOVER, EAT, SHOP
11:30 a.m.–1:30 p.m.
EXPO ONLY TIME!**



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8:00 AM-11:30 AM

201A | Session: 402

WHAT'S HAPPENING IN WASHINGTON?

Topic Area: Public Policy**Secondary Topic:** Administration/Supervision**Format:** Lecture**8am-9am: Session I - Improving Results for Children with Disabilities: Where We Were, Where We Are, Where We're Going**

OSEP Director, Melody Musgrove will discuss the history of OSEP's major reform initiative, Results Driven Accountability, and how it promotes improved educational outcomes for students with disabilities in the Department's environment of shared accountability for all students.

9:00-9:15am: BREAK**9:15-10:15am: Session II - From the U.S. Capitol to Main Street: Education Reforms**

This session will feature insight, tools and resources from recognized experts on the impact key education reform policies are having on children and youth with exceptional and the professionals who work on their behalf, such as the adoption and implementation of college and career ready standards; the new PARCC and SMARTER Balanced assessments; and teacher evaluation systems.

10:15-10:30am: BREAK**10:30-11:30: Session III - Education Reforms & Their Impact on Special/Gifted Education, an Analysis by CEC's Policy Team**

Recent education policy developments coming from Washington, D.C. have resulted in major changes for 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, such as: funding concerns, waivers to the Elementary and Secondary Education Act (ESEA)/No Child Left Behind Act (NCLB), measuring and evaluating teacher and school effectiveness; creating the next generation of assessments; implementing common core standards; early learning initiatives; preparations for the reauthorization of the Individuals with Disabilities Education Act (IDEA); and what impending changes will mean for the future of special education.

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

Presenter(s): *Kim Hymes*, Council for Exceptional Children, Arlington, VA; *Melody Musgrove*, Office of Special Education Programs, U.S. Department of Education; *Tracy Gray*, Powerupwhatworks.org/American Institutes for Research, Washington, DC; *Mary Brownell*, University of Florida, CEEDAR, Gainesville, FL; *Richard Ingersoll*, University of Pennsylvania, Philadelphia; *Richard Jackson*, CAST, Wakefield, MA

8:00 AM-10:00 AM

Marriott Franklin Hall 7 | Session: 404

PD SHOWCASE**HONORING PARTNERS: PARENTS + CEC MEMBERSHIP: SHARING BENEFITS THROUGH PARTNERSHIPS AND COLLABORATIONS****Topic Area:** Pioneers/Historical Perspectives**Secondary Topic:** Parent/Family/School Partnerships**Format:** Panel

Presenters provide an overview of the positive impact that being a CEC member and a parent of an individual with special needs has had on the field. We will honor all the grass root and professional work of our parents who are CEC members.

Leader(s): *Michael Thew*, LIU 12, New Oxford, PA

8:00 AM-9:00 AM

112A | Session: 405

INDIVIDUALIZED EDUCATION PROGRAMS AND THE COMMON CORE STATE STANDARDS: EVALUATION OF A WEB-BASED DECISION SUPPORT TUTORIAL**Topic Area:** Research**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Lecture

First year report on a three-year research grant from an Institute of Education Sciences project to test a web-based Tutorial and decision-making support for IEPs that support access to the Common Core State Standards. Effects of the Tutorial on IEP quality, subsequent IEP implementation, and student outcomes will be evaluated. Initial data on completed measures will be presented. (1237)

Leader(s): *James Shriner*, University of Illinois, Champaign

8:00 AM-9:00 AM

113A | Session: 406

A BRAND NEW IRIS: THE LATEST RESOURCES, MATERIALS, AND WEB SITE FROM THE IRIS CENTER**Topic Area:** Teacher Education**Secondary Topic:** Technology and Media**Format:** Demonstration

Stop by to check out the latest free online modules, resources, and tools from this OSEP-funded center! New resources include modules on study skills strategies instruction, classroom behavior management, and more! You will receive a guided tour of the Center's all-new web site! (2519)

Leader(s): *Naomi Tyler*, The IRIS Center, Nashville, TN

8:00 AM-9:00 AM

103C | Session: 407

A FUNDS OF KNOWLEDGE APPROACH TO TRANSITION PLANNING: VALUING HOUSEHOLD RESOURCES**Topic Area:** Career Development/Transition**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

Using survey and interview data, researchers draw from the notion of funds of knowledge to examine and interpret the data for transition planning. Presenters share outcomes and recommendations for practice. Learn the steps for implementing this approach for transition planning in your school. (2250)

Leader(s): *Sara Werner*, Claremont Graduate University, CA

FRIDAY

8:00 AM-9:00 AM

105B | Session: 408

ASSISTIVE TECHNOLOGY: NEEDS OF TEACHERS AND IMPLICATIONS FOR PRESERVICE TEACHER TRAINING PROGRAMS

Topic Area: Technology and Media

Secondary Topic: Teacher Education

Format: Lecture

Results from surveys distributed to special education graduates to determine what type of training they would like to see added to preservice programs are shared. The most common responses were AAC/AT and information about software. Essential elements of AT are identified for preservice programs. (2014)

Leader(s): *Elizabeth West*, University of Washington, Seattle

Presenter(s): *Tal Slemrod*, University of Washington, Seattle; *Talya Kemper*, California State University, Chico

8:00 AM-9:00 AM

111B | Session: 409

BRAVE NEW WORLD: INTEGRATING READING AND BEHAVIOR INTERVENTIONS IN AN INCLUSIVE SETTING

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Research

Format: Lecture

It's an age-old argument. Which trumps the other: behavior or academics? In Kansas, we have stopped the debate! Come see what happens when a Tier 1 behavior system and a pre-existing inclusionary system for reading are integrated! Hear about our successes, challenges, and future directions. (1755)

Leader(s): *Denise Brown*, Kansas Multi-Tier System of Supports, Hillsboro

Presenter(s): *Stephanie Stindt*, Kansas Multi-Tier System of Supports, Hillsboro

8:00 AM-9:00 AM

202A | Session: 410

CONCRETE TIER 3 AND SPECIAL EDUCATION MATH INTERVENTIONS

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

Learn how to fill math intervention gaps using evidence-based practices for Tier 3 or special education. Explore math intervention kits created through a university-school partnership and brainstorm ways to implement them in your own intervention practices. (1579)

Leader(s): *Melinda Burchard*, Messiah College, Mechanicsburg, PA

Presenter(s): *Domenic Andolina*, Messiah College, Mechanicsburg, PA; *Danielle Morabito*, Messiah College, Mechanicsburg, PA

8:00 AM-9:00 AM

204B | Session: 411

EARLY INTERVENING SERVICES: USE OF DIFFERENTIATION STRATEGIES IN TIER I READING

Topic Area: Instructional Design and Strategies

Secondary Topic: Early Childhood

Format: Lecture

This research study examined how applying comprehension strategies and differentiated repeated readings with students with and without disabilities might affect oral reading fluency, standardized reading achievement scores, and success on high-stakes assessments. Results will be discussed. (1948)

Leader(s): *Ruth Jones*, Ball State University, Muncie, IN

8:00 AM-9:00 AM

109B | Session: 412

EFFECTIVENESS OF TRAINING PARENTS OF CHILDREN WITH SLI IN ELABORATIVE REMINISCING

Topic Area: Early Childhood

Secondary Topic: Collaboration and Inclusive Practices

Format: Demonstration

Elaborative reminiscing (ER) is a conversation technique shown to build narrative skills and positively influence later literacy learning with children who have SLI. We'll practice ER so practitioners can both use it with preschoolers and can also help their parents use the technique at home. (2119)

Leader(s): *Sheri Grace*, University of North Carolina, Greensboro

Presenter(s): *Pamela Williamson*, University of North Carolina, Greensboro

8:00 AM-9:00 AM

106AB | Session: 413

ELA INSTRUCTIONAL SUPPORTS FOR STUDENTS WITH SIGNIFICANT DISABILITIES ALIGNED TO THE CCSS

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Instructional Design and Strategies

Format: Lecture

You will learn supports to plan instruction, information on evidence-based practices for teaching academics to students with significant cognitive disabilities, and ELA lessons with systematic instruction that link to CCSS. (2866)

Leader(s): *Angel Lee*, University of North Carolina, Charlotte

Presenter(s): *Shawnee Wakeman*, University of North Carolina, Charlotte; *Diane Browder*, University of North Carolina, Charlotte; *Caryn Allison*, University of North Carolina, Charlotte

8:00 AM-9:00 AM**104B | Session: 414****EXPERIENCES OF AFRICAN AMERICAN CAREGIVERS OF CHILDREN WITH AUTISM SPECTRUM DISORDER****Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** Autism Spectrum Disorder**Format:** Lecture

African American caregivers of children with autism were interviewed about their experiences raising their children. Presenters discuss results and suggests ways in which practice and research could be adapted to better fit the strengths and needs of these families. (2066)

Leader(s): Rachel Robertson, University of Pittsburgh, PA**Presenter(s):** Temple Lovelace, Duquesne University, Pittsburgh, PA; Kaylee Wynkoop, University of Pittsburgh, PA**8:00 AM-9:00 AM****203A | Session: 415****FACTORS INFLUENCING INSTRUCTIONAL PRACTICES OF PRESERVICE TEACHERS WITH GIFTED STUDENTS****Topic Area:** Gifted and Talented**Secondary Topic:** Teacher Education**Format:** Lecture

Learn the results of a study that examined the complex array of factors in teacher education programs that influenced preservice teachers' instructional practices with gifted students. The results of this cross-case study analysis will be shared. (1923)

Leader(s): Susan Johnsen, Baylor University, Waco, TX**Presenter(s):** Krya Goree, Baylor University, Waco, TX**8:00 AM-9:00 AM****110AB | Session: 416****FINDINGS FROM THE NATIONAL COORDINATING CENTER ON TRANSITION PROGRAMS FOR STUDENTS WITH ID****Topic Area:** Career Development/Transition**Secondary Topic:** Developmental Disabilities**Format:** Lecture

Based on the findings of a comprehensive evaluation of 27 demonstration projects implemented at 41 U.S. colleges and universities, presenters provide insights about effective K-12 transition and higher education practices that allow students with ID to access higher education. (2583)

Leader(s): Meg Grigal, University of Massachusetts, Boston**8:00 AM-9:00 AM****102A | Session: 417****FOSTERING SELF-DETERMINATION OF STUDENTS WHO ARE DEAF OR HARD OF HEARING****Topic Area:** Communicative Disabilities and Deafness**Secondary Topic:** Career Development/Transition**Format:** Demonstration

Self-determination skills are important for succeeding in school, postsecondary education, and the world of work. A synthesis of the research on promoting self-determination will be presented, sample activities will be shared, and resources for teaching self-determination will be distributed. (1408)

Leader(s): John Luckner, University of Northern Colorado, Greeley**Presenter(s):** Ann Sebald, University of Northern Colorado, Greeley**8:00 AM-9:00 AM****113B | Session: 418****FUNCTION-BASED INTERVENTIONS FOR STUDENTS WITH AUTISM SPECTRUM DISORDER****Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Teacher Education**Format:** Lecture

Students with autism spectrum disorder often exhibit challenging behavior in school settings that interfere with learning. This session will provide information on behavioral functions, as well as interventions that effectively address those functions of behavior. (2683)

Leader(s): Susan Flynn, Coastal Carolina University, Conway, SC**8:00 AM-9:00 AM****107B | Session: 419****INCREASING VOCABULARY KNOWLEDGE IN ALGEBRA: IMPROVING ACADEMIC OUTCOMES FOR STUDENTS WITH LD****Topic Area:** Implications of Education Reform Initiatives for Students with Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This study examined an intervention for teaching algebra vocabulary to 9th-grade students with LD. Vocabulary instruction included computer-assisted and teacher directed lessons where students learned complex algebra vocabulary linked to specific algebra skills. Results will be shared. (2044)

Leader(s): Joanna Stegall, Anderson University, SC**Presenter(s):** Janie Hodge, Clemson University, SC**8:00 AM-9:00 AM** **Marriott Franklin Hall 12 | Session: 420****LEARNING FROM EXPERIENCE: HOW STUDYING CHRONIC UNDERACHIEVERS HELPS US HELP OUR CHILDREN****Topic Area:** Gifted and Talented**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

Few situations frustrate parents and educators more than the conflict created in home and school when bright children are not achieving their academic potential. Learn about the many factors that contribute to underachievement, how to uncover contributing factors, and interventions for chronic underachievement. (1072)

Leader(s): Lori Flint, East Carolina University, Greenville, NC**8:00 AM-9:00 AM****203B | Session: 421****LESSONS LEARNED: HELPING PARENTS AND TEACHERS UNDERSTAND THE RESEARCH ON IEP DEVELOPMENT****Topic Area:** Parent/Family/School Partnerships**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

Presenters highlight key issues that impact parents and teachers during the IEP development process and provide practical recommendations for improving collaboration and IEP content. Findings are based on an in-depth literature review of peer-reviewed journal articles. (1088)

Leader(s): William Blackwell, Lewis University, Romeoville, IL**Presenter(s):** Zachary Rossetti, Boston University, MA

FRIDAY

8:00 AM-9:00 AM

104A | Session: 422

MNEMONIC STRATEGIES FOR THE SECONDARY STUDENT WITH MILD DISABILITIES

Topic Area: Instructional Design and Strategies**Secondary Topic:** Learning Disabilities**Format:** Demonstration

In the era of standardized testing, content retention remains an ongoing struggle for many secondary students with mild disabilities. Memory aides, or mnemonics are a powerful, research-based method to fill that void. Learn mnemonic fundamentals and how to best use them. (1730)

Leader(s): Richard Mehrenberg, Millersville University, PA

8:00 AM-9:00 AM

Marriott Franklin Hall 1 | Session: 423

PROGRAM CHAIR FEATURED SESSION: NATIONAL DATA ON STUDENTS WITH DISABILITIES: WHAT'S AVAILABLE? WHAT'S POSSIBLE?

Topic Area: Research**Secondary Topic:** Strategies for Entry to the Special Education Career**Format:** Panel

Presenters highlight free data sources to address questions relating to population characteristics across the disability spectrum and type of services provided, outcomes, and teaching personnel. Learn how to access the data, strengths and weaknesses of data sources, types analysis of data, and more.

Leader(s): Jose Blackorby, SRI, Menlo Park, CA**Presenter(s):** Elaine Carlson, Westat, Rockville, MD; Debra Shaver, SRI International, Menlo Park, CA; Tracy Huang, SRI International, Menlo Park, CA

8:00 AM-9:00 AM

113C | Session: 424

PROMOTING ACCESSIBLE LEARNING: A MODEL OF AT SKILL DEVELOPMENT IN PRESERVICE TEACHER EDUCATION

Topic Area: Teacher Education**Secondary Topic:** Technology and Media**Format:** Lecture

T2PAL is a project supporting use of accessible materials/practices in school settings. Learn about this model and the impact it has on teacher education practices and linkages with local schools. Examples of class projects, field experiences, and faculty/student consultation processes are shared. (1777)

Leader(s): Christina Curran, University of Northern Iowa, Cedar Falls**Presenter(s):** Susan Brennan, University of Northern Iowa, Cedar Falls; Chen Kong, University of Northern Iowa, Cedar Falls

8:00 AM-9:00 AM

204A | Session: 425

SELF-REGULATION: A BRIDGE ACROSS ACADEMIC AND BEHAVIORAL TIERS OF SUPPORT

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

How can we promote student self-regulation in the context of academic instruction for students with EBD? Learn how strategically combining research-based practices in positive behavior, self-regulation, and academics increases student motivation, engagement, achievement, and generalization. (2399)

Leader(s): Lori Korinek, College of William and Mary, Williamsburg, VA

8:00 AM-9:00 AM 103B | Session: 426

STANDARDIZED ASSESSMENT OF RESIDENTIAL OUTCOMES FOR POSTSECONDARY STUDENTS WITH ID

Topic Area: Career Development/Transition**Secondary Topic:** Developmental Disabilities**Format:** Lecture

Presenters share the first 2 years of data collected as part of an ongoing longitudinal study on residential outcomes and independent living skills for postsecondary students with ID. The SIB-R was used to facilitate progress monitoring and to compare residential versus commuter students. (2483)

Leader(s): Jugnu Agrawal, George Mason University/Fairfax County Public Schools, VA**Presenter(s):** Heidi Graff, George Mason University, Fairfax, VA; Catherine Creighton Thompson, George Mason University, Fairfax, VA; David Lojkovic, George Mason University, Fairfax, VA; Michael Frye, George Mason University, Fairfax, VA

8:00 AM-9:00 AM

Marriott Franklin Hall 2 | Session: 427

STRAND I, SESSION 1: ADDRESSING THE NEEDS OF STUDENTS WITH PERSISTENT MATH DIFFICULTIES THROUGH INTENSIVE INTERVENTION

Topic Area: Learning Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

NAEP indicates that students with disabilities have chronically low mathematics achievement, suggesting a systemic need for more intensive academic support. Learn how to implement and evaluate intensive intervention in mathematics that is both data-driven and responds to individual needs.

Leader(s): Rebecca Zumeta, American Institutes for Research, Washington, DC**Presenter(s):** Lynn Fuchs, Vanderbilt University, Nashville, TN; Sarah Powell, University of Texas, Austin

8:00 AM-9:00 AM Marriott Franklin Hall 5/6 | Session: 428**STRAND J, SESSION 1: COMPREHENSIVE INTERVENTION FOR ADOLESCENTS: OUTCOMES OF CARS EFFICACY TRIAL****Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Research**Format:** Lecture

With support from an IES Center Grant, CARS developed and evaluated a comprehensive intervention package with 633 adolescents with EBD. Intervention effects were evaluated using a randomized controlled trial. We will describe the findings along with enablers and barriers.

Leader(s): *Lee Kern*, Lehigh University, Bethlehem, PA**Presenter(s):** *Steven Evans*, Ohio University, Athens; *Tim Lewis*, University of Missouri, Columbia; *Howard Wills*, Juniper Gardens Children's Project, University of Kansas, Kansas City; *Talida State*, Lehigh University, Bethlehem, PA**8:00 AM-9:00 AM Marriott Franklin Hall 3/4 | Session: 429****STRAND K, SESSION 1: BULLYING AND STUDENTS WITH DISABILITIES: LEGAL REQUIREMENTS TO IDENTIFY, INVESTIGATE, AND RESPOND****Topic Area:** Public Policy**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

Bullying is a problem in America's schools, especially for students with disabilities. If a student with a disability experiences disability-based bullying, it may violate Section 504. This session will detail the legal responsibilities and policy implications regarding disability-based bullying.

Leader(s): *Mitchell Yell*, University of South Carolina, Columbia**Presenter(s):** *Chad Rose*, University of Missouri, Columbia; *Antonis Katsiyannis*, Clemson University, SC**8:00 AM-9:00 AM 112B | Session: 430****SYSTEMATIC DATA BASED DECISION MAKING USING PROGRESS MONITORING DATA****Topic Area:** Assessment**Secondary Topic:** Learning Disabilities**Format:** Demonstration

A framework for the systematic use of progress monitoring data to make equitable decisions for students receiving interventions within multi-tiered instructional support systems will be provided. Through case examples, participants will learn how to write student goals, graph and analyze student and implementation data, and implement decision rules. (3201)

Leader(s): *Danielle Parisi*, Amplify, Brooklyn, NY**8:00 AM-9:00 AM****204C | Session: 431****TEACHING SCIENCE WITH VIDEO GAMES: IMPLICATIONS FOR ENGAGING STUDENTS WITH DISABILITIES****Topic Area:** Instructional Design and Strategies**Secondary Topic:** Learning Disabilities**Format:** Lecture

Learn how to teach science using video games! Findings from a Small Business Innovation Research (SBIR) grant through the U.S. Department of Education study will be shared with implications for teaching and real-world strategies for both science content teachers and special educators. (1863)

Leader(s): *Maya Israel*, University of Illinois, Urbana-Champaign**Presenter(s):** *Matthew Marino*, University of Central Florida, Orlando**8:00 AM-9:00 AM****202B | Session: 432****THE SSI PROJECT: MODERNIZING EDUCATOR EVALUATION AND PROFESSIONAL DEVELOPMENT****Topic Area:** Measuring Special Education Teacher Effectiveness**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Lecture

Learn about the School System Improvement Project, a model of educator evaluation embraced by the federal government. Participants will also hear about 2 new measures of the process of teaching that complement student achievement data to provide a comprehensive picture of educator performance. (2450)

Leader(s): *Ryan Kettler*, Rutgers, The State University of New Jersey, Piscataway**Presenter(s):** *Linda Reddy*, Rutgers, The State University of New Jersey, Piscataway; *Alex Kurz*, Arizona State University, Tempe**8:00 AM-9:00 AM****201B | Session: 433****TOOLS TO GUIDE THE WORK OF MENTORS IN SPECIAL EDUCATION TEACHER INDUCTION****Topic Area:** Administration/Supervision**Secondary Topic:** Strategies for Entry to the Special Education Career**Format:** Lecture

This session provides mentors a framework and guidelines for quality mentoring of special education teachers. Tools will be presented to enhance the communication between the mentor and teacher, including free access to an online self-assessment based on InTASC and CEC Standards from which a professional development plan may be designed. (3087)

Leader(s): *Debi Gartland*, Towson University, MD**Presenter(s):** *Roberta Strosnider*, Towson University, MD

FRIDAY

8:00 AM-9:00 AM

201C | Session: 434

TOWARD EVIDENCE-BASED PRACTICE IN EMOTIONAL AND BEHAVIORAL DISORDERS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Teacher Education**Format:** Lecture

Despite a number of strategies for determining EBPs in special education, to date there is no consensus around EBPs specifically for students with EBD. We discuss reasons for this and describe several sources from which effective practices for students with EBD can be drawn. (3123)

Leader(s): *Timothy Landrum*, University of Louisville, KY

8:00 AM-9:00 AM

Marriott Franklin Hall 8 | Session: 435

TOWN HALL — THE VIRTUES OF THE COMMON CORE MATH STANDARDS (WITH CAVEATS)

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities**Secondary Topic:** Accountability & Large Scale Assessments**Format:** Panel

Join the debate on the impact of the CCSS in Mathematics on students with disabilities! The focus of the positive position will be on students with high-incidence disabilities and will also acknowledge the limited attention to students with disabilities in the CCSS as well as the challenges that students in poverty face in achieving high academic standards.

Leader(s): *John Woodward*, University of Puget Sound, Tacoma, WA**Presenter(s):** *Kimberly Paulsen*, Vanderbilt University, Peabody College, Nashville, TN

8:00 AM-9:00 AM

Room: 103A | Session: 436

Multiple Presentation

FRACTIONS! BUILDING CONCEPTUAL UNDERSTANDING FOR STUDENTS WITH LEARNING DISABILITIES

Moderator*Paul Riccomini*, Pennsylvania State University, University Park**Topic Area:** Learning Disabilities**Building Conceptual Understanding of Unit Fractions for Students With Learning Disabilities**

Two students with LD engaged in a 10-week long teaching experiment designed to bolster students' conceptual understanding of unit fraction quantities (i.e., concept of unit fraction, magnitude, inverse relationship) through use of the measure sub construct. Retrospective analysis and student performance on weekly assessment probes provided evidence that students' conceptual understanding, notions of fraction magnitudes, and strategic abilities to solve equal sharing problems increased. Implications for instruction and future research will be shared.

Leader(s): *Jessica Hunt*, Utah State University, Logan**Persistent Difficulties With Fractions: Understanding and Screening for Mathematical LD**

Understanding fractions is crucial for mathematical development, and yet students with math learning disabilities experience persistent difficulties with fractions. This session reviews the literature and illustrates the persistent difficulties with video examples. Participants will learn about the origin of these persistent difficulties and how to effectively screen for them.

Leader(s): *Katherine Lewis*, University of Washington, Seattle Research on Implementation Science

8:00 AM-8:45 AM Poster 03, Room 108 Session: 438**ACADEMIC NEEDS OF STUDENTS IN ALTERNATIVE SCHOOL SETTINGS****Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

Learn the results of a survey of 60 alternative school personnel to identify common academic barriers and facilitators. Presenters will discuss the study findings and suggest how alternative school personnel can use them to inform their practice and also for future research. (2777)

Leader(s): *Brandis Ansley*, Georgia State University, Atlanta**Presenter(s):** *James Schwab*, Georgia State University, Atlanta; *Zachary Johnson*, Georgia State University, Atlanta; *David Houchins*, Georgia State University, Atlanta**8:00 AM-8:45 AM Poster 14, Room 108 Session: 439****A ONE-YEAR CASE STUDY OF MATH BASA IMPLEMENTATION WITH CHILDREN LD****Topic Area:** Learning Disabilities**Secondary Topic:** Assessment**Format:** Poster Session

A year-long study used BASA-MATH (Basic Academic Skills Assessment), a Korean CBM, with elementary school children with math LD to assess their intervention responses. Children responded to the intervention and showed significant score increases by the end of school year. Results are shared. (2272)

Leader(s): *Hye Jung Koh*, Seoul National University, Korea**Presenter(s):** *Dongil Kim*, Seoul National University, Korea**8:00 AM-8:45 AM Poster 24, Room 108 Session: 440****CO-TEACHING? NOW WHAT?****Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

This session is for the teacher who wants to be more inclusive AND collaborative! Participants will learn how to apply the six co-teaching models, ways to communicate with your co-teacher, lesson planning, and scheduling. (1384)

Leader(s): *Jessica Lee*, Hillsboro ISD, TX**Presenter(s):** *Tiffany Mercer*, Hillsboro ISD, TX**8:00 AM-8:45 AM Poster 16, Room 108 Session: 441****CONSTRUCTING A SEAT AT THE TABLE: PARENT PERCEPTIONS OF COLLABORATION WITH SCHOOLS****Topic Area:** Parent/Family/School Partnerships**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Poster Session

This study explored the perspectives of parents of children with disabilities on their experiences collaborating with schools. The findings share parents' strategies to foster collaboration and how they acquire and use their knowledge about their child's disability with school professionals. (1060)

Leader(s): *Colby Kervick*, University of Vermont, Burlington**Presenter(s):** *Katharine Shepherd*, University of Vermont, Burlington**8:00 AM-8:45 AM Poster 19, Room 108 Session: 442****DATA COLLECTION IN A SNAP: TIPS AND TRICKS USING TECHNOLOGY AND TOOLS****Topic Area:** Assessment**Secondary Topic:** Teacher Education**Format:** Poster Session

School teams are responsible for making data-based decisions to design and implement behavioral supports, although it may be perceived as a time-consuming and challenging process. Learn about technological applications, web sites, and documents for completing real time data collection. (1700)

Leader(s): *Jennifer Walker*, George Mason University, Fairfax, VA**Presenter(s):** *Brittany Hott*, Texas A&M University, Commerce**8:00 AM-8:45 AM Poster 20, Room 108 Session: 443****EVERYTHING OLD IS NEW AGAIN: THE STANDARDS-BASED IEP PROCESS IN ARKANSAS****Topic Area:** Implications of Education Reform Initiatives for Students with Disabilities**Secondary Topic:** Teacher Education**Format:** Poster Session

How IEPs were written decades ago has found new life within the CCSS Initiative. Presenters describe one state's journey in addressing this initiative, provide some pilot data, and share how preservice teachers should be trained to write IEPs given the state's pilot data. (2998)

Leader(s): *Jennifer Hune*, University of Arkansas, Little Rock**8:00 AM-8:45 AM Poster 07, Room 108 Session: 444****EXAMINING CRITICAL THINKING FACTORS IN PRESERVICE TEACHER WRITING THROUGH LITERATURE****Topic Area:** Teacher Education**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

The ability to critically examine the literary elements of books featuring characters with exceptionalities is crucial for fostering accurate information. Presenters share results from a study using an evaluation tool to examine texts and develop analysis skills. (1421)

Leader(s): *Amy Williams*, University of North Georgia, Dahlonega**Presenter(s):** *Elizabeth Hughes*, Duquesne University, Pittsburgh, PA

FRIDAY

8:00 AM-8:45 AM Poster 17, Room 108 | Session: 445

EXPERIENCING WILLOWBROOK: USING VIRTUAL FACULTY TO CONNECT EDUCATORS TO THE PAST AND THE NEW PRESENT

Topic Area: Pioneers/Historical Perspectives

Secondary Topic: Technology and Media

Format: Poster Session

This session highlights the collaboration of 2 teacher education programs which incorporated Virtual Faculty in an online course providing an historical and current perspective of special education and individuals with disabilities. (1835)

Leader(s): *Kharon Grimmet*, Indiana University, Bloomington

Presenter(s): *David Gordon*, Wagner College, Staten Island, NY

8:00 AM-8:45 AM Poster 23, Room 108 | Session: 446

IS THERE A BUG IN YOUR EAR? SUPPORTING CO-TEACHING THROUGH ECOACHING

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Technology and Media

Format: Poster Session

Does ecoaching change how teachers plan for and implement co-teaching? Learn about an advanced online ecoaching model provided to co-teachers as they planned and cooperatively co-taught in inclusive general education classrooms. (3224)

Leader(s): *Donna Ploessl*, Stillman College, Tuscaloosa, AL

Presenter(s): *Marcia Rock*, University of North Carolina, Greensboro

8:00 AM-8:45 AM Poster 10, Room 108 | Session: 447

POLICY, IMPLEMENTATION, OUTCOMES, AND IMPLICATIONS OF THE INTEGRATION OF THE IPAD

Topic Area: Technology and Media

Secondary Topic: Public Policy

Format: Poster Session

Technology integration has been a focal point for decades, however, the connections with students' achievement and teacher development. The results of a multi-faceted research study will present the policy, implementation, outcomes, and implications of the integration of the iPad. (2052)

Leader(s): *Mary Ann Marvil*, Walden University, Minneapolis, MN

Presenter(s): *Mary Houser*, West Chester University of Pennsylvania; *Charlotte Fontenot*, Houston Baptist University, TX

8:00 AM-8:45 AM Poster 15, Room 108 | Session: 448

PPOWR - A STRATEGY TO SUPPORT COMMUNICATION FOR CHILDREN WITH COMPLEX COMMUNICATION NEEDS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Early Childhood

Format: Poster Session

Learn about PPOWR, a strategy to help parents, teachers, therapists, and paraeducators support the communication of children with complex communication needs. Presenters explain PPOWR, steps to use it, and how to implement the strategy. (1376)

Leader(s): *Sarah Douglas*, Penn State University, University Park

8:00 AM-8:45 AM Poster 09, Room 108 | Session: 449

PREPARING TEACHERS FOR CHANGE

Topic Area: Teacher Education

Secondary Topic: Teacher Education

Format: Poster Session

To enjoy satisfying careers in special education, teachers must learn to navigate the change process. Teacher educators can help teachers understand and manage change, even change that may be unwelcome. Participants will explore concepts and skills teachers need to manage and grow through change. (2025)

Leader(s): *Jan Stivers*, Marist College, Poughkeepsie, NY

8:00 AM-8:45 AM Poster 13, Room 108 | Session: 450

RESPONSE TO INTERVENTION: APPLYING AN ORAL LANGUAGE COMPONENT TO IMPROVE STORY PLANNING

Topic Area: Instructional Design and Strategies

Secondary Topic: Assessment

Format: Poster Session

As many as 75% of students struggle with writing skills. In this session, parents, teachers, and other attendees will learn a mnemonic strategy for writing called STORY: students voice their story ideas aloud during planning as a means to clarify and edit ideas before generating written text. (1061)

Leader(s): *Michael Dunn*, Washington State University, Vancouver

8:00 AM-8:45 AM Poster 04, Room 108 | Session: 451

SOCIAL SKILLS TRAINING FOR STUDENTS WITH CHALLENGING BEHAVIOR: A SINGLE-SUBJECT META-ANALYSIS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

Learn the results of a study on the effectiveness of social skills training for students with EBD including moderation, maintenance, and generalization of social competence. Treatment effects are shared including gender, age, SES, school setting, disability, and developmental differences. (2565)

Leader(s): *Nancy Hutchins*, Texas A&M University, College Station

Presenter(s): *Mack Burke*, Texas A&M University, College Station

8:00 AM-8:45 AM Poster 21, Room 108 | Session: 452

THE DEVELOPMENT AND VALIDATION OF THE FAMILY EXPERIENCES WITH AUTISM SPECTRUM DISORDERS (FEASD) SCALE

Topic Area: Autism Spectrum Disorder

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Learn about an online scale measuring families' of children with ASD experiences in schools, healthcare settings, and communities. Results and limitations on the validity and reliability of the scale are provided. (3248)

Leader(s): *Adam Moore*, University of Rhode Island, Providence

8:00 AM-8:45 AM Poster 22, Room 108 | Session: 453

THE EFFECT OF IEP PARTICIPATION ON POSTSECONDARY ENROLLMENT AMONG STUDENTS WITH AUTISM**Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Career Development/Transition**Format:** Poster Session

Is there a link between high school IEP participation and post-secondary enrollment rates among students with ASD? We will discuss encouraging results from our study that found that students who participated in IEP meetings were twice as likely to enroll in a university compared to peers who did not. (2960)

Leader(s): Mary Wagner, SRI International, Menlo Park, CA**Presenter(s):** Laura Hudson, SRI International, Menlo Park, CA

8:00 AM-8:45 AM Poster 08, Room 108 | Session: 454

THE EFFECT OF PROFESSIONAL DEVELOPMENT AND SELF-REFLECTION ON DISPOSITIONS OF PRESERVICE TEACHERS**Topic Area:** Teacher Education**Secondary Topic:** Measuring Special Education Teacher Effectiveness**Format:** Poster Session

This study examined preservice teachers' understanding of their own professional dispositions and the impact that professional development and reflective practice have on the development of that understanding. Results are shared. (2294)

Leader(s): Kim Viel-Ruma, Georgia State University, Atlanta**Presenter(s):** Dashaunda Patterson, Georgia State University, Atlanta

8:00 AM-8:45 AM Poster 11, Room 108 | Session: 455

THE IMPACT OF AN IPAD DELIVERED MATHEMATICS INTERVENTION ON NUMBER IDENTIFICATION SKILLS**Topic Area:** Technology and Media**Secondary Topic:** Learning Disabilities**Format:** Poster Session

Learn how you can use technology-based interventions to support number sense development in your classroom. Learn the results from a study that examined the functional relation between participating in an iPad delivered early mathematics intervention and improved number recognition. (2776)

Leader(s): Meg Guerreiro, University of Oregon, Eugene**Presenter(s):** Kathleen Jungjohann, University of Oregon, Eugene; Lina Shanley, University of Oregon, Eugene

8:00 AM-8:45 AM Poster 06, Room 108 | Session: 456

TRANSITION SERVICES ACROSS GEOGRAPHIC AREAS**Topic Area:** Career Development/Transition**Secondary Topic:** Parent/Family/School Partnerships**Format:** Poster Session

Participants will learn about the inconsistency in transition services that transition coordinators provide to youth with disabilities depending on geographic locations—rural, suburban, and urban and discuss how to reduce the gaps. (3205)

Leader(s): Hyunjoon Lee, University of Kansas, Lawrence

8:00 AM-8:45 AM Poster 01, Room 108 | Session: 457

USING A SCHOOL CLIMATE APPROACH TO INCLUDE STUDENTS WITH DISABILITIES**Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Assessment**Format:** Poster Session

Learn about a collaborative effort designed to assist schools develop and sustain successful practices and environments to benefit all students. The presenters address assessment, developing a school climate leadership team, and implementing inclusive school climate improvement strategies. (1378)

Leader(s): Millicent Kellner, Rutgers Center for Applied Psychology, New Brunswick, NJ**Presenter(s):** Bradford Lerman, Rutgers Center for Applied Psychology, New Brunswick, NJ; Virginia Stillson, Rutgers Center for Applied Psychology, New Brunswick, NJ

9:15 AM - 11:15 AM

Room: 102A | Session: 459

Multiple Presentation

RESEARCH ON IMPLEMENTATION SCIENCE**Discussant**

Ya-yu Lo, University of North Carolina, Charlotte

Topic Area: Research**Effects of Training on School Professional Implementation of Trial-Based Functional Analysis**

Due to the perceived complexity of procedures, functional analysis (FA) of challenging behavior is rarely conducted by school professionals. This session will provide results from a study that examined the effects of training on school professionals' accurate implementation of FA. Implications for future research and practice will also be addressed.

Leader(s): Susan Flynn, Coastal Carolina University, Conway, SC**Factors Affecting Teacher Knowledge and Use of Evidence-Based Practices**

Early childhood practitioners and elementary and middle school general and special educators were surveyed about factors supporting and preventing identification and use of evidence-based practices. Results reflect resources used to locate evidence-based practices, and factors affecting teacher use of evidence-based practices in classroom settings.

Leader(s): Brenna Wood, Lehigh University, Bethlehem, PA**Building Comprehensive, Integrated, Three-Tiered Models for Academic, Behavioral, and Social Needs**

Presenters describe a professional development model used with school-site teams to develop comprehensive, integrated, three-tiered models of prevention—with academic, behavior, and social components. Participants will learn about a model to include full faculty and staff participation in the design process; screening to monitor progress; and one model of service delivery.

Leader(s): Kathleen Lynne Lane, University of Kansas, Lawrence**Presenter(s):** Wendy Oakes, Arizona State University, Tempe

FRIDAY

9:15 AM-10:15 AM

202B | Session: 460

10 THINGS I CAN DO FOR MYSELF**Topic Area:** Physical/Health/Multiple Disabilities**Secondary Topic:** Technology and Media**Format:** Lecture

How can high- and low-tech devices be used to promote independence? Attendees will leave with step-by-step directions for setting up functional activities in both the school and home environments to give their students greater independence and the ability to manage their own leisure activities. (2509)

Leader(s): Dawn Rainey, HMS School, Philadelphia, PA**Presenter(s):** Kristin McKeown, HMS School, Philadelphia, PA

9:15 AM-10:15 AM Marriott Franklin Hall 12 | Session: 461

ARE MOST RESEARCH FINDINGS FALSE? ISSUES OF REPLICATION AND BIAS**Topic Area:** Research**Secondary Topic:** Teacher Education**Format:** Lecture

Efforts to bridge the research-to-practice gap assume that research findings accurately reflect the effectiveness of instructional practices. However, evidence from multiple fields suggests that research findings frequently fail to replicate and contain significant bias. I investigate the likelihood and implications of biased and unreplicated findings in special education. (1479)

Leader(s): Bryan Cook, University of Hawaii, Honolulu**Presenter(s):** Amy Ruhaak, University of Hawaii, Honolulu

9:15 AM-10:15 AM

111B | Session: 462

ARE YOU AT THE TABLE OR ON THE MENU? KEY POLICY ISSUES FOR SPECIAL EDUCATORS AND TEACHER EDUCATORS**Topic Area:** Public Policy**Secondary Topic:** Teacher Education**Format:** Lecture

Examine the key national education policy issues affecting special educators in both PK-12 and higher education. Get an update on the status of key national policy and legislative activity related to IDEA, Higher Education, the ESEA, and budget and appropriations. Activate the activist within you!

Leader(s): Jane West, CEC Teacher Education Division, Washington, DC

9:15 AM-10:15 AM

107B | Session: 463

CAMBODIAN INCLUSIVE EDUCATION FOR VULNERABLE POPULATIONS: TOWARD AN ECOLOGICAL PERSPECTIVE**Topic Area:** International Programs/Services**Secondary Topic:** Parent/Family/School Partnerships**Format:** Panel

International inclusive education policy contains the inclusion of students with disabilities as a core element of their policy agenda. This study reveals the contextual dimensions of the implementation challenges of inclusive education in Cambodia. Barriers and facilitators are shared. (3244)

Leader(s): Jacob Hackett, University of Washington, Seattle**Presenter(s):** Grace Blum, University of Washington, Seattle

9:15 AM-10:15 AM

112A | Session: 464

DIFFERENTIATING INSTRUCTION FOR GIFTED LEARNERS: IT'S NOT JUST DIFFERENT**Topic Area:** Gifted and Talented**Secondary Topic:** Teacher Education**Format:** Lecture

Differentiated instruction begins with pre-assessment to identify each student's starting place for learning. Learn several types of pre-assessments to use with gifted learners, and how to use them to assign students to activities, and become familiar with three research-based approaches to differentiating instruction for gifted learners. (1862)

Leader(s): Karen Megay-Nespoli, St. Joseph's College, Patchogue, NY

9:15 AM-10:15 AM

204B | Session: 465

EFFECT OF COLLABORATIVE INSTRUCTIONAL STRATEGIES ON MATH PERFORMANCE OF STUDENTS WITH DISABILITIES**Topic Area:** Instructional Design and Strategies**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

This study examined the effect of collaborative instructional strategies on math performance for students with disabilities. Observational data and test results suggest ways teachers can work together in inclusive math classrooms to deliver instruction for students. (1943)

Leader(s): Brian Bottge, University of Kentucky, Lexington**Presenter(s):** Linda Gassaway, University of Kentucky, Lexington; Mark Butler, University of Kentucky, Lexington

9:15 AM-10:15 AM

204C | Session: 466

EFFECTS OF REPEATED READING ON THE FLUENCY AND COMPREHENSION OF ELEMENTARY STUDENTS WITH MILD ID**Topic Area:** Instructional Design and Strategies**Secondary Topic:** Developmental Disabilities**Format:** Lecture

This study examined the efficacy of repeated reading on the reading fluency and comprehension of 3 elementary-age students with ID. Presenters discuss the results which indicate that the intervention increased the oral reading fluency of all 3 participants. (3041)

Leader(s): Richard Boon, University of Texas, San Antonio

9:15 AM-10:15 AM

107A | Session: 467

EXHIBITOR SHOWCASE SESSION: COMMON CORE ELEMENTARY MATH GAMES: ENGAGING ACTIVITIES FOR ALL**Topic Area:** Instructional Design and Strategies**Format:** Exhibitor Showcase Session

Come prepared to play games that incorporate the use of motivating cards and dice that appeal to all learners. Common Core concepts covered will include basic operations and place value. The handout, student samples, strategies, and games will focus on areas in which students often struggle.

Leader(s): Jane Felling, Box Cars & One-Eyed Jacks, Edmonton, Alberta, Canada

9:15 AM-10:15 AM

103A | Session: 468

ERROR PATTERN ANALYSIS AND CURRICULUM-BASED MEASUREMENT TO SUPPORT INSTRUCTIONAL DETERMINATION**Topic Area:** Learning Disabilities**Secondary Topic:** Assessment**Format:** Panel

This panel describes different ways to combine CBM and Error Pattern Analysis to support instructional determination. Learn about the different types of error analysis available and how to use them successfully with CBM probes to apply to data-based instructional decision making. (1545)

Leader(s): *Minyi Shih*, Lehigh University, Bethlehem, PA**Presenter(s):** *Mary Beth Calhoon*, Lehigh University, Bethlehem, PA; *Brian Bryant*, University of Texas, Austin

9:15 AM-10:15 AM

113A | Session: 469

ETHICS AND DECISION MAKING IN CLASSROOM BEHAVIOR MANAGEMENT**Topic Area:** Teacher Education**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Lecture

Examine the findings of a survey of behavior management practice issues and to what extent these issues influence teacher decision making. Comparison data between teacher candidates and teachers in practice indicate needs for ethics education for teacher preparation and professional development. (1192)

Leader(s): *Sarup Mathur*, Arizona State University, Tempe**Presenter(s):** *Kathleen McCoy*, Arizona State University, Tempe

9:15 AM-10:15 AM

109B | Session: 470

FOCUS ON IMPLEMENTATION FOR CHALLENGING CURRICULA: ISSUES FOR EARLY CHILDHOOD STAFF**Topic Area:** Early Childhood**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

There are many challenges to effectively deliver a high-quality curriculum in preschools serving young children with and without disabilities. Learn the technical and adaptive challenges experienced during 2 years of implementing a comprehensive curriculum. (2692)

Leader(s): *Susan Palmer*, University of Kansas, Lawrence**Presenter(s):** *Eva Horn*, University of Kansas, Lawrence; *Joan Lieber*, University of Maryland, College Park; *Alina Mihai*, Indiana University, Bloomington

9:15 AM-10:15 AM

102B | Session: 471

EXHIBITOR SHOWCASE SESSION: IMPROVING UNDERSTANDING IN THE CLASSROOM: PROVIDING LESSON CAPTURE AND EQUAL ACCESS TO MEDIA FOR ALL STUDENTS**Topic Area:** Instructional Design and Strategies**Format:** Exhibitor Showcase Session

How can we overcome the listening challenges in today's multimedia-driven classroom? 'Lesson Capture' will be presented along with the benefits to all students and teachers. This new technology can be incorporated in smartboards and other media.

Leader(s): *Bobby Clark*, FrontRow/Oticon, Somerset, NJ

9:15 AM-10:15 AM

113B | Session: 472

IMPROVING THE SOCIAL COMMUNICATION SKILLS OF HIGH SCHOOL STUDENTS WITH AUTISM**Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Research**Format:** Lecture

Learn about the research and specific strategies on using peer-mediated interventions to improve the social-communication skills of high school-aged students with ASD. The presenters will also discuss pilot research in this area with high school students with both ASD and ID. (1940)

Leader(s): *Linda Bambara*, Lehigh University, Bethlehem, PA**Presenter(s):** *Catherine Kunsch*, Eastern University, St. David's, PA; *Shu-Chen Tsai*, Lehigh University, Bethlehem, PA

9:15 AM-10:15 AM

112B | Session: 473

LET THE MUSIC PLAY: USING SONG LYRICS FOR STUDENT MOTIVATION & ACHIEVEMENT**Topic Area:** Arts in Special Education**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Demonstration

The presenter will discuss and demonstrate how to use song lyrics as an instructional strategy for students with disabilities, particularly EBD, to teach general education curricula. Data will be presented regarding the effectiveness of the intervention. (2080)

Leader(s): *Jonte Taylor*, Penn State University, State College

9:15 AM-10:15 AM

104B | Session: 474

MAKING ART ACCESSIBLE TO STUDENTS WITH PHYSICAL, VISUAL, SPEECH, AND MULTIPLE DISABILITIES USING AT**Topic Area:** Arts in Special Education**Secondary Topic:** Technology and Media**Format:** Lecture

Learn how to make the P-12 art curriculum more accessible and meaningful to students with physical, visual, speech, and multiple disabilities using AT solutions, instructional and assessment adaptations, and collaboration with art educators and paraprofessionals. (2108)

Leader(s): *Mari Beth Coleman*, University of Tennessee, Knoxville**Presenter(s):** *Joan Grim*, University of Tennessee, Knoxville

FRIDAY

9:15 AM-10:15 AM

204A | Session: 475

MATHEMATICS AND BEHAVIORAL INSTRUCTION FOR STUDENTS WITH EBD

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

Providing high quality mathematics instruction while attending to the unique behavioral challenges of students with EBD is the focus of this session. A multi-component intervention exploring the mathematical and behavioral components of instruction and findings from a study are presented. (1931)

Leader(s): Marie Fisher, University of Washington, Tacoma

9:15 AM-10:15 AM

104A | Session: 476

OPEN HANDS, OPEN ACCESS DEAF-BLIND INTERVENER LEARNING MODULES

Topic Area: Visual Impairments**Secondary Topic:** Visual Impairments**Format:** Demonstration

To meet the needs of students with the lowest incidence disability, the National Consortium on Deaf-Blindness worked in partnerships to create multimedia learning modules that align with CEC standards. Lessons learned, data from field testing, and mobile applications will be shared. (1477)

Leader(s): Amy Parker, Western Oregon University, Monmouth**Presenter(s):** Nancy Steele, National Consortium on Deaf-Blindness, Knoxville, TN

9:15 AM-10:15 AM Marriott Franklin Hall 9/10 | Session: 477

PROGRAM CHAIR FEATURED SESSION: A 35-YEAR ODYSSEY TO IMPROVE OUTCOMES FOR STRUGGLING ADOLESCENT LEARNERS

Topic Area: Instructional Design and Strategies**Secondary Topic:** Learning Disabilities**Format:** Lecture

A goal of the University of Kansas Center for Research on Learning has been to improve outcomes for students who struggle in learning. Hear lessons learned by practitioners, researchers, and the students themselves in a quest to build better learning environments that promote meaningful outcomes and success.

Leader(s): Donald Deshler, University of Kansas, Lawrence

9:15 AM-10:15 AM

110AB | Session: 478

SELECTING AND IMPLEMENTING ACCOMMODATIONS FOR STUDENTS AT THE SECONDARY LEVEL

Topic Area: Collaboration and Inclusive Practices**Secondary Topic:** Instructional Design and Strategies**Format:** Demonstration

A model that matches accommodations to student needs was evaluated with teachers of students with EBD. The effects of the needs-matched accommodation on student engagement and percentage of work accuracy and completion were examined using a reversal design. Results will be shared. (2091)

Leader(s): Reesha Adamson, Missouri State University, Springfield**Presenter(s):** Talida State, Lehigh University, Bethlehem, PA; Lee Kern, Lehigh University, Bethlehem, PA; Tim Lewis, University of Missouri, Columbia

9:15 AM-10:15 AM

109A | Session: 479

EXHIBITOR SHOWCASE SESSION: SENSORY SOLUTIONS IN THE CLASSROOM

Topic Area: Instructional Design and Strategies**Format:** Exhibitor Showcase Session

Great teachers know that learning doesn't start from the chin up. We need our bodies and senses to process and learn. Learn the basics of good sensory processing; how to transform your classroom for success; and solutions for staying on task, preventing meltdowns, transition strategies, and more.

Leader(s): Cecilia Cruse, School Specialty Special Needs/Abilities, Norcross, GA

9:15 AM-10:15 AM Marriott Franklin Hall 2 | Session: 480

STRAND I, SESSION 2: ADDRESSING THE NEEDS OF STUDENTS WITH PERSISTENT READING DIFFICULTIES THROUGH INTENSIVE INTERVENTION

Topic Area: Learning Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

Despite the best efforts of teachers to differentiate core instruction and provide secondary interventions, many students require additional support to develop reading skills. Learn how to apply intensive intervention principles to meet the needs of this population.

Leader(s): Douglas Fuchs, Vanderbilt University, Nashville, TN**Presenter(s):** Laura Magnuson, National Center on Intensive Intervention at AIR, Washington, DC; Devin Kearns, Boston University, MA

9:15 AM-10:15 AM Marriott Franklin Hall 5/6 | Session: 481

STRAND J, SESSION 2: WHO MEETS THE NEEDS OF ADOLESCENTS WITH EMOTIONAL AND BEHAVIORAL PROBLEMS?

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Assessment**Format:** Lecture

Adolescents with EBD are at risk for poor academic and vocational outcomes and they tend to underutilize community services available to them. Examine rates and predictors of service use in a sample of 647 adolescents with EBD and discuss implications for school-based services.

Leader(s): Imad Zaheer, Lehigh University, Bethlehem, PA**Presenter(s):** Steven Evans, Ohio University, Athens; Sean Wachsmuth, University of Missouri, Columbia

9:15 AM-10:15 AM Marriott Franklin Hall 3/4 | Session: 482

STRAND K, SESSION 2: EXPLORING PSYCHOSOCIAL PREDICTORS OF BULLYING INVOLVEMENT FOR STUDENTS WITH AND WITHOUT DISABILITIES

Topic Area: Research

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

This study explored the predictive nature of depression, self-esteem, anger, impulsivity, and empathy on bullying and victimization among students with and without disabilities. Implications for incorporating evidence-based practices to support students with disabilities are discussed.

Leader(s): *Chad Rose*, University of Missouri, Columbia

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

9:15 AM-10:15 AM 105A | Session: 483

EXHIBITOR SHOWCASE SESSION: THE INTERSECTION OF SPECIAL EDUCATION AND DISABILITY STUDIES

Topic Area: Research

Format: Exhibitor Showcase Session

Dr. McNair, director of special education and disability studies for California Baptist University, will provide a lively introduction to disability studies and how it can inform special education practice. Come, and perhaps you will think about special education in a different way!

Leader(s): *Jeff McNair*, California Baptist University, Riverside, CA

9:15 AM-10:15 AM Marriott Franklin Hall 1 | Session: 484

STRAND M, SESSION 1: CBM READING PROGRESS MONITORING FOR SECONDARY STUDENTS: A-MAZE-THING

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Lecture

Learn how to use maze measures to monitor reading progress for secondary students. Participants learn to develop, administer, and score the maze as well as understand the reliability, validity, and sensitivity of the maze scores.

Leader(s): *Christine Espin*, Leiden University, Holland, Netherlands

Presenter(s): *Siuman Chung*, Leiden University, Holland, Netherlands; *Tracey Hall*, CAST, Inc., Wakefield, MA

9:15 AM-10:15 AM 113C | Session: 485

THE TRIFECTA OF PERSONNEL PREPARATION

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Lecture

This session will share outcomes from a year-long study investigating the preparation approach of a special education teacher program using a trifecta model: TeachLivE with coaching, online learning modules, and field experiences with coaching. Findings will be shared and discussed. (1994)

Leader(s): *Elizabeth Whitten*, Western Michigan University, Kalamazoo

Presenter(s): *April Enicks*, Western Michigan University, Kalamazoo; *Daniel Morgan*, Western Michigan University, Kalamazoo

9:15 AM-10:15 AM**111A | Session: 486**

EXHIBITOR SHOWCASE SESSION: WE CAN'T TEACH THEM IF THEY ARE NOT AT SCHOOL: ADDRESSING ABSENTEEISM

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

This session introduces two new resources: Functional Behavior Assessment of Absenteeism and Truancy and Absenteeism and Truancy: Interventions and Universal Procedures. Use function-based processes to prevent students from falling into patterns of chronic absenteeism and truancy. Learn to analyze data and motivate students to improve schoolwide attendance.

Leader(s): *Jessica Sprick*, Pacific Northwest Publishing, Eugene, OR

9:15 AM-10:15 AM**203B | Session: 487**

TRANSFORMING PERSONNEL PREPARATION PROGRAMS: A CULTURALLY RESPONSIVE, FAMILY-CENTERED APPROACH

Topic Area: Teacher Education

Secondary Topic: Parent/Family/School Partnerships

Format: Demonstration

Using case examples of children and families representing diverse cultural backgrounds, we illustrate how teaching/learning processes in higher education can be transformed to produce graduates who are prepared to provide family-based, culturally responsive recommended practices. (3068)

Leader(s): *Jennifer Kilgo*, University of Alabama, Birmingham

Presenter(s): *Jerry Aldridge*, University of Alabama, Birmingham

9:15 AM-10:15 AM**103C | Session: 488**

TRANSFORMING TRANSITION TRAINING FOR CULTURALLY, LINGUISTICALLY, AND ECONOMICALLY DIVERSE FAMILIES

Topic Area: Career Development/Transition

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Research was conducted to transform a parent training program to meet the needs and perspectives of culturally diverse families. Families' perceptions and a framework to transform transition training are shared. (1819)

Leader(s): *Monica Simonsen*, TransCen, Inc., Rockville, MD

Presenter(s): *Mary Morningstar*, University of Kansas, Lawrence; *Hyunjoo Lee*, University of Kansas, Lawrence; *Lesli Girard*, Families Together, Inc., Topeka, KS

FRIDAY

9:15 AM-10:15 AM

103B | Session: 489

TRIANGULATED GOALS: DEVELOPING RELEVANT AND GENUINE TRANSITION IEPS

Topic Area: Career Development/Transition

Secondary Topic: Accountability & Large Scale Assessments

Format: Demonstration

This session will provide guidelines for creating meaningful annual goals that directly and specifically align with a student's postsecondary goals. The focus will be on triangulating the annual goal statement with the postsecondary goal as well as state and industry standards. (1053)

Leader(s): *Jennifer Sedaghat*, Weld Re-4 School District, Windsor, CO

Presenter(s): *Lori Peterson*, University of Northern Colorado, Greeley

9:15 AM-10:15 AM

203A | Session: 490

USING INNOVATIVE STRATEGIES TO DEVELOP WRITTEN EXPRESSION SKILLS IN STUDENTS WITH MODERATE/SEVERE ID

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

Learn about computer-assisted instruction and robot technology for teaching writing to students with ID. Presenters discuss the research and work using robots to teach text messaging and computer software to teach sentence writing. Leave with usable strategies that you can apply in your classrooms. (2558)

Leader(s): *Robert Pennington*, University of Louisville, KY

9:15 AM-10:15 AM

201B | Session: 491

USING WEBINARS TO IMPROVE THE INDUCTION OF BEGINNING SPECIAL EDUCATION TEACHERS

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Lecture

Presenters will share how one national technical assistance center uses a series of Webinars to provide online professional development and disseminate best practices in developing induction programs. (2486)

Leader(s): *Yujeong Park*, University of Tennessee, Knoxville

Presenter(s): *Alexandra Lauterbach*, University of Massachusetts, Amherst; *Margaret Kamman*, University of Florida, Gainesville

9:15 AM-10:15 AM

202A | Session: 492

WHEN, WHERE, HOW, AND WHY TO COLLECT ALL THAT DATA

Topic Area: Assessment

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

Why collect data and what to do with it? We will look at multiple ways of collecting data both in the classroom and school-wide. We will also look at efficient ways to compile data and suggest a team approach to applying your data to a specific setting. (1261)

Leader(s): *James Hogan*, University of Washington, Seattle

Presenter(s): *John Delport*, Coastal Carolina University, Conway, SC

9:15 AM - 10:15 AM

106AB | Session: 493

Multiple Presentation

USING IPADS AND APPS IN THE CLASSROOM

Moderator

Sara Flanagan, University of Kentucky, Lexington

Topic Area: Technology and Media

Using an iPad App to Promote Early Literacy Development in Young ELLs With Disabilities

This session will discuss how an iPad application can be used to teach young English language learners (ELLs) with disabilities to receptively identify initial phonemes through 0-5s constant time delay (CTD) procedures. This was done in the context of a multiple probe design across three sets of behaviors and replicated across three students.

Leader(s): *Zhen Chai*, New Mexico State University, Las Cruces

Using iPads to Impact the Language Skills of Students With Language-Based Disabilities

How can mobile technology assist young children with language-based disabilities in acquiring language? This session explores the effect of a language-building iPad application. Learn about the results of a research study which employed a pretest-posttest control group design. Impacts on vocabulary and sentence formation skills of 30 first- through third-grade students with identified language-based disabilities were measured.

Leader(s): *Cathi Draper Rodriguez*, California State University, Monterey Bay

Presenter(s): *Therese Cumming*, University of New South Wales, Sydney, Australia

9:15 AM - 10:15 AM

201C | Session: 494

EDUCATION AFTER IEPs: CHILDREN WHO EXIT SPECIAL EDUCATION

Topic Area: Public Policy

Secondary Topic Area: Research

Format: Lecture

This session will discuss recent research on the characteristics and academic growth trajectories of children who exit special education and return to general education. An overview of research into this large and diverse group of children and the implications of declassified students on education policy will be discussed. (3103)

Leader(s): *Kyrie Dragoo*, University of Maryland, College Park

9:15 AM-10:00 AM **Poster 03, Room 108** | **Session: 495**

CLASSROOM BEHAVIORAL MANAGEMENT OF STUDENTS WITH EBD: WHAT WORKS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Poster Session

Presenters review 21st-century classroom behavioral management techniques used with students with EBD. Research is reviewed to determine interventions with strong, moderate, and weak effect sizes in positively affecting classroom behavior in special education as well as inclusive settings. (2202)

Leader(s): *Malinda Pennington*, Wilson County Schools, NC

9:15 AM-10:00 AM **Poster 19, Room 108** | **Session: 496**

DATA RECORDING IN THE CLASSROOM - IT CAN BE DONE!

Topic Area: Assessment

Secondary Topic: Research

Format: Poster Session

Existing methods of data recording are cumbersome due mainly to the amount of time required to record data. This session will describe postobservation recording, a strategy that can be used in classrooms without consuming much time and that provides results similar to other data recording methods. (1766)

Leader(s): *Andrea Jasper*, Central Michigan University, Mount Pleasant

Presenter(s): *William Hunter*, University of Memphis, TN;
Emerald Collins, University of North Texas, Denton

9:15 AM-10:00 AM **Poster 11, Room 108** | **Session: 497**

DOT-NOTATION MATH: IS THERE AN EVIDENCE BASE FOR USING IT WITH STUDENTS WITH DISABILITIES?

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Poster Session

This session reviews the published intervention research on the use of dot-notation math (Touch Math) with students with disabilities. The evidence base for the use of dot-notation math will be presented along with details regarding the specific studies reviewed. (3170)

Leader(s): *MaryAnn Demchak*, University of Nevada, Reno

Presenter(s): *Jill Grattan*, University of Nevada, Reno

9:15 AM-10:00 AM **Poster 14, Room 108** | **Session: 498**

DYSLEXIA ON YOUTUBE: WHAT TEACHERS CAN LEARN FROM A CRITICAL ANALYSIS OF VIDEO BLOGS

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Poster Session

Examine how 7 young people, who disclose their dyslexia on YouTube, construct their disability and discursive world online. Implications for understanding labeling and using student voice to inform practice are discussed. (2340)

Leader(s): *Aubry Threlkeld*, Harvard University, Cambridge, MA

9:15 AM-10:00 AM **Poster 16, Room 108** | **Session: 499**

EARLY INTERVENTION PARENT EDUCATORS: LESSONS LEARNED FROM FAMILY AND STAFF EVALUATIONS

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Assessment

Format: Poster Session

There are benefits to families connecting with Parent Educators, former EI parents. Learn about a Parent Educator program and hear insights from 3 years of annual evaluation data. Benefits to yearly evaluations and considerations for implementing this model are presented. (1537)

Leader(s): *Nicole Edwards*, Rowan University, Glassboro, NJ

Presenter(s): *Peggy Gallagher*, Georgia State University, Atlanta

9:15 AM-10:00 AM **Poster 07, Room 108** | **Session: 500**

EXPLICIT INSTRUCTION IN COURSE EMBEDDED FIELDWORK

Topic Area: Teacher Education

Secondary Topic: Measuring Special Education Teacher Effectiveness

Format: Poster Session

Examine data collected during course-embedded, faculty-supervised fieldwork with undergraduate teacher candidates. Results of the teacher candidates' explicit instruction on their pupils' writing/math performance, analyses from high stakes math testing, and analyses of writing samples are shared. (2702)

Leader(s): *Dee Berlinghoff*, Mount Saint Mary College, Newburgh, NY

9:15 AM-10:00 AM **Poster 01, Room 108** | **Session: 501**

IDENTIFYING LANGUAGE DEMANDS IN THE MATHEMATICS CLASSROOM FOR ENGLISH LANGUAGE LEARNERS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: English Language Learners

Format: Poster Session

ELLs face multiple challenges in the mathematics classroom including the challenge of learning English as well as learning the language of mathematics. This session will provide preservice and practicing teachers strategies to meet the needs of ELLs in the mathematics classroom. (2029)

Leader(s): *Darlene Fewster*, Towson University, MD

9:15 AM-10:00 AM **Poster 08, Room 108** | **Session: 502**

INSTRUCTIONAL DECISION MAKING: A USEFUL TOOL TO BETTER UNDERSTAND TEACHER LEARNING

Topic Area: Teacher Education

Secondary Topic: Research

Format: Poster Session

In this study, teacher think alouds during planning and stimulated recall interviews were used to better understand how upper elementary special education teachers thought about their instruction following intensive PD in word study. Results will be shared and discussed. (2324)

Leader(s): *Amber Benedict*, University of Florida, Gainesville

Presenter(s): *Mary Theresa Kiely*, St. John's University, Queens, NY

FRIDAY

9:15 AM-10:00 AM Poster 18, Room 108 | Session: 503

MANAGING CHALLENGING BEHAVIORS: KEY FACTORS
INFLUENCING TEACHER USE OF EVIDENCE-BASED
INTERVENTIONS

Topic Area: Administration/Supervision

Secondary Topic: Implications of Education Reform Initiatives
for Students with Disabilities

Format: Poster Session

How do teachers' beliefs, practices, and knowledge relate to their abilities to manage classroom behaviors? How confident are you that you effectively engage students with challenging behaviors? Learn the factors that correlate with educators' use of research-based management practices. (1501)

Leader(s): *Lori Korinek*, College of William and Mary, Williamsburg, VA

Presenter(s): *Sharon deFur*, College of William and Mary, Williamsburg, VA

9:15 AM-10:00 AM Poster 23, Room 108 | Session: 504

OBSERVATION AND EVALUATION OF CO-TEACHERS: THE
CO-TEACHING OBSERVATION FORMAT

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Administration/Supervision

Format: Poster Session

The complexities of co-teaching are many and among them is how to observe and evaluate teachers in this setting. Learn about the Co-teaching Observation Format which guides administrators and supervisors as they focus on co-teachers' roles, responsibilities, and instructional strategies. (1900)

Leader(s): *Gloria Wilson*, Hofstra University, Hempstead, NY

9:15 AM-10:00 AM Poster 09, Room 108 | Session: 505

PRESERVICE EARLY CHILDHOOD EDUCATOR
PERSPECTIVES OF BEHAVIOR MANAGEMENT STRATEGIES:
CHINA AND U.S.

Topic Area: Teacher Education

Secondary Topic: International Programs/Services

Format: Poster Session

This session compares the perspectives of behavior management strategies of preservice early childhood education teachers in U.S. and in China. Similarities and differences will be shared along with possible causes of the differences and implications for teacher preparation. (2590)

Leader(s): *Zhen Chai*, New Mexico State University, Las Cruces

Presenter(s): *Cynthia Vail*, University of Georgia, Athens

9:15 AM-10:00 AM Poster 02, Room 108 | Session: 506

RELIABLY ESTIMATING MATH PM GROWTH WITH LOW-
PERFORMING STUDENTS: COMPARISON OF THEIL-SEN
AND OLS

Topic Area: Research

Secondary Topic: Accountability & Large Scale Assessments

Format: Poster Session

This study compared 2 analytic techniques, Theil-Sen and OLS regression, to examine the capacity of the models to yield reliable and precise summaries of improvement for low-performing students. Presenters discuss both analytic techniques, the results, and implications for future research. (2982)

Leader(s): *Susan Bruhl*, Addison Northeast Supervisory Union, Bristol, VT

Presenter(s): *Kimberly Vannest*, Texas A&M University, College Station

9:15 AM-10:00 AM Poster 13, Room 108 | Session: 507

ROLE OF TIER 1 MATHEMATICS INSTRUCTION:
PROMOTING MATHEMATICS SUCCESS FOR ALL STUDENTS

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Poster Session

Do you need to improve access to core mathematics instruction for students with mathematics difficulties? In this session you will learn about effective mathematics instructional programs that can be used within Tier 1 of an RTI service delivery model. (1020)

Leader(s): *Asha Jitendra*, University of Minnesota, Minneapolis

9:15 AM-10:00 AM Poster 24, Room 108 | Session: 508

SPECIAL EDUCATORS SPEAK OUT ON CO-TEACHING
KNOWLEDGE AND SKILLS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Teacher Education

Format: Poster Session

Explore the practices and attitudes of special educators regarding what they consider to be the most important elements for effective co-teaching. Their voices can inform the delivery of services for students with disabilities. (3176)

Leader(s): *Cynthia Shamberger*, Fayetteville State University, NC

Presenter(s): *Kendra Williamson-Henriques*, Grand Canyon University, Phoenix, AZ

9:15 AM-10:00 AM **Poster 04, Room 108** | **Session: 509**

STRATEGIES FOR REDUCING DROPOUT AND EXCLUSIONARY DISCIPLINE FOR STUDENTS WITH EBD

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Administration/Supervision

Format: Poster Session

Learn about a school improvement process in which a team identifies strategies for each tier of a 3-tiered intervention model. Strategies and a summary of their research base, screening and implementation tools, and reducing dropout and exclusionary discipline will be shared. (2720)

Leader(s): *Reece Peterson*, University of Nebraska, Lincoln

9:15 AM-10:00 AM **Poster 12, Room 108** | **Session: 510**

TEACHER PERSPECTIVES ON IMPLEMENTING FABIS FOR SECONDARY STUDENTS WITH EBD

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Assessment

Format: Poster Session

FABIs are a strategy to promote positive behavior for youth whose behavior impedes their learning. When teachers' perceptions were compared with the actual FABIs in students' records we found a mismatch between what teachers hope FABIs will provide and what the documents imply. Results are discussed. (1980)

Leader(s): *Shanna Hirsch*, University of Virginia, Charlottesville

Presenter(s): *John Lloyd*, University of Virginia, Charlottesville; *Sarah Dillon*, University of Virginia, Charlottesville

9:15 AM-10:00 AM **Poster 10, Room 108** | **Session: 511**

TEACHING STUDENTS WITH MATH LD TO USE VIRTUAL MANIPULATIVES TO SOLVE AREA AND PERIMETER PROBLEMS

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

How can we use new technologies to assist students with mathematics learning disabilities? This study investigated the effectiveness of using virtual manipulatives as instructional tools. The findings and implications for practice will be shared. (2642)

Leader(s): *Rajiv Satsangi*, Purdue University, West Lafayette, IN

9:15 AM-10:00 AM **Poster 17, Room 108** | **Session: 512**

THE CONSTRUCTION AND INITIAL VALIDATION OF THE SPECIAL EDUCATION TEACHING EFFICACY SCALE

Topic Area: Measuring Special Education Teacher Effectiveness

Secondary Topic: Teacher Education

Format: Poster Session

Questions exist about how to measure the efficacy of teaching students with disabilities. Learn about a new instrument, Special Education Teaching Efficacy Scale and hear examples of instrument items and the administration procedures. Results of technical adequacy are shared. (2811)

Leader(s): *Dake Zhang*, Rutgers University, New Brunswick, NJ

Presenter(s): *Mickey Losinski*, Kansas State University, Manhattan; *Joanna Stegall*, Anderson University, SC

9:15 AM-10:00 AM **Poster 15, Room 108** | **Session: 513**

THE COUNCIL ON EDUCATION FOR THE DEAF: NEW COMPETENCIES FOR TEACHERS OF DHH STUDENTS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Teacher Education

Format: Poster Session

This session highlights The Council on Education of the Deaf. Learn about its updated web site, individual certification and program accreditation processes, and its advocacy role through an enhanced national presence to ensure highly qualified teachers for all deaf and hard of hearing students. (2527)

Leader(s): *Joseph Fischgrund*, Council on Education of the Deaf, Philadelphia, PA

Presenter(s): *Pamela Luft*, Kent State University, OH

9:15 AM-10:00 AM **Poster 06, Room 108** | **Session: 514**

TRANSITION SERVICES FOR STUDENTS WITH ID: TEACHER SELF-EFFICACY AND DILEMMAS ENCOUNTERED

Topic Area: Career Development/Transition

Secondary Topic: International Programs/Services

Format: Poster Session

Learn the results of a study that investigated the dilemmas special education teachers experience in implementing transition services and how these dilemmas influence the self-efficacy of teachers. Implications for increasing teachers' implementation of transition service will be discussed. (2283)

Leader(s): *Yungkeun Park*, University of Iowa, Iowa City

9:15 AM-10:00 AM **Poster 22, Room 108** | **Session: 515**

USING AN APPLE IPAD FOR SELF-MONITORING OF STUDENTS WITH AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Technology and Media

Format: Poster Session

Learn the results of a study on using an iPad to self-manage the behaviors of students with autism. Students viewed their own on-task image by touching and moving the screen. Promising results showed that their on-task behavior was increased as well as their assignment scores. (1633)

Leader(s): *Joy Xin*, Rowan University, Glassboro, NJ

FRIDAY

9:15 AM-10:00 AM Poster 05, Room 108 | Session: 516

USING CHECK-IN/CHECK-OUT TO DECREASE TIME SPENT IN IN-SCHOOL SUSPENSION

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Poster Session

ISS produces little, if any, meaningful behavior change at the expense of the academic achievement of students. We will discuss Check-In/Check-Out, which provides students an opportunity to learn to exhibit appropriate behaviors and remain in class instead of being assigned in-school suspension. (3107)

Leader(s): *Clinton Smith*, University of Tennessee at Martin

9:15 AM-10:00 AM Poster 25, Room 108 | Session: 517

USING CO-PLANNING TIME TO INTRODUCE TEACHER CANDIDATES TO THE ROLE OF CO-TEACHER

Topic Area: Collaboration and Inclusive Practices**Secondary Topic:** Teacher Education**Format:** Poster Session

In teacher preparation programs, it is important to focus on shared responsibility for ALL students. Learn the results of a model of shared lesson planning among candidates enrolled in two classes and examine changes that candidates reported in their perceptions of their role in lesson development. (3111)

Leader(s): *Katherine Trela*, Marist College, Poughkeepsie, NY

9:15 AM-10:00 AM Poster 21, Room 108 | Session: 518

USING PEER SUPPORT TO HELP CHILDREN WITH ASD IMPROVE THEIR WRITING

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

Learn the results of a writing intervention for children with ASD that coupled self-regulation strategies with peer-mediation. Key intervention components and suggestions for classroom implementation will be shared. (1689)

Leader(s): *Kristie Asaro-Saddler*, University at Albany, NY**Presenter(s):** *Bruce Saddler*, University at Albany, NY; *Meghan Morris Deyoe*, University at Albany, NY

10:30 AM-11:30 AM Marriott Franklin Hall 12 | Session: 520

A COMPARISON OF MEASURES FOR FREQUENTLY MONITORING KINDERGARTEN WORD READING GROWTH

Topic Area: Assessment**Secondary Topic:** Learning Disabilities**Format:** Lecture

Frequent progress monitoring is recommended for students with reading difficulties, and current state and national standards include expectations that kindergarten students demonstrate skills in word reading by kindergarten exit. Results of a study that compared three measures administered on a frequent basis with 130 at-risk kindergarten students will be shared. (2803)

Leader(s): *Nathan Clemens*, Texas A&M University, College Station

10:30 AM-11:30 AM

201B | Session: 521

CREATING STRONG SYSTEMS FOR SPECIAL EDUCATION: SIX BEDROCKS

Topic Area: Administration/Supervision**Secondary Topic:** Accountability & Large Scale Assessments**Format:** Demonstration

Learn the essential bedrocks which serve as the foundation for special education in any school district including service delivery, academic achievement, smooth transitions from early intervention through graduation, nonacademic barriers, parent and community partnerships, and compliance. (1742)

Leader(s): *Ann Hinkson-Herrmann*, PaTTAN, Pittsburgh, PA**Presenter(s):** *Gina Scala*, East Stroudsburg University of Pennsylvania

10:30 AM-11:30 AM

113C | Session: 522

KAUFFMAN-HALLAHAN DISTINGUISHED RESEARCHER AWARD RECIPIENTS

Topic Area: Research**Format:** Lecture

We discuss research illustrating new ways of thinking about interventions and research methods. Presenters discuss the importance of within-individual differences and report findings on effects of an intervention combining explicit comprehension instruction with embedded working memory training.

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

10:30 AM-11:30 AM

204B | Session: 523

EVIDENCE-BASED PRACTICES TO IMPROVE ACHIEVEMENT IN COMPUTATION WITH REGROUPING AND WORD PROBLEMS

Topic Area: Instructional Design and Strategies**Secondary Topic:** Learning Disabilities**Format:** Demonstration

Learn evidence-based practices that can improve achievement in multi-digit computation with regrouping and word problems. Emphasis will be placed on combined problem-solving methods and cognitive strategies to improve competence in solving word problems. (3249)

Leader(s): *Bradley Kaffar*, St. Cloud State University, MN**Presenter(s):** *Nancy Fitzgerald*, Academics Nevada, Las Vegas; *Margaret Vanderwarn*, St. Cloud State University, MN; *Dustin Mancl*, Clark County School District, NV

10:30 AM-11:30 AM

113A | Session: 524

EXAMINATION OF TEACHING ABILITIES IN THE DELIVERY OF MULTILEVEL LITERACY INSTRUCTION TO ELS

Topic Area: Teacher Education

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Examine the results of a demonstration project describing the application of 10 teacher abilities in delivery of multilevel literacy instruction for ELs. Results summarizing teacher ownership to meet needs of ELs who struggle are shared, along with teacher preparation implications. (1446)

Leader(s): John Hoover, University of Colorado, Boulder

Presenter(s): Lucinda Soltero-Gonzalez, University of Colorado, Boulder

10:30 AM-11:30 AM

111A | Session: 525

EXHIBITOR SHOWCASE SESSION: DE-ESCALATE ANYONE, ANYWHERE, ANYTIME: UNPLUG THE POWER STRUGGLE WITH PRINCIPLE-BASED DE-ESCALATION

Topic Area: Emotional and Behavioral Disorders

Format: Exhibitor Showcase Session

Imagine dealing with any situation. Learn 5 surprises and 2 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!

Leader(s): Steven Seiller, Right Response, Woodinville, WA

10:30 AM - 11:30 AM

103B | Session: 526

Multiple Presentation

PREDICTING POSTSECONDARY CHOICE, EDUCATIONAL ASPIRATIONS, ENROLLMENT, AND COMPLETION OF STUDENTS WITH DISABILITIES

Discussant

Youn Jung Park, Pennsylvania State University, State College

Moderator

Dale Matusevich, Delaware Department of Education, Dover

Topic Area: Career Development/Transition

Predictors Associated With Postsecondary Educational Aspirations and Enrollment for Students With LD

This session shares the findings about contributions of secondary school experiences to the likelihood of postsecondary educational aspirations and enrollment among students with LD using the NLTS2 dataset. Considerations for secondary school personnel to help students with LD in promoting postsecondary educational aspirations and engagement will be presented.

Leader(s): *Youn Jung Park*, Pennsylvania State University, State College

Predictors of Postsecondary Education Choices and Completion of Students With Disabilities

This session reports the results of a study that analyzed the association between different aspects of career and technical education practices and the enrollment in and completion of 2- or 4-year college, and vocational, technical school programs for student with disabilities. Secondary data analysis using NLTS-2 dataset are used to identify predictors.

Leader(s): *Stefania Petcu*, University of South Carolina, Columbia

Presenter(s): *Christine DiStefano*, University of South Carolina, Columbia; *Kathleen Marshall*, University of South Carolina, Columbia

10:30 AM-11:30 AM Marriott Franklin Hall 13 | Session: 527

STRAND L, SESSION 1: INTERVENTIONS TO EFFECTIVELY SERVE STUDENTS WITH THE MOST INTENSIVE NEEDS

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Teacher Education

Format: Panel

Learn the implementation features to install, support, and sustain practices to serve students with intensive needs. We discuss content knowledge and systems to evaluate implementation fidelity, using fidelity data to improve implementation, and implementing change to a component of a larger system.

Leader(s): *Louis Danielson*, American Institutes for Research, Washington, DC

Presenter(s): *Rebecca Zumeta*, American Institutes for Research, Washington, DC; *T. Chris Riley-Tillman*, University of Missouri, Columbia

FRIDAY

10:30 AM-11:30 AM

106AB | Session: 528

EXPLICITLY TEACHING ENGLISH-THROUGH-THE-AIR TO STUDENTS WHO ARE DEAF AND HARD-OF-HEARING

Topic Area: Communicative Disabilities and Deafness**Secondary Topic:** English Language Learners**Format:** Lecture

Learn about the effects of Language for Learning on through-the-air English skills for students who are deaf and hard of hearing. The findings yielded some promising results indicating that a Direct Instruction curriculum may be an efficacious way to teach morphology and syntax to these students. (1232)

Leader(s): *Jessica Bennett*, The Ohio State University, Columbus**Presenter(s):** *Ralph Gardner, III*, The Ohio State University, Columbus; *Ross Leighner*, The Ohio State University, Columbus; *Shannon Clancy*, The Ohio State University, Columbus

10:30 AM-11:30 AM

111B | Session: 529

FLIPPED OVER LEARNING IN A CO-TAUGHT CLASSROOM!

Topic Area: Collaboration and Inclusive Practices**Secondary Topic:** Instructional Design and Strategies**Format:** Demonstration

Learn how the Flipped Classroom Model provided the co-teachers an equal partnership and enabled them to effectively co-plan, create exciting discovery-based classroom activities, provide small group and individualized instruction, and address IEP accommodations and goals. (2331)

Leader(s): *Gloria Wilson*, Hofstra University, Hempstead, NY**Presenter(s):** *Allison Moss*, Garden City Union Free School District, NY; *Mike Stano*, Garden City Union Free School District, NY

10:30 AM-11:30 AM

104A | Session: 530

HMONG FAMILIES' PERCEPTION OF SPECIAL EDUCATION REFERRAL PRACTICES

Topic Area: English Language Learners**Secondary Topic:** Learning Disabilities**Format:** Demonstration

Extent and quality of involvement of Hmong families in special education referrals for ELL children with LD were examined. Factors include families' perceived understanding of the referral process, how information was presented, translator use and quality, perceived roles, their impact, and extent of cultural understanding demonstrated by school personnel. (1836)

Leader(s): *Anne Papalia*, University of Wisconsin, Eau Claire**Presenter(s):** *Emily Nesbitt*, University of Wisconsin, Eau Claire; *Minelee Vang*, University of Wisconsin, Eau Claire

10:30 AM-11:30 AM

113B | Session: 531

INCREASING ON-TASK BEHAVIOR FOR STUDENTS WITH AUTISM USING MOBILE TECHNOLOGY

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Technology and Media**Format:** Panel

Attendees will learn about a study that used mobile technology and a computer-based application to assist teachers in providing positive reinforcement to encourage on-task behaviors for students with autism. Results and implications for future research will be discussed. (1048)

Leader(s): *Christopher Rivera*, East Carolina University, Greenville, NC**Presenter(s):** *Iffat Jabeen*, University of Texas, San Antonio

10:30 AM-11:30 AM

110AB | Session: 532

INTERVIEWING IN HIGHER EDUCATION: STRATEGIES FOR SUCCESS

Topic Area: Strategies for Entry to the Special Education Career**Secondary Topic:** Teacher Education**Format:** Lecture

You have executed a brilliant dissertation, submitted the required forms, and will soon have the regalia fitting of royalty— isn't this sufficient to secure a job in higher education? No. We will walk you through the steps from identifying jobs to conducting interviews to negotiating the contract. (2423)

Leader(s): *Kristin Sayeski*, University of Georgia, Athens**Presenter(s):** *David Bateman*, Shippensburg University, PA

10:30 AM-11:30 AM

112B | Session: 533

LANGUAGE! DOES IT CLOSE THE GRADE GAP?

Topic Area: Learning Disabilities**Secondary Topic:** Administration/Supervision**Format:** Lecture

Over 6,009 grades in secondary, general education English classes were analyzed to compare the achievement of general education students and students with learning disabilities who successfully completed the LANGUAGE! program. It was found that students who completed the LANGUAGE! program were significantly lower at all grade levels. (1500)

Leader(s): *Nicholas Lauer*, Oakland University, Rochester, MI

10:30 AM-11:30 AM

203B | Session: 534

LOOKING AT THE GLASS HALF FULL: A SYSTEMATIC APPROACH TO POSITIVE BEHAVIOR

Topic Area: Parent/Family/School Partnerships**Secondary Topic:** Assessment**Format:** Demonstration

Examine a monitoring program that uses data to guide decision making about school climate and classroom management, and to support the needs of your most challenging students. It provides an operational, family-friendly framework for achieving positive schoolwide, classroom, and individual success. (1926)

Leader(s): *Mickey Garrison*, Oregon Department of Education, Salem

10:30 AM-11:30 AM**112A | Session: 535****MEETING THE NEEDS OF DIVERSE LEARNERS TO ENSURE EVERY CHILD IS READY****Topic Area:** Instructional Design and Strategies**Secondary Topic:** Early Childhood**Format:** Demonstration

This session highlights the Every Child Ready instructional model's comprehensive curriculum. Participants will learn how developmental standards were created and revised, and hear lessons learned. Following, participants will be immersed in an Every Child Ready day to understand how they can use best practices in their own classrooms. (1269)

Leader(s): *Shornett Vaughans-Oliver*, AppleTree Early Learning Public Charter Schools, Washington, DC**Presenter(s):** *Jevonna Willis*, AppleTree Early Learning Public Charter Schools, Washington, DC**10:30 AM-11:30 AM****103A | Session: 536****MIDDLE SCHOOL RTI: PROMISES, PITFALLS, AND SUGGESTIONS FOR IMPLEMENTATION****Topic Area:** Learning Disabilities**Secondary Topic:** Teacher Education**Format:** Lecture

RTI has been widely implemented in elementary schools. However, developing a consistent framework for middle school RTI presents considerable challenges. Presenters provide implementation tips, professional development, and resources to extend learning based on current research. (1806)

Leader(s): *Stephen Ciullo*, Texas State University, San Marcos**Presenter(s):** *Cathy Thomas*, University of Missouri, Columbia; *Marilyn Goodwin*, Texas State University, San Marcos; *Abby Carlisle*, University of Missouri, Columbia**10:30 AM-11:30 AM****104B | Session: 537****NEWCOMER STUDENTS: AFFORDANCES AND OBSTACLES DURING THEIR TRANSITION INTO THE SCHOOL SYSTEM****Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** English Language Learners**Format:** Lecture

This session examines perceptions of newcomer families regarding their school experience and shares insights into the affordances and obstacles they face as they transition into American schools. Presenters also share effective strategies for facilitating acquisition of social competence. (3109)

Leader(s): *Beatrice Adera*, West Chester University of Pennsylvania**10:30 AM-11:30 AM****203A | Session: 538****ONE SUCCESSFUL MIDDLE SCHOOL ACADEMY FOR GIFTED LEARNERS: A HOW TO****Topic Area:** Gifted and Talented**Secondary Topic:** Administration/Supervision**Format:** Lecture

Attendees will learn about the process for implementing a middle school academy for gifted learners. Included will be do's and don'ts, scheduling, success stories, and insights from teachers, students, and parents. (1127)

Leader(s): *Cecelia Boswell*, Waco School District, TX**10:30 AM-11:30 AM****204A | Session: 539****PREVENTING LITIGATION WHEN WORKING WITH STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS****Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Public Policy**Format:** Lecture

This session will review current special education policy and related case law specific to students with behavioral issues. In addition, presenters will provide teachers and school leaders with practical tips to employ in order to prevent litigation. (1211)

Leader(s): *David Bateman*, Shippensburg University, PA**Presenter(s):** *Kelly Carrero*, Shippensburg University, PA**10:30 AM-11:30 AM Marriott Franklin Hall 3/4 | Session: 540****PROGRAM CHAIR FEATURED SESSION: CONNECTING RESEARCH-TO-PRACTICE: FROM SCOOPY DOO TO YOU...ELIMINATING BULLYING IS WHAT WE CAN DO!****Topic Area:** Research**Secondary Topic:** Parent/Family/School Partnerships**Format:** Panel

Learn about exciting collaborative efforts across education, psychology, and the media to address of bullying. Cartoon Network, researchers, and educators have an essential relationship related to bully prevention and intervention. Explore how each discipline has a role and what that means to you.

Leader(s): *Dorothy Espelage*, University of Illinois, Urbana-Champaign; *Kris Varjas*, Georgia State University, Atlanta; *Alice Cahn*, Cartoon Network, New York, NY; *Randi Weingarten*, American Federation of Teachers, AFL-CIO, Washington, DC**10:30 AM-11:30 AM Marriott Franklin Hall 7 | Session: 541****PROGRAM CHAIR FEATURED SESSION: URBAN SPECIAL EDUCATION LEADERSHIP IN ACTION****Topic Area:** Administration/Supervision**Secondary Topic:** Public Policy**Format:** Panel

Learn how a school district significantly improved the performance of its special education program. The panel will highlight how targeted strategy planning was implemented to focus limited resources in ways likely to produce progress toward meeting the decree performance benchmarks.

Leader(s): *Fred Weintraub*, Independent Monitor, Los Angeles, CA**Presenter(s):** *Sharyn Howell*, Los Angeles Unified School District, CA; *Jaime Hernandez*, Los Angeles Unified School District, CA; *Deneen Cox*, Los Angeles Unified School District, CA

FRIDAY

10:30 AM-11:30 AM Marriott Franklin Hall 2 | Session: 542

STRAND I, SESSION 3: PLANNING FUNCTION-BASED INTERVENTIONS FOR STUDENTS WITH INTENSIVE BEHAVIOR NEEDS

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

The hallmarks of function-based interventions (FBIs) are the processes of identifying environmental events that predict and maintain patterns of problem behavior, and teaching skills to achieve desired outcomes. This session will address foundational behavior principles, their role in planning interventions for students with intensive needs, and evaluation of progress.

Leader(s): *Joseph Wehby*, Vanderbilt University, Nashville, TN

Presenter(s): *Gail Chan*, National Center on Intensive Intervention at AIR, Washington, DC; *Lori Newcomer*, University of Missouri, Columbia

10:30 AM-11:30 AM Marriott Franklin Hall 5/6 | Session: 543

STRAND J, SESSION 3: CLASSROOM-BASED INTERVENTION AND IMPLEMENTATION FACTORS AT THE HIGH SCHOOL LEVEL

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Lecture

Presenters describe results of a study in which teachers and students evaluated the feasibility and acceptability of interventions before and after implementation. Participant demographic data, participant ratings, and frequency of implementation will be discussed.

Leader(s): *Talida State*, Lehigh University, Bethlehem, PA

Presenter(s): *Judith Harrison*, Ohio University, Athens

10:30 AM-11:30 AM Marriott Franklin Hall 1 | Session: 544

STRAND M, SESSION 2: THE WRITE THING: CBM IN WRITING FOR SECONDARY STUDENTS AND ENGLISH LEARNERS

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Lecture

In this session, curriculum-based measures best suited to monitor the writing development of secondary students are highlighted. The results of technical adequacy studies, including studies with English learners, are discussed. Participants learn about and practice procedures for developing, administering, and scoring the measures.

Leader(s): *Heather Campbell*, St. Olaf College, Northfield, MN

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

10:30 AM-11:30 AM Marriott Franklin Hall 11 | Session: 545

STRAND N, SESSION 1: EFFECTS OF A SELF-REGULATION VOCABULARY AND READING INTERVENTION FOR 4TH-GRADE ELL STUDENTS

Topic Area: English Language Learners

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Learn the findings of a study investigating the impact of a vocabulary, reading, and self-regulation intervention for ELL students with low reading comprehension. Outcome measures included a researcher-developed measure of vocabulary and reading and a posttest measure of self-regulation.

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

10:30 AM-11:30 AM Marriott Franklin Hall 9 | Session: 546

STRAND O, SESSION 1: UNDERSTANDING THE JOURNEY: UNIVERSAL DESIGN FOR LEARNING AS A PROCESS FOR CHANGE

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Experts will update participants on one of the most exciting, recent aspects of UDL—the development of the UDL Implementation Guide. Learn about new, effective supports for integrating the UDL framework with research about individual, organizational, and educational change.

Leader(s): *David Rose*, CAST, Wakefield, MA

Presenter(s): *Patti Ralabate*, CAST, Wakefield, MA

10:30 AM-11:30 AM Marriott Franklin Hall 8 | Session: 547

STRAND P, SESSION 1: DIRECT BEHAVIOR RATING: USE IN ASSESSING STUDENT BEHAVIOR WITHIN RTI FRAMEWORKS

Topic Area: Assessment

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

Direct Behavior Rating (DBR) offers an approach to behavior assessment that fits RTI frameworks. DBR merges efficiency of rating scale with procedures of direct observation. DBR targets involving academic engagement, disruptive, and respectful behaviors assess core behavioral competencies. Participants will learn about DBR use in screening and progress monitoring.

Leader(s): *Sandra Chafouleas*, University of Connecticut, Storrs

Presenter(s): *Faith Miller*, University of Connecticut, Storrs

10:30 AM-11:30 AM**109B | Session: 548****TEACHING PRE-KINDERGARTEN MATH STANDARDS TO CHILDREN WHO HAVE SIGNIFICANT DISABILITIES****Topic Area:** Early Childhood**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This series of research studies focused on teaching early learning math standards to young children with significant disabilities. Presenters will discuss data collected during all studies on teachers' fidelity in implementation, inter-rater reliability, and children's responses. (3094)

Leader(s): Sarah Hawkins, Morehead State University, Morehead, KY

10:30 AM-11:30 AM**105B | Session: 549****THE DYSLLEXIA DEBATE****Topic Area:** Learning Disabilities**Secondary Topic:** Developmental Disabilities**Format:** Lecture

The presenter identifies misunderstandings about dyslexia and explains why, despite these, the label continues to be so popular. Arguing that dyslexia is a term that does not serve children and their families well, the session outlines a more productive means of tackling reading difficulties. (1628)

Leader(s): Julian Elliott, Durham University, United Kingdom

10:30 AM-11:30 AM**202A | Session: 550****TOTAL PROGRESS SYSTEM: EASY, EFFECTIVE, AND EFFICIENT EVALUATION OF BEHAVIORAL INTERVENTIONS****Topic Area:** Assessment**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Demonstration

Learn to use Total Progress System, the most efficient and effective way to record, analyze, and evaluate progress of behavioral interventions. TPS provides behaviorally valid graphs, data analysis, functional behavior analyses, home notes, and easy to use datasheets. (1125)

Leader(s): Lewis Weber, Behavior Care, Inc., Sarasota, FL

10:30 AM-11:30 AM**204C | Session: 551****WHAT EVERY ASPIRING SPECIAL EDUCATION LEADER NEEDS TO KNOW****Topic Area:** Administration/Supervision**Secondary Topic:** Teacher Education**Format:** Panel

Are you interested in becoming an effective special education teacher leader or administrator in your school or district? Learn about the exciting career paths, enhancing your leadership skills, and the diverse roles and responsibilities that challenge and reward strong leaders in special education. (1485)

Leader(s): Mary Kealy, Loudoun County Public Schools, VA

10:30 AM-11:30 AM**102B | Session: 552****EXHIBITOR SHOWCASE SESSION: DEVELOPING A DISTRICTWIDE AUTISM PROGRAM: A TRAINING MODEL FOR SERVING STUDENTS WITH ASD****Topic Area:** Autism Spectrum Disorder**Format:** Exhibitor Showcase Session

What are the essential elements needed to provide effective and sustainable evidence-based programs and strategies for students with ASD across the age range? Come learn how several state and local agencies developed a model to serve students and support staff.

Leader(s): Joel Arick, STAR Autism Support, Inc., Portland, OR

10:30 AM-11:30 AM**105A | Session: 553****EXHIBITOR SHOWCASE SESSION: INFORMATION AND RESOURCES FOR EDUCATORS AND FAMILIES OF DEAF & HARD OF HEARING CHILDREN****Topic Area:** Communicative Disabilities and Deafness**Format:** Exhibitor Showcase Session

Review online resources to support educators and professionals working with deaf and hard of hearing children, birth to 21. The Deaf Students With Disabilities Network provides resources and opportunities for information sharing to support families and educators of deaf children with disabilities.

Leader(s): Elizabeth Meynardie, Laurent Clerc National Deaf Education Center, Gallaudet University, Washington, DC

10:30 AM-11:30 AM**107A | Session: 554****EXHIBITOR SHOWCASE SESSION: KP FUNCTIONAL SKILLS: REAL-LIFE APPLICATIONS OF SIMPLE NUMBER CONCEPTS AND SKILLS****Topic Area:** Instructional Design and Strategies**Format:** Exhibitor Showcase Session

Introducing a one-of-a-kind program for concrete learners that connects simple number concepts to daily-living tasks, leisure activities, vocational tasks, and money. Learn how you can use this instructional tool and present content through PowerPoints, printed lessons, and activities sheets.

Leader(s): Peggy Akin, KP Mathematics, Phoenix, AZ

FRIDAY

10:30 AM - 11:30 AM

202B | Session: 555

Multiple Presentation

SYSTEMATIC UNIVERSALLY DESIGNED SYSTEMS FOR INCLUSIVE SETTINGS ACROSS COUNTRIES**Moderator***Brian Berry*, Holy Family University, Philadelphia, PA**Topic Area:** Collaboration and Inclusive Practices**Implementation of Universal Design for Learning in Inclusive Secondary Classrooms**

This session will provide practitioners with a vision and methodology for effective implementation of Universal Design for Learning in their inclusive secondary classrooms. Results from a multiple baseline design study will be discussed. Learn how to improve engagement and meet the needs of all learners.

Leader(s): *Kim Johnson-Harris*, Southern Illinois University, Carbondale

Presenter(s): *Nancy Mundschenk*, Southern Illinois University, Carbondale

Integrazionne: School and Community Inclusive Practices in Italy

This session, based on direct program visits and discussions with educational leaders in Italy, will provide an analysis of legislative/governmental, cultural and programmatic foundations of Italian society that has led to a foundation of inclusive educational practices. By detailing the successes and challenges inherent in the Italian disability educational system and comparing it to the U.S. system, we can draw on areas for future enhancements and lessons for our own progress and implementation.

Leader(s): *Brian Berry*, Holy Family University, Philadelphia, PA

Presenter(s): *Domenico Cavaiuolo*, East Stroudsburg University, PA

10:30 AM-11:30 AM

109A | Session: 556

EXHIBITOR SHOWCASE SESSION: USING ACCESSIBLE AND AGE-APPROPRIATE TEXTS TO TACH GADE-LEVEL CONTENT AND ADDRESS COMMON CORE STANDARDS**Topic Area:** Instructional Design and Strategies**Format:** Exhibitor Showcase Session

After elementary school, special needs students need exposure to different genres, age-appropriate content, and comprehension strategies to meet grade-level standards in reading. Come learn about our Teen Emergent Reader Libraries designed to engage your most struggling readers.

Leader(s): *Jill Haney*, Saddleback Educational, San Antonio, TX

10:30 AM - 11:30 AM

201C | Session: 557

Multiple Presentation

THE GLOBAL CONTEXT OF DISABILITY AND PUBLIC POLICY**Moderator***Patrice Kuntzler*, Henry Viscardi School, Albertson, NY**Topic Area:** Public Policy**Rights, Challenges, and Means of Empowerment as Perceived by Women With Disabilities**

This session will share the findings of a study designed to identify the perceptions of women with visual disabilities about their rights, challenges, and means of empowerment. Conducted with students attending a university in the Arabian Gulf, the survey used for collecting data was based on previous studies about women with disabilities, the Convention on the Rights of Persons with Disabilities, and the rights of women in Islam.

Leader(s): *Asma Al Attiyah*, Qatar University, Doha, Qatar

Presenter(s): *Iman Al Haj Ibrahim*, Qatar University, Doha, Qatar; *Brenda Lazarus*, Chapel Hill, NC

Differences in Special Education Coverage and Educational Outcomes Across 61 Countries

A structural equation model linking socio-economic variables, educational context, and special education coverage to educational outcomes was tested on PISA (Programme for International Student Assessment) achievement data. Special education coverage contributes significantly to the expected years of formal schooling, which, in turn, contributes to reading, mathematics, and science achievement.

Leader(s): *Dimitris Anastasiou*, Southern Illinois University, Carbondale

10:30 AM-11:15 AM

Poster 16, Room 108 | Session: 560

AN EDUCATION AND SUPPORT PROGRAM FOR FAMILIES OF STUDENTS WITH DISABILITIES IN HIGH SCHOOL**Topic Area:** Parent/Family/School Partnerships**Secondary Topic:** Career Development/Transition**Format:** Poster Session

Learn about the program components of an education and support program for parents of transition-aged youth with disabilities including individual family sessions, multifamily group sessions for parents, social group sessions for adolescents, and resources and referrals for family members. (2718)

Leader(s): *Leann Smith*, University of Wisconsin, Madison

Presenter(s): *Kate Szidon*, Waisman Center, University of Wisconsin, Madison

10:30 AM-11:15 AM Poster 17, Room 108 Session: 561**CLOSING THE ACHIEVEMENT GAP FOR STUDENTS WITH DISABILITIES: TAKING A CLOSER LOOK****Topic Area:** Accountability & Large Scale Assessments**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Poster Session

This session provides a critical evaluation and discussion of schoolwide philosophies and practices that help close the achievement gap for students with disabilities. (2206)

Leader(s): *Kiersten Hensley*, University of Iowa, Iowa City**Presenter(s):** *Ellen McGinnis-Smith*, Iowa Department of Education, Des Moines; *Sally Huddle*, University of Iowa, Iowa City**10:30 AM-11:15 AM Poster 11, Room 108 Session: 562****EFFECTIVE INCLUSIVE MATHEMATICS AND SCIENCE INSTRUCTIONS FOR SECONDARY STUDENTS WITH LD****Topic Area:** Instructional Design and Strategies**Secondary Topic:** Learning Disabilities**Format:** Poster Session

Using findings of the body of literature, we evaluate the effectiveness of secondary mathematics and science instructional intervention strategies for students with LD in general education classrooms. Attendees will leave with effective strategies to use in their own schools. (2851)

Leader(s): *Jun Wang*, University of Florida, Gainesville**Presenter(s):** *Li Luo*, University of Florida, Gainesville**10:30 AM-11:15 AM Poster 24, Room 108 Session: 563****EFFECTS OF DIGITAL NAVIGATION AIDS FOR COLLEGE STUDENTS WITH INTELLECTUAL DISABILITIES****Topic Area:** Developmental Disabilities**Secondary Topic:** Technology and Media**Format:** Poster Session

Six college students with ID participated in a single-subject alternating treatments design study to compare the effects of 3 different navigation aids: a printed map, Google Maps, and an augmented reality mobile navigation application. Results will be shared. (1902)

Leader(s): *David Cihak*, University of Tennessee, Knoxville**Presenter(s):** *Don McMahon*, University of Tennessee, Knoxville; *Catherine Smith*, University of Tennessee, Knoxville; *Rachel Wright*, University of Tennessee, Knoxville**10:30 AM-11:15 AM Poster 20, Room 108 Session: 564****EVALUATING THE RESULTS OF INTENSIVE TECHNICAL ASSISTANCE THROUGH GOAL ATTAINMENT SCALING****Topic Area:** Early Childhood**Secondary Topic:** Measuring Special Education Teacher Effectiveness**Format:** Poster Session

Learn about a process of identifying and implementing an effective methodology, goal attainment scaling. This methodology was used for evaluation of long-term outcomes associated with the most intensive level of technical assistance provided to infant toddler networks and school district programs. (1445)

Leader(s): *David Lindeman*, University of Kansas, Lawrence**10:30 AM-11:15 AM Poster 07, Room 108 Session: 565****EXPLORING GRADUATE STUDENTS' PERCEPTUAL DIFFERENCES OF FACE-TO-FACE AND ONLINE LEARNING****Topic Area:** Teacher Education**Secondary Topic:** Technology and Media**Format:** Poster Session

This study focused on perceptual differences and student achievement in the same course offered via face-to-face and online formats. Survey addressed perceptions of course design and implementation and whether higher order thinking skills was involved in the coursework. Results are shared. (2550)

Leader(s): *Vicki McGinley*, West Chester University, PA**Presenter(s):** *Donna Wandry*, West Chester University, PA**10:30 AM-11:15 AM Poster 03, Room 108 Session: 566****EXPLORING THE BRAILLE ACHIEVEMENT GAP: COMPARISONS OF PROFICIENT AND STRUGGLING BRAILLE READERS****Topic Area:** Visual Impairments**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

Blindness is believed to affect how a child learns, not what she or he learns. This session will explore gaps in the reading achievement of Braille readers. Attendees will leave with strategies to facilitate Braille reading fluency with their own students. (2814)

Leader(s): *Loana Mason*, New Mexico State University, Las Cruces**10:30 AM-11:15 AM Poster 12, Room 108 Session: 567****FUELING SUCCESSFUL WRITTEN EXPRESSION IN ELEMENTARY STUDENTS WITH DISABILITIES****Topic Area:** Instructional Design and Strategies**Secondary Topic:** Learning Disabilities**Format:** Poster Session

Students utilized a graphic organizer with the mnemonic FUEL to identify the topic and supportive details, and order ideas prior to paragraph writing. Learn how students experienced immediate improvements and why they expressed that the FUEL graphic organizer made it easier to write. (1716)

Leader(s): *Sara Flanagan*, University of Kentucky, Lexington**10:30 AM-11:15 AM Poster 01, Room 108 Session: 568****IMPLEMENTING BEST PRACTICES WITHIN THE CLASSROOM TO SUPPORT FAMILIES LIVING IN POVERTY****Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** Parent/Family/School Partnerships**Format:** Poster Session

Presenters describe the effect of poverty in the role of schools, families, and teachers. Learn key strategies and best practices for providing support systems for children living in poverty and how classroom teachers can address poverty perspectives within the classroom setting. (2835)

Leader(s): *Deanna Keith*, Liberty University, Lynchburg, VA

FRIDAY

10:30 AM-11:15 AM **Poster 05, Room 108** | **Session: 569**

INTRODUCING THE TRANSITION CALENDAR: AN ESSENTIAL TOOL IN TRANSITION PLANNING

Topic Area: Career Development/Transition

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This session will introduce the Transition Calendar. Participants will learn why the calendar is an essential tool in a successful transition plan and how to implement it. Presenters will share formats for the calendar and tips for success and real world applications from case study examples. (1879)

Leader(s): *Ron Tamura*, Southern Connecticut State University, New Haven

Presenter(s): *Judith Terpstra*, Southern Connecticut State University, New Haven

10:30 AM-11:15 AM **Poster 23, Room 108** | **Session: 570**

PEER SUPPORTS FOR STUDENTS WITH INTELLECTUAL DISABILITIES IN SECONDARY SETTINGS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Developmental Disabilities

Format: Poster Session

This study examined the effects of peer supports on adolescents with ID in secondary school settings. Learn how these studies provide strong evidence that adolescents with moderate to severe ID receive positive benefits when provided with peer supports to complete school tasks in inclusive settings. (2266)

Leader(s): *Jennifer Burnes*, University of Oklahoma, Norman

Presenter(s): *Lori Metcalf*, University of Oklahoma, Norman

10:30 AM-11:15 AM **Poster 18, Room 108** | **Session: 571**

PLANTING AND GROWING YOUR SPECIAL EDUCATION PROGRAM: WHAT ADMINISTRATORS NEED TO KNOW AND DO

Topic Area: Administration/Supervision

Secondary Topic: Measuring Special Education Teacher Effectiveness

Format: Poster Session

This session is a must-attend for all administrators who want to better understand how to develop and sustain quality special education programs in their schools in the era of CCSS. Topics include ownership, expectations, evidence-based instruction, collaboration, and professional development. (2083)

Leader(s): *Tiffany Ko*, National Louis University, Chicago, IL

Presenter(s): *Juan Lira*, McKinley Elementary School, Elgin, IL

10:30 AM-11:15 AM **Poster 19, Room 108** | **Session: 572**

RESPONSE TO INTERVENTION FOR ELLS: EXPLORING THE EXPERIENCES OF AN RTI TEAM

Topic Area: English Language Learners

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Culturally and linguistically diverse students, including ELLs, are overrepresented in special education. Hear the findings of a study that used a qualitative research design to explore the experiences of an RTI team providing intervention for ELLs at an elementary school. (1927)

Leader(s): *Melissa Driver*, University of Virginia, Charlottesville

Presenter(s): *Sarah Powell*, University of Texas, Austin

10:30 AM-11:15 AM **Poster 10, Room 108** | **Session: 573**

SCEC PARTNERING WITH PEERS: AN SCEC PEER-MENTORING PROGRAM

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Learn about a successful peer-mentoring program that introduces freshmen to the activities offered by SCEC, and also uses members as mentors to freshmen for volunteer activities on and off campus. Presenters offer an overview of the program, including preparation, implementation, and evaluation. (1915)

Leader(s): *Darlene Perner*, Bloomsburg University of Pennsylvania

Presenter(s): *Eileen Dykan*, Bloomsburg University of Pennsylvania; *Katie Roddy*, Bloomsburg University of Pennsylvania; *Brooke Lylo*, Bloomsburg University of Pennsylvania

10:30 AM-11:15 AM **Poster 04, Room 108** | **Session: 574**

SUPPORT GROUPS FOR THE RETENTION OF TEACHERS OF STUDENTS WITH EMOTIONAL/BEHAVIORAL DISORDERS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Administration/Supervision

Format: Poster Session

Special education faces serious shortages of teachers with the greatest shortage is in the field of EBD. This session focuses on support groups as a strategy to retain teachers who work with these students. (1271)

Leader(s): *Ed Cancio*, University of Toledo, OH

Presenter(s): *Beverley Johns*, MacMurray College, Jacksonville, IL

10:30 AM-11:15 AM **Poster 13, Room 108** | **Session: 575**

**SUPPORTING STRUGGLING ADOLESCENT LEARNERS
WITHIN THE INCLUSIVE MATH CLASSROOM**

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Poster Session

Examine effective interventions for struggling math learners in inclusive settings. A study using preteaching within the framework of the general curriculum to support the learning of algebra-based concepts will be discussed along with ways to implement similar practices in various school settings. (1890)

Leader(s): *Sarah Watt*, Miami University, OH

10:30 AM-11:15 AM **Poster 02, Room 108** | **Session: 576**

**TEACHER UNDERSTANDING OF EVIDENCE-BASED
PRACTICES AND WHAT IT MEANS FOR TEACHERS**

Topic Area: Research

Secondary Topic: Accountability & Large Scale Assessments

Format: Poster Session

This study randomly sampled general and special education teachers across the U.S. to better understand their knowledge regarding evidence-based practices. We will review the data collected and then discuss the implications of the findings in regards to teachers and instructional practices. (2846)

Leader(s): *Katherine Bradley-Black*, Prince William County Public School, Manassas, VA

10:30 AM-11:15 AM **Poster 15, Room 108** | **Session: 577**

**THE IMPACT OF THE MONTESSORI METHOD ON WORD
LEARNING OF STUDENTS WHO ARE DEAF OR HARD OF
HEARING**

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Research

Format: Poster Session

Learn about the effectiveness of using the Montessori Method's Three-Period Lesson in teaching vocabulary to students who are DHH. Results indicated that 5 of 6 participants retained more words taught to them using the Montessori Method than those taught to them using traditional direct instruction. (1929)

Leader(s): *Rebecca Jackson*, Social Dynamics, Gaithersburg, MD

10:30 AM-11:15 AM **Poster 06, Room 108** | **Session: 578**

TRANSITION: IT TAKES A VILLAGE

Topic Area: Career Development/Transition

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

The presenters will review the collaborative community partnerships necessary to effectively transition young adults with ASD to adult life. Program development, perspectives from various stakeholders, and outcome data from participants and their parents will be shared. (1268)

Leader(s): *Patricia Arter*, Marywood University, Scranton, PA
Presenter(s): *Kelsey Uppling*, Marywood University, Scranton, PA; *Trina Williams*, Marywood University, Scranton, PA; *Francis DeMatteo*, Marywood University, Scranton, PA

10:30 AM-11:15 AM **Poster 09, Room 108** | **Session: 579**

**USING PRECOLLABORATIVE TRAINING TO OVERCOME
THE BARRIERS TO INCLUSION**

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Administration/Supervision

Format: Poster Session

Prior research identifies organization, attitudes, and knowledge as potential barriers to effective inclusion. Using information gathered from The Inclusion Q-Sort, presenters will discuss pre-collaborative training activities that have been developed, easing the transition from two hands to four. (2673)

Leader(s): *Patricia Turnipseed*, University of South Alabama, Mobile

10:30 AM-11:15 AM **Poster 22, Room 108** | **Session: 580**

**USING TECHNOLOGY TO ENHANCE PRESERVICE TEACHER
KNOWLEDGE OF AUTISM SPECTRUM DISORDER**

Topic Area: Autism Spectrum Disorder

Secondary Topic: Teacher Education

Format: Poster Session

The presenter will evaluate a technology-inspired intervention designed to address constraints of teacher preparation programs in ASD. Implications for colleges of teacher preparation currently seeking to build programs in ASD will be explored. (1089)

Leader(s): *Juliet Hart*, Arizona State University, Tempe

Presenter(s): *Cori More*, University of Nevada, Las Vegas

FRIDAY

1:30 PM - 2:30 PM

103A | Session: 582

Multiple Presentation

IDENTIFYING LD IN THE RTI ERA: MULTIPLE PERSPECTIVES

Moderator*Matthew Burns, University of Minnesota, Minneapolis***Topic Area:** Learning Disabilities

Response to Intervention and Learning Disability Eligibility: A Bound to Fail Option?

IDEA protects students with disabilities from undifferentiated instructional and discipline procedures. Under pressure, Congress revised the eligibility process for learning disabilities (LD) to include response to intervention (RTI) and students with LD who respond to the intervention become ineligible for special education. As such, the RTI method: may have changed the standard for identification of LD, have been used to deny or delay parents' rights to a timely special education eligibility process, and may rest with general educators who may be naïve to the nuances of special education. Join us as we discuss these implications and consider solutions.

Leader(s): *Ann Maydosz, Old Dominion University, Norfolk, VA*

Cognitive Strengths and Weaknesses for LD Identification: Investigation of Proposed Methods

Many advocate for learning disabilities (LD) identification based upon an intra-individual pattern of cognitive processing strengths and weaknesses (PSW model). This session will share the findings of our investigation of two methods for implementation to determine (a) identification rates, (b) agreement, and (c) external validity. Presenters will highlight challenges for widespread implementation and identify future research on PSW models.

Leader(s): *Jeremy Miciak, University of Houston, TX***Presenter(s):** *Jacob Williams, University of Texas, Austin*

1:30 PM - 2:30 PM

201C | Session: 583

Multiple Presentation

STRENGTHENING PERSONNEL AND PLACEMENTS FOR STUDENTS WITH AUTISM

Moderator*Penny Cox, University of Florida, Gainesville***Topic Area:** Public Policy

Training and Barriers for Paraprofessionals: Why Aren't We Supporting Our Support Providers?

Despite paraprofessionals supporting a large portion of students, their training continues to be insufficient. Participants will learn about the barriers and facilitators regarding training and supervising paraprofessionals, and will also take away division, school, and classroom strategies for better service implementation for students with disabilities.

Leader(s): *Kira Austin, Virginia Commonwealth University, Richmond*

Experiences of Students With Autism Accessing LRE in the Commonwealth of Virginia

This mixed method study contextualizes access to least restrictive environments (LRE) for students with autism in the Commonwealth of Virginia by identifying multiple variables through survey research. Presenters discuss the results of qualitative interviews to identify the processes involved in educational placements for students with autism and the impacts to their academic and career goal attainment.

Leader(s): *Laura Hayes-Harris, George Mason University, Fairfax, VA*

1:30 PM-2:30 PM

109A | Session: 584

EXHIBITOR SHOWCASE SESSION: ASSESSMENT AND GOAL SELECTION FOR STUDENTS WITH AUTISM

Topic Area: Autism Spectrum Disorder**Format:** Exhibitor Showcase Session

Learn strategies to address the educational needs of your students with autism. The Eden curriculum helps develop skills in the areas of PE, recreation, and leisure; learning readiness; academics; vocational skills; self-care and domestics; and receptive, expressive, and pragmatic language.

Leader(s): *Nina Finkler, Eden Autism Services, Princeton, NJ*

1:30 PM-2:30 PM

107A | Session: 585

EXHIBITOR SHOWCASE SESSION: MANAGING DIFFICULT BEHAVIOR

Topic Area: Instructional Design and Strategies**Format:** Exhibitor Showcase Session

We will share techniques for managing children's behaviors and minimizing difficult behavior. Learn essential skills for leading positively, building healthy relationships, structuring difficult situations, acquiring coaching skills, and intervening actively and assertively when necessary.

Leader(s): *Lisa Tazartes and Rachel Lissy, Ramapo for Children, New York, NY*

1:30 PM - 2:30 PM

109B | Session: 586

Multiple Presentation

USING TECHNOLOGY TO PREPARE AND SUPPORT SPECIAL EDUCATORS**Discussant***Mary Catherine Scheeler*, Pennsylvania State University, University Park**Moderator***Marci Jerome*, George Mason University, Fairfax, VA**Topic Area:** Teacher Education**Bug-in-Ear and Feedback to Teachers a Decade Later**

Studies using bug-in-ear (BIE) to deliver immediate feedback to teachers have been around for a decade. Providing immediate feedback through BIE technology has allowed supervisors and teacher educators to do more in less time and do it more effectively. This session will describe previous research on BIE and immediate feedback, implications for teacher educators, and next steps in preservice teacher preparation and in-service teacher development.

Leader(s): *Mary Catherine Scheeler*, Pennsylvania State University, University Park**Providing Hands-On Experiences in Asynchronous Online Courses**

Currently many universities offer asynchronous online courses. This session will explore the experiences of developing an online program in assistive technology and providing hands-on experiences in an asynchronous online format. Tools and strategies enabling authentic learning opportunities and students' experiences in innovative online program will be discussed.

Leader(s): *Marci Jerome*, George Mason University, Fairfax, VA**Presenter(s):** *Michael Behrmann*, George Mason University, Fairfax, VA

1:30 PM-2:30 PM

112B | Session: 587

STUDENTS WITH LANGUAGE-BASED LD IN ELEMENTARY ARTS INTEGRATED AND CONVENTIONAL LANGUAGE ARTS**Topic Area:** Arts in Special Education**Secondary Topic:** Learning Disabilities**Format:** Lecture

This session describes the behavioral engagement of students with language-based learning disabilities in two elementary classrooms across arts integrated and conventional language arts contexts. Findings are presented on associations between context (arts integrated vs. conventional lesson) and on-task behavior for students with LD. Implications for practice and research are presented. (1913)

Leader(s): *Katherine Berry*, George Washington University, Washington, DC**Presenter(s):** *Alida Anderson*, American University, Washington, DC

1:30 PM-2:30 PM

203A | Session: 588

TEACHING LETTER-SOUND CORRESPONDENCE TO INDIVIDUALS WITH SEVERE DISABILITIES**Topic Area:** Developmental Disabilities**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This session provides the results of a multiple-baseline study demonstrating the effectiveness of teaching letter-sound correspondence to three individuals with severe physical, intellectual, and communication disabilities. Implications for teaching phonics are also discussed. (1839)

Leader(s): *Melissa Ainsworth*, George Mason University, Fairfax, VA

1:30:00 PM-2:30 PM

102A | Session: 589

CURRICULUM-BASED DECISION MAKING: FORMATIVE ASSESSMENT FOR LEADING CHANGE UNDER THE COMMON CORE**Topic Area:** Accountability & Large Scale Assessments**Secondary Topic:** Early Childhood**Format:** Demonstration

Learn about CBDM, a web-based formative assessment architecture aligned with Common Core, that meets the need for on-going progress monitoring. Learn how you can create and administer valid and reliable assessments of language, early reading, and basic concepts and identify the instructional needs of individual students. (2897)

Leader(s): *Karen Burstein*, Southwest Institute for Families and Children, Scottsdale, AZ**Presenter(s):** *Cathy Otto*, Southwest Institute for Families and Children, Scottsdale, AZ

1:30 PM-2:30 PM

103B | Session: 590

EFFECTIVE PRACTICES FOR STUDENTS WITH DISABILITIES IN HIGHER EDUCATION: ANALYSIS FROM 1985-PRESENT**Topic Area:** Career Development/Transition**Secondary Topic:** Research**Format:** Lecture

The results of an analysis of over 1,500 articles related to post-secondary education and disability will be presented including covered topics, study location, sample, and methodologies. Articles related to students will be discussed and practices that have empirical support will be highlighted. (1368)

Leader(s): *Lyman Dukes III*, University of South Florida, St. Petersburg**Presenter(s):** *Joseph Madaus*, University of Connecticut, Storrs; *Michael Faggella-Luby*, Texas Christian University, Fort Worth; *Adam Lalor*, University of Connecticut, Storrs; *Jennifer Kowitz*, University of Connecticut, Storrs

FRIDAY

1:30 PM-2:30 PM

113A | Session: 591

FACES OF COACHING

Topic Area: Teacher Education**Secondary Topic:** Strategies for Entry to the Special Education Career**Format:** Lecture

Coaching in special education appears in many forms. However, whether it is peer coaching, supervisory coaching, or covert audio coaching, there are several important components. Learn how to translate these components to all the variations of coaching. (1593)

Leader(s): Mary Lou Duffy, Florida Atlantic University, Jupiter**Presenter(s):** Michael P. Brady, Florida Atlantic University, Boca Raton

1:30:00 PM-2:30 PM

111B | Session: 592

FOSTERING INCLUSIVE EDUCATION THROUGH COMMUNITY CONNECTIONS

Topic Area: Collaboration and Inclusive Practices**Secondary Topic:** Administration/Supervision**Format:** Demonstration

Learn how 6 exemplary inclusive elementary and middle schools located in 5 states connect with their communities. Using data from focus groups with approximately 50 community partners at these sites, we will highlight lessons learned on building community partnerships in these diverse schools. (3139)

Leader(s): Shana Haines, University of Vermont, Burlington**Presenter(s):** Martha Blue-Banning, University of Kansas, Beach Center on Disability, Lawrence; Ann Turnbull, University of Kansas, Beach Center on Disability, Lawrence

1:30 PM-2:30 PM

112A | Session: 593

HOW TO WRITE FOR EXCEPTIONAL CHILDREN

Topic Area: Professional Advancement**Format:** Panel

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**Presenter(s):** Tom Scruggs, George Mason University, Fairfax, VA

1:30 PM-2:30 PM

204B | Session: 594

IMPROVING TEACHER EFFECTIVENESS AND READING ACHIEVEMENT FOR STUDENTS WITH DISABILITIES

Topic Area: Instructional Design and Strategies**Secondary Topic:** Learning Disabilities**Format:** Lecture

Improving the reading achievement of adolescents with disabilities is a national concern, but efforts to close the achievement gap have had little impact on student outcomes. Learn about the Fusion Reading Program and its impact on the reading achievement of students with reading disabilities. (1245)

Leader(s): Irma Brasseur-Hock, University of Kansas, Lawrence**Presenter(s):** Michael Hock, University of Kansas, Lawrence; Carley Kidder, Charlotte Mecklenburg Schools, NC

1:30 PM-2:30 PM

202A | Session: 595

KNOWING THAT ALL STUDENTS ARE LEARNING

Topic Area: Assessment**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

The results of the findings of several teachers who systematically used formative assessments to inform their instruction are presented. Participants will leave with effective templates for formative assessments found to be useful for planning instruction for learners not having academic success. (1725)

Leader(s): Shirley Ritter, Furman University, Greenville, SC**Presenter(s):** Caroline Davidson, School District of Greenville County, SC; Jillian Collins, Greenville County School District, SC

1:30 PM-2:30 PM

106AB | Session: 596

LANGUAGE AND BEHAVIOR IN THE CLASSROOM: IMPLICATIONS AND APPLICATIONS FOR TEACHERS

Topic Area: Communicative Disabilities and Deafness**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Lecture

Explore the role of language in students' academic, social, emotional, and behavioral development. Learn strategies for supporting students with problem behavior and low-language skills, including ways to improve communication and decrease negative interactions. (2988)

Leader(s): Alexandra Hollo, Vanderbilt University, Nashville, TN

1:30 PM-2:30 PM

103C | Session: 597

MEANINGFUL HIGH SCHOOL INCLUSION AND TRANSITION FROM SCHOOL TO EMPLOYMENT: LINKS TO CONSIDER

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

Learn about a project designed to combine direct coaching with high schools statewide and state policy changes to improve postsecondary outcomes for youth with ID and developmental disabilities while also impacting broader practice and policy changes to support sustained and larger scale outcomes. (1895)

Leader(s): Nancy Molfenter, University of Wisconsin, Madison

1:30 PM-2:30 PM Marriott Franklin Hall 7 Session: 598

PROGRAM CHAIR FEATURED SESSION: THE IMPACT OF INTERVENTIONS MIDDLE SCHOOLS PROVIDE TO STRUGGLING READERS: FINDING FROM FIELD STUDIES

Topic Area: Research

Secondary Topic: Instructional Design and Strategies

Format: Lecture

How do middle schools support struggling readers and what impact do interventions have on reading skills? Findings on the association of reading intervention and reading outcomes, and implications on practice and policy issues connected with providing effective reading intervention are shared.

Leader(s): *Scott Baker*, Southern Methodist University, Dallas, TX

1:30 PM-2:30 PM 201B Session: 599

PROGRAM CHAIR FEATURED SESSION: THE ROLE OF WORKING MEMORY IN MATH INTERVENTION

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Dr. Swanson explains the importance of working memory in determining mathematics development and the role it plays in mathematics LD. Dr. Fuchs then describes intervention procedures and results in a study in which students were randomly assigned to a nonintervention condition of 1 of 2 fraction interventions. Dr. Swanson offers comments and then opens up the session to audience participation.

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

Presenter(s): *H. Lee Swanson*, University of California, Riverside

1:30 PM-2:30 PM 204A Session: 600

PROVIDING A FAPE TO STUDENTS WITH BIPOLAR DISORDER: LEGAL ISSUES AND ANALYSIS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Administration/Supervision

Format: Lecture

Learn how bipolar disorder presents in children and understand the legal issues to better meet the requirements of FAPE for children with mood disorders. Examine the legal issues and litigation related to provision of special education and related services for these students. (3105)

Leader(s): *Kelly Sherrill*, George Washington University, Washington, DC

1:30 PM-2:30 PM 110AB Session: 601

PUBLISHING IN EDUCATION AND TRAINING IN AUTISM AND DEVELOPMENTAL DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

This session with the editor of ETADD will provide information on procedures and considerations in preparing a manuscript for submission and an explanation of the review process. General considerations for all types of manuscripts will be discussed. Opportunity to interact with the editor on individual questions will be provided.

Leader(s): *Stanley Zucker*, Arizona State University, Tempe

1:30 PM-2:30 PM 113B Session: 602

READING COMPREHENSION INTERVENTIONS FOR STUDENTS WITH ASD: AN ALTERNATING TREATMENTS STUDY

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Lecture

We conducted two separate but related single-case studies, which investigated the relative effects of alternating treatments for two separate single-component reading interventions: question development and anaphoric cueing. Results and implications for the classroom will be discussed. (2159)

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

1:30 PM-2:30 PM 104B Session: 603**DDEL SHOWCASE****RELEVANT LITERATURE: WHAT MATTERS MOST TO PRIMARY-AGED URBAN LEARNERS**

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Primary-aged urban learners show a preference for culturally relevant compared to nonculturally relevant literature. Learn the type of culturally relevant passages students preferred and why, and how you can select literature that will motivate your students to read! (1438)

Leader(s): *Gwendolyn Cartledge*, The Ohio State University, Columbus

Presenter(s): *Susan Keesey*, The Ohio State University, Columbus; *Jessica Bennett*, The Ohio State University, Columbus

1:30 PM-2:30 PM 202B Session: 604

SPECIAL FOCUS: AN IPAD-INFUSED CLASSROOM: RESEARCH-BASED OUTCOMES OF IPAD USE IN INCLUSIVE, INNER-CITY CLASSROOMS

Topic Area: Technology and Media

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

This session describes iPad use in two inner-city classrooms including student perceptions, educator satisfaction, and the use of an electronic scheduler to support everyday transitions for a student with ASD. (1486)

Leader(s): *Kimberly Maich*, Brock University, Ontario, Canada

Presenter(s): *Sheila Bennett*, Brock University, Ontario, Canada; *Catherine Hayes*, Brock University, Ontario, Canada

FRIDAY

1:30 PM-2:30 PM Marriott Franklin Hall 2 | Session: 605

STRAND I, SESSION 4: CONFRONTING IMPLEMENTATION CHALLENGES WHEN PROVIDING INTENSIVE INTERVENTION

Topic Area: Learning Disabilities

Secondary Topic: Emotional and Behavioral Disorders

Format: Panel

Panelists, who have expertise in intervention research, implementation, policy, and evaluation, discuss common issues and respond to audience questions about challenges schools and districts face when planning and delivering intensive supports, including resource, policy, and structural barriers.

Leader(s): *Rebecca Zumeta*, American Institutes for Research, Washington, DC

Presenter(s): *Louis Danielson*, American Institutes for Research, Washington, DC; *Chris Lemons*, Vanderbilt University, Nashville, TN; *Allison Gandhi*, American Institutes for Research, Washington, DC

1:30 PM-2:30 PM Marriott Franklin Hall 5/6 | Session: 606

STRAND J, SESSION 4: SELF-MANAGEMENT WITH MOBILE DEVICES: AN INTERVENTION FOR AT-RISK ADOLESCENTS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Assessment

Format: Lecture

Learn about I-Connect, a treatment package for secondary students with EBD that includes targeted mentoring and self-management on a mobile device. With this system you can help your students monitor on-task, appropriate behavior, comprehension, and help-seeking behaviors.

Leader(s): *Howard Wills*, Juniper Gardens Children's Project, University of Kansas, Kansas City

Presenter(s): *Benjamin Mason*, Juniper Gardens Children's Project, University of Kansas, Kansas City

1:30 PM-2:30 PM Marriott Franklin Hall 3/4 | Session: 607

STRAND K, SESSION 3: REDUCING PEER VICTIMIZATION AMONG MIDDLE SCHOOL STUDENTS WITH DISABILITIES

Topic Area: Research

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

Learn the results of a study that evaluated the impact of the middle school Second Step social-emotional learning program on peer victimization and aggression. Findings are compared for students with disabilities who were in intervention schools to students with disabilities in the control schools.

Leader(s): *Dorothy Espelage*, University of Illinois, Urbana-Champaign

1:30 PM-2:30 PM Marriott Franklin Hall 1 | Session: 608

STRAND M, SESSION 3: CBM IS NOT JUST FOR READING AND MATH ANYMORE! CONTENT-AREA LEARNING MEASURES

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Lecture

Learn how you can use CBM in content areas such as science and social studies. Vocabulary matching and other evidence-based methods of data collection in content areas are discussed and participants will create, administer, and score their own measures.

Leader(s): *Erica Lembke*, University of Missouri, Columbia

Presenter(s): *Sarah Conoyer*, Township High School District 211, IL

1:30 PM-2:30 PM Marriott Franklin Hall 11 | Session: 609

STRAND N, SESSION 2: IDENTIFYING AND HELPING ELLS WHO ARE AT-RISK FOR READING DIFFICULTIES IN THE EARLY GRADES

Topic Area: English Language Learners

Secondary Topic: Learning Disabilities

Format: Demonstration

This session will provide school practitioners with information and tools that will help them to identify English language learners (ELLs) who are at-risk for reading difficulty as early as kindergarten. Presenters will also discuss strategies and suggest ways to help them after identification.

Leader(s): *Caroline Erdos*, Montreal Children's Hospital, Montreal, Quebec, Canada

1:30 PM-2:30 PM 105A | Session: 610

EXHIBITOR SHOWCASE SESSION: THE ART OF STORYTELLING AS A TEACHING MODALITY

Topic Area: Developmental Disabilities

Format: Exhibitor Showcase Session

Skill in storytelling offers a unique tool for content delivery. Teaching subject-based knowledge easily lends itself to this modality, as can literacy and numeracy and even classroom management techniques. Join Curative Waldorf teachers and experience how storytelling can transform your classroom.

Leader(s): *Becky Rutherford*, Camphill Special School, Glenmoore, PA

1:30 PM-2:30 PM Marriott Franklin Hall 9/10 | Session: 611

STRAND O, SESSION 2: TAKE A WALK IN OUR SHOES:
CASES OF UDL IMPLEMENTATION IN THE K-12
ENVIRONMENT

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Presenters will share how they addressed barriers and determined successes while integrating and scaling up UDL. You will leave this session with recommendations and an understanding that the 5-phase UDL implementation process positively contributes to sustainable, systemic change towards a goal

Leader(s): *Katie Novak*, Parker Middle School, Chelmsford, MA

Presenter(s): *David Rose*, CAST, Wakefield, MA; *Elizabeth Berquist*, Towson University, MD; *Skip Stahl*, CAST, Wakefield, MA; *Nicole Norris*, Lansdowne Middle School, Baltimore, MD; *George Van Horn*, Bartholomew Consolidated School Corporation, Columbus, IN; *Loui Lord Nelson*, RAISE, Inc., Indianapolis, IN

1:30 PM-2:30 PM Marriott Franklin Hall 8 | Session: 612

STRAND P, SESSION 2: EFFICACY OF ENHANCED
ANCHORED INSTRUCTION: MATHEMATICS CURRICULUM
FOR STRUGGLING MIDDLE SCHOOL STUDENTS

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Panel

Two cluster-randomized trials tested the efficacy of a math intervention designed for the purpose of improving students' mathematics skills. Presenters share examples of lessons and activities in the unit and explain how to implement the curriculum at the classroom level.

Leader(s): *Brian Bottge*, University of Kentucky, Lexington

Presenter(s): *Linda Gassaway*, University of Kentucky, Lexington; *Mark Butler*, University of Kentucky, Lexington

1:30 PM-2:30 PM 201A | Session: 613

TEACHING STUDENTS WITH ID TO USE A SELF-
QUESTIONING STRATEGY TO COMPREHEND SOCIAL
STUDIES TEXT

Topic Area: Developmental Disabilities

Secondary Topic: Research

Format: Lecture

This session shares the results of a study in which a modified system of least intrusive prompting was used to teach elementary school students with moderate intellectual disabilities (ID) to comprehend social studies text. Findings will be discussed. (2031)

Leader(s): *Leah Wood*, University of North Carolina, Charlotte

Presenter(s): *Jenny Root*, University of North Carolina, Charlotte

1:30 PM-2:30 PM**113C | Session: 614**

UBIQUITOUS LEARNING TOOLS: UTILIZING COMMON
MEDIUMS TO TEACH ASSISTIVE TECHNOLOGY COURSES

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Demonstration

Learn best practices for teaching college level Assistive Technology courses to preservice teachers using common classroom tools and technology. Discussion includes an exploration of course syllabi, model assignments, samples of student work, and course evaluation data of effectiveness of teaching. (3146)

Leader(s): *Stephanie Smith Budhai*, Neumann University, Aston, PA

1:30 PM-2:30 PM**107B | Session: 615**

USING CHILDREN'S LITERATURE TO TEACH CCSS
MATHEMATICS TO STUDENTS WITH MODERATE/SEVERE
DISABILITIES

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Developmental Disabilities

Format: Demonstration

Students learn mathematics when concepts are embedded in meaningful contexts. This session will teach participants to use children's literature as a contextual springboard to meaningful mathematics lessons based on CCSS for students with moderate and severe disabilities. (2602)

Leader(s): *Ginevra Courtade*, University of Louisville, KY

Presenter(s): *Amy Lingo*, University of Louisville, KY; *Todd Whitney*, University of Memphis, TN

1:30 PM-2:30 PM**204C | Session: 616**

USING SELF-MODELING NARRATIVES TO SHAPE THE
BEHAVIOR OF STUDENTS WITH DISABILITIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Students often learn by imitating the social interactions of others, while others require a comprehensive intervention in order to act in appropriate ways. This session discusses a study that combined self-modeling and bibliotherapy as a behavioral intervention for students. (1887)

Leader(s): *Julie Jones*, Converse College, Spartanburg, SC

Presenter(s): *Holly Pae*, University of South Carolina Upstate, Spartanburg; *Susan Whitaker*, University of South Carolina Upstate/Walden University, Spartanburg

FRIDAY

1:30 PM-2:30 PM Marriott Franklin Hall 13 | Session: 617

STRAND L, SESSION 2: ED DISCIPLINE GUIDANCE AND SCHOOL CLIMATE INITIATIVES: OVERVIEW AND IMPLICATIONS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Panel

Learn about a School Discipline Guidance Package for creating positive school climates—essential for academic success and closing achievement gaps. Presenters provide an overview of the Discipline Guidance and discuss implications and information on behavior, discipline, and school climate.

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

Presenter(s): *Michael Yudin*, Invited, Office of Special Education and Rehabilitative Services (OSERS) Washington, DC; *Larry Wexler*, Office of Special Education Programs, U.S. Department of Education, Washington, DC

1:30 PM-2:30 PM 102B | Session: 618

EXHIBITOR SHOWCASE SESSION: SPELLING BY THE NUMBERS: TEACH SMARTER, NOT HARDER

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

Support the CCSS and maximize spelling proficiency by presenting spelling instruction based on what the research says about words with regular spelling patterns, high frequency words, and frequently misspelled words—the foundation for Read Naturally’s research-based Signs for Sounds program.

Leader(s): *Elaine Balum*, Read Naturally, Inc., St. Paul, MN

1:30 PM-2:30 PM 105B | Session: 619

USING TECHNOLOGY TO MAKE DATA-BASED DECISION FOR STUDENTS WITH ACADEMIC AND BEHAVIOR PROBLEMS

Topic Area: Technology and Media

Secondary Topic: Assessment

Format: Lecture

Schools have been described as “data rich, but information poor,” mostly because data and data systems have been viewed as inaccessible to schools. Learn how to improve data collection and instructional decisions, particularly for struggling students, by leveraging current technology. (1751)

Leader(s): *Allison Bruhn*, University of Iowa, Iowa City

Presenter(s): *Shanna Hirsch*, University of Virginia, Charlottesville

1:30 PM-2:30 PM 203B | Session: 620

WHAT CAN WE LEARN FROM ITALY’S 36 YEARS OF WIDE-RANGE INCLUSION?

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: International Programs/Services

Format: Panel

Italian and American presenters will discuss inclusive education in Italy with emphasis on policy, collaborative practices and effects on children and teachers. Participants will be able to identify and use implications for refining their inclusive practices. (3254)

Leader(s): *Lynne Cook*, California State University, Dominguez Hills

Presenter(s): *Lea Ferrari*, University of Padova, Italy; *Laura Nota*, University of Padova, Italy; *Salvatore Soresi*, University of Padova, Italy

PHILADELPHIA

1:30 PM-2:15 PM Poster 10, Room 108 | Session: 622

BRAIN-BASED FRAMEWORK FOR APPLICATION OF METACOGNITIVE STRATEGIES TO PROMOTE READING

Topic Area: Instructional Design and Strategies

Secondary Topic: Teacher Education

Format: Poster Session

Explore foundations of metacognitive training to promote understanding of the justification, scope, and application of this intervention for promoting reading comprehension across the Common Core. Learn why this strategy is effective for students with disabilities and CLD students. (3174)

Leader(s): *Donna Just*, Orange County Public Schools, Orlando, FL; *Darleen Wodzinski*, The Orchard Human Services, Inc., Douglasville, GA

1:30 PM-2:15 PM Poster 09, Room 108 | Session: 623

DIGITAL LITERACY FOR STUDENTS WITH ID IN A UNIVERSITY POSTSECONDARY EDUCATION PROGRAM

Topic Area: Technology and Media

Secondary Topic: Career Development/Transition

Format: Poster Session

Learn about a course called “Digital Literacy,” a university-based postsecondary education program for students with ID. This course prepares students with ID to use cloud-based resources, mobile devices, and other technology as empowerment tools for lifelong learning and independence. (3023)

Leader(s): *Don McMahon*, University of Tennessee, Knoxville

Presenter(s): *David Cihak*, University of Tennessee, Knoxville

1:30 PM-2:15 PM Poster 18, Room 108 | Session: 624

EDUCATIONAL DIAGNOSTICIANS’ KNOWLEDGE OF READING ASSESSMENTS

Topic Area: Assessment

Secondary Topic: Learning Disabilities

Format: Poster Session

In this session, educational diagnosticians will share their knowledge of reading assessment for students who are struggling to read. They will also detail best practices of conducting an in-depth reading assessment. (1079)

Leader(s): *Jessica Rueter*, University of Texas, Tyler

Presenter(s): *Frank Dykes*, University of Texas, Tyler

1:30 PM-2:15 PM Poster 21, Room 108 | Session: 625

EFFECTS OF VIDEO PROMPTING TECHNIQUES ON TEACHING DAILY LIVING SKILLS TO CHILDREN WITH ASD

Topic Area: Autism Spectrum Disorder

Secondary Topic: Technology and Media

Format: Poster Session

Learn how to use video prompting techniques to teach functional and daily living skills to individuals with ASD. Results of a study showed that video prompting was effective for teaching a wide array of target skills and that students were able to generalize and maintain the acquired skills. (3009)

Leader(s): *Sarah Domire*, Penn State University, State College

1:30 PM-2:15 PM **Poster 11, Room 108** | **Session: 626**

EXAMINING A DECODING STRATEGY FOR 8TH GRADE STUDENTS IN U.S. HISTORY

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Poster Session

The presenters taught struggling 8th-grade readers a strategy to read multisyllabic words from their U.S. History content. They then assessed performance using a researcher-developed word list, and differentiated pre-and postinstruction scores by disability and language status. Results are shared. (1592)

Leader(s): *Christy Liao*, University of California, Riverside

Presenter(s): *Sarana Roberts*, University of California, Riverside

1:30 PM-2:15 PM **Poster 07, Room 108** | **Session: 627**

GENERAL AND SPECIAL EDUCATORS' KNOWLEDGE AND BELIEFS ABOUT DYSLEXIA AND READING DISABILITIES

Topic Area: Teacher Education

Secondary Topic: Learning Disabilities

Format: Poster Session

Preservice and inservice educators were surveyed to examine and compare their knowledge base of reading-related concepts associated with instruction for older striving readers. Learn the results from the questionnaire that examined educators' understandings about dyslexia and reading disability. (1511)

Leader(s): *Erin Washburn*, Binghamton University, NY

Presenter(s): *Candace Mulcahy*, Binghamton University, NY; *Gail Musante*, Binghamton University, NY

1:30 PM-2:15 PM **Poster 22, Room 108** | **Session: 628**

GENERAL EDUCATOR UNDERSTANDING OF CHALLENGING BEHAVIOR

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

Presenters share strategies to assist general educators in managing challenging behavior. Learn about behavioral coaching and reflective tools that can be used by special educators to enable teachers and students to be more successful in the general education setting. (3206)

Leader(s): *Anne Butler*, University of Illinois, Urbana-Champaign

Presenter(s): *Lisa Monda-Amaya*, University of Illinois, Urbana-Champaign

1:30 PM-2:15 PM **Poster 06, Room 108** | **Session: 629**

GROW YOUR OWN: TEACHER PREPARATION PROGRAMS SERVING CLD ENGLISH LEARNER EXCEPTIONAL STUDENTS

Topic Area: Teacher Education

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Learn about successful teacher preparation to serve CLD English learner exceptional students through "Grow Your Own" ESL/special education bachelor's and master's degree programs. These programs prepare culturally and linguistically competent educators with a focus on science, math, and technology. (3196)

Leader(s): *Patricia Peterson*, Northern Arizona University, Flagstaff

Presenter(s): *Stephen Showalter*, Northern Arizona University, Flagstaff; *Maureen Hengl*, Northern Arizona University, Flagstaff

1:30 PM-2:15 PM **Poster 16, Room 108** | **Session: 630**

LATINO FAMILY INVOLVEMENT IN CULTURALLY RESPONSIVE SOCIAL SKILL INSTRUCTION

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Learn strategies at 3 levels to build culturally responsive family-school collaboration and to empower Latino families in promoting social competence of their children with and without disabilities. (2830)

Leader(s): *Ya-yu Lo*, University of North Carolina, Charlotte

Presenter(s): *Vivian Correa*, University of North Carolina, Charlotte; *Adrienne Anderson*, University of North Carolina, Charlotte; *Katie Swart*, University of North Carolina, Charlotte

1:30 PM-2:15 PM **Poster 03, Room 108** | **Session: 631**

MANAGING BEHAVIOR OF STUDENTS WITH VISUAL IMPAIRMENT: DO TEACHERS HAVE WHAT THEY NEED?

Topic Area: Visual Impairments

Secondary Topic: Teacher Education

Format: Poster Session

Teachers of students with visual impairment (TVIs), like other teachers, often struggle with managing challenging student behavior. Learn about managing behavior of students with VI, and the rationale and results of our study of TVI's training, experience, and needs in behavior and classroom management. (1279)

Leader(s): *Andrea Capizzi*, Vanderbilt University, Nashville, TN

FRIDAY

1:30 PM-2:15 PM **Poster 01, Room 108** | **Session: 632**

MATHEMATICS INTERVENTIONS FOR MINORITY STUDENTS INCLUDING ENGLISH LANGUAGE LEARNERS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Learn the findings from a recent synthesis on mathematics interventions effective for teaching CLD learners with or at risk for mathematics disabilities. The results will be shared and discussed in terms of effective mathematics interventions by CLD sub-groups. (3042)

Leader(s): *Sun A Kim*, Queens College, NY

1:30 PM-2:15 PM **Poster 17, Room 108** | **Session: 633**

MONITORING IMPLEMENTATION OF READ-ALOUD ACCOMMODATIONS FOR ENGLISH LANGUAGE ARTS ASSESSMENTS

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Public Policy

Format: Poster Session

The use of read aloud accommodations for ELA assessments may have benefits to certain students with disabilities. This session will synthesize existing research studies and policy documents to provide information on monitoring proper implementation of this accommodation. (1787)

Leader(s): *Tracy Wilkinson*, ACT, Inc., Iowa City, IA

1:30 PM-2:15 PM **Poster 23, Room 108** | **Session: 634**

PREPARING PARAEDUCATORS THROUGH A COLLABORATIVE SUPPORT PLAN

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Teacher Education

Format: Poster Session

Paraeducators traditionally receive little training before working with students with disabilities. This session focuses on a collaborative structure to enhance communication of training needs among teachers and paraeducators. (1348)

Leader(s): *Andrea Capizzi*, Vanderbilt University, Nashville, TN

Presenter(s): *Alexandra Da Fonte*, Vanderbilt University, Nashville, TN

1:30 PM-2:15 PM **Poster 12, Room 108** | **Session: 635**

PROJECT AIM: ALGEBRA-READINESS INTERVENTION MODULES FOR AT-RISK MIDDLE SCHOOL STUDENTS

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Poster Session

Learn about a design experiment study that examined the development and implementation of algebra-readiness lessons for teaching middle school students with mathematics difficulties. Presenters share the findings and implication for practice. (2731)

Leader(s): *Diane Bryant*, Meadows Center for Preventing Educational Risk, University of Texas, Austin

Presenter(s): *Kathleen Pfannenstiel*, University of Texas, Austin; *Brian Bryant*, University of Texas, Austin

1:30 PM-2:15 PM **Poster 15, Room 108** | **Session: 636**

PROJECT GEMS: RESULTS OF A STUDY IN PROBLEM-BASED LEARNING

Topic Area: Gifted and Talented

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Initially a Javits-funded grant, Project GEMS explored problem-based learning in math and science achievement across 3 treatment groups over 4 years. Results are shared including implications for science and math instruction as well as grouping. (1238)

Leader(s): *Tracy Inman*, Western Kentucky University, The Center for Gifted Studies, Bowling Green

Presenter(s): *Julia Roberts*, Western Kentucky University, The Center for Gifted Studies, Bowling Green

1:30 PM-2:15 PM **Poster 04, Room 108** | **Session: 637**

RESPONSE TO INTERVENTION FOR ENGLISH LEARNERS: TEACHERS' VIEWS OF THE RTI PROCESS

Topic Area: English Language Learners

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Learn the results of a study which gathered information, via survey and interviews, about teachers' perceptions of the RTI process for ELs. Recommendations for implementing RTI for ELs and providing teachers with appropriate support and professional development are shared. (3119)

Leader(s): *Patricia Rice Doran*, Towson University, MD

1:30 PM-2:15 PM **Poster 13, Room 108** | **Session: 638**

TEACHER PERSPECTIVES ON PROJECT-BASED LEARNING WITH EXCEPTIONAL STUDENTS: SURVEY ANALYSIS RESULTS

Topic Area: Instructional Design and Strategies

Secondary Topic: Teacher Education

Format: Poster Session

Although project-based learning (PBL) is effective with exceptional and diverse students, there is a marked lack of clear understanding regarding the purpose of PBL overall. Presenters will focus on developing teacher understanding and instruction of PBL. (1442)

Leader(s): *Katrina Hovey*, University of North Texas, Denton

1:30 PM-2:15 PM **Poster 24, Room 108** | **Session: 639**

HIGH-TECH OR LOW-TECH? COMPARING SELF-MONITORING SYSTEMS TO INCREASE TASK INDEPENDENCE FOR STUDENTS WITH AUTISM

Topic Area: Developmental Disabilities

Secondary Topic: Technology and Media

Format: Poster Session

Researchers used paper/pencil and technology to promote self-monitoring skills for secondary students with ID as they performed a functional living skill. Findings will be discussed. (1774)

Leader(s): *Nancy Meyer*, Purdue University, West Lafayette, IN

Presenter(s): *Melissa Savage*, Purdue University, West Lafayette, IN

1:30 PM-2:15 PM **Poster 2, Room 108** | **Session: 640****THE WHAT WORKS CLEARINGHOUSE AND SINGLE-CASE RESEARCH: WHERE ARE WE NOW?****Topic Area:** Research**Secondary Topic:** Public Policy**Format:** Poster Session

Treatment effectiveness in single-case research is an ongoing concern. The WWC published Single-Case Design Technical Documentation in 2010 that includes guidance for reporting treatment effectiveness. Presenters review SCD studies published since the SCDTD and discuss intervention effectiveness. (1124)

Leader(s): *Brooke Blanks*, Radford University, VA**2:45 PM-4:45 PM** **Marriott Franklin Hall 2** | **Session: 642****PROGRAM CHAIR FEATURED SESSION: MINDFUL PRACTICES FOR EXCEPTIONAL CHILDREN****Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Instructional Design and Strategies**Format:** Demonstration

This highly interactive session trains you how to use yoga, meditation, and relaxation to empower the exceptional child to mindfully deal with anxiety, frustration, and fatigue. Learn strategies that you can implement early in a child's life to assure healthy physical and social-emotional development.

Leader(s): *Carla Tantillo*, Mindful Practices, Oak Park, IL**2:45 PM-4:45 PM** **114 - Lecture Hall** | **Session: 643****PROGRAM CHAIR FEATURED SESSION: RTI FOR BEHAVIOR: CREATING A FULL CONTINUUM OF PREVENTION AND INTERVENTION****Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Demonstration

Learn about a comprehensive, positive approach to schoolwide behavioral expectations, classroom management structures, and individual student interventions that effectively address all student needs. Information on implementing these strategies at all levels will be shared.

Leader(s): *Randall Sprick*, Safe & Civil Schools, Eugene, OR**2:45 PM-3:45 PM** **203A** | **Session: 644****ARE YOU READY FOR PARCC? ASSESSMENTS AND ACCOMMODATIONS FOR STUDENTS WITH PHYSICAL, HEALTH AND MULTIPLE DISABILITIES****Topic Area:** Physical/Health/Multiple Disabilities**Secondary Topic:** Assessment**Format:** Panel

Panel discussion of PARCC assessments for students with physical, health and medical disabilities. Hear from school leaders, teachers and test coordinators about details of PARCC tests, accommodations, and administration.

Leader(s): *Patrice Kuntzler*, Henry Viscardi School, Albertson, NY**Presenter(s):** *Nancy Beardsley*, Henry Viscardi School, Albertson, NY; *Leah Thibodeau*, Cotting School, Lexington, MA**2:45 PM-3:45 PM****202A** | **Session: 645****HOW MUCH IS ENOUGH? EVALUATING R-CBM GROWTH RATES FOR ADOLESCENT STRUGGLING READERS****Topic Area:** Assessment**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

Presenters describe an innovative method for examining reading progress monitoring data to determine if students are making sufficient growth in response to instruction and intervention. Learn how to compare actual with projected growth rates that account for students' current level of performance. (1051)

Leader(s): *Nathan Stevenson*, Michigan State University, East Lansing**2:45 PM-3:45 PM****105B** | **Session: 646****IMPROVING STUDENT ATTENTION: AN NIH STUDY ON INTERVENTIONS FOR ELEMENTARY STUDENTS WITH ADHD****Topic Area:** Technology and Media**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Demonstration

Learn about an afterschool cognitive training program that blends computer games, physical exercises, and behavioral management techniques to improve the brain's ability to sustain attention. Examine data illustrating improvements for students across multiple measures of cognitive abilities. (2572)

Leader(s): *Bruce Wexler*, Yale University, New Haven, CT**2:45 PM-3:45 PM****204B** | **Session: 647****INCREASING READING COMPREHENSION OF STUDENTS WITH MODERATE TO SEVERE DISABILITIES****Topic Area:** Instructional Design and Strategies**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Lecture

Learn strategies to enhance the ability of students with moderate to severe disabilities at the secondary level to comprehend expository and narrative text beyond the literal level. These strategies assist students required to read complex text and meet Standard 10 of the ELA Common Core. (1924)

Leader(s): *Suzanne Shellady*, Central Michigan University, Mt. Pleasant**Presenter(s):** *Leonie Rose*, Central Michigan University, Mt. Pleasant

FRIDAY

2:45 PM-3:45 PM

109B | Session: 648

INFUSING SPECIAL EDUCATION CONTENT INTO AN
EARLY CHILDHOOD ASSOCIATE DEGREE PROGRAM**Topic Area:** Early Childhood**Secondary Topic:** Teacher Education**Format:** Lecture

Community college students report that they are not adequately prepared to serve children with disabilities inclusive settings. This session describes and evaluates a university and a community college partnership to infuse special education content into an early childhood associate degree program. (2969)

Leader(s): *Katie Swart*, University of North Carolina, Charlotte**Presenter(s):** *Vivian Correa*, University of North Carolina, Charlotte

2:45 PM-3:45 PM

113A | Session: 649

INVESTING IN TRANSITION SYSTEMS CHANGE: CAPACITY
BUILDING THROUGH PERSONNEL DEVELOPMENT**Topic Area:** Teacher Education**Secondary Topic:** Career Development/Transition**Format:** Lecture

This session will discuss and evaluate an interdisciplinary transition specialist curriculum. Learn about the perceived competencies and implementation of evidence-based practices that show promise in enhancing the postschool outcomes of students with disabilities. (2662)

Leader(s): *Rachel McMahan Queen*, Kent State University, OH**Presenter(s):** *Robert Flexer*, Kent State University, OH; *Carol Sparber*, Kent State University, OH

2:45 PM-3:45 PM

201A | Session: 650

OVERVIEW OF THE NATIONAL CENTER FOR SPECIAL
EDUCATION RESEARCH (NCSEER)**Topic Area:** Research**Secondary Topic:** Public Policy**Format:** Lecture

Joan McLaughlin, Commissioner, National Center for Special Education Research (NCSEER), Institute of Education Science (IES), U.S. Department of Education, provides an overview of NCSEER's mission, goals, and funding patterns. She will review the Center's accomplishments and provide thoughts on future directions for research. NCSEER sponsors researches 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): *Kim Hymes*, Council for Exceptional Children, Arlington, VA**Presenter(s):** *Joan McLaughlin*, U.S. Department of Education, Washington, DC

2:45 PM-3:45 PM

103C | Session: 651

POSITIVE BEHAVIORAL SUPPORTS IN TRANSITION
PLANNING FOR STUDENTS WITH SEVERE DISABILITIES**Topic Area:** Career Development/Transition**Secondary Topic:** Developmental Disabilities**Format:** Demonstration

Presenters will define and address how PBS along with transition planning can help students with severe disabilities at school, home, and community settings. Attendees will learn how to utilize and implement PBS in transition plans with their own students. (3150)

Leader(s): *Lori Metcalf*, University of Oklahoma, Norman**Presenter(s):** *Jennifer Burnes*, University of Oklahoma, Norman

2:45 PM-3:45 PM

111B | Session: 652

POSTSECONDARY STUDENTS WITH ID USING
NATURALISTIC SELF-MONITORING INTERVENTION
PROTOCOL**Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Research**Format:** Lecture

Hear the results of a study that evaluated a naturalistic self-monitoring intervention designed to increase participants' with ID ability to develop, implement, monitor, and evaluate their own interventions. Also learn about innovative collaborative practices you can use in your own classroom. (1404)

Leader(s): *Diane Clouse*, University of Cincinnati, OH**Presenter(s):** *Heidi Brett Mendez*, University of Cincinnati, OH

2:45 PM-3:45 PM

Marriott Franklin Hall 7 | Session: 653

PROGRAM CHAIR FEATURED SESSION: MULTI-TIERED
SUPPORT SYSTEMS IN TRANSITION PLANNING TO
PROMOTE COLLEGE AND CAREER READINESS**Topic Area:** Career Development/Transition**Secondary Topic:** Administration/Supervision**Format:** Lecture

Presenters offer a model of tiered interventions and supports in the context of preparing students for college and career success. This model reflects the philosophy of tiered interventions implemented for all students with increasing intensity, frequency, or supports for students with greater needs.

Leader(s): *Joseph Madaus*, University of Connecticut, Storrs**Presenter(s):** *Mary Morningstar*, University of Kansas, Lawrence; *David Test*, University of North Carolina, Charlotte

2:45 PM-3:45 PM Marriott Franklin Hall 13 Session: 654

STRAND L, SESSION 3: INCREASING OUR IMPACT: EFFECTIVE PRACTICES IN PERSONNEL PREPARATION AND PROFESSIONAL DEVELOPMENT

Topic Area: Teacher Education

Secondary Topic: Professional Advancement

Format: Panel

Effective preservice preparation and PD ensure that educators have the skills needed in today's schools. Discussion includes integrating effective practices to advance the field, increasing the impact of personnel preparation and PD programs, and improving results for children with disabilities.

Leader(s): *Katherine Mitchem*, California University of Pennsylvania, California, PA; *Kalie Kossar*, California University of Pennsylvania, California, PA

Presenter(s): *Frances Ihle*, The College of Saint Rose, Albany, NY; *Edward Pieper*, The College of Saint Rose, Albany, NY; *Leslie Soodak*, Pace University, Pleasantville, NY; *Roberta Wiener*, Pace University, Pleasantville, NY

2:45 PM-3:45 PM Marriott Franklin Hall 12 Session: 655

PROGRAM CHAIR FEATURED SESSION: STRATEGIES FOR PROVIDING EFFECTIVE PROFESSIONAL DEVELOPMENT IN VOCABULARY: FINDINGS FROM TWO STUDIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Teacher Education

Format: Lecture

Learn about a professional development program using Teacher Study Groups to improve vocabulary instruction in elementary grades. Findings from 2 controlled trials examining the effectiveness of the program and the conditions under which the program appears to be more effective will be discussed.

Leader(s): *Madhavi Jayanthi*, Instructional Research Group, Los Alamitos, CA

Presenter(s): *Joseph Dimino*, Instructional Research Group, Los Alamitos, CA; *Russell Gersten*, Instructional Research Group, Los Alamitos, CA

2:45 PM-3:45 PM 112A Session: 656

RTI IN THE MIDDLE GRADES: PROCEDURES, POLICIES, AND PURPOSES

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Public Policy

Format: Lecture

Little scholarly research has been conducted on process and perspectives of RTI in the middle grades. This synthesis evaluates RTI in the middle grades over the last decade, the impact of policy decisions, and the implementation and purposes of tiered systems of intervention at these grade levels. (1993)

Leader(s): *Sarah Katz*, University of Texas at Austin

2:45 PM-3:45 PM**104A Session: 657**

SELECTING AND IMPLEMENTING READING INTERVENTIONS FOR ADOLESCENT ENGLISH LEARNERS

Topic Area: English Language Learners

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Selecting and implementing reading interventions for adolescent ELLs with reading difficulties and disabilities can be a daunting task for even the most experienced educator. This session provides a framework for using current research to select and implement effective reading interventions. (1894)

Leader(s): *Sally Huddle*, University of Iowa, Iowa City

Presenter(s): *Sarah Watt*, Miami University, OH

2:45 PM-3:45 PM**103B Session: 658**

SENSORY ISSUES: WHAT THEY LOOK LIKE, AVOIDING THEM, AND WORKING THROUGH ONES THAT OCCUR

Topic Area: Autism Spectrum Disorder

Secondary Topic: Developmental Disabilities

Format: Lecture

Learn how susceptible individuals and those close to them can avoid and/or minimize the effect of sensory overload through easy to implement solutions, thereby enabling those with sensory issues to lead fulfilling and productive lives. (3144)

Leader(s): *Stephen Shore*, Adelphi University, Garden City, NY

2:45 PM-3:45 PM**113B Session: 659**

SOCIAL NARRATIVES: AN APP FOR THAT

Topic Area: Autism Spectrum Disorder

Secondary Topic: Technology and Media

Format: Demonstration

This interactive session will provide you with many resources to create social narratives. In addition, you will leave with the tools to locate and use multimedia resources to create social narratives in your own classroom. (1140)

Leader(s): *Lisa Wright*, Kaplan University, FL

Presenter(s): *Dena AuCoin*, Kaplan University, Cedar, MI

2:45 PM-3:45 PM**107B Session: 660**

SOCIAL SKILLS DEVELOPMENT + VIRTUAL REALITY = POSITIVE OUTCOMES AND GENERALIZATION

Topic Area: Autism Spectrum Disorder

Secondary Topic: Technology and Media

Format: Lecture

Learn how virtual reality can play a role in social skill development for students with ASD, how a universally designed virtual environment can enhance application to generalization of the skill beyond the school environment, and the next steps in the virtual reality tool. (2898)

Leader(s): *Sean Smith*, University of Kansas, Lawrence

FRIDAY

2:45 PM-3:45 PM

201B | Session: 661

SPECIAL EDUCATION LEADERS ARE CRITICAL - WE NEED TO KEEP THEM!

Topic Area: Administration/Supervision**Secondary Topic:** Strategies for Entry to the Special Education Career**Format:** Lecture

Learn how the successful strategies utilized in the Pennsylvania Fellowship Program helps build the knowledge and skills of veteran and novice special education leaders who provide special education services and supports to ensure success for all students with IEPs. (1896)

Leader(s): Judy Ball, PaTTAN, King of Prussia, PA**Presenter(s):** Ann Hinkson-Herrmann, PaTTAN, Pittsburgh, PA

2:45 PM-3:45 PM

106AB | Session: 662

SPECIAL EDUCATION POLICY BORROWING: THE EXAMPLE OF INCLUSION IN THE GULF STATES

Topic Area: International Programs/Services**Secondary Topic:** Research**Format:** Lecture

Can policies in special education be borrowed and applied across very different national contexts? This session uses an analytical framework about policy borrowing to examine the efforts of the Arab states in the Gulf region of the Middle East to use inclusion to guide special education practices. (2749)

Leader(s): Maha Al-Hendawi, Qatar University, Doha, Qatar**Presenter(s):** Clayton Keller, Qatar University, Doha, Qatar

2:45 PM-3:45 PM

113C | Session: 663

STATEWIDE COLLABORATION THROUGH INNOVATIVE DISTANCE EDUCATION

Topic Area: Teacher Education**Secondary Topic:** Technology and Media**Format:** Demonstration

Learn about a teacher education program that delivers instruction through multipoint, real-time, interactive distance education via videoconferencing. The program's history and strategies for providing engaging learning opportunities and strong collaboration across distant settings are discussed. (1876)

Leader(s): Marci Jerome, George Mason University, Fairfax, VA**Presenter(s):** Michael Behrmann, George Mason University, Fairfax, VA; Lauren Bonnet, University of Virginia, Charlottesville; Cornelia Izen, George Mason University, Fairfax, VA

2:45 PM-3:45 PM

Marriott Franklin Hall 5/6 | Session: 664

STRAND J, SESSION 5: CHECK & CONNECT: AN EVIDENCE-BASED STUDENT ENGAGEMENT INTERVENTION

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Assessment**Format:** Lecture

Check & Connect is an evidence-based structured mentoring intervention designed to promote student engagement and school completion for disengaged K-12 students in special and general education. Learn about the Check & Connect model, its evidence-base, and implementation.

Leader(s): Angie Pohl, Institute on Community Integration, University of Minnesota, Minneapolis

2:45 PM-3:45 PM

Marriott Franklin Hall 3/4 | Session: 665

STRAND K, SESSION 4: PREVALENCE RATES AND PREDICTORS OF BULLY VICTIMIZATION RISK: EFFECTS OF ANTI-BULLYING INTERVENTIONS

Topic Area: Research**Secondary Topic:** Public Policy**Format:** Lecture

Drawing from 2 national datasets, presenters examine the prevalence rates and predictors of victimization risk for students with disabilities. Implications for policies and practices related to the development of anti-bullying interventions for students with disabilities are discussed.

Leader(s): Jamilia Blake, Texas A&M University, College Station

2:45 PM-3:45 PM

Marriott Franklin Hall 1 | Session: 666

STRAND M, SESSION 4: WHEN STUDENTS DON'T UNDERSTAND THE WHY OF X: PROGRESS MONITORING IN ALGEBRA

Topic Area: Learning Disabilities**Secondary Topic:** Assessment**Format:** Lecture

Learn how measures for monitoring student progress in algebra are administered and scored, and about data on the measures' reliability, validity, and sensitivity to growth. A hypothetical case study illustrating the use of the measures in an RTI context is described.

Leader(s): Pamela Stecker, Clemson University, SC**Presenter(s):** Jeannette Olson, Iowa State University, Ames; Subhalakshmi Singamaneni, Iowa State University, Ames

2:45 PM-3:45 PM Marriott Franklin Hall 11 | Session: 667

STRAND N, SESSION 3: EXPLICIT READING INSTRUCTION FOR ADOLESCENT ELLS WITH INTELLECTUAL DISABILITY

Topic Area: English Language Learners

Secondary Topic: Instructional Design and Strategies

Format: Panel

ELLs are more likely than monolingual students to be identified with ID but less likely to receive appropriate literacy instruction. Hear about an intervention delivered to adolescent ELLs with ID. Results suggest that they can still profit from explicit instruction in foundational reading skills.

Leader(s): *Deborah Reed*, Florida Center for Reading Research, Tallahassee

2:45 PM-3:45 PM Marriott Franklin Hall 9/10 | Session: 668

STRAND O, SESSION 3: CONTINUE THE UDL WALK: CASES OF UDL IMPLEMENTATION IN THE POSTSECONDARY ENVIRONMENT

Topic Area: Teacher Education

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Postsecondary representatives from community and 4-year colleges/universities will share how they have restructured course offerings, enhanced program development and developed web design/supports to be in alignment with the 2008 Higher Education Opportunity Act.

Leader(s): *David Rose*, CAST, Wakefield, MA

Presenter(s): *Elizabeth Hartmann*, Lasell College, Newton, MA; *Yvel Crevecoeur*, The City College of New York, NY; *Richard Jackson*, Boston College, Chestnut Hill, MA; *Joanne Karger*, CAST, Wakefield, MA; *Frances Smith*, George Washington University, Washington, D.C.; *Brett Christie*, California State University System, Rohnert Park

2:45 PM - 3:45 PM**110AB | Session: 669**

Multiple Presentation

APPLYING ETHICAL STANDARDS FOR SPECIAL EDUCATION TEACHERS

Moderator

Christopher Cormier, University of Illinois, Urbana-Champaign

Topic Area: Strategies for Entry to the Special Education Career
Got Ethics? Applying Ethical Standards to Special Education Teacher Dilemmas

All professionals' activities are subject to ethical guidance and practices of profession principles that reflect high standards and ethical dispositions. Session participants will review and apply relevant Ethical Standards from CEC Special Education Professional Ethical Principles to every day classroom dilemmas, with guidance from Special Education and Legal professionals.

Leader(s): *Constance Lyttle*, Drexel University

Presenter(s): *Barbara Wert*, Bloomsburg University, PA

Right Is Right and So Is Wrong? Ethics for New Special Education Teachers

New teachers face challenges with balancing what they learn in preservice programs about special education law and what truly occurs in practice. This session will help teachers explore and resolve ethical dilemmas that occur in practice, particularly ethical considerations for the IEP process.

Leader(s): *Christopher Cormier*, University of Illinois, Urbana-Champaign

2:45 PM-3:45 PM Marriott Franklin Hall 8 | Session: 670

STRAND P, SESSION 3: CRITICAL ISSUES IN STUDYING GROWTH ON STATE TESTS FOR STUDENTS WITH DISABILITIES

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Assessment

Format: Panel

This presentation focuses on areas critical to understanding achievement growth for students with disabilities on state tests. Specifically, we discuss (a) growth by disability; (b) disability classification changes in interpreting growth; and (c) opportunity to learn and growth on curriculum based measures as predictors conditioned by disability status.

Leader(s): *Gerald Tindal*, University of Oregon, Eugene

Presenter(s): *Ann Schulte*, Arizona State University, Tempe; *Stephen Elliott*, Arizona State University, Tempe

2:45 PM-3:45 PM**204A | Session: 671**

STRATEGIES TO IDENTIFY AND SERVE GIRLS WITH EMOTIONAL AND BEHAVIORAL DISABILITIES

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Girls with emotional and behavioral disabilities (EBD) engender negative perceptions and are underidentified and underserved in special education. This session will examine issues of identification, staff/girl relationships, and gender-responsive programming. (1917)

Leader(s): *Elisabeth Rice*, George Washington University, Washington, DC

Presenter(s): *Amy Srsic*, University of Pittsburgh, PA

FRIDAY

2:45 PM-3:45 PM

202B | Session: 672

THE IMPACT ON NEUROSCIENTIFIC RESEARCH ON THE TEACHING OF STUDENTS WITH TBI: LESSONS LEARNED

Topic Area: Physical/Health/Multiple Disabilities**Secondary Topic:** Teacher Education**Format:** Panel

As a result of TBI, individuals experience a myriad of challenges which include many cognitive deficits. Presenters discuss how cognitive neuroscience can influence the way in which students with TBI think and learn and share strategies that teachers can implement in their classroom. (1817)

Leader(s): *Darlene Fewster*, Towson University, MD

2:45 PM-3:45 PM

201C | Session: 673

UNIVERSAL SCREENING FOR BEHAVIOR: COLLABORATION BETWEEN PA AND RESEARCHERS AND DISTRICT IMPLEMENTERS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Administration/Supervision**Format:** Demonstration

Pennsylvania partnered with university researchers to pilot behavioral screening in districts. Results from the research coupled with strategies from district implementers on how to complete universal screenings and interventions will be provided. (3043)

Leader(s): *Tina Lawson*, PaTTAN, King of Prussia, PA

Presenter(s): *Kathleen Lynne Lane*, University of Kansas, Lawrence; *Wendy Oakes*, Arizona State University, Tempe; *Diane Funsten*, PaTTAN, King of Prussia, PA

2:45 PM-3:45 PM

203B | Session: 674

USING MAPS TO PROMOTE PARTICIPATION AMONG FAMILIES FROM CLD BACKGROUNDS

Topic Area: Parent/Family/School Partnerships**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Lecture

Parent involvement has been identified as key to student success. Learn about a strategy known as MAPS, adapted for use with CLD students and families within IEP and transition planning processes. Learn about the key features and consider applications and implications for your own practice. (3084)

Leader(s): *Katharine Shepherd*, University of Vermont, Burlington**Presenter(s):** *Colby Kervick*, University of Vermont, Burlington

2:45 PM-3:45 PM

103A | Session: 675

USING MOBILE TECHNOLOGY TO INCREASE ALGEBRA ACQUISITION IN MIDDLE SCHOOL STUDENTS WITH LD

Topic Area: Learning Disabilities**Secondary Topic:** Technology and Media**Format:** Demonstration

This session shows positive results from a study using the iPad Application Hands-On Equations Program for students with LD in mathematics. Presenters demonstrate how other readily available mobile technology Apps can be incorporated into teacher's Algebra lessons. (1145)

Leader(s): *Naomi Luna*, Desert Hills Elementary, El Paso, TX**Presenter(s):** *Robert Trussell*, University of Texas, El Paso

2:45 PM-3:45 PM

104B | Session: 676

WHAT DO YOU KNOW ABOUT THE ASIAN AMERICAN FAMILY? A NARRATIVE STUDY

Topic Area: Cultural and/or Linguistic Diversity**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

This session will focus on 5 Asian American families' struggle when interacting with Caucasian teachers. Learn about the reasons for these struggles, strategies for conflict resolution, and how to develop a reliable relationship with Asian American families. (1062)

Leader(s): *Yanhui Pang*, Bloomsburg University of Pennsylvania

2:45 PM-3:45 PM

204C | Session: 677

WHAT TO DO WHEN NO EVIDENCE-BASED PRACTICES MEET YOUR NEEDS

Topic Area: Instructional Design and Strategies**Secondary Topic:** Teacher Education**Format:** Panel

What do you do when you can't find evidence-base practices that align with stakeholder values and practical needs? Presenters will discuss how special educators can rely on the best available evidence to inform their instructional decision-making in the absence of relevant evidence-based practices. (2096)

Leader(s): *Bryan Cook*, University of Hawaii, Honolulu

Presenter(s): *Jason Travers*, University of Massachusetts, Amherst; *Debra Cote*, California State University, Fullerton; *Michel Miller*, Drexel University, Philadelphia, PA

2:45 PM-3:45 PM**102B | Session: 678**

EXHIBITOR SHOWCASE SESSION: WEIGHTED BLANKETS AND MORE - THE LATEST RESEARCH AND APPLICATION FOR WEIGHTED AND COMPRESSIONS PRODUCTS

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

Join us to learn the benefits of weighted and compression products, clearing up common misunderstandings, learn why sleep, focus, and calm are foundational for new learning and social and emotional regulation. Learn about the fast and easy 'Read Bag of Strategies' technique to help therapists, parents, and caregivers with practical plans to help children and adults with sleep, focus and calm.

Leader(s): *Kristi Langslet*, Sommerfly, Cranston, RI

2:45 PM-3:45 PM**107A | Session: 679**

EXHIBITOR SHOWCASE SESSION: KP TEN-FRAME TILES: A POWERFUL TOOL FOR ALL LEARNERS!

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

Imagine a math manipulative in which students of all ability levels access base-10 concepts, learn related skills, and experience the achievement that deep understanding brings! Come to our session to play and work with KP Tiles, and then take home a sample to share with students and colleagues.

Leader(s): *Jean Tsuya*, KP Mathematics, Phoenix, AZ

2:45 PM-3:45 PM**111A | Session: 680**

EXHIBITOR SHOWCASE SESSION: MANAGING DIFFICULT BEHAVIOR

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

We will share techniques for managing children's behaviors and minimizing difficult behavior. Learn essential skills for leading positively, building healthy relationships, structuring difficult situations, acquiring coaching skills, and intervening actively and assertively when necessary.

Presenter(s): *Lisa Tazartes* and *Rachel Lissy*, Ramapo for Children, New York, NY

2:45 PM-3:45 PM**105A | Session: 681**

EXHIBITOR SHOWCASE SESSION: USING TECHNOLOGY TO AID TRANSITION

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

Learn about a practical solution for providing secondary students effective, evidence-based curriculum that teaches critical skills necessary for success in school and beyond. Also, see examples of effective strategies and research-based tools.

Leader(s): *Courtney Monastra*, Monarch Teaching Technologies, Creators of VizZle, Shaker Heights, OH; *Jesse Arick*, STAR Autism Support, Portland, OR

2:45 PM-3:45 PM**109A | Session: 682**

EXHIBITOR SHOWCASE SESSION: WEBWISE TUTORS

Topic Area: Autism Spectrum Disorder

Format: Exhibitor Showcase Session

WebWise Tutors specializes in online special education services. We provide services to students who have been diagnosed with Autism Spectrum Disorder and specific learning disabilities. In this session, we will explore how we meet the needs of these students using the latest virtual technology to help students reach their IEP goals.

Leader(s): *Maggie Garretson*, WebWise Tutors, Los Angeles, CA

2:45 PM - 3:45 PM**112B | Session: 683**

Multiple Presentation

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS IN MULTIPLE ENVIRONMENTS

Moderator

Festus Obiakor, Valdosta State University, GA

Topic Area: Cultural and/or Linguistic Diversity

Decreasing Disciplinary Inequities Through Schoolwide Positive Restorative Discipline

Learn how your school can merge schoolwide positive behavior interventions and supports (SWPBIS) and restorative discipline (RD) into a comprehensive approach to reduce inequitable discipline outcomes. Presenters will focus especially on suspensions and expulsions for students from culturally diverse backgrounds and with varying sexual orientations.

Leader(s): *Jeffrey Sprague*, University of Oregon, Eugene

Presenter(s): *Claudia Vincent*, University of Oregon, Eugene

Positive Behavior Intervention Support Use and Effectiveness at a Juvenile Detention Center

This session will focus on the utilization and effectiveness of PBIS for detained adolescents at a juvenile detention center. Common themes found among the interviewed adolescents, educational staff, and non-educational staff, in addition to researcher observations will be discussed in order for participants to understand PBIS components – specifically on modifications that can be made for juvenile detention centers.

Leader(s): *Brittany Herrington*, University of Southern Mississippi, Hattiesburg

Presenter(s): *John Bishop*, University of Southern Mississippi, Hattiesburg

The Prevalence and Perceptions of Students With Disabilities in the Justice System

We will share our research about the prevalence of individuals with disabilities in the Juvenile Justice System and the common themes from interviews with probation officers regarding barriers youth with disabilities face. In addition, we will describe the family, school, and recidivism characteristics of these students.

Leader(s): *Meghan Burke*, University of Illinois, Chicago

FRIDAY

2:45 PM - 4:45 PM

102A | Session: 684

Multiple Presentation

RESEARCH ON MATHEMATICS

Discussant

Paul Riccomini, Pennsylvania State University, University Park

Moderator

Zachary Johnson, Georgia State University, Atlanta

Topic Area: Research

Mathematical Word-Problem Solving Interventions for Students With or At-Risk for LD: A Meta-Analysis

This session describes the results of a meta-analysis that synthesized intervention research on teaching word problem-solving skills to elementary students with and at-risk for learning disabilities. In addition, the relation between treatment effectiveness and various study features (e.g., participant characteristics, instructional setting, word problem-solving tasks) will be discussed.

Leader(s): *Amy Lein*, University of Minnesota, Minneapolis

Presenter(s): *Asha Jitendra*, University of Minnesota, Minneapolis

Effect of Visual Chunking Intervention in Students With Geometry Difficulties

This session will demonstrate the Visual Chunking Intervention, an explicit instruction to teach children with geometry difficulties to recognize the geometric chunks as a higher order cognitive representation of items when solving advanced geometry problems. Presenters will share examples of geometry problems, student data, and intervention procedures.

Leader(s): *Dake Zhang*, Rutgers University, New Brunswick, NJ

Promoting Algebra Readiness: Iterative Development of a 6th-Grade Rational Number Curriculum

Learn about the iterative development of PAR, a print-based rational number intervention designed to promote algebra readiness for Grade 6 students at risk for mathematics disabilities. This session will be particularly useful for middle school general and special educators interested in implementing Tier 2 interventions in mathematics.

Leader(s): *Nancy Nelson*, University of Oregon, Eugene

Presenter(s): *Ben Clarke*, University of Oregon, Eugene; *Kathleen Jungjohann*, University of Oregon, Eugene; *Eva Kurtz-Nelson*, University of Oregon, Eugene

2:45 PM-3:30 PM

Poster 18, Room 108 | Session: 686

DYNAMIC ASSESSMENT TO PREDICT MATHEMATICS DEVELOPMENT: DO ELLS PERFORM DIFFERENTLY?

Topic Area: Assessment

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

This study examined the contribution of static and dynamic measures of learning potential for predicting calculations and word problems development for first graders with and without limited English-language proficiency. Results of the study will be shared and discussed. (2420)

Leader(s): *Pamela Seethaler*, Vanderbilt University, Nashville, TN

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

2:45 PM-3:30 PM

Poster 09, Room 108 | Session: 687

EFFECTIVENESS OF MULTIMEDIA TO SUPPORT EARLY LITERACY FOR AT RISK YOUNG CHILDREN

Topic Area: Technology and Media

Secondary Topic: Early Childhood

Format: Poster Session

Multimedia technologies are exciting tools for supporting early literacy development for young children. This synthesis examines the effectiveness of multimedia practice for supporting early literacy for young children from low SES families. (2765)

Leader(s): *Eva Horn*, University of Kansas, Lawrence

Presenter(s): *Hyunjoo Lee*, University of Kansas, Lawrence

2:45 PM-3:30 PM

Poster 11, Room 108 | Session: 688

EFFECTS OF CRA SEQUENCE OF INSTRUCTION ON SOLVING INVERSE OPERATIONS FOR SECONDARY STUDENTS WITH ID

Topic Area: Instructional Design and Strategies

Secondary Topic: Career Development/Transition

Format: Poster Session

A major shift in academic rigor has also led to changes in high-stakes assessment and graduation requirements for all students. Learn results from a research study on using a C-R-A sequence of instruction to teach solving inverse operations with high school students with a mild ID. (2152)

Leader(s): *Jennifer Cease-Cook*, National Secondary Transition Technical Assistance Center/UNC, Charlotte

2:45 PM-3:30 PM

Poster 20, Room 108 | Session: 689

GENERALIZING FAMILIAR LANGUAGE: DAILY ROUTINE LITERACY KITS FOR HOME-BASED THERAPY

Topic Area: Early Childhood

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

Learn how you can use literature as a means of expanding current language development practices that provide opportunities for parent-child interaction and application of language facilitation techniques for developing spoken language and early literacy skills. (2948)

Leader(s): *Tara Beckert*, Utah State University, Logan

Presenter(s): *Elizabeth Parker*, Utah State University, Logan

2:45 PM-3:30 PM Poster 07, Room 108 Session: 690**HOW DO WE PREPARE EARLY EDUCATORS TO USE EVIDENCE-BASED PRACTICE DECISION MAKING?****Topic Area:** Teacher Education**Secondary Topic:** Instructional Design and Strategies**Format:** Poster Session

Most educators have heard of evidence-based practice and indicate they only use such practices. Yet, do they understand it in the context of routine decisions made about instruction? A course activity designed to support educators' understanding of evidence-based decision making is shared. (2412)

Leader(s): *Eva Horn*, University of Kansas, Lawrence**2:45 PM-3:30 PM Poster 22, Room 108 Session: 691****INCREASING STUDENT PERFORMANCE ON HIGH-STAKES TESTING: A CO-TEACHING MODEL OF INCLUSION****Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Assessment**Format:** Poster Session

Want to increase your students' performance on high stakes testing? This study compared two models of inclusion: the support model and co-teaching model. Presenters will discuss the results and how you can implement a co-teaching model of inclusion in your school. (2650)

Leader(s): *Leah Nolen*, Henry County Public Schools, TN**Presenter(s):** *Crystal Whitlow*, University of Tennessee, Martin**2:45 PM-3:30 PM Poster 08, Room 108 Session: 692****PERCEPTIONS OF ELEMENTARY TEACHERS WHO EDUCATE LINGUISTICALLY DIVERSE STUDENTS****Topic Area:** Teacher Education**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Poster Session

This session shares the findings from a study that investigated elementary teachers' perceptions of linguistically diverse students. Elementary teachers from the same teacher preparation program responded to a case study dilemma about their perceptions of the LD students they educate. (2624)

Leader(s): *Renée Greenfield*, University of Hartford, West Hartford, CT**2:45 PM-3:30 PM Poster 16, Room 108 Session: 693****PICA: AN OVERVIEW OF THE RESEARCH****Topic Area:** Physical/Health/Multiple Disabilities**Secondary Topic:** Developmental Disabilities**Format:** Poster Session

Pica is an eating disorder typically defined as the persistent eating or mouthing of non-nutritive substances. This session will provide a definition of terms, information on the subgroups demonstrating pica, and research-based practices for its treatment. (1116)

Leader(s): *Barbara Gartin*, University of Arkansas, Fayetteville**Presenter(s):** *Nikki Murdick*, Saint Louis University, MO**2:45 PM-3:30 PM Poster 19, Room 108 Session: 694****POSITIVE BEHAVIOR SUPPORT IN KOREA: TEACHER PERCEPTION ON THEIR IMPLEMENTATION AND NEEDS****Topic Area:** International Programs/Services**Secondary Topic:** Teacher Education**Format:** Poster Session

Concerns-Based Adoption Model methods with open-ended questions were used to examine Korean teachers' perceptions of PBS and their concerns. Results indicated that respondents perceived that they needed more training and support to implement PBS. Implications for practice are discussed. (1563)

Leader(s): *Sangsu Baek*, Daegu University, South Korea**Presenter(s):** *Yoo Kujong*, Gangneung-Wonju National University, Jibyeon-dong, Republic of Korea**2:45 PM-3:30 PM Poster 23, Room 108 Session: 695****PROFESSIONAL LEARNING COMMUNITIES IN A SPECIAL EDUCATION SETTING: INITIATION TO SUSTAINED PRACTICE****Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Administration/Supervision**Format:** Poster Session

Learn about Professional Learning Communities, a model for creating a focus on learning and results, a collaborative culture, and a commitment to continuous improvement. A PLC is a journey—not a meeting that staff has each week. Come hear about our PLC journey. (1738)

Leader(s): *Cathrine Wesley*, Kennedy Krieger Institute, Baltimore, MD**Presenter(s):** *Claire Donehower*, Kennedy Krieger Institute, Baltimore, MD; *Sandi Jenkins*, Kennedy Krieger Institute, Baltimore, MD**2:45 PM-3:30 PM Poster 03, Room 108 Session: 696****PSYCHO-EDUCATIONAL ASSESSMENTS OF STUDENTS WHO ARE BILINGUAL WITH VISUAL IMPAIRMENTS****Topic Area:** Visual Impairments**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Poster Session

This study explored the knowledge that educational diagnosticians in Texas possess in regards to assessment of students who are bilingual with VI and their practices and procedures. The results of the survey will be shared. (3122)

Leader(s): *Olaya Landa-Vialard*, Illinois State University, Normal

FRIDAY

2:45 PM-3:30 PM Poster 05, Room 108 | Session: 697

REVIEW OF CUSTOMIZED EMPLOYMENT PROCESSES FOR YOUTH AND YOUNG ADULTS WITH SIGNIFICANT DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Teacher Education

Format: Poster Session

Customized employment processes involve different phases of exploration, discovery, experimentation, and foundation building to create a relationship with a job seeker and their support system. Learn how you can help your students during transition to use creative means in obtaining employment. (2719)

Leader(s): Mary Pearson, University of Central Arkansas, Conway

2:45 PM-3:30 PM Poster 21, Room 108 | Session: 698

SEXUALITY EDUCATION FOR STUDENTS WITH AUTISM AND DEVELOPMENTAL DISABILITIES IN TEACHER PREPARATION PROGRAMS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Teacher Education

Format: Poster Session

Sexuality education for students with autism is increasingly becoming an important topic for special education practitioners, but are you prepared for this discussion? This session explores that question. (2935)

Leader(s): Jason Travers, University of Massachusetts, Amherst

Presenter(s): Matt Tincani, Temple University, Philadelphia, PA; Amanda Boutot, Texas State University, Austin; Peggy Whitby, University of Arkansas, Fayetteville

2:45 PM-3:30 PM Poster 15, Room 108 | Session: 699

TEACHER EXPECTATIONS FOR TWICE-EXCEPTIONAL STUDENTS: A CASE STUDY APPROACH

Topic Area: Gifted and Talented

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

Presenters address twice-exceptional students: those with both high achievement potential as well as a disability that impacts learning. Case studies are highlighted to show that teacher beliefs about student ability influence the implementation of quality curriculum and instructional strategies. (1864)

Leader(s): Tracy Missett, Marshall University, Huntington, WV

Presenter(s): Marguerite Brunner, University of Virginia, Charlottesville; Kimberly Landrum, University of Louisville, KY

2:45 PM-3:30 PM Poster 04, Room 108 | Session: 700

TEACHER RATES OF PRAISE AND REPRIMAND FOR ACADEMIC AND BEHAVIOR PERFORMANCE

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

Learn the findings of a study that suggest that teachers treat behavior performance differently than academic performance. You are provided strategies to increase praise and decrease reprimands for behavior performance as well as the opportunity to tailor these strategies to your classroom. (1531)

Leader(s): Megan Wilson, University of Washington, Seattle

2:45 PM-3:30 PM Poster 13, Room 108 | Session: 701

TEACHING MULTIPLICATION WITH REGROUPING TO STUDENTS WITH DISABILITIES USING CRA AND SIM

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Poster Session

Examine research in which the CRA teaching sequence and SIM were used to teach multiplication with regrouping to students with specific learning disabilities. Presenters discuss the research design, demonstrate specific CRA-SIM intervention procedures, and share results related to student learning. (1547)

Leader(s): Margaret Flores, Auburn University, AL

Presenter(s): Vanessa Hinton, Auburn University, AL; Kelly Schweck, Auburn University, AL

2:45 PM-3:30 PM Poster 14, Room 108 | Session: 702

TEACHING SENTENCE-LEVEL WRITING SKILLS TO STUDENTS WITH WRITING DIFFICULTIES AND LD

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This study investigated the effects of intervention on sentence-level writing skills. Results suggest that writers struggling with sentence-level writing skills benefited from intervention, and effects transferred to more complex tasks. Implications for research and practice are presented. (1745)

Leader(s): Shawn Datchuk, University of Vermont, Burlington

Presenter(s): Richard Kubina, Pennsylvania State University, University Park

2:45 PM-3:30 PM Poster 02, Room 108 | Session: 703

TIER 2 INTERVENTIONS FOR YOUNG CHILDREN WITH BEHAVIORAL DISORDERS

Topic Area: Research**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Poster Session

We evaluated the effectiveness of social skills instruction on reducing off-task behavior in 5 children between the ages of 5 to 9. Teachers, students, and parents all perceived that the social skills instruction reduced the occurrence of off-task behavior in each student. (1225)

Leader(s): *Cean Colcord*, Arizona State University, Tempe

4:00 PM-5:00 PM 204A | Session: 705

A COMPARISON OF THREE OPPORTUNITIES TO RESPOND STRATEGIES ACROSS STUDENTS WITH EBD

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Instructional Design and Strategies**Format:** Demonstration

A single-subject alternating treatment design across 3 teacher-student dyads was used to investigate the comparative impact on student AET of 3 common OTR interventions. Presenters demonstrate the OTR intervention methods and share practical application for use in any content area/curriculum. (2076)

Leader(s): *Reesha Adamson*, Missouri State University, Springfield**Presenter(s):** *Tim Lewis*, University of Missouri, Columbia

4:00 PM-5:00 PM 111B | Session: 706

ART LESSONS FOR ALL: THE VSA TEACHER GUIDE

Topic Area: Arts in Special Education**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

The authors of The Kennedy Center's VSA visual arts teacher's guide present art lessons for all classrooms and based on the National Visual Arts Standards. Lessons provide explanations, adaptations, and step-by-step instructions to successfully engage all learners in the creation of meaningful art. (2118)

Leader(s): *Juliann Dorff*, Kent State University, OH**Presenter(s):** *Linda Hoeptner Poling*, Kent State University, OH; *Sonya Robbins-Hoffmann*, The Kennedy Center, Washington, DC

4:00 PM-5:00 PM

103C | Session: 707

BARRIERS TO IMPLEMENTING SECONDARY TRANSITION EVIDENCE-BASED PRACTICES

Topic Area: Career Development/Transition**Secondary Topic:** Research**Format:** Demonstration

Learn the results of a study reflecting data from 592 secondary transition service providers across 5 states to determine knowledge, use, and implementation of secondary transition evidence-based practices and predictors. Discussion includes implications for policy, practice, and ideas for program change. (1656)

Leader(s): *Valerie Mazzotti*, University of Oregon, Eugene**Presenter(s):** *Anthony Plotner*, University of South Carolina, Columbia

4:00 PM-5:00 PM

103A | Session: 708

CO-TEACHING EVALUATION: GUIDANCE AND PRACTICE FOR ADMINISTRATOR USE IN OBSERVATIONS

Topic Area: Collaboration and Inclusive Practices**Secondary Topic:** Administration/Supervision**Format:** Demonstration

Administrators need to observe and evaluate co-taught classrooms, however, they need to be aware of the nuances of a co-taught classroom to appropriately evaluate success during observations. This session models tools for administrators to use in evaluating co-teaching. (1226)

Leader(s): *Elizabeth Potts*, University of Virginia, Charlottesville**Presenter(s):** *Lori Howard*, Marshall University, Huntington, WV

4:00 PM-5:00 PM

201A | Session: 709

ENHANCING INCLUSIVE PRACTICES OF TEACHERS THROUGH EFFECTIVE FEEDBACK

Topic Area: Collaboration and Inclusive Practices**Secondary Topic:** Measuring Special Education Teacher Effectiveness**Format:** Demonstration

To cultivate strong inclusive communities, school leaders partner with teachers in meaningful discussions about practice and growth. Learn about a divisionwide tool to enhance teacher performance and provide opportunities to engage in conversations about effective teaching and continuous learning. (3085)

Leader(s): *Haley Guglielmi*, Alexandria City Public Schools, VA**Presenter(s):** *Nicole Barrion*, Alexandria City Public Schools, VA; *Savanna Flakes*, Alexandria City Public Schools, VA; *Allison MacMahon*, Alexandria City Public Schools, VA

FRIDAY

4:00 PM-5:00 PM

103B | Session: 710

FALLING THROUGH THE CRACKS: CHALLENGES FOR STUDENTS WITH ASD IN HIGH SCHOOL

Topic Area: Autism Spectrum Disorder

Secondary Topic: Career Development/Transition

Format: Lecture

Presenters share the findings from 7 focus groups across 2 communities including youth with ASD, parents, and educators about challenges both students with ASD and service providers face in secondary settings. Implications for practice will be discussed. (1657)

Leader(s): *Melissa Sreckovic*, University of North Carolina, Chapel Hill

Presenter(s): *Susan Hedges*, University of North Carolina, Chapel Hill; *Anne Kirby*, University of North Carolina, Chapel Hill

4:00 PM-5:00 PM

106AB | Session: 711

GRADUATE STUDENT COLLOQUIUM

Topic Area: Research

Format: Lecture

This session is sponsored by CEC's Division for Research to strengthen the skills of novice researchers. Graduate students attending the conference are invited to participate with peers from other universities in discussions with distinguished researchers recognized for making outstanding scientific contributions to special education research.

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

Presenter(s): *Mary Theresa Kiely*, St. John's University, Queens, NY

4:00 PM-5:00 PM

202A | Session: 712

HOW IEP TEAMS CAN USE SIS-C TO PLAN INCLUSIVE EDUCATION OPPORTUNITIES FOR CHILDREN WITH ID AND ASD

Topic Area: Assessment

Secondary Topic: Developmental Disabilities

Format: Demonstration

The results of the SIS-C were used in an assessment and planning process to increase educator understanding of the support needs of children with ID and ASD. Learn about the ways in which IEPs were revised, new supports were incorporated, and student engagement increased as a result of this study. (1308)

Leader(s): *James Thompson*, Illinois State University, Normal

Presenter(s): *Michael Wehmeyer*, University of Kansas, Lawrence; *Stephanie DeSpain*, Illinois State University, Normal

4:00 PM-5:00 PM

Marriott Franklin Hall 13 | Session: 713

STRAND L, SESSION 4: INNOVATION AND IMPROVEMENT TOOLS, TRAINING, AND RESOURCES: INSTANT ACCESS FREE OF CHARGE

Topic Area: Teacher Education

Secondary Topic: Professional Advancement

Format: Lecture

Don't miss this resource-packed demonstration of tools, training modules, and resources from OSEP-supported projects for practitioners, leaders, and those in teacher training and PD. Learn how you can improve classroom and district practice as well as the quality of teacher training and PD programs.

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

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

4:00 PM-5:00 PM

Marriott Franklin Hall 12 | Session: 714

HOW TO WRITE A SUCCESSFUL PROPOSAL FOR CEC'S 2015 CONVENTION AND EXPO

Topic Area: Professional Advancement

Format: Lecture

Get ready for San Diego, CA, the site of CEC's 2015 Convention & Expo! Meet Dr. 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.

Leader(s): *Russell Gersten*, Instructional Research Group, Los Alamitos, CA

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

4:00 PM-5:00 PM

104A | Session: 715

INCREASING SPECIAL EDUCATION ACHIEVEMENT WITH PROGRESS MONITORING AND DATA TEAMS

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Assessment

Format: Demonstration

This session will describe an initiative to implement progress monitoring and data teams with special educators, and discuss the positive impact on student achievement. You will also receive practical strategies for implementation. (1322)

Leader(s): *Amber Del Gaiso*, Special School District, St. Louis, MO

Presenter(s): *Lainie Sgouros*, Special School District, St. Louis, MO

4:00 PM-5:00 PM**113C | Session: 716****LIFE SATISFACTION AND RESPONSE TO INTERVENTION FOR STUDENTS WITH SEVERE BEHAVIORAL NEEDS****Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Research**Format:** Lecture

Students with severe EBD are faced with challenges that lead to poorer outcomes when compared to other categories of disability. Hear findings generated by a 5-year federally funded grant including data on life satisfaction and its impact on the students' response to intervention. (3227)

Leader(s): *Talida State*, Lehigh University, Bethlehem, PA**Presenter(s):** *Lee Kern*, Lehigh University, Bethlehem, PA**4:00 PM-5:00 PM****204B | Session: 717****MAKING TIME FOR EVERYTHING: CREATING TIME FOR INTERVENTION WITHOUT SACRIFICING CORE INSTRUCTION****Topic Area:** Instructional Design and Strategies**Secondary Topic:** Administration/Supervision**Format:** Lecture

Learn how teachers and administrators can structure effective instructional time that integrates highly effective core instruction, targeted interventions, and opportunities for electives to meet the needs of students with multiple skill deficits. (2176)

Leader(s): *Nathan Stevenson*, Michigan State University, East Lansing**4:00 PM-5:00 PM****104B | Session: 718****MEANINGFUL ASSESSMENT AND INSTRUCTION TO ACCESS CCSS FOR STUDENTS WITH SIGNIFICANT DISABILITIES****Topic Area:** Accountability & Large Scale Assessments**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Demonstration

This interactive session demonstrates a process of analyzing and responding to meaningful data aligned to Common Core State Standards. This process, through the collaboration with teachers and administrators, is based on summative and formative assessment data of students with significant cognitive disabilities. (2801)

Leader(s): *Kate Cahill*, Riverside County Office of Education, CA**Presenter(s):** *Nanette Slansky*, New York City DOE District 75; *Denise Chappell*, Riverside County Office of Education, CA; *Thomasina Howe*, New York City DOE District 75**4:00 PM-5:00 PM****113B | Session: 719****OPPORTUNITIES FOR COMMON CORE KNOWLEDGE AND SKILL INSTRUCTION THROUGH COMMUNITY INITIATIVES****Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Implications of Education Reform Initiatives for Students with Disabilities**Format:** Lecture

Learn about the Green Acres Project, a project-based learning experience blending community-based instruction in sustainable agriculture with secondary-level Common Core State Standards. Presenters share teaching and learning experiences as well strategies for replication in urban and rural areas. (2930)

Leader(s): *Darlene Unger*, Youngstown State University, Rich Center on Autism, OH**4:00 PM-5:00 PM** **Marriott Franklin Hall 5/6 | Session: 720****PROGRAM CHAIR FEATURED SESSION:****DISPROPORTIONATE REPRESENTATION: WHAT, WHY, HOW, WHEN? RAISING AND ANSWERING PROVOCATIVE QUESTIONS****Topic Area:** Research**Format:** Panel

This session focuses on disproportionate representation, but is divided into 3 parts, each delivered by a presenter focusing on a particular aspect of the topic. Topics include the last 10 years of research, factors associated with disproportionality, and examples of disproportionality research.

Leader(s): *S. Hector Ochoa*, University of Texas, Pan American; *Aydin Bal*, University of Wisconsin, Madison**4:00 PM-5:00 PM****105B | Session: 721****RESPONSE CARDS: COMING INTO THE DIGITAL AGE****Topic Area:** Technology and Media**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Lecture

Learn about the effectiveness of response cards as a research-based practice that increases on-task behavior, active responding, and skill acquisition. A variety of forms of response cards are reviewed including the use of mobile devices including iPads. (3011)

Leader(s): *Channon Horn*, Asbury University, Wilmore, KY

FRIDAY

4:00 PM-5:00 PM

202B | Session: 722

SPECIAL FOCUS: POTENTIAL SOLUTIONS TO THE DROP-OUT CRISIS IN MANITOBA: INSIGHTS OF A HIGH SCHOOL TEACHER THINK TANK

Topic Area: Teacher Education

Secondary Topic: Administration/Supervision

Format: Lecture

The presenter highlights the results of a study he conducted with high school teachers to understand what makes them successful at helping adolescents at-risk of dropping out of school to graduate. Learn about a “think tank” he created in order to explore perspectives on this and related topics.

Leader(s): *Ken Reimer*, University of Manitoba, Winnipeg, Canada

4:00 PM-5:00 PM Marriott Franklin Hall 3/4 | Session: 723

STRAND K, SESSION 5: GENDER DISCREPANCIES AND VICTIMIZATION OF STUDENTS WITH DISABILITIES

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

There is a dearth of literature related to gender discrepancies within the bullying dynamic among students with disabilities. This session explores that relationship and shares results suggesting that schools must provide students with disabilities with skills necessary to avoid victimization. (3203)

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

Presenter(s): *Chad Rose*, University of Missouri, Columbia

4:00 PM-5:00 PM Marriott Franklin Hall 9/10 | Session: 724

STRAND O, SESSION 4: PROMOTING A PROFESSIONAL LEARNING COMMUNITY OF PRACTICE TO OPTIMIZE THE UDL IMPLEMENTATION JOURNEY

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Instructional Design and Strategies

Format: Panel

Building capacity across the 5-phase UDL implementation process takes committed stakeholders willing to address concerns and engage in coordinated efforts to improve their communities. Learn how the presenters faced challenges and optimized UDL implementation through their K-16 journeys.

Leader(s): *Patti Ralabate*, CAST, Wakefield, MA

Presenter(s): *Brett Christie*, California State University System, Rohnert Park; *George Van Horn*, Bartholomew Consolidated School Corporation, Columbus, IN; *Loui Lord Nelson*, RAISE, Inc., Indianapolis, IN; *Nicole Norris*, Lansdowne Middle School, Baltimore, MD

Discussant: *Jeff Diedrich*, Michigan Integrated Technology Supports, Lansing

4:00 PM-5:00 PM

Marriott Franklin Hall 8 | Session: 725

STRAND P, SESSION 4: EFFICACY TRIAL OF MILIEU TEACHING LANGUAGE INTERVENTION IN PRESCHOOLERS WITH LANGUAGE DISORDERS

Topic Area: Early Childhood

Secondary Topic: Research

Format: Lecture

Presenters will summarize the results of a randomized controlled trial that tested the efficacy of Enhanced Milieu Teaching (EMT) on young children 24-36 months of age with significant delays in expressive and receptive language.

Leader(s): *Ann Kaiser*, Peabody College at Vanderbilt University, Nashville, TN

Presenter(s): *Megan Roberts*, Northwestern University, Evanston, IL

4:00 PM-5:00 PM

113A | Session: 726

SUSTAINED PROFESSIONAL LEARNING FOR MATHEMATICS TEACHERS: TEACHER EFFICACY AND STUDENT RESULTS

Topic Area: Teacher Education

Secondary Topic: Accountability & Large Scale Assessments

Format: Demonstration

This study investigated the implementation and evaluation of an evidence-based intervention by teachers of students who struggle in mathematics. Results that include teacher efficacy, students' assessment results, observational data across settings, and interview data are shared. (2318)

Leader(s): *Mary Little*, University of Central Florida, Orlando

4:00 PM-5:00 PM

109B | Session: 727

THE IMPACT OF UNIVERSALLY DESIGNED CURRICULUM ON THE ACHIEVEMENT OF AT-RISK PRESCHOOLERS

Topic Area: Early Childhood**Secondary Topic:** Instructional Design and Strategies**Format:** Lecture

This session discusses a study that investigated the impact of universally designed curriculum on the vocabulary and concept acquisition of at-risk preschool students. Learn how to apply this framework to the preschool curriculum, as well as understand its efficacy on student achievement. (2696)

Leader(s): *Michelle Gonzalez*, Marywood University, Scranton, PA

Presenter(s): *Christine Fryer*, Marywood University, Scranton, PA; *Trina Williams*, Marywood University, Scranton, PA

4:00 PM-5:00 PM

112A | Session: 728

THE MISTAKES WE ARE MAKING IN CO-TEACHING PROGRAMS AND WHAT TO DO ABOUT THEM

Topic Area: Collaboration and Inclusive Practices**Secondary Topic:** Administration/Supervision**Format:** Lecture

Although co-teaching is a highly popular service delivery option for students with disabilities, limited data support its use and critics question its value. In this session, classroom, school, and district co-teaching program mistakes are outlined, and steps to improve student outcomes are offered. (1930)

Leader(s): *Marilyn Friend*, University of North Carolina, Greensboro

4:00 PM-5:00 PM

203B | Session: 729

THE ODD MAN OUT: HOW FATHERS NAVIGATE THE SPECIAL EDUCATION SYSTEM

Topic Area: Parent/Family/School Partnerships**Secondary Topic:** Research**Format:** Lecture

Father roles and perceptions of the following IDEA components are discussed: the IEP process, collaboration with educators, conflict resolution experiences, and accessing services for their child. Implications for practice and future research are discussed. (3126)

Leader(s): *Tracy Mueller*, University of Northern Colorado, Boulder

Presenter(s): *Pamela Buckley*, University of Northern Colorado, Boulder

4:00 PM-5:00 PM

110AB | Session: 730

THE STUDENT CHALLENGE INITIATIVE: A PROFESSIONAL DEVELOPMENT PILOT

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

How can special educators become more effective in supporting the academic and self-determination growth of their students through collaborative professional development? Presenters share lessons learned when they piloted the Student Challenge Initiative in 3 high schools. (2916)

Leader(s): *Amy Pleet-Odle*, Inclusion Focused Coaching, Elkton, MD

Presenter(s): *Vickie Robinson*, University of Delaware, Newark; *Michele Savage*, Newark High School, DE

4:00 PM-5:00 PM

201C | Session: 731

USING COMPUTER-BASED VIDEO INSTRUCTION TO TEACH THE LOCATION OF GROCERY ITEMS TO STUDENTS WITH INTELLECTUAL DISABILITIES

Topic Area: Developmental Disabilities**Secondary Topic:** Teacher Education**Format:** Demonstration

This study examined whether CBVI is an effective method for teaching students with ID the location of grocery items in classrooms, and if the skills generalize to actual grocery stores. Results indicate that CBVI is an effective means of teaching this skill and implications for practice are shared. (1286)

Leader(s): *Minkowan Goo*, University of Wisconsin, Eau Claire

Presenter(s): *Cathy Thorsen*, University of Wisconsin, Eau Claire

4:00 PM-5:00 PM

107B | Session: 732

USING IPAD SHARED STORIES TO INCREASE VOCABULARY FOR DIVERSE LEARNERS

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities**Secondary Topic:** English Language Learners**Format:** Demonstration

Learn how an iPad multimedia shared story can be used as a way to increase Spanish and English vocabulary for CLD students with moderate to severe ID. The presenters will also share the results of the study and implications for future research. (1047)

Leader(s): *Christopher Rivera*, East Carolina University, Greenville, NC

Presenter(s): *Joshua Baker*, University of Las Vegas, Nevada; *S. Christy Hicks*, West Chester University, PA; *Iffat Jabeen*, University of Texas, San Antonio

FRIDAY

4:00 PM-5:00 PM

204C | Session: 733

YOU'RE ON THE RIGHT TRACK! GIVING FEEDBACK DURING READING COMPREHENSION INTERVENTION

Topic Area: Instructional Design and Strategies**Secondary Topic:** Research**Format:** Lecture

The presenters describe an intervention for readers who struggle with comprehension, which focuses on making “in-the-text” connections to understand stories and informational text. Learn how to provide individualized feedback to promote readers’ comprehension within a small-group intervention. (2319)

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

Presenter(s): *Bonita Janda*, University of Minnesota, Minneapolis; *Amy Leinen*, University of Minnesota, Minneapolis; *Hui-Chen Hsu*, University of Minnesota, Minneapolis

4:00 PM-4:45 PM

Poster 15, Room 108 | Session: 734

ADULT STUDENT GUARDIANSHIP AND ALTERNATIVES: STAKEHOLDER KNOWLEDGE, ATTITUDES, AND PRACTICES

Topic Area: Parent/Family/School Partnerships**Secondary Topic:** Career Development/Transition**Format:** Poster Session

IDEA mandates students become responsible for their educational programming at the age of majority and are considered competent; however adult guardianship is often raised when competence is questioned. Learn about the extent that adult guardianship is addressed as part of transition planning. (2348)

Leader(s): *Dorothy Millar*, Saginaw Valley State University, University Center, MI

4:00 PM-4:45 PM

Poster 17, Room 108 | Session: 735

ARTS INTEGRATION TO TEACH THE COMMON CORE STANDARDS ALIGNED TO THE UDL GUIDELINES AND INDICATORS

Topic Area: Arts in Special Education**Secondary Topic:** English Language Learners**Format:** Poster Session

Learn how to plan arts integrated, tiered lessons to teach the common core standards aligned with the Universal Design for Learning guidelines and indicators to successfully engage everyone. (3216)

Leader(s): *A. Helene Robinson*, St. John’s University, Forest Hills, NY

4:00 PM-4:45 PM

Poster 03, Room 108 | Session: 736

CONNECTING FAMILY, COMMUNITY, AND SCHOOLS: INTERVENTIONS WITH PROMISING EFFECTS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Parent/Family/School Partnerships**Format:** Poster Session

Learn strategies from a review of research-based intervention studies for improving the behavior of students with EBD. You will learn about components of interventions and strategies to improve collaboration between school, home, and community to better address the behavioral needs of these students. (3046)

Leader(s): *Trent McLaurin*, George Mason University, Fairfax, VA

4:00 PM-4:45 PM

Poster 18, Room 108 | Session: 737

DEFINING BEST PRACTICE IN ASSESSMENT: A LONGITUDINAL STUDY

Topic Area: Assessment**Secondary Topic:** Parent/Family/School Partnerships**Format:** Poster Session

The assessment professional must disseminate the data in a form that is accurate, reflective of a focus upon student performance, indicative of home and school collaboration, and that offers guidelines for instructional intervention. This session will show you how. (2549)

Leader(s): *Rebecca Davis*, Eastern New Mexico University, Portales

Presenter(s): *Kathie Good*, Eastern New Mexico University, Portales

4:00 PM-4:45 PM

Poster 11, Room 108 | Session: 738

EFFECTS OF DIRECT INSTRUCTION ON TEACHING PREPOSITIONS TO STUDENTS WITH INTELLECTUAL DISABILITIES

Topic Area: Instructional Design and Strategies**Secondary Topic:** Developmental Disabilities**Format:** Poster Session

This study investigated the effects of using Direct Instruction to teach the use of prepositions by students with an ID. Using the results of this study, presenters will demonstrate the benefits of this strategy when teaching language skills within the CCSS to this population. (1805)

Leader(s): *S. Christy Hicks*, West Chester University, PA

Presenter(s): *Christopher Rivera*, East Carolina University, Greenville, NC

4:00 PM-4:45 PM Poster 20, Room 108 Session: 739**IMPACTS OF A MOTOR INTERVENTION FOR YOUNG CHILDREN WITH AUTISM SPECTRUM DISORDERS****Topic Area:** Early Childhood**Secondary Topic:** Autism Spectrum Disorder**Format:** Poster Session

This interactive session highlights an intervention, the overall results, and implications for improved practice for children with ASD. Learn practical ways to imbed a motor skill intervention into the school day using a flexible curriculum and materials. (2940)

Leader(s): *Christopher Denning*, University of Massachusetts, Boston

4:00 PM-4:45 PM Poster 07, Room 108 Session: 740**INCLUSIVE SECONDARY SOCIAL STUDIES CLASSROOMS: IMPLEMENTING UNIVERSAL DESIGN FOR LEARNING PRINCIPLES****Topic Area:** Teacher Education**Secondary Topic:** Collaboration and Inclusive Practices**Format:** Poster Session

Review the strategies implemented by middle school social studies teachers while implementing UDL principles. Data presented are part of a multi-year research study and professional development designed to increase the use of UDL principles in inclusive social studies classrooms. (3193)

Leader(s): *Jennifer Wirz*, Central Michigan University, Mt. Pleasant

Presenter(s): *Holly Hoffman*, Central Michigan University, Mt. Pleasant

4:00 PM-4:45 PM Poster 22, Room 108 Session: 741**INFORMATION-SHARING BETWEEN GENERAL AND SPECIAL EDUCATORS DURING TEAM MEETINGS****Topic Area:** Collaboration and Inclusive Practices**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Poster Session

Learn the results of a study that examined team decision making with general and special educators. Presenters will share and discuss the findings. (1698)

Leader(s): *Jennifer Walker*, George Mason University, Fairfax, VA

Presenter(s): *Rick Brigham*, George Mason University, Fairfax, VA

4:00 PM-4:45 PM Poster 19, Room 108 Session: 742**LESSONS LEARNED: POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) IN PRESCHOOL SETTINGS****Topic Area:** Early Childhood**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Poster Session

The prevalence of challenging behaviors among preschool children is alarmingly high. This session will review the current literature, research, and practice implications on the implementation of PBIS in preschool settings. (2521)

Leader(s): *Brenna Wood*, Lehigh University, Bethlehem, PA

Presenter(s): *Angel Fettig*, University of Massachusetts, Boston; *Kathleen Lynne Lane*, University of Kansas, Lawrence; *Wendy Oakes*, Arizona State University, Tempe

4:00 PM-4:45 PM Poster 16, Room 108 Session: 743**MOVING ON WITH PRADER-WILLI SYNDROME: A FIRST PERSON PERSPECTIVE****Topic Area:** Physical/Health/Multiple Disabilities**Secondary Topic:** Public Policy**Format:** Poster Session

Presenters provide an overview Prader-Willi syndrome, discuss its life challenges, and highlight how survival and quality of life depends upon the knowledge and dedication of family, friends, and professionals. A self-monitoring system will also be shared. (1247)

Leader(s): *Judith Fontana*, Virginia Department of Education/George Mason University, Fairfax, VA

Presenter(s): *Alexa Fontana*, George Mason University, Fairfax, VA

FRIDAY

4:00 PM-4:45 PM **Poster 14, Room 108** | **Session: 744**

NURTURING AFFECTIVE DEVELOPMENT IN PRESCHOOLERS WITH DUAL EXCEPTIONALITIES AND DUAL LANGUAGES

Topic Area: Gifted and Talented

Secondary Topic: Early Childhood

Format: Poster Session

Learn how to create developmentally appropriate activities to address the affective needs of preschoolers whose home language may not be English, who have disabilities, and are potentially gifted. Participants will also learn how to access online materials designed for teachers and parents. (2116)

Leader(s): *Donna Just*, Orange County Public Schools, Orlando, FL

Presenter(s): *Darleen Wodzinski*, The Orchard Human Services, Inc., Douglasville, GA; *Dana Fredebaugh*, Nova Southeastern University, North Miami Beach, FL

4:00 PM-4:45 PM **Poster 09, Room 108** | **Session: 745**

ONLINE LEARNING COMES ALIVE WITH AIM AND ATIM!

Topic Area: Technology and Media

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

Discover how ATIM and AIM can help you meet your autism and assistive technology professional development needs. These FREE online modules, authored by experts in the fields of autism and assistive technology, are designed with adult online learning theory in mind. (2620)

Leader(s): *Wendy Szakacs*, Ohio Center for Autism and Low Incidence, Columbus

4:00 PM-4:45 PM **Poster 08, Room 108** | **Session: 746**

PRACTICE-BASED PROFESSIONAL DEVELOPMENT IN SRSD FOR WRITING: DIFFERENTIATING AT TIERS 1 AND 2

Topic Area: Teacher Education

Secondary Topic: Learning Disabilities

Format: Poster Session

This investigation paired Tier 1, professional development with coaching for differentiation in classrooms where data was collected on struggling and average writers. Results were mixed and implications for tiered intervention, future professional development, and scaling up are discussed. (2460)

Leader(s): *Alyson Collins*, Vanderbilt University, Nashville, TN

4:00 PM-4:45 PM **Poster 21, Room 108** | **Session: 747**

PREDICTING LANGUAGE GROWTH RATES IN CHILDREN WITH AUTISM DURING DIALOGIC READING

Topic Area: Autism Spectrum Disorder

Secondary Topic: Early Childhood

Format: Poster Session

Two characteristics of children with autism are delays and atypical social communication. Dialogic reading is an interactive book reading method designed to elicit child language. Learn the results of a study of DR on the development of language and vocabulary of preschoolers with ASD. (3165)

Leader(s): *Roxanne Hudson*, University of Washington, Seattle

Presenter(s): *Rosanne Greenway*, University of Washington, Seattle; *Maya Smith*, University of Washington, Seattle; *Jacob Hackett*, University of Washington, Seattle; *Colin Gasamis*, University of Washington, Seattle

4:00 PM-4:45 PM **Poster 23, Room 108** | **Session: 748**

RAISING THE BAR: IMPLEMENTING RIGOR AS A VEHICLE FOR SPECIALLY DESIGNED INSTRUCTION

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Poster Session

Specially Designed Instruction ensures a child's access and success in the educational setting, whereas rigor is a part of quality instruction and schooling experience. Learn how to increase the quality in your current practices and how to weave rigorous teaching practices into your classroom. (3028)

Leader(s): *Catherine Wilson*, Educational Service Center-Region 20, San Antonio, TX

Presenter(s): *Erin Kelts*, Educational Service Center-Region 20, San Antonio, TX

4:00 PM-4:45 PM **Poster 06, Room 108** | **Session: 749**

TAKING THE DIS OUT OF DISABILITY: CONSTRUCTING COURSES FOR GENERAL EDUCATION TEACHERS

Topic Area: Teacher Education

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This study explored how course content affects preservice teacher attitudes toward students with special needs. Findings are shared and are applicable to the work of teacher educators interested in constructing effective special education coursework and fieldwork for general education teachers. (1690)

Leader(s): *Christa Bialka*, Villanova University, PA

4:00 PM-4:45 PM Poster 13, Room 108 Session: 750**THE EFFECT OF A NOISE REDUCING TEST ACCOMMODATION ON ELEMENTARY STUDENTS WITH LEARNING DISABILITIES****Topic Area:** Learning Disabilities**Secondary Topic:** Research**Format:** Poster Session

Are there negative effects of noise on human performance? Results of 3 independent statistical analyses are presented. Implications, limitations, and the need for future research are also discussed. (2351)

Leader(s): *Gregory Smith*, Hartwick College, Oneonta, NY**Presenter(s):** *Paul Riccomini*, Pennsylvania State University, University Park**4:00 PM-4:45 PM Poster 04, Room 108 Session: 751****THE EFFECTS OF A FUNCTION-BASED SELF-MANAGEMENT INTERVENTION ON A STUDENT AT-RISK FOR EBD****Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Autism Spectrum Disorder**Format:** Poster Session

This study examined the effectiveness of a function-based self-management intervention in a general classroom setting with an elementary-aged student. Results indicated that the intervention was successful for decreasing disruptive behaviors. Implications for positive behavior support are discussed. (2016)

Leader(s): *Celal Perihan*, Texas A&M University, College Station**Presenter(s):** *Mack Burke*, Texas A&M University, College Station**4:00 PM-4:45 PM Poster 02, Room 108 Session: 752****USING ANTECEDENT PHYSICAL ACTIVITY TO INCREASE ON-TASK BEHAVIOR IN PRESCHOOL****Topic Area:** Research**Secondary Topic:** Early Childhood**Format:** Poster Session

Health concerns related to childhood obesity are of growing concern and providing meaningful physical activities for young children is the responsibility of parents, teachers, and administrators. Explore research findings related to physical activity and children's behavioral development. (1652)

Leader(s): *Sara Luke*, University of Georgia, Athens**Presenter(s):** *Cynthia Vail*, University of Georgia, Athens**4:00 PM-4:45 PM Poster 01, Room 108 Session: 753****USING GROUNDED THEORY TO REDEFINE AFRICAN AMERICAN PARENTAL INVOLVEMENT IN SPECIAL EDUCATION****Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** Parent/Family/School Partnerships**Format:** Poster Session

Hear findings from a study examining the ways that African American parents engage with their children with disabilities. Learn about the social, educational, and cultural/recreational activities between parent and child; and the frequency, duration, and purpose of parental engagement. (2640)

Leader(s): *Jolan Smith*, University of California, Los Angeles/California State University, Los Angeles



SATURDAY, APRIL 12

8:00 a.m. - Noon

Lectures, Demonstrations, Panels, Posters, and
Multiple Presentations

STUDENT ACTIVITIES *(see page 35)*

PROGRAM CHAIR FEATURED SESSIONS *(see page 44)*



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8:00 AM-9:00 AM **110AB** | **Session: 755**
 ADDRESSING NEXT GENERATION STANDARDS FOR
 SCIENCE: WHAT TO KNOW ABOUT INQUIRY-BASED LABS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Learning Disabilities

Format: Demonstration

Learn how special educators can support the inclusion of students with disabilities into science classes that use an inquiry-based approach for labs. Using an actual physics experiment, participants will be shown the lab, with suggested changes and practical strategies to optimize student success. (1214)

Leader(s): *Lori Howard*, Marshall University, Huntington, WV

Presenter(s): *Elizabeth Potts*, University of Virginia, Charlottesville

8:00 AM-9:00 AM **106AB** | **Session: 756**
 ARE PROGRESS MONITORING INSTRUMENTS
 APPROPRIATE FOR MY DEAF/HARD OF HEARING
 STUDENTS?

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Assessment

Format: Demonstration

Hear the results of a study investigating the effectiveness of curriculum-based measurement instruments to monitor mathematics progress of children who are DHH. Also learn how commercially available instruments can be used to monitor student progress with confidence. (1880)

Leader(s): *Judith Emerson*, Georgia State University, Atlanta

8:00 AM-9:00 AM **103A** | **Session: 757**
 COMPARISON OF MODELS AND RESOURCES FOR
 LEARNING DISABILITIES ASSESSMENT

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Lecture

Current federal regulations allow for multiple methods for identifying LD which has led to confusion regarding how they are defined and identified. Compare major assessment models and learn how the best components of each can be combined to best serve students. (2049)

Leader(s): *Richard Baer*, Effective Instructional Materials & Systems, Logan, UT

8:00 AM-9:00 AM **104B** | **Session: 738**
 CULTURALLY AND LINGUISTICALLY DIVERSE STEM
 METHODS AND MATERIALS FOR ELS WITH DISABILITIES

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Teacher Education

Format: Lecture

This session will provide examples and demonstrate CLD STEM methods and teacher-made curriculum materials providing success for Hispanic and Native American ELs with disabilities. Learn how to make these materials for diverse students in your classrooms. (3160)

Leader(s): *Patricia Peterson*, Northern Arizona University, Flagstaff

Presenter(s): *Maureen Hengl*, Northern Arizona University, Flagstaff

8:00 AM-9:00 AM **202A** | **Session: 759**
 DISCREPANCIES BETWEEN TEACHERS IN THE
 ASSESSMENT OF ANTISOCIAL BEHAVIOR

Topic Area: Assessment

Secondary Topic: Assessment

Format: Lecture

Do patterns of antisocial behavior differ when ratings are completed by one teacher compared to multiple teachers? Using teacher ratings from a body of research, presenters will discuss the importance of obtaining multiple teacher perspectives about antisocial behavior across educational settings. (1919)

Leader(s): *Elizabeth Talbott*, University of Illinois, Chicago

Presenter(s): *George Karabatsos*, University of Illinois, Chicago; *Jaime Zurheide*, University of Illinois, Chicago

8:00 AM-9:00 AM **201B** | **Session: 760**
 DISTRICT LEADERS? ROLES AND VALUES IN SELECTING
 AND CULTIVATING QUALITY SPECIAL EDUCATORS

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Demonstration

Leaders of an excelling and inclusive district were interviewed about their roles and values in selecting and cultivating special educators. Presenters will offer insights that have implications for leaders interested in improving special education teacher quality in their districts. (2247)

Leader(s): *Elizabeth Bettini*, University of Florida, Gainesville

Presenter(s): *Rachel Thomas*, University of Florida, Gainesville; *Nari Choi*, University of Florida, Gainesville

8:00 AM-9:00 AM **102A** | **Session: 761**
 ENGAGE AND ENABLE: TRANSFORMING INSTRUCTION
 AND LEARNING FOR STUDENTS WITH SEVERE
 DISABILITIES

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

Every participant will be energized to implement the instructional techniques and adaptations integrated with technology to increase engagement and active participation of students with most significant disabilities. This session will demonstrate how to customize and personalize instruction-applying UDL principles- to enable students to attain academic and life outcomes. (1158)

Leader(s): *Padmaja Sarathy*, Infinite Possibilities, Missouri City, TX

8:00 AM-9:00 AM **112A** | **Session: 762**
 HELPING PROSPECTIVE TEACHERS DESIGN
 DIFFERENTIATED INSTRUCTION IN INCLUSIVE
 CLASSROOMS

Topic Area: Teacher Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Demonstration

Learn how teacher education programs can demonstrate the coherence and instructional use of the special education process and how differentiated instruction can be planned starting with a focus on the learning situation of individual students. (3178)

Leader(s): *Peter Clyde Martin*, Ithaca College, NY

SATURDAY

8:00 AM-9:00 AM **105B | Session: 763**
IMPROVING CONTENT-AREA LEARNING: THE INTEGRATION OF DIGITAL LITERACY TOOLS AND STRATEGY INSTRUCTION

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Presenters explain how technology-based digital literacy tools and apps can be used in the context of a systematic strategy for learning from text that we have developed (PREPARE). We will discuss PREPARE and present a taxonomy of tools that will support each step of the strategy. (3036)

Leader(s): *Cynthia Okolo*, Michigan State University, East Lansing

8:00 AM-9:00 AM **204C | Session: 764**
IMPROVING READING SKILLS FOR CHILDREN IN POVERTY THROUGH SUMMER READING PROGRAM

Topic Area: Instructional Design and Strategies

Secondary Topic: Teacher Education

Format: Lecture

Examine the effects of a research-based summer reading intervention delivered by preservice/early career special educators to children reading below grade level and who were from high poverty schools. Results and implications for preparation of teachers will be discussed. (1658)

Leader(s): *Sherry Bell*, University of Tennessee, Knoxville

Presenter(s): *Melissa Martin*, University of Tennessee, Knoxville; *Yujeong Park*, University of Tennessee, Knoxville; *Brooke Browarnik*, University of Tennessee, Knoxville; *Kelly Smyth*, University of Tennessee, Knoxville

8:00 AM-9:00 AM **203B | Session: 765**
LET'S TALK WITH PARENTS ABOUT YOUNG CHILDREN'S EMOTIONAL DEVELOPMENT!

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Early Childhood

Format: Lecture

This session highlights early emotional development (birth - age 5) and the importance of open parent-teacher communication to explore contributing roles in building a strong foundation. (1503)

Leader(s): *Nicole Edwards*, Rowan University, Glassboro, NJ

8:00 AM-9:00 AM **107B | Session: 766**
LINKING CULTURALLY RESPONSIVE TEACHING AND UDL: STRATEGIES TO GUIDE EFFECTIVE INSTRUCTION

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

This session focuses on incorporating tenets of multicultural education and UDL to develop goals and instructional tools to enhance curriculum design and learning. (2980)

Leader(s): *Nicole Dobbins*, University of North Carolina, Greensboro

Presenter(s): *Sheresa Blanchard*, University of North Carolina, Greensboro; *Cathi Draper Rodriguez*, California State University, Monterey Bay

8:00 AM-9:00 AM **111B | Session: 767**
LITERACY TRAINING USING CAPS WITH PARENTS OF CHILDREN AT-RISK FOR READING DISABILITY

Topic Area: Early Childhood

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

Results of a study that explored a home literacy training using CAPS to improve literacy knowledge and skills of parents with children with a reading disability are shared. Learn about home literacy interventions and how to use technology with parents to build home-school connections. (1848)

Leader(s): *Mira Cole Williams*, University of Virginia, Charlottesville

Presenter(s): *Paige Pullen*, University of Virginia, Charlottesville

8:00 AM-9:00 AM **104A | Session: 768**
MEDICAL IMPLICATIONS OF VISUAL IMPAIRMENTS THAT IMPACT EDUCATION: ISSUES AND CONCERNS

Topic Area: Visual Impairments

Secondary Topic: Early Childhood

Format: Lecture

Teachers of students with visual impairments serve as a liaison among medical personnel, general educators, and families.

Learn information about the most prevalent visual conditions in a sample of over 5,000 children with VI, the educational implications of visual diagnoses, and current medical treatments/issues. (2355)

Leader(s): *Deborah Hatton*, Vanderbilt University, Nashville, TN

Presenter(s): *Sarah Ivy*, Vanderbilt University, Nashville, TN

8:00 AM-9:00 AM **109B | Session: 769**
MIXED METHODS RESEARCH: IS IT VALUED IN SPECIAL EDUCATION RESEARCH?

Topic Area: Research

Secondary Topic: Teacher Education

Format: Lecture

Mixed methods research has gained acceptance as an educational research methodology, but has the specific field of special education accepted it as a valued form of research? This study examined the publication record of major special education journals to determine if there is a growing trend towards mixed methods research. Presenters will share their experiences conducting and publishing mixed methods research in special education. (1071)

Leader(s): *Shanon Taylor*, University of Nevada, Reno

Presenter(s): *Tammy Abernathy*, University of Nevada, Reno

8:00 AM-9:00 AM **102B | Session: 770**
EXHIBITOR SHOWCASE SESSION: VOCABULARY: AIM HIGH

Topic Area: Instructional Design and Strategies

Format: Exhibitor Showcase Session

A well-developed vocabulary is essential for reading success. However, students differ in the rate at which they learn language, and reading comprehension becomes more challenging for students who lack adequate word knowledge. Join us and learn about Read Naturally's Take Aim! at Vocabulary program.

Leader(s): *Elaine Balum*, Read Naturally, Inc., St. Paul, MN

8:00 AM-9:00 AM **Marriott Franklin Hall 8** | **Session: 771**
PROGRAM CHAIR FEATURED SESSION: AUTISM SPECTRUM DISORDERS: BRAIN DEVELOPMENT AND CONTRIBUTIONS OF INTERVENTION

Topic Area: Autism Spectrum Disorder

Secondary Topic: Developmental Disabilities

Format: Lecture

ASDs are now recognized as a heterogeneous group of disorders etiologically, neurobiologically, and in terms of clinical presentation. Learn how our understanding of the autistic brain has expanded, what we now know about some of the brain regions, and how these differences are reflected in the clinical features of those affected.

Leader(s): *Margaret Bauman*, Boston University School of Medicine, MA

8:00 AM-9:00 AM **Marriott Franklin Hall 2** | **Session: 772**
PROGRAM CHAIR FEATURED SESSION: EVALUATION OF TIERED INSTRUCTION WITH RANDOMIZED CONTROLLED AND REGRESSION DISCONTINUITY TRIALS

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Lecture

Presenters compare and contrast 2 research designs, the randomized controlled trial and the regression discontinuity trial, to evaluate tiered instruction. Learn how these approaches were used in a complementary fashion in the context of 1 intervention—the Enhanced Core Reading Instruction project.

Leader(s): *Keith Smolkowski*, Oregon Research Institute, Eugene

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

8:00 AM-9:00 AM **Marriott Franklin Hall 1** | **Session: 773**
PROGRAM CHAIR FEATURED SESSION: EXCEPTIONAL LIVES EXCEPTIONAL STORIES

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Instructional Design and Strategies

Format: Panel

Individuals with disabilities and their parents to share inside knowledge of life with a disability. Session leaders will facilitate a discussion in a question-and-answer format and will ask structured questions to each group and allow time at the end for questions from the audience.

Leader(s): *Jennifer Diliberto*, Greensboro College, NC

Presenter(s): *Mary Ruth Coleman*, University of North Carolina, Chapel Hill; *Marge Terhaar-Yonkers*, Meredith College, Raleigh, NC; *Kathryn Haselden*, Francis Marion University, Florence, SC

8:00 AM-9:00 AM **Marriott Franklin Hall 7** | **Session: 774**
PROGRAM CHAIR FEATURED SESSION: GETTING THE DOCTORAL PROGRAM YOU NEED: PREPARING FOR THE CAREER YOU WANT

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Teacher Education

Format: Panel

Designed for doctoral students and program advisors, this session explores faculty careers and other career options, and discusses academic planning for facilitating academic/career preparation aligned with long-term goals. Early career faculty members offer advice and respond to audience questions.

Leader(s): *Cynthia Griffin*, University of Florida, Gainesville

Presenter(s): *Chriss Walther-Thomas*, Virginia Commonwealth University, Richmond; *Maya Israel*, University of Illinois, Urbana-Champaign; *Nicholas Gage*, University of Florida, Gainesville; *Jean Kang*, University of North Carolina, Greensboro; *Margaret Kamman*, University of Florida, Gainesville

8:00 AM-9:00 AM **Marriott Franklin Hall 3/4** | **Session: 775**
PROGRAM CHAIR FEATURED SESSION: WHY AND HOW WE SHOULD EXPECT MORE OF SPECIAL EDUCATION

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Public Policy

Format: Lecture

Students with disabilities are achieving poorly in schools because IDEA has been misunderstood or disregarded resulting in watered-down instruction for SWD in general education classrooms. Learn how to bring about change with evidence-based practices and how this will affect special educators.

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

Presenter(s): *Mitchell Yell*, University of South Carolina, Columbia

8:00 AM-9:00 AM **103B** | **Session: 776**
SELF-DETERMINATION AND STUDENT INVOLVEMENT IN IEP OR TRANSITION PLANNING

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Lecture

Self-determination and student involvement in IEP/transition planning have a positive impact on the postschool outcomes for students with disabilities. This session discusses work in these two areas based on three different secondary analyses of SEELs and/or NLTS-2 data. (3141)

Leader(s): *Christopher Sanford*, SRI International, Menlo Park, CA

Presenter(s): *Renee Cameto*, SRI International, Menlo Park, CA; *Karrie Shogren*, University of Illinois at Urbana-Champaign

SATURDAY

8:00 AM-9:00 AM **202B | Session: 777**
SHARED READING USING SQUISHY BOOKS WITH YOUNG CHILDREN WITH SEVERE, MULTIPLE DISABILITIES

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Developmental Disabilities

Format: Lecture

This study compared the engagement of children with severe, multiple disabilities with traditional preschool books and non-traditional squishy books during shared reading to determine if the use of the latter increased literacy engagement and interactions. Findings are shared. (2056)

Leader(s): *Annamarie Cohen*, Tahoe Truckee Unified School District, CA

Presenter(s): *MaryAnn Demchak*, University of Nevada, Reno

8:00 AM-9:00 AM **113B | Session: 778**
SOCIAL SKILLS GAMES AND ACTIVITIES FOR TEACHING YOUNG CHILDREN WITH AUTISM SPECTRUM DISORDERS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Early Childhood

Format: Demonstration

Learn activities you can use in your classroom that teach 15 specific skills such as requesting politely, sharing, engaging in joint imaginative play, making appropriate comments when winning and losing, helping others, disagreeing with others politely, and observing others to learn social skills. (2676)

Leader(s): *Wendy Ashcroft*, Christian Brothers University, Memphis, TN

Presenter(s): *Angela Dellosa*, Shelby County Schools, TN; *Anne Quinn*, Shelby County Schools, TN

8:00 AM-9:00 AM **204B | Session: 779**
TEACHING MATHEMATICS VOCABULARY TO STUDENTS WITH MATHEMATICS DIFFICULTIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

Learn about our successful tutoring program to students with mathematics difficulties on important vocabulary related to comparing numbers and addition. Details about the program and the benefits of vocabulary instruction embedded within mathematics tutoring are discussed. (1153)

Leader(s): *Sarah Powell*, University of Texas, Austin

Presenter(s): *Melissa Driver*, University of Virginia, Charlottesville

8:00 AM-9:00 AM **203A | Session: 780**
USING CASE DATA TO MODIFY CURRICULUM AND INSTRUCTION FOR TWICE-EXCEPTIONAL LEARNERS

Topic Area: Gifted and Talented

Secondary Topic: Learning Disabilities

Format: Lecture

Using case studies of twice-exceptional students, the presenter discusses implications of students' strengths and weaknesses for modifying curriculum and instruction. Also learn how to design educational experiences and interventions that address cognitive and affective needs. (3262)

Leader(s): *Kimberley Chandler*, College of William and Mary, Williamsburg, VA

8:00 AM-9:00 AM **201C | Session: 781**
USING EVIDENCED-BASED PRACTICES TO IMPROVE ACADEMIC ACHIEVEMENT FOR STUDENTS WITH ED

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Lecture

The IDEA required the use of scientifically based research practices. This session focuses on how the use of evidenced-based practices, implemented with fidelity, will increase the academic achievement of students with EBD, resulting in better outcomes overall. (1608)

Leader(s): *Heidi Cornell*, Indiana University, Bloomington

Presenter(s): *Jeffrey Anderson*, Indiana University, Bloomington; *Allison Howland*, Indiana University, Columbus

8:00 AM-8:45 AM **Poster 07, Room 108 | Session: 783**
A POSTSECONDARY EDUCATION EXPERIENCE FOR A STUDENT WITH DOWN SYNDROME: THE FIRST SEMESTER

Topic Area: Career Development/Transition

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Learn about the first semester college experience for a student with Down syndrome. Presenters will demonstrate how teacher professors and professionals of students with Down syndrome can seek postsecondary education experiences for their students that will empower their future choices and actions. (1034)

Leader(s): *Neil Friesland*, MidAmerica Nazarene University, Olathe, KS

8:00 AM-8:45 AM **Poster 26, Room 108 | Session: 784**
A STATE AUTISM TRAINING INITIATIVE

Topic Area: Autism Spectrum Disorder

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

The Autism Training Initiative investigated the effectiveness of a multidisciplinary team professional development process. The collaborative transdisciplinary team training process, specific module content, and teacher/student outcomes will be shared. (2476)

Leader(s): *Ruth Eren*, Southern Connecticut State University, New Haven

Presenter(s): *Barbara Cook*, Southern Connecticut State University, New Haven

8:00 AM-8:45 AM **Poster 16, Room 108 | Session: 785**
BEYOND THE ESSAY: WRITING INTERVENTIONS AND POSTPROCESS COMPOSITION THEORY FOR STUDENTS WITH LD

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Educators advocate instruction that takes into account real-life writing contexts, meaningful use of genre, and relationship between author and reader. What does this mean for students with LD? This study follows students with LD as they navigate real-world writing and outlines strategies they need. (3278)

Leader(s): *Sarah Jones*, Indiana Wesleyan University, Marion

8:00 AM-8:45 AM **Poster 11, Room 108** | **Session: 786**
BUILDING THE SKILLS OF FUTURE EDUCATORS THROUGH COMMUNITY-BASED SERVICE LEARNING

Topic Area: Strategies for Entry to the Special Education Career
Secondary Topic: Teacher Education

Format: Poster Session

Learn about unique community-based service learning programming that allows for more meaningful integration of course content and opportunities for application and feedback. Presenters share steps to implementing the service learning method and ideas for community activities. (3019)

Leader(s): *Cynthia Chambers*, East Tennessee State University, Johnson City

8:00 AM-8:45 AM **Poster 12, Room 108** | **Session: 787**
CALCULATING WITH CALCULATORS: SECONDARY STUDENTS WITH DISABILITIES

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Calculators are a common accommodation for students with disabilities and tool in a secondary mathematics classroom. Learn the results of a study comparing 7th and 8th graders' mathematical problem solving when using a calculator to when not using one. (1866)

Leader(s): *Emily Bouck*, Purdue University, West Lafayette, IN

8:00 AM-8:45 AM **Poster 22, Room 108** | **Session: 789**
IDENTIFYING REINFORCERS FOR STUDENTS WITH SPECIAL NEEDS: A SYSTEMATIC LITERATURE REVIEW

Topic Area: Assessment

Secondary Topic: Developmental Disabilities

Format: Poster Session

A systematic literature review was conducted on the use of reinforcer assessments for individuals with disabilities. This session will discuss the necessary procedures, outline the assessment steps, and identify gaps in the literature. (2899)

Leader(s): *Miriam Boesch*, University of North Texas, Denton

Presenter(s): *Alexandra Da Fonte*, Vanderbilt University, Nashville, TN

8:00 AM-8:45 AM **Poster 18, Room 108** | **Session: 790**
INCORPORATING MUSIC INTO THE LITERACY CURRICULUM FOR CHILDREN WHO ARE DEAF OR HARD OF HEARING

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Research

Format: Poster Session

Because of advanced hearing technology, children who are DHH have greater access to sound than was available even a decade ago. This session will describe strategies for enhancing phonics, vocabulary, and comprehension skill development by incorporating music into the literacy curriculum. (2904)

Leader(s): *Lauri Nelson*, Utah State University, Logan

Presenter(s): *Elizabeth Parker*, Utah State University, Logan

8:00 AM-8:45 AM **Poster 19, Room 108** | **Session: 791**
INCREASING THE EFFECTIVENESS OF QUALITY 1:1 PARAPROFESSIONAL TIME: THE PARENT ROLE IN ACCOUNTABILITY

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Learn the ways parents of students with severe disabilities were provided information for working with teachers to make informed requests for quality trained 1:1 paraeducators. Parents were given strategies to monitor the support that encourages the student's optimal growth and independence. (1168)

Leader(s): *Lucinda Kramer*, National University, Costa Mesa, CA

8:00 AM-8:45 AM **Poster 27, Room 108** | **Session: 792**
IPAD AS AN AUGMENTATIVE COMMUNICATION DEVICE FOR STUDENTS WITH LOW-FUNCTIONING AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Communicative Disabilities and Deafness

Format: Poster Session

Learn the effects of using the iPad to assist students with low-functioning autism in learning communication skills. Students were taught to use the iPad to communicate with their teacher and peers and all students increased their initial requests, responses to questions, and making social comments. (1600)

Leader(s): *Deborah Leonard*, Rowan University, Glassboro, NJ

Presenter(s): *Joy Xin*, Rowan University, Glassboro, NJ

8:00 AM-8:45 AM **Poster 24, Room 108** | **Session: 793**
IPADS IN PRESCHOOL: THE EFFECT OF IPAD APPLICATIONS ON THE READINESS SKILLS OF AT-RISK PRESCHOOLERS

Topic Area: Early Childhood

Secondary Topic: Technology and Media

Format: Poster Session

The use of the Apple iPad technology in early childhood settings holds great promise in helping to enhance the development of young children. The results of a study revealed a significant effect on upper case letter knowledge and small increases on number and lower case letter knowledge. (2826)

Leader(s): *Christine Fryer*, Marywood University, Scranton, PA

Presenter(s): *Michelle Gonzalez*, Marywood University, Scranton, PA

8:00 AM-8:45 AM **Poster 01, Room 108** | **Session: 794**
PARAPROFESSIONAL PERCEPTIONS OF INTERACTIONS WITH FAMILIES

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This session focuses on paraprofessionals' need for training on working with families, particularly families who are culturally and linguistically diverse. Presenters discuss the implications from this study which are relevant for educators, service providers, and parents. (2872)

Leader(s): *Patricia Sheehey*, University of Hawaii at Manoa

SATURDAY

8:00 AM-8:45 AM **Poster 21, Room 108** | **Session: 795**
PENNSYLVANIA EDUCATORS OF THE DEAF AND HARD-OF-HEARING AND THEIR PERSPECTIVES ON SUPERVISION

Topic Area: Administration/Supervision

Secondary Topic: Communicative Disabilities and Deafness

Format: Poster Session

A survey was sent to educators of the deaf and hard-of-hearing throughout the state of Pennsylvania seeking their feedback on supervision including their supervisor's position, educational background, and best attributes. Results of this survey and implications for the field will be shared. (1533)

Leader(s): *Kevin Miller*, Concordia University, Lincoln, NE

8:00 AM-8:45 AM **Poster 02, Room 108** | **Session: 796**
PRESCHOOL READING AND LANGUAGE INTERVENTIONS FOR CHILDREN WITH AUTISM

Topic Area: Research

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

Dialogic Reading is an intervention that uses prompts to actively engage children and encourage verbal interactions. Results of a study of interactive storybook reading on the vocabulary, phonological awareness, language development, and concepts about print of preschoolers with ASD are shared. (3151)

Leader(s): *Roxanne Hudson*, University of Washington, Seattle

Presenter(s): *Jacob Hackett*, University of Washington, Seattle; *Maya Smith*, University of Washington, Seattle; *Rosanne Greenway*, University of Washington, Seattle

8:00 AM-8:45 AM **Poster 20, Room 108** | **Session: 797**
SHIFTING PERSPECTIVES TO PROVIDE ACCESS TO ACADEMICS FOR STUDENTS WITH SIGNIFICANT DISABILITIES

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Poster Session

This session will explore a partnership between the state department, a university, and LEAs that has transformed curriculum and instructional practices for students with significant disabilities. (1753)

Leader(s): *Julie Bowers*, University of Delaware, Newark

Presenter(s): *Stephanie DeMayo*, University of Delaware, Newark; *Sarah Celestin*, Delaware Department of Education, Dover

8:00 AM-8:45 AM **Poster 13, Room 108** | **Session: 798**
TEACHING WORD PROBLEMS WITH FRACTIONS USING CONCRETE MANIPULATIVES, VIRTUAL MANIPULATIVES, AND PROBLEM SCHEMAS

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Poster Session

Learn the benefits and challenges of an intervention that combined concrete and virtual manipulatives, and schema-based instruction to improve problem-solving performance on word problems with fractions. Implications for instruction for students with disabilities/difficulties with math are shared. (1637)

Leader(s): *Julie Reneau*, Fairmont State University, WV

8:00 AM-8:45 AM **Poster 05, Room 108** | **Session: 799**
THE EFFECTS OF EXERCISE ON CLASSROOM BEHAVIOR AND WORK OUTPUT FOR CHILDREN WITH ADHD AND EBD

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

There is a small, but growing body of research looking at the positive benefits of exercise for children with ADHD or EBD. This research shows that even one bout of exercise can have positive benefits on classroom behavior and academic performance. Learn what you can do in your classroom! (2724)

Leader(s): *Jeffery Hart*, The Pennsylvania State University, State College

8:00 AM-8:45 AM **Poster 14, Room 108** | **Session: 800**
THE GROWTH OF EXPRESSIVE LANGUAGE FOR STUDENTS WITH DISABILITIES DURING A PEER-TUTORING PROGRAM

Topic Area: Instructional Design and Strategies

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Learn about the development of expressive language skills in kindergarten and 4th-grade students with moderate disabilities participating in a modified cross-age peer-tutoring program. Students' expressive language skills are discussed in light of the Speaking and Listening Standards of the CCSS. (2860)

Leader(s): *Anna Meyer*, University of Maryland, College Park

Presenter(s): *Rebecca Silverman*, University of Maryland, College Park

8:00 AM-8:45 AM **Poster 03, Room 108** | **Session: 801**
THE MIRROR WITHIN: REFLECTION AS PART OF THE ACTION RESEARCH PROCESS

Topic Area: Research

Secondary Topic: Teacher Education

Format: Poster Session

To be successful in teaching, every practitioner must become a reflective educator. Presenters discuss practitioners' perceptions of their teaching before and after collecting and analyzing data and how systemic reflection can promote improved teacher instruction and student learning outcomes. (1392)

Leader(s): *Emerald Collins*, University of North Texas, Denton

Presenter(s): *Andrea Jasper*, Central Michigan University, Mount Pleasant

8:00 AM-8:45 AM **Poster 28, Room 108** | **Session: 802**
THE THREE RS OF PARAEDUCATOR SUPERVISION: ROLES, RELATIONSHIPS, AND RESPONSIBILITIES

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Teacher Education

Format: Poster Session

The ever increasing hiring of uncertified employees in the public school system to work alongside certified teachers has heightened the issue of effective supervision of those employees. Presenters offer research-based components of supervision and tools to implement this supervision effectively. (1692)

Leader(s): *Claudia Reinfelds*, University of Kansas, Lawrence

Presenter(s): *Ritu Chopra*, University of Colorado, The PAR2A Center, Denver

8:00 AM-8:45 AM **Poster 10, Room 108** | **Session: 803**
 USE OF SMART TECHNOLOGIES TO PROMOTE
 ENGAGEMENT BY TEACHER CANDIDATES

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Poster Session

This session provides an overview of technology used to promote student engagement at the undergraduate level. Results from the instructor and students' observations, student performance on assignments, and course evaluation instruments will be shared. (1816)

Leader(s): *Kristina Krampe*, Kentucky Wesleyan College, Owensboro

8:00 AM-8:45 AM **Poster 15, Room 108** | **Session: 804**
 USING SCHOOL VOLUNTEERS TO IMPROVE THE WRITING
 PERFORMANCE OF 3RD-GRADE STUDENTS: A WRITING
 ACADEMY

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Poster Session

Struggling writers tend to do little systematic and overt planning and drafting while writing. Attend this session and you will learn how to implement an effective supplemental writing program that improves the writing performance of your struggling young writers. (1568)

Leader(s): *Leslie Rogers*, University of Wisconsin, La Crosse

8:00 AM-8:45 AM **Poster 17, Room 108** | **Session: 805**
 USING SYSTEMATIC STIMULUS FADING TO TEACH SELF-
 QUESTIONING TO FIFTH-GRADE STUDENTS WITH LD

Topic Area: Learning Disabilities

Secondary Topic: Teacher Education

Format: Poster Session

While reading expository texts, 5th grade students with LD were taught a self-questioning strategy to monitor their reading comprehension. They learned to create self-generated questions by using a systematic fading of embedded questions procedure. Positive results of this intervention are shared. (1653)

Leader(s): *Christina Rouse*, Ohio State University, Columbus

Presenter(s): *Sheila Alber-Morgan*, Ohio State University, Columbus; *Jennifer Cullen*, Ohio State University, Columbus

8:00 AM-8:45 AM **Poster 06, Room 108** | **Session: 806**
 UTILIZING AUGMENTED REALITY TECHNOLOGY FOR
 STUDENTS WITH MULTIPLE DISABILITIES

Topic Area: Technology and Media

Secondary Topic: Physical/Health/Multiple Disabilities

Format: Poster Session

Learn how to use augmented reality technology to provide effective, portable, accessible video modeling support for students with multiple disabilities. This technology can be used where and when students need it in social, school, and/or vocational environments. (2877)

Leader(s): *Matthew Newton*, Virginia Tech/Roanoke City Public Schools, VA

9:15 AM-11:15 AM **Marriott Franklin Hall 3/4** | **Session: 808**
 PROGRAM CHAIR FEATURED SESSION: PERSPECTIVES
 FROM ADULT SIBLINGS OF INDIVIDUALS WITH
 INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Parent/Family/School Partnerships

Format: Panel (2 hours)

Hear personal perspectives from adult siblings of individuals with intellectual and/or developmental disabilities. Each panel member will share their experiences and the influences on their family and professional lives.

Leader(s): *Zachary Rossetti*, Boston University, MA

Presenter(s): *Lynne Mack*, Pennsylvania Sibling Support Network (PSSN), Philadelphia; *Sarah Hall*, Ashland University, Columbus Center, OH

9:15 AM-11:15 AM **Marriott Franklin Hall 5/6** | **Session: 809**
 PROGRAM CHAIR FEATURED SESSION: PERSPECTIVES
 FROM THE AUTISM SPECTRUM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Parent/Family/School Partnerships

Format: Panel (2 hours)

This session features personal perspectives from adults with ASD including their schooling experiences and how that influenced their adulthood experiences. These first-hand accounts can inform the types of supports and experiences provided to students in order to better prepare them for adulthood.

Leader(s): *Susan Marks*, Northern Arizona University, Flagstaff

Presenter(s): *Laura Nagle*, Autism Advocate, Cornville, AZ; *Lindsey Nebeker*, Autism Society of America, Washington, DC; *David Hamrick*, National Weather Service, Washington, DC; *Stephen Shore*, Adelphi University, Garden City, NY; *Chou Chou Scantlin*, Doc Scantlin and His Imperial Palms Orchestra, Huntingtown, MD

SATURDAY

9:15 AM - 10:15 AM

103C | Session: 810

Multiple Presentation

A DECADE OF THE OHIO LONGITUDINAL TRANSITION STUDY (OLTS): WHAT ARE THE PREDICTORS OF SUCCESSFUL POSTSCHOOL EMPLOYMENT AND POSTSCHOOL ENTRANCE FOR STUDENTS WITH DISABILITIES?

Discussant

Alfred Daviso, University of Akron, OH

Moderator

Dale Matusевич, Delaware Department of Education, Dover

Topic Area: Career Development/Transition
Presentations Predictors of Successful Postsecondary Education Entrance for Students With Disabilities

This session will share the findings of a 10-year study (The Ohio Longitudinal Transition Study) focusing on the postsecondary education outcomes for students with disabilities. Disability type, gender, ethnicity, school setting, and type of education (i.e., 4-year college, technical school) will be explored. Reasons for not attending college as planned will also be discussed.

Leader(s): *Alfred Daviso*, University of Akron, OH

Presenter(s): *Robert Baer*, Kent State University, OH; *Rachel McMahan Queen*, Kent State University, OH

What Are the Predictors of Successful Postschool Employment for Students With Disabilities?

This session will discuss the findings of the 10-year Ohio Longitudinal Transition Study, which focused on the employment outcomes for students with disabilities. Disability type, gender, ethnicity, school setting, and type of employment will be explored and causes for unemployment will also be discussed.

Leader(s): *Alfred Daviso*, University of Akron, OH

Presenter(s): *Robert Baer*, Kent State University, OH; *Rachel McMahan Queen*, Kent State University, OH; *Carol Sparber*, Kent State University, OH

9:15 AM - 10:15 AM

113B | Session: 811

Multiple Presentation

DUAL LICENSURE: GENERAL AND SPECIAL EDUCATION

Discussant

Renee Murley, University of Memphis, TN

Moderator

Kelly Swindlehurst, University of Vermont

Topic Area: Teacher Education

Dual Licensure for Special Education Teacher Candidates: Is It Working?

Teacher education programs across the nation are creating dual license programs to better prepare pre-service teachers to meet the ever-rising level of state and federal demands for improving the achievement of all students. This session will discuss an investigation into an urban institution's year long residency, the perceptions of the dual licensed candidates about their preparation, and the candidates' confidence towards being a special education teacher.

Leader(s): *Renee Murley*, University of Memphis, TN

Presenter(s): *Sutton Flynt*, University of Memphis, TN; *Jennifer Nelson*, University of Memphis, TN

Meeting the Needs of All Learners: New Teacher Perceptions of Their Preparation

Dual endorsement in general special education has become a popular way to prepare teachers to meet the needs of all learners. However, few studies have explored dually endorsed classroom teachers in the field. This session will detail the findings of a comparative mixed methods study of new teachers.

Leader(s): *Kelly Swindlehurst*, University of Vermont

Presenter(s): *Katharine Shepherd*, University of Vermont, Burlington

9:15 AM - 10:15 AM 104B | Session: 812

Multiple Presentation

EXAMINING THE OVER-REPRESENTATION OF AFRICAN AMERICAN MALES IN SPECIAL EDUCATION

Discussant

Cheryl Utley, Chicago State University, IL

Topic Area: Cultural and/or Linguistic Diversity Building Strong African American Boys, Instead of Repairing Broken African American Men

Since the early 1970s, African American adolescent males have been in social, political, and most importantly, educational disarray. It's time for the collective voices on African American adolescent males to add to the educational discourse by articulating their concerns to teachers and teacher educators. The voices of these males are heard and their resolve is nothing short of change. The voices explore teacher socialization, educational mobility, fluidity in home to school transfer, and tri-environmental harmony. Results indicate the field of education has much listening to do.

Leader(s): *Larry Bryant*, University of North Texas, Dallas

Presenter(s): *Bryan Cichy*, St. Cloud State University, MN

Examining the Overrepresentation of Black Males in Special Education

Nationally, Black males are extensively overrepresented in special education high-incidence areas. Some high-incidence areas are quite subjective, as are referrals for evaluation (i.e., emotional and behavioral disorders, cognitive disabilities, developmental delay, and ADD/ADHD). Not limited to special education, numerous reports also focus on the extremely high rates of Black male suspension and expulsion, with a few federal court cases finding fault with school districts for unreasonable and discriminatory practices. This session addresses Black male culture with recommendations for decreasing overrepresentation via increasing cultural competence among all education professionals.

Leader(s): *Donna Y. Ford*, Vanderbilt University, Nashville, TN

The Forgotten Graduate

Educating secondary (special and typical students) in the urban community has challenges. Presenters provide the audience with an insightful look into the world of urban education incorporating the use of blended learning and differentiated instruction while addressing the social issues.

Leader(s): *Kristen Muenster*, The Academy for Urban Scholars, Columbus, OH

9:15 AM-10:15 AM

202B | Session: 813

ARE TEACHERS READY FOR THE JOB? TEACHER EDUCATION PROGRAMS THAT ARE PREPARING CANDIDATES FOR EDTPA

Topic Area: Measuring Special Education Teacher Effectiveness

Secondary Topic: Teacher Education

Format: Panel

Teacher preparation programs share their planning, candidate preparation, and reflections on the new edTPA requirement. Suggestions for successful transitioning to this new format will be discussed as well as data from candidates' assessments. (3021)

Leader(s): *Dawn Hamlin*, State University of New York, Oneonta

Presenter(s): *Dee Berlinghoff*, Mount Saint Mary College, Newburgh, NY

9:15 AM-10:15 AM

204B | Session: 814

COMPREHENSIVE SAFE SEX EDUCATION FOR PEOPLE WITH DISABILITIES: NEEDS AND OBSTACLES TO OVERCOME

Topic Area: Instructional Design and Strategies

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

Evidence-based safe sex education for people with disabilities to ensure their safety, and decrease their risk for premature parenthood and contracting HIV/AIDS and STDs is needed. Abstinence-based sex education versus comprehensive safe sex education, and the obstacles to overcome are discussed. (3002)

Leader(s): *Anna Treacy*, University of Nevada, Reno

9:15 AM-10:15 AM

107A | Session: 815

EXHIBITOR SHOWCASE SESSION: EFFECTIVE SMALL GROUP INSTRUCTION: BRIDGING THE GAP

Topic Area: Autism Spectrum Disorder

Format: Exhibitor Showcase Session

Many students with autism and other DD require direct and explicit instructions to learn critical skills and concepts. Learn how to teach students in group settings using Sunshine Learning Activities which provide engaging, small group activities for learners at a variety of levels. ()

Leader(s): *Kara Magee-Arick*, STAR Autism Support, Inc., Portland, OR; *Debbie Ware*, Easter Seals Arkansas-Outreach

9:15 AM-10:15 AM

201C | Session: 816

EXECUTIVE FUNCTION INTERVENTIONS TO IMPROVE SELF-REGULATION FOR STUDENTS WITH BEHAVIOR PROBLEMS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Panel

A growing evidence base suggests that academic and social-emotional difficulties of students with EBD may be linked to poor development of executive function. Review efforts to develop school-based curricula and training programs that effectively foster these important skills. (3153)

Leader(s): *Donna Pitts*, University of Florida, Gainesville

Presenter(s): *Brian Barber*, University of Florida, Gainesville; *Ann Daunic*, University of Florida, Gainesville; *Stephen Smith*, University of Florida, Gainesville; *Michelle Cumming*, University of Florida, Gainesville

SATURDAY

9:15 AM-10:15 AM **113A | Session: 817**
EYE OF THE TIGER: TEACHER SURVIVAL STRATEGIES
WITHIN SELF-CONTAINED BEHAVIOR CLASSROOMS

Topic Area: Teacher Education

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

The presenter will discuss in-service teachers' mental health within self-contained behavior support programs, and also the effect that inservice teachers can have in preparing preservice teacher candidates for self-contained environments. Teacher survival strategies will be shared. (2093)

Leader(s): *Frank Thornton*, State University of New York College, Oneonta

Presenter(s): *Laura Franklin*, Wayne State College, NE

9:15 AM-10:15 AM **110AB | Session: 818**
GRADING EXCEPTIONAL AND STRUGGLING LEARNERS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Assessment

Format: Lecture

Assigning fair and meaningful grades to exceptional learners is a difficult task faced by every teacher. Learn about a 5-step model for grading and reporting achievement of exceptional learners in a way that is fair, meaningful, evidence-based, and legally defensible. (2361)

Leader(s): *Lee Ann Jung*, University of Kentucky, Lexington

9:15 AM-10:15 AM **112A | Session: 819**
IF A PICTURE IS WORTH A 1,000 WORDS, HOW MUCH IS A VIDEO?

Topic Area: Early Childhood

Secondary Topic: Autism Spectrum Disorder

Format: Demonstration

This research examined the outcomes of video modeling on peer partner interactions with classmates having autism within play, and preschoolers' with autism interactions within the context of play. Findings will be shared. (1984)

Leader(s): *Kim Floyd*, West Virginia University, Morgantown

Presenter(s): *Christan Coogle*, West Virginia University, Morgantown

9:15 AM-10:15 AM **109B | Session: 820**
IT ALL DEPENDS: APPLYING QUANTITATIVE ANALYSIS TO SPECIAL EDUCATION RESEARCH

Topic Area: Research

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Lecture

This study analyzed differences between visual trend analysis, points of non-overlapping data (PND), Hotelling's 't2', and modified regression analysis applied to data obtained from a multiple baseline, single-subject research study. Results, which indicated differences might be found if quantitative techniques are applied, will be shared. (2033)

Leader(s): *Robert Williamson*, University of Memphis, TN

Presenter(s): *William Hunter*, University of Memphis, TN; *Laura Casey*, University of Memphis, TN; *Clinton Smith*, University of Tennessee at Martin

9:15 AM-10:15 AM **204C | Session: 821**
LESSONS IN SUPPORTING VOCABULARY AND COMPREHENSION DEVELOPMENT IN AT-RISK READERS

Topic Area: Instructional Design and Strategies

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Demonstration

Presenters examine 2 studies of comprehension instruction in Tier 1 and 2 settings. Learn methods to provide brief, explicit instruction on key concepts and vocabulary before reading; and procedures to deliver specific scaffolding feedback to support students' understanding of informational text. (2007)

Leader(s): *Elizabeth Montanaro*, The Catholic University of America, Washington, DC

9:15 AM-10:15 AM **103A | Session: 822**
NO FEARS IN FINDING AND JUDGING EVIDENCE-BASED PRACTICES

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Demonstration

Concerned about how to find or judge evidence-based practices for teaching or interventions? Feel like a beginner in that skill? Then this session is for you! Learn best sources for finding such evidence and how to interpret what you find. (1596)

Leader(s): *Melinda Burchard*, Messiah College, Mechanicsburg, PA

Presenter(s): *Laura Parks*, Messiah College, Mechanicsburg, PA; *Victoria Hepp*, Messiah College, Mechanicsburg, PA

9:15 AM-10:15 AM **Marriott Franklin Hall 1 | Session: 823**
PROGRAM CHAIR FEATURED SESSION: ASSESSING POSTSECONDARY EDUCATION READINESS OF YOUTH WITH ID AND DEVELOPMENTAL DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Developmental Disabilities

Format: Lecture

What are the skills that middle and high school students with ID and DD must learn to be career and college ready? Learn about a rubric that can be used by students, parents, and school personnel when planning transition and developing a school program. A pilot study on its use will be discussed.

Leader(s): *Jerry Petroff*, The College of New Jersey, Ewing

Presenter(s): *Rick Blumberg*, The College of New Jersey, Ewing; *Rebecca Daley*, The College of New Jersey, Ewing

9:15 AM-10:15 AM **Marriott Franklin Hall 2** | **Session: 824**
PROGRAM CHAIR FEATURED SESSION: THE IMPACT
FORMER SPECIAL EDUCATORS CAN HAVE ON BROAD
EDUCATIONAL REFORM: BIRDS EYE VIEWS

Topic Area: Administration/Supervision

Secondary Topic: Public Policy

Format: Panel

A panel of former special educators who served in school districts as superintendents and/or building principal will discuss how their experience in special education helped them leverage broader scale changes. Participants' opportunity to ask questions and discuss issues with the panel will be a key feature of this session.

Leader(s): *Joseph Dimino*, Instructional Research Group, Los Alamitos, CA

Presenter(s): *Betsy Fernandez*, Principal, Retired, Storrs, CT;
Nancy Golden, Governor's Office-Oregon Education Investment Board, Salem

9:15 AM-10:15 AM **Marriott Franklin Hall 7** | **Session: 825**
PROGRAM CHAIR FEATURED SESSION: THREE STEPS AND
SIX STRATEGIES: A BALANCED APPROACH FOR BUILDING
LITERACY SKILLS WITH ELLS

Topic Area: English Language Learners

Secondary Topic: Learning Disabilities

Format: Lecture

ELLs with learning difficulties must develop both academic and language skills and they need to access informational text to develop content knowledge and academic vocabulary. Learn 6 effective strategies to ensure that students will develop the literacy and language skills they need.

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

Presenter(s): *Julie Martinez*, University of Texas, Austin

9:15 AM-10:15 AM **201A** | **Session: 826**
SPECIAL EDUCATION edTPA: ALIGNMENT TO CEC
PROFESSIONAL PREPARATION STANDARDS

Topic Area: Teacher Education

Format: Lecture

This session will address the characteristics and implications for the special education version of the edTPA. Its alignment with the CEC Professional Practice Standards and the implications for special education preparation programs will also be discussed.

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

Presenter(s): *Kendyll Stansbury*, Stanford University, CA

9:15 AM-10:15 AM **104A** | **Session: 827**
SRSD FOR IMPROVING QUICK WRITING PERFORMANCE
OF STRUGGLING ADOLESCENTS: A QUASI-EXPERIMENTAL
STUDY

Topic Area: Research

Secondary Topic: Instructional Design and Strategies

Format: Lecture

The positive effects in a study for supplemental SRSD instruction for persuasive quick writing with struggling writers are described. Implications for instruction with diverse urban students and for generalization to the content classroom are highlighted. (1581)

Leader(s): *Linda Mason*, University of North Carolina, Chapel Hill

Presenter(s): *Richard Kubina*, Pennsylvania State University, University Park; *Doug Kostewicz*, University of Pittsburgh, PA;
Anne Mong Cramer, Indiana University of Pennsylvania; *Shawn Datchuk*, University of Vermont, Burlington

9:15 AM-10:15 AM **111B** | **Session: 828**
TECHNOLOGY AS CO-TEACHER: NEW ROLES FOR SPECIAL
EDUCATION TEACHERS IN STEM

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Technology and Media

Format: Lecture

Take a practical look at how educators can support all students in the general education setting with technology embedded teaching practices. This session will capitalize on the strengths of two professional teachers who guided the learning process geared on increased outcomes in STEM. (2401)

Leader(s): *Kelly Grillo*, NASDSE, Alexandria, VA

Presenter(s): *Tanya Moorehead*, Eastern Connecticut State University, Willimantic

9:15 AM-10:15 AM **113C** | **Session: 829**
THE EFFECTS OF BUG-IN-EAR TECHNOLOGY ON
EDUCATOR USE OF EMBEDDED COMMUNICATION
INTERVENTIONS

Topic Area: Technology and Media

Secondary Topic: Early Childhood

Format: Lecture

This study examined the relation between coaching provided with bug-in-ear technology, early child educators' use of targeted communication strategies, and children's expressive communication. Learn the outcomes which suggest that bug-in-ear shows promise of effectiveness. (2771)

Leader(s): *Jennifer Riggie*, Florida State University, Tallahassee

9:15 AM-10:15 AM **202A** | **Session: 830**
THE ROLE OF PERSISTENCE, CURIOSITY, AFFECT, AND
COGNITION IN IDENTIFYING BEHAVIOR PROBLEMS

Topic Area: Assessment

Secondary Topic: Research

Format: Lecture

Presenters describe the utility of appraising persistence, curiosity, affect, and cognition when identifying students who are at risk for behavior problems. Learn how to interpret and apply results from a new behavioral screener to inform the early identification of these students. (2567)

Leader(s): *Suzanne Woods-Groves*, University of Iowa, Iowa City

SATURDAY

9:15 AM-10:15 AM

106AB | Session: 831

TRAINING THE TRAINERS: WHAT EVERY SPECIAL EDUCATION PRACTITIONER SHOULD KNOW ABOUT AAC

Topic Area: Technology and Media

Secondary Topic: Teacher Education

Format: Demonstration

Because special educators receive little to no training on AAC, this process becomes a hands-on learning experience as their students acquire AAC systems. This session focuses on key training components for special educators on AAC use. (3013)

Leader(s): *Alexandra Da Fonte*, Vanderbilt University, Nashville, TN

Presenter(s): *Miriam Boesch*, University of North Texas, Denton

9:15 AM-10:15 AM

203B | Session: 832

TRUSTING PARTNERSHIPS:SPECIAL EDUCATION AND FAMILY/SCHOOL COLLABORATION UNDER IDEIA

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Presenters share strategies to build the working relationship among the parent, student, and educational team throughout the special education process. Learn about the rights and procedures that safeguard parent and student rights under state and federal special education law, including IDEA. (2373)

Leader(s): *Matthew Erickson*, Slippery Rock University of Pennsylvania

Presenter(s): *Mike Monfore*, Slippery Rock University of Pennsylvania; *Richael Barger-Anderson*, Slippery Rock University of Pennsylvania; *Robert Isherwood*, Slippery Rock University of Pennsylvania

9:15 AM-10:15 AM

201B | Session: 833

VIDEO SELF-MODELING FEEDFORWARD AND IMPROVED READING FLUENCY FOR STUDENTS WITH EBD

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Lecture

Discuss the findings of two experiments that evaluated VSM feedforward interventions to improve oral-reading fluency for 8 middle school students in two classrooms for students with EBD. The treatment was effective overall for 3 of the 8 students. (2908)

Leader(s): *Wanda Chandler*, Western Kentucky University, Richmond

9:15 AM-10:15 AM

107B | Session: 834

WHO TEACHES IN HARD-TO-STAFF SCHOOLS? A COMPARISON OF SPECIAL EDUCATION CERTIFICATION PROGRAMS

Topic Area: Public Policy

Secondary Topic: Teacher Education

Format: Lecture

Stakeholders often assume alternative certification programs in special education increase the supply of qualified special educators to students with disabilities in hard-to-staff schools, where administrators struggle to attract and maintain qualified staff. This session will share findings from the Schools and Staffing Survey as to whether this assumption holds true. (2792)

Leader(s): *Loretta Mason-Williams*, Binghamton University, NY

Presenter(s): *Kyena Cornelius*, Johns Hopkins University, Baltimore, MD

9:15 AM-10:15 AM

203A | Session: 835

WRITING INSTRUCTION FOR STUDENTS WITH SEVERE/PROFOUND DISABILITIES: REVIEW OF THE CURRENT LITERATURE

Topic Area: Developmental Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Literacy instruction for students with severe ID and DD has focused on teaching sight words and functional skills. Learn what the current literature and research says in regard to expressive writing skills, interventions, and instruction for students with severe ID and DD. (2612)

Leader(s): *David Lojkovic*, George Mason University, Fairfax, VA

Presenter(s): *M. Susan Burns*, George Mason University, Fairfax, VA; *Julie Kidd*, George Mason University, Fairfax, VA

9:15 AM-10:00 AM

Poster 28, Room 108 | Session: 836

A MIXED REALITY SIMULATION ON THE CO-TEACHING SKILLS OF PRESERVICE TEACHERS: A PILOT STUDY

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Teacher Education

Format: Poster Session

Frequently special and general education teachers find themselves in a collaborative role outside of their training comfort zone. This study describes direct instruction in co-teaching combined with practice in a mixed reality simulation designed to examine best practices. (2411)

Leader(s): *Christine Ogilvie*, University of West Florida, Pensacola

Presenter(s): *Peggy Whitby*, University of Arkansas, Fayetteville

9:15 AM-10:00 AM **Poster 16, Room 108** | **Session: 837**
CAN COGNITIVE NEUROSCIENTIFIC RESEARCH INFORM MATHEMATICS TEACHING OF STUDENTS WITH SPECIAL NEEDS?

Topic Area: Learning Disabilities

Secondary Topic: Teacher Education

Format: Poster Session

What do teachers know about the mathematical brain? To effectively teach mathematics to students with LD, teachers need to know the latest research in cognitive neuroscience. Learn how neuroscientists and educators can work together to design interventions to support the needs of these students. (1743)

Leader(s): *Darlene Fewster*, Towson University, MD

9:15 AM-10:00 AM **Poster 11, Room 108** | **Session: 838**
CONSPICUOUS COLLABORATION: PRACTICING WHAT WE TEACH WITH GRADUATE GENERAL/SPECIAL EDUCATION COURSES

Topic Area: Teacher Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Collaboration is hard! Two university instructors modeled collaboration during general/special education graduate classes to a cohort of students. Participants will brainstorm collaborative ideas and become re-energized about the power and purpose of collaboration! (2617)

Leader(s): *Patricia Anderson*, East Carolina University, Greenville, NC

Presenter(s): *Karen Voytecki*, East Carolina University, Greenville, NC

9:15 AM-10:00 AM **Poster 21, Room 108** | **Session: 839**
ENHANCING SOCIAL SKILLS THROUGH MOVEMENT AND DANCE

Topic Area: Arts in Special Education

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

This session shares findings from a single-subject multi-treatment research study investigating the effects of a creative dance/movement program on enhancing social skills for students with behavior disorders. (3124)

Leader(s): *Darci Wolf*, Kutztown University, PA

Presenter(s): *Kathleen Stanfa*, Kutztown University, PA

9:15 AM-10:00 AM **Poster 04, Room 108** | **Session: 840**
GAINING MORE TIME TO TEACH AND MORE TIME TO LEARN: A CLASS-WIDE BEHAVIOR PROGRAM

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

The session reviews the Class-Wide Function-Related Intervention Teams Program and its impact on student outcomes. Presenters will share 2 years of efficacy results across three sites and provide video and practical implementation examples of how the program is implemented in elementary classrooms. (2535)

Leader(s): *Wendy Iwaszuk*, University of Kansas, Kansas City

Presenter(s): *Paul Caldarella*, Brigham Young University, Provo; *Howard Wills*, Juniper Gardens Children's Project, University of Kansas, Kansas City; *Debra Kamps*, University of Kansas, Kansas City; *Joseph Wehby*, Vanderbilt University, Nashville, TN

9:15 AM-10:00 AM **Poster 03, Room 108** | **Session: 841**
IDENTIFYING READING DISABILITY AMONG BRAILLE READERS: IS A PHONOLOGICAL PROCESSING DEFICIT KEY?

Topic Area: Visual Impairments

Secondary Topic: Learning Disabilities

Format: Poster Session

Phonological processing helps to predict and explain reading disability among young readers. Should the same tools for identifying phonological processing deficits among sighted readers be used for students who are struggling to learn to read in Braille? This session will explore this question by examining subdomains of phonological processing and their relationship to reading achievement among Braille readers. (2981)

Leader(s): *Amanda McKerracher*, University of California, Berkeley

Presenter(s): *Adam Wilton*, University of British Columbia, Vancouver, Canada

9:15 AM-10:00 AM **Poster 18, Room 108** | **Session: 842**
INCREASING THE COMMUNICATIVE INITIATIONS OF A BOY WITH CHARGE SYNDROME

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Visual Impairments

Format: Poster Session

Learn about an action research case study to increase the expressive communication of a young boy with CHARGE syndrome. Initially, it was hoped he would use pictorial representations, but initiations that occurred in other forms were also measured. (1842)

Leader(s): *Mary Gavin*, Natick Public Schools, MA

Presenter(s): *Susan Bruce*, Boston College, Chestnut Hill, MA

9:15 AM-10:00 AM **Poster 06, Room 108** | **Session: 843**
MONEY MATTERS: PREPARING STUDENTS AND FAMILIES FOR POSTSECONDARY RESPONSIBILITIES

Topic Area: Career Development/Transition

Secondary Topic: Career Development/Transition

Format: Poster Session

This session will look at the span of financial matters students with mild disabilities and their families should be looking at as they prepare to graduate out of the K-12 system. Attendees will learn about obtaining college financial assistance as well as teaching and reinforcing financial literacy. (1586)

Leader(s): *Neil Friesland*, MidAmerica Nazarene University, Olathe, KS

Presenter(s): *Lori Howard*, Marshall University, Huntington, WV; *Elizabeth Potts*, University of Virginia, Charlottesville

SATURDAY

9:15 AM-10:00 AM **Poster 01, Room 108** | **Session: 844**
PARENTS' PERSPECTIVES ON FOUNDATION SKILLS OF SELF-DETERMINATION FOR YOUNG CHILDREN WITH DISABILITIES

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Early Childhood

Format: Poster Session

This study investigated five Asian and Asian-American parents' views on promoting foundations of self-determination for young children with disabilities. Four major themes included (a) strategies for promoting foundations of self-determination, (b) challenges, (c) parents' expectations, and (d) family-professional partnership. Implications for research and practice will be discussed. (2793)

Leader(s): Susan Palmer, University of Kansas, Lawrence

9:15 AM-10:00 AM **Poster 27, Room 108** | **Session: 845**
PREPARING HIGH SCHOOL STUDENTS WITH ASD FOR SUCCESSFUL COLLEGE EXPERIENCES

Topic Area: Autism Spectrum Disorder

Secondary Topic: Career Development/Transition

Format: Poster Session

Are high school students entering college with the self-advocacy and self-determination skills necessary to be successful? Are colleges prepared to offer the necessary accommodations to facilitate success? Presenters address the needs of students with ASD at both the high school and college levels. (3154)

Leader(s): Eileen Sabbatino, Saint Joseph's University, Philadelphia, PA

9:15 AM-10:00 AM **Poster 23, Room 108** | **Session: 846**
PROJECT ZINTHU-ZA-ZA ALIYENSE (SOMETHING FOR EVERYONE): CHILDREN WITH DISABILITIES IN MALAWI

Topic Area: International Programs/Services

Secondary Topic: Arts in Special Education

Format: Poster Session

Presenters will share the results from an interdisciplinary research project that leverages the rich cultural music and performance traditions in Malawi to sensitize teachers, community members, and leaders to the importance of improving educational outcomes for all children. (1892)

Leader(s): Brooke Blanks, Radford University, VA

9:15 AM-10:00 AM **Poster 25, Room 108** | **Session: 847**
REPORTED INVOLVEMENT AND SATISFACTION OF LATINO FAMILIES DURING THE TRANSITION TO KINDERGARTEN

Topic Area: Early Childhood

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This session reports on Latino parent-reported involvement in and satisfaction with the transition process. Associations between parent-reported involvement and ratings of child adjustment to school for children with disabilities transitioning into public kindergarten programs will be discussed. (2892)

Leader(s): Cynthia Baughan, University of North Carolina, Charlotte

Presenter(s): Vivian Correa, University of North Carolina, Charlotte

9:15 AM-10:00 AM **Poster 02, Room 108** | **Session: 848**
SRSD EXPOSITORY READING AND QUICK WRITING IN THE INCLUSIVE SCIENCE CLASSROOM

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Poster Session

This study evaluated effects of SRSD interventions on reading comprehension and informative writing for students in an inclusive science classroom. Examine the results which indicate that participants in the treatment group improved the number of response parts and the written retell quality. (2493)

Leader(s): Elizabeth Benedek-Wood, Pennsylvania State University, University Park

Presenter(s): Philip Wood, West Branch Area School District, PA; Linda Mason, University of North Carolina, Chapel Hill

9:15 AM-10:00 AM **Poster 26, Room 108** | **Session: 849**
SUPPORTING INDEPENDENCE AND SELF-MANAGEMENT SKILLS IN HIGH SCHOOL STUDENTS WITH ASD

Topic Area: Autism Spectrum Disorder

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

Learn about PRISM, a process for students, families, and service providers to identify priority goals, and select implement strategies that increase engagement, independence, and self-management. Practical methods of implementation and video/photo examples will be highlighted. (1609)

Leader(s): Kara Hume, Frank Porter Graham Child Development Institute/UNC, Chapel Hill

Presenter(s): Suzanne Kucharczyk, Frank Porter Graham Child Development Institute/UNC, Chapel Hill

9:15 AM-10:00 AM **Poster 07, Room 108** | **Session: 850**
TEACHER PERCEPTION OF TRANSITION SERVICES IN KOREA

Topic Area: Career Development/Transition

Secondary Topic: International Programs/Services

Format: Poster Session

Learn the results of a study that investigated the perception of transition competencies of Korean special education teachers and explored the relation among satisfaction with transition training, perceived importance of transition service, and frequency of implementation. (2495)

Leader(s): Yungkeun Park, University of Iowa, Iowa City

9:15 AM-10:00 AM **Poster 08, Room 108** | **Session: 851**
TEACHER PREPARATION AND PERCEIVED READINESS OF PRESERVICE TEACHERS TO TEACH STUDENTS WITH ASD

Topic Area: Teacher Education

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

Preservice special educators were surveyed to determine their knowledge of effective practices for students with ASD and their confidence in applying them. The survey was based upon the National Autism Center's National Standards Project (2009) and California-adopted standards. (2148)

Leader(s): Susan Porter, University of Redlands, CA

Presenter(s): Debra Cote, California State University, Fullerton

9:15 AM-10:00 AM **Poster 13, Room 108 | Session: 852**

THE ABCDS OF AUTHENTIC AND ACCESSIBLE LITERACY

Topic Area: Instructional Design and Strategies

Secondary Topic: Technology and Media

Format: Poster Session

Reading books is essential for learning and enjoyment, but for some students traditional book formats present barriers. Learn the ABCDs of accessible literacy practices and technology tools and resources for use in your own classroom. (3213)

Leader(s): *Christina Curran*, University of Northern Iowa, Cedar Falls

Presenter(s): *Susan Brennan*, University of Northern Iowa, Cedar Falls; *Chen Kong*, University of Northern Iowa, Cedar Falls

9:15 AM-10:00 AM **Poster 20, Room 108 | Session: 853**

THE JANUS PROJECT: LOOKING BACK TO MOVE THE FIELD FORWARD

Topic Area: Pioneers/Historical Perspectives

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

This session uses video excerpts of conversations of many of the pioneers and current leaders of the field of special education to reexamine their historical experiences. In addition, these leaders share their reflections on the future of the field and suggestions for educators just starting out. (1208)

Leader(s): *James Teagarden*, Kansas State University, Manhattan

Presenter(s): *Marilyn Kaff*, Kansas State University, Manhattan

9:15 AM-10:00 AM **Poster 19, Room 108 | Session: 854**

THE MODEL ASSESSMENT CLASSROOM FOR STUDENTS WITH SIGNIFICANT COMMUNICATION AND MOTOR DISABILITIES

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Assessment

Format: Poster Session

The Model Assessment Classroom project unites community resources to improve assessment practices for children with significant communication and motor needs. Best practices for assessment and inclusion of students are evaluated so students can pursue their full academic potential. (2600)

Leader(s): *Leslie Fox*, Frank Porter Graham Child Development Institute, Chapel Hill, NC

9:15 AM-10:00 AM **Poster 05, Room 108 | Session: 855**

THROUGH THEIR EYES: USING THE PERCEPTIONS OF STUDENTS WITH EBD TO INCREASE SCHOOL SUCCESS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Poster Session

Presenters demonstrate how educators can identify students with EBD who may present the greatest challenge to successful transition to high school. Learn about the AIR Self-Determination Scale and the process of using the scores to identify student performance on critical school engagement factors. (2610)

Leader(s): *Marsha Herron*, Langston University, OK

9:15 AM-10:00 AM **Poster 09, Room 108 | Session: 856**

TRANSFORMING DOCTORAL STUDENTS TO MENTORS: PROJECT INCLUDE CREATES NEXT GENERATION OF LEADERS

Topic Area: Teacher Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Project INCLUDE at the University of Miami provides opportunities for doctoral students in the special education programs to mentor undergraduate students in the general education/ESE dual certification program. Mentorship opportunities and outcomes will be discussed. (1882)

Leader(s): *Andrea Adelman*, University of Miami, FL

Presenter(s): *Benikia Kressler*, University of Miami, FL; *Miriam Lipsky*, University of Miami, FL

9:15 AM-10:00 AM **Poster 24, Room 108 | Session: 857**

TRANSITIONING SPECIAL EDUCATION TEACHERS TO THE COMMON CORE THROUGH COMMUNITIES OF PRACTICE

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Developmental Disabilities

Format: Poster Session

NCSC partners discuss transitioning special education teachers to grade-level academic content based on the CCSS by using Communities of Practice. Learn about professional development activities offered through in-state and cross-state opportunities, using technology, and face-to-face meetings. (2616)

Leader(s): *Melinda Roden*, University of Kentucky, Lexington

Presenter(s): *Audra Ahumada*, Arizona Department of Education, Phoenix

9:15 AM-10:00 AM **Poster 14, Room 108 | Session: 858**

UNISON RESPONDING IN ELEMENTARY AND SECONDARY CLASSROOMS: A SINGLE-CASE META-ANALYSIS

Topic Area: Instructional Design and Strategies

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Presenters provide an overview of a single-case meta-analysis of unison responding studies across multiple grade levels, content areas, and disability categories. Classroom and research implications are highlighted including efficient use of unison responding in a variety of classroom settings. (1282)

Leader(s): *Courtney Dexter*, Pennsylvania State University, State College

Presenter(s): *Jeremy Moeller*, Clearinghouse for Military Family Readiness/PSU, State College; *Lauren Valasa and Jiwon Hwang*, Pennsylvania State University, State College

9:15 AM-10:00 AM **Poster 15, Room 108 | Session: 859**

USING SELF-REGULATED STRATEGY DEVELOPMENT TO HELP STUDENTS WITH EBD WRITE ABOUT HISTORY

Topic Area: Instructional Design and Strategies

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

Examine the findings of a study implementing SRSD to improve the expository writing skills of students with EBD in a residential school. All reading/writing passages were aligned with the 9th-grade history curriculum to promote expository writing in the content area. Results are discussed. (2427)

Leader(s): *Robin Ennis*, Clemson University, SC

SATURDAY

9:15 AM-10:00 AM **Poster 10, Room 108** | **Session: 860**
 USING SURVEYS WITH PRESERVICE TEACHERS TO
 IMPROVE TEACHER PREPARATION PROGRAMS

Topic Area: Teacher Education

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Poster Session

Presenters describe how faculty surveyed special education undergraduate candidates throughout their program as well as recent program graduates. The survey process and the results were used as part of their program assessment process to make curricular changes in their teacher preparation program. (2141)

Leader(s): *Greg Conderman*, Northern Illinois University, DeKalb

Presenter(s): *Sheldon Woods*, Northern Illinois University, DeKalb

9:15 AM-10:00 AM **Poster 22, Room 108** | **Session: 861**
 YOUR CURRICULUM-BASED MEASUREMENT TOOL FOR
 READING COMPREHENSION: APPROPRIATE BENCHMARK
 USE MATTERS

Topic Area: Assessment

Secondary Topic: Public Policy

Format: Poster Session

For effective instructional-decision making, educators must be knowledgeable regarding available CBM tools. Presenters provide descriptive statistics for a sample of 925 students on 2 published CBM tools for reading comprehension. Student performance and identified proficiency are discussed. (1601)

Leader(s): *Jeremy Ford*, University of Iowa, Iowa City

Presenter(s): *John Hosp*, University of Iowa, Iowa City

10:30 AM-11:30 AM **112A** | **Session: 863**
 CHILDREN WITH AUTISM: INCREASING THEIR
 MOTIVATION TO INTERACT WITH PEERS

Topic Area: Early Childhood

Secondary Topic: Autism Spectrum Disorder

Format: Demonstration

Learn effective techniques for motivating children with ASD to interact with their peers. Participants will also learn effective ways to engage children in manding (requesting) for items, activities, and information; greeting others and commenting; and in playing and sharing with peers. (2819)

Leader(s): *Wendy Ashcroft*, Christian Brothers University, Memphis, TN

Presenter(s): *Sue Argiro*, Shelby County Schools, TN; *Joyce Keohane*, Shelby County Schools, TN

10:30 AM-11:30 AM **202A** | **Session: 864**
 DIFFERENTIATED INDUCTION FOR SPECIAL EDUCATION
 TEACHERS

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Teacher Education

Format: Lecture

To cope with shortages and turnover, schools provide induction supports for novice teachers. In this session, we present case studies of successful program development and differentiation, and describe both key supports and obstacles overcome. (2764)

Leader(s): *Paul Sindelar*, University of Florida, Gainesville

Presenter(s): *John McLaughlin*, MACGROUP, Lanexa, VA; *Ann Sebal*, University of Northern Colorado, Greeley; *Ros VanHecke*, St. Louis, MO

10:30 AM-11:30 AM **103B** | **Session: 865**
 EFFECTS OF THE SDLMI READING COMPREHENSION OF
 STUDENTS WITH HIGH-INCIDENCE DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Learn about the effects of the SDLMI on self-selected reading comprehension goals with middle school students with high-incidence disabilities. Special education teachers provided reading instruction using the Fusion Reading Program. Future research and implications for practice are provided. (2233)

Leader(s): *La' Shawndra Scroggins*, University of North Carolina, Charlotte

10:30 AM-11:30 AM **113A** | **Session: 866**
 FOSTERING POSITIVE TEACHER/CHILD INTERACTION IN
 INCLUSIVE CLASSROOMS WITH NOVICE TEACHERS

Topic Area: Teacher Education

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Demonstration

Join us and learn improvisation techniques that can be used in teacher education and as strategies for entry to the special education career to promote positive classroom communication and interaction. Attendees participate in a demonstration of improvisation games and reflect on their experience. (1478)

Leader(s): *Theresa Becker*, University of Central Florida, Orlando

10:30 AM-11:30 AM **204B** | **Session: 867**
 IMPROVING LEXICON OF SIGHT WORDS OF AT-RISK FIRST
 GRADERS IN ONE LARGE URBAN SCHOOL DISTRICT

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

This session shares the results from a first-grade decoding and fluency intervention. Students participated in a 1- to 3- minute sight word activity in each lesson of a one-to-one comprehensive tutorial. The presenters discuss the student and word characteristics related to mastery. (1741)

Leader(s): *Laura Steacy*, Vanderbilt University, Nashville, TN

Presenter(s): *Donald Compton*, Vanderbilt University, Nashville, TN; *Douglas Fuchs*, Vanderbilt University, Nashville, TN; *Lynn Fuchs*, Vanderbilt University, Nashville, TN

10:30 AM-11:30 AM **104A | Session: 868**
LOOKING AT DISPROPORTIONALITY FROM A LESS FREQUENTED PERSPECTIVE

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Public Policy

Format: Lecture

Special education has made significant strides in policy, research, and practice, however the debate disproportionate representation of minority students has continued. Learn the importance of understanding the identification process and its impact on an individual and society. (3169)

Leader(s): *Lindiwe Magaya*, Georgian Court University, Lakewood, NJ

Presenter(s): *Mary Ann Smorra*, Georgian Court University, Lakewood, NJ

10:30 AM-11:30 AM **106AB | Session: 869**
ONLINE ASSESSMENT ITEM TYPES: WHAT WORKS FOR STUDENTS WITH SPECIAL NEEDS?

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Learning Disabilities

Format: Lecture

Online assessments are quickly emerging in large-scale state assessments for students with special needs. Learn the results of several field tests view the online item types that were successful. (1893)

Leader(s): *Leigh Trolinger*, Pearson, Austin, TX

Presenter(s): *Ricky Dailey*, Pearson, Austin, TX

10:30 AM-11:30 AM **112B | Session: 870**
OPENING YOUR DOOR: DEVELOPING PARTNERSHIPS TO PROMOTE USE OF POSITIVE BEHAVIOR SUPPORTS

Topic Area: Early Childhood

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

Early Childhood teachers may try using PBS to address behavior. However, without true partnerships with administration, parents, and fellow teaching staff, teachers may not be successful. Insights from the presenter's study with teachers who tried incorporating PBS will be discussed. (1499)

Leader(s): *Nicole Edwards*, Rowan University, Glassboro, NJ

10:30 AM-11:30 AM **113C | Session: 871**
PREPARING NEW CAREER AND TECHNICAL EDUCATORS TO TEACH IN INCLUSIVE CLASSROOMS

Topic Area: Teacher Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Changes in preparation for Career and Technical Educators at Penn State University's Workforce Education Program are showing positive gains in new teacher's confidence for instructing students who are fully included. This session will discuss the promising results. (2799)

Leader(s): *Marybeth Morrison*, Pennsylvania State University, University Park

Presenter(s): *Debra Herman*, Pennsylvania State University, University Park; *Cathy Thomas*, Pennsylvania State University, University Park

10:30 AM-11:30 AM **Marriott Franklin Hall 2 | Session: 872**
PROGRAM CHAIR FEATURED SESSION: SUPPORTS FOR COMMON CORE MATH FOR STUDENTS WITH SPECIAL NEEDS

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Instructional Design and Strategies

Format: Lecture

Learn strategies to address conceptual understanding and problem-solving related to CCSS in math. Presenters will provide and explain a list of evidence-based practices, making accessible a bank of critical-thinking problems, and introduce the use of scaffolded handouts and shaping critical thinking.

Leader(s): *Randy Ewart*, University of Saint Joseph, CT

10:30 AM-11:30 AM **102A | Session: 873**
UNDER-REPRESENTATION IN GIFTED: POLICIES, PRACTICES, AND THE PRICE WE PAY

Topic Area: Gifted and Talented

Secondary Topic: Public Policy

Format: Lecture

Culturally/linguistically different children remain under-identified and under-served within gifted education programming. We pay a price for this with a loss for the individual and society. This session will address current barriers within policies and practices in light of recent court findings. We will offer proactive strategies to support best practices which promote equitable access to excellence.

Leader(s): *Mary Ruth Coleman*, University of North Carolina, Chapel Hill; *Donna Y. Ford*, Vanderbilt University, Nashville, TN

10:30 AM-11:30 AM **201A | Session: 874**
REWRITING THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT: CEC'S TOWN HALL DISCUSSION

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture

This is your opportunity to help shape the future of IDEA! Join in a lively discussion about what is working well for children and your programs and what implementation challenges you face. Participation in this session will provide CEC's policy team with needed input as they craft Congressional recommendations for the upcoming reauthorization of IDEA. This Town Hall will address all parts of IDEA and we look forward to your input.

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

Presenter(s): *Kim Hymes*, Council for Exceptional Children, Arlington, VA

SATURDAY

10:30 AM-11:30 AM **105B | Session: 875**
SPECIAL EDUCATION PROGRAMS FOR ELEMENTARY STUDENTS IN ONLINE SCHOOLS: TWO CASE STUDIES

Topic Area: Technology and Media

Secondary Topic: Learning Disabilities

Format: Panel

How can online learning be more accessible, engaging, and effective for K-12 learners with disabilities? The Center on Online Learning and Students With Disabilities undertook comparative case studies in two online schools serving students with disabilities. This session will share the findings. (2822)

Leader(s): *Kimberly Coy*, Washington State University, Seattle

Presenter(s): *Diana Greer*, University of Kansas, Lawrence;
Sean Smith, University of Kansas, Lawrence

10:30 AM-11:30 AM **203A | Session: 876**
SPECIAL FOCUS: USING IBOOKS AND IPADS FOR CURRICULUM DELIVERY IN THE CONTEXT OF THE POSTSECONDARY FLIPPED CLASSROOM

Topic Area: Technology and Media

Secondary Topic:

Format: Lecture

Learn how the "flipped classroom," where educators rely less on traditional teacher-focused lecturing, can be paired with the use of educational technology. Educators can use technology for students to learn at home, or can use in-class time to work directly with students.

Leader(s): *Kimberly Maich*, Brock University, Ontario, Canada

Presenter(s): *Catherine Hayes*, Brock University, Ontario, Canada

10:30 AM-11:30 AM **202B | Session: 877**
STATUS OF COLLABORATION: USING THE SCHOOLS AND STAFFING SURVEY/TEACHER SURVEY AND QUALITATIVE STUDIES

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Administration/Supervision

Format: Lecture

With 24 years of qualitative studies and 13 years of quantitative data, we can now determine the status of collaboration between special and general education teachers. We will look at the evolution and progress for collaboration and collaborative practices and discuss future performances. (2591)

Leader(s): *Tina Bhandari*, Virginia Tech, Roanoke

10:30 AM-11:30 AM **204C | Session: 878**
STRATEGIES TO IMPROVE AND ACHIEVE STEM LITERACY

Topic Area: Instructional Design and Strategies

Secondary Topic: Learning Disabilities

Format: Lecture

Learn about vocabulary and comprehension strategies that are designed to facilitate content literacy in STEM classes. Participants will share other strategies that they have used, practice implementing the strategies into their lesson planning, and ask questions. (1779)

Leader(s): *Jane Bogan*, Miami University, Oxford, OH

10:30 AM-11:30 AM **110AB | Session: 879**
SUPPORTIVE TEAMS FOR EDUCATIONAL PROGRESS: AN INNOVATIVE MODEL OF INCLUSION FOR STUDENTS WITH EBD

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

Learn how the STEP Program helps students with EBD and autism become more successful in the general education environment and assists them through a combination of direct adult support, ABA-based behavior interventions, intensive special education case management, and strong collaboration with families. (1224)

Leader(s): *Shelley Wilson*, Academy School, Brattleboro, VT

Presenter(s): *Gregg Stoller*, Windham Southeast Supervisory Union, Brattleboro, VT

10:30 AM-11:30 AM **103A | Session: 880**
TARGETING INDIVIDUALIZED AND INTENSIVE READING INTERVENTION TO STUDENT NEEDS

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Lecture

This session provides an overview of intervention at the most intensive and individualized tier of support. Results from implementation in 6 urban schools are discussed with implications for data-driven assessment and intervention. (2534)

Leader(s): *Jessica Simacek*, University of Minnesota, Minneapolis

Presenter(s): *Stephanie Snidarich*, University of Minnesota, Minneapolis

10:30 AM-11:30 AM **104B | Session: 881**
TEACHING MATHEMATICS TO CLD STUDENTS: WHAT TEACHERS NEED TO KNOW

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: English Language Learners

Format: Lecture

Mathematics educators face the challenge of raising the performance levels of students and are forced to examine how to accomplish this within the growing CLD populations. Learn research-based strategies for accommodating the needs of this population of learners. (1800)

Leader(s): *Darlene Fewster*, Towson University, MD

10:30 AM-11:30 AM **201B | Session: 882**
THE PEER-REVIEWED RESEARCH REQUIREMENT OF IDEA: AN EXAMINATION OF LAW AND POLICY

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Demonstration

This session examines the IDEA's provision that requires that IEPs include special education services based on PRR. Learn about federal legislation; examine policy letters, administrative rulings, and litigation regarding this requirement; and hear recommendations regarding this important obligation. (1249)

Leader(s): *Mitchell Yell*, University of South Carolina, Columbia
Presenter(s): *Michael Rozalski*, Binghamton University, Geneseo, NY

10:30 AM - 11:30 AM 203B | Session: 883

Multiple Presentation

INSTRUCTIONAL DESIGN COMPONENTS TO INCREASE STUDENT LEARNING AND ENGAGEMENT**Moderator***Deborah Reed*, Florida Center for Reading Research, Tallahassee**Topic Area:** Instructional Design and Strategies
Using Increased Learning Time for Students With Disabilities to Improve Student Achievement

Increased learning time is a data-based instructional framework that allows students to receive targeted remediation or enrichment based on specific needs during the instructional day. Learn how this framework naturally supports response to intervention requirements including research-based interventions and progress monitoring. In addition, it allows for flexibility to adjust remediation and enrichment throughout the school year based on changes in student's specific needs. Increased learning time has resulted in an increase in student achievement, as evident by various assessment results.

Leader(s): *Greta Jackson*, Douglas County School System, Lithia Springs, GA**Presenter(s):** *Arabela Haynes*, Douglas County School System, Lithia Springs, GA**Effects of Increasing Opportunities to Respond on Student Engagement**

This session will report the results of a study designed to assess the effects of increasing the number of opportunities to respond on overall student engagement. A wireless microphone was used to prompt teachers to increase opportunities to respond while student engagement was observed and coded. Implications for practitioners will be discussed.

Leader(s): *Justin Cooper*, University of Louisville, KY**Presenter(s):** *Amy Lingo*, University of Louisville, KY; *Todd Whitney*, University of Memphis, TN**Motivating Instruction? An App for That!**

For those students who lack motivation due to repeated academic failure, teachers can implement specific strategies known to increase academic achievement such as providing choice, increasing opportunities to respond, and anchoring. These strategies, in conjunction with technology, can help maximize student learning. Participants will learn how to use 21st-century technology in a way that maximizes research-based, motivational instruction for struggling learners.

Leader(s): *Allison Bruhn*, University of Iowa, Iowa City**Presenter(s):** *Kari Vogelgesang*, University of Iowa, Iowa City

10:30 AM - 11:30 AM 113B | Session: 884

Multiple Presentation

CO-TEACHING AT THE UNIVERSITY LEVEL**Discussant***Amelia Jenkins*, University of Hawaii at Manoa**Moderator***Richard Mehrenberg*, Millersville University, PA**Topic Area:** Teacher Education**Faculty Co-Teaching Experience in a Merged Elementary and Special Education Program**

This session shares the co-teaching experiences of education faculty in delivering a merged elementary and special education undergraduate program. The discussion on co-teaching includes: (a) background and overview, (b) perceptions of faculty involved, and (c) perceptions of teacher candidates on the knowledge gained from their experience in a co-taught classroom.

Leader(s): *Amelia Jenkins*, University of Hawaii at Manoa**Presenter(s):** *Donna Grace*, University of Hawaii at Manoa, Honolulu, *Lysandra Cook*, University of Hawaii at Manoa**Utilizing Co-Teaching Within a Behavior Management Course**

This session describes a pilot behavior management course co-taught by an elementary and a special education professor. General and special education teacher-candidates explored the content through two distinct, but equally important lenses. Best practices in co-teaching were modeled throughout the course. Feedback from the students and instructors will be shared.

Leader(s): *Richard Mehrenberg*, Millersville University, PA

10:30 AM-11:30 AM

111B | Session: 885

THE REST OF THE STORY: YEAR 2 OF TEACHER PREPARATION GONE MOBILE**Topic Area:** Teacher Education**Secondary Topic:** Research**Format:** Lecture

Connectivity matters more than ever! Last year we described how mobile devices and advanced wireless technologies were used to create a digital-age clinical model. Join us this year for the rest of the story as we report findings from Year 2 and share additional lessons learned. (2678)

Leader(s): *Marcia Rock*, University of North Carolina, Greensboro**Presenter(s):** *Saija Washington*, University of North Carolina, Greensboro; *Jennie Jones*, University of North Carolina, Greensboro; *Aftynne Cheek*, University of North Carolina, Greensboro

SATURDAY

10:30 AM-11:30 AM **Marriott Franklin Hall 1** | **Session: 886**
TOWN HALL — DISPROPORTIONALITY IN SPECIAL EDUCATION AND DISCIPLINE: WHERE DO WE STAND AND WHERE ARE WE GOING?

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Public Policy

Format: Panel

This town hall provides a status report of where the field stands with respect to policy regarding racial/ethnic disproportionality in special education and discipline. Discuss what key attitudes, perspectives, and knowledge might be required to be effective in moving this issue forward, and much more!

Leader(s): *Russell Skiba*, Indiana University, Bloomington

Presenter(s): *Eleanor White*, Michigan Department of Education, Lansing; *Dan Losen*, Civil Rights Project, University of California, Los Angeles

10:30 AM-11:30 AM **109B** | **Session: 887**
TOWN HALL — THE COMMON CORE STATE STANDARDS FOR K-5 ELA: ARE WE READY FOR IMPLEMENTATION?

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Implications of Education Reform Initiatives for Students with Disabilities

Format: Panel

In this Town Hall, the panel and participants will discuss the CCSS; how they are being implemented; what can be done now to improve implementation; and what teachers, school leaders, and researchers should do next.

Leader(s): *Barbara Foorman*, Florida State University, Tallahassee

Presenter(s): *Devin Kearns*, Boston University, MA

Moderator: *Karen R. Harris*, Arizona State University, Tempe

10:30 AM-11:30 AM **201C** | **Session: 888**
USE OF FUNCTIONAL BEHAVIORAL ASSESSMENTS WITH THE CHECK IN/CHECK OUT INTERVENTION

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Collaboration and Inclusive Practices

Format: Lecture

Learn results of a recent literature review of the of check in/check out. The review centers on use of functional behavioral assessments with check in/check out and reported outcomes within the context of behavior function for students at the elementary and middle school levels. (1207)

Leader(s): *Courtney Dexter*, Pennsylvania State University, University Park

Presenter(s): *Kathy Ruhl*, The Pennsylvania State University, University Park; *Douglas Dexter*, Pennsylvania State University, University Park

10:30 AM-11:15 AM **Poster 10, Room 108** | **Session: 890**
A CRASH COURSE IN CLASSROOM MANAGEMENT FOR ALTERNATIVE CERTIFICATION TEACHERS

Topic Area: Teacher Education

Secondary Topic: Research

Format: Poster Session

Learn about a program of training for alternative certification teachers that supplements coursework with practice in a mixed reality simulation lab to build classroom management skills. The program and results of the study can transform learning experiences for teachers in their induction years. (3044)

Leader(s): *Kelley Lassman*, Pace University, NY

10:30 AM-11:15 AM **Poster 13, Room 108** | **Session: 891**
EFFECTS OF VOCABULARY INSTRUCTION ON THE WRITING ACHIEVEMENT OF STUDENTS WITH/WITHOUT DISABILITIES

Topic Area: Instructional Design and Strategies

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This quasi-experimental study compared the effects of an elaborate vocabulary intervention (SSFA) with definition instruction (DI) on the explanatory writing outcomes of 6th-grade students with and without disabilities. Results are shared and discussed. (1717)

Leader(s): *Jude Wolf*, University of San Francisco, CA

10:30 AM-11:15 AM **Poster 19, Room 108** | **Session: 892**
FETAL ALCOHOL SPECTRUM DISORDERS: WHY SHOULD SPECIAL EDUCATORS CARE?

Topic Area: Physical/Health/Multiple Disabilities

Secondary Topic: Learning Disabilities

Format: Poster Session

Students with FASD exhibit a range of cognitive and behavioral problems but may remain hidden by different disability labels. Learn about the neurobehavioral characteristics of FASD, access research-based training programs, and develop techniques to support learning and social emotional behavior. (1155)

Leader(s): *Cheryl Wissick*, University of South Carolina, Columbia

Presenter(s): *James Gardner*, University of Oklahoma, Norman

10:30 AM-11:15 AM **Poster 12, Room 108** | **Session: 893**
IPADS IN SPECIAL EDUCATION: USES AND RECOMMENDATIONS

Topic Area: Technology and Media

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

iPads are becoming more prevalent in special education. Thus, it is important to have an understanding of effective uses of such technologies. Using data from a statewide survey of special educators, recommendations for the use of iPads will be presented. (1846)

Leader(s): *Brian Cavanaugh*, University of Maine, Farmington

Presenter(s): *Lance Neeper*, University of Maine, Farmington

10:30 AM-11:15 AM **Poster 16, Room 108** | **Session: 894**
 RTI FRAMEWORK OF ONE SCHOOL DISTRICT: WHO, WHAT, WHEN, AND HOW?

Topic Area: Learning Disabilities

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

RTI implementation has generated questions surrounding schoolwide collaboration: who, what, when, and how? The presenters investigated how RTI implementation in one small suburban school district has impacted collaboration and teacher roles. Findings will be shared. (2697)

Leader(s): *Kelley Regan*, George Mason University, Fairfax, VA

Presenter(s): *Sheri Berkeley*, George Mason University, Fairfax, VA; *Melissa Hughes*, George Mason University, Fairfax, VA; *Kelly Brady*, George Mason University, Fairfax, VA

10:30 AM-11:15 AM **Poster 27, Room 108** | **Session: 895**
 SELF-MANAGEMENT TECHNIQUES AND STUDENTS WITH ASD: WHAT DOES THE RESEARCH REVEAL?

Topic Area: Autism Spectrum Disorder

Secondary Topic: Teacher Education

Format: Poster Session

Self-management has been shown to improve academic and social outcomes for students with disabilities. An examination of the literature on SM and students with ASD reveals strengths and limitations of SM studies and techniques with this population, and provides recommendations for future research. (2104)

Leader(s): *Jenny Wells*, University of Hawaii at Manoa

10:30 AM-11:15 AM **Poster 18, Room 108** | **Session: 896**
 SERVICE LEARNING AND CEC COLLEGE CHAPTERS

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Teacher Education

Format: Poster Session

Learn how to incorporate service learning opportunities into college CEC chapters that are active, meaningful, and relevant. Details of the Saturday Recreations program at a northeastern public university will be shared. (2353)

Leader(s): *Richard Mehrenberg*, Millersville University, PA

10:30 AM-11:15 AM **Poster 06, Room 108** | **Session: 897**
 STORIES OF EXCEPTIONAL STUDENTS: THE TRANSITION TO POSTSECONDARY EDUCATION

Topic Area: Career Development/Transition

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

How do transition interventions in the areas of academic strategies and life skills prepare students with disabilities to succeed in postsecondary education? Presenters share the findings of a study examining the self-reported transition experiences of current college students with disabilities. (1361)

Leader(s): *Catherine Lipson*, San Francisco State University, CA

10:30 AM-11:15 AM **Poster 11, Room 108** | **Session: 898**
 SUPPORTING ITINERANT SERVICE DELIVERY THROUGH A STATE-LEVEL TECHNICAL ASSISTANCE SYSTEM

Topic Area: Early Childhood

Secondary Topic: Teacher Education

Format: Poster Session

Learn about a framework for state-level technical assistance targeted at promoting evidence-based itinerant service delivery in early childhood programs. Difficulties experienced and how strategies can promote evidence-based practices are shared. (1439)

Leader(s): *David Lindeman*, University of Kansas, Lawrence

10:30 AM-11:15 AM **Poster 20, Room 108** | **Session: 899**
 TEACHER EVALUATION FOR SPECIAL EDUCATORS: A CO-OP APPROACH BEING IMPLEMENTED IN INDIANA

Topic Area: Measuring Special Education Teacher Effectiveness

Secondary Topic: Administration/Supervision

Format: Poster Session

This session will overview the collaborative development and implementation of a teacher evaluation system in an 8 district cooperative. All observation tools, checklists, and rubrics will be available to participants. (2403)

Leader(s): *Angela Balsley*, Special Services, Johnson Co., Franklin, IN

Presenter(s): *Pamela Wright*, Special Services, Johnson Co., Franklin, IN

10:30 AM-11:15 AM **Poster 08, Room 108** | **Session: 900**
 TEACHERS PREPARED IN A COMBINED CREDENTIAL PROGRAM: WHERE ARE THEY NOW?

Topic Area: Teacher Education

Secondary Topic: Administration/Supervision

Format: Poster Session

This study examines the career paths of teachers who are currently in the field who were prepared in a combined credential program at a large public university. Results will be shared. (2278)

Leader(s): *Ellen Cook*, University of California, Berkeley/San Francisco State University

10:30 AM-11:15 AM **Poster 26, Room 108** | **Session: 902**
 THE EFFECTS OF CONCRETE-REPRESENTATIONAL-ABSTRACT INSTRUCTION SEQUENCE AND STUDENTS WITH ASD

Topic Area: Autism Spectrum Disorder

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

The concrete representational abstract (CRA) instructional sequence has been shown effective in teaching students with mathematical difficulties. This session shares the results of a study that examined the effects of the CRA sequence in teaching students with ASD. (2593)

Leader(s): *Shaunita Strozier*, Valdosta State University, GA

Presenter(s): *Vanessa Hinton*, Auburn University, AL; *Margaret Flores*, Auburn University, AL

SATURDAY

10:30 AM-11:15 AM **Poster 03, Room 108** | **Session: 903**
 THE IMPACT OF A HUMANE EDUCATION COURSE ON STUDENTS WITH VISUAL IMPAIRMENTS

Topic Area: Visual Impairments

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

This session will report findings from a study on the impact of a school-based humane education course on the knowledge and skills of secondary students with visual impairment and blindness. Key elements of the curriculum and video examples of students applying knowledge with a licensed service dog will be shared. (1776)

Leader(s): Susan Bruce, Boston College, Chestnut Hill, MA

Presenter(s): Meghan Kennedy, Boston College, Chestnut Hill, MA; Jen Feinstein, Perkins School for the Blind, Watertown, MA

10:30 AM-11:15 AM **Poster 07, Room 108** | **Session: 904**
 THE PREDICTORS OF EMPLOYMENT OUTCOMES AMONG TRANSITION-AGED STUDENTS WITH LEARNING DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Learning Disabilities

Format: Poster Session

Learn the results of a study that examined which demographic and transition service variables predict employment outcomes among transition-aged youth with LD. Suggestions and implications are provided. (2298)

Leader(s): Eun Ji, University of Texas, Austin

Presenter(s): Kijung Lee, Daegu National University of Education, Korea

10:30 AM-11:15 AM **Poster 05, Room 108** | **Session: 905**
 TRAINING TEACHERS TO PROVIDE WRITING INSTRUCTION TO STUDENTS WITH EMOTIONAL DISTURBANCE

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Discuss lessons learned from 3 intervention studies in which teachers combined self-determination/self-advocacy and persuasive writing instruction for students with EBD. Teacher training procedures, student learning gains, and instructional recommendations are presented. (2887)

Leader(s): Yojanna Cuenca-Carlino, Illinois State University, Normal

Presenter(s): April Mustian, Illinois State University, Normal

10:30 AM-11:15 AM **Poster 21, Room 108** | **Session: 906**
 TRANSFORMATIONAL STORIES IN THE KEY OF LIFE: TRANSFORMING SPECIAL EDUCATION LEADERSHIP PRACTICE

Topic Area: Administration/Supervision

Secondary Topic: Career Development/Transition

Format: Poster Session

Our practices have been influenced by the personal and professional "life stories" that have shaped our lives. This session will examine how one person's life story as a sibling, teacher, parent, and special education administrator has shaped an understanding of presuming competence in others. (1042)

Leader(s): Rebecca Fogle, PaTTAN, King of Prussia, PA

10:30 AM-11:15 AM **Poster 01, Room 108** | **Session: 907**
 UNDERSTANDING STUDENT PERCEPTIONS OF THE FIVE CO-TEACHING MODELS

Topic Area: Collaboration and Inclusive Practices

Secondary Topic: Research

Format: Poster Session

This session will share the results of a survey study that measured student perceptions of the five co-teaching models. The findings indicated that differences existed with regard to student perceptions of these models. Recommendations for effective co-teaching will also be offered. (1514)

Leader(s): Randa Burks-Keeley, New Mexico State University, Las Cruces

10:30 AM-11:15 AM **Poster 15, Room 108** | **Session: 908**
 UNDERSTANDING SUBTYPES OF LEARNING DISABILITIES AMONG A NATIONAL SAMPLE OF CHILDREN WITH LDS

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Poster Session

This study evaluated the performance of 100 students across Grades 1-12, half with LD in reading/writing and half with LD in math. Results show patterns of performance across achievement domains and suggest subtypes of reading, writing, and math disabilities and areas of processing weaknesses. (2672)

Leader(s): Tara Guerriero, West Chester University, PA

10:30 AM-11:15 AM **Poster 09, Room 108** | **Session: 909**
 UNIVERSAL DESIGN FOR LEARNING IN A STUDENT TEACHER PRACTICUM PLACEMENT

Topic Area: Teacher Education

Secondary Topic: Collaboration and Inclusive Practices

Format: Poster Session

Examine the results of an intervention study which included UDL in a prepracticum placement. Implications for teacher educators and researchers include the need for UDL integration in methods courses, modeling UDL in supervision, and more research on the efficacy of UDL in classrooms. (1870)

Leader(s): Kavita Venkatesh, Boston College, Chestnut Hill, MA

10:30 AM-11:15 AM **Poster 24, Room 108** | **Session: 910**
 USING EVIDENCED-BASED PRACTICES TO TEACH THE COMMON CORE STATE STANDARDS

Topic Area: Implications of Education Reform Initiatives for Students with Disabilities

Secondary Topic: Instructional Design and Strategies

Format: Poster Session

Educators need a Common Core toolkit to help them meet the needs of exceptional learners. Learn how a supply of evidence-based strategies, such as Universal Design for Learning, can become pedagogical tools to help students apply and extend critical-thinking skills to real world problems. (2861)

Leader(s): Kimberly Griffith, University of West Georgia, Carrollton

Presenter(s): Ravic Ringlaben, University of Southern Mississippi, Hattiesburg

10:30 AM-11:15 AM **Poster 14, Room 108** | **Session: 911**
**USING EXPLICIT INSTRUCTION TO TEACH TEST-TAKING
 VOCABULARY TO STUDENTS WITH DISABILITIES**

Topic Area: Instructional Design and Strategies

Secondary Topic: Research

Format: Poster Session

Examine the effects of explicit instruction on students' vocabulary knowledge on high-stakes test items. Participants were 4th and 5th graders with autism or a learning disability. Results showed a functional relation between explicit instruction and students' gains in vocabulary. (2004)

Leader(s): *Charles Wood*, University of North Carolina, Charlotte

Presenter(s): *Crystallyn Schnorr*, University of North Carolina, Wilmington; *Julie Thompson*, University of North Carolina, Charlotte

10:30 AM-11:15 AM **Poster 22, Room 108** | **Session: 912**
**WHAT DO I DO WITH THESE DATA? USING DATA TO
 GUIDE MATH AND WRITING INTERVENTIONS**

Topic Area: Assessment

Secondary Topic: Learning Disabilities

Format: Poster Session

Learn strategies for using data to guide math and writing instruction for students' complex learning needs. Technology for monitoring student progress, like Smartboard, will be reviewed using P-12 student data. Resources for families will also be shared. (2161)

Leader(s): *Bridget Kelley*, Western Washington University, Bellingham

10:30 AM-11:15 AM **Poster 17, Room 108** | **Session: 913**
**YOUNG, TRIUMPHANT, AND BLACK: OVERCOMING THE
 TYRANNY OF SEGREGATED MINDS IN DESEGREGATED
 SCHOOLS**

Topic Area: Gifted and Talented

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

The experiences of Black students in gifted and advanced classes are often misunderstood. Gain insights into the challenges and triumphs of Black students in contemporary desegregated schools who confronted race-related barriers and overcame them to achieve personal and academic excellence. (2845)

Leader(s): *Tarek Grantham*, University of Georgia, Athens

Presenter(s): *Michelle Trotman Scott*, University of West Georgia, Carrollton; *Deborah Harmon*, Eastern Michigan University, Ypsilanti



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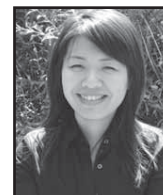
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The Program Advisory Committee (PAC), headed by Chairperson **Russell Gersten**, Professor Emeritus, University of Oregon and Executive Director, Instructional Research Group, Los Alamitos, CA; **Joe Dimino**, Deputy Executive Director, Instructional Research Group, Los Alamitos, CA; and **David Scanlon**, Associate Professor, Boston College, Chestnut Hill, MA, 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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Jean Crockett, Gainesville, FL, *Public Policy*
Lisa Dieker, Orlando, FL, *Collaboration and Inclusive Practices*
Beverly Gerber, Milford, CT, *Arts in Special Education*
Diane Haager, (not pictured), Los Angeles, CA, *English Learners with Disabilities*
Nathan Jones, Boston, MA, *Measuring Special Education Teacher Effectiveness*
Amber McAdoo, (not pictured), Leeper, PA, *Strategies for Entry to the Special Education Career*
Deborah Reed, Tallahassee, FL, *Instructional Design and Strategies*
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 Schoenfeld, Naomi, Nashua, NH
 Trout, Alex, Lincoln, NE

ENGLISH LEARNERS WITH DISABILITIES

Aceves, Terese, Los Angeles, CA
 Boardman, Alison, Boulder, CO
 Hunt, Nancy, Van Nuys, CA
 Osipova, Anna, South Pasadena, CA
 Reutebuch, Colleen, Austin, TX
 Richards-Tutor, Cara, Long Beach, CA
 Zetlin, Andrea, Pacific Palisades, CA

GIFTED AND TALENTED

Boswell, Cecelia, De Leon, TX
 Chandler, Kimberley, Glen Allen, VA
 Cross, Tracy, Williamsburg, VA
 Inman, Tracy, Bowling Green, KY
 Jolly, Jennifer, Baton Rouge, LA
 Robins, Jennifer, Williamsburg, VA
 Schultz, Susan, Rochester, NY

IMPLICATIONS OF EDUCATION REFORM INITIATIVES FOR STUDENTS WITH DISABILITIES

Baker, Joshua, Las Vegas, NV
 Butler, Mark, Lexington, KY
 Cease-Cook, Jennifer, Charlotte, NC
 Clayton, Jean, Crittenden, KY
 Green, Satasha, Old Westbury, NY
 Horn, Channon, Wilmore, KY
 Hyer, Glenda, Cullowhee, NC
 Kaylor, Maria, San Antonio, TX
 Land, Lou-Ann, Lexington, KY
 Lee, Angel, Charlotte, NC
 Morgan, Joseph, Las Vegas, NV
 Mulcahy, Candace, Vestal, NY
 Pennington, Robert, Louisville, KY
 Rivera, Christopher, Greenville, NC
 Spriggs, Amy, Lexington, KY
 Staples, Kelli, Greensboro, NC
 Sweigart, Chris, Shelbyville, KY
 Vasquez, Eleazar, Orlando, FL
 Whitney, Jeremy, Memphis, TN

2014 PROPOSAL REVIEWERS

INSTRUCTIONAL DESIGN AND STRATEGIES

*(including math, reading,
writing, and content areas)*

Boyle, Joseph, Philadelphia, PA
 Busch, Todd, Minneapolis, MN
 Collins, James, Easley, SC
 Collins, Terri, Wilmington, NC
 Denbroeder, Karen, Tallahassee, FL
 Doyle, Candice (Brie), College Park, MD
 Dunn, Cari, Auburn, AL
 Elksnin, Nick, Mt. Pleasant, SC
 Fairfield, Ambre, Princeton, TX
 Fernstrom Chaney, Pam, Florence, AL
 Folsom, Jessica, Tallahassee, FL
 Gage, Nicholas, Storrs-Mansfield, CT
 Gartland, Debi, Burtonsville, MD
 Hanneman, Todd, Richmond, VA
 Hartley, Melissa, Morgantown, WV
 Hecker, Jane, Gilbert, AZ
 Impecoven-Lind, Linda, Ames, IA
 Jones, Nathan, Boston, MA
 Kent, Shawn, Tallahassee, FL
 Koehler, Jennifer, New Orleans, LA
 Kosanovich, Marcia, Youngsville, NC
 Landrum, Timothy, Louisville, KY
 Lovelace, Shelley, Charlottesville, VA
 Miller, Kevin, Buffalo, NY
 Mitchell, Marisa, College Park, MD
 Novosel, Leslie, Honolulu, HI
 Oslund, Eric, College Station, TX
 Plasschaert, Candy, Gainesville, FL
 Powell, Sarah, Austin, TX
 Rose, Chad, Columbia, MO
 Santi, Kristi, Houston, TX

Schaper, Andrew, Eugene, OR
 Scheeler, Mary Catherine, Marlton, NJ
 Schmitz, Sandy, New Orleans, LA
 Seethaler, Pamela, Nashville, TN
 Shipman, Katie, Honey Grove, TX
 Solis, Michael, Austin, TX
 Stecker, Pamela, Pendleton, SC
 Stegall, Joanna, Anderson, SC
 Strosnider, Roberta, Naples, FL
 Swanson, Elizabeth, Round Rock, TX
 Toste, Jessica, Austin, TX
 Willis, Tammy, Grand Saline, TX
 Zaman, Maliha, Herndon, VA
 Zumeta, Rebecca, Washington, DC

INTERNATIONAL PROGRAM/SERVICES

Al-Hendawi, Maha, Doha-Qatar,
 Estrada, Pamela, Monterrey, Mexico
 Garcia, Iris, Monterrey, Mexico
 Hardin, Stacey, Orlando, FL
 Khalifa, Batoul, Doha-Qatar,
 Rodriguez, Jacqueline, Titusville, FL
 Skivington, Michael, Huntsville, TX
 Walker, Zachary, Orlando, FL

LEARNING DISABILITIES

Abernathy, Tammy, Reno, NV
 Beyers, Sarah, Palatine, IL
 Bradfield, Tracy, Minneapolis, MN
 Brigham, Rick, Fairfax, VA
 Budin, Shannon, Buffalo, NY
 Butera, Gretchen, Bloomington, IN
 Campbell, Heather, Northfield, MN
 Collins, Penelope, Irvine, CA
 Du, Sally (Xiaoqing), Forest Lake, MN
 Foegen, Anne, Ames, IA
 Hampton, David, Bowling Green, OH
 Hosp, John, Iowa City, IA
 Hsu, Hui-Chen, Minneapolis, MN
 Jitendra, Asha, Minneapolis, MN
 Jung, Pyung-Gang, Minneapolis, MN
 Kelley, Mary Beth, Minneapolis, MN
 King-Sears, Peggy, Fairfax, VA
 Kunkel, Amy, Minneapolis, MN
 Lembke, Erica, Columbia, MO
 Maddox, Diane, Los Angeles, CA
 Marshall, Kathleen, Columbia, SC
 McMaster, Kristen, Minneapolis, MN
 Monroe, John, Columbia, MO
 O'Connor, Rollanda, Riverside, CA
 Osborne, Susan, Raleigh, NC
 Parrett, Elizabeth, Kennett Square, PA
 Peper, Christine, Minneapolis, MN
 Pinto, Viveca, Minneapolis, MN
 Pyle, Nicole, Logan, UT
 Rafferty, Lisa, Buffalo, NY
 Rahn, Naomi, Belle Plaine, MN
 Riccomini, Paul, University Park, PA
 Ritchey, Kristen, Newark, DE
 Rooney, Karen, Richmond, VA
 Saez, Leilani, Eugene, OR
 Semmelroth, Carrie, Boise, ID
 Singamaneni, Subhalakshmi, Ames, IA
 Someki, Fumio, Nagoya, Japan
 Therrien, Bill, Iowa City, IA
 Ticha, Renata, Minneapolis, MN
 Urso, Annmarie, Geneseo, NY
 Wagner, Dana, St. Paul, MN
 Wayman, Miya, Glen Ellyn, IL
 Wexler, Jade, College Park, MD
 Wilson, Jennifer, Roseville, MN

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MEASURING SPECIAL EDUCATION TEACHER EFFECTIVENESS

Benedict, Amber, Jacksonville, FL
Bettini, Elizabeth, Gainesville, FL
Brownell, Mary, Gainesville, FL
Buzick, Heather, Princeton, NJ
Kearns, Devin, Boston, MA
Kimerling, Jenna, Gainesville, FL
Rossetti, Zachary, Boston, MA

PARENT/FAMILY/ SCHOOL PARTNERSHIPS

Francis, Grace, Lawrence, KS
Hong, Joo Young, Houghton, NY
Latunde, Yvette, Pasadena, CA
McGowan, Kevin, Fairfax, VA
Mitchiner, Julie, Washington, DC
Moore, Susan M, Boulder, CO
Schoyer, Lisa, Los Angeles, CA
Shin, Sookyung, Lawrence, KS
Turnbull, Ann, Lawrence, KS

PHYSICAL, HEALTH AND MULTIPLE DISABILITIES

Elam, Megan, Cincinnati, OH
Finn, David, Birmingham, AL
Grimmet, Kharon, Indianapolis, IN
Hart, Juliet, Phoenix, AZ
Irwin, Mary Kay, Cincinnati, OH
Jackson Glimps, Blanche, Nashville, TN
Jasieniecki, Melissa, Chicago Heights,
IL
Joannou, Kristin, Lawrence, KS
McGrath, Dawn, Indianapolis, IN
Mims, Pamela, Johnson City, TN
Morrison, Emily, Spartanburg, SC
Sarathy, Padmaja, Missouri City, TX

PIONEERS/HISTORICAL PERSPECTIVES

Bogie, Hellen, Kingston, Ontario,
Canada
Johnson, Diane, Tallahassee, FL
Thew, Michael, New Oxford, PA
Weinroth, Michael, Atlanta, GA

PUBLIC POLICY

Gallup, Dawn, Coldwater, MI
LaMore, Laura, Allegan, MI
Minor, Wendy, Lawrence, MI
Opuda, Michael, Portland, ME
Poppen, Marcus, Eugene, OR
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RESEARCH

Able, Harriet, Chapel Hill, NC
Aceves, Terese, Los Angeles, CA
Austin, Joyce, Naples, FL
Barber, Brian, Gainesville, FL
Bruhn, Allison, Iowa City, IA
Bryant, Diane, Austin, TX
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Crevecoeur, Yvel, New York, NY
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Janney, Donna, Havre de Grace, MD
Kamman, Margaret, Gainesville, FL
Katsiyannis, Antonis, Clemson, SC
Kiely, Mary Theresa, Queens, NY
Lane, Kathleen Lynne, Lawrence, KS
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Smith, Stephen, Gainesville, FL
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Thomas, Rachel, Gainesville, FL
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Xin, Yan Ping, West Lafayette, IN

STRATEGIES FOR ENTRY TO THE SPECIAL EDUCATION CAREER

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Swoszowski, Nicole, Tuscaloosa, AL
Tandon, Bharti, Shorewood, WI
Watkins, Cynthia, Nashville, TN
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Winn, Judy, Milwaukee, WI
Wolfe, Pam, University Park, PA

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TECHNOLOGY AND MEDIA *(including adaptive and assistive technology)*

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Ault, Melinda, Lexington, KY
Bausch, Margaret, Lexington, KY
Bouck, Emily, West Lafayette, IN
Choo, Samuel, Spring Lake, NC
Evmenova, Anya, Fairfax, VA
Flanagan, Sara, Lexington, KY
Hasselbring, Ted, Nashville, TN
Heiman, Brenda, Ruston, LA
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Mittler, Joel, Brookville, NY
Okolo, Cynthia, East Lansing, MI
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Laura Receveur, 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

Laura Receveur, Ridley School District, Folsom, PA

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Jannis Floyd, (*Volunteers, Educational Site Visits*), Mansfield University, PA

Nick Polcini, (*Promotion/Publicity, Student Activities, Accessibility Assistance*), West Chester Area School District, PA

Chris Tabakin, (*Headquarters, Yes I Can, Special Events, and Diversity*), Consultant, Exton, PA

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Rodney Warfield, *Yes I Can*, Albright College, Reading, PA

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Cheryl Zaccagnini, *Promotion/Publicity*, Shippensburg University, PA



Laura Receveur
Local Arrangements Chair



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Lead Team



Jannis Floyd
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Peggy Philapavage



Gina Scala



Lorie Taylor



Rodney Warfield



Barbara Wert



Cheryl Zaccagnini

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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, DC	Jean R. Hebel
1931 Cleveland, Ohio	Meta Anderson	1973 Dallas, Texas	Stella A. Edwards
1932 Washington, DC	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)	1978 Kansas City, Missouri	Harold Perry
1937 Cincinnati, Ohio		1979 Dallas, Texas	Harold Perry
1938 Buffalo, New York	Edward H. Stullken (1937-39)	1980 Philadelphia, Pennsylvania	Parthenia Cogdell
1939 Detroit, Michigan		1981 New York, New York	Kenneth Wyatt
1940 Pittsburgh, Pennsylvania	Dorothy E. Norris (1939-41)	1982 Houston, Texas	William E. Johnson
1941 New York, New York		1983 Detroit, Michigan	Jo Thomason
1942 Milwaukee, Wisconsin	Samuel A. Kirk (1941-43)	1984 Washington, DC	Lyndal M. Bullock (1982-84)
1943 Indianapolis, Indiana		1985 Anaheim, California	Joseph P. Gaughan
1944 No Convention	John J. Lee (1943-45)	1986 New Orleans, Louisiana	Michael K. Grimes
1945 No Convention		1987 Chicago, Illinois	Judy Ashmore
1946 Detroit, Michigan	Florence Dunlop (1945-47)	1988 Washington, DC	Charles M. Heuchert
1947 Ottawa, Canada		1989 San Francisco, California	William R. Littlejohn
1948 Des Moines, Iowa	Harley Z. Wooden	1990 Toronto, Ontario	Harry Dahl
1949 San Francisco, California	Ray Graham	1991 Atlanta, Georgia	Joni Alberg
1950 Chicago, Illinois	Arthur S. Hill	1992 Baltimore, Maryland	Ronald J. Anderson
1951 New York, New York	Wallace J. Finch	1993 San Antonio, Texas	Alba A. Ortiz
1952 Omaha, Nebraska	John W. Tenny	1994 Denver, Colorado	Suana L. Wessendorf
1953 Boston, Massachusetts	William M. Cruickshank	1995 Indianapolis, Indiana	Pamela K. Gillet
1954 Cincinnati, Ohio	Francis W. Doyle	1996 Orlando, Florida	Diane L. Johnson
1955 Long Beach, California	Richard S. Dabney	1997 Salt Lake City, Utah	Gerald Hime
1956 Minneapolis, Minnesota	Francis E. Lord	1998 Minneapolis, Minnesota	Linda S. Marsal
1957 Pittsburgh, Pennsylvania	Elizabeth M. Kelly	1999 Charlotte, North Carolina	Gerry Reynaud
1958 Kansas City, Missouri	Maurice H. Fouracre	2000 Vancouver, British Columbia	William K. Bogdan
1959 Atlantic City, New Jersey	Lloyd M. Dunn	2001 Kansas City, Missouri	Hellen Bogie
1960 Los Angeles, California	Ivan K. Garrison	2002 New York, New York	Jacquelyn Alexander
1961 Detroit, Michigan	Jack W. Birch	2003 Seattle, Washington	Janet Burdick
1962 Columbus, Ohio	Leo F. Cain	2004 New Orleans, Louisiana	Suzanne Martin
1963 Philadelphia, Pennsylvania	Mamie Jo Jones	2005 Baltimore, Maryland	Jim McCormick
1964 Chicago, Illinois	Frances P. Connor	2006 Salt Lake City, Utah	Jamie Hopkins
1965 Portland, Oregon	Harrie M. Selznick	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
		2013 San Antonio, Texas	Christy A. Chambers

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MEET THE EXHIBITORS Exhibit Hall A

GRAND OPENING

Wednesday, April 9

President's Welcome Reception

(immediately following the Opening General Session)

6:30-8:00 p.m.

Thursday, April 10

9:00 a.m.–4:00 p.m.

Exhibit Hall Only Hours

11:30 a.m.–1:30 p.m.

Friday, April 11

9:00 a.m.–4:00 p.m.

Exhibit Hall Only Hours

11:30 a.m.–1:30 p.m.

Saturday, April 12

9:00 a.m.–Noon

Exhibit Hall Only Hours

11:30 a.m.–Noon



www.facebook.com/cechq



#CEC14

VISIT THE EXPO

3E LOVE, LLC

1510 Hubbard Ave.
Batavia, IL 60510
<http://www.3elove.com>

BOOTH #632

3E Love is a disability awareness clothing line and marketing company founded in 2007 by siblings Annie and Stevie Hopkins, their family and friends. The mission of the company is simple: to create and bring to market products and services that embrace living life no matter the obstacles, and by doing so, educate society and empower those with disabilities to love life....

AAIDD

501 Third St., NW, Suite 200
Washington, DC 20001
<http://www.aaidd.org>

BOOTH #749

AAIDD is the definitive membership organization and the authoritative source of information for those in the intellectual disability profession. Our membership is over 5,000 professionals strong, in over 55 countries around the world. AAIDD provides a variety of member benefits, including professional publications, webinars, online courses, and the Supports Intensity Scale, a state-of-the-art assessment tool. If you have not yet become an AAIDD member, please visit www.aaidd.org to learn more.

ABILITIES SCHOOL SPECIALTY

W6316 Design Drive
Greenville, WI 54942
<http://www.schoolspecialty.com>

BOOTH #714

Abilities provides product based solutions for children with special needs. We offer a wide range of solutions for teachers, therapists, and parents working with children who learn differently. Our innovative tools are designed to make therapy and learning effective and fun and support our mission to help provide sensory, learning, and behavior solutions for all children. Check out our catalog and/or visit us online at www.abilities.com

ABLENET, INC.

2625 Patton Road
Roseville, MN 55113
<http://www.ablenetinc.com>

BOOTH #539

AbleNet's proven system of special education curricular programs and assistive technology creates an active learning environment where students and teachers achieve measurable results. 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. 95th Street, Suite 150
Overland Park, KS 66212
<http://www.abpathfinder.com>

BOOTH #652

Let us bring order to your chaos. ABPathfinder is the most flexible tool to help teachers and therapists plan, collect, graph, and analyze therapy and behavior results for children with autism. Educators and therapy professionals cut their administrative time by up to 50% and help their students gain skills up to 20% faster. Find out more today at www.ABPathfinder.com

ACE-AUTISM CURRICULUM ENCYCLOPEDIA

33 Turnpike Road
Southborough, MA 01523
<http://www.acenec.org>

BOOTH #732

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.acenec.org.

ACHIEVEMENT PRODUCTS/EXCELLIGENCE

2 Lower Ragsdale Drive, Suite 125
Monterey, CA 93940
<http://www.Achievement-Products.com>

BOOTH #915

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.

VISIT THE EXPO

ADAMS 12 FIVE STAR SCHOOLS

1500 E. 128th Ave.
Thornton, CO 80241
<http://www.adams12.org>

BOOTH #451

Welcome to Adams 12 Five Star Schools - Colorado's fifth largest school district. Join the nearly 43,000 students who call the Five Star District home. Located just seven miles north of downtown Denver, Adams 12 Five Star Schools is close to the conveniences of a major city center, yet far enough to offer the quiet of the suburbs. The five stars represent the five unique communities the district serves: Broomfield, Federal Heights, Northglenn, Thornton, and Westminster.

AHA! PROCESS, INC.

PO Box 727, 421 Jones Road
Highlands, TX 77562
<http://www.ahaprocess.com>

BOOTH #339

aha! Process is a professional development company that works across all aspects of a community to address the root causes of poverty, support individuals as they build resources, and achieve a sustainable community. Based on our proprietary Resource Builder Model, we offer a family of training and educational solutions that improve academic outcomes by building resources for students of all economic classes.

ALPINE ACADEMY

1280 Whispering Horse Drive
Erda, UT 84074
<http://www.alpineacademy.org>

BOOTH #538

Alpine Academy is an RTC for girls ages 12-18. Alpine has a fully accredited academic program that emphasizes direct instruction by teachers certified in their subject area and special education. Students live in homes with highly trained married couples to help them generalize skill development for use at home, school, and the community. Our Master's level clinicians can use a variety of techniques through individual, group, and family therapy to help our students get from merely surviving to truly living.

AMERICAN INSTITUTES FOR RESEARCH

1000 Thomas Jefferson Street NW
Washington, DC 20007
<http://www.air.org>

BOOTH #452

AIR conducts federal, state and local projects designed to improve outcomes for children with disabilities and their families. We analyze and synthesize information related to policy initiatives in special education and early intervention and provide technical assistance support for implementing evidence-based practices in states and local school districts.

AMERICAN PRINTING HOUSE FOR THE BLIND

1839 Frankfort Avenue
Louisville, KY 40206
<http://www.aph.org>

BOOTH #317

American Printing House for the Blind, Inc. in Louisville, Kentucky, was 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 and Related Services
5530 E. Northern Lights Blvd.
Anchorage, AK 99504
<http://www.asdk12.org>

BOOTH #745

The mission of the Anchorage School District is to educate all students for success in life. The ASD is the largest district in Alaska serving approximately 48,000 students who attend 90 schools. We support a variety of school programs and alternative choices for students and families. Our school population is diverse and talented with over 90 languages spoken by our students. ASD has been recognized for leadership in staff excellence and educational programming.

VISIT THE EXPO

ASCEND EDUCATION

302 Albany Ave.
Shreveport, LA 71105
<http://www.ascendmath.com>

BOOTH #636

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
<http://www.assisttables.com>

BOOTH #332

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 standard door, Assist Changing Tables were developed specifically for schools.

ASSISTIVEWARE

Laurierstraat 193
1016 PL Amsterdam, The Netherlands
<http://www.assistiveware.com>

BOOTH #923

AssistiveWare, a leading innovator of assistive technology software for iOS and Mac OS X with 125,000 customers worldwide, is committed to collaborating with the global community to make a difference in people's lives. Founded in 2000, AssistiveWare offers a portfolio of award-winning solutions for individuals with physical, vision, communication, and reading impairments. Offerings include Proloquo2Go®, Proloquo4Text™, Pictello™, News-2-You app, GhostReader™, KeyStrokes™, and SwitchXS™.

ATTAINMENT COMPANY

P.O. Box 930160
Verona, WI 53593-0160
<http://www.attainmentcompany.com>

BOOTH #514 & 515

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. We offer 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.

BEHAVEWRITE

5199 Wolf Creek Road
Spring City TN 37381
<http://www.behavewrite.com/>

BOOTH #850

Simplify your life and make data collection quick and easy. Simplify hours of paper work and data information by utilizing this new web secured program. View snapshots of recent behavior, create reports, complete Functional Behavior Assessment forms, and quickly view recently recorded behaviors and interventions. Additionally, make teachers happy by easily collecting behavior data by using smartphones, iPods, iPads, or the classroom computer.

BEHAVIOR ANALYST CERTIFICATION BOARD

8051 Shaffer Parkway
Littleton, CO 80127
<http://www.bacb.com>

BOOTH #756

The BACB is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services. The BACB adheres to the national standards for boards that grant professional credentials.

VISIT THE EXPO

BENEDICTINE SCHOOL, THE

14299 Benedictine Lane
Ridgely, MD 21660
<https://www.benschool.org>

BOOTH #437

The Benedictine School on Maryland's Eastern Shore is a 12-month co-ed day and residential school for ages 5-21 with autism, multiple disabilities, and intellectual disabilities. Focused on the needs of the total child, our intensive collaborative program includes functional academics; vocational/transition services; speech, occupational, and physical therapy; assistive technology; psychological; psychiatric; social work; counseling; behavior management; 24/7 nursing; adaptive P.E.; and home management.

BIG GRIPS

5260 Minerva Ave.
Sacramento, CA 95819
<http://www.bigrips.com>

BOOTH #757

Big Grips are the world renowned big, squishy, easy to grab, comfortable to hold, and very grip-able cases and stands for iPad. Big Grips are available for all iPad models including the original iPad, iPad 2/3/4, iPad mini, and the new iPad Air. Big Grips products are BPA, lead and latex-free, phthalate and PVC free, and resistant to oils, chemicals, stains, molds and germs, durable and lightweight, and easy to clean. Grab more and worry less with Big Grips—seriously fun protection for the iPad.

BOX CARS & ONE-EYED JACKS

Unit 101 17920 105th Avenue
Edmonton, AB, Canada T5S 2H5
<http://www.boxcarsandoneeyedjacks.com>

BOOTH #952

Box Cars and One-Eyed Jacks - award winning math and literacy game resources and manipulatives - all correlated to the Common Core Standards. We provide hands-on teacher, parent, and student workshops for school districts across North America K-10. Come and visit our exhibit to see the widest selection of dice, cards, literacy manipulatives, and over 1,000 games in 20 resource books. Come to our Workshop "Common Core Elementary Math Games - Engaging Activities for All."

BRAIN PARADE

1177 High Ridge Road
Suite 109
Stamford, CT 06905
<http://www.brainparade.com>

BOOTH #545

Brain Parade develops learning solutions for children with autism and special learning needs. See.Touch.Learn. is a visual learning and assessment iPad application for professionals that leverages the interactivity of the iPad to help students develop language and life skills. See.Touch.Learn. lets you easily create custom instruction using over 4,400 high-quality photographs or your own personal photos, and share and download lessons with almost 400,000 users worldwide. Recognized by Apple®.

BROOKES PUBLISHING COMPANY

P.O. Box 10624
Baltimore, MD 21285-0624
<http://www.brookespublishing.com>

BOOTH #726

We believe what you believe: All learners deserve to meet their potential. We've partnered with the top experts in K-12 education for 35+ years, bringing you practical, research-based books and curricula that support full inclusion and better outcomes for all. We'll help you reach today's most pressing goals—from meeting the challenges of Common Core to differentiating instruction so every student learns.

BUDDY BIKE, LLC

2775 Sunny Isles Blvd
Suite 118
North Miami Beach, FL 33160
<http://www.buddybike.com>

BOOTH #336

The Buddy Bike® is the alternative inline tandem bicycle that places the smaller rider in the front seat. The innovative features of the Buddy Bike offer adaptive outdoor recreation and therapeutic activity to riders with cognitive and some physical disabilities who may not have the strength to pedal a bike alone or who may not be able to ride a bicycle safely on their own. The Buddy Bike allows a rider with a disability to keep up with family and friends so they are no longer left behind.

VISIT THE EXPO

C8 SCIENCES

11555 Central Parkway
Suite 1002
Jacksonville, FL 32224
<http://www.c8sciences.com>

BOOTH #548

C8 Sciences program ACTIVATE™ was developed at the Yale School of Medicine and is the recipient of a prestigious Director's Office Grant from the National Institutes of Health (NIH). ACTIVATE™ is a sophisticated brain cross-training program that develops and strengthens the brain systems important for executive functions. To help fulfill NIH research requirements, C8 Sciences is actively seeking new pilots in all 50 states. To be a part of this exciting new program, contact Donna Ellis at 877-360-9229 or e-mail her at dellis@c8sciences.com.

CALIFORNIA BAPTIST UNIVERSITY ONLINE

10370 Hemet Street
Suite 200
Riverside, CA 92503
<http://www.cbuonline.edu/>

BOOTH #932

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. Latest technology in distance education including Blackboard 9.1, Telepresence, and is Webex: World class faculty who are committed to your academic, professional, and spiritual success.

CAMPBILL SPECIAL SCHOOL

1784 Fairview Rd.
Glenmoore, PA 19343
<http://campbillspecialschool.org>

BOOTH #945

Camphill Special School, established in 1963, is a community and school for students ages 4-21 with intellectual and developmental disabilities. The school offers residential and day programs in kindergarten through 12th grade and a transition program for ages 18-21. As a Waldorf school, Camphill presents subjects both academically and experientially.

CAREER SOLUTIONS PUBLISHING

1199 Lancaster Ave.
Berwyn, PA 19312
<http://www.careersolutionspublishing.com>

BOOTH #357

Career Solutions Publishing develops classroom materials on work readiness, integration of academics and careers, workplace ethics, and personal money management. All CSP products contain motivating activities, practical applications, and instructor's guides. You will like our easy-to-understand and realistic materials.

CARROLL COUNTY PUBLIC SCHOOLS

125 N. Court Street
Westminster, MD 21157
<http://www.carrollk12.org>

BOOTH #338

Carroll County Public Schools is in a rural/suburban setting, located 40 miles northwest of Baltimore on the MD/PA line. We aim to hire the best and brightest teachers who will educate 28,000 students, PreK-12, who attend our 44 schools. We're the ninth largest school district in the state; providing safe, orderly and welcoming environments for our students, faculty/staff, and community members. We consistently meet or exceed state attendance, achievement, and graduation standards.

CENPATICO

875 S. Cooper Road
Gilbert, AZ 85233
<http://www.cenpatico.com/schools/>

BOOTH #629

Cenpatico's Division of School-Based Services provides special educational programming and therapeutic services to support students with academic, behavioral, and special healthcare needs. We work with school systems to create cost-effective and evidence-based solutions, maximizing programmatic capacity and performance while improving students' educational and therapeutic outcomes.

VISIT THE EXPO

CENTRA MENTAL HEALTH SERVICES

3300 Rivermont Avenue
Lynchburg, VA 24503
www.KidsGetBetter.com

BOOTH #657

Centra, a non-profit healthcare organization based in Lynchburg, Virginia, provides an unrivaled continuum of Mental Health Services for children, adults and families including: nine Rivermont Schools (most with autism classrooms); an Autism Diagnostic and Treatment Center; Bridges Residential Treatment Center; Brightwell Group Home; and inpatient crisis stabilization at Virginia Baptist Hospital. More information is available 24 hours a day at 800-947-5442. Visit www.KidsGetBetter.com

CHECK & CONNECT

150 Pillsbury DR. SE 6 Pattee Hall
Minneapolis, MN 55455
<http://checkandconnect.umn.edu/>

BOOTH #1047

Check & Connect is a structured mentoring program designed to enhance student engagement in learning for disengaged, marginalized youth in grades K-12. A goal of Check & Connect is to promote students' school completion with academic and social competence. Check & Connect has met the What Works Clearinghouse (2006) evidence standards for students with disabilities, demonstrating significant differences between treatment and control for attendance, persistence, and five-year graduation rates.

CLARITY SERVICE GROUP

One N. Bacton Hill Road
Suite 105
Frazer, PA 19355
<http://www.clarityservicegroup.com/>

BOOTH #322

Clarity Service Group, a member of the Pennhurst Group, LLC is an educational consulting and school staffing firm with corporate offices located in Frazer, PA with satellite offices in Trevoise, PA, and Baltimore, MD. We assist school districts in behavior program development, provide teachers/administrators/parents with trainings and consultations, and provide the appropriate level of staff to make any behavioral program run efficiently and effectively.

COALITION OF SPECIAL EDUCATION SCHOOLS

610 Hollydell Dr.
Sewell, NJ 08080
<http://www.privatespecialedsnj.com>

BOOTH #1015

Private Special Education may be the best option for your child to succeed. As a parent of a child with disabilities, you are an integral part of your child's education process. Working with members of your public school's child study team, you can request information on private special education schools to help make an informed decision. The final referral comes from the school's child study team, who will continue to work with the private school, and be responsible for the student.

COLLEGE INTERNSHIP PROGRAM

199 South Street
Pittsfield, MA 01201
<http://www.collegeinternshipprogram.com>

BOOTH #956

The College Internship Program (CIP) 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 six sites: Lee, MA; Melbourne, FL; Bloomington, IN; Berkeley, CA; Amherst, NY; and Long Beach, CA.

COLLIER COUNTY PUBLIC SCHOOLS

5775 Osceola Trail
Naples, FL 34109
<http://www.collierschools.com>

BOOTH #450

The Department of Exceptional Education and Student Services administers high-quality programs for nearly 6,000 students with disabilities in SW Florida. The district employs special educators to work in inclusive and special class settings, as well as, behavior analysts, mental health therapists, OT/PTs, SLPs, psychologists, and program specialists.

VISIT THE EXPO

COOL AND CALM - YOGA AND RELAXATION

204 S. Ridgeland
Oak Park, IL 60302
<http://www.mindfulpracticesyoga.com>

BOOTH #1032

How about a little stress reduction at the Mindful Practices, "relaxation station"? And, you can also learn how to use yoga in class as a classroom management strategy. Two educators (principal and teacher), invite you to Mindful Practices "relaxation station" and are eager to share data, sample school implementation plans, and accompanying materials developed since 2006. We are serving a growing community of over 50 schools and organizations.

CORWIN

2455 Teller Road
Thousand Oaks, CA 91320
<http://www.corwin.com>

BOOTH #1038

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 FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP)

2010 Massachusetts Ave. NW, Suite 500
Washington, DC 20036

BOOTH #1034

The Council for the Accreditation of Educator Preparation (CAEP) will provide information for Educator Preparation Providers (EPP) on the accreditation and program review processes. Stevie Chepko and Elizabeth Vilky will be available to answer questions on the new CAEP Standards, CEC National Standards, volunteer opportunities, and the latest CAEP initiatives. Please drop by and say hello.

COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION (CASE)

101 Katelyn Circle, Suite E
Warner Robins, GA 31088
<http://www.casecec.org>

BOOTH #533

The Council of Administrators of Special Education, Inc. (CASE) is a division of the Council for Exceptional Children whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual in society. CASE provides leadership and support to members by influencing policies and practices to improve the quality of education. We were constituted in 1952 and have over 4,500 members throughout the United States, Canada, and various other countries.

CRICK SOFTWARE

191 Post Road West
Westport, CT 06880
<http://www.cricksoft.com>

BOOTH #532

Crick Software provides literacy software for students of all abilities. Our programs, Clicker 6 and WriteOnline are powerful writing and creativity tools designed to motivate and support students as they learn. Clicker 6, 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. We are excited to showcase our Crick Apps this year!

CRISIS PREVENTION INSTITUTE (CPI)

10850 W. Park Place
Suite 600
Milwaukee, WI 53224
<http://www.crisisprevention.com>

BOOTH #839

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 on-site training, DVDs, posters, and books.

VISIT THE EXPO

CURRICULUM ASSOCIATES, LLC.

153 Rangeway Road
P.O. Box 2001
No. Billerica, MA 01862
<http://www.curriculumassociates.com>

BOOTH #524

Curriculum Associates produces best-in-class educational materials, assessments, and online 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.

DELTA-T GROUP, INC.

950 Haverford Rd Ste 200
Bryn Mawr, PA 19010
<http://www.delta-tgroup.com>

BOOTH #349

Delta-T Group's school based referral division specializes in providing intermittent and permanent independent contracted professionals to all types of educational institutions. They include: Sub Teachers/ Homebound tutors, 1:1 Paraprofessionals/teacher aides, Certified School Psychologist / evaluations, Bus monitors, and Nursing. Please call Bill Walters @ 800-251-8501.

DEVEREUX

60 Miles Road
P.O. Box 219
Rutland, MA 01543
<http://www.devereuxma.org>

BOOTH #1035

Devereux teaches students the skills they need to function as independently as possible in the most normalized setting. We achieve this by providing a safe, warm, predictable, empathic environment, along with family support. We provide a continuum of care in MA, CT, NY, NJ, PA, GA, FL, TX, CO, AZ, and CA that encourages progressively greater levels of self-management. We serve individuals with intellectual/developmental disabilities, learning challenges, and emotional and behavioral needs.

DIFFERENT ROADS TO LEARNING, INC.

37 East 18th Street
10th Floor
New York, NY 10003
<http://www.difflearn.com>

BOOTH #739

Different Roads to Learning sells products to teachers and therapists who work with children diagnosed with autism. Our carefully curated products help students learn language, positive behavior, and appropriate social skills using Applied Behavior Analysis, Verbal Behavior, and Intensive Behavior Interventions. Our primary concern is the delivery of quality products within the tenets of ABA intervention that makes a difference in the life of a child on the autism spectrum.

DINAH-MIGHT ADVENTURES, L.P.

P.O. Box 690328
San Antonio, TX 78269
<http://www.dinah.com/>

BOOTH #335

Dinah-Might Adventures is an educational publishing and consulting company owned by Dinah Zike, Author/Speaker. Her books are known for their innovative ways to use "Foldables®" in teaching all subjects and grade levels. She also offers professional development at the Dinah Zike Academy, a unique trainer of trainers facility in Texas.

EAST STROUDSBURG UNIVERSITY - GRADUATE COLLEGE

200 Prospect St.
East Stroudsburg PA 18301
<http://www.esu.edu/graduate>

BOOTH #1048

EDEN AUTISM SERVICES

2 Merwick Road
Princeton, NJ 08540
<http://edenautism.org>

BOOTH #950

For almost 30 years, Eden's Outreach department has provided quality care, training, consultation, and evaluation services to families, schools, and agencies across the nation. Join us for a live demonstration of our new online interactive data management system, the ELMS (Eden's Learning Management System). The system is based on our highly acclaimed Eden Curriculum Series for families and professionals which puts 40 years of clinical experience in your hands.

VISIT THE EXPO

ELLINGSEN AND ASSOCIATES, INC.

113 Barksdale Professional Center
Newark, DE 19711
<http://www.OnlineSpeechTherapy.com>

BOOTH #852

Ellingsen & Associates, OnlineSpeechTherapy.com provides world class live, professional speech language therapy services to schools and districts across the United States and internationally. We are full service including individualized therapy, evaluations, IEPs, quarterly reports, virtual meetings, and consultation. All services provided live by ASHA Certified, Licensed, Experienced Speech Language Pathologists. Kindle Fire Giveaway! Stop by our booth to sign up for the free Kindle Fire giveaway!

ELWYN

4040 Market Street, Room 337
Philadelphia, PA 19104
<http://www.elwyn.org>

BOOTH #436

Elwyn is one of the nation's oldest private non-profit organizations serving people with intellectual, developmental, and behavioral challenges. The organization serves approximately 13,000 individuals across four states each year. Elwyn's mission: Maximizing potential through personal commitment, collective talents, and innovation. Elwyn supports individuals with diverse challenges in shaping distinctive, meaningful lives. Services include: Behavioral Health, Early Childhood and Education.

ESPED

6 Riverside Drive
Andover, MA 01810
<http://www.esped.com>

BOOTH #535

Our product, eSTAR™, 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™ 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://evergreenctr.org>

BOOTH #426

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.

EVERSPRING PARTNERS—UNIVERSITY OF KANSAS

1122 West Campus Road
Room 521
Lawrence, KS 66045
<http://www.EducationOnline.ku.edu>

BOOTH #453

Learn more about the University of Kansas and our top-ranked Department of Special Education, now offering programs online. Current programs delivered through our innovative online platform: · M.S.E. – High Incidence Disabilities · M.S.E. – Secondary Special Education Transition · Certificate – Autism Spectrum Disorders. We are now accepting applications for our summer and fall semesters. Visit us to learn more!

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

520 Fifth Ave.
Fairbanks, AK 99701
<http://www.k12northstar.org>

BOOTH #832

Want an Adventure in Alaska? Please visit our booth! We are an urban school district operating 35 schools for approximately 14,000 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.

VISIT THE EXPO

FLORIDA INSTITUTE OF TECHNOLOGY

150 West University Blvd.
Melbourne, FL 32901
<http://www.fit.edu/continuing-ed>

BOOTH #527

The Department of Continuing Education at Florida Institute of Technology offers online courses in Applied Behavior Analysis (which meet the Board requirements for certification). We also have a wide variety of online CE and Professional Development workshops/courses to meet an array of educational needs. For more information please visit our booth or visit us online at www.fit.edu/continuing-ed/

FROG PUBLICATIONS

11820 Uradco Place
Suite 105
San Antonio, FL 33576-0863
<http://www.frog.com>

BOOTH #525

Systematic reinforcement programs, individualized educational plans, 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!

FUJITSU COMPUTER PRODUCTS OF AMERICA, INC.

1250 E. Arques Ave.
Sunnyvale, CA 94085
<http://us.fujitsu.com/ScanSnap>

BOOTH #751

Fujitsu ScanSnap scanners take the complication out of document imaging with one-button ease of use. Perfect for home and small business environments, the ScanSnap family of scanners bring duplex multi-sheet scanning to everyone, combining performance and affordability in a compact size.

FUN AND FUNCTION

P.O. Box 11
Merion Station, PA 19066
<http://funandfunction.com>

BOOTH #326

Talk to us about your challenges! We work with therapists, educators, and families to design toys and therapy tools that enable each child to thrive. We're also a company with a heart and love to help our customers succeed! Learn more about our high quality, affordable products which have earned awards for innovation and, most importantly, engaging children of every ability. Contact us to find the best for special needs, create an ActiveMind Sensory Room, or schedule in-service training.

GOURMET LEARNING

1937 North IH 35, Suite 105
New Braunfels, TX 78130
<http://www.gourmetlearning.com>

BOOTH #1022

Gourmet Learning creates and publishes instructional materials for teachers to use in the classroom, including lesson presentations, activities and practice, enrichment and reteach, and assessments. Activities, Assessments, and Enrichment Challenges for Every Lesson! Available in print, digital form, and online subscription.

GREAT LEAPS READING AND MATH FLUENCY

P. O. Box 357580
Gainesville FL 32605
www.greatleaps.com

BOOTH #329

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

GWINNETT COUNTY PUBLIC SCHOOLS

437 Old Peachtree Road
Suwanee, GA 30024
<http://www.gwinnett.k12.ga.us>

BOOTH #1033

Our mission is to pursue excellence in academic knowledge, skills, and behavior for each student, resulting in measured improvement against local, national, and world-class standards.

HANDHOLD ADAPTIVE

2 Arden Lane
Shelton, CT 06484
<http://handholdadaptive.com>

BOOTH #934

HandHold Adaptive is a leading developer of smart-phone 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 #656

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.

HEALTHMASTER HOLDINGS, LLC

2655 Oakley Park Rd.
Suite 100
Walled Lake, MI 48390
<http://www.healthmaster.com>

BOOTH #428

Healthmaster's HealthOffice® Anywhere Special Education Case Management System, is a hosted, web-based product giving you 24/7 access to your files and records for scheduling, documenting, maintaining control of special education processes, and meeting timelines. It's IDEA, FERPA and HIPAA compliant and tightly integrated with easy Medicaid documentation.

HUMANUS

1100 1st Avenue Suite #503
King of Prussia, PA 19406
www.humanuscorp.com

BOOTH #550

Humanus is a national provider of special education and therapy services. We share our partners' missions — to help students maintain their well-being and achieve academic success. As evidenced by our work with three of the six most populous cities in the United States, as well as our ability to provide services in rural and isolated locations, Humanus is capable of providing our partners with access to the best professionals and professional resources.

IMAGINE LEARNING

191 River Park Drive
Provo, UT 84604
<http://www.imaginelearning.com>

BOOTH #828

Imagine Learning delivers educational solutions to English learners, struggling readers, students with disabilities, and early childhood education students throughout the United States and around the world. Its award-winning language and literacy software program uses engaging, individualized instruction, and provides real-time reports that give teachers comprehensive data on student progress.

IXL LEARNING

777 Mariners Island Blvd. Suite 600
San Mateo, CA 94404
<http://www.IXL.com>

BOOTH #638

IXL is a math and language arts practice web site for K-12 aligned to state standards and the Common Core. IXL offers unlimited questions in a fun, dynamic format that students love. Plus, teachers can view detailed reports on students' progress and trouble spots—including complete question histories for individuals.

VISIT THE EXPO

K-12 TECH GEAR

458 Danbury Road, Bldg. B, Unit 3
New Milford, CT 06776
<http://www.bumparmor.com>

BOOTH #1031

We offer the market's ultimate iPad protective covers for the classroom, office, and home. We use high-quality impact absorbing materials that can be found in professional-level athletics like shock absorbing running shoes and protective athletic gear. Bump Armor protective cases offer the markets' best protection from a world full of dangers. Teachers and parents can now have worry free drop protection with our amazing products.

KENNEDY KRIEGER INSTITUTE

2931 E. Biddle Street
Baltimore, MD 21213
<http://www.kennedykrieger.org>

BOOTH #350

Kennedy Krieger Institute is an internationally recognized facility dedicated to improving the lives of children and adolescents with pediatric developmental disabilities through patient care, special education, research, and professional training. We provide evaluation, rehabilitation, educational services and cutting edge research on behalf of children with brain related disabilities, musculoskeletal disorders and spinal cord injuries.

KINDERMUSIK INTERNATIONAL

203 S. Church Street
Greensboro, NC 27401
<http://www.abcmusicandme.com>

BOOTH #647

ABC Music & Me is an innovative, standards-based, research-supported supplemental program that uses music and movement to advance language and literacy skills and make it easy for families to get involved in the education of their young children.

KP MATHEMATICS, LLC

5524 West Monterosa St.
Phoenix, AZ 85031
<http://kpmathematics.com>

BOOTH #429

KP Mathematics, a small, teacher-owned-and-run company, promotes sound and truthful mathematics for all learners. Try out KP Ten-Frame Tiles, the latest advance in base-ten manipulatives. Above & Beyond (special needs) and Expeditions to Numeracy (Intervention) develop learners' numeracy understanding and skills. KP Functional Skills uses PowerPoints and three delightful characters to engage students with special needs in the real-world application of number skills. See our slide shows!

KURZWEIL EDUCATIONAL SYSTEMS/INTELLITOOLS

24 Prime Parkway
Natick, MA 01760
<http://www.kurzweilededu.com>

BOOTH #547

Kurzweil Educational Systems/IntelliTools provides literacy support for students who struggle through its award-winning educational software, Kurzweil 3000-firefly and IntelliKeys, an alternative keyboard. Students are able to learn at grade level, quickly improve fluency, vocabulary, and comprehension, and achieve success independently using built-in reading, writing, study skills, and test-taking tools.

LAKEMARY'S SCHOOL & PSYCHIATRIC RESIDENTIAL TREATMENT FACILITY

100 Lakemary Drive
Paola, KS 66071
<http://www.lakemaryctr.org>

BOOTH #936

Lakemary's School and Psychiatric Residential Treatment Facility is a fully accredited K-12 school and Psychiatric Residential Treatment Program exclusively serving children and adolescents, ages 6-21, dually diagnosed with intellectual/development disabilities coupled with psychiatric illnesses. FSIQ typically less than 70.

VISIT THE EXPO

LAKESHORE LEARNING MATERIALS

2695 E. Dominguez Street
Carson, CA 90895
<http://www.lakeshorelearning.com>

BOOTH #534

Lakeshore Learning Materials is committed to meeting the diverse needs of ALL students. From frameworks and assessments created for students with special needs to software and hands-on materials designed specifically for Common Core, we are here to help you promote the success of every student.

LAUREATE LEARNING SYSTEMS, INC.

110 East Spring Street
Winooski, VT 05404
<http://www.laureatelearning.com>

BOOTH #747

Laureate has been producing innovative software for students with special needs for over 30 years. We offer 50 research-based programs that teach critical language, cognitive, and reading skills. Highly individualized intervention enables students to work independently and achieve remarkable results. Automatic data-collection and reports ensure accountability. Ask about our new Language for Theory of Mind (ToM) software, our FREE Syntax Assessment download, and our First Words app for the iPad.

LAUREL SPRINGS SCHOOL

1615 West Chester Pike Ste 200
West Chester, PA 19382
<http://www.laurelsprings.com>

BOOTH #344

The Laurel Springs Gifted & Talented Academy offers a premier college preparatory experience for gifted children in grades 6–12. With more than 20 years of distance learning experience, Laurel Springs provides the one-on-one teacher support, challenging courses, and customized curriculum that gifted students need. Students are placed in the most appropriate courses for their learning level, regardless of their chronological age. Contact us to learn more: www.LaurelSprings.com - 484.653.3441

LAURENT CLERC NATIONAL DEAF EDUCATION CENTER AT GALLAUDET UNIVERSITY

KDES Rm 3600/800 Florida Avenue NE
Washington, DC 20002
<http://clerccenter.edu>

BOOTH #816

The Laurent Clerc National Deaf Education Center at Gallaudet University provides information, training, and technical assistance for parents and professionals to meet the needs of children who are deaf or hard of hearing. Our mission is to improve the quality of education afforded to deaf and hard of hearing students from birth to age 21 throughout the United States.

LEADER SERVICES

75 Kiwanis Boulevard
P.O. Box O
West Hazleton, PA 18202
<http://www.leaderservices.com/>

BOOTH #935

Leader provides comprehensive web-based solutions for capturing, managing, and reporting data for education agencies. Our IEPWriter special education data management system is used by over 500 local education agencies. Our IDEA compliance monitoring solutions are used statewide by LEAs in Pennsylvania, Missouri, and the U.S. Virgin Islands. Our school-based Medicaid systems support our Medicaid reimbursement programs in California, Iowa, Oklahoma, Pennsylvania, and Washington State.

LEARNING ALLY

20 Roszel Road
Princeton, NJ 08540
<http://www.learningally.org>

BOOTH #818

Learning Ally, a national non-profit founded in 1948, serves thousands of K-12, college and graduate students, as well as veterans and lifelong learners— all of whom cannot read standard print due to blindness, visual impairment, dyslexia, or other learning disabilities. Through its support programs and digital library of over 80,000 human-read audiobooks, Learning Ally enables families and schools to manage the needs of students with reading disabilities.

VISIT THE EXPO

LESSONPIX.COM

35246 U.S. Hwy 19 N. #139
Palm Harbor, FL 34684
<http://www.lessonpix.com>

BOOTH #432

LessonPix.com is the new affordable alternative for custom visuals and classroom materials! As an easy-to-use online resource, LessonPix provides high-quality custom printable materials in minutes. Parents and professionals can create classroom visuals, AAC overlays, picture cards for communication systems, visual schedules, printable games, and much more, all for just \$36/year! We are an affordable resource for the CEC community and are proud to be here as a first-time exhibitor.

LETTERLAND INTERNATIONAL LTD

Riverbridge House
Guildford Road
Leatherhead, Surrey, KT22 9AD
<http://www.letterland.com>

BOOTH #456

Letterland is an independent publisher of child-friendly synthetic phonics and literacy products for Early Years and Primary age children (pre-school to 8+). The unique system, used in homes and schools worldwide, covers A-Z phonics, literacy, speaking and listening, as well as further resources to develop vocabulary, imagination, and play.

LINTOR MAKE-A-BOOK, INC.

6249 Presidential Court
Suite A
Fort Myers, FL 33919
<http://www.lintorpublishing.com>

BOOTH #1020

INNOVATIVE, EASY, and FUN...enrich students' writing and technology skills, support Project-Based Learning, meet Common Core State Standards, turn STEM to STEAM, and differentiate instruction! You can do it all (any grade level) with LINTOR Make-A-Book...inexpensive STUDENT PUBLISHING materials for creating hardcover books IN MINUTES. Come see...it's as easy as CREATE...STAPLE...STICK!

LOS ANGELES UNIFIED SCHOOL DISTRICT

333 South Beaudry Avenue 15th Floor
Los Angeles, CA 90017
<http://www.teachinla.com>

BOOTH #346

Second largest in the nation, the Los Angeles Unified School District (LAUSD) enrolls more than 640,000 students in kindergarten through 12th grade, at over 900 schools, and 187 public charter schools. The boundaries spread over 720 square miles and include the mega-city of Los Angeles as well as all or parts of 31 smaller municipalities plus several unincorporated sections of Southern California.

LOUDOUN COUNTY PUBLIC SCHOOLS

221000 Education Court, 3rd Floor
Ashburn, VA 20148
<http://www.lcps.org>

BOOTH #347

Loudoun County Public Schools is actively recruiting special education teachers in all areas at all levels with an emphasis on the areas of Autism, Emotional Disturbance, Deaf/Hard of Hearing, and Visual Impairment.

LOVE PUBLISHING COMPANY

9101 East Kenyon Avenue, Suite 2200
Denver, CO 80237
<http://www.lovepublishing.com>

BOOTH #921

Established in 1968, Love Publishing is a worldwide academic publisher in special education, counseling, school psychology, social work, and gifted education. New textbook proposals are welcome. Send your prospectus to our Acquisitions Department.

MANSFIELD UNIVERSITY SCHOOL LIBRARY & INFORMATION TECHNOLOGIES

55 Wilson Ave., Retan Center 207
Mansfield, PA 16933
<http://sl-it.mansfield.edu/>

BOOTH #648

We have now admitted over 1,000 students from 44 states and 14 foreign countries. We think our exceptional growth is related to the fact that we listen to what students want to accomplish in their graduate education. Students learn from instructors who are current, in-service experts and who have years of school library experience. This ensures the coursework, while based on theory, will be grounded in actual work responsibilities of a school librarian.

VISIT THE EXPO

MASTERY ED

1542 Norstar Lane
Fallbrook, CA 92028
<http://www.MasteryEd.com>

BOOTH #644

Mastery Ed is the authorized representative for Math-U-See. The Math-U-See curriculum is an effective Special Education Core Replacement intervention program designed to improve mathematical performance by explicitly teaching the concepts, skills, and content needed to successfully learn and understand mathematics. Teacher-Directed Instruction Direct, Explicit Instruction Models & Demonstrations Explicit Problem Solving Strategies Corrective Feedback & Frequent Cumulative Review & Progress Monitoring.

MATH TEACHERS PRESS, INC.

4850 Park Glen Road
Minneapolis, MN 55416
<http://www.movingwithmath.com>

BOOTH #628

The Moving with Math® Pre-K–12 intervention math programs are research-based, integrating manipulatives, problem solving and games with scripted lesson plans. Built-in assessment monitors achievement, measures progress and differentiates instruction for RTI. Results are scientifically based. Web-based technology and professional development are available. Programs meet the needs of special education.

MAXIMUS K-12 EDUCATION

15030 N. Hayden Road
Suite 100
Scottsdale, AZ 85260
<http://www.maximus.com/tienet>

BOOTH #744

MAXIMUS K-12 Education offers TIENET® Web-based Special Education Case Management System and Response to Intervention System to districts throughout the United States and Canada. TIENET enables districts to document all special education activities, including prereferral, eligibility, Individual Education Program (IEP) development, and documentation of services. TIENET is CASE endorsed. www.maximus.com/tienet.

MAYVILLE STATE UNIVERSITY

330 Third St. NE
Mayville, ND 58257
<http://www.mayvillestate.edu>

BOOTH #837

MSU's bachelor's degree program meets entry-level expectations for special educators to practice safely, ethically, and effectively with a multicategorical population. It also addresses the needs spelled out by CEC for needing more qualified special education personnel in the field. The program is online for educators to become certified special education teachers to complement the skills of the professional educator—dual degrees. Stop by our conference booth and visit our website.

MCGRAW-HILL EDUCATION

8787 Orion Place
Columbus, OH 43240
<http://www.mheonline.com>

BOOTH #449

McGraw-Hill, a leading educational publisher of programs for Pre-K through adult, specializes in research-proven programs that offer intense intervention in reading, language arts, mathematics, and science. Our flagship programs—SRA Reading Mastery, Corrective Reading, and SRA Number Worlds—are recognized nationwide for innovation and academic excellence. We also provide numerous supplemental products to help you address diverse learning needs.

MIMIO

1 Charles Park, 1st Floor
Cambridge, MA 02142
<http://www.mimio.com>

BOOTH #1023

Mimio® is a global leader in interactive teaching technologies that offer a better way to learn and an empowering way to teach. The Mimio product line includes innovative and affordable educational hardware technologies, software, and curriculum that increase teacher effectiveness and student engagement in classrooms.

VISIT THE EXPO

MONARCH CENTER FOR AUTISM, A DIVISION OF BELLEFAIRE JCB

22001 Fairmount Boulevard
Shaker Heights OH 44118
www.bellefairejcb.org

BOOTH #626

The Monarch Boarding Academy and the Monarch School are part of the Monarch Center for Autism, established by Bellefaire JCB. Through a collaborative effort with the Harvard Medical School, Children's Hospital of Boston, and Massachusetts General Hospital, the Monarch Center for Autism provides individualized programs and services for children and adolescents on the autism spectrum.

MYIGDIS

1450 Energy Park Dr. Ste 375
St. Paul MN 55108
www.myIGDIs.com

BOOTH #916

myIGDIs are a set of research-based indicators that enable early childhood educators and parents to monitor the growth and development of young children.

MYTALK, LLC

10006 Ivanhoe
P.O. Box 674
Onkama, MI 49675
<http://www.mytalktools.com>

BOOTH #1028

A recent review of MyTalk from SmartAppsForKids: Bottom Line: A comprehensive, customizable AAC app for people of all ages with communication challenges. It has great functionality without being too hard to use, and can be easily synced across devices with a user account. Top Pick! Read more: <http://www.smartappsforkids.com/2013/11/review-mytalk-tools-aac.html#ixzz2sl97Vowp>

N2Y, INC.

P.O. Box 550
Huron, OH 44839
<http://www.n2y.com>

BOOTH #633

N2Y, Inc. Serving the special education community with a variety of products. Channel current events with News-2-You™, an Internet newspaper published weekly in four levels. Acquire a complete, standards-based special education curriculum with Unique Learning System™. Communicate with a truly dynamic symbol set, SymbolStix®.

NASCO COMPANY

901 Janesville Avenue
Ft. Atkinson, WI 53538
<http://www.enasco.com>

BOOTH #734

Nasco's Special Education Catalog offers a wide range of supplies for K-12 special education teachers and therapists in areas such as sensory stimulation; assistive technology; fine and gross motor skills; weight resistance products; language, communication and reading; adaptive communication; basic math, time and money; life skills; arts and crafts; and equipment and resources.

NATIONAL PROFESSIONAL RESOURCES, INC.

25 South Regent Street
Port Chester, NY 10573
<http://www.nprinc.com>

BOOTH #738

National Professional Resources, Inc., is a leader in providing staff development resources for educators who work with children and youth with disabilities. Resources include laminated reference guides, DVDs, books, and other instructional materials.

NAVAJO JEWELRY & CRAFTS

2904 18th St NW
Albuquerque, NM 87104

BOOTH #856

Navajo handmade silver and turquoise jewelry and other hand-crafted items, all made by Betty Sanchez and her family.

NEW STORY

1150 Wyoming Avenue
Wyoming, PA 18644
<http://www.NewStory.com>

BOOTH #1025

New Story helps children and their families write new stories of hope and success in response to serious and complex challenges. At New Story, our vision is for all children to grow and to develop as individuals in preparation for meaningful adult lives. Our team of highly skilled educators and therapists work with children and their families to provide personalized education and support to help them overcome challenges and achieve success.

VISIT THE EXPO

NEW YORK TIMES

613 South Avenue
Weston, MA 02493
<http://www.ontheavenuemarketing.com>

BOOTH #838

The New York Times newspaper is distributed internationally and is the largest metropolitan newspaper in the United States. Although nicknamed the "Gray Lady" for its staid appearance and style, it is frequently relied upon as the authoritative reference for modern events. Subscribe today and receive a free gift with your order!

NEWMAN ADAPTIVE

131 Welles Street
Forty Fort, PA 18704
<http://www.alertseat.com>

BOOTH #433

Newman Adaptive manufactures the unique AlertSeat™ line of therapy and student seating ball and base sets with covers and accessories. Now in use in educational, rehab, and home settings, they encourage student alertness, improve posture, and enhance attention spans. AlertSeats™ are available in 5 sizes with zip off washable covers in multiple colors plus graphics, sturdy, lightweight matching bases, and mobile dollies. Matching AlertDesks come in 3 sizes with magnetic tops and adjustable height and angle.

NOVA SOUTHEASTERN UNIVERSITY

Abraham S. Fischler School of Education
1750 N.E. 167th Street
North Miami Beach, FL 33162
<http://www.fischlerschool.nova.edu/>

BOOTH #330

NSU's Abraham S. Fischler School of Education is one of the nation's largest schools of education at an accredited university. Our ideas, approach, and programs inspire educators to inspire their students to move the world! Cause an effect online, on-site, or on campus.

NOVEL IDEAS, INC.

5915 Old West Saanich Road
Victoria, BC, Canada V9E 2H1
<http://www.noveliideas-inc.com>

BOOTH #517

Novel Ideas provides quality, research-based explicit instruction materials, effective training, and academic coaching. Language arts materials K-12 offer reading and written expression lessons that meet the Common Core State Standards. A wide range of novel studies for popular trade books is available. Writing programs based on Six Traits provide lessons and rubrics. Materials offer test prep and tools for assessing student progress. Successful Teachers = Successful Students = Successful Schools.

PHILADELPHIA

NUMBERCOACH.COM

178a High Road
Nottingham, UK NG9 5BB
<http://www.numbercoach.com>

BOOTH #320

Are you involved in one-on-one math support? Making the most of it isn't always easy. We produce books that give structure and focus to your support. The books enable you to set targets, evidence progress, diagnose areas of concern and plan your one-on-one time. Our two books cover all areas of the math curriculum. They are ideal to build confidence and attainment. Come and have a chat, or visit our web site www.numbercoach.co.uk (launching April 2014).

OAK HILL CENTER FOR RELATIONSHIP & SEXUALITY EDUCATION

120 Holcomb Street
Hartford, CT 06112
<http://www.oakhillcrse.org>

BOOTH #353

The Oak Hill Center for Relationship & Sexuality Education presents five new publications for secondary and transition students with intellectual and developmental disabilities. We specialize in developing innovative resources on topics related to safe relationships, sexual health, and abuse prevention. Our Positive Choices curriculum meets Comprehensive School Health Standards and includes a teacher manual, CD-ROM, and fully illustrated student workbooks. Please visit us at www.oakhillcrse.org

OTICON, INC.

580 Howard Ave.
Somerset, NJ 08873
<http://www.oticonusa.com>

BOOTH #646

Oticon's mission is to help parents, teachers, and hearing care professionals create a better future for children with hearing loss. We want to assist children in realizing their full potential with devices and instruments capable of meeting their individual needs as they journey towards adulthood. Our child- and teacher-friendly devices: AMIGO FM AMIGO Star - helping normal hearing children with listening difficulties concentrate better in class; JUNO - with a voice-activated lesson capture feature.

VISIT THE EXPO

PA CONNECTING COMMUNITIES

4401 Butler Street
Pittsburgh, PA 15201
<http://www.paconnectingcommunities.org>

BOOTH #448

As a consulting agency, we work closely with organizations to develop their programming to better serve those with disabilities. The following consultation services are offered by PA Connecting Communities: • Developing business and programming models • Creation of social programming • Training modules for one-on-one services • Family services and Advocacy • Curriculum Development. Our services are aligned to your specific needs. We will work with your agency to develop a personalized program.

PACIFIC NORTHWEST PUBLISHING

21 West 6th Avenue
Eugene, OR 97401
<http://www.pacificnwpublish.com/>

BOOTH #735

Pacific Northwest Publishing provides resources to help you structure schools and classrooms for success. Our research-based materials help prevent and resolve problems—even as class sizes become less manageable. We publish only high-quality professional development products. Our dedication to effective tools will help you create safe and civil schools.

PEARSON - HIGHER EDUCATION DIVISION

1 Lake Street
Upper Saddle River, NJ 07458
<http://www.pearsonhighered.com>

BOOTH #723

Pearson Teacher Education strives to serve the college faculty population at CEC. We will be displaying all of our latest publications in all areas of special education so stop by the booth and see our latest titles. We will be hosting the annual Pearson Teacher Education Excellence in Teaching Award on Thursday, April 10th.

PEARSON CLINICAL ASSESSMENT

5601 Green Valley Drive
Bloomington, MN 55437
<http://www.PsychCorp.com>

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As the leading education services company, Pearson is serious about evolving how the world learns. We apply our deep education experience and research, invest in innovative technologies, and promote collaboration throughout the education ecosystem. Real change is our commitment and its results are delivered through connecting capabilities to create actionable, scalable solutions that improve access, affordability, and achievement.

PENN STATE WORLD CAMPUS OF THE PENNSYLVANIA STATE UNIVERSITY

The 329 Building - Suite 408
University Park, PA 16802
<http://www.worldcampus.psu.edu>

BOOTH #1039

Penn State World Campus offers a high-quality education for students working to meet their educational and career goals. For students looking to acquire advanced training based on the latest techniques and research in special education, we offer three graduate certificates: Applied Behavior Analysis, Special Education Supervisory Program for PDE Certification, and Educating Individuals with Autism. Learn from home, at your convenience. Visit www.worldcampus.psu.edu/special-education-degrees.

PERKINS PRODUCTS/PERKINS SCHOOL FOR THE BLIND

175 N Beacon St.
Watertown, MA 02472
www.perkinsproducts.org

BOOTH #351

Perkins Products is dedicated to providing individuals who are visually impaired, blind or deafblind with the information, training and tools they need to communicate, connect and keep pace with today's ever changing world of technology. As the creator of the world renowned Perkins Braille, we remain committed to the development of technology, devices and solutions to assist every person on their individual path to success.

PERKINS SCHOOL FOR THE BLIND

175 North Beacon Street
Watertown, MA 02472
<http://www.perkinseLearning.org>

BOOTH #529

Perkins eLearning provides online resources and professional development opportunities for teachers working with students with visual impairments including those with additional disabilities (hearing impairment, cognitive impairment, motor impairment.) The range of assets on our web site includes teaching activities, opportunities to share your ideas, webinars, webcasts, and online workshops. We also provide a variety of activities that allow participants to earn continuing education credit.

VISIT THE EXPO

PERKINS SCHOOL FOR THE BLIND

175 North Beacon Street
Watertown, MA 02472
<http://www.Perkins.org>

BOOTH #948

Founded in 1829 as the nation's first school of its kind, Perkins is a world leader in blindness education. Perkins provides educational programs and specialized related services to students who are 3- to 22-years old, who are blind, deafblind, or visually impaired with additional disabilities. Services are provided on its Watertown, Massachusetts campus (day and residential programs) and in the community. To learn more, visit Perkins.org or call 617-924-3434.

PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE

4170 City Avenue
Philadelphia, PA 19131
<http://www.pcom.edu>

BOOTH #435

Philadelphia College of Osteopathic Medicine offers graduate programs in clinical and school psychology taught by an internationally renowned, highly credentialed faculty. Grounded in the cognitive tradition, the programs train practitioner-scholars to offer a full range of services. Our psychology programs also offer unique learning opportunities, including a standardized patient program wherein students develop clinical skills working with "patients" simulating mental health conditions.

PLURAL PUBLISHING

5521 Ruffin Road
San Diego, CA 92123
<http://www.pluralpublishing.com>

BOOTH #949

Plural Publishing produces leading academic, scientific, and clinical publications in the fields of communication disorders and special education. Visit our booth and browse our new and bestselling books and enjoy a conference discount on your purchase. Our books cover a range of topics including speech and hearing, language development and disorders, literacy, and autism spectrum disorders.

PRENTKE ROMICH COMPANY

1022 Heyl Road
Wooster, OH 44691
<http://www.prentrom.com>

BOOTH #422

For more than 45 years, PRC has led the industry by providing the highest level of communication technology and language development systems in the industry. Visit our booth to view our latest AAC solutions including the new Accent family of devices, LAMP: Words for Life application, new training opportunities and services, and updates to our AAC Language Lab.

PRIMARY CONCEPTS

1338 7th St.
Berkeley, CA 94710
<http://www.primaryconcepts.com>

BOOTH #415

At Primary Concepts, we believe the early years are a unique part of a child's development. We focus on the essentials of the preschool and primary curriculum, emphasizing engaging, motivational, hands-on learning to build a foundation for academic success.

PRO ED

8700 Shoal Creek Blvd.
Austin, TX, 78757-6897
<http://www.proedinc.com>

BOOTH #614 & #615

PCI is now part of the PRO-ED family of products! PRO-ED, Inc. publishes nationally standardized assessments, curricular and therapy materials, resource and reference texts in the areas of Psychology and Counseling; Speech, Language, and Hearing; Special Education and Rehabilitation; and Physical and Occupational Therapy. We offer free catalogs in each of these areas. 800 897-3202 • Fax 800 397-7633 • www.proedinc.com.

PROFESSIONAL CRISIS MANAGEMENT ASSOCIATION

10269 N.W. 46 Street
Sunrise, FL 33351
<http://www.pcma.com>

BOOTH #345

Professional Crisis Management (PCM) is a behavioral crisis management system used with children and adults who exhibit disruptive, aggressive, and self-injurious behaviors. PCM is prevention oriented and includes a complete system of physical intervention procedures based on active feedback and learning. The Professional Crisis Management Association has provided expert training, certification, and consultation to education and human service professionals worldwide for over a quarter century.

VISIT THE EXPO

RAMAPO FOR CHILDREN

49 West 38th Street, 5th Floor
New York, NY 10018
<http://www.ramapoforchildren.org/>

BOOTH #637

Ramapo Training provides behavior management strategies that help teachers establish classrooms that are calm, focused on learning, and supportive of children of all abilities.

READ IT ONCE AGAIN

161 Sunset Drive
Inman, SC 29349-7121
<http://www.readitonceagain.com>

BOOTH #729

Read It Once Again provides a comprehensive curriculum that promotes and establishes an early literacy-based foundation for the development of basic skills including cognitive, fine motor, gross motor, speech, adaptive skills, and socialization. It provides the educator with student goals and objectives based on developmental milestones with structure and rational. The curriculum engages the parent/guardian in the education process and fosters the communication process between home and school.

READ NATURALLY, INC.

2945 Lone Oak Drive, Suite #190
Saint Paul, MN 55121
<http://www.readnaturally.com>

BOOTH #927

Read Naturally's innovative, research-proven reading programs provide high quality interventions and differentiated instruction for struggling readers with a wide range of abilities, from first grade through adults. Our fluency development, phonics development, home support, and assessment and progress monitoring programs have helped thousands of students become better readers.

READING HORIZONS

60 North Cutler Drive, Suite 101
North Salt Lake, UT 84054
<http://www.readinghorizons.com>

BOOTH #924

Reading Horizons is a complete system that empowers teachers with the training and tools to provide every beginning reader, struggling reader, and English language learner a solid foundation in reading. Through scripted manuals and interactive software, students are provided with reading instruction that is simple, sustainable, and successful.

REAL OT SOLUTIONS, INC.

P.O. Box 515
Villanova, PA 19085
www.realOTSolutions.com

BOOTH #857

ROTS is a product & service-oriented business. The Size Matters Handwriting Program is an evidence-based, concept-driven, fiscally responsible, realistic & measurable approach that embeds instruction into the curriculum. The Adapted Writing Paper Master Guide has over 100 unique journal papers approved for copying. The Cutting Program teaches skills & measures progress. Dr. Moskowitz is an approved provider of continuing education. Schedule a Webinar or onsite In-service for your staff now!

REGENT UNIVERSITY SCHOOL OF EDUCATION

1000 Regent University Drive
Virginia Beach, VA 23464
<http://www.regent.edu/education>

BOOTH #926

The Regent School of Education is committed to excellence in teaching, interactive online learning, faculty research and faith-based service to develop Christian leaders both for the classroom and for administrative leadership. Regent graduates of the Master's (M.Ed), Specialist (Ed.S) and Doctor (Ed.D) of Education programs are prepared to make a difference by bringing academic excellence, moral clarity, character development, and high standards of learning into educational systems.

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APPLE

15887 North 76th Street
Suite 120
Scottsdale, AZ 85260
<http://www.rempub.com>

BOOTH #323

Educational reproducible workbooks, educational games, and flashcards.

RENAISSANCE LEARNING

2911 Peach Street
Wisconsin Rapids, WI 54494
<http://www.renlearn.com>

BOOTH #444

Renaissance Learning™ is a leading provider of cloud-based assessment and teaching and learning solutions that fit the K-12 classroom, improve school performance, and accelerate learning for all. Renaissance Learning enables educators to deliver highly differentiated and timely instruction while driving personalized student practice in reading, writing, and math every day.

VISIT THE EXPO

RETHINK

19 West 21st Street, Suite 403
New York, NY, 10010
<http://www.rethinkfirst.com>

BOOTH #825

Rethink is an award-winning research-based program model for supporting students with disabilities in specialized through fully included settings. Our dynamic online solution includes a comprehensive video-based curriculum aligned to the Common Core, job-embedded professional development and parent training modules, individualized assessment tools, behavior intervention planning, and an IEP Builder – all developed by nationally recognized experts in the field.

RHYMES 'N' TIMES

650 E State Hwy 121
Suite 107
Lewisville, TX 75057
<http://www.rhymesntimes.com>

BOOTH #1036

Research-based, MULTI-SENSORY program teaches the Times Tables in ONLY 3 WEEKS—Guaranteed! If the class average isn't 90% or above on the final test, we offer a 100% refund. This program uses differentiated instruction with all four learning styles to meet the needs of ALL general ed/special ed students. Ask about: Fishin' for Addition, Subtraction in Action, Divide 'n' Slide, and ClockWise Fractions. RTI-optimized. COMMON CORE. See www.rhymesntimes.com and www.clockwisemath.com for 3-minute videos.

RIGHT RESPONSE

P.O. Box 445
Woodinville, WA 98072-0445
<http://my.rightresponse.org/>

BOOTH #1021

De-escalate Anyone, Anywhere, Anytime: Unplug the Power Struggle with Principle-Based De-escalation. 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. This approach to Crisis Management applies to any aged person, any level of ability or disability, and any setting. Free, paid, and Instructor Certification available for every sized organization.

ROBOKIND

1910 Pacific Ave.
Suite 102
Dallas, TX 75201
<http://www.robokindrobots.com>

BOOTH #552

Robots4Autism is a comprehensive autism intervention program that features purpose-built humanoid robots and developmental instruction. As the first interactive humanoid robot built for autism intervention, Robots4Autism appeals to the strengths and interests of children on the spectrum bridging academic success with developmental needs behaviorally and socially.

ROUTLEDGE

530 Walnut Street, Suite 850
Philadelphia, PA 19106
<http://www.tandfonline.com>

BOOTH #1037

For two centuries, Taylor & Francis has been fully committed to the publication of scholarly information. Under our Routledge imprint, we publish a wide variety of journals and books in the education field. Visit the Routledge booth to view our products and to pick up FREE sample copies and purchase books!

ROWAN UNIVERSITY

201 Mullica Hill Rd
Glassboro, NJ 08028
<http://rowan.edu>

BOOTH #834

The Department of Language, Literacy, and Special Education in the College of Education at Rowan University offers NCATE (National Council for the Accreditation of Teacher Education) and New Jersey Department of Education approved Masters' Degrees, Certificate of Graduate Endorsements, Post Baccalaureate, and undergraduate programs in special education and reading.

SADDLEBACK EDUCATIONAL, INC.

3120A Pullman St.
Costa Mesa, CA 92626
<http://www.sdlback.com>

BOOTH #623

Saddleback Educational Publishing is the leader in high-interest, low-readability materials for struggling learners in Grades 5-12. Saddleback is pleased to introduce our Teen Emergent Reader Library (TERL). Written at emergent reader levels (BR to 80 Lexile) TERL offers mature, teen-centric books and instructional support that entice teens to read. Come by our booth to learn how TERL can help you engage your most struggling readers with mature content.

VISIT THE EXPO

SAFE & CIVIL SCHOOLS

21 West 6th Avenue
Eugene, OR 97401
<http://www.safeandcivilschools.com/>

BOOTH #733

Safe & Civil Schools helps transform classrooms and schools in positive, proactive ways using research-based, RTI approaches to behavior support, classroom management, and individual interventions. We offer a range of staff development services. The method developed by Dr. Randy Sprick is successfully changing the culture of schools.

SAGE PUBLICATIONS

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<http://www.sagepub.com>

BOOTH #639

SAGE Publications is an independent international publisher of journals, books, and electronic media. Known for our commitment to quality and innovation, we are a world leader in our chosen scholarly, educational, and professional markets.

SCARF KING

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Roslyn Heights, NY 11577

BOOTH #1026

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<http://www.schoolhealth.com>

BOOTH #537

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SCHOOL OF EDUCATION - DREXEL UNIVERSITY

Korman Center 3200 Market Street
Philadelphia, PA 19104
<http://drexel.edu/soe>

BOOTH #557

Drexel University's School of Education produces leaders who affect change in the classroom, in administration and in research and policy. The undergraduate program is the only teacher certification in the nation that includes a co-op related to students' major. Graduate programs develop leaders with expertise to solve complex problems in education. drexel.edu/soe

SIMPLYFUN

11245 S.E. 6th Street
Suite 110
Bellevue, WA 98004
<http://www.simplyfun.com>

BOOTH #439

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?

SMART TECHNOLOGIES

3636 Research Road NW
Calgary, AB, Canada T2L 1Y1
<http://www.smarttech.com/>

BOOTH #334

SMART Technologies Inc. is a leading provider of technology solutions that enable inspired collaboration in schools and workplaces around the world by turning group work into a highly interactive, engaging and productive experience. SMART delivers integrated solutions of hardware, software, and services designed for superior performance and ease of use. We remain a world leader in interactive displays. To learn more about SMART, visit www.smarttech.com.

SOCIAL SIGNALS LLC

P.O. Box 321
Flourtown, PA 19031
<http://www.socialsignalsed.com>

BOOTH #951

During 8 years of teaching adolescents and adults in the Philadelphia area, Nancy Nowell, Certified Sexuality Educator found few materials that teach healthy and safe romantic relationship skills to special education students. So Nancy and her filmmaker son, Kyle, founded Social Signals. They are committed to creating the highest quality DVDs and teaching materials that are designed to teach relationship skills, including flirting, dating, and healthy boyfriend and girlfriend relationships.

VISIT THE EXPO

SOCIAL SKILL BUILDER, INC.

P.O. Box 2430
Leesburg, VA 20177
<http://www.socialskillbuilder.com>

BOOTH #523

Social Skill Builder, a company dedicated to effective interactive computer programs that teach the understanding social skills. Unlike passive videos, this curriculum allows the user to visually see the social interactions re-enacted by peers and then choose what should be said or done next. Visit us at our booth and experience My School Day, My Community, School Rules!, Preschool Playtime, and our newest You Are a Social Detective! Come by for a chance to win a download of our Apps as well!

SOUTHEAST MISSOURI STATE UNIVERSITY- ONLINE

16020 Swingley Ridge Road, Suite 145
Chesterfield, MO 63017
<http://www.online.semo.edu>

BOOTH #327

Earn your graduate degree completely online! Southeast Missouri State University's Master of Arts in Exceptional Child Education is nationally recognized for excellence by the Council for Exceptional Children (CEC) and accredited by the Council for the Accreditation of Educator Preparation (CAEP). This program has three emphasis areas to choose from: Autism, Mild/Moderate Cross Categorical, and Early Childhood Special Education. Come to booth 327 to learn more!

SPECIALNEEDSWARE

344 W 38th St.
Suite 502
New York, NY 10018
<http://www.autismate.com>

BOOTH #414

SpecialNeedsWare addresses the deficits of individuals with special needs by providing caregivers and professionals with effectual, efficient solutions that create unparalleled, measurable success. To achieve this goal, SpecialNeedsWare developed AutisMate, a comprehensive mobile-based solution that enhances learning and development of communication, behavior, and life skills for individuals on the autism spectrum.

SPED K12, INC.

1290 Kifer Rd.
Suite 301
Sunnyvale, CA 94086
<http://www.smartedpad.com>

BOOTH #645

SmartEdPad = Dedicated Special Education Intervention Tool for Educators and Parents. Smart EdPad is enabling special education providers (educators, therapists, and administrators) and parents with a dedicated intervention tool for education success. SmartEdPad is an "all-in-one" mobility solution enabled at an affordable price. SmartEdPad can be used at school, in clinics, or at home. More details at www.smartedpad.com

SPEDTRACK

3653 South Ave.
Springfield, MO 65807
<http://www.spedtrack.com>

BOOTH #635

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. Stop by our booth and learn how our IEP software simplifies special education.

STAR AUTISM SUPPORT

6663 S.W. Beaverton-Hillsdale Hwy #119
Portland, OR 97219
<https://www.starautismsupport.com>

BOOTH #722

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.

VISIT THE EXPO

STEALTHWEAR PROTECTIVE CLOTHING, INC.

2465 Cawthra Rd. U.201
Mississauga, ON, Canada L5A 3P2
<http://www.stealthwearclothing.com>

BOOTH #848

Our Active Aide line is designed specifically for educators in the high needs area of special education. Our products provide an everyday clothing appearance while offering protection from bites, scratches, pinches, and hits. Active Aide allows special educators to move past these behaviors so that they can continue to focus on helping their student reach his/her potential. Our products also help special educators feel safe and more confident in these abilities. To find out more, come visit us!

STOELTING COMPANY

620 Wheat Lane
Wood Dale, IL 60191
<http://www.stoeltingco.com>

BOOTH #316

Stoelting Company, the first psychological supply house, provides psychological tests and special education materials. Stoelting features the NEW Leiter-3, Merrill-Palmer-Revised, Nonverbal Stroop Card Sorting Test, Checklist for Autism Spectrum Disorder, and Stroop Color and Word Test, along with many other psychological assessments. Stoelting also has up-to-date books about Auditory Processing Disorder for every audience level. Come by our booth to check out all we have to offer!

TEACHERS-TEACHERS.COM

P.O. Box 2519
Columbia, MD 21045
<http://www.teachers-teachers.com>

BOOTH #315

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 use this free service to search and apply electronically for positions with more than 2,200 school systems nationwide.

TEACHTOWN

330 West Cummings Park
Woburn, MA 01801
<http://www.teachtown.com>

BOOTH #815

TeachTown, Inc. is exclusively focused on providing software and solutions for students on the autism spectrum as well as for students with developmental and cognitive disabilities. Through a blend of adaptive computer-delivered and teacher-led ABA instruction, TeachTown's research-based and scientifically proven solutions engage and motivate while building student independence. TeachTown captures student data to measure progress and creates reports and graphs to inform instruction.

TFH (USA), LTD.

TFH USA, Ltd.
4537 Gibsonia Road
Gibsonia, PA 15044
<http://www.specialneedstoys.com/usa>

BOOTH #746

TFH USA ~ Special Needs Toys is a global provider of carefully selected fun products designed to help you and those in your care enjoy life and achieve more. Our range covers four product lines: Multi-Sensory Environments, Outdoor Activities and Accessories, Switches and Toys, and Sensory Integration products. We specialize in designing Multi-Sensory Rooms for children with autism and other emotional and/or physical disabilities.

THE COLLEGE OF WILLIAM & MARY

P.O. Box 8795
Williamsburg, VA 23187
<http://education.wm.edu>

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VISIT THE EXPO

THE MASTER TEACHER

Leadership Lane, P.O. Box 1207
Manhattan, KS 66505

BOOTH #416 & #418

For 45 years, our mission has been to help make schools a better place by developing, supporting, and honoring educators. Visit our booth to find out why customers say ParaEducator PD Now (our CASE-endorsed online training program) is the best resource for paraeducators in the country. Also, take this rare opportunity to personally handle some of our best-in-the-business educator awards, from motivational products (starting as low as \$2.50) to premium engraved gifts.

THERAPRO, INC.

225 Arlington St.
Framingham, MA 01702
<http://www.therapro.com>

BOOTH #457

Therapro offers a unique selection of education products, publications, and assessments that address special needs including early intervention, early learning, sensory integration, assistive technology, and life skills. Visit Therapro.com for new products, online shopping and to subscribe to Ther-A-Gram, our newsletter. Visit our booth and meet the author of I Can Work! A Pre-Vocational Curriculum for Special Needs. Play Letter Treasure Hunt, the very best game for handwriting!

THERAPY IN A BIN

4825 Trousdale Dr., Suite 101
Nashville, TN 37220
<http://www.therapyinabin.com>

BOOTH #814

Therapy in a Bin is North America's premiere online shop for therapy and learning supplies. Specialty learning bins, designed specifically for autism early intervention, complement over 400 personally tested products. Our mission at Therapy in a Bin is simple—to assist parents and professionals help the kids in their care become all they can be. Visit our web site at www.therapyinabin.com for all your learning and therapy needs!

THERAPY SOURCE, INC.

5215 Militia Hill Road
Suite A
Plymouth Meeting, PA 19462
<http://www.txsource.net>

BOOTH #849

Therapy Source, Inc. is a premier therapy staffing and special education services provider that offers highly qualified speech, occupational, physical, behavioral health, psychological and related therapy services to educational and healthcare organizations across the United States. Therapy Source is comprised of specialists in the area of therapy staffing, the educational industry and compliance. First rate services and cost containment strategies have fueled the growth of Therapy Source.

THINKING WITH COMPUTERS

PO Box 42244
Tucson, AZ, 85733

BOOTH #549

Thinking With Computers specializes in accelerating the learning of mildly impaired students 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 3 times the growth in reading comprehension and twice the growth in math for both students with LD and Title I students. HOTS makes an ideal RTI Tier 2 intervention for Grades 4-8. It has been adopted in over 2,500 schools.

TIME TIMER, LLC

7707 Camargo Road
Cincinnati, OH 45243
<http://www.timetimer.com>

BOOTH #928

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.

VISIT THE EXPO

TINYEYE THERAPY SERVICES

249 Williams Road
Rosemont, PA 19010
<http://www.tinyeye.com>

BOOTH #650

The innovator of online speech and occupational therapy, TinyEYE Therapy Services focuses upon student success. We solved the problem of cost, compliance issues, compensatory time, and eliminated therapist shortages. TinyEYE's award-winning therapy team is recognized for their dedication to every student no matter who or where they are. Our students are learning, their confidence growing, and they are having fun. Meet us at our booth or e-mail David Rubinstein david@TinyEYE.com for an appointment.

TOURETTE SYNDROME ASSOCIATION

42-40 Bell Blvd., Suite 205
Bayside, NY 11361
<http://www.tsa-usa.org>

BOOTH #836

The mission of the national Tourette Syndrome Association is to identify the cause of, find the cure for, and control the effects of Tourette syndrome. Through an ongoing partnership with the CDC, TSA is offering professional educational resource materials free of charge to attendees visiting the Tourette Syndrome booth.

UNIVERSITY OF CENTRAL FLORIDA

4000 Central Florida Boulevard
Suite 315
Orlando, FL 32816
<http://www.education.ucf.edu>

BOOTH #1027

This University of Central Florida's innovative, technology rich program prepares doctoral 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 MetroCenter Blvd. Suite 400
Orlando, FL 32835
<http://mastersed.uc.edu/>

BOOTH #933

Behavior Analysis Graduate Programs 100% Online: UC's Behavior Analysis Graduate Certificate and Master of Education in Foundations in Behavior Analysis programs provide you with an in-depth examination into the core competencies of applied behavior analysis. Masters of Education Programs 100% Online: Choose from seven MED options offered 100% online, Special Education, Educational Leadership, Curriculum & Instruction, Gifted, National Board, Reading, STEM, Teacher Leader, and TESOL.

UNIVERSITY OF FLORIDA

1403 Norman Hall
P.O. Box 117050
Gainesville, FL 32611
<http://education.ufl.edu/special-education/>

BOOTH #333

The University of Florida's program in Special Education is among the top in the nation. UF offers both traditional and online degrees and certificates in a range of academic specialties within special education, school psychology, and early childhood studies. Work with world-class faculty to reach your professional potential.

UNIVERSITY OF ST. THOMAS - UNIVERSITY ALLIANCE

3501 Riga Boulevard
Tampa, FL 33619
<http://www.stthomasonline.com/>

BOOTH #434

The University of St. Thomas has been training teachers in the field of special education for 40 years. The university's graduate credentials in Autism Spectrum Disorders (ASD) help you gain knowledge and skills to positively impact preschool, elementary, teen, and young adult learners with ASD in classroom and community settings.

VISIT THE EXPO

VIRGINIA COMMONWEALTH UNIVERSITY, DEPARTMENT - SCHOOL OF EDUCATION & EDUCATION POLICY

1015 W. Main Street
P.O. Box 842020
Richmond, VA 23284
http://www.soe.vcu.edu/academics_programs/special-education-and-disability-policy/

BOOTH #1029

The Department of Special Education & Disability Policy at the VCU is currently recruiting students for our Doctoral program in Special Education and Disability Policy; Master's programs in Early Childhood Special Education, Special Education/General Education curriculum, and Special Education/Severe Disabilities; and certificate programs in ASD, Disability Leadership, and BCBA. Join a community where we all learn from one another; tuition and stipend support is available in many of our programs.

VISTA VOCATIONAL & LIFE SKILLS CENTER

1356 Old Clinton Rd.
Westbrook, CT 06498
www.vistavocational.org

BOOTH #1050

Vista offers a wide range of services that includes transitional programming, counseling services, employment services, benefits counseling, advocacy services, arts programming, life skills and more. Vista's programs and services attract a diverse group of adults from around the country. Vista serves adults on the autism spectrum, with acquired brain injury, seizure disorder and other learning disabilities. Accredited by the NCASES, Vista served over 200 adults and their families last year.

VIZZLE BY MONARCH TEACHING TECHNOLOGIES

20600 Chagrin Blvd.
Suite 703
Shaker Heights, OH 44122
<http://www.monarchtt.com>

BOOTH #622

VizZle® is focused on improving the learning experience for special education K-12 students. Educators can draw from over 9,000 peer-reviewed activities or create their own interactive lessons to drive student achievement. Built-in data tracking and reporting tools make it a collaborative and consistent resource for school districts that deploy the software systemwide. For more information visit www.monarchtt.com or call 1-800-593-1934.

VOCABULARY SPELLING CITY

6300 N.E. 1st Ave.
Suite 2032
Fort Lauderdale, FL 33334
<http://www.spellingcity.com>

BOOTH #1045

Vocabulary SpellingCity is an educational web site that allows teachers to create and save words lists. We provide over 30 learning activities that allow students to improve vocabulary, spelling, and writing skills. Premium Membership allows teachers to track student progress, assign specific learning activities, and personalize learning. For more information please visit www.spellingcity.com.

VOCATIONAL RESEARCH INSTITUTE

1845 Walnut Street
Suite 660
Philadelphia, PA 19103
<http://www.vri.org>

BOOTH #938

Since 1963, the non-profit 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.

VOYAGER SOPRIS LEARNING

17855 N. Dallas Pkwy
Suite 400
Dallas, TX 75287
<http://www.voyagersopris.com>

BOOTH #551

Voyager Sopris Learning™ is committed to partnering with school districts to overcome obstacles that students, teachers, and school leaders face every day. Our suite of instructional and service solutions are research and evidence based—proven to increase student achievement and educator effectiveness. With a comprehensive suite of instructional resources, we provide the best-in-class assessments, professional development, and literacy and math instructional tools and resources.

VISIT THE EXPO

WALDEN UNIVERSITY

650 S. Exeter Street
Baltimore, MD 21202
<http://www.waldenu.edu>

BOOTH #914

Walden's 40-year history of educating educators has created a community of more than 45,000 students and alumni who are leaders in their classrooms and schools. As a leading provider of education degrees online, the Riley College of Education and Leadership is dedicated to increasing teacher effectiveness. Walden's programs, while strongly grounded in theory, emphasize practical skills and analytical tools educators can immediately use to enhance student learning and outcomes.

WEBWISE TUTORS

6711 Forest Lawn Drive
Suite 205
Los Angeles, CA 90068
<http://www.webwisetutors.com>

BOOTH #314

WebWise Tutors is the premier online tutoring provider in the industry—a trusted educational resource for parents and students alike. Our singular goal is that all students become the most they can be, while enjoying the journey in realizing their full potential. Unlike other online tutoring web sites, WebWise Tutors offers a flexible, individualized approach to learning; aligning education with each student's needs and creating a life-long strategy for success regardless of age or grade level.

WEST VIRGINIA UNIVERSITY

150 Clay Street
Morgantown, WV 26506
<http://online.wvu.edu/>

BOOTH #1046

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

WESTMINSTER TECHNOLOGIES

1702 St. Clair Ave., NE
Cleveland, OH 44114
<http://www.westmisntertech.com>

BOOTH #844

Westminster Technologies offers a wide range of customized assistive technology solutions. Our product lines include the TAPit, PROXTALKER, Skoog, the NAO robot, Headpod, and others. We believe every individual has an inner voice that deserves to be heard. Let us provide the tools to help you let those voices be heard.

WHAT WORKS CLEARINGHOUSE

P.O. Box 2393
Princeton, NJ 08543
<http://ies.ed.gov/ncee/wwc/>

BOOTH #324

The What Works Clearinghouse (WWC) is an initiative of the U.S. Department of Education's Institute of Education Sciences to provide free educational resources based on high-quality rigorous research.

WHISPERGLIDE SWING CO.

10051 Kerry Ct.
Hugo, MN 55038
<http://www.whisperglide.com>

BOOTH #1044

CREATING smiles, laughter and activity for thousands since 1987. OFFERS a unique therapeutic tool for physical therapy in a natural environment, increasing vestibular motion sensory integration. PROVIDES a face-to-face experience with parent, teacher, caregiver. CAUSES an immediate, positive impact on frequency and quality of interaction between able-bodied and mobility impaired. ALLOWS individuals to transcend circumstance and enjoy the simple pleasure of swinging. GIVES Meaning to the Moment.

WILSON LANGUAGE

47 Old Webster Road
Oxford, MA 01540
<http://www.wilsonlanguage.com>

BOOTH #937

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.

VISIT THE EXPO

WINSOR LEARNING, INC./THE SONDAY SYSTEM

1620 West 7th Street
St. Paul, MN 55102
<http://www.winsorlearning.com>

BOOTH #425

Since 1997 Winsor Learning has helped over 35,000 educators solve reading issues. Winsor Learning publishes the Sonday System® and SIBS® line of products. We provide professional development and consulting that help educators improve student achievement by identifying the needs of students and customizing instruction to meet those needs.

WOODS

P.O. Box 36
Langhorne, PA 19002
<http://www.woods.org>

BOOTH #929

Woods is a leading advocacy and service organization for children and adults with exceptional challenges and complex needs. Woods operates a continuum of residential and day program supports for individuals diagnosed with autism, intellectual disability, developmental disability, brain-injury, behavioral challenges and severe emotional disorders.

WPS

625 Alaska Ave.
Torrance, CA 90503

BOOTH #835

With the gold-standards in autism assessment and leading assessments in nearly all other areas of mental health, WPS provides assessment and intervention tools to support you in unlocking the potential of all students.

Y.A.L.E. SCHOOL

2127 Church Rd.
Cherry Hill, NJ 08002
<http://www.yaleschool.com>

BOOTH #953

The Y.A.L.E. School is a state-approved specialized private school serving students ages 5-21 with autism spectrum disorders, ADHD, mental health and behavioral challenges on 10 campuses throughout southern New Jersey. For more than 40 years, we have provided evidence-based special education services within a culture of optimism and compassion.
www.yaleschool.com

ZOO-PHONICS

20950 Ferretti Rd.
Groveland, CA 95321
<http://www.zoo-phonics.com>

BOOTH #833

The Zoo-Phonics Program is a kinesthetic, multi-modal approach to learning language arts. Zoo-Phonics uses animals drawn in the shapes of the alphabet and a related body movement. Classroom kits will be showcased. Founded by special education teachers in 1985, Zoo-Phonics offers products and training for preschool through 1st grade.

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