

While at the convention...

Visit the CEC Bookstore!

 **CEC** 2015
CONVENTION & EXPO
APRIL 8-11 | SAN DIEGO, CA



- “Meet the Author” interactive sessions
- Networking & information sharing
- Charging stations
- Life Centered Education (LCE) transition curriculum info sessions and demonstrations
- All CEC publications for sale on site and ordered on site at the discounted price!
- Keep up to date with Bookstore events via the CEC 2015 Convention app!

On-site sales will be credit card or check only – no cash

Visit the CEC Bookstore!





SCHEDULE AT A GLANCE

TUESDAY, APRIL 7

2:00–7:00 p.m. Registration

WEDNESDAY, APRIL 8

7:00 a.m.–8:00 p.m. Registration

9:00 a.m.–4:00 p.m. Convention Workshops

1:00–4:30 p.m. Concurrent Sessions

5:00–6:30 p.m. Opening General Session

6:30–8:00 p.m. **EXPO HALL** – Grand Opening and President's Welcome Reception

THURSDAY, APRIL 9

7:00 a.m.–5:00 p.m. Registration

7:00 a.m.–5:00 p.m. Representative Assembly Registration (Headquarters Office)

8:00 a.m.–4:30 p.m. Concurrent Sessions & Posters

9:00–11:30 a.m. Student Forum

9:00 a.m.–5:00 p.m. Expo Hall

11:30 a.m.–1:00 p.m. Exclusive Expo Time and Lunch Express

FRIDAY, APRIL 10

7:00 a.m.–6:00 p.m. Registration

8:00 a.m.–4:30 p.m. Concurrent Sessions & Posters

9:00 a.m.–6:00 p.m. Expo Hall

11:30 a.m.–1:00 p.m. & 4:30–6:00 p.m. Exclusive Expo Time

11:30 a.m.–1:00 p.m. Lunch Express

4:30–6:00 p.m. Happy Hour

9:15–10:15 a.m. Representative Assembly Orientation and Registration

6:00–7:00 p.m. Yes I Can Awards Ceremony

SATURDAY, APRIL 11

7:00 a.m.–4:00 p.m. Registration

8:00 a.m.–3:15 p.m. Concurrent Sessions & Posters

9:00 a.m.–2:00 p.m. Expo Hall

11:30 a.m.–1:00 p.m. Exclusive Expo Time and Lunch Express

2:15–3:15 p.m. Closing General Session

Schedule subject to change.

(Please see pages 21–28 for a complete listing of Meetings and Social Events.)

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Mission Statement

The Council for Exceptional Children is a professional association of educators dedicated to advancing the success of children with exceptionalities. We accomplish our mission through advocacy, standards, and professional development.

Core Values

Visionary

Demonstrated by forward-thinking and courageous decision making dedicated to excellence and influence in an evolving environment

Integrity

Demonstrated by ethical, responsive behavior, transparency, and accountability

Inclusiveness

Demonstrated by a commitment to diversity, caring, and respect for the dignity and worth of all individuals

WELCOME MESSAGE FROM THE PRESIDENT AND PROGRAM CHAIR



Jim Heiden
President, CEC



Russell Gersten
Program Chairperson

Dear CEC 2015 Attendees:

Welcome to San Diego! We are delighted that you are here with us for the Council for Exceptional Children's 91st Annual Convention and Expo. CEC 2015 will be the one place this year where you'll find the support you need to support your students and learn hundreds of ways to help them grow and succeed.

Here are just a few of the highlights we hope you'll enjoy this week:

- **Opening General Session, Wednesday, 5:00-6:30 p.m.**, with **Keynote Speaker Brad Cohen**, an award-winning educator and author whose triumphant life story will teach us all a thing or two about the power of a positive attitude.
- **Grand Opening of the Expo Hall and President's Welcome Reception**, immediately following the Opening General Session on Wednesday night, offering refreshments and time to browse the 200+ exhibit booths brimming with products designed specifically for your students.
- **Happy Hour in the Hall**, a chance to network and mingle on **Friday, 4:30-6:00 p.m.**, before we all head into everybody's favorite, the **Yes I Can Awards Ceremony, Friday, 6:00-7:00 p.m.**
- **Family Day, Saturday, 8:00 a.m.-2:15 p.m.**, featuring sessions for siblings of students with disabilities, panels involving adults with disabilities, issues related to families in the military with special education students and other programming to help families and educators work more collaboratively on behalf of our students.
- **Closing General Session, Saturday, 2:15-3:15 p.m.**, providing the high-energy finale to **CEC 2015 with a presentation by past CEC President Joni Alberg**, from the Oberkötter Foundation.

Members of the **2015 Program Advisory Committee** have carefully selected this year's sessions to provide endless opportunities for attendees to absorb and take home innovative strategies, evidence-based practices, and knowledge about the issues affecting our field, including:


- **Division Showcase Sessions**, a unique perspective from each one of our 17 Special Interest Divisions.
- **Town Hall Meetings** where you can actively engage with researchers and policy makers on important issues.
- **Featured Sessions**, in formats to serve every learner's needs showcasing the best of the best in special education.
- **Strands** that allow you to immerse yourself in current research and the cutting-edge issues facing our field.

This comprehensive international special education event would be possible without the commitment of our **Local Arrangements Committee**, a dedicated group of CEC members in California. Their help in planning and promoting **CEC 2015** has been tremendous and very much appreciated. We thank them for their countless hours of hard work and willingness to do whatever was needed.

Finally, we wish to recognize the CEC staff and all of our CEC volunteer leaders participating in CEC governance meetings this week for the time and talent they've invested to make CEC's 91st Convention and Expo a huge success!

Here's to an excellent week at the special education event for ALL educators serving ALL students with NO limits! We look forward to meeting all of you here in San Diego.


Jim Heiden
President, CEC


Russell Gersten
Program Chairperson

WELCOME TO SAN DIEGO



Jerry Hime
Local Arrangements
Committee Chair

On behalf of the Local Arrangements Committee (LAC), I am pleased to welcome you to San Diego and the CEC 2015 Convention & Expo. You're in for a real treat—great professional presentations, networking opportunities, renewing old and making new acquaintances, social events, incredible exhibit show, membership activities, meetings, and a fantastic host city with sites to see, shopping opportunities, and entertainment venues that we hope won't distract you too much from the actual convention. The convention center itself provides a great venue to showcase the CEC activities.

I can't express it better than what is stated on the convention website: *CEC 2015 is the special education event for ALL educators serving ALL students with NO limits.* See for yourself why this once-a-year professional development and networking experience will give you the support you need to support your kids.

Serving as LAC chair provided me with a “déjà vu” moment back to April 1996 when, as CEC president elect, I served as program chair for the convention in Orlando, Florida. I found that today, the CEC Convention is still the only special education gathering that meets the needs of ALL the professionals serving ALL individuals.

This year, the convention provides special strands on pertinent topics, Town Halls, Workshops, sessions addressing areas of interest to all educators, and more. You will hear from experts in their fields who will share current information that you can take back to your classroom, your lecture hall, your research laboratory, or your field of endeavor. And as always, a major highlight of the convention is the Exhibit Hall where you can view the latest technology and new curricula, and find exciting teaching tools that will meet the needs of those special individuals with whom you work.

This convention couldn't have gotten off the ground without the talents and expertise of the LAC lead team to whom I express gratitude and appreciation: Carolyn Nunes, Heather DiFede, Gina Plate, Regina Brandon, and Frank Donovan, along with Lilly Brodbeck who has been instrumental in coordinating the volunteer survey and assignments. Other subcommittee chairs are acknowledged elsewhere in the program and deserve a “high five” for a job well done.

Congratulations also to Russell Gersten and the Convention Program Committee for planning an outstanding array of sessions designed to meet your professional development needs.

And last, a special thanks to Carol Serrano and the outstanding CEC staff who have proven to be the backbone of this convention. They have been the “nuts and bolts” of the planning process.

Jerry Hime
Local Arrangements Committee

A MESSAGE FROM THE MAYOR



Kevin L. Faulconer
Mayor, City of San Diego

Welcome!

On behalf of the citizens of San Diego, welcome to America's Finest City!

We are delighted that you have made your way to San Diego. Our city boasts a relaxed atmosphere filled with friendly people and a thriving tourism industry. It's no surprise that San Diego is so often chosen as the host city of several large conventions and events, such as Comic-Con International and the U.S. Open.

With nearly perfect weather every day, no attraction is off limits. Each community in San Diego has something different to offer! Our vibrant, multicultural city is home to relaxing beaches, luxurious shops in beautiful La Jolla, authentic Mexican food in Old Town, a vibrant nightlife in the Gaslamp Quarter, historic Balboa Park, the San Diego Zoo and so much more.

I am confident that you will enjoy your time in San Diego and thank you for choosing to visit our great city. I extend my warmest wishes for an enjoyable and successful event in San Diego.



CONVENTION INFORMATION

● ACCESSIBILITY ASSISTANCE

Accessibility Booth, CEC Registration Area, Hall D/E Lobby, Convention Center

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

● ADMISSION TO CONVENTION WORKSHOPS

To register for a Convention Workshop, go to CEC Onsite Registration Counter in the CEC Registration Area outside Expo Hall D/E, Convention Center.

● CEC BOOKSTORE AND MEMBERSHIP AREA

Expo Hall D/E, Center of Expo, Convention Center

Visit the CEC Bookstore! Meet CEC authors, purchase books (check or charge only), charge your phone, and hang out! You will have a chance to review and purchase our most recent and most popular publications — plus carefully selected complementary pieces from our partners in the field and CEC authors. Watch for updates on Bookstore activities on the Convention app!

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CEC BOOKSTORE AND MEMBERSHIP AREA HOURS

Wednesday, April 8, President's Welcome Reception • 6:30–8:00 p.m.

Thursday, April 9 • 9:00 a.m.–5:00 p.m.

Friday, April 10 • 9:00 a.m.–6:00 p.m.

Saturday, April 11 • 9:00 a.m.–2:15 p.m.

PROFESSIONAL DEVELOPMENT HOURS (PDHS).

Please see complete information on page 31.

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● CONVENTION LANGUAGE

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

● COPYING AND OTHER BUSINESS SERVICES

FedEx Print and Ship Office is located in the San Diego Convention Center, Street Level. Black and white and color copying, oversized copying, fax services, laminating, binding, posters, computer/internet access, and office supplies are all options at this location.

Copy services can be transmitted via email. Please send your copying orders to usa1324@fedex.com. Confirm your print job has been received by calling 619-525-5450.

San Diego Convention Center Store Hours:

Monday–Friday • 8:00 a.m.–5:00 p.m.

Saturday–Sunday • 9:00 a.m.–5:00 p.m.

The **UPS Store** is located in the Hilton San Diego Bayfront Hotel. Please stop by the Headquarters Office located in the CEC Registration area of the convention center for more information.

● EXPO

Expo Hall D/E, 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 8

President's Welcome Reception
(immediately following the General Session)
6:30–8:00 p.m.

THURSDAY, APRIL 9

Exhibit Hours: 9:00 a.m.–5:00 p.m.
FREE TIME TO EXPLORE and
LUNCH EXPRESS: 11:30 a.m.–1:00 p.m.

FRIDAY, APRIL 10

Exhibit Hours: 9:00 a.m.–6:00 p.m.
FREE TIME TO EXPLORE and
LUNCH EXPRESS: 11:30 a.m.–1:00 p.m.
HAPPY HOUR: 4:30–6:00 p.m.

SATURDAY, APRIL 12

Exhibit Hours: 9:00 a.m.–2:15 p.m.
FREE TIME TO EXPLORE and
LUNCH EXPRESS: 11:30 a.m.–1:00 p.m.

● FIRST AID OR OTHER EMERGENCIES

In case of emergency at the **Hilton San Diego Bayfront**:

Dial 55 from any house phone or guest room and you will be connected to our Security Priority Office. The hotel has First Aid/CPR certified Team Members on duty 24/7. 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 **San Diego Convention Center**:

Dial 5911 from any white house phone located near most elevators and restrooms or dial 619-525-5911 from your cell phone and you will be connected to Security, who are trained in CPR and AED usage.

Non-Emergency Security number is 5490 or 619-525-5490.

● **MESSAGE BOARDS**

Outside the CEC Headquarters Office, Located in CEC registration area, outside of Halls D/E, Convention Center.

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

● **REGISTRATION**

CEC Registration Area, outside Expo Halls D/E, Street Level, San Diego Convention Center

Full registration is available at the Registration Counters. Attendees who registered before March 6, 2015 may pick up their program at FLASH & PASS (flash your badge!) If you did not receive a badge in the mail or forgot to bring it, please visit any registration desk for assistance.

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REGISTRATION DESK HOURS

Tuesday, April 7 • 2:00-7:00 p.m.

Wednesday, April 8 • 7:00 a.m.-8:00 p.m.

Thursday, April 9 • 7:00 a.m.-5:00 p.m.

Friday, April 10 • 7:00 a.m.-6:00 p.m.

Saturday, April 11 • 7:00 a.m.-4:00 p.m.

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● **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.

● **ST. LOUIS, MISSOURI—CEC 2016 CONVENTION & EXPO**

Visit the representative from St. Louis located in CEC Registration area, Street Level, Convention Center.

Stop by and learn more about why you don't want to miss the CEC 2016 Convention & Expo in St. Louis!

● **SMOKING**

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

● **TWITTER—JOIN THE CEC FLOCK**

FOLLOW US! CEC 2015 Convention & Expo is on TWITTER @CECconvention. Let us know about your experiences at the convention. Be sure to include #CEC15 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.





CEC 2015 CONVENTION HOTELS

HOTEL	ADDRESS	TELEPHONE/FAX	RATE
Hilton San Diego Bayfront	1 Park Boulevard San Diego, 92101	619/564-3333 619/564-3344	\$219
Hampton Inn San Diego Downtown	1531 Pacific Highway San Diego, 92101	619/233-8408 619/233-8418	\$185
Hard Rock Hotel San Diego	207 5 th Avenue San Diego, 92101	619/702-3000 619/702-3007	\$195
Manchester Grand Hyatt San Diego	1 Market Place San Diego, 92101	619/232-1234 619/233 6464	\$225
Omni San Diego Hotel	675 L Street San Diego, 92101	619/231-6664	\$229
Residence Inn Gaslamp	356 6 th Avenue San Diego, 92101	619/487-1200 619/487-1202	\$195
San Diego Marriott Marquis & Marina	333 West Harbor Drive San Diego, 92101	619/234-1500 619/234-8678	\$229
The US Grant	326 Broadway San Diego, 92101	619-232-3121 619/232-3626	\$189
Westin Gaslamp Quarter	910 Broadway Circle San Diego, 92101	619/239-2200 619/239-0509	\$189



EVERGREEN CENTER

TWO PROGRAMS, ONE STANDARD OF EXCELLENCE

THE CENTER FOR BEHAVIOR DEVELOPMENT

Autism • Severe Maladaptive Behavior • Ages 6-21
Dual Diagnosis of Mental illness/Intellectual Disability/Traumatic Brain injury
Posttraumatic Stress Disorder • Physical Disability

THE CENTER FOR BASIC SKILLS

Autism • Intellectual Disability • Physical Disability
Sensory Impairments • Medical Needs • Ages 6-21

For over 30 years, Evergreen Center has provided living and learning environments for persons with autism and intellectual and developmental disabilities including physical disabilities, behavior disorders and complex health needs. Evergreen Center offers a highly competitive salary commensurate with local and national standards, an excellent benefit package, a retirement plan with company contribution, and tuition support/educational loan repayment programs.



For More Information: Contact The Director Of Family Services & Admissions

Evergreen Center Inc., 345 Fortune Boulevard, Milford, MA 01757

Phone: (508) 478-2631 • Email: Services@evergreenctr.org

www.evergreenctr.org Equal Opportunity Employer



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**Masters Degree in Education
Cambridge College.edu**

Lead Your Professional Association



James P. Heiden
2015 CEC President

"As a CEC leader, you will make life-long connections, learn new skills, and work to ensure that CEC remains **THE** professional organization for special educators. It is an experience that will change your life forever."

ROBIN BREWER,
CEC IMMEDIATE PAST PRESIDENT

Apply for the 2016 CEC Board of Directors

Application Deadline: **May 13, 2015**

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

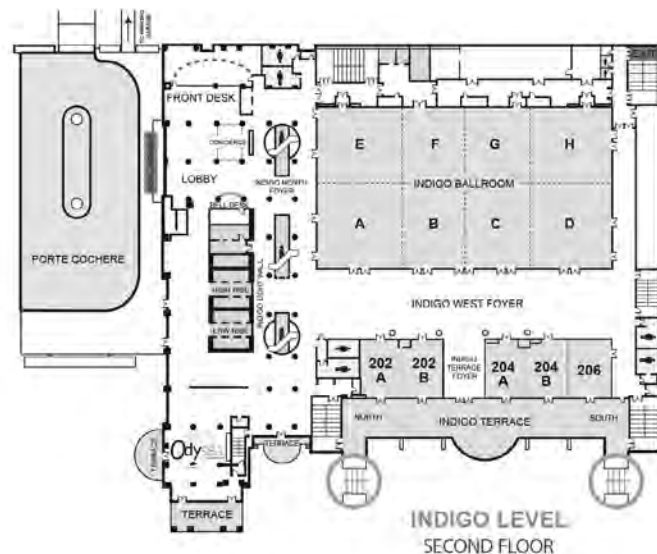
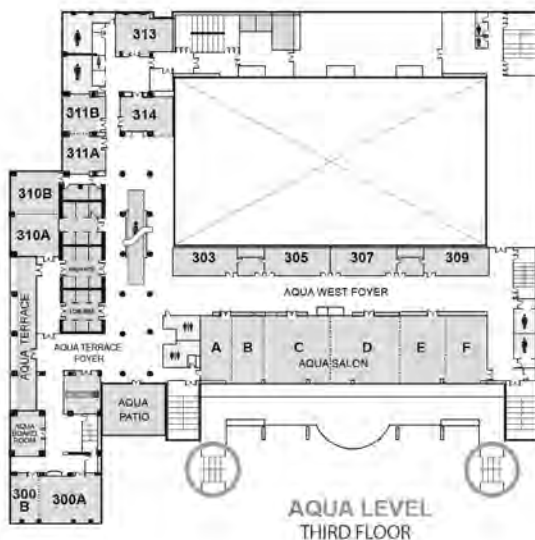
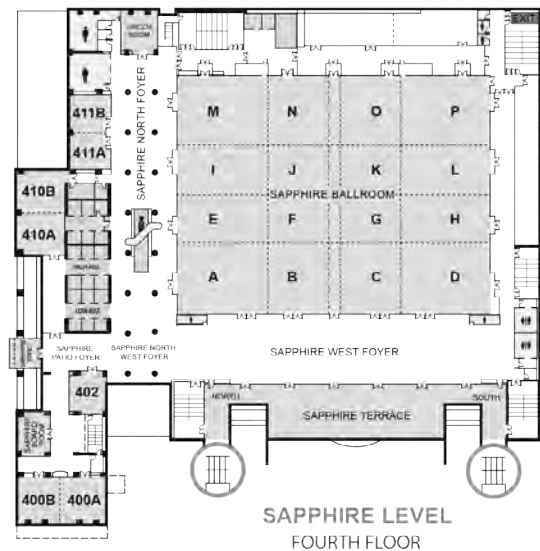
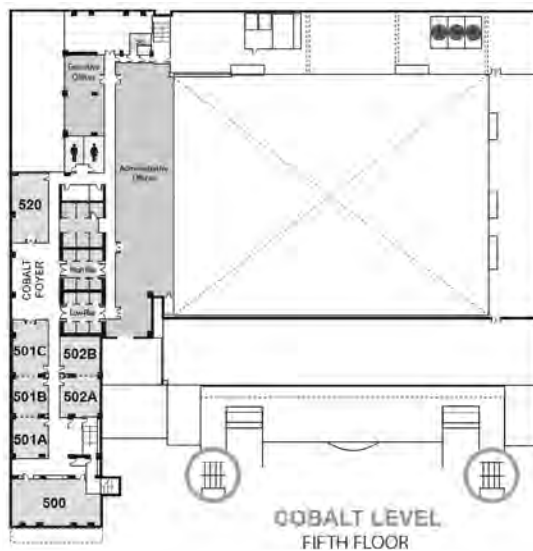


**Council for
Exceptional
Children**

The voice and vision of special education



HILTON SAN DIEGO BAYFRONT HOTEL FLOOR PLANS



SAN DIEGO CONVENTION CENTER FLOOR PLAN - GROUND LEVEL

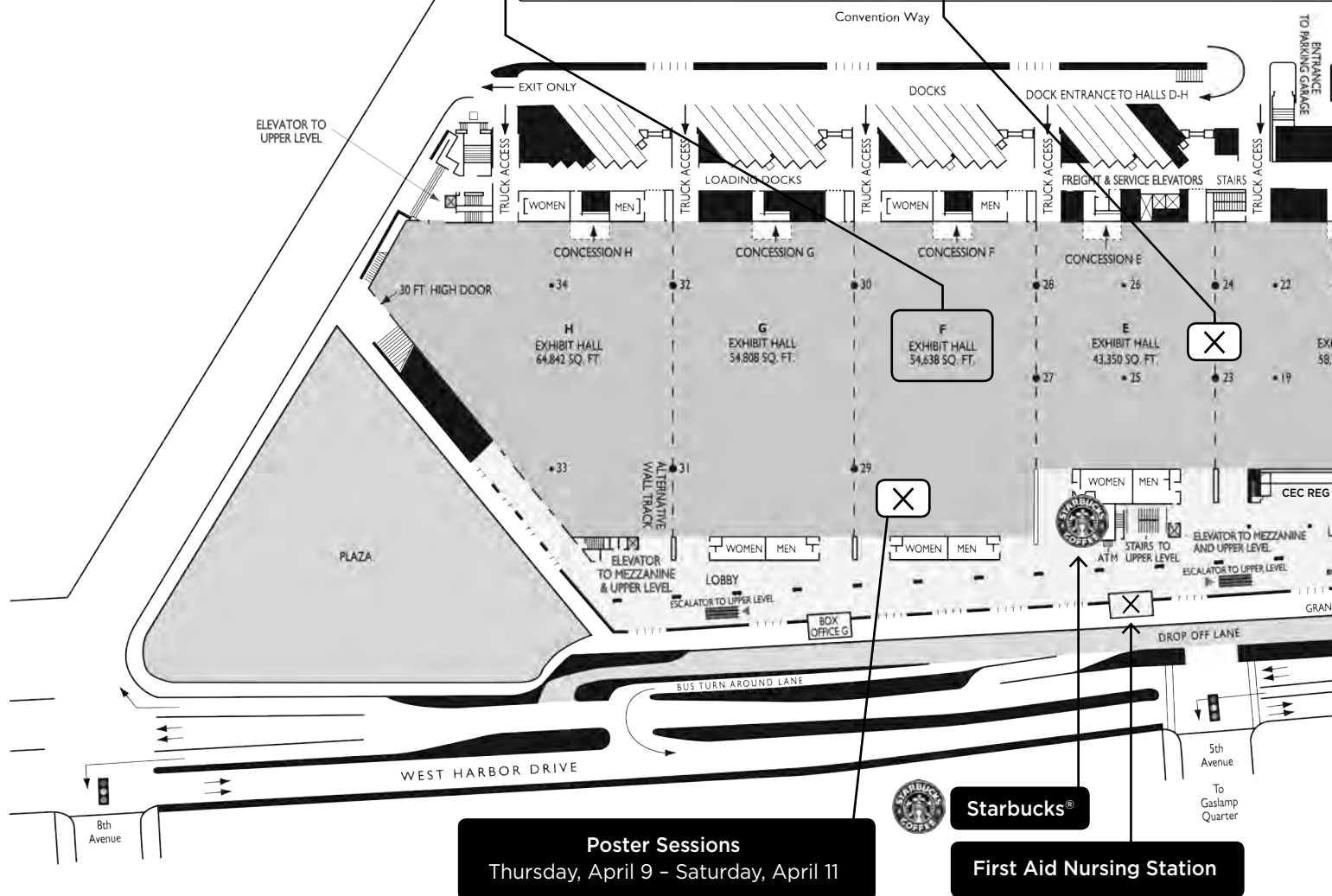


EXPO HALL F

- **Opening General Session**
Wednesday, April 8, 5:00–6:30 p.m.
- **Yes I Can Ceremony**
Friday, April 10, 6:00–7:00 p.m.
- **Closing General Session**
Saturday, April 11, 2:15–3:15 p.m.

President's Welcome Reception
Wednesday, April 8, 6:30–8:00 pm

San Diego Bay



Poster Sessions
Thursday, April 9 – Saturday, April 11

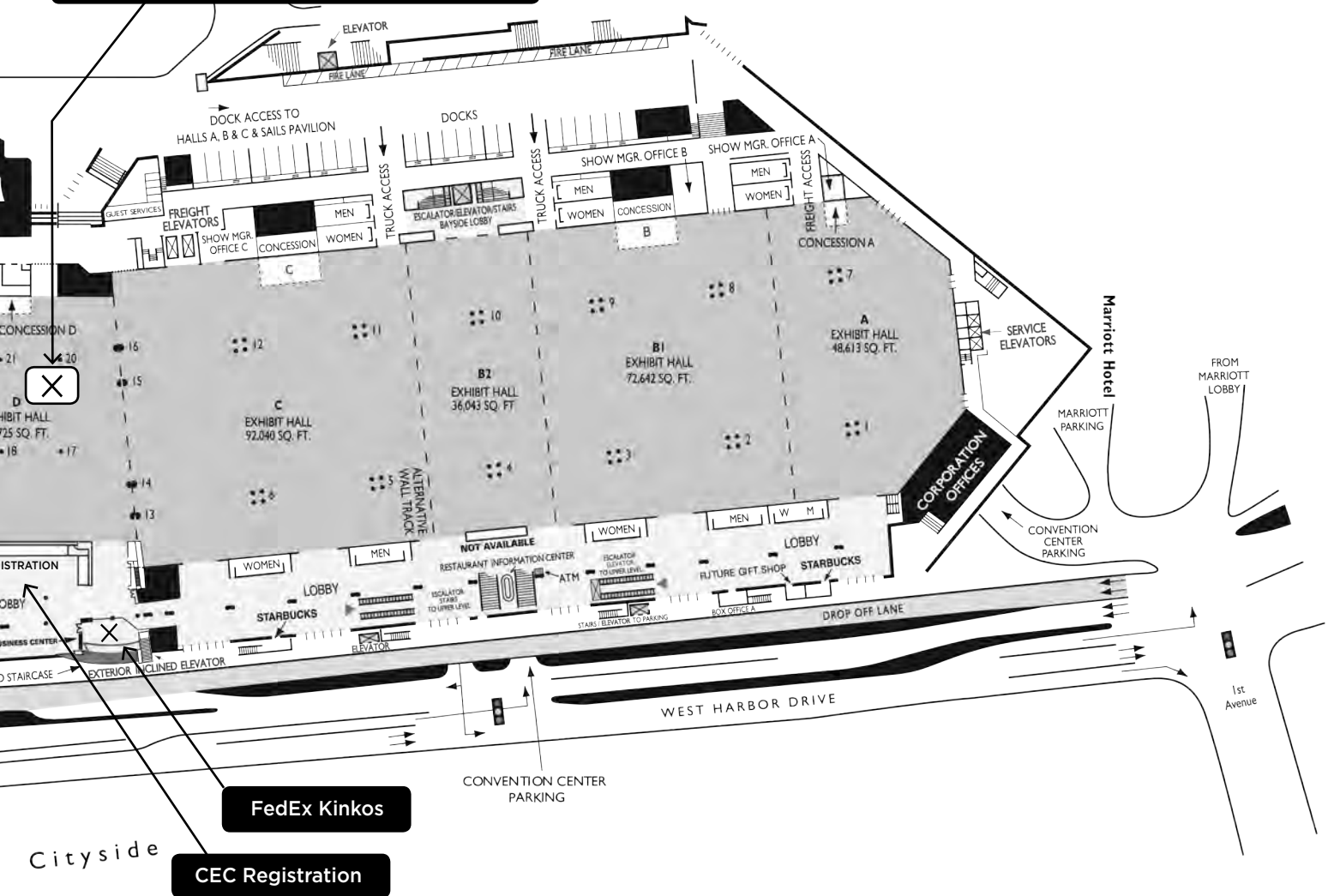
Starbucks®

First Aid Nursing Station



CEC EXPO

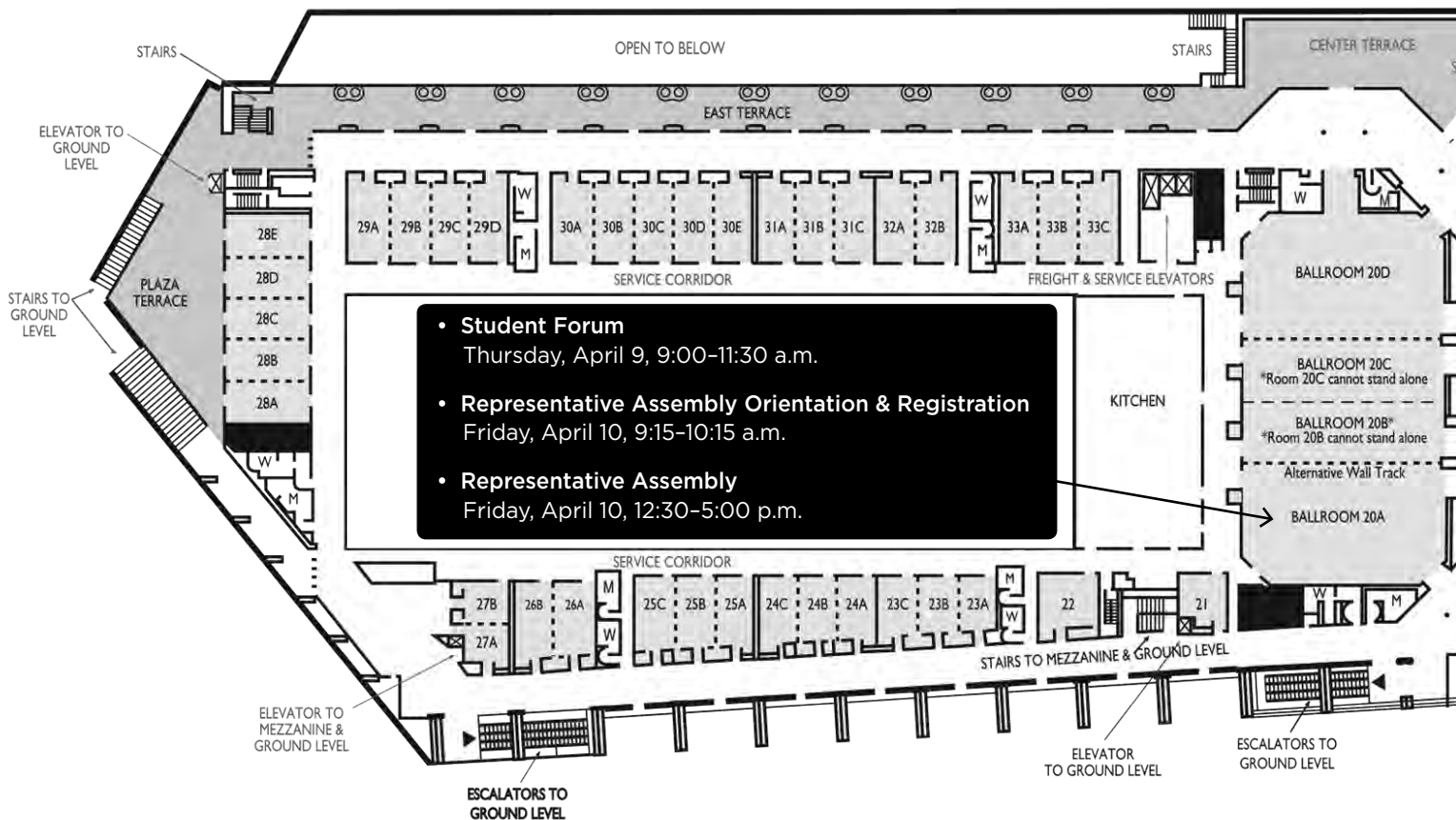
Happy Hour: Friday, April 10, 4:30-6:00 p.m.

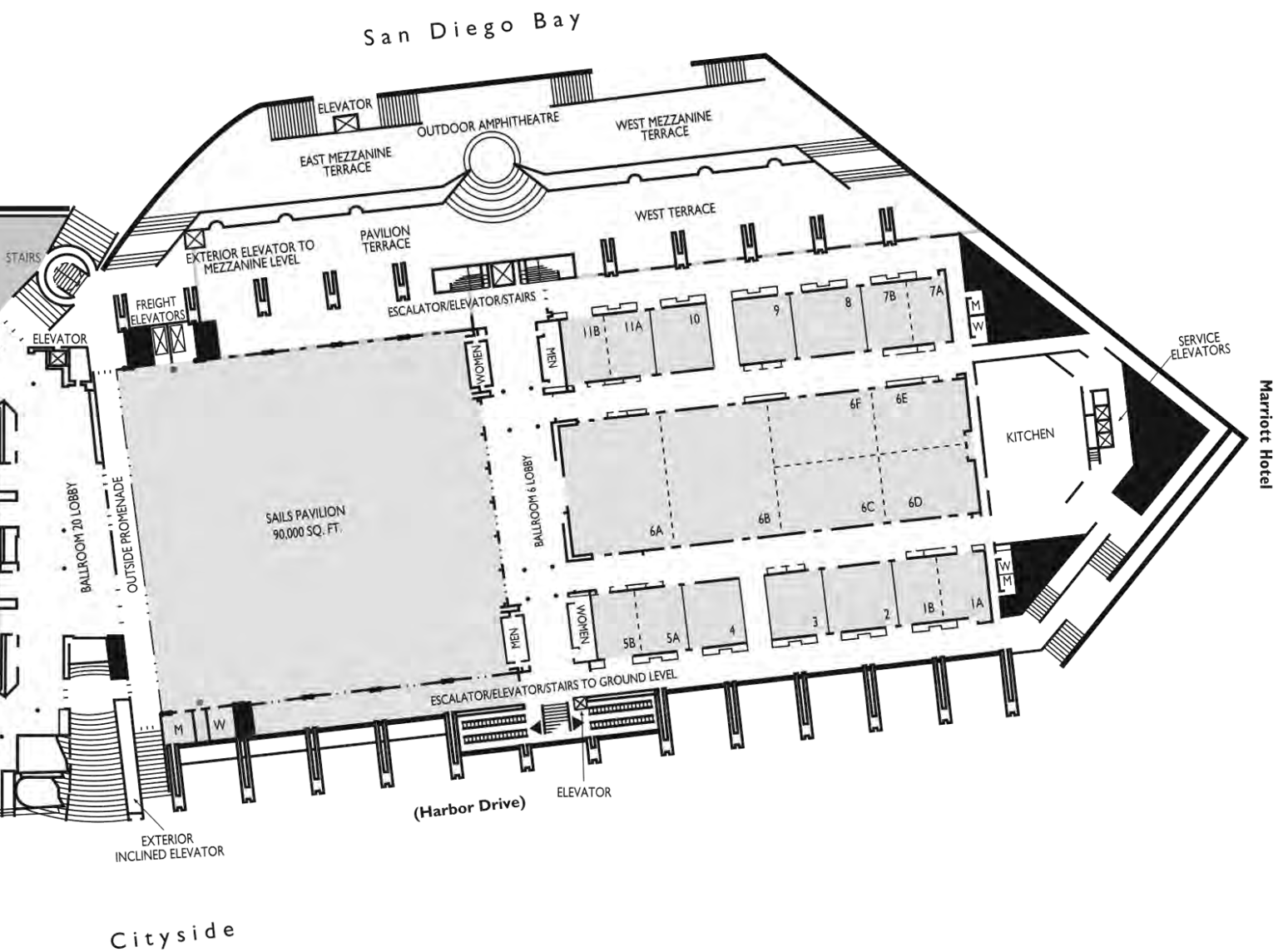


SAN DIEGO CONVENTION CENTER FLOOR PLAN - UPPER LEVEL



San Diego Bay





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.

Visit CASE in booth 419.

★ **SHOWCASE** ★ **Thursday, April 9, 9:15-11:15 a.m.**
Room: 31AB, 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*.

Visit CCBD in booth 949.

★ **SHOWCASE** ★ **Thursday, April 9, 1:00-2:00 p.m.**
Room: 29C, 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.

Visit CEC-DR in booth 444.

★ **SHOWCASE** ★ **Thursday, April 9, 10:30-11:30 a.m.**
Room: 29B 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 fifteen (15) years or more. Members receive the *Pioneers Press* newsletter. The *CEC-PD Membership Directory* is available to CEC-PD members upon request.

Visit CEC-PD in booth 446.

★ **SHOWCASE** ★ **Friday, April 10, 9:15-11:15 a.m.**
Room: 25A, Convention Center

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.

Visit CEDS in booth 549.

★ **SHOWCASE** ★ **Thursday, April 9, 9:15-10:15 a.m.**
Room: 25B, 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*.

Visit DADD in booth 1339.

★ **SHOWCASE** ★ **Thursday, April 9, 9:15-11:15 a.m.**
Room: 28AB, 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*.

Visit DCDD in booth 448.

★ **SHOWCASE** ★ **Thursday, April 9, 1:00-2:00 p.m.**
Room: 25A, 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.

Visit DCDT in booth 1337.

★ **SHOWCASE** ★ **Thursday, April 9, 9:15-10:15 a.m.**
Room: 29D, 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*.

Visit DDEL in booth 547.

★ **SHOWCASE** ★ **Friday, April 10, 9:15-10:15 a.m.**
Room: 28E, Convention Center

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.

Visit DEC in booth 450.

★ **SHOWCASE** ★ **Friday, April 10, 10:30-11:30 a.m.**
Room: 29A, 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*.

Visit DISES in booth 1251.

★ **SHOWCASE** ★ **Thursday, April 9, 10:30-11:30 a.m.**
Room: 25C, 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*.

Visit DLD in booth 1323.

★ **SHOWCASE** ★ **Thursday, April 9, 2:15-3:15 p.m.**
Room: 32A, 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*.

Visit DPHMD in booth 1341.

★ **SHOWCASE** ★ **Thursday, April 9, 1:00-2:00 p.m.**
Room: 26A, Convention Center

DIVISION ON VISUAL IMPAIRMENTS AND DEAFBLINDNESS (DVIDB) advances the education of children and youth who have visual impairments that impede their educational progress. Members receive *Visual Impairment and Deafblind Education Quarterly*.

Visit DVIDB in booth 951.

★ **SHOWCASE** ★ **Thursday, April 9, 9:15-10:15 a.m.**
Room: 28C, Convention Center

THE 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.

Visit TAG in booth 451.

★ **SHOWCASE** ★ **Thursday, April 9, 10:30-11:30 a.m.**
Room: 26A, 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.

Visit TAM in booth 551.

★ **SHOWCASE** ★ **Friday, April 10, 9:15-10:15 a.m.**
Room: 30E, 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.

Visit TED in booth 1249.

★ **SHOWCASE** ★ **Friday, April 10, 8:00-9:30 a.m.**
Room: 31AB, Convention Center



New! Quick&Easy

Expanded Core Curriculum

For transition students who are visually impaired, this kit contains over 140 lessons that address the nine areas of the Expanded Core Curriculum (ECC).

Quick & Easy ECC Kit includes a binder with lesson cards and a CD-ROM with accessible files.

Example ECC lessons:

- Planning a menu
- Making purchases based on a budget
- Expanding career knowledge
- Tracking medical history
- Reading nutrition labels



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MEETINGS AND SOCIAL EVENTS

CEC MEETINGS

BOARD OF DIRECTORS

Tuesday, April 7

3:00–8:00 p.m.
Aqua 300AB, Level 3
Hilton San Diego Bayfront

Wednesday, April 8

9:00–11:00 a.m.

■ PUBLIC COMMENTS

10:30–11:00 a.m.

REPRESENTATIVE ASSEMBLY

■ REPRESENTATIVE ASSEMBLY ORIENTATION

Friday, April 10

9:15–10:15 a.m.
Ballroom 20A, Upper Level
San Diego Convention Center

■ REPRESENTATIVE ASSEMBLY

Friday, April 10

12:30–5:00 p.m.
Ballroom 20A, Upper Level
San Diego Convention Center

COMMITTEES AND WORK GROUPS

■ FINANCE AND AUDIT STANDING COMMITTEE

Wednesday, April 8

11:30 a.m.–1:00 p.m.
Aqua 311A, Level 3
Hilton San Diego Bayfront

■ STUDENT COMMITTEE

Wednesday, April 8

1:00–3:00 p.m.
Sapphire 400A, Level 4
Hilton San Diego Bayfront

■ STUDENT FORUM 2014

Thursday, April 9

9:00–11:30 a.m.
Ballroom 20A, Upper Level
San Diego Convention Center

■ NOMINATIONS STANDING COMMITTEE

Thursday, April 9

9:15–11:00 a.m.
Sapphire 411B, Level 4
Hilton San Diego Bayfront

■ ELECTIONS STANDING COMMITTEE

Thursday, April 9

10:30 a.m.–Noon
Sapphire 411B, Level 4
Hilton San Diego Bayfront

■ REPRESENTATIVE ASSEMBLY COMMITTEE

Thursday, April 9

11:00–2:30 p.m.
Aqua 300B, Level 3
Hilton San Diego Bayfront

■ HONORS COMMITTEE

Thursday, April 9

2:30–3:30 p.m.
Aqua 300B, Level 3
Hilton San Diego Bayfront

■ PROFESSIONAL STANDARDS AND PRACTICE COMMITTEE

Thursday, April 9

2:30–4:30 p.m.
Aqua 309, Level 3
Hilton San Diego Bayfront

■ YES I CAN COMMITTEE

Thursday, April 9

3:30–4:30 p.m.
Aqua 300B, Level 3
Hilton San Diego Bayfront

■ STUDENT CHAPTER FACULTY ADVISORS ROUNDTABLE

Friday, April 10

9:30–10:30 a.m.
Aqua Salon D, Level 3
Hilton San Diego Bayfront

■ KNOWLEDGE AND SKILLS SUBCOMMITTEE

Friday, April 10

12:00–1:00 p.m.
Room 24BC, Upper Level
San Diego Convention Center

■ EDUCATORS WITH DISABILITIES CEC WORK GROUP

Saturday, April 11

1:00–2:00 p.m.
Room 24BC, Upper Level
San Diego Convention Center

OTHER CEC MEETINGS AND EVENTS

■ CEC TREASURER'S MEETING

Thursday, April 9

10:30–11:30 a.m.
Aqua Salon C, Level 3
Hilton San Diego Bayfront

■ MENA CAUCUS GATHERING 2015

Thursday, April 9

11:45 a.m.–12:45 p.m.
Aqua Salon E, Level 3
Hilton San Diego Bayfront

■ CEC MEMBERSHIP CHAIRS MEETING

Thursday, April 9

1:00–2:00 p.m.
Aqua Salon C, Level 3
Hilton San Diego Bayfront

■ CEC/CEC-PD MENTORING PROGRAM SOCIAL

Thursday, April 9

5:00–6:30 p.m.
Indigo 204A, Level 3
Hilton San Diego Bayfront

■ CEC CHILDREN AND YOUTH ACTION NETWORK

Thursday, April 9

5:15–6:15 p.m.
Aqua 310A/Aqua Terrace, Level 3
Hilton San Diego Bayfront

■ 2016 CONVENTION PROGRAM ADVISORY COMMITTEE

Friday, April 10

8:00–10:00 a.m.
Indigo 204AB, Level 2
Hilton San Diego Bayfront

■ CEC DIVISION PUBLICATION MEETING

Friday, April 10

2:00–3:00 p.m.
Aqua Salon A, Level 3
Hilton San Diego Bayfront

■ YES I CAN AWARDS CEREMONY

Friday, April 10

6:00–7:00 p.m.
Hall F, Street Level
San Diego Convention Center

■ **STATE AND PROVINCIAL UNIT
PRESIDENT'S MEETING**

Saturday, April 11

8:00–9:00 a.m.
Indigo 204, Level 2
Hilton San Diego Bayfront

■ **INTER-DIVISIONAL RESEARCH
GROUP MEETING (IDRG)**

Saturday, April 11

8:00–9:30 a.m.
Indigo 202, Level 2
Hilton San Diego Bayfront

CAUCUS MEETINGS

■ **AMERICAN INDIAN CAUCUS**

Friday, April 10

3:00–4:30 p.m.
Aqua Salon A, Level 3
Hilton San Diego Bayfront

■ **ASIAN/PACIFIC ISLANDER
CAUCUS (*All are Welcome*)**

Thursday, April 9

1:00–2:00 p.m.
Aqua 314, Level 3
Hilton San Diego Bayfront

■ **BLACK CAUCUS EXECUTIVE
BOARD MEETINGS**

Thursday, April 9

2:00–4:00 p.m.
Sapphire 411B, Level 4
Hilton San Diego Bayfront

Saturday, April 11

9:00–11:00 a.m.
Indigo 202B, Level 2
Hilton San Diego Bayfront

POSTER SESSION AND STRAND
*Balancing Change with Equity: A
Focus on Outcomes for African-
American Students with Special
Needs in Changing Educational
Climates*

Friday, April 10

10:00 a.m.–2:00 p.m.
Sapphire Ballroom I, Level 4
Hilton San Diego Bayfront

**GENERAL MEMBERSHIP
MEETING AND SOCIAL**

Friday, April 10

3:00–5:00 p.m.
Sapphire 400B, Level
Hilton San Diego Bayfront

■ **CANADIAN CAUCUS**

Thursday, April 9

4:00–5:30 p.m.
Aqua 313, Level 3
Hilton San Diego Bayfront

■ **EDUCATORS WITH DISABILITIES
CAUCUS GENERAL MEETING**

Friday, April 10

10:00–11:00 a.m.
Aqua 300B, Level 3
Hilton San Diego Bayfront

■ **FAITH BASED SCHOOLS AND OR-
GANIZATIONS CAUCUS**

Friday, April 10

4:00–5:00 p.m.
Sapphire 402, Level 4
Hilton San Diego Bayfront

■ **GAY, LESBIAN, BISEXUAL AND
TRANSGENDER CAUCUS**

Friday, April 10

1:00–2:00 p.m.
Sapphire 410A, Level 4
Hilton San Diego Bayfront

■ **HISPANIC CAUCUS**

Friday, April 10

4:00–5:00 p.m.
Sapphire 402, Level 4
Hilton San Diego Bayfront

DIVISION MEETINGS AND
SOCIAL EVENTS

■ **INTERDIVISIONAL CAUCUS (IDC)**

Tuesday, April 7

1:00–4:00 p.m.
Aqua Salon BC, Level 3
Hilton San Diego Bayfront

**COUNCIL OF ADMINISTRATORS
OF SPECIAL EDUCATION
(CASE)**

■ **EXECUTIVE COMMITTEE**

Tuesday, April 7

4:00–8:45 p.m.
Aqua 311A, Level 3
Hilton San Diego Bayfront

■ **BOARD OF DIRECTORS AND
MEMBERSHIP MEETING**

Wednesday, April 8

7:30 a.m.–4:00 p.m.
Indigo 204AB, Level 2
Hilton San Diego Bayfront

■ **PUBLICATIONS AND PRODUCT
REVIEW MEETING**

Thursday, April 9

8:00 a.m.–3:30 p.m.
Sapphire 411A, Level 4
Hilton San Diego Bayfront

■ **FINANCE COMMITTEE MEETING**

Thursday, April 9

10:00 a.m.–Noon
Sapphire 402, Level 3
Hilton San Diego Bayfront

■ **PUBLICATIONS AND PRODUCT
REVIEW MEETING**

Friday, April 10

7:45 a.m.–3:30 p.m.
Sapphire 411A, Level 4
Hilton San Diego Bayfront

■ **RESEARCH COMMITTEE**

Friday, April 10

8:00–9:00 a.m.
Sapphire 411B, Level 4
Hilton San Diego Bayfront

**COUNCIL FOR CHILDREN
WITH BEHAVIORAL
DISORDERS (CCBD)**

■ **EXECUTIVE COMMITTEE**

Wednesday, April 8

9:00 a.m.–4:45 p.m.
Aqua 310B, Level 3
Hilton San Diego Bayfront

■ **PUBLISHING IN CCBD JOURNALS**

Thursday, April 9

4:00–4:45 p.m.
Aqua 314, Level 3
Hilton San Diego Bayfront

■ **GENERAL MEMBERSHIP MEETING**

Thursday, April 9

5:00–6:00 p.m.
Aqua Salon F, Level 3
Hilton San Diego Bayfront

■ **REGIONAL SERVICES AND
MEMBERSHIP MEETING**

Friday, April 10

9:00–11:00 a.m.
Aqua 300B, Level 3
Hilton San Diego Bayfront

DIVISION FOR RESEARCH (CEC-DR)■ **EXECUTIVE BOARD MEETING****Wednesday, April 8**

10:00 a.m.–4:45 p.m.

Aqua 314, Level 3

Hilton San Diego Bayfront

■ **BUSINESS MEETING****Friday, April 10**

5:00–6:15 p.m.

Aqua Salon C, Level 3

Hilton San Diego Bayfront

■ **DONALD D. HAMMILL FOUNDATION RECEPTION****Friday, April 10**

6:30–8:30 p.m.

Indigo 206, Level 2

Hilton San Diego Bayfront

■ **INTERDIVISIONAL RESEARCH GROUP MEETING****Saturday, April 11**

8:00–9:30 a.m.

Indigo 206, Level 2

Hilton San Diego Bayfront

PIONEERS DIVISION (CEC-PD)■ **EXECUTIVE BOARD MEETING****Thursday, April 9**

9:00 a.m.–4:00 p.m.

Aqua Salon D, Level 3

Hilton San Diego Bayfront

■ **ANNUAL BUSINESS MEETING OF THE MEMBERSHIP****Thursday, April 9**

4:30–5:30 p.m.

Aqua Salon D, Level 3

Hilton San Diego Bayfront

■ **ANNUAL DINNER****Thursday, April 9**

7:00–9:00 p.m.

VELO Restaurant

Hilton San Diego Bayfront

COUNCIL FOR EDUCATIONAL DIAGNOSTIC SERVICES (CEDs)■ **EXECUTIVE BOARD MEETING****Wednesday, April 8**

5:00–9:00 p.m.

Sapphire 400A, Level 4

Hilton San Diego Bayfront

■ **BUSINESS MEETING****Thursday, April 9**

4:30–5:30 p.m.

Aqua Salon A, Level 3

Hilton San Diego Bayfront

■ **CEDs SOCIAL****Thursday, April 9**

6:00–9:00 p.m.

Indigo 206, Level 2

Hilton San Diego Bayfront

DIVISION ON AUTISM AND DEVELOPMENTAL DISABILITIES (DADD)■ **EXECUTIVE COMMITTEE****Wednesday, April 8**

8:00–8:45 a.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **BOARD OF DIRECTORS****Wednesday, April 8**

9:00 a.m.–4:00 p.m.

DADD President's Suite

Hilton San Diego Bayfront

Friday, April 10

4:00–5:45 p.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **EARLY CAREER BREAKFAST****Thursday, April 9**

8:00–9:00 a.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **CONFERENCE COMMITTEE****Thursday, April 9**

11:30 a.m.–12:30 p.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **PAST PRESIDENTS' MEETING****Thursday, April 9**

12:30–1:30 p.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **AWARDS COMMITTEE MEETING****Thursday, April 9**

1:30–2:00 p.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **CRITICAL ISSUES COMMITTEE****Thursday, April 9**

2:00–3:00 p.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **SUBDIVISIONS MEETING****Thursday, April 9**

3:00–4:00 p.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **FINANCE COMMITTEE MEETING****Thursday, April 9**

4:00–4:30 p.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **GENERAL BUSINESS MEETING****Thursday, April 9**

5:00–6:30 p.m.

Aqua 311A, Level 3

Hilton San Diego Bayfront

■ **PRESIDENT'S RECEPTION****Thursday, April 9**

7:00–9:00 p.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **DIVERSITY COMMITTEE MEETING****Friday, April 10**

8:00–9:00 a.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **MEMBERSHIP COMMITTEE****Friday, April 10**

9:00–10:00 a.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **PUBLICATIONS COMMITTEE****Friday, April 10**

11:00 a.m.–Noon

DADD President's Suite

Hilton San Diego Bayfront

■ **STUDENT LUNCHEON****Friday, April 10**

Noon–1:00 p.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **COMMUNICATIONS COMMITTEE****Friday, April 10**

1:30–2:30 p.m.

DADD President's Suite

Hilton San Diego Bayfront

■ **STUDENT SOCIAL**

Friday, April 10
7:30-9:30 p.m.
DADD President's Suite
Hilton San Diego Bayfront

**DIVISION FOR COMMUNICATIVE
DISABILITIES AND DEAFNESS
(DCDD)**

■ **BOARD MEETING**

Wednesday, April 8
9:30 a.m.-3:30 p.m.
Aqua 305, Level 3
Hilton San Diego Bayfront

■ **MEMBER-FEST!**

Thursday, April 9
5:00-7:00 p.m.
Indigo 202B, Level 2
Hilton San Diego Bayfront

**DIVISION ON CAREER
DEVELOPMENT AND
TRANSITION (DCDT)**

■ **EXECUTIVE BOARD DINNER**

Tuesday, April 7
6:00-9:00 p.m.
Aqua 305, Level 3
Hilton San Diego Bayfront

■ **FULL BOARD MEETING**

Wednesday, April 8
9:00 a.m.-5:00 p.m.
Indigo 202A, Level 2
Hilton San Diego Bayfront

■ **CDTEI EDITORIAL BOARD**

Thursday, April 9
10:30-11:30 a.m.
Sapphire 400A, Level 4
Hilton San Diego Bayfront

■ **PUBLICATIONS COMMITTEE**

Thursday, April 9
11:30 a.m.-12:30 p.m.
Sapphire 400A, Level 4
Hilton San Diego Bayfront

■ **RESEARCH COMMITTEE**

Thursday, April 9
12:30-1:30 p.m.
Sapphire 400A, Level 4
Hilton San Diego Bayfront

■ **HUMAN RIGHTS AND CULTURAL
DIVERSITY COMMITTEE**

Thursday, April 9
1:30-2:30 p.m.
Sapphire 400A, Level 4
Hilton San Diego Bayfront

■ **MEMBERSHIP COMMITTEE**

Thursday, April 9
2:30-3:30 p.m.
Sapphire 400B, Level 4
Hilton San Diego Bayfront

■ **PAST PRESIDENTS MEETING**

Thursday, April 9
4:30-5:30 p.m.
Sapphire 400B, Level 4
Hilton San Diego Bayfront

■ **GENERAL BUSINESS MEETING FOR
ALL MEMBERS**

Thursday, April 9
5:30-6:30 p.m.
Sapphire 411A, Level 4
Hilton San Diego Bayfront

■ **PRESIDENT'S WELCOME
RECEPTION FOR ALL DCDT
MEMBERS**

Thursday, April 9
7:00-9:30 p.m.
Indigo 204B, Level 2
Hilton San Diego Bayfront

**DIVISION FOR CULTURALLY
AND LINGUISTICALLY
DIVERSE EXCEPTIONAL
LEARNERS (DDEL)**

■ **SUBCOMMITTEES MEETING**

Thursday, April 9
9:30-11:30 a.m.
Sapphire 410A, Level 4
Hilton San Diego Bayfront

■ **EXECUTIVE BOARD**

Thursday, April 9
1:30-5:30 p.m.
Sapphire 410A, Level 4
Hilton San Diego Bayfront

■ **DDEL SOCIAL EVENT**

Thursday, April 9
7:00-9:00 p.m.
Indigo 202A, Level 2
Hilton San Diego Bayfront

■ **WRITING FOR MULTIPLE VOICES**

Friday, April 10
10:00-11:00 a.m.
Sapphire 400A, Level 4
Hilton San Diego Bayfront

■ **BUSINESS MEETING**

Friday, April 10
3:30-5:30 p.m.
Sapphire 400A, Level 4
Hilton San Diego Bayfront

■ **STUDENT RESEARCH SHOWCASE**

Saturday, April 11
10:00 a.m.-Noon
Indigo 202A, Level 2
Hilton San Diego Bayfront

**DIVISION FOR EARLY
CHILDHOOD (DEC)**

■ **EXECUTIVE BOARD MEETING**

Wednesday, April 8
12:00-8:00 p.m.
Aqua 311B, Level 3
Hilton San Diego Bayfront

Thursday, April 9
8:00 a.m.-4:00 p.m.
Aqua 311B, Level 3
Hilton San Diego Bayfront

Thursday, April 10
7:00 a.m.-1:00 p.m.
Aqua 311B, Level 3
Hilton San Diego Bayfront

■ **DEC MEMBER RECEPTION**

Thursday, April 9
4:00-6:00 p.m.
Aqua 310B, Level 3
Hilton San Diego Bayfront

**DIVISION OF INTERNATIONAL
SPECIAL EDUCATION AND
SERVICES (DISES)**

■ **BOARD OF DIRECTOR'S MEETING**

Tuesday, April 7
8:00 a.m.-5:00 p.m.
Aqua 310A, Level 3
Hilton San Diego Bayfront

Wednesday, April 8
8:30 a.m.-4:30 p.m.
Aqua 310A, Level 3
Hilton San Diego Bayfront

■ **DISES INTERNATIONAL NETWORKING DROP-IN**

Thursday, April 9

1:00–4:00 p.m.
Restaurant VELA Patio, Promenade Level
Hilton San Diego Bayfront

■ **JOURNAL FOR INTERNATIONAL AND SPECIAL NEEDS: AUTHORS AND REVIEWERS MEETING**

Friday, April 10

8:00–9:00 a.m.
Aqua 310B, Level 3
Hilton San Diego Bayfront

■ **STUDENT COMMITTEE DROP-IN**

Friday, April 10

9:15–10:15 a.m.
Aqua 310B, Level 3
Hilton San Diego Bayfront

■ **MEMBERSHIP MEETING**

Friday, April 10

1:00–2:00 p.m.
Aqua 305, Level 3
Hilton San Diego Bayfront

■ **INFORMATION/PUBLICATIONS MEETING**

Friday, April 10

2:15–3:15 p.m.
Aqua 305, Level 3
Hilton San Diego Bayfront

■ **AWARDS COMMITTEE MEETING**

Friday, April 10

3:30–4:30 p.m.
Aqua 305, Level 3
Hilton San Diego Bayfront

■ **ANNUAL MEMBERSHIP BUSINESS MEETING**

Friday, April 10

5:00–6:30 p.m.
Aqua Salon E, Level 3
Hilton San Diego Bayfront

■ **DISES RECEPTION**

Friday, April 10

7:00–9:00 p.m.
Indigo 202AB, Level 2
Hilton San Diego Bayfront

DIVISION FOR LEARNING DISABILITIES (DLD)

■ **EXECUTIVE BOARD MEETING**

Tuesday, April 7

Noon–7:00 p.m.
Aqua 311B, Level 3
Hilton San Diego Bayfront

Wednesday, April 8

8:00 a.m.–7:00 p.m.
Aqua 309, Level 3
Hilton San Diego Bayfront

■ **PROFESSIONAL DEVELOPMENT & STANDARDS**

Thursday, April 9

9:00–11:00 a.m.
Sapphire Board Room, Level 4
Hilton San Diego Bayfront

■ **DR KNOWLEDGE UTILIZATION/ DR & DLD ALERTS COMMITTEE MEETING**

Thursday, April 9

11:00 a.m.–1:00 p.m.
Aqua 300A, Level 3
Hilton San Diego Bayfront

■ **CULTURAL AND LINGUISTIC DIVERSITY COMMITTEE**

Thursday, April 9

11:00 a.m.–2:00 p.m.
Aqua 307, Level 3
Hilton San Diego Bayfront

■ **MEMBERSHIP COMMITTEE**

Thursday, April 9

1:00–3:00 p.m.
Sapphire Board Room, Level 4
Hilton San Diego Bayfront

■ **PUBLICATIONS COMMITTEE**

Thursday, April 9

1:00–3:00 p.m.
Aqua 310A, Level 3
Hilton San Diego Bayfront

■ **BUSINESS MEETING**

Thursday, April 9

5:00–6:00 p.m.
Aqua 300A, Level 3
Hilton San Diego Bayfront

■ **RECEPTION AND STUDENT POSTER SESSION**

Thursday, April 9

6:00–8:00 p.m.
Indigo Ballroom B, Level 2
Hilton San Diego Bayfront

■ **CAN COMMITTEE**

Friday, April 10

1:00–3:00 p.m.
Aqua 309, Level 3
Hilton San Diego Bayfront

DIVISION FOR PHYSICAL, HEALTH AND MULTIPLE DISABILITIES (DPHMD)

■ **FINANCE COMMITTEE**

Wednesday, April 8

1:00–2:00 p.m.
Sapphire 410A, Level 4
Hilton San Diego Bayfront

■ **EXECUTIVE BOARD MEETING**

Wednesday, April 8

2:00–4:00 p.m.
Sapphire 410A, Level 4
Hilton San Diego Bayfront

■ **GENERAL BUSINESS MEETING**

Thursday, April 9

Noon–3:30 p.m.
Sapphire 410B Level 4
Hilton San Diego Bayfront

■ **CRITICAL ISSUES COMMITTEE**

Friday, April 10

8:00–10:00 a.m.
Sapphire 410B, Level 4
Hilton San Diego Bayfront

■ **PROFESSIONAL DEVELOPMENT COMMITTEE**

Friday, April 10

10:00 a.m.–Noon
Sapphire 410B, Level 4
Hilton San Diego Bayfront

■ **CHRONIC MEDICAL CONDITIONS COMMITTEE**

Friday, April 10

Noon–2:00 p.m.
Sapphire 410B, Level 4
Hilton San Diego Bayfront

■ **SEVERE AND MULTIPLE DISABILITIES COMMITTEE**

Friday, April 10

2:00–4:00 p.m.
Sapphire 410B, Level 4
Hilton San Diego Bayfront

DIVISION ON VISUAL IMPAIRMENTS AND DEAFBLINDNESS (DVIDB)

■ EXECUTIVE BOARD MEETING

Wednesday, April 8

11:00 a.m.–4:00 p.m.

Aqua 313, Level 3

Hilton San Diego Bayfront

Friday, April 10

9:00–11:00 a.m.

Sapphire 402, Level 4

Hilton San Diego Bayfront

■ GENERAL BUSINESS MEETING

Thursday, April 9

6:15–8:15 p.m.

Aqua Salon AB, Level 3

Hilton San Diego Bayfront

■ DVI SOCIAL

Thursday, April 9

8:15–10:30 p.m.

Indigo 204A, Level 2

Hilton San Diego Bayfront

■ DVIDB FORUM-DEAF BLIND COMMUNITY FORUM-TEACH OF THE DEAF BLIND AND INTERVENTION PARTNERSHIPS

Friday, April 10

1:00–3:00 p.m.

Sapphire A, Level 4

Hilton San Diego Bayfront

THE ASSOCIATION FOR THE GIFTED (TAG)

■ BUSINESS MEETING

Thursday, April 9

5:30–6:30 p.m.

Sapphire 411B Level 4

Hilton San Diego Bayfront

■ TAG SOCIAL

Thursday, April 9

6:30–7:30 p.m.

Sapphire 400A, Level 4

Hilton San Diego Bayfront

TECHNOLOGY AND MEDIA DIVISION (TAM)

■ EXECUTIVE BOARD MEETING

Wednesday, April 8

9:00 a.m.–4:00 p.m.

Sapphire 402, Level 4

Hilton San Diego Bayfront

■ BUSINESS MEETING

Thursday, April 9

5:00–6:00 p.m.

Sapphire 402, Level 4

Hilton San Diego Bayfront

TEACHER EDUCATION DIVISION (TED)

■ EXECUTIVE COMMITTEE

Tuesday, April 7

4:00–8:00 p.m.

Aqua Salon A, Level 3

Hilton San Diego Bayfront

■ BUDGET AND FINANCE COMMITTEE

Wednesday, April 8

8:30–10:00 a.m.

Aqua 311B, Level 3

Hilton San Diego Bayfront

■ MEMBERSHIP COMMITTEE

Wednesday, April 8

9:00–10:00 a.m.

Aqua 307, Level 3

Hilton San Diego Bayfront

■ PROFESSIONAL DEVELOPMENT COMMITTEE

Wednesday, April 8

9:00–11:00 a.m.

Aqua 311A, Level 3

Hilton San Diego Bayfront

■ CONFERENCE ADVISORY COMMITTEE

Wednesday, April 8

10:00–11:30 a.m.

Aqua Salon E, Level 4

Hilton San Diego Bayfront

■ COMMUNICATIONS TECHNOLOGY COMMITTEE

Wednesday, April 8

11:30 a.m.–12:30 p.m.

Aqua 307, Level 3

Hilton San Diego Bayfront

■ GOVERNMENTAL RELATIONS COMMITTEE (PALS/GALS)

Wednesday, April 8

11:30 a.m.–12:30 p.m.

Aqua Salon E, Level 3

Hilton San Diego Bayfront

■ EXECUTIVE BOARD

Wednesday, April 8

12:30–4:30 p.m.

Aqua Salon C, Level 3

Hilton San Diego Bayfront

■ DIVERSITY CAUCUS EXECUTIVE BOARD

Thursday, April 9

8:00–9:30 a.m.

Aqua 309, Level 3

Hilton San Diego Bayfront

■ TED/HECSE EARLY BIRD

Thursday, April 9

8:00–10:00 a.m.

Aqua Salon E, Level 3

Hilton San Diego Bayfront

■ RESEARCH COMMITTEE

Thursday, April 9

8:30–9:30 a.m.

Aqua 313, Level 3

Hilton San Diego Bayfront

■ KNOWLEDGE AND SKILLS COMMITTEE

Thursday, April 9

8:30–10:30 a.m.

Aqua 314, Level 3

Hilton San Diego Bayfront

■ PUBLICATIONS COMMITTEE

Thursday, April 9

9:30–11:30 a.m.

Aqua 313, Level 3

Hilton San Diego Bayfront

■ DIVERSITY CAUCUS GENERAL BUSINESS MEETING

Thursday, April 9

9:30–11:30 a.m.

Aqua 310AB, Level 3

Hilton San Diego Bayfront

■ SSEPC PAST PRESIDENTS

Thursday, April 9

10:30–11:30 a.m.

Aqua 309, Level 3

Hilton San Diego Bayfront

■ SMALL SPECIAL EDUCATION PROGRAMS CAUCUS (SSEPC) BOARD

Thursday, April 9

2:00–3:00 p.m.

Aqua 313, Level 3

Hilton San Diego Bayfront

■ **STATE SUBDIVISIONS**

Thursday, April 9

2:00–4:00 p.m.
Aqua Salon C, Level 3
Hilton San Diego Bayfront

■ **GENERAL BUSINESS MEETING**

Thursday, April 9

4:00–5:30 p.m.
Aqua Salon E, Level 3
Hilton San Diego Bayfront

■ **TED/PEARSON AWARD RECEPTION**

Thursday, April 9

5:30–7:00 p.m.
Indigo Ballroom D, Level 2
Hilton San Diego Bayfront

■ **EARLY CAREER FACULTY SIG**

Friday, April 10

9:30–10:30 a.m.
Aqua Salon C, Level 3
Hilton San Diego Bayfront

■ **PARAEDUCATOR SIG**

Friday, April 10

9:30–10:30 a.m.
Aqua 311A, Level 3
Hilton San Diego Bayfront

■ **TED/TESE EDITORIAL BOARD**

Friday, April 10

9:30–10:30 a.m.
Aqua 300A, Level 3
Hilton San Diego Bayfront

■ **SMALL SPECIAL EDUCATION PROGRAMS CAUCUS (SSEPC) GENERAL BUSINESS MEETING**

Friday, April 10

9:30–11:30 a.m.
Aqua Salon E, Level 3
Hilton San Diego Bayfront

■ **TED TESE DOCTORAL STUDENT MENTORING**

Friday, April 10

10:30–11:30 a.m.
Aqua 300A, Level 3
Hilton San Diego Bayfront

■ **KALEIDOSCOPE COMMITTEE**

Friday, April 10

10:30–11:30 a.m.
Aqua Salon A, Level 3
Hilton San Diego Bayfront



■ **EARLY CHILDHOOD FACULTY SIG (TEDEC)**

Friday, April 10

11:30 a.m.–12:30 p.m.
Aqua 300A, Level 3
Hilton San Diego Bayfront

■ **KALEIDOSCOPE SESSION**

Friday, April 10

1:30–5:00 p.m.
Aqua Salon D, Level 3
Hilton San Diego Bayfront

OTHER MEETINGS AND SOCIAL EVENTS

■ **SPECIAL INTEREST GROUP FOR TEACHERS OF THE ARTS**

Thursday, April 9

4:00–5:00 p.m.
Sapphire 410B, Level 4
Hilton San Diego Bayfront

■ **PEABODY COLLEGE OF VANDERBILT UNIVERSITY, DEPARTMENT OF SPECIAL EDUCATION RECEPTION**

Thursday, April 9

5:00–7:00 p.m.
Promenade Plaza
Hilton San Diego Bayfront

■ **TEXAS SOCIAL, SPONSORED BY CPI**

Thursday, April 9

7:00–11:00 p.m.
Indigo Ballroom A, Level 2
Hilton San Diego Bayfront

■ **HAMMILL INSTITUTE ON DISABILITIES ANNUAL EDITORS' MEETING**

Friday, April 10

9:00–10:30 a.m.
Sapphire 410A, Level 4
Hilton San Diego Bayfront

■ **NCED EXAM**

Friday, April 10

7:30 a.m.–1:00 p.m.
Aqua 313, Level 3
Hilton San Diego Bayfront

■ **NCED BOARD MEETING**

Friday, April 10

1:00–5:00 p.m.
Aqua 314, Level 3
Hilton San Diego Bayfront

■ **UNIVERSITY OF KANSAS DEPARTMENT OF SPECIAL EDUCATION, LEADERSHIP FOR SPECIAL EDUCATION AWARD RECEPTION**

Friday, April 10

5:30–7:30 p.m.
Indigo 204B, Level 2
Hilton San Diego Bayfront

STUDENT MEETINGS

Welcome to the CEC 2015 Convention & Expo!

On behalf of the Student Committee, we invite you to take full advantage of this opportunity for professional development, personal growth, and networking with special educators from around the world.

This year, we have planned an exceptional Student Forum program that addresses issues that you and your fellow student members indicated were important topics directly affecting students. You'll hear from special guest speakers including Sue Swenson, Acting Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education, and celebrate the 2015 Student Award Recipients.

Check in using #CECStudents throughout the convention for more information about student-focused activities. Remember to download the new CEC 2015 Mobile App too!

I look forward to meeting you personally! Look for me and the rest of the Student Committee at the Student Forum on Thursday, at the CEC Membership booth and during social events.

This week make sure to learn a lot, connect with your colleagues and most importantly, HAVE FUN!

Denise K. Whitford, Ph.D. | Chair, Student Committee | California State University, Chico

Who's Representing You?

2015 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:

Denise Whitford, Ph.D., Chair, California State University, Chico

Gliset Colon, University at Buffalo

Lauren Delisio, Student Member, CEC Board of Directors, University of Central Florida

Lauren Evanovich, Student Representative to the CEC Representative Assembly, University of Louisville

Michael Jackson, Student Representative to the CEC Representative Assembly, Vanderbilt University

Rajeev Joseph, Texas State University

Kaleen Schultz, Minnesota State University, Mankato

STUDENT FORUM

THURSDAY, APRIL 9

9-11:30 A.M.

BALLROOM 20A

The place to be at #CEC15 for all students.
Highlighting topics selected by you and your peers as the issues **you** need to know about.

FEATURING SPECIAL GUEST SPEAKERS

HELEN T. PASTORE

2015 Clarissa Hug
Teacher of the Year

MARILYN FRIEND, PH.D.

Author, Co-Teaching
Expert & CEC Past President

*We are pleased to welcome Sue Swenson,
Acting Assistant Secretary for the Office
of Special Education and Rehabilitative
Services (OSERS) at the U.S.
Department of Education, who will offer
greetings and congratulations from the
Department of Education.*



2015 Student Award Recipients

Susan Phillips Gorin Award

Theresa Garfield Dorel, Ed.D
Texas A&M University, San Antonio, TX

Outstanding Graduate Student Award

Kathleen Farrand
The Ohio State University, Columbus, OH

Outstanding Undergraduate Student Award

Mark Bergen
Kean University, Ocean Grove, NJ

plus:

co-teaching: what you
need to know

what it's really like in
the classroom

how to get involved in
CEC leadership

free stuff—#swagbag

follow **#CECStudents**
for more student activities


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Legislative Action Center

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Tell Congress to Increase Funding for Special and Gifted Education
Contact Congress Today!

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Learn about important issues, recent votes, current legislation and more. **GO**

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TELL YOUR LEGISLATORS WHAT ISSUES ARE IMPORTANT TO YOU!

- Use the tabs to find out who your elected officials are, e-mail Congress and much more.
- Take action on the latest legislation concerning students with disabilities and/or gifts and talents.
- Enter your zip code and the Legislative Action Center will automatically select your members of Congress.
- Write your local media! Just enter your zip code to access local newspaper, TV and radio.

www.cec.sped.org/LAC



Council for
Exceptional
Children

TAKE ACTION!

**Visit CEC's Legislative Action Center
Expo Hall D/E**

PROFESSIONAL DEVELOPMENT HOURS

You can earn CEC Professional Development Hours (PDHs) for all the education sessions you attend.

■ WHAT ARE CEC PROFESSIONAL DEVELOPMENT HOURS (PDHs)?

One professional development hour (PDH) represents one clock hour spent in a planned continuing education experience that is relevant to the profession or discipline of special education, is developed from explicit learning outcomes, conducted by qualified instructional personnel, and designed to reflect principles of good practice in adult education.

■ WHY HAS CEC SWITCHED FROM CEUs TO PDHs?

States use different units of measurement for professional development activities (credits, CEUs, PDUs, etc.). We have adopted PDHs as the CEC unit of measurement because clock hours are a common denominator underlying most systems of measuring continuing education activities.

■ WHAT CONVENTION ACTIVITIES CARRY CEC PDHs?

You can earn CEC PDHs for all convention education sessions, including pre-convention workshops, presentations with Q&A, panels, posters, strands, and town hall meetings.

Activities that are not eligible for PDHs include meetings, exhibits and exhibit showcase sessions, social events, and awards ceremonies.

You may earn up to 23 hours by attending eligible sessions.

■ WHAT ARE THE REQUIREMENTS TO RECEIVE CEC PDHs?

- You must be registered for the convention.
- You must attend a session in full to claim it for PDHs. (The reporting system will not allow you to claim two sessions that overlap in time.)
- For poster sessions, you should engage with poster content for the full 45 minute time block to earn PDHs.

■ HOW WILL I CLAIM CREDIT?

- After the convention ends, you'll log into the CEC web site and enter each convention session you attend. Specific instructions will be provided to registrants.
- You'll have through September 30, 2015, to enter all your sessions.
- Be sure to keep good personal records of all the sessions you attend. There is no charge to use the tracking system, receive a transcript, or receive CEC PDHs.

■ WHAT WILL MY PDH TRANSCRIPT INCLUDE?

Your transcript will list all the sessions you attended, the duration in hours of each one, and the total number of PDHs you earned. Your PDH transcript also serves as a confirmation of attendance document.

■ WILL CEC PDHs COUNT TOWARD MY LICENSE OR CERTIFICATION REQUIREMENTS?

Many states accept CEC professional development activities toward their requirements, but some do not. Check in advance with the relevant credentialing authorities in your state.

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 for 2015 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.

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.

PRESENTATION WITH Q&A

One-hour sessions in which individuals present material about a specific topic. Interaction in this format is typically limited to questions and answers. Approximately 10-minutes will be used for questions and answers.

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 2015 you may earn CEC PDHs for most convention education sessions, including posters (see page 31 for more information).

In addition, the CEC Division on Visual Impairments and Deafblindness (DVIDB) 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.

2015 GLOSSARY OF TERMS

(The terms listed here have been used throughout the convention program.)

AA.....Alternate Assessments	DBIData-Based Individualization
AA-AASAlternate Assessments Based on Alternate Achievement Standards	DD.....Developmental Disabilities
ADHD.....Attention Deficit Hyperactivity Disorder	DDDM.....Data Driven Decision Making
AET.....Academic Engaged Time	D/HH.....Deaf or Hard of Hearing
APRs.....Annual Performance Reports	DI.....Direct Instruction
AS.....Asperger's Syndrome	DIDS.....Diagnostic and Implementation Dashboard System
ASD.....Autism Spectrum Disorder	DLM.....Dynamic Learning Maps
AT.....Assistive Technology	DS-SST.....Discriminative Stimulus Social Skills Training
BD.....Behavioral Disorders	DTT.....Discrete Trial Training
BEP.....Behavior Education Program	EBD.....Emotional and Behavioral Disorders
BIP.....Behavior Intervention Plan	EBP.....Evidence-Based Practice
BoQ.....Benchmarks of Quality	ECPC.....The Early Childhood Personnel Technical Assistance Center
CAAT.....Critical Analysis of Argumentative Text	ECSE.....Early Childhood Special Education
CAPA.....The Community Activities and Participation Analysis	ED.....Emotional Disturbance
CAPS.....Content Acquisition Podcasts	ED.....U.S. Department of Education
CARS.....Center for Adolescent Research in the Schools	EF.....Executive Functions
CBDM.....Curriculum-Based Decision Making	EI.....Early Intervention
CBGO.....Computer-Based Graphic Organizer	EI.....Embedded Instruction
CBM.....Curriculum-Based Measurement	ELA.....English Language Arts Common Core
CCSS.....Common Core State Standards	EL.....English Learner
CED.....Council on Education of the Deaf	ELL.....English Language Learner
CEEDAR.....The Collaboration for Effective Educator Development, Accountability, and Reform Center	ESL.....English as a Second Language
CLD.....Culturally Linguistically Diverse	FABI.....Functional Assessment Based Intervention
CLDE.....Culturally Linguistically Diverse Exceptional	FASD.....Fetal Alcohol Spectrum Disorder
CLRP.....Culturally and Linguistically Responsive Practices	FBA.....Functional Behavioral Assessment
CMC.....Chronic Medical Conditions	FIA.....Fidelity Integrity Assessment
CoP.....Communities of Practice	IASE.....International Association of Special Education
CRA.....Concrete-Representation-Abstract	ID.....Intellectual Disability
CREATE.....Culturally Responsive Evidence-Based Approach to Excellence	IDD.....Intellectual and Developmental Disabilities
CRP.....Culturally Responsive Pedagogies	IEP.....Individualized Education Program
CWPT.....Class-Wide Peer Tutoring	IES.....Institute of Education Sciences
DA.....Dynamic Assessment	ISF.....Interconnected Systems Framework
	LCCE.....Life Centered Career Education
	LCI.....Learning Characteristics Inventory
	LD.....Learning Disability

LEA.....Local Education Agency	RAAC.....Reread-Adapt and Answer-Comprehend
LEP.....Limited English Proficient	RT.....Responsive Teaching
LRE.....Least Restrictive Environment	RTI.....Response to Intervention
MAPS.....Making Action Plans	SART.....The Strategy Assessment and Revision Tool
MIC3.....The Interstate Compact for Educational Opportunities for Military Children	SCR.....Single-Case Research
MIT5.....Meaningful Interaction Through Storybooks	SDLMI.....Self-Determined Learning Model of Instruction
MSL.....Multi-Sensory Structured Language	SEELS.....Special Education Elementary Longitudinal Study
MTSS.....Multi-Tiered System of Supports	SES.....Socioeconomic Status
NAEP.....The National Assessment of Educational Progress	SET.....School Wide Evaluation Tool
NCLB.....No Child Left Behind	SGD.....Speech Generating Device
NCSC.....National Center and State Collaborative	SIM.....Strategic Instruction Model
NCSE.....National Center for Special Education Research	SIS-C.....Supports Intensity Scale for Children
NGOs.....Non-Governmental Organizations	SLI.....Speech Language Impairment
NLTS2.....National Longitudinal Transition Study-2	SLPs.....Speech Language Pathologists
NPDCASD.....National Professional Development Center on Autism Spectrum Disorder	SRSD.....Self-Regulated Strategy Development
NSCAW II.....National Survey of Child and Adolescent Well-Being II	SSI.....Study Strategies Inventory
NSP.....National Standards Project	STEM.....Science, Technology, Engineering, and Math
OAASD.....Observation Assessment for Classrooms Serving Students With Autism Spectrum Disorders	SWD.....Students With Disabilities
OCR.....Office of Civil Rights	SWIFT-FIT.....Fidelity of Implementation Tool
OLS.....Ordinary Least Squares Regression	SWPBIS.....School-Wide Positive Behavior Intervention and Supports
OTL.....Opportunities to Learn	TAGG.....Transition Assessment and Goal Generator
OTR.....Opportunities to Respond	TBI.....Traumatic Brain Injury
PALS.....Peer-Assisted Learning Strategies	TODs.....Teachers of the Deaf
PANDAS.....Pediatric Autoimmune Neuropsychiatric Disorders Associated With Strep	ToM.....Theory of Mind
PANS.....Pediatric Acute-Onset Neuropsychiatric Syndrome	TPACK.....Technological Pedagogical Content Knowledge
PBIS.....Positive Behavior Intervention and Support in Schools	TVIs.....Teachers of students with visual impairment
PBS.....Positive Behavioral Supports	UDL.....Universal Design for Learning
PD.....Professional Development	UP.....University Participant Program
Project GEMS... Gifted Education in Math and Science	VI.....Visual Impairment
PRR.....Peer-Reviewed Research	VM.....Video Modeling
	VOCA.....Voice Output Communication Aid
	VSM.....Video Self-Modeling
	VSP.....The Volunteer Service Project
	WWC.....What Works Clearinghouse

PROGRAM CHAIR FEATURED SESSIONS

WEDNESDAY, APRIL 8

1:00 PM-2:00 PM ROOM: 030AB • SESSION: 7

▶ Voices From the Field: Educators With Disabilities Share Insights

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Panel



Terhaar-Yonkers

The unique perspectives of individuals who both have disabilities and work within the special education field offer us a chance to examine policy, research, and practice within our field. The session leaders share their research on educators with disabilities, panel members share their experiences, and session participants discuss the implications

of these on the field of special education and the recruitment and retention of educators with disabilities.

LEADER(S): Marge Terhaar-Yonkers, Meredith College, Raleigh, NC

PRESENTER(S): Susan Osborne, North Carolina State University, Raleigh, NC; Jennifer Diliberto, University of North Carolina, Chapel Hill; NC; Lynne Brock, North Carolina State University, Raleigh, NC

3:30 PM-4:30 PM ROOM: 030AB • SESSION: 35

▶ Picture Perfect: Framing Policy to Effectively Support Teachers of Students With Disabilities

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Accountability & Large Scale Assessments

FORMAT: Presentation with Q&A



Brownell

We present highlights from a document designed to frame state policy issues around effectively educating students with disabilities. Panel members representing CEC's Professional Standards Committee, a state education agency, the special education teacher education community, and an alternative route provider comment on the policy issues presented.

LEADER(S): Mary Brownell, CEEDAR Center, University of Florida, Gainesville, FL

PRESENTER(S): Deborah Ziegler, Council for Exceptional Children, Arlington, VA; Toby King, Colorado Department of Education, Denver; CO; David Chard, Southern Methodist University, Dallas, TX; Mary-Dean Barringer, Council for Chief State School Officers, Washington, DC

3:30 PM-4:30 PM ROOM: 030CD • SESSION: 36

▶ Town Hall Meeting: Why Intensive Intervention Will Be Special Education's Next New Thing

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Public Policy

FORMAT: Town Hall



Fuchs



Wehby

The academic performance of millions of SWD is abysmal. Contributing to the situation is an underestimation of the severity of many SWD's learning problems and overestimation of the effectiveness of

inclusive practices. This town hall will discuss why so many SWD are underperforming; what can be done about it; and who will take responsibility for making it happen.

LEADER(S): Douglas Fuchs, Vanderbilt University, Nashville, TN; Joseph Wehby, Vanderbilt University, Nashville, TN

THURSDAY, APRIL 9

8:00 AM-9:00 AM ROOM: 032B • SESSION: 57

▶ Town Hall Meeting: Funding Special Education Research in Challenging Times

TOPIC AREA: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Town Hall



Talbott

Today's special education researchers seek funding for their important work in a challenging climate. We will address audience questions about the current funding climate for special education research and strategies for connecting with colleagues around the country to create successful applications. Participants may

submit questions in advance of the meeting to etalbott@uic.edu and during the event.

LEADER(S): Elizabeth Talbott, University of Illinois, Chicago, IL

PRESENTER(S): David Chard, Southern Methodist University, Dallas, TX; Michael Coyne, University of Connecticut, Storrs; CT; Michael Wehmeyer, University of Kansas, Lawrence, KS; Karrie Shogren, University of Kansas, Lawrence, KS

8:00 AM-9:00 AM ROOM: 031AB • SESSION: 60

► The Good, the Bad, and the Ugly: Challenges and Outcomes From Two Randomized Evaluations of RTI in Preschool

TOPIC AREA: Response to Intervention (RTI): Multi-Tier System of Supports

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A



Lonigan

Two significant differences between the organization of preschools and elementary schools represent challenges to the RTI model. This session will focus on these differences as well as some of the consequences of these differences relevant for RTI approaches in preschools.

LEADER(S): Christopher Lonigan, Florida Center for Reading Research, Tallahassee, FL

PRESENTER(S): Beth Phillips, Florida Center for Reading Research, Tallahassee, FL

1:00 PM-2:00 PM ROOM: 24B • SESSION: 212

► Updates from the National Center for Special Education Research (NCSER)

TOPIC AREA: Research

SECONDARY TOPIC: Public Policy

FORMAT: Panel



McLaughlin

This presentation will: (1) provide information on funding and training opportunities at the Institute of Education Sciences (IES) that are of particular interest to practitioners as well as researchers; (2) a summary of the recent call for public comment on the National Center for Special Education Research (NCSER) research priorities as well

as results from technical working groups of practitioners and researchers; and (3) an overview of recent highlights from research funded through NCSER.

LEADER(S): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

PRESENTER(S): Joan McLaughlin, Commissioner, National Center for Special Education Research, U.S. Department of Education, Washington, D.C.

2:15 PM-3:15 PM ROOM: 030AB • SESSION: 289

► IDC Work Group Panel: Prevention of Maltreatment

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel



Lively

Children with disabilities experience abuse and bullying which severely impacts their health, behavior, learning, and performance. In recognition of this problem, a collaborative group of CEC special interest division leaders (IDC) have developed a maltreatment prevention model including IEP/IFSP safety statements based upon survey results from CEC Divisions.

LEADER(S): Debra Lively, Saginaw Valley State University, University Center, MI

PRESENTER(S): Harold Johnson, Michigan State University, East Lansing, MI; Laurie VanderPloeg, Kent ISD, Grand Rapids, MI; David Cihak, University of Tennessee, Knoxville, TN; Laurie DeBettencourt, Johns Hopkins University, Baltimore, MD; Jamie Hopkins, CEC Pioneers Division Past President, Milford, OH; William Bogdan, University of Cincinnati (Retired), Edgewood, KY

2:15 PM-3:15 PM ROOM: 032B • SESSION: 290

► The School as the Parent: Partnerships in Educating Wards of the State

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A



Reed

Panelists will discuss findings from studies of how educational services are delivered to youth in foster care and juvenile justice facilities. The panel will help those serving in educational and guardianship roles to work cooperatively in mitigating the negative experiences and academic difficulties of adolescents under their care.

LEADER(S): Deborah Reed, Florida Center for Reading/FSU, Tallahassee, FL

PRESENTER(S): Ashli Tyre, Seattle University, Seattle, WA; Jade Wexler, University of Maryland, College Park; MD

2:15 PM-3:15 PM ROOM: 033A • SESSION: 294

► Program Chair Tribute Session: Tribute to Janette Klingner: The Contribution of Collaborative Strategic Reading to Reading Comprehension Research

TOPIC AREA: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A



Boardman

To honor and celebrate Janette Klingner's vision for conducting high quality intervention research on reading comprehension for struggling readers, students with disabilities, and ELs, we offer a look at CSR over time. Twenty years of research on CSR has demonstrated reading comprehension gains for diverse students in mixed-ability classrooms.

LEADER(S): Alison Boardman, University of Colorado, Boulder, CO

PRESENTER(S): Sharon Vaughn, The Meadows CTR for Preventing Educational Risk/UT, Austin, TX; Brooke Moore, University of Colorado, Denver, CO; Amy Boele, University of Colorado, Denver, CO; Colleen Reutebuch, The Meadows CTR for Preventing Educational Risk/UT, AustinTX

3:30 PM-4:30 PM ROOM: 030AB • SESSION: 338

► Multiple Identities: A Discussion of Youth With Disabilities Who Identify as LGBTQ

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A



Sinclair



Gutmann Kahn

We provide an overview of research regarding the unique experiences of youth with disabilities who identify as LGBTQ . We discuss what it means to create safe, positive learning environments for

all students and examine how to make the classroom more inclusive for LGBTQ students. Finally, we discuss how to provide access for students to gain knowledge of sex, sexuality, and sexual orientation.

LEADER(S): James Sinclair, University of Oregon, Eugene, OR; Laurie Gutmann Kahn, University of Oregon, Eugene, OR

FRIDAY, APRIL 10

9:15 AM-10:15 AM

ROOM: 24B • SESSION: 439

► Updates from Washington

TOPIC AREA: Public Policy

SECONDARY TOPIC: Administration/Supervision

FORMAT: Panel



Musgrove

Office of Special Education Programs Director Melody Musgrove will discuss the Individuals with Disabilities Education Act (IDEA) and Results Driven Accountability (RDA) as it relates to the importance of equity and opportunity for all students. She will also address any current updates on the reauthorization of the Elementary and

Secondary Education Act (ESEA), the importance of investments to expand high quality early learning programs, supporting teachers and improving outcomes so that all children can be college and career ready.

LEADER(S): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

PRESENTER(S): Melody Musgrove, OSEP Director, U.S. Department of Education, Washington, D.C.

9:15AM-10:15 AM

ROOM: 030AB • SESSION: 458

► Assumptions About Complex Text Within the Common Core: Consequences for Struggling Readers

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A



Heibert

The distinguishing feature of the ELA CCSS is Standard 10: whether students are reading progressively more complex texts across the grades. This goal is worthy but has potential negative consequences for struggling readers. With a solid understanding of what is (and isn't) based on evidence within these assumptions, teachers can

involve struggling readers with accessible and content-rich texts that increase their reading proficiency and world knowledge.

LEADER(S): Elfrieda Hiebert, TextProject & University of California, Santa Cruz, CA

10:30 AM-11:30 AM ROOM: 031AB • SESSION: 509

► Town Hall Meeting: Transition Assessment: Part of the Academic Framework

TOPIC AREA: Career Development/Transition

FORMAT: Town Hall



Matusevich

The transition assessment process serves as an excellent learning opportunity and means to involve students, family, and educators into the transition planning process. Join us at this town hall session to examine transition assessment 'best practices' and explore emerging issues.

LEADER(S): Dale Matusevich, Delaware Department of Education, Dover, DE

10:30 AM-11:30 AM ROOM: 030AB • SESSION: 523

► Four Educational Researchers Discuss Professional Experiences That Shaped Their Careers

TOPIC AREA: Research

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Panel



Fuchs

Four senior researchers discuss transformative moments in their professional lives. They describe research findings or challenging issues that influenced their work, affected how they viewed themselves as researchers, or changed how they understood the contexts in which they did their work. We hope that attendees will find these reflections helpful when thinking about their own careers.

LEADER(S): Douglas Fuchs, Vanderbilt University, Nashville, TN

PRESENTER(S): Russell Gersten, Instructional Research Group, Los Alamitos, CA; Sharon Vaughn, The Meadows CTR for Preventing Educational Risk/UT, Austin, TX; Michael Wehmeyer, University of Kansas, Lawrence, KSEducation, Dover, DE

1:00 PM-3:00 PM ROOM: 030AB • SESSION: 565

► 'Dare To Be Different': The Port Phillip Specialist School in Melbourne, Australia

TOPIC AREA: Arts in Special Education

SECONDARY TOPIC: International Programs/Services

FORMAT: Presentation with Q&A



Gerber



Irlight

'Dare To Be Different' follows a year in the school life of three Port Phillip Specialist School students with special needs as they study, settle-in, face challenges, and prepare for 'Class

Act.' You will learn about this internationally recognized, fully serviced public school that transforms the lives of its students and their families.

LEADER(S): Beverly Gerber, Southern Connecticut State University, Milford, CT; Bella Irlight, Victoria, Australia

2:15 PM-3:45 PM ROOM: 033A • SESSION: 625

► Response to Intervention and Identification: What We've Learned and Should Have Learned From the Past 10 Years

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A



Vaughn

This session identifies key issues in the implementation of RTI that have advanced education and issues that have not been adequately implemented. We discuss the role of general and special education in successfully implementing RTI models and the use of data sources to influence identification of students with LD.

LEADER(S): Sharon Vaughn, The Meadows CTR for Preventing Educational Risk/UT, Austin, TX

PRESENTER(S): Jack Fletcher, University of Houston, Texas Medical Center, Houston, TX

2:15 PM-3:15 PM ROOM: 033B • SESSION: 628

► The Common Core State Standards for K-5 ELA: Facts, Myths, and What's Next

TOPIC AREA: Accountability & Large Scale Assessments

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A



Kearns

The session will clarify participants' understanding of the content of the CCSS, provide strategies for using the CCSS with students with learning disabilities, and suggest how to use the standards in the midst of continued controversy about them.

LEADER(S): Devin Kearns, University of Connecticut, Storrs, CT

PRESENTER(S): Barbara Foorman, Florida State University, Tallahassee, FL

2:15 PM-3:15 PM ROOM: 030CD • SESSION: 646

► Town Hall Meeting: Improving Outcomes for Students With Severe Learning and Behavior Problems: What Will It Take?

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Learning Disabilities

FORMAT: Town Hall



Danielson

In this Town Hall, leaders will frame and facilitate a discussion about the challenges schools face in providing sufficiently intensive supports to students with severe and persistent learning and behavior needs. Session leaders will encourage attendees to consider issues related to personnel preparation within the context of this discussion.

LEADER(S): Louis Danielson, American Institutes for Research, Washington, D.C.

PRESENTER(S): Douglas Fuchs, Vanderbilt University, Nashville, TN

3:30 PM-4:30 PM ROOM: 024B • SESSION: 679

► Results Driven Accountability: Achieving the Vision of Successful Outcomes for All Children with Disabilities

TOPIC AREA: Public Policy

SECONDARY TOPIC: Administration/Supervision

FORMAT: Panel



Ryder

Special education and early intervention are about more than operating compliant programs. Our commitment as educators is to support children to succeed developmentally, academically, and socially — before, during, and after their school years. Come to this session to learn from OSEP leadership about the vision of Results

Driven Accountability (RDA) — an approach that strikes a meaningful balance between educational outcomes and legal compliance with IDEA. The RDA theory of action will be discussed, as will expectations for review and next steps relative to the State Systemic Improvement Plans (SSIPs) that were submitted to OSEP on April 1st.

LEADER(S): Ruth Ryder, OSEP, U.S. Department of Education, Washington, D.C.

PRESENTER(S): Rorie Fitzpatrick, National Center for Systemic Improvement, WestEd, San Francisco, CA; Louis Danielson, American Institutes for Research, Washington, D.C.

3:30 PM-4:30 PM ROOM: 030AB • SESSION: 697

► Frequently Asked Questions About Section 504 and Students With Disabilities

TOPIC AREA: Public Policy

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&A



Lambert

An attorney from ED, Office for Civil Rights will answer frequently asked questions and discuss misconceptions about the rights of students with disabilities and the legal obligations of schools under federal laws (Section 504 and Title II). The presenter will also explain the OCR complaint investigation process.

LEADER(S): Brian Lambert, U.S. Department of Education, Office for Civil Rights, San Francisco, CA

3:30 PM-4:30 PM ROOM: 030CD • SESSION: 695

► Town Hall Meeting: Special Education Teacher Evaluation: Perspectives From Researchers and Practitioners

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Administration/Supervision

FORMAT: Town Hall



Jones

States and districts are adopting teacher evaluation systems, with a focus on multiple measures of teaching quality, including student achievement and teacher observations. Yet questions remain about how emerging systems can provide fair and valid measures of special education teacher effectiveness. In this town hall session

researchers and practitioners share their perspectives on how we might address these questions.

LEADER(S): Nathan Jones, Boston University, Boston, MA

PRESENTER(S): Jennifer Mahdavi, Sonoma State University, Rohnert Park, CA; Helen Kim, Dr. Sammy Lee Medical/Health Science Magnet Elementary, Los Angeles, CA

3:30 PM-4:30 PM ROOM: 033C • SESSION: 698

► Tribute Session - PL 94-142 As Enduring Vision, Ideation, and Opportunity: In Honor of Frederick J. Weintraub

TOPIC AREA: Public Policy

SECONDARY TOPIC: Pioneers/Historical Perspectives

FORMAT: Panel



In Memoriam
Fred Weintraub

We will honor the pioneering work and legacy of Fred Weintraub, a former CEC staff member who helped craft critical parts of P.L. 94-142 (later reauthorized as IDEA). Panel members reflect on P.L. 94-142--its original intent, designed and unanticipated evolution, and the innumerable challenges that the original Education for All Handicapped Children's Act engendered.

LEADER(S): Edward Kame'enui, University of Oregon, Eugene, OR

PRESENTER(S): Rud Turnbull, Beach Center On Disability, University of Kansas, Lawrence, KS; David Rostetter, Los Angeles Unified School District, Los Angeles, CA; Jaime Hernandez, Los Angeles Unified School District, Los Angeles, CA; Marilyn Friend, University of North Carolina, Greensboro, NC; Michael Gerber, University of California, Santa Barbara, CA

SATURDAY, APRIL 11

8:00 AM-9:00 AM ROOM: 033B • SESSION: 735

► Determining the Need for a Paraeducator: A Data Based Approach

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A



Hendrix

We examine a systematic process used by IEP teams to determine under what circumstances a special education paraeducator is required for a program or individual student. This includes an examination of the student's school day, consideration of existing staff, course requirements and individual student needs.

LEADER(S): Martin Hendrix, Scott County School District, Georgetown, KY

PRESENTER(S): Arden Goodman, Scott County School District, Georgetown, KY

9:15 AM-11:15 AM ROOM: 033C • SESSION: 790

► Perspectives From Adult Siblings of Individuals With Intellectual and Developmental Disabilities

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Panel



Rossetti

Hear perspectives from adult siblings of individuals with IDD on their relationships, roles, and support needs. The panel shares first-hand accounts about the types of supports and services provided to students with disabilities — and their siblings — to prepare them for adulthood.

LEADER(S): Zachary Rossetti, Boston University, Boston, MA

PRESENTER(S): Sarah Hall, Ashland University, Columbus Center, Columbus, OH; Jaqueline Moreno, Autism Spectrum Therapies, Burbank; CA

9:15 AM-11:15 AM

ROOM: 033B • SESSION: 791

► Exceptional Lives, Exceptional Stories

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Instructional Design and Strategies

FORMAT: Panel

*Diliberto*

Come and hear individuals with disabilities and their families to share insights regarding life with a disability. Session leaders will facilitate a discussion in question-and-answer format. We will summarize insights gained from panel discussions and conclude with time for informal conversations with families.

LEADER(S): *Jennifer Diliberto, University of North Carolina, Chapel Hill, NC*

PRESENTER(S): *Marge Terhaar-Yonkers, Meredith College, Raleigh, NC; Mary Ruth Coleman, University of North Carolina, Chapel Hill, NC*

1:00 PM-2:00 PM

ROOM: 033B • SESSION: 915

► Inclusive Technologies as an Equalizer: Practical Strategies for Diverse Learners

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Demonstration

*Edyburn*

Diversity is addressed by focusing on disabilities that impair cognitive, physical, and sensory access to the curriculum, as well as students in poverty, and ELLs. Learn about a technology integration approach that blends AT, instructional technology, and UDL into a manageable framework for busy classroom teachers.

LEADER(S): *Dave Edyburn, University of Wisconsin, Milwaukee, WI*

CALLING ALL ASPIRING LEADERS



CEC NEEDS YOU!

THURSDAY, APRIL 9

3:30 p.m. – 4:30 p.m.

Room 33B • San Diego Convention Center

Join us for this session designed for you to interact with CEC leaders and learn the various roles and benefits of becoming a leader in CEC. Discover CEC leadership opportunities and how you can become involved in governance activities within the organization. You will also learn about the impact you can have within state/provincial units, divisions and subdivisions, and at the international level with tips on how to get started.

SESSION LEADER
Robin Brewer
University of Northern
Colorado, Greeley



STRANDS

Strands explore specific educational topics through a series of conceptually and developmentally linked sequential sessions. Join in the discussion of important topics with experts in the field by attending all sessions in a strand, or choose one or two that interest you most! You are eligible to earn Professional Development Hours (PDHs) for each strand session you attend.

THURSDAY, APRIL 9

8:00 A.M.–2:00 P.M.

ROOM: 30AB

► STRAND A: How Can We Make Intensive Intervention Happen? Considerations for Knowledge Development, Implementation, and Policy

LEADER(S): *Louis Danielson and Rebecca Zumeta, National Center on Intensive Intervention, American Institutes for Research, Washington, D.C.*



Danielson



Zumeta

In this strand, staff, senior advisors, and consultants to the National Center on Intensive Intervention will address the range of issues schools and districts encounter as they attempt to implement intensive intervention — knowledge and skills, systems to support and evaluate implementation, and policy context. In the first two sessions, presenters will demonstrate and discuss how principles of intensive intervention may be applied to students with severe and persistent needs in academics and social behavior using evidence-based assessment and intervention strategies. In the next session, presenters will discuss a tool intended to help schools formatively evaluate their implementation, and identify common areas of need. In the fourth session, leaders will discuss how intensive intervention aligns with current policy initiatives.

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

1. Understand how intensive intervention may be applied to academic and social behavior contexts.
2. Understand and be familiar with a tool for monitoring implementation, and common issues encountered.
3. Understand how intensive intervention aligns with current education policy initiatives.

Strand A Sessions: 51, 103, 169, 227

THURSDAY, APRIL 9

8:00 A.M.–2:00 P.M.

ROOM: 30CD

► STRAND B: Using Research-Based Practices to Teach Academic Skills to Secondary Students With Disabilities

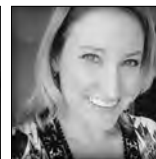
LEADER(S): *David Test, Catherine Fowler, Lauren Bethune, and Bradley Stevenson, NSTTAC, University of North Carolina, Charlotte*



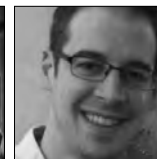
Test



Fowler



Bethune



Stevenson

With federal mandates and state graduation requirements, secondary teachers are expected to competently teach academic skills to students with disabilities, using effective interventions. Consequently, increased knowledge of research-based instructional practices is critical for practitioners. This session will present (a) research-based instructional strategies to teach academic skills in five areas (i.e., reading, writing, mathematics, science, and social studies) to secondary students with disabilities within the context of transition-focused education; and (b) tools to connect secondary level evidence-based practices to standards-based instruction. The strategies were identified from a synthesis of meta-analyses of interventions to improve academic skills for secondary students with disabilities. The presenters reviewed the meta-analyses and analyzed the evidence for each practice reported. Additionally, presenters will share findings from the field, focusing instruction toward college and career preparation for all students. This material is relevant for anyone involved with secondary students with disabilities.

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

1. Describe a minimum of five, research-based instructional strategies to teach academic skills: one for each of the following areas (a) reading, (b) writing, (c) science, (d) social studies, and (e) mathematics.
2. Identify two criteria for evaluating evidence for instructional practices.
3. Articulate the alignment between one research-based academic instructional strategy and students' post-secondary goals.

Strand B Sessions: 59, 113, 170, 219

THURSDAY, APRIL 9

8:00 A.M.–2:00 P.M.

ROOM: 33A

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

LEADER(S): *Larry Wexler and Renee Bradley, Office of Special Education Programs, U.S. Department of Education, Washington, D.C.*



Wexler



Bradley

This strand will include a variety of critical issue topics in special education and early intervention highlighting the transfer of the best we know into classrooms, natural environments, schools, and communities. Well known presenters from around the country, supported by the IDEA Part D National Programs, will present evidenced-based findings, practices, and technology that will lead to improved outcomes for children with disabilities and their families. Each session will begin with an overview to set the national context for the topical issue and include current evidence, next steps in practice, and resources for follow up. Sessions are designed for practitioners, school and district leaders, early intervention providers, and teacher trainers, and are designed as stand-alone sessions so you can attend one or all of them. Time will be scheduled for questions and answers and resources will be shared in each session.

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

1. Describe the current status of implementing inclusive school practices to support students with disabilities, online resources to enhance family engagement, and the federal efforts addressing school climate.
2. Access resources, tools, information, and training modules developed by IDEA-funded projects and the Department of Education.

Strand C Sessions: 62, 97, 154, 214

THURSDAY, APRIL 9

8:00 A.M.–2:00 P.M.

ROOM: 33B

► STRAND D: Culturally and Linguistically Responsive Practices and Support Systems for English Learners

LEADER(S): *Rebecca Sapien-Melchor, Southern Area International Language Network, San Diego, CA*



Sapien-Melchor

Changing demographics underscore the importance of evidence-based culturally and linguistically responsive practices and support systems for English learners with and without disabilities. This strand will feature models for identifying struggling learners and providing early and proactive support. Evidence-based strategies and models will also be presented in the areas of assessment, instruction, collaboration, and stakeholder organization. In session one, learning strategies from the *English Learner Practice Guide* will be introduced and practiced. In session two, the Effectiveness Model (REME) will be presented with an emphasis on issues related to distinguishing between language acquisition and learning disabilities for students who are experiencing ongoing learning challenges. Session three will explore the complexities of stakeholder collaboration, and the coordination of services to empower and enhance success for English learners. The Multi-Tiered System of Support (MTSS) Model will be introduced in the final session and concrete examples of best practices in assessment, data informed problem solving, literacy development, and collaboration between special and general education will be presented.

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

1. Provide examples of four key elements of culturally and linguistically responsive frameworks: assessment/monitoring, proactive intervention, and data informed problem solving.
2. Identify central differences between language acquisition and learning disabilities by describing cases that exemplify learning challenges.
3. Learn about the *English Learner Practice Guide* on assessment, instruction, and parent outreach available through the IDEA Partnership shared worksite.
4. Describe the basic characteristics of collective stakeholder support systems.

Strand D Sessions: 114, 159, 220, 283

FRIDAY, APRIL 10

8:00 A.M.–2:00 P.M.

ROOM: 30CD

► STRAND E: Common Core: Connecting the Dots to Educational Planning

LEADER(S): *Gloria Campbell-Whatley, University of North Carolina, Charlotte, and Irene Meier, Fairfax County Public Schools, VA*



Campbell-Whatley

Meier

The strand will engage leaders in effective practical applications as they employ critical thinking about problem-solving techniques with teachers. This strand is grounded in best practices from current literature for leaders with applications for staff, teachers, parents, and students. Presentations are from a practical perspective targeting building-level and special education leaders. The sessions will offer methods of vignettes within each session that apply these principles to elementary, middle, and high school youngsters in various environments to provide concrete applications. Also, the sessions will allow for a variety of evidence-based strategies for effective special and general education leadership practices. This strand will provide solutions for the issues and challenges educators encounter and offer viable options for effective inclusive practices.

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

1. Understand effective and special education leadership research and apply practical applications to leadership responsibilities.
2. Use innovative insight when working with special education issues in a situational context.
3. Use a variety of evidence-based methodologies and strategies for effective special education leadership practices.

Strand E Sessions: 384, 445, 505, 568

FRIDAY, APRIL 10

8:00 A.M.–2:00 P.M.

ROOM: 33A

► STRAND F: Results from Rigorous Research Focused on Improving Transitions in Early and Secondary Education: Highlights from projects funded by the National Center for Special Education Research

LEADER(S): *Joan McLaughlin and Kim Sprague, National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education, Washington, D.C.*



Sprague

McLaughlin

This strand will present research results and implications for educational practice from four rigorous studies: a measurement study and three studies of the effect of intervention practices, one of which measures longitudinal impacts. Studies to be presented focus on improving the transition and academic outcomes of young children in preschool as they move on to elementary school as well as students moving on to middle or high school, all with or at risk for disabilities. The presenters are researchers funded by the U.S. Department of Education's National Center for Special Education Research in the Institute of Education Sciences. The study participants are diverse and represent a range of ages, disability categories, and need for intensive intervention. Recommendations for practice include the use of appropriate measurement in the development of IEP goals and post-secondary planning as well as practices and programs specifically targeted to improve transition and academic outcomes for students with or at risk for disability.

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

1. Identify interventions/practices that have evidence of efficacy in promoting transition and academic outcomes for young children (preschoolers) with or at-risk for disabilities.
2. Identify interventions/practices that have evidence of efficacy in promoting transition and academic outcomes for secondary students with or at-risk for disabilities.
3. Describe a valid measure of transition for secondary students with or at risk for disabilities.

Strand F Sessions: 396, 460, 512, 572

FRIDAY, APRIL 10

8:00 A.M.–2:00 P.M.

ROOM: 33B

► STRAND G: Educational Strategies and Interventions for High School Students With Autism Spectrum Disorder

LEADER(S): Kara Hume and Samuel Odom, *Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill*



Hume



Odom

With the increasing prevalence of autism spectrum disorder (ASD) — now 1 in 68 children — has come increasing need for appropriate and effective educational programs. Nowhere is that need greater than at the high school level. Post-high school outcomes for students with ASD are, at this point, bleak. Much work has been done to identify evidence-based practices for children and youth with ASD, but most of the research has occurred at the preschool and elementary school age level. To address the need for effective educational and intervention programs at the high school level for students with ASD, investigators with the Center on Secondary Education for Students with ASD (CSESA) have designed four educational and intervention approaches that focus on commonly identified learning needs. The areas are independence, social competence, literacy and academics, and transition and families. Drawing from efficacious intervention approaches originally designed for students with other disabilities, CSESA investigators have adapted procedures and strategies for use with students with ASD. In this strand, session leaders describe procedural details for each intervention, provide examples, and briefly report on student outcomes. The focus of each presentation will be primarily on implementation of the intervention strategies for individual students in high school settings.

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

1. Describe a process for assessing and linking identified learning needs for high school student with ASD and evidence-based, focused intervention practices.
2. Identify evidence-based practices that promote independent performance of high schools students with ASD.
3. Identify the key features of an evidence-based transition program for students with ASD.

Strand G Sessions: 386, 448, 508, 573

FRIDAY, APRIL 10

8:00 A.M.–2:00 P.M.

ROOM: 33C

► STRAND H: RTI in Mathematics: Research-Based Innovations in Screening, Tier 2, and Tier 3

LEADER(S): Robin Schumacher, *Vanderbilt University, Nashville, Tenn.*, and Russell Gersten, *Instructional Research Group, Los Alamitos, Calif.*



Schumacher



Gersten

As states move toward an RTI model for the identification and prevention of math MD, this strand focuses on key elements to success in this process. We will present research-based studies for screening and interventions across tiers of instruction and grade levels. Data presented across strands include diverse populations and studies were conducted in both Title 1 and non-Title 1 schools.

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

1. Understand the basic characteristics and function of the various Math RTI phases: screening, Tier 2 intervention, and Tier 3 intervention.
2. Expand their resources for intervention ideas at both levels of instruction (Tiers 2 and 3).
3. Learn the utility of screening in a Math RTI framework.

Strand H Sessions: 399, 462, 524, 578

SATURDAY, APRIL 11

8:00 A.M.–2:00 P.M.

ROOM: 30AB

► STRAND I: Preparing Individuals With Autism for the World of Adulthood**LEADER(S):** Susan Marks, Northern Arizona University, Flagstaff

Marks

This strand includes presentations on various themes of adulthood for individuals with autism spectrum disorder. The first presentation focuses on a self-advocate Stephen Hinkle's experiences from high school to postsecondary transition. Hinkle's presentation will highlight what he has learned from his own experiences as well as what he learned by researching the issues faced by others with autism and what he has learned about how high schools can best prepare students with autism to make a successful transition. The second presentation highlights a Leah Kelley's preparation of her son as he moves toward transitioning out of high school. Kelley will share what she has learned are critical skills in this preparation. The third presentation is by Laura Nagle, who will share issues that she has faced as an adult, especially related to some of the opportunities that could have helped her. The final presentation is by Howard Zlamal, who is a special education teacher. He will share his experiences and challenges as he pursued his college degree and his eventual transition to employment, concluding with what he believes contributed to his success.

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

1. Understand critical issues facing individuals with autism as they enter adulthood.
2. Identify supports and services for individuals with autism to better support them as adults.

Strand I Sessions: 738, 799, 848, 897**SATURDAY, APRIL 11**

8:00 A.M.–2:00 P.M.

ROOM: 30CD

► STRAND J: When PCS Means "Planning Consistent Services": Children With Disabilities in Military Families**LEADER(S):** Deborah Reed, Florida Center for Reading Research, Florida State University, Tallahassee

Reed

Of the 1 million military children representing a range of races/ethnicities, 100,000 have disabilities, and most attend community schools. Military families are geographically mobile, moving on average every 3-3.5 years. They also experience frequent separations as service members train away from home, are deployed, or placed on temporary duty. Prolonged separation from a parent has been linked to emotional and academic consequences among children, further contributing to the difficulties these families face. The sessions in this strand will address issues that affect service members in all branches, although particular examples will be provided from work with Army, Marine Corps, and Navy families. In addition, the sessions will offer findings about the availability and transfer of services for a range of disability categories as well as research specific to children with autism spectrum disorder and reading disabilities. The strand will help military family and service providers work cooperatively to ensure consistency in the provision of services to children with special needs.

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

1. Learn ways in which educators, staff, and providers can support military families with children with disabilities in their schools.
2. Learn how to plan a continuum of services for children with autism spectrum disorder during relocations and transitioning from military to civilian care.
3. Plan for using videoconferencing to deliver academic and emotional support to children geographically separated from a parent in the military.

Strand J Sessions: 753, 809, 859, 909

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*Presented by Amy Gabel PhD and
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Thursday, April 9, 2015

3:30 – 4:30 PM

Room 23A—San Diego
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WEDNESDAY, APRIL 8

BALLROOM 20 AND MEETING ROOMS 21-33 ARE LOCATED ON THE UPPER LEVEL.

Convention Workshops	50
Sessions (1:00 p.m.–4:30 p.m.)	55
Opening General Session	64
• Keynote Address	65



CONVENTION WORKSHOPS

Wednesday, April 8 and Saturday, April 11

WORKSHOP 1

ROOM: 33C

► Co-Teaching: Beyond the Basics for Improved Student Outcomes

WEDNESDAY, APRIL 8

9:00 A.M.-4:00 P.M.



Friend

Cook

Take your co-teaching beyond the basics with evidence-based practices that contribute to co-teaching effectiveness and improved student outcomes. You'll learn

about gathering and using data for instructional decision making, embedding specially designed instruction in co-taught classes, matching co-teaching approaches to student needs, improving planning and scheduling, and writing contemporary IEP goals for co-teaching.

After completing this workshop, you will be able to:

Analyze characteristics of identified co-teaching approaches that contribute to their effectiveness or ineffectiveness. Embed specially designed instruction in typical lessons in general education settings. Create IEP goals appropriate for co-teaching in CCSS or other reform environments. Outline realistic practices for planning for co-teaching. Create a data-collection plan for assessing co-teaching outcomes.

LEADER(S): Marilyn Friend, University of North Carolina at Greensboro; Lynne Cook, California State University, Dominguez Hills, CA

WORKSHOP 2

ROOM: 27B

► Closing the Arithmetic-to-Algebra Gap for Students With Disabilities

WEDNESDAY, APRIL 8

9:00 A.M.-4:00 P.M.



Riccomini

This workshop provides guidance for educators and administrators on how best to teach students with disabilities and disadvantaged students who have traditionally struggled in mathematics. You'll review core principles of effective math programs, with emphasis on curricula

and instructional supports that can accelerate learning and narrow the arithmetic-to-algebra achievement gap.

After completing this workshop, you will be able to:

Provide more effective math instruction in the context of state core standards. Describe specific examples of effective instructional practices and considerations for students with disabilities. Incorporate these practices in general and special education classrooms, co-teaching environments, and Tier 2 and Tier 3 classrooms. Locate and use educational resources on closing the A2AG.

LEADER(S): Paul Riccomini, Pennsylvania State University, University Park, PA

WORKSHOP 3

ROOM: 21

► Transition Planning with the Life Centered Education Curriculum

WEDNESDAY, APRIL 8 HALF-DAY/9:00 A.M.-NOON



Kulwicki

Do you want to establish a transition planning framework in your school, but are unsure of how or where to start? Or, do you use a mix of academic and transition curricula and want to tie them together in a robust framework? Discover what CEC's Life Centered Education

(LCE) life skills curriculum has to offer teachers and students. In this workshop, you will learn about the functionality of the LCE web portal and how to implement the assessment and instructional components of the curriculum. LCE is a motivating and effective classroom-, home- and community-based transition curriculum designed to prepare students with life skills for the real world.

LEADER(S): Jill Kulwicki, ESE Teacher, Flagler County Schools, FL

WORKSHOP 4

ROOM: 23A

► Developing Legally Defensible IEPs: What LEA Representatives Need to Know

WEDNESDAY, APRIL 8

9:00 A.M.-4:00 P.M.



Weatherly

The workshop presenter will provide information that LEA Representatives need to facilitate IEP meetings to ensure compliance with IDEA's requirements, while reducing the potential for legal disputes. Practical IEP legal 'do's and don'ts' based on real-life scenarios will be

examined in detail to help you avoid common procedural and substantive errors in IEP development.

After completing this workshop, you will be able to:

Recognize and avoid common procedural and substantive mistakes in the development of IEPs that have significant legal implications. Appropriately participate in IEP meetings and facilitate its members in the avoidance of legal disputes and in the development of legally defensible IEPs.

LEADER(S): Julie Weatherly, Resolutions in Special Education, Inc., Mobile, AL

WORKSHOP 5**ROOM: 23B****► Explicit Instruction: Key to Prevention and Intervention****WEDNESDAY, APRIL 8****9:00 A.M.-4:00 P.M.***Archer*

Learn how major findings from the past 30 years of research on explicit instruction can be translated into daily practice for both prevention and academic challenges and intervention. Scientifically-based practices for designing lessons, delivering instruction, and providing

appropriate practice will be discussed, directly modeled, and practices. Classroom videos will illustrate the major points.

After completing this workshop, you will be able to:

Outline and use the evidence-based elements of an effective lesson including the opening, body, and closing. Describe critical aspects of lesson delivery including eliciting responses, monitoring performance, providing feedback, and maintaining an appropriate pace.

LEADER(S): Anita L. Archer, *Explicit Instructions*, Portland, OR

WORKSHOP 6**ROOM: 23C****► Culturally Responsive Teaching: What Does It Look Like?****WEDNESDAY, APRIL 8****9:00 A.M.-4:00 P.M.***Kea**Trent**Rodriguez**Alvarado*

This workshop models culturally responsive teaching practices in the P-12 classroom. Specific attention is given to culturally responsive instruction, using parents to inform instruction and respectful disciplinary practices. Contextual factors such as teacher beliefs, implicit bias, and stereotype threat will also be explored.

After completing this workshop, you will be able to:

Identify ways to build relationships and create an affirming classroom environment for all. Develop a culturally responsive classroom instructional activity or lesson plan using hands-on scenarios. Provide responsive alternative disciplinary practices through role play and vignettes. Design a culturally responsive literacy home learning activity for a family. Discuss barriers to integrating culturally responsive practices.

LEADER(S): Cathy Kea, *North Carolina A&T State University, Greensboro*; Stanley Trent, *University of Virginia, Charlottesville*; Diane Rodriguez, *Fordham University, New York, N.Y.*; Jose Luis Alvarado, *California State University, Monterey Bay, CA*

WORKSHOP 7**ROOM: 28C****► Preparing Students With Disabilities to Succeed in College****WEDNESDAY, APRIL 8****9:00 A.M.-4:00 P.M.***Hamblet*

With some basic knowledge and strategies, students with disabilities can successfully transition to college. This workshop provides critical information on what students need to know, including differences in the laws that apply to postsecondary education, the services, supports, and accommodations that will (and will not) be available, and skills that contribute to college success.

After completing this workshop, you will be able to:

Describe how the disability accommodation system works at college. Discuss what accommodations may and may not be available there. Describe what research says are the skills students need to succeed in college.

LEADER(S): Elizabeth Hamblet, *Columbia University, New York, NY*

WORKSHOP 8A**ROOM: 25A****► Program Developer Workshop: How to Prepare the Program Recognition Report****WEDNESDAY, APRIL 8****9:00 A.M.-4:00 P.M.***Baldwin*

In this interactive workshop, you'll learn the components of CEC Preparation Program Recognition Reports. All participants will receive CEC program developer resources. You'll come away better prepared to develop program performance-based assessments, align

them with the CEC Content Standards, and prepare the final program report.

After completing this workshop, you will be able to:

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

LEADER(S): Joni Baldwin, *University of Dayton, OH*

WORKSHOP 8 ROOM: 25A**► Program Reviewer Workshop: How to Review CEC Program Recognition Reports**

Note: This workshop is offered at no cost for approved applicants.

WEDNESDAY, APRIL 8**9:00 A.M.–4:00 P.M.***Hooser*

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.

After completing this workshop, you will be able to:

Explain the steps and components in reviewing a CEC Preparation Program Recognition Report. Ensure that program assessments align with the major elements of the CEC Content Standards.

LEADER(S): *Christy Hooser, Eastern Illinois University, Charleston, SC*

WORKSHOP 9 ROOM: 28D**► Effective Supervision of Paraeducators: Why, What, and How****WEDNESDAY, APRIL 8****9:00 A.M.–4:00 P.M.***Chopra**Westland*

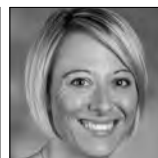
Increased employment of paraeducators has brought the issue of their effective supervision to the forefront, with implications for both teacher preparation and

in-service professional development programs. In this workshop you'll learn about research-based supervisory functions, interactive tools, and methods for delivering supervision content to preservice and inservice special and general education teachers.

After completing this workshop, you will be able to:

Discuss the importance of preparing special and general education teachers to supervise paraeducators. Demonstrate the use of the CEC paraeducator and special educator preparation and practice standards in supervising paraeducators. Discuss research-based content on paraeducator supervision that needs to be delivered to teacher candidates and teachers. Share tools for effective paraeducator supervision with teacher candidates and teachers.

LEADER(S): *Ritu Chopra, University of Colorado, The PAR²A Center, Denver; Caron Westland, University of Colorado, Denver, CO*

WORKSHOP 10 ROOM: 28E**► Six Successful Strategies for Teaching CCSS to Students With Moderate to Severe Disabilities****WEDNESDAY, APRIL 8****9:00 A.M.–4:00 P.M.***Courtade**Jimenez*

Learn how to apply universal design of learning for all students, involve students in their own learning, use assistive technology and peer supports, translate

research to practice, and teach to generalization. You'll come away better able to teach to measurable, standards-based objectives that are meaningful for students with moderate and severe disabilities.

After completing this workshop, you will be able to:

Describe major elements of universal design of learning. Identify specific strategies (e.g., systematic instruction, self-determination) to develop instruction aligned with standards-based IEP goals and objectives for students with moderate and severe disabilities. Create standards-based instructional plans for students who access curriculum at various levels.

LEADER(S): *Ginevra Courtade, University of Louisville, KY; Bree Jimenez, University of North Carolina at Greensboro, NC*

WORKSHOP 11 ROOM: 29A**► Using Technology for Executive Function Training for All Students****WEDNESDAY, APRIL 8****9:00 A.M.–4:00 P.M.***Strosnider**Sharpe*

All students can benefit from instruction in executive functioning from an early age. This workshop focuses on teaching executive function skills using technology in a

universal design for learning environment. You will learn how to develop students' executive function skills using technology, integrating this training into lesson plans incorporating universal design principles.

After completing this workshop, you will be able to:

Discuss why it is important to teach executive function skills to all students. Identify ways to help students set learning goals and strategies to achieve these goals. Select strategies and appropriate technology to facilitate student independence when completing school assignments. Plan and implement executive function skills and curriculum lessons integrating technology and using universal design so all students can be successful.

LEADER(S): *Roberta Strosnider and Valerie Sharpe, Towson University, MD*

WORKSHOP 12**ROOM: 24A****► Behavior Support: Constructing a Schoolwide Climate of Responsibility and Motivation****WEDNESDAY, APRIL 8****9:00 A.M.-4:00 P.M.***Sprick*

This workshop offers a wealth of practical examples of successful behavior support procedures that reduce misbehavior while increasing student motivation and responsibility. You'll learn strategies for teaching responsible behavior in all school settings, as well as increasing the degree

of consistency and positive intervention of all staff, and promoting districtwide sustainability.

After completing this workshop, you will be able to:

Use a rubric to assess strengths and weaknesses of implementation of current behavior support procedures and design a schoolwide plan of action. Assess current implementation of effective classroom management techniques throughout the school, including training, the principal's role, and coaching. Identify potential gaps between Tier 1 supports and Tier 2/3 supports, and design an action plan for closing those gaps.

LEADER(S): *Randall Sprick, Safe & Civil Schools, Eugene, OR*

WORKSHOP 13**ROOM: 33A****► Friendship 101: Helping Students Build Social Competence****WEDNESDAY, APRIL 8****HALF-DAY/1:00-4:00 P.M.***Whalon**Barnett*

Learn to enhance the social competence of students with autism spectrum disorder and other developmental disabilities. Evidence-based instructional

strategies for students with varying skill levels in pre-K through high school will be shared, along with sample activities and supplemental materials for social skill development in areas including play, peer networking, and leisure.

After completing this workshop, you will be able to:

Describe important social skill targets for children and youth with ASD and DD. Implement user-friendly assessment methods to determine instructional targets for important social skills. Deploy a range of instructional strategies to promote the social competence of children and youth with ASD and DD.

LEADER(S): *Kelly Whalon, Florida State University, Tallahassee; Juliet Hart Barnett, Arizona State University, Tempe, AZ*

WORKSHOP 14**ROOM: 33B****► Seven Issues Administrators Must Understand About Special Education****WEDNESDAY, APRIL 8****HALF-DAY/1:00-4:00 P.M.***Bateman*

This workshop gives a focused, practical overview of seven key issues related to students with disabilities: the rise in emotional and behavioral disorders, disproportionality, discipline, least restrictive environment, identifying students eligible for 'other health impaired'

services, serving students with 504 plans, and teacher/administrator accountability. The emphasis is on helping administrators mitigate problems and enhance achievement for all students.

After completing this workshop, you will be able to:

Discuss seven key issues for administrators of special education programs and their implications for both special and general education. Describe current thinking and research related to these issues, with emphasis on approaches to mitigate problem areas. Identify priority areas for attention in your school setting.

LEADER(S): *David Bateman, Shippensburg University, Pa., Shippensburg, PA*

WORKSHOP 15**ROOM: 24A****► Seven Issues Administrators Must Understand About Special Education****SATURDAY, APRIL 11****HALF-DAY/9:00 A.M.-NOON.***Bateman*

This workshop gives a focused, practical overview of seven key issues related to students with disabilities: the rise in emotional and behavioral disorders, disproportionality, discipline, least restrictive environment, identifying students eligible for 'other health impaired'

services, serving students with 504 plans, and teacher/administrator accountability. The emphasis is on helping administrators mitigate problems and enhance achievement for all students.

After completing this workshop, you will be able to:

Discuss seven key issues for administrators of special education programs and their implications for both special and general education. Describe current thinking and research related to these issues, with emphasis on approaches to mitigate problem areas. Identify priority areas for attention in your school setting.

LEADER(S): *David Bateman, Shippensburg University, Pa., Shippensburg, PA*

WORKSHOP 16**ROOM: 24B****► What Every Educator Needs to Know About Coming Changes to Special Education Policy****WEDNESDAY, APRIL 8****HALF-DAY/9 A.M.-NOON***Ziegler*

In this wide-ranging presentation, CEC's Policy and Advocacy Director 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 their impact on

children and youth with disabilities and/or gifts and talents.

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

Identify and discuss key special/gifted education policy issues currently under consideration by the Obama Administration and U.S. Congress. Discuss CEC's recommendations and positions on key policy issues.

LEADER(S): *Deborah Ziegler, Council for Exceptional Children, Arlington, VA*

WORKSHOP 17**ROOM: 33A****► Using Data-Driven Methods to Build Positive Behavior Support Plans****WEDNESDAY, APRIL 8****HALF-DAY/9 A.M.-NOON**

For students who present educational or behavioral challenges, data from direct student observations can indicate the magnitude of support needed and increase pro-work behavior. The Student Inventory for Behavior Support (SIBS) offers a model to assess student readiness for the classroom and inform the development of IEPs, 504 plans, and RTI approaches for improved student outcomes.

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

Discuss how direct student observations, performed with objectivity and fidelity, can produce data to inform RTI approaches, 504 plans, and IEPs. Describe how Key Functional Descriptors of pro-work behavior, participation level, and nonengaged behavior provide data for magnitude of intervention required and level of student engagement. Interpret data from case illustrations.

LEADER(S): *John Caliso, Franklin Lakes Board of Education, Franklin Lakes, NJ*

WORKSHOP 18**ROOM: 23C****► One Breath at a Time: Social-Emotional Learning and Yoga in the Inclusive Classroom****SATURDAY, APRIL 11****HALF-DAY/9 A.M.-NOON**

Learn to use social-emotional learning (SEL) tools and yoga to create calmer and more inclusive classrooms and help exceptional children cool down, make more positive behavioral choices, and focus on learning. This workshop is ideal for educators as well as parents and families of children with disabilities.

After completing this workshop, you will be able to:

Implement social-emotional learning (SEL) strategies in your classrooms. Implement yoga and relaxation tools in your classrooms. Create calmer and more inclusive classroom environments by applying SEL and yoga tools.

LEADER(S): *Carla Tantillo, Mindful Practices, Oak Park, IL*

WORKSHOP 19**ROOM: 33B****► Growing the Brain for Listening and Spoken Language as the Foundation for Literacy****WEDNESDAY, APRIL 8****HALF-DAY/9 A.M.-NOON***Caraway**Horvath*

In this lively session, the presenters will share video tape segments of practical teaching strategies and techniques from their extensive early intervention and classroom teaching

experiences to develop children's language and literacy skills. Effective "ready to use" strategies and techniques to bridge the gaps for children with hearing loss as well as children with developmental challenges who may require a targeted remedial approach will be emphasized. A particular focus will be incorporating these proven strategies with children's literature to develop conversational skills as the foundation for literacy and grade level reading. Participants will become empowered, equipped and energized so that ALL Children can become engaging conversationalists and develop grade appropriate literacy and academic skills.

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

Detail at least 8 auditory-verbal teaching strategies and techniques to teach spoken language through listening. Describe how auditory-verbal teaching strategies and techniques can be used with children's literature to develop exceptional conversational skills as the foundation for literacy. Explain the rationale for teaching spoken language through listening.

LEADER(S): *Teresa H. Caraway, Oberkotter Foundation, Oklahoma City, Okla.; Judy Horvath, Oberkotter Foundation, St. Petersburg, FL*

WEDNESDAY SESSIONS

1:00 PM–2:00 PM

ROOM: 25C • SESSION: 1

► Tweets, Texts, and Tablets: The Emergence of Technology-Based Self-Monitoring

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

We explore the literature on technology-based self-monitoring, describe steps in the self-monitoring process with considerations for incorporating technology, and present results of recent studies of using a self-monitoring app to improve behavior.

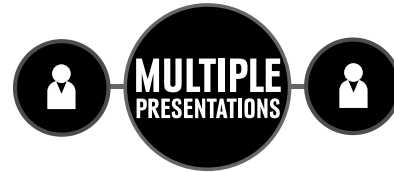
LEADER(S): Allison Bruhn, University of Iowa, Iowa City, IA

PRESENTER(S): Kari Vogelgesang, University of Iowa, Iowa City, IA

Join Us
5:00–6:30 p.m.
Opening General Session and
Keynote Address

Hall F, San Diego Convention Center
Doors open at 4:30 p.m.

(SEE PAGES 64–65.)



1:00 PM–2:00 PM • ROOM: 26A • SESSION: 2

Dispositions and Skills for Special Educators: Comparisons Among Teachers, Mentors, and Supervisors

TOPIC AREA: Personnel Preparation

Discussant:

Francis DeMatteo, Marywood University,
 Scranton, PA

Moderator:

Jennifer Kurth, University of Kansas, Lawrence, KS

● Comparing Teacher Candidate's Knowledge, Skills, and Professional Dispositions Related to Exceptional Learners

A teacher education program examined its measurement practices of teacher candidates' student teaching to determine the consistency of the evaluation process. Supervisors' ratings were compared with particular focus on teaching exceptional learners. Findings are shared.

LEADER(S): Francis DeMatteo, Marywood University, Scranton, PA

PRESENTER(S): Patricia Arter, Marywood University, Scranton, PA; Tammy Brown, Marywood University, Scranton, PA

● Dispositions and Skills for Inclusive Education: Preservice and Mentor Teachers

Inclusive education is increasingly common in schools, yet teacher preparation has been lagging. Teacher candidates and mentor teachers were surveyed to describe self-perceived dispositions and skills for inclusive practices. Results and recommendations for teacher educators are shared.

PRESENTER(S): Deborah Griswold, University of Kansas, Lawrence, KS

LEADER(S): Jennifer Kurth, University of Kansas, Lawrence, KS



1:00 PM-2:00 PM • ROOM: 26B • SESSION: 3

Adapting Curriculum for Diverse Learners With Gifts and Talents

TOPIC AREA: Gifted and Talented

MODERATOR(S): Susan Johnsen, Baylor University, Waco, TX

● **Relevant and Rigorous Differentiated Curriculum**

The Bloom-Banks Matrix, originally created by Ford, has now been revised by Ford and Trotman Scott. It blends the best of critical thinking and multicultural curriculum. Participants will be introduced to the model and given examples of lesson plans based on the revised Matrix.

LEADER(S): Michelle Trotman Scott, University of West Georgia, Carrollton, GA

● **Serving Gifted Students From Underserved Populations: Using Curriculum Research Findings to Adapt Materials**

The presenter will delineate the key elements of research-based interventions and provide information regarding the efficacy of various curriculum interventions with gifted students from underserved populations. Learn practical, evidence-based recommendations for spotting and developing potential.

LEADER(S): Kimberley Chandler, The College of William and Mary, Williamsburg, VA

1:00 PM-2:00 PM ROOM: 29B • SESSION: 4

► **Meta-Analysis of Academic Interventions in Inclusive Settings for Students With Severe Disabilities**

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We share the results of a meta-analysis of academic interventions for students with severe disabilities in inclusive settings. Results indicate a need for more research related to academic gains for this population. We also identify components of academic interventions that have been successful.

LEADER(S): Pamela Wolfe, Penn State University, State College, PA

PRESENTER(S): Sarah Domire, Penn State University, State College, PA

1:00 PM-2:00 PM ROOM: 29C • SESSION: 5

► **Developing Student Self-Regulation: A Key to Better Behavior AND Academic Success**

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Presentation with Q&A

Self-regulatory behaviors are linked to positive outcomes including academic achievement. Learn how to promote self-regulation for students with behavioral challenges. Techniques and resources to combine research-based behavioral and instructional practices to increase student self-control are shared.

LEADER(S): Lori Korinek, College of William and Mary, Williamsburg, VA



1:00 PM-2:00 PM ROOM: 29D • SESSION: 6

Mental Health and Public Policy

TOPIC AREA: Public Policy

MODERATOR(S): Renee Duniven, Claremont Graduate University, San Gabriel, CA

● **A Case Study on the Issue of Mental Health Parity Laws and How They Harm Children and Families**

Loopholes exist for treatment of mental illnesses in the Patient Protection and Affordable Care Act, meaning denial of services, exorbitant co-pays, limits on treatments. We examine parity laws through the experiences of one family trying to receive services for their child with a serious EBD and recount their experiences.

LEADER(S): Shanon Taylor, University of Nevada, Reno, NV

PRESENTER(S): Ann Bingham, University of Nevada, Reno, NV

● **Life After Assembly Bill 3632: Mental Health Service Provision in California Schools**

School districts in California are now solely responsible for providing all mental health services to students with disabilities. Results from a study examining how districts are providing mental health services without absent legally mandated coordination with county mental health professionals are discussed.

LEADER(S): Janelle Lawson, University of California, Los Angeles, CA

PRESENTER(S): Jennifer Cmar, University of California, Los Angeles, CA



1:00 PM-2:00 PM ROOM: 30AB • SESSION: 7

► Program Chair – Voices From the Field: Educators With Disabilities Share Insights

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Panel

The unique perspectives of individuals who both have disabilities and work within the special education field offer us a chance to examine policy, research, and practice within our field. The session leaders share their research on educators with disabilities, panel members share their experiences, and session participants discuss the implications of these on the field of special education and the recruitment and retention of educators with disabilities.

LEADER(S): Marge Terhaar-Yonkers, Meredith College, Raleigh, NC

PRESENTER(S): Susan Osborne, North Carolina State University, Raleigh, NC; Jennifer Diliberto, University of North Carolina, Chapel Hill; NC; Lynne Brock, North Carolina State University, Raleigh, NC

1:00 PM- 2:00 PM ROOM: 30E • SESSION: 8

► Reading Fluency: A Computer Delivered Culturally Relevant Intervention for Young Urban Learners

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Early Childhood

FORMAT: Presentation with Q&A

Culturally relevant reading intervention software was developed for 1st-and 2nd-grade urban African American and Somali students. Researchers tested the software using multiple levels of adult assistance and corrective feedback. Results and implications of the components are discussed.

LEADER(S): Gwendolyn Cartledge, The Ohio State University, Columbus, OH

PRESENTER(S): Jessica Bennett, The Ohio State University, Columbus, OH; DeLayna Green, The Ohio State University, Columbus, OH; Mariah Barber, The Ohio State University, Columbus, OH

1:00 PM-2:00 PM

ROOM: 31C • SESSION: 9

► From Chaos to Compliance: One Urban Charter School's Journey to Success

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Some charter schools, whether intentionally or not, do not follow all the rules and regulations of IDEA and Section 504. Learn about a charter school network's special education program transformation from chaos to compliance.

LEADER(S): Jana Schaefer Starwalt, Grand Center Arts/Confluence Charter Schools, St. Louis, MO

PRESENTER(S): Stacy Blassingame, Confluence Charter Schools, Saint Louis, MO; Darla Hemrick, Confluence Charter Schools, Saint Louis; MO; Tanisha Staniel, Grand Center Arts Academy, Saint Louis, MO

1:00 PM-2:00 PM

ROOM: 32A • SESSION: 10

► Administrator Perceptions of Principal Evaluation Systems and Implications for Students With Disabilities

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

Currently, 33 states have passed legislation or enacted policies to evaluate teacher and principal effectiveness. Unfortunately, these initiatives are ahead of the research, particularly for special educators. Five research questions are answered using survey and content analysis methods. Results are discussed and framed for implications for future practice.

LEADER(S): Shawnee Wakeman, University of North Carolina, Charlotte, NC

1:00 PM-2:00 PM

ROOM: 32B • SESSION: 11

► Experience and Confidence of Principals Supporting Students With Disabilities

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This study examined the formal training and experience of principals in meeting the needs of students with disabilities in a variety of school districts throughout Southern California and compared it to previously collected data. The current study replicates the original work from 2006 and expands it to include numerous resources for administrators.

LEADER(S): Belinda Karge, California State University, Fullerton, CA

PRESENTER(S): Beth Lasky, California State University, Northridge, CA



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2:15 PM-3:15 PM • ROOM: 21 • SESSION: 15

Including Students Who Are Blind or With Vision Impairments in Testing Programs

TOPIC AREA: Accountability & Large Scale Assessments

MODERATOR(S): Julia Shaftel, University of Kansas, Lawrence, KS

● Alternate Assessments for Students Who Are Blind or Have Visual Impairments

We describe how the Dynamic Learning Maps alternate assessment program was designed to be accessible for students who are blind or have visual impairments. We will discuss development procedures, pilot test conditions, and quantitative analyses addressing these items' comparability with items intended for sighted students.

LEADER(S): Angela Broaddus, University of Kansas, Lawrence, KS

PRESENTER(S): Allison Lawrence, University of Kansas, Lawrence; Michelle Shipman, University of Kansas, Lawrence; Russell Swinebume Romine, University of Kansas, Lawrence

● Technology-Enhanced Assessment for Students With Vision or Motor Disabilities

Computerized tests are especially challenging for students with vision or motor disabilities. Innovative, technology-enhanced (TE) tasks present additional barriers. We illustrate several types of TE items with their features and benefits. Accessibility issues, methods to mitigate barriers, and adaptations for print and Braille delivery are shared.

LEADER(S): Julia Shaftel, University of Kansas, Lawrence, KS

PRESENTER(S): Emily Meyer, University of Kansas, Lawrence, KS

2:15 PM-3:15 PM

ROOM: 25C • SESSION: 16

► Supporting Early Career Faculty Through Partnerships That Enhance Practice

TOPIC AREA: Strategies for Entry to the Special Education Career

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

Partnerships that Enhance Practice (PEP) is a model emphasizing peer-to-peer teaching observations and feedback to support K-12 and higher education professionals. This session will share the process and outcomes from a multi-university project. Implications for K-12 practitioners will be discussed.

LEADER(S): Aleksandra Hollingshead, University of Idaho, Moscow, ID

PRESENTER(S): Kathryn Servilio, Elmhurst College, Elmhurst, IL; Brittany Hott, Texas A&M University, Commerce, TX

2:15 PM-3:15 PM

ROOM: 26A • SESSION: 17

► The Cycle of Planning, Implementing, Reflecting, and Revising of Lessons

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

A team of researchers and teachers completed a year-long micro lesson study that demonstrates the contextual challenges and celebrations experienced during the recursive process of lesson development. An analysis of our reflections, teacher and researcher interview data, and more are shared.

LEADER(S): Kelley Regan, George Mason University, Fairfax, VA

PRESENTER(S): Anya Evmenova, George Mason University, Fairfax, VA; Donna Sacco, George Mason University, Fairfax, VA; Leigh Ann Kurz, George Mason University, Fairfax, VA; Soo Ahn, George Mason University, Fairfax, VA

2:15 PM-3:15 PM

ROOM: 26B • SESSION: 18

► Keeping Our Students Safe: Developing Plans to Support Students With Disabilities During Lock Downs and Crises

TOPIC AREA: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

Schools need to analyze their current crisis plans and the individual needs of students with medical, sensory, and behavioral needs and develop Individual Emergency and Lockdown Plan. We provide a model for preparation at the state, district, school, and individual student level and review sample plans.

LEADER(S): Laura Clarke, Eastern Kentucky University, Richmond, KY

PRESENTER(S): Dusty Columbia Embury, Eastern Kentucky University, Richmond, KY; Kim Puckett, Eastern Kentucky University, Richmond, KY; G. Robert Brown, University of Kentucky, Lexington, KY; Erin Breedlove, University of Kentucky, Lexington, KY

2:15 PM-3:15 PM

ROOM: 29B • SESSION: 19

► UDL and STEM in Early Childhood: Using Apps and Instructional Strategies to Teach Children STEM Skills

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Science, Technology, Engineering and Math (STEM)

FORMAT: Demonstration

EC educators frequently struggle with applying UDL principles to support STEM learning in planned classroom activities. We demonstrate how to connect well known effective evidence-based instruction and UDL principles with selected apps to promote STEM skills.

LEADER(S): Craig Blum, Illinois State University, Normal, IL

PRESENTER(S): Yvette Evans, Illinois State University, Normal, IL

2:15 PM-3:15 PM

ROOM: 29C • SESSION: 20

► Adapting Reading Intervention for Students With Down Syndrome

TOPIC AREA: Research

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Panel

The effect of adapting reading intervention for students with Down syndrome based upon the behavioral phenotype was explored. Results indicate a functional relation between outcomes for phonological awareness intervention, with less consistent effects for decoding intervention. Implications are discussed.

LEADER(S): Chris Lemons, Vanderbilt University, Nashville, TN

PRESENTER(S): Kimberly Davidson, Vanderbilt University, Nashville, TN; Seth King, Vanderbilt University, Nashville; TN

2:15 PM-3:15 PM

ROOM: 29D • SESSION: 21

► Children With a Dual Diagnosis of D/HH and ASD: How Does Primary Disability Impact Services?

TOPIC AREA: Communicative Disabilities and Deafness

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&A

This study identified discrepancies in recommended interventions, functions of behavior, and reasons for referral for students with a dual diagnosis. Results indicated that recommended interventions differed based on the students' primary disability and there was a research-to-practice gap in the overall recommendations. Results will be discussed.

LEADER(S): Stacey Jones Bock, Illinois State University, Normal, IL

PRESENTER(S): Christy Borders, Illinois State University, Normal, IL; Rachel Mateyka, Illinois State University, Normal; IL



2:15 PM-3:15 PM

ROOM: 30E • SESSION: 22

► Walking to Improved Reading Outcomes

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

We describe a research project that demonstrated that flexible skill groupings across classrooms increased reading outcomes for students in all groups. Data from a district that uses RTI, regular teaming, and data analysis to place students in the most appropriate instructional groups will be presented.

LEADER(S): Sally Helton, Tigard Tualatin School District, Tigard, OR

PRESENTER(S): Lisa Bates, Tigard-Tualatin School District, Tigard, OR

2:15 PM-3:15 PM

ROOM: 31C • SESSION: 23

► Which One Is Right for Me? Word Prediction Software Applications to Support Diverse Learners

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

We discuss the results of a study to evaluate the differential effects of 3 different word prediction applications on key-stroke efficiency and accuracy of predicted text. The results suggest differences in how word prediction software can be used to support diverse learners in the area of writing.

LEADER(S): Channon Horn, Asbury University, Wilmore, KY

PRESENTER(S): Mark Butler, University of Kentucky, Lexington, KY



2:15 PM-3:15 PM • ROOM: 32A • SESSION: 24

Strategies for Secondary Students in History and Algebra

TOPIC AREA: Learning Disabilities

MODERATOR(S): Bill Therrien, University of Virginia,
Charlottesville, VA

● Building Better BRIDGES: Teaching Comprehension Strategies for Understanding U.S. History

We taught 8th graders with LD and other poor readers (half were English Language Learners) to identify main ideas, compare and contrast people and places, and determine cause and effect relationships among historical events, devoting 3 weeks to each strategy. Their teachers then implemented these strategies with intact classes.

LEADER(S): Rollanda O'Connor, University of California,
Riverside, CA

PRESENTER(S): Kristen Beach, University of North Carolina,
Charlotte, NC; Victoria Sanchez, University of California, Riverside,
CA; Kathleen Bocian, University of California, Riverside,
Riverside, CA

● Using the CRA-I Strategy in a UDL Algebra Classroom

This session describes how the Concrete-Representation-Abstract Integration (CRA-I) Strategy exemplifies the Universal Design for Learning Principles (UDL) in an Algebra classroom and is based on two studies which demonstrated the effectiveness of the CRA-I Strategy on the ability of students with LD to multiply linear expressions and factor quadratic expressions.

LEADER(S): Tricia Strickland, Hood College, Frederick, MD

2:15 PM-3:15 PM

ROOM: 32B • SESSION: 25

► Teaching Price Comparison to Students With Autism and Intellectual Disability

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&A

We present multiple, related research projects focusing on supporting secondary students with autism and ID to compare prices. Special educators will learn how to use different technologies and strategies to teach students to compare multi-digit price numbers.

LEADER(S): Pei-Lin Weng, William Paterson University,
Wayne, NJ

PRESENTER(S): Emily Bouck, Purdue University, West Lafayette, IN

3:30 PM-4:30 PM

ROOM: 21 • SESSION: 28

► What Do We Know? Data and Dashboards to Improve Writing Instruction

TOPIC AREA: Assessment

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier
System of Supports

FORMAT: Presentation with Q&A

DIDS gathers data from assessments and sources to assist in the adoption and implementation of a technology intervention specific to writing. You will learn about the DIDS, the data collected, ways to display, teacher interaction, application to student writing, and overall support of altering the writing process.

LEADER(S): Sean Smith, University of Kansas, Lawrence, KS

PRESENTER(S): Susan Harvey, University of Kansas, Lawrence, KS

3:30 PM-4:30 PM

ROOM: 25C • SESSION: 29

► PrePARing to Pilot: Studying the Feasibility of a Middle School Algebra Readiness Intervention

TOPIC AREA: Science, Technology, Engineering and Math
(STEM)

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier
System of Supports

FORMAT: Panel

We discuss the results from a feasibility study of the Promoting Algebra Readiness (PAR) mathematics intervention, designed to support the development of rational number understanding for middle school students with or at risk for difficulties in mathematics. Study measures, findings, and implications for implementation of research-based interventions are shared.

LEADER(S): Nancy Nelson, University of Oregon, Eugene, OR

PRESENTER(S): Leanne Ketterlin-Geller, Southern Methodist
University, Dallas, TX

3:30 PM-4:30 PM ROOM: 26A • SESSION: 30**► Help Is Here! How to Effectively Work With the Paraprofessional in Your Classroom****TOPIC AREA:** Personnel Preparation**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

We present the nitty gritty of how to effectively work with and supervise the paraprofessional assigned to your classroom. Learn how to begin the relationship, make optimal use of time, design instructional assignments, and train the paraprofessional. Suggestions on communication, collaboration, and planning are shared.

LEADER(S): Pamela Lowry, Georgian Court University, Lakewood, NJ

3:30 PM-4:30 PM ROOM: 26B • SESSION: 31**► Diagnostic Issues in Assessing Autism: From Referrals to Interventions****TOPIC AREA:** Autism Spectrum Disorder**SECONDARY TOPIC:** Assessment**FORMAT:** Panel

A panel will present 3 important aspects of the process of referral, diagnosis, and intervention for students with ASD. We also include the results of two studies and how these relate to the practitioner who must design and implement effective IEPs and BIPs.

LEADER(S): Terry Overton, University of Texas, Brownsville, TX

PRESENTER(S): Steve Chamberlain, University of Texas, Brownsville, TX; Yousun Shin, University of Texas, Brownsville, TX; Hsuying Ward, University of Texas, Brownsville, TX

3:30 PM-4:30 PM ROOM: 29B • SESSION: 32**► Predictors of Postschool Success: A Systematic Review of NLT2 Secondary Analyses****TOPIC AREA:** Career Development/Transition**SECONDARY TOPIC:** Research**FORMAT:** Panel

Hear the findings of a systematic review that analyzed NLT2 secondary analysis studies to identify new in-school predictors and evidence to support existing predictors of postschool success. Learn about in-school predictors of postschool success, future research needs, and recommendations to incorporate into practice.

LEADER(S): Valerie Mazzotti, University of Oregon, Eugene, OR

PRESENTER(S): Dawn Rowe, National Post-School Outcomes/University of Oregon, Eugene, OR; James Sinclair, University of Oregon, Eugene, OR

3:30 PM-4:30 PM ROOM: 29C • SESSION: 33**► Examining the Relation of Features of Implementation to Student Outcomes Over Time****TOPIC AREA:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

Schools are using EBPs, however, the field hasn't determined what aspects of implementation are important and how to assess those features. Observational data was gathered and demonstrated differential relationships to each other, outcomes, as well as change over the intervention period.

LEADER(S): Beth Harn, University of Oregon, Eugene, OR

PRESENTER(S): Caitlin Spear, University of Oregon, Eugene, OR; Ronda Fritz, University of Oregon, Eugene, OR; Tricia Berg, University of Oregon, Eugene, OR

3:30 PM-4:30 PM ROOM: 29D • SESSION: 34**► Beyond Point Sheets: A Data Collection System for Students With Challenging Behaviors****TOPIC AREA:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

We describe a behavioral data collection system developed for use with students with EBD. You will learn an accurate and easy way to use protocol for collecting and using data within a tiered framework for both individual and classroom purposes as well as the various applications and contexts in which it can be used.

LEADER(S): Jamie Malloy, Lincoln Intermediate Unit 12, York, PA

PRESENTER(S): Robin Hamme, Lincoln Intermediate Unit #12, Seven Valleys, PA

3:30 PM-4:30 PM ROOM: 30AB • SESSION: 35**► Program Chair – Picture Perfect: Framing Policy to Effectively Support Teachers of Students With Disabilities****TOPIC AREA:** Personnel Preparation**SECONDARY TOPIC:** Accountability & Large Scale Assessments**FORMAT:** Presentation with Q&A

We present highlights from a document designed to frame state policy issues around effectively educating students with disabilities. Panel members representing CEC's Professional Standards Committee, a state education agency, the special education teacher education community, and an alternative route provider comment on the policy issues presented.

LEADER(S): Mary Brownell, CEEDAR Center, University of Florida, Gainesville, FL

PRESENTER(S): Deborah Ziegler, Council for Exceptional Children, Arlington, VA; Toby King, Colorado Department of Education, Denver, CO; David Chard, Southern Methodist University, Dallas, TX; Mary-Dean Barringer, Council for Chief State School Officers, Washington, DC

3:30 PM-4:30 PM ROOM: 30CD • SESSION: 36

► Program Chair -Town Hall Meeting: Why Intensive Intervention Will Be Special Education's Next New Thing

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Public Policy

FORMAT: Town Hall

The academic performance of millions of SWD is abysmal. Contributing to the situation is an underestimation of the severity of many SWD's learning problems and overestimation of the effectiveness of inclusive practices. This town hall will discuss why so many SWD are underperforming; what can be done about it; and who will take responsibility for making it happen.

LEADER(S): Douglas Fuchs, Vanderbilt University, Nashville, TN; Joseph Wehby, Vanderbilt University, Nashville, TN

3:30 PM-4:30 PM ROOM: 30E • SESSION: 37

► VISSIT: Visual Impairment Scale of Service Intensity of Texas Itinerant Teacher Tool

TOPIC AREA: Visual Impairments

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

The VISSIT was developed to guide teachers of students with visual impairments in determining the type and amount of itinerant TVI services to recommend for students on their caseloads. We will detail the scale and report the findings of the field-testing and validation study of this new tool.

LEADER(S): Rona Pogrud, Texas Tech University, Lubbock, TX

PRESENTER(S): Shannon Darst, Texas Tech University, Lubbock, TX

3:30 PM-4:30 PM ROOM: 31C • SESSION: 38

► A Meta-Analysis on the Effectiveness of Multicomponent Family Interventions

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

The diversity among families of children with DD calls for comprehensive interventions to mitigate the challenges these families face. We examined the effectiveness of multi-component programs on reducing child problem behaviors and parental stress, and improving parental adjustment, skills, and family interactions.

LEADER(S): Yeana Lam, University of California, Santa Barbara, CA

PRESENTER(S): Mian Wang, University of California, Santa Barbara, CA; George Singer, University of California, Santa Barbara, CA; Jiyeon Kim, University of California, Santa Barbara, CA

3:30 PM-4:30 PM ROOM: 32A • SESSION: 39

► Structures: Helping Struggling Readers Use Text Structures to Comprehend Expository Text

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Demonstration

This session targets teacher implementation of a reading comprehension intervention. We will lead an interactive presentation to introduce a standard protocol intervention for teaching students to identify and use five text structures to comprehend expository text. Empirical evidence is also presented.

LEADER(S): Michael Hebert, University of Nebraska, Lincoln, NE

PRESENTER(S): Janet Bohaty, University of Nebraska, Lincoln, NE; J. Ron Nelson, University of Nebraska, Lincoln, NE



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WEDNESDAY, APRIL 8, 2015

Opening General Session

San Diego Convention Center • Expo Hall F • 5:00–6:30 p.m.

WELCOME AND INTRODUCTIONS

CEC President *James P. Heiden*

PRESIDENT'S REMARKS

AWARDS PRESENTATION

STUDENT AWARDS

CEC Outstanding Undergraduate *Mark Bergen*CEC Outstanding Graduate *Kathleen Farrand*CEC Susan Phillips Gorin Award *Theresa Garfield Dorel*

PROFESSIONAL AWARDS

CEC Special Education Research Award *Joseph Wehby*The Frederick J. Weintraub Outstanding CEC Leadership Award *John Wills Lloyd*Clarissa Hug Teacher of the Year Award *Helen T. Pastore*CEC Business Award *Wegmans*

CEC J.E. Wallace Wallin Special Education

Lifetime Achievement Award *Martha L. Thurlow*KEYNOTE ADDRESS *Brad Cohen*Introduction by *Russell Gersten*, Convention Program ChairAPPRECIATION AND CLOSING *James P. Heiden*

Join us for the Opening General Session and be part of the **We Are Special Education** Twitter pic of the largest group of special educators in the world – a once in a lifetime experience. AND, one lucky audience member will win a Kindle Paperwhite. DON'T MISS IT!

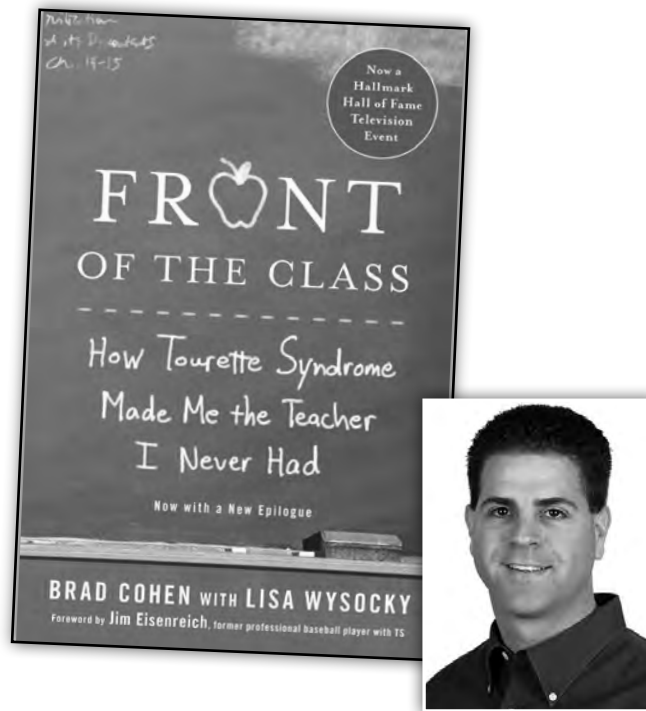
BACK BY POPULAR DEMAND!

President's Welcome Reception, 6:30-8 p.m.

It was such a big hit last year, we had no choice but to bring back the President's Welcome Reception, immediately following the Opening General Session. Mingle with fellow attendees, enjoy a cash bar and complimentary hors d'oeuvres, and browse some 200 booths in the Expo Hall – a great way to kick off a great week!

WEDNESDAY, APRIL 8, 2015

Keynote Address



You'll wish Brad had been your student!

Brad Cohen, an award-winning educator and author of the book, *Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had*, needed teachers like you when he was growing up.

In his Keynote Address at the CEC 2015 Opening General Session, you'll hear how Brad, who faced seemingly insurmountable obstacles from Tourette's, never stopped striving until his dream of becoming a teacher was realized.

Join us as we kick off CEC 2015 with Brad's moving Keynote Address. His triumphant life story will teach us all a thing or two about the power of a positive attitude.

Brad will be signing copies of his book, *Front of the Class*, at the President's Welcome Reception.

Don't miss it!

Prepare to be inspired.

Each year, the Yes I Can awards celebrate 21 children and youth with exceptionalities who shine.

Join us **Friday, April 10, from 6-7 p.m.** in Hall F to honor these shining stars
and say Yes I Can.

We are pleased to welcome Sue Swenson, Acting Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education, who will offer greetings and congratulations.



Academics

M'chel Crosby
Thibodaux, Louisiana

Emmett Fuerst
Winnipeg, Manitoba

Aaron Hampton
Rockaway Beach, New York

Evelyn Kuo
Union City, California

Kanna Smith
Russell Springs, Kentucky

Arts

Arthur Eriksson
Sacramento, California

Jake Sizemore
Burke, Virginia

Athletics

K'von Albert
Prairieville, Louisiana

Benjamin Masters
Bonaire, Georgia

Atti Miller
Manchester, Maryland

School & Community Activities

Jesse Diaz
Riverside, California

Rachel Santucci
Mechanicsville, Virginia

Ryan Townley
WaKeeney, Kansas

Self-Advocacy

Brandon Bosma
Sherwood Park, Alberta

Abby Edwards
Vandalia, Ohio

Layla Rabbeth
Greensburg, Kentucky

Technology

Otilia Lampman
Falls Church, Virginia

Christopher Leon
Los Angeles, California

Transition

Garrett Jones
Edmond, Oklahoma

Dacota Ratcliffe
Hailey, Idaho

Lexi Van Buren
Philadelphia, Pennsylvania



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Learn more about our award recipients at
www.cec.sped.org/YesICan.

THURSDAY, APRIL 9

BALLROOM 20 AND MEETING ROOMS 21-33 ARE LOCATED ON THE UPPER LEVEL.

Sessions (8:00 a.m. – 4:30 p.m.)68

- Representative Assembly Registration
7:00 a.m.–5:00 p.m. (Headquarters Office)



THURSDAY SESSIONS

8:00 AM-9:00 AM ROOM: 031C • SESSION: 40

► The Impact of Coaching on Special Education Teacher Retention

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Presenters provide a brief overview of contributing factors to special education teacher attrition. You will learn about instructional coaching and support to special education teachers, how it differs from the support necessary for general educators, and the impact of this support on teacher satisfaction and retention.

LEADER(S): Jennifer Erickson, Eagle County School District, Eagle, CO

PRESENTER(S): Kristine Brinkman, Eagle County School District, Eagle, CO; Thomas LaFramboise, Eagle County School District, Eagle, CO; Robin Madison, Eagle County School District, Eagle, CO

8:00 AM-9:00 AM ROOM: 025B • SESSION: 41

► Academic Achievement Over Time: Comparing Students With EBD, LD, and ID

TOPIC AREA: Assessment

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Explore the relationship between scores on the Woodcock Johnson III-R and the categories of ED, LD, and ID over time using linear mixed model analyses and the SEELS database. Growth rates and implications for practice are discussed.

LEADER(S): Elisabeth Rice, George Washington University, Washington, D.C.

PRESENTER(S): Amy Srsic, University of Pittsburgh, Pittsburgh, PA

8:00 AM-9:00 AM ROOM: 029D • SESSION: 42

► A Three State Collaboration on Community Re-Entry of Juvenile Offenders With Disabilities

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Panel

Juvenile offenders with disabilities returning to their schools and communities need seamless services to ensure positive transition outcomes. We share findings from 3 model demonstration projects that were chosen to implement unique models for facilitating the successful re-entry of these youth.

LEADER(S): Grace Zamora Duran, OSEP, U.S. Department of Education, Washington, D.C.

PRESENTER(S): David Johnson, University of Minnesota, Minneapolis; Sarup Mathur, Arizona State University, Tempe; Deanne Unruh, University of Oregon, Eugene, OR

8:00 AM-9:00 AM ROOM: 025A • SESSION: 43

► Improving Results in Co-Teaching: Where's the Specially Designed Instruction?

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

Co-teaching is widely implemented to educate students with disabilities, but often well-intentioned professionals end up mostly offering general assistance rather than specially designed instruction (SDI) students require. Join this discussion of SDI as distinct from other supports and explore how to embed SDI in co-taught classes.

LEADER(S): Marilyn Friend, University of North Carolina, Greensboro, NC

PRESENTER(S): Lynne Cook, California State University, Dominguez Hills, CA

8:00 AM-9:00 AM ROOM: 22 • SESSION: 44

► Deaf Education: Where Are We and Where Do We Need to Be?

TOPIC AREA: Communicative Disabilities and Deafness

SECONDARY TOPIC: Research

FORMAT: Panel

Deaf Education has undergone significant changes in recent decades and faces challenges in instructional effectiveness, teacher preparation, and research-based practices. We examine current literature related to these challenges and will use that as the basis for suggestions for future directions.

LEADER(S): Debra Lively, Saginaw Valley State University, University Center, MI

PRESENTER(S): Becca Jackson, Social Dynamics LLC, Gaithersburg, MD; Kevin Miller, Concordia University, Seward, NE; Suzanne Raschke, Midland County Educational Service Agency, Midland, MI

8:00 AM-9:00 AM ROOM: 028E • SESSION: 45

► African American Male Discipline and Achievement Patterns: Implications for General and Special Education

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

This session examines disproportionate representation of African American males in special education using critical race theory as a conceptual framework to interrogate their disenfranchisement. We discuss race, class, and gender and analyze African American male underachievement and discipline practices.

LEADER(S): Cheryl Utley, Chicago State University, Chicago, IL

PRESENTER(S): Festus Obiakor, Valdosta State University, Valdosta, GA

8:00 AM-9:00 AM ROOM: 029A • SESSION: 46

► A Universally Designed Curricular Framework for Delivering Challenging Content in Preschool

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

We describe a curriculum framework to guide early educators' planning and implementation of a universally designed curriculum for ALL preschool children. Learn strategies to deliver curriculum content, differentiation through curricular modifications, and how to support children's learning outcomes.

LEADER(S): *Eva Horn, University of Kansas, Lawrence, KS*PRESENTER(S): *Susan Palmer, University of Kansas, Lawrence, KS; Jean Kang, University of North Carolina, Greensboro, NC*

8:00 AM-9:00 AM ROOM: 029C • SESSION: 47

► Lessons Learned From Intervention Implementation for High School Students With Behavioral Difficulties

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We will describe lessons learned from a large-scale implementation of school-based interventions for secondary students with severe emotional and behavioral problems. The implementation process, outcomes, barriers to implementation, and solutions will be discussed.

LEADER(S): *Talida State, Montclair State University, Montclair, NJ*PRESENTER(S): *Judith Harrison, Rutgers University, New Brunswick, NJ; Lee Kern, Lehigh University, Bethlehem, PA*

8:00 AM-9:00 AM ROOM: 026A • SESSION: 48

► Differentiation: Addressing Diverse Learners' Needs

TOPIC AREA: Gifted and Talented

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Presentation with Q&A

Teachers mistakenly believe differentiating curriculum for diverse learners means creating completely differentiated lessons for each topic. Not so! Learn how to tweak favorite lessons focusing on content, process, and product and students' needs, interests, and abilities.

LEADER(S): *Tracy Inman, The Center for Gifted Studies/Western Kentucky Univ, Bowling Green, KY*PRESENTER(S): *Julia Roberts, The Center for Gifted Studies/Western Kentucky University, Bowling Green, KY*

8:00 AM-9:00 AM ROOM: 028AB • SESSION: 49

► Supporting Progress in the General Curriculum for Students With Significant Disabilities

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

We describe a project between teacher education candidates in a dual certification program and teachers of students with significant disabilities and their students in a neighboring P-12 school district. Data from teachers, students, and teacher candidates on the impact of this project are shared.

LEADER(S): *Katherine Trela, Marist College, Poughkeepsie, NY*PRESENTER(S): *Norah Merritt, Dutchess County NY BOCES, Poughkeepsie, NY*

8:00 AM-9:00 AM ROOM: 025C • SESSION: 50

► Australian Preservice Teacher Preparation in Managing Challenging Student Behaviors

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

We report on the preparedness of beginning teachers to manage challenging student behaviors based upon their preservice coursework. Survey data were collected from beginning teachers and teacher educators and were then used to examine models of classroom management for evidence-based practices.

LEADER(S): *Sue O'Neill, University of New South Wales, Sydney, Australia*

8:00 AM-9:00 AM ROOM: 030AB • SESSION: 51

► Strand A, Session 1: What Do I Do Now?: Intensifying Academic Interventions When Standard Approaches Flop

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Instructional Design and Strategies

FORMAT: Demonstration

Participants will learn about the DBI approach to intensive intervention as it applies to academics. Presenters will demonstrate how they have applied DBI in real schools, and the session discussant (Dr. Lynn Fuchs) will address the historical context of this approach, as well as current related research initiatives.

LEADER(S): *Rebecca Zumeta, American Institutes for Research, Washington, D.C.*PRESENTER(S): *Devin Kearns, University of Connecticut, Storrs, CT; Nicole Hitchener, Coventry School District, Coventry, RI*DISCUSSANT: *Lynn Fuchs, Vanderbilt University, Nashville, TN*

8:00 AM-9:00 AM ROOM: 032A • SESSION: 52

► 21st Century Methods to Promote Generalization of Oral Reading Fluency

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Presentation with Q&A

We describe the effects of a supplemental repeated reading intervention to increase reading fluency for 2nd-grade students. A multiple baseline across participants design with embedded changing criterion tactics revealed fluency increases for all 6 participants. Implications for at-risk students, goal setting, and generalization are discussed.

LEADER(S): Starr Keyes, Bowling Green State University, Bowling Green, OH

PRESENTER(S): Lenwood Gibson, Queens College, CUNY, Flushing, NY; Porsha Robinson-Ervin, Columbus Public Schools, Columbus; OH

8:00 AM-9:00 AM ROOM: 027B • SESSION: 53

► A Proactive Integrative Support Model (PrISM) for Families of Children With ASD

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&A

Support for children with ASD can be enhanced through collaborative partnerships between families and service providers. Learn about an approach that utilizes counseling to support the affective needs of parents and siblings while offering systematic coaching of behavioral techniques to support the child with ASD.

LEADER(S): Darrell Mohr, Lamar University, Beaumont, TX

PRESENTER(S): Cheryl Nelson, Lamar University, Beaumont, TX; Anna Nguyen, Lamar University, Beaumont; TX; Patricia Harris, Lamar University, Beaumont, TX

8:00 AM-9:00 AM ROOM: 030E • SESSION: 54

► Novice Teachers' Perceptions of Preparedness to Teach Students With Autism Spectrum Disorders

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&A

As the prevalence rates of autism increase, the need for highly qualified teachers of students with autism also increases. We review a qualitative study exploring novice teachers' preparedness to teach students with autism, including their knowledge of autism and EBPs associated with teaching these students.

LEADER(S): Stacey Callaway, Allen ISD, Allen, TX

8:00 AM-9:00 AM ROOM: 026B • SESSION: 55

► Supports for Students With Physical and Multiple Disabilities Identified as English Learners

TOPIC AREA: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

We share data collected from teachers of students with physical and multiple disabilities identified as ELLs. Results discussed include instructional strategies, curricular/assessment adaptations, and the impact of teacher certification on overall confidence and competency levels.

LEADER(S): Angie Juarez, Azusa Pacific University/Alhambra Unified Sch Dist, Azusa, CA

8:00 AM-9:00 AM ROOM: 029B • SESSION: 56

► Examining the Relationship Between School-Wide Positive Behavior Supports and High School Dropout

TOPIC AREA: Research

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Presentation with Q&A

We describe research examining the relationship between implementation of SWPBIS and dropout, academic, attendance, and behavior outcomes across a sample of 883 high schools. Evidence suggests positive relationships between SWPBIS implementation and outcomes for high schools that implement with fidelity.

LEADER(S): Jennifer Freeman, University of Connecticut, Storrs, CT

PRESENTER(S): Laura Kern, University of Connecticut, Storrs, CT; Yan Wei, University of Connecticut, Storrs, CT

8:00 AM-9:00 AM ROOM: 032B • SESSION: 57

► Program Chair – Town Hall Meeting: Funding Special Education Research in Challenging Times

TOPIC AREA: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Town Hall

Today's special education researchers seek funding for their important work in a challenging climate. We will address audience questions about the current funding climate for special education research and strategies for connecting with colleagues around the country to create successful applications. Participants may submit questions in advance of the meeting to etalbott@uic.edu and during the event.

LEADER(S): Elizabeth Talbott, University of Illinois, Chicago, IL

PRESENTER(S): David Chard, Southern Methodist University, Dallas, TX; Michael Coyne, University of Connecticut, Storrs, CT; Michael Wehmeyer, University of Kansas, Lawrence, KS; Karrie Shogren, University of Kansas, Lawrence, KS

8:00 AM-9:00 AM ROOM: 028D • SESSION: 58

► Incorporation of RTI Field Experiences Into Preservice Teacher Education**TOPIC AREA:** Response to Intervention (RTI): Multi-Tier System of Supports**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Panel

Teachers are charged with implementing many aspects of RTI, yet many undergraduate teacher preparation programs fail to cover RTI concepts and application. Preservice teachers participated in an RTI fieldwork experience pilot program and reported a significant increase in RTI knowledge post-fieldwork.

LEADER(S): Sarah Vess, High Point University, High Point, NC

8:00 AM-9:00 AM ROOM: 030CD • SESSION: 59

► Strand B, Session 1: Research-Based Practices to Teach Reading and Writing to Secondary Students With Disabilities**TOPIC AREA:** Response to Intervention (RTI): Multi-Tier System of Supports**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Although inclusion is increasing, data indicate students with disabilities experience high rates of failure in these settings. Therefore, use of instructional strategies with the best supporting evidence is critical. You will learn about specific research-based practices for teaching reading and writing skills to secondary students with disabilities.

LEADER(S): Bradley Stevenson, National Secondary Transition TA Center/UNC, Charlotte, NC**PRESENTER(S):** David Test, National Secondary Transition TA Center/UNC, Charlotte, NC; Catherine Fowler, National Secondary Transition TA Center/UNC, Charlotte, NC; Lauren Bethune, National Secondary Transition TA Center/UNC, Charlotte, NC

8:00 AM-9:00 AM ROOM: 031AB • SESSION: 60

► Program Chair – The Good, the Bad, and the Ugly: Challenges and Outcomes From Two Randomized Evaluations of RTI in Preschool**TOPIC AREA:** Response to Intervention (RTI): Multi-Tier System of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

Two significant differences between the organization of preschools and elementary schools represent challenges to the RTI model. This session will focus on these differences as well as some of the consequences of these differences relevant for RTI approaches in preschools.

LEADER(S): Christopher Lonigan, Florida Center for Reading Research, Tallahassee, FL**PRESENTER(S):** Beth Phillips, Florida Center for Reading Research, Tallahassee, FL

8:00 AM-9:00 AM ROOM: 028C • SESSION: 61

► Identifying Effective Positive Behavior Supports for Young Adults Who Are Deafblind**TOPIC AREA:** Visual Impairments**SECONDARY TOPIC:** Communicative Disabilities and Deafness**FORMAT:** Presentation with Q&A

We share findings from a study that examined three elements of positive behavior support: adult use of language, environmental arrangement, and sensory sensitivities and needs. Videos and profile excerpts will demonstrate proactive and reactive strategies applied with 7 young adults who are deaf-blind.

LEADER(S): Susan Bruce, Boston College, Chestnut Hill, MA**PRESENTER(S):** Mary Zatta, Perkins School for the Blind, Watertown, MA

8:00 AM-9:00 AM ROOM: 033A • SESSION: 62

► Strand C, Session 1: Federal Investments in School Climate: Organizing Systems and Practices in Multi-Tiered Frameworks**TOPIC AREA:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Implications of Education Reform Initiatives for Students with Disabilities**FORMAT:** Panel

This session provides an overview on the Department of Education school climate efforts including the School Climate Transformation grants program, the Youth Forum Cities, and other multi-tiered social, emotional, and behavioral efforts. Presenters share examples of how the implementation of multi-tiered frameworks is assisting schools in developing systems and organizing practices to achieve improved outcomes for children with disabilities and their nondisabled peers. The importance of including a focus on school climate in school reform efforts will also be discussed.

LEADER(S): Renee Bradley, OSEP, U.S. Department of Education, Washington, D.C.**PRESENTER(S):** George Sugai, University of Connecticut, Storrs, CT; Jennifer Freeman, University of Connecticut, Storrs, CT; Tim Lewis, University of Missouri, Columbia

8:00 AM-9:00 AM ROOM: 023A • SESSION: 63

► How to Write for EC and TEC**TOPIC AREA:** Professional Development**FORMAT:** Panel

This session provides an overview of the publication guidelines for CEC's publications *Exceptional Children* (a research journal) and *TEACHING Exceptional Children* (a research-to-practice journal). The session, presented by the editors of the journals, will cover the types of articles each journal publishes, the manuscript submission and review process, and checklists which can be used when preparing manuscripts. The session will include break-out Q&A time for each individual journal.

LEADER(S): Tom Scruggs, George Mason University, Fairfax, VA; Margo Mastropieri, George Mason University, Fairfax, VA; Kristin Sayeski, University of Georgia, Athens, GA

8:00 AM-9:00 AM ROOM: 023A • SESSION: 64

EXHIBITOR SHOWCASE SESSION: Building Reading Comprehension with Hi-Lo Books

The majority of students with disabilities struggle with reading. Come learn how hands-on comprehension strategies combined with high-quality leveled books can help all students succeed as readers. Sample fiction and nonfiction books from Saddleback Educational Publishing will be given to all participants.

LEADER(S): *Jill Haney, Saddleback Educational Publishing, Costa Mesa, CA; Claudia Rinaldi, Lasell College, Newton, MA*

8:00 AM-8:45 AM ROOM: POSTER 01, EXPO HALL F SESSION: 65

Choosing Accommodations for Assessments Based on Common Core State Standards

TOPIC AREA: Accountability & Large Scale Assessments

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

If your state has assessments based on Common Core State Standards, this session is for you! Learn about a 5-step decision-making process for choosing accommodations for instruction and assessment. This session will feature case examples using released test items. Participants will take away practical tools.

LEADER(S): *Laurene Christensen, National Center on Educational Outcomes, UMN, Minneapolis, MN*

PRESENTER(S): *Vitaliy Shyyan, National Center on Educational Outcomes/UMN, Minneapolis, MN*

8:00 AM-8:45 AM ROOM: POSTER 02, EXPO HALL F SESSION: 66

Rural Elementary Principals' Conceptualization of Least Restrictive Environment (LRE)

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Principals as LEA representatives serve an essential role in enhancing LRE placements for students with disabilities. Learn key factors that influence educational placement decisions, examine the specific needs for professional development opportunities, and acquire effective educational practices to implement in inclusive settings.

LEADER(S): *Erica Moore, Lock Haven University, Lock Haven, PA*

PRESENTER(S): *Jonathan Stout, Lock Haven University, Lock Haven, PA*

8:00 AM-8:45 AM ROOM: POSTER 03, EXPO HALL F SESSION: 67

Drama's Influence on Narratives of Students With Language-Based LD in Inclusive Classrooms

TOPIC AREA: Arts in Special Education

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We describe narrative language competence of students with LD in inclusive elementary classrooms across business-as-usual and dramatic arts lessons. Findings are presented on associations between context and students' narrative competence. Implications for practice and research are shared.

LEADER(S): *Alida Anderson, American University, Washington, D.C.*

PRESENTER(S): *Katherine Berry, The George Washington University, Washington, D.C.*

8:00 AM-8:45 AM ROOM: POSTER 04, EXPO HALL F SESSION: 68

The Use of Tableau to Increase the On-Task Behavior of Students With Language-Based Learning Disabilities

TOPIC AREA: Arts in Special Education

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Learn about study conducted to investigate the use of tableau, a drama strategy to increase the on-task behavior of students with LD in inclusive language arts classrooms. Details of the study, results, and implications for future research are shared.

LEADER(S): *Katherine Berry, The George Washington University, Washington, D.C.*

PRESENTER(S): *Alida Anderson, American University, Washington, D.C.; Jennifer Frey, George Washington University, Washington, D.C.*

8:00 AM-8:45 AM ROOM: POSTER 05, EXPO HALL F SESSION: 69

A Comparative Study of United States and Saudi Arabia: Teachers' Attitudes Towards Children With Autism

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: International Programs/Services

FORMAT: Poster Session

This study compared general and special education teachers' attitudes in two educational settings, the U.S. and Saudi Arabia. Results will demonstrate a better understanding of teachers' attitude towards children with autism.

LEADER(S): *Abdulrahman Alamri, University of North Texas, Denton, TX*

8:00 AM-8:45 AM ROOM: POSTER 06, EXPO HALL F
SESSION: 70

► Analyzing the Effectiveness of First-Grade RTI: Focus on Students With ASD

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

This session describes reading growth for a subset of students with ASD who participated in a larger randomized control experiment examining two Response to Intervention models. Students with ASD had weaker initial skills but showed steeper growth when they received immediate intervention. (961)

LEADER(S): Brandy Gatlin, Florida Center for Reading Research/FSU, Tallahassee, FL

PRESENTER(S): Stephanie Al Otaiba, Southern Methodist University, Dallas, TX; Kelly Whalon, Florida State University, Tallahassee, FL; Jeanne Wanzek, Florida State University, Tallahassee, FL

8:00 AM-8:45 AM ROOM: POSTER 07, EXPO HALL F
SESSION: 71

► Mobile Technology for Children With ASD in Social, Language, and Academic Domains

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We provide a comprehensive review of the literature on the use of mobile phone technology to deliver interventions to support the communication, social development, and academic skills needs of individuals with ASD. Implications for practitioners and researchers, along with potential areas for future research, will be discussed.

LEADER(S): Kristie Asaro-Saddler, University at Albany, New York, NY

PRESENTER(S): Diana Akhmedjanova, University at Albany, Albany, NY

8:00 AM-8:45 AM ROOM: POSTER 08, EXPO HALL F
SESSION: 72

► Teacher Efficacy Among Chinese Special Education Teachers Working With Students With Autism

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

We explore teacher efficacy among Chinese special education teachers who work with students with autism in China. A survey of 134 teachers examined the level of teacher efficacy and how it relates to burnout symptoms. Results will be shared.

LEADER(S): Dorothy Zhang, George Mason University, Fairfax, VA

PRESENTER(S): David Lojkovic, George Mason University, Fairfax, VA

8:00 AM-8:45 AM ROOM: POSTER 09, EXPO HALL F
SESSION: 73

► Employment Outcomes for Students With Autism: An Examination of Causal Relationships

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

Students with autism often experience challenges in transitioning to postsecondary employment. We present findings from a secondary analysis of variables from the NLTS-2 database concerning general employment, and examine and identify the causal effects of predictive factors through Structural Equation Modeling. Implications of effective practices to promote employment outcomes are shared.

LEADER(S): Song Ju, University of Cincinnati, Cincinnati, OH

8:00 AM-8:45 AM ROOM: POSTER 10, EXPO HALL F
SESSION: 74

► What's Next? A Postsecondary Transition Program Case Study

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

An adult transition program for students with IDD provides functional skills training to support successful transition to adulthood. You will learn about evidence-based transition practices utilized in the program, the importance of interagency collaboration, and the foundation for building a successful transition program for adult students with IDD.

LEADER(S): Nicole Park, Lewisville ISD, Lewisville, TX

PRESENTER(S): Michelle Hooston, Hurst-Euless-Bedford Independent School District, Grand Prairie, TX

8:00 AM-8:45 AM ROOM: POSTER 14, EXPO HALL F
SESSION: 75

► Functional Behavior Assessment: Increasing Teacher Candidates' Self-Efficacy in Managing Behavior

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

We discuss functional behavior assessment as an effective strategy in increasing preservice general education teachers' self-efficacy in classroom behavior management. Learn how this identification will allow for less teacher burn out and stronger academic outcomes of the students in the classroom.

LEADER(S): Tonya Trepinski, Texas A&M International, Laredo, TX

8:00 AM-8:45 AM ROOM: POSTER 15, EXPO HALL F
SESSION: 76

► Implementing Inclusive Practices: A Three-Stage Model

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

As teachers and schools move towards inclusive practices, inclusion specialists must have a vision of, and toolbox for, effective inclusive practices. Learn about research-based tools for implementing effective inclusive education using a three-stage model. Key strategies are shared for each stage.

LEADER(S): Jennifer Kurth, University of Kansas, Lawrence, KS

PRESENTER(S): Megan Gross, Del Norte High School/Poway Unified School Dist., San Diego, CA

8:00 AM-8:45 AM ROOM: POSTER 20, EXPO HALL F
SESSION: 77

► Discussion Guidelines on Parent-Child Shared Book Reading: A Focus on Math and Science Standards

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Science, Technology, Engineering and Math (STEM)

FORMAT: Poster Session

Shared book reading is considered one of the most important activities that parents engage in with their children. In this study, 20 parent-child dyads audio-taped their conversations during shared book reading. The findings and implications for future research and practice are discussed.

LEADER(S): Hyejin Park, University of Illinois, Urbana-Champaign, IL

8:00 AM-8:45 AM ROOM: POSTER 23, EXPO HALL F
SESSION: 78

► School-Based Intervention Strategies to Meet the Mental Health Needs of Children and Adolescents

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

Because most children attend schools, they are the logical place for the delivery of mental health services. We provide an overview of mental health needs in the U.S. and abroad, discuss frameworks for developing school-based services, and provide recommended resources.

LEADER(S): Mary Estes, University of North Texas, Denton, TX

PRESENTER(S): Lyndal M. Bullock, University of North Texas, Denton, TX; Staci Zolkoski, University of North Texas, Denton, TX

8:00 AM-8:45 AM ROOM: POSTER 21, EXPO HALL F
SESSION: 79

► Special Education at International Schools: Current Services and Future Needs

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Educators from International Schools located in Latin America, Asia, and Europe were surveyed about the demand for and availability of services for students with special needs, and their knowledge of EBPs for students with ASD. Implications for international special education programs and PD are discussed.

LEADER(S): Donna Campbell, Webster University, St. Louis, MO

8:00 AM-8:45 AM ROOM: POSTER 18, EXPO HALL F
SESSION: 80

► Google Lit Trips: An Engagement Tool for Students With Disabilities

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

Learn about preservice teachers' response to the Google Lit Trips tool. After instruction, preservice teachers understood the value of using this tool with students with disabilities.

LEADER(S): Leah Herner-Patnode, The Ohio State University at Lima, Lima, OH

8:00 AM-8:45 AM ROOM: POSTER 13, EXPO HALL F
SESSION: 81

► Academic Language Instruction: Improving Teaching Quality Through Coaching and Video Self-Reflection

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

Learn the results of a study of preservice special education teacher training focused on academic language development in the context of social studies instruction. We describe the impact of a PD model that combined coaching and video-reflection on teaching quality and students' oral and written language.

LEADER(S): Anna Osipova, California State University, Los Angeles, CA

PRESENTER(S): Diane Haager, California State University, Los Angeles, CA; Janet Hyunh, Frostig Center, Pasadena, CA; Marianne Manuel, California State University, Los Angeles, CA

8:00 AM-8:45 AM ROOM: POSTER 26, EXPO HALL F
SESSION: 82

► Designing Home-Based Activities That Work for Families of Young Children

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

To increase family involvement, we developed activities to be performed at home for families of preschoolers. We describe the process of developing the activities and obtaining feedback from families about their effectiveness, as well as factors professionals can consider in designing activities for families.

LEADER(S): Jean Kang, University of North Carolina, Greensboro, NC

8:00 AM-8:45 AM ROOM: POSTER 16, EXPO HALL F
SESSION: 83

► LEADER: Preparing Culturally Responsive Special Education Faculty

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

We describe the development of culturally competent special educators in a combined rural distance education and in residence doctoral program. Learn how this program prepares students to become highly qualified special education faculty in the areas of teaching, research, technology, and CLD.

LEADER(S): Patricia Peterson, Northern Arizona University, Flagstaff, AZ

8:00 AM-8:45 AM ROOM: POSTER 17, EXPO HALL F
SESSION: 84

► Exploring Feedback Mechanisms for Preservice Teachers' Lesson Plans

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Written lesson plans are a standard requirement in teacher-training programs, but there is limited information about reviewing and assessing these documents. Our Scholarship of Teaching and Learning project compared written and oral feedback for graduate students preparing to be teachers.

LEADER(S): Uma Soman, Vanderbilt University, Nashville, TN

8:00 AM-8:45 AM ROOM: POSTER 24, EXPO HALL F
SESSION: 85

► Curriculum-Based Measures for Beginning Writers: Results and Implications for Practice

TOPIC AREA: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This session will present findings from a screening study using CBMs developed specifically to provide information on students overall writing performance and to supplement diagnostic writing assessment. Results are discussed.

LEADER(S): Erica Lembke, University of Missouri, Columbia, MO

PRESENTER(S): Carol Garman, University of Missouri, Columbia, MO; Kim Moore, University of Missouri, Columbia, MO; Abigail Carlisle, University of Missouri, Columbia, MO

8:00 AM-8:45 AM ROOM: POSTER 25, EXPO HALL F
SESSION: 86

► The High School Writing Dilemma: Current Research to Practice

TOPIC AREA: Research

SECONDARY TOPIC: Research

FORMAT: Poster Session

Teaching secondary students writing skills to proficiency to meet graduation requirements is a challenge for many English teachers. We review current writing investigations and discuss possibilities for future work as well implications for practice.

LEADER(S): Patricia Leins, George Mason University, Fairfax, VA

PRESENTER(S): Yojanna Cuenca-Carlino, Illinois State University, Normal, IL; Laura Jacobson, Central Connecticut State University, New Britain, CT; Sharlene Kihara, University of Utah, Salt Lake City, UT

8:00 AM-8:45 AM ROOM: POSTER 22, EXPO HALL F
SESSION: 87

► Efficacy of Response to Intervention Outcomes in Middle and High School: A Meta-Analysis

TOPIC AREA: Response to Intervention (RTI): Multi-Tier System of Supports

SECONDARY TOPIC: Research

FORMAT: Poster Session

Questions continue to surround the efficacy of RTI in secondary schools. Findings from a comprehensive meta-analysis of empirical studies between 2001-2013 that have examined middle and high school RTI outcomes are shared. Methodology used to analyze single-case and group design effect sizes are presented.

LEADER(S): Wendy Pharr, Northeastern University, Broken Arrow, OK

8:00 AM-8:45 AM ROOM: POSTER 19, EXPO HALL F
SESSION: 88

► Crusin' Through Math, Again

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We share the performance results of an inclusive comprehensive middle school math through algebra 1 review for special education students who access the general education curriculum. Standards-based concepts are reviewed and results, instructional strategies, and planning tools are presented.

LEADER(S): Clara Hauth, Marymount University, Arlington, VA

8:00 AM-8:45 AM ROOM: POSTER 12, EXPO HALL F
SESSION: 89

► Training Preservice Teachers How to Write IEPs Using Collaborative Group Experiences

TOPIC AREA: Strategies for Entry to the Special Education Career

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This session will describe how to use identified collaborative group experiences to train preservice teachers how to write an individualized education program (IEP). We will discuss the process used to teach this skill to preservice teachers and provide examples of students' projects.

LEADER(S): Amanda Hilsmier, Samford University, Birmingham, AL

PRESENTER(S): David Finn, Samford University, Birmingham, AL

8:00 AM-8:45 AM ROOM: POSTER 11, EXPO HALL F
SESSION: 90

► Video Prompting to Teach Students With Intellectual Disabilities Cell Phone Skills

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

Communication is considered vital by young people for inclusion, personal identity, and social interaction. Students with ID have the same need and desire for digital skills as their peers without disabilities. Learn how video prompting can teach students with ID navigating skills to use a cell phone.

LEADER(S): Allenda Zionch, University of Nevada, Las Vegas, NV

★ CASE SHOWCASE ★

90 Tips in 120 Minutes

9:15 AM-11:15 AM • ROOM: 031AB • SESSION: 93

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Public Policy

FORMAT: Panel

This fast-paced session provides participants with 90 practical tips on all things legal in the field of special education. Topics covered will include child-find/identification, evaluation, eligibility, IEP/placement, procedural safeguards, discipline, extended school year, Section 504, and more.

LEADER(S): Julie Weatherly, Resolutions in Special Education, Inc., Mobile, AL

★ DADD SHOWCASE ★

Intellectual Disability: Connecting a Retrospective to Current and Future Practices

9:15 AM-11:15 AM • ROOM: 028AB • SESSION: 94

TOPIC AREA: Intellectual Disabilities

FORMAT: Panel

Leaders in the field provide historical perspectives of intellectual disabilities, focusing on current research-based and promising practices.

LEADER(S): Dianne Zager, Pace University, New York, NY

PRESENTER(S): James Patton, University of Texas, Austin, TX; Tom Smith, University of Arkansas, Fayetteville, AK; J. David Smith, Virginia Commonwealth University, Richmond, VA; Robert Stodden, University of Hawaii at Manoa, Honolulu, HI; Michael Wehmeyer, University of Kansas, Lawrence, KS



9:15 AM-11:15 AM ROOM: 033C • SESSION: 95

► SPECIAL FOCUS: Creating Safe School Environments Through Collaboration: Working Together Saves Lives!

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Presentation with Q&A

Join us and hear both myths and truths about school violence. We use real stories to demonstrate the value of collaborative teams when addressing behavioral concerns and violence in schools. Learn how a continuum of responses aim to prevent violence in schools and communities through early intervention and collaboration.

LEADER(S): Anne Sloboda, University of Saskatchewan, Saskatoon, Canada

9:15 AM-10:45 AM ROOM: 032B • SESSION: 96

► Town Hall Meeting – A Call for Agents of Social Change: Will We ReALLY Accept?

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Town Hall

In light of recent, highly publicized and emotionally charged incidents regarding youth of color, what roles can teacher educators, teachers, schools, communities, and CEC play in changing mindsets? Join us at this town hall meeting as we seek to address this topic through honest and meaningful dialogue focused on making positive change with an emphasis on the role professional organizations can play in this endeavor.

LEADER(S): Raquel Gonzales, California State University, Sacramento, CA

PRESENTER(S): Patricia Alvarez McHatton, University of Missouri, Kansas City, MO; Beverley Argus Calvo, University of Texas, El Paso, TX; Rose Matuszny, Appalachian State University, Boone, NC; Theodore Pikes, North Carolina Central University, Durham, NC; Mickie Wong-Lo, Northeastern Illinois University, Chicago, IL



9:15 AM-10:15 AM ROOM: 033A • SESSION: 97

► Strand C, Session 2: Innovation and Improvement Tools, Training, and Resources: Instant Access Free of Charge

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Administration/Supervisions

FORMAT: Presentation with Q&A

This session is a not-to-miss resource-packed demonstration of tools, training modules, and resources from OSEP-supported projects. All are available online, instant access, and for no fee. The session is designed for practitioners and leaders at the school and district level and those involved in teacher training and professional development. You will learn about resources that have been used effectively to improve classroom and district practice as well as to improve the quality of teacher training and professional development programs.

LEADER(S): Renee Bradley, OSEP, U.S. Department of Education, Washington, D.C.

PRESENTER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, D.C.

9:15 AM-10:15 AM ROOM: 22 • SESSION: 98

► Teacher Experiences When Using NCSC Materials With Students Who Take the AA-AAS

TOPIC AREA: Accountability & Large Scale Assessments

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Presentation with Q&A

It is important that classroom instruction have a clear link to the alternate assessment. Materials have been developed by NCSC that support teachers in instruction that is aligned with the CCSS and the NCSC AA-AAS. Teachers who have piloted these materials will share their experiences.

LEADER(S): Angel Lee, University of North Carolina, Charlotte, NC

PRESENTER(S): Cynthia Roller, Arizona Department of Education, Phoenix, AZ; Nicole Eads, Butte County Office of Education, Chico, CA

★ CEDS SHOWCASE ★

Procedures AND Concepts: New Developments in Algebra Progress Monitoring

9:15 AM-10:15 AM • ROOM: 025B • SESSION: 99

TOPIC AREA: Assessment**SECONDARY TOPIC:** Science, Technology, Engineering and Math (STEM)**FORMAT:** Presentation with Q&A

The presenters share data from an IES-funded project to develop and refine multiple types of algebra progress monitoring measures. Reliability, validity, and growth data for the measures is presented for students in three states. Student work is used to derive instructional implications from both types of measures.

LEADER(S): Anne Foegen, Iowa State University, Ames, IA**PRESENTER(S):** William DeLeeuw, University of Missouri, Columbia, MO; Vincent Genareo, Iowa State University, Ames, IA

★ DCDT SHOWCASE ★

Transition Planning and Self-Determination for Positive Postschool Outcomes of Students With ID

9:15 AM-10:15 AM • ROOM: 029D • SESSION: 100

TOPIC AREA: Career Development/Transition**SECONDARY TOPIC:** Intellectual Disabilities**FORMAT:** Presentation with Q&A

This session includes three separate studies of SEELS and/or NLTS2 datasets that describe factors associated with self-determination, characteristics of student transition plans and school transition programs, and parent expectations and involvement related to transition planning that may lead to positive postschool outcomes for students with ID.

LEADER(S): Christopher Sanford, SRI International, Menlo Park, CA**PRESENTER(S):** Renee Cameto, SRI International, Menlo Park, CA; Karrie Shogren, University of Kansas, Lawrence, KS

9:15 AM-10:15 AM

ROOM: 028E • SESSION: 101

► Bridging Bilingual and Special Education: Opportunities for Transformative Change in Teacher Preparation**TOPIC AREA:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

In this session, we highlight Acquisition of Language Skills and Academic Literacy (ALAS), a teacher education project that addresses bi-literacy and special education teacher preparation. ALAS was designed to respond to California's need for bilingual special education teachers.

LEADER(S): Regina Brandon, San Diego State University, San Diego, CA**PRESENTER(S):** Alberto Ochoa, Parent Institute of Quality Education (PIQE), National City, CA; Karen Cadiero-Kaplan, San Diego State University, San Diego, CA

9:15 AM-10:15 AM

ROOM: 029A • SESSION: 102

► Bridging Research and Practice: Implementing Universally Designed STEM Curriculum**TOPIC AREA:** Early Childhood**SECONDARY TOPIC:** Science, Technology, Engineering and Math (STEM)**FORMAT:** Presentation with Q&A

EC teachers will learn to implement UDL in every classroom, especially the STEM-related curriculum. We share data collected and conclusions reached from research investigating the impact of UDL STEM curriculum units on the concept acquisition and language complexity of at-risk preschoolers.

LEADER(S): Christine Fryer, Marywood University, Scranton, PA**PRESENTER(S):** Michelle Gonzalez, Marywood University, Scranton, PA

9:15 AM-10:15 AM

ROOM: 030AB • SESSION: 103

► Strand A, Session 2: Practical Solutions: Using Intensive Intervention to Improve Behavioral Outcomes for Struggling Students**TOPIC AREA:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Instructional Design and Strategies**FORMAT:** Demonstration

Challenging behavior rarely occurs in isolation; it often coexists with academic problems. Interventionists must carefully select and implement behavior interventions while also considering function, context, and feasibility. We will share tools, resources, and lessons learned from the field to support students with intensive behavior needs.

LEADER(S): Gail Chan, National Center on Intensive Intervention at AIR, Washington, D.C.**PRESENTER(S):** Daniel Maggin, University of Illinois, Chicago, IL; Joseph Wehby, Vanderbilt University, Nashville, TN; Rod Teeple, Grand Haven Area Public Schools, Grand Haven, MI

9:15 AM-10:15 AM ROOM: 026A • SESSION: 104

► Legal Issues of Identifying and Serving Twice Exceptional Gifted Learners

TOPIC AREA: Gifted and Talented

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&A

What is the legal basis for our shared belief that schools must serve gifted students who have concomitant disabilities? The presenters share their expertise in working to ensure that twice exceptional learners have appropriate support for gifted and general education.

LEADER(S): Richard Weinfeld, Weinfeld Education Group, Silver Spring, MD

PRESENTER(S): Michael Eig, Michael J. Eig and Associates, Chevy Chase, MD; Paula Rosenstock, Michael J. Eig and Associates, Chevy Chase, MD

9:15 AM-10:15 AM ROOM: 029C • SESSION: 105

► Advancing Gifted Students' Vocabulary and Communication Skills: Promoting Increased Achievement and Engagement

TOPIC AREA: Gifted and Talented

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Demonstration

Learn evidence-based strategies and ideas to help gifted students increase their vocabulary and communication skills, develop higher level thinking skills, and achieve advanced levels of academic proficiency and inquiry to make students more effective thinkers, communicators, and inquirers.

LEADER(S): Donna Knoell, Educational Consultant, Shawnee Mission, KS

9:15 AM-10:15 AM ROOM: 025C • SESSION: 106

► Bulgarian Inclusive Education: A Case Study of Partnership, Development, and Implementation

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Panel

This study investigated the partnership between the Center for Inclusive Education in Bulgaria and the University of Washington to investigate, develop, facilitate, and evaluate the implementation of inclusive education at pilot elementary schools. We will share the results of the partnership study.

LEADER(S): Douglas Cheney, University of Washington, Seattle, WA

PRESENTER(S): Colin Gasamis, University of Washington, Seattle, WA; Jacob Hackett, University of Washington, Seattle, WA; Iva Boneva, Center for Inclusive Education, Sofia, Bulgaria; Lilia Krasteva, Center for Inclusive Education, Sofia, Bulgaria

9:15 AM-10:15 AM ROOM: 032A • SESSION: 107

► A Framework for Efficiently Identifying Research-Based Practices for Students With LD

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Demonstration

The complexity and growing number of resources that identify effective instructional practices can be difficult for practitioners to navigate. We identify and summarize web-based resources and research-based practices for students with learning disabilities at each level of the evidence pyramid.

LEADER(S): Bryan Cook, University of Hawaii at Manoa, Honolulu, HI

PRESENTER(S): Leslie Novosel, University of Hawaii at Manoa, Honolulu, HI

9:15 AM-10:15 AM ROOM: 027B • SESSION: 108

► Natural Supports: Siblings of Students With Intellectual and Developmental Disabilities

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Presentation with Q&A

Siblings provide a continuum of support for people with disabilities throughout their lives. This study describes the sibling relationship from 93 siblings who have a brother/sister with IDD, including sibling roles, advocacy, and special considerations. Implications are shared for families and professionals.

LEADER(S): Sarah Hall, Ashland University, Columbus Center, Columbus, OH

PRESENTER(S): Zachary Rossetti, Boston University, Boston, MA

9:15 AM-10:15 AM ROOM: 030E • SESSION: 109

► For Faculty: Tools and Resources From the IRIS Center

TOPIC AREA: Personnel Preparation

FORMAT: Demonstration

Faculty members interested in using online tools and resources about EBPS are invited to take part in this session led by members of our OSEP-funded Center. Our new Sample Syllabi Collection, Coursework Planning Forms, Evidence-Based Practice Summaries, and Tips for using our resources are highlighted.

LEADER(S): Naomi Tyler, The IRIS Center, Nashville, TN

PRESENTER(S): Deb Smith, The IRIS Center, Claremont, CA; Sue Robb, The IRIS Center for Training Enhancement, Claremont, CA; Sara Werner Juarez, Claremont Graduate University, Claremont, CA; Taryn VanderPyl, The IRIS Center, Nashville, TN

9:15 AM-10:15 AM ROOM: 025A • SESSION: 110

► An Intellectual History of Delinquency**TOPIC AREA:** Pioneers/Historical Perspectives**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

The word 'delinquency' most often applied to a most vulnerable population: troubled youth. Practitioners and researchers will leave this session with a deeper understanding of the history of the term as well as practical solutions for moving forward in working with troubled youth in a positive, supportive, and inclusive manner.

LEADER(S): Adam Jordan, University of North Georgia, Dahlonega, GA

PRESENTER(S): Matthew Miller, University of North Carolina, Chapel Hill, NC; Cristina Washell, University of North Georgia, Dahlonega, GA; Amy Williams, University of North Georgia, Dahlonega, GA

9:15 AM-10:15 AM ROOM: 029B • SESSION: 111

► Measuring Implementation Fidelity in a Tier 2 Intervention: Variations in the Student-Teacher Dyad**TOPIC AREA:** Research**SECONDARY TOPIC:** Response to Intervention (RTI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

This study examined implementation fidelity of early elementary teachers at low-wealth rural schools who participated in the Targeted Reading Intervention. We share the findings that revealed that variation in intervention exposure was generally a function of the teacher-student dyad.

LEADER(S): Mary Bratsch-Hines, University of North Carolina, Chapel Hill, NC

PRESENTER(S): Lynne Vernon-Feagans, University of North Carolina, Chapel Hill, NC

9:15 AM-10:15 AM ROOM: 028D • SESSION: 112

► Aligning a Multi-Tier Framework for Students With Mathematics Difficulty**TOPIC AREA:** Response to Intervention (RTI): Multi-Tier System of Supports**SECONDARY TOPIC:** Science, Technology, Engineering and Math (STEM)**FORMAT:** Presentation with Q&A

We describe a multi-tier framework addressing 2nd-grade students at-risk for mathematics difficulty. Students received aligned Tier 1 whole-class instruction and Tier 2 small-group tutoring on number combinations and computation. A randomized control trial demonstrated the effectiveness of this multi-tier prevention system.

LEADER(S): Sarah Powell, University of Texas, Austin, TX

PRESENTER(S): Lynn Fuchs, Vanderbilt University, Nashville, TN

9:15 AM-10:15 AM ROOM: 030CD • SESSION: 113

► Strand B, Session 2: Research-Based Practices to Teach Science and Social Studies to Students With Disabilities**TOPIC AREA:** Response to Intervention (RTI): Multi-Tier System of Supports**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Although inclusion is increasing, data indicate students with disabilities experience high rates of failure in these settings. Therefore, use of instructional strategies with the best supporting evidence is critical. You will learn about specific research-based practices for teaching science and social studies to secondary students with disabilities.

LEADER(S): Lauren Bethune, National Secondary Transition TA Center/UNC, Charlotte, NC

PRESENTER(S): David Test, National Secondary Transition TA Center/UNC, Charlotte, NC; Catherine Fowler, National Secondary Transition TA Center/UNC, Charlotte, NC; Bradley Stevenson, National Secondary Transition TA Center/UNC, Charlotte, NC

9:15 AM-10:15 AM ROOM: 033B • SESSION: 114

► Strand D, Session 1: Educating CLD Students Through a Culturally Responsive RTI Framework**TOPIC AREA:** Response to Intervention (RTI): Multi-Tier System of Supports**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

We describe the RTI Effectiveness Model for ELLs (REME) Project, designed to develop and implement a CLD responsive RTI model in a school district. Learn about the REME RTI model and issues related to distinguishing between language acquisition and LD with students experiencing ongoing learning challenges.

LEADER(S): Diane Haager, California State University, Los Angeles, CA

PRESENTER(S): John Hoover, University of Colorado, Boulder, CO; Lucinda Soltero-Gonzalez, University of Colorado, Boulder, CO; Amy Eppolito, University of Colorado, Boulder, CO

9:15 AM-10:15 AM ROOM: 026B • SESSION: 115

► The Impact of Schema-Based Mathematics Instruction in a Tier-2 Setting

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Demonstration

Students who struggle in mathematics often struggle in the area of solving word problems. We focus on the effects of schema-based instruction to teach addition and subtraction word problems to students in a Tier-2 setting. Strategies and activities that address problem solving in the CCSS are explored.

LEADER(S): Amy Lingo, University of Louisville, Louisville, KY

PRESENTER(S): Kristin Harbour, University of Louisville, Louisville, KY; Karen Karp, University of Louisville, Louisville, KY

9:15 AM-10:15 AM ROOM: 031C • SESSION: 116

► K-12 Online Learning and Its Alignment to Universal Design for Learning

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We examine 6 online curriculums used by 90% of all K-12 online schools and discuss their alignment to the UDL principles, guidelines, and checkpoints. Learn about the lessons reviewed, the tool used, and the findings from the analysis. Gain access to the UDL Scan Tool and learn how to use it for your district, classroom, or related needs. K-12 online content is featured to expand application.

LEADER(S): Sean Smith, University of Kansas, Lawrence, KS

★ DVIDB SHOWCASE ★

Going Into Their World First: The Brain, the Body, and Communication

9:15 AM-10:15 AM • ROOM: 028C • SESSION: 117

TOPIC AREA: Visual Impairments

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Presentation with Q&A

We discuss the combination of communication development, sensory channels, preferences, and aspects of the environment to understand of the student's individualized means of processing and accessing information. Data collected from this approach overcomes the inadequacies of standardized assessments for students with severe disabilities and/or deaf-blindness.

LEADER(S): Mark Campano, Delaware Deaf-Blind Project, Newark, DE

9:15 AM-10:15 AM ROOM: 023A • SESSION: 118

► EXHIBITOR SHOWCASE SESSION: Reading Is a Superpower!

Discover the educational value of graphic novels and how to engage all students, including reluctant and challenged readers and English language learners, in hands-on, project-based comic book learning. Find out how comic books can be used to address character education, English language arts, STEM, and visual and performing arts.

LEADER(S): Tamarie Tigh, ABDO, Edina, MN

9:15 AM-10:15 AM ROOM: 023B • SESSION: 119

► EXHIBITOR SHOWCASE SESSION: Solutions to Common Misbehavior: Interventions That Work

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 function-based intervention plans. Both include forms, charts, and other tools for quick implementation.

LEADER(S): Randall Sprick, Safe and Civil Schools, Eugene, OR

9:15 AM-10:15 AM ROOM: 023C • SESSION: 120

► EXHIBITOR SHOWCASE SESSION: Game Changing Resources for Teachers and other Professionals of Deaf and Hard of Hearing Children

This session will share current online, print and staff resources designed to support teachers and other professionals working with deaf/hard of hearing children, birth to 21 years. The Laurent Clerc National Deaf Education Center also has recently developed new learning modules, educational interpreting materials and other resources.

LEADER(S): Bridgetta Bourne-Firl, California School for the Deaf, Fremont, CA

PRESENTER(S): Matthew Rider, Laurent Clerc National Deaf Education Center, Washington, D.C.

9:15 AM-10:15 AM ROOM: 024A • SESSION: 121

► EXHIBITOR SHOWCASE SESSION: Accelerating Early Literacy and Mathematics Learning with Evidence-based, Multi-tiered Interventions

The purpose of this session is to help educators, building and district administrators become savvy (i.e., research informed) consumers of intervention programs designed for students who struggle to meet grade-level expectations in reading and mathematics. CTL authors will present curriculum and interventions offered through the University of Oregon CTL Marketplace.

LEADER(S): Edward Kame'enui, University of Oregon, Eugene, OR; Jean Louise Smith, University of Oregon, Eugene, OR

9:15 AM-10:00 AM ROOM: POSTER 01, EXPO HALL F
SESSION: 125

► Addressing Resistance to Change

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Administrators charged with implementing mandated change may encounter understandable resistance from teachers. Proceeding from an appreciation that resistance is a natural and potentially helpful in the first stage in the change process, we will consider different sources of resistance and explore strategies for addressing each.

LEADER(S): *Jan Stivers, Marist College, Poughkeepsie, NY*

9:15 AM-10:00 AM ROOM: POSTER 02, EXPO HALL F
SESSION: 126

► CBM for Written Language: Examining Technical Adequacy for Postsecondary Students With DD

TOPIC AREA: Assessment

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

Increasing opportunity for students with DD to obtain postsecondary education has led to the necessity of providing students with targeted academic instruction. To be effective, instruction should be informed by assessment--CBM is one such tool. Learn to evaluate the technical adequacy of CBM for written language.

LEADER(S): *Jeremy Ford, University of Iowa, Iowa City, IA*

PRESENTER(S): *Erica Kaldenberg, University of Iowa, Iowa City, IA*

9:15 AM-10:00 AM ROOM: POSTER 26, EXPO HALL F
SESSION: 127

► Pre-Vocational Training: When Should I Start and Who Can Help Me?

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Pre-vocational planning and preparation is a current need for today's educators, yet many do not have an idea where to start, what the program should look, and who can help. Come and learn about implementing a pre-vocational skills program in your own school and take home recommendations to prepare all students for success in a variety of vocational environments.

LEADER(S): *Robyn Chu, Webwise Education, Los Angeles, CA*

PRESENTER(S): *Angie Mahoney, Framingham, MA*

9:15 AM-10:00 AM ROOM: POSTER 08, EXPO HALL F
SESSION: 128

► Co-Teaching Playbook: A Visible Plan for Teachers With Limited Planning Time

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Learn how co-teachers can maximize planning time by using instructional 'playbooks.' A playbook shows the opening, activities, and closing of a lesson enabling co-teachers to consider the purpose of instruction, time, and modifications needed to ensure that all students meet the instructional expectations in a glance.

LEADER(S): *Rhonda Bondie, Fordham University, New York, NY*

PRESENTER(S): *Elizabeth Cramer, Florida International University, Miami, FL*

9:15 AM-10:00 AM ROOM: POSTER 09, EXPO HALL F
SESSION: 129

► Creating a Culture of Collaboration

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

We provide insight into establishing a collaborative culture within an organization. The essential elements of collaboration, the challenges that organizations face when trying to implement collaborative teamwork, as well as the steps to overcome those challenges will be discussed.

LEADER(S): *Stephen Hernandez, Hofstra University, Hempstead, NY*

9:15 AM-10:00 AM ROOM: POSTER 05, EXPO HALL F
SESSION: 130

► A Look at Attitudes Toward Stuttering in Schools

TOPIC AREA: Communicative Disabilities and Deafness

SECONDARY TOPIC: Research

FORMAT: Poster Session

Negative perceptions of stuttering exist in schools but the picture is incomplete. We examined perceptions of stuttering in school personnel and will share the results indicating sensitivity toward stuttering, misinformation about the disorder, and a belief in the stuttering stereotype.

LEADER(S): *Ann Beste-Guldborg, Minot State University, Minot, ND*

9:15 AM-10:00 AM ROOM: POSTER 12, EXPO HALL F
SESSION: 131

► American Indian Students in Special Education: Disciplinary Referrals and Administrative Outcomes

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

The office discipline referral patterns of American Indian students in special education were analyzed and compared to the disciplinary patterns of all other students in special education. Results of the study and recommendations for improved outcomes will be provided.

LEADER(S): Denise Whitford, California State University, Chico, CA

9:15 AM-10:00 AM ROOM: POSTER 13, EXPO HALL F
SESSION: 132

► Asian Immigrants and Inclusion in the United States: Do They See What We See?

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

We share the results of a survey on perspectives of Asian immigrants toward inclusion in the U.S. and the influence their countries' cultures had on their perspectives of disabilities and inclusive education. We also explore effective ways to foster partnerships between schools and CLD parents/families.

LEADER(S): Eunjoo Kim, Indiana University Northwest, Gary, IN

PRESENTER(S): Jie Zhang, College at Brockport State University of New York, Brockport, NY

9:15 AM-10:00 AM ROOM: POSTER 16, EXPO HALL F
SESSION: 133

► Exploring Trust Factors Between Head Start and Families of Children With Disabilities

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

Trusting relationships between families and professionals foster conflict resolution and better educational outcomes for children with disabilities. Learn about trust levels between families and a Head Start program utilizing a special education model and factors that strengthen trusting partnerships.

LEADER(S): David Brown, Texas A&M University, Commerce, TX

PRESENTER(S): Donna McCrary, Texas A&M University, Commerce, TX; Beth Jones, Texas A&M University, Commerce, TX

9:15 AM-10:00 AM ROOM: POSTER 21, EXPO HALL F
SESSION: 134

► A Review of the Efficacy of Dialectical Behavior Interventions to Improve Emotion Regulation

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

What are dialectical behavior interventions? Can dialectical behavior interventions improve emotion regulation? We explain dialectical behavior interventions and review the research on the efficacy of dialectical behavior interventions conducted in community and school settings to improve emotion regulation.

LEADER(S): Megan Wilson, University of Washington, Seattle, WA

9:15 AM-10:00 AM ROOM: POSTER 22, EXPO HALL F
SESSION: 135

► Comparison of Repeated/Non-Repeated Readings on Reading Performances of Students With EBD

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

This study used an alternating treatments design to compare the effects of 3 conditions on reading fluency, errors, and comprehension of 4, sixth-grade students with EBD. We will share the results which indicated that repeated readings had the best outcomes.

LEADER(S): Raul Escarpio, Miami Dade College, Miami, FL

9:15 AM-10:00 AM ROOM: POSTER 23, EXPO HALL F
SESSION: 136

► Latin American Teacher's Attitudes and Practices Regarding Preschool Challenging Behaviors

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: International Programs/Services

FORMAT: Poster Session

Challenging behaviors have serious implications on social-emotional development and are associated with subsequent difficulties in school adjustment and success. We explore policies, practices, and teacher's attitudes about children's challenging behavior in 4 countries in Latin America.

LEADER(S): Ruby Batz, University of Oregon & Mis Primeros Anos, Eugene & Antigua Guatemala, OR & Guatemala

PRESENTER(S): Fabiola Acuna, La Protectora, Santiago, Chile; Kay Heo, Chongshin University, Seoul, Republic of Korea; Jane Squires, University of Oregon, Eugene, OR

9:15 AM-10:00 AM ROOM: POSTER 17, EXPO HALL F
SESSION: 137

► Reversing Gifted Underachievement, One Girl at a Time

TOPIC AREA: Gifted and Talented

SECONDARY TOPIC: Research

FORMAT: Poster Session

Although efforts have been employed to identify and reverse underachieving behaviors with gifted students, they have met with limited success. We used an abbreviated FBA model to identify the function of underachieving behaviors in bright females. Learn about the individualized interventions that were created as a result.

LEADER(S): Francie Murry, University of Northern Colorado, Greeley, CO

PRESENTER(S): Jennifer Ritchotte, University of Northern Colorado, Greeley, CO

9:15 AM-10:00 AM ROOM: POSTER 19, EXPO HALL F
SESSION: 138

► Mobile Technology to Improve Digital Communication for Postsecondary Students With Intellectual Disabilities

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

Postsecondary students with ID participated in a digital communication intervention. Targeted skills included sending and receiving text, audio, and video messages. Findings are discussed in the context of teaching the use of technology to students with ID.

LEADER(S): Cate Smith, Appalachian State University, Boone, NC

PRESENTER(S): David Cihak, University of Tennessee, Knoxville, TN; Don McMahon, Washington State University, Pullman, WA; Rachel Wright, University of Tennessee, Knoxville, TN

9:15 AM-10:00 AM ROOM: POSTER 06, EXPO HALL F
SESSION: 139

► Work Environment and Job Opportunities for People With Disabilities in Salvador, Brazil

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

ED and the Brazilian Ministry of Education collaborated on a student interchange to explore work environment and job opportunities for people with disabilities. This session discusses the program and reports on the findings of the service delivery models for people with disabilities in the two nations.

LEADER(S): Bryan Cichy, St. Cloud State University, Minneapolis, MN

9:15 AM-10:00 AM ROOM: POSTER 18, EXPO HALL F
SESSION: 140

► Culturally Responsive Professional Development for Inclusive Education in Rural Malawi

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Arts in Special Education

FORMAT: Poster Session

We share experiences and lessons learned from collaborative work with international disability advocates, music therapists, instructional leaders, and NGO personnel. Learn how we developed and delivered PD programs based in the principles of UDL to general education teachers from 18 schools in Malawi.

LEADER(S): Brooke Blanks, Radford University, Radford, VA

9:15 AM-10:00 AM ROOM: POSTER 15, EXPO HALL F
SESSION: 141

► Effects of Balanced Vocabulary Instruction for Students With Reading Disabilities

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

Balanced Vocabulary Instruction addresses both breadth and depth vocabulary knowledge. We share the results of a study that describes the effects of Balanced Vocabulary Instruction on word learning and sentence-level reading comprehension of students with reading disabilities.

LEADER(S): Sung Hee Lee, Youngstown State University, Youngstown, OH

9:15 AM-10:00 AM ROOM: POSTER 10, EXPO HALL F
SESSION: 142

► Preservice General Educators' Attitudes, Self-Efficacy, and Readiness for Teaching Students With Disabilities

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

I share findings from a survey investigating preservice general education teachers' beliefs. Session participants will review beliefs constructs that influence adoption of EBPs and treatment of students with disabilities in inclusive settings. Improvement in related coursework will be discussed.

LEADER(S): Cathy Thomas, University of Missouri, Columbia, MO

9:15 AM-10:00 AM ROOM: POSTER 11, EXPO HALL F
SESSION: 143

► Using EBP to Bridge the Research-to-Practice Gap for University Teacher Preparation Program Completers

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

We share the results of a study of program completers' knowledge of and continued implementation of EBPs after a project team restructured the existing teacher education program and reviewed EBPs, CCTC Standards, and CEC Standards.

LEADER(S): Debra Cote, California State University, Fullerton, CA

PRESENTER(S): Sara Head, California State University, Fullerton, CA; Kristin Stang, California State University, Fullerton, Fullerton, CA

9:15 AM-10:00 AM ROOM: POSTER 24, EXPO HALL F
SESSION: 144

► Getting Students to Stay On-Task: Teaching Students to Use an Inconspicuous Self-Management System

TOPIC AREA: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We investigated the effects of a self-management package on the on-task behaviors of high school students with disabilities. You will learn how to implement a strategy that can increase students' on-task behavior and enhance access to the general education curriculum for students with disabilities.

LEADER(S): Kathleen Cook, University of Georgia, Athens, GA

PRESENTER(S): Kristin Sayeski, University of Georgia, Athens, GA

9:15 AM-10:00 AM ROOM: POSTER 25, EXPO HALL F
SESSION: 145

► The Influence of Professional Development for Special Education Teachers

TOPIC AREA: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Students with EBD experience significant academic deficits across all content areas, especially in writing. I discuss a model of PD that was used to provide three special education teachers with opportunities to learn how to teach an evidence-based writing intervention to students with EBD.

LEADER(S): Lisa Liberty, Seton Hall University, South Orange, NJ

9:15 AM-10:00 AM ROOM: POSTER 20, EXPO HALL F
SESSION: 146

► Building a Response to Intervention System: Strong Practices Get Strong Outcomes!

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Building, implementing, and sustaining an RTI System can be challenging. Using a framework to guide implementation and monitor progress leads to increased success. We explain a state's RTI initiative in using a framework to guide implementation and monitor progress to refine the district's current RTI practices.

LEADER(S): Lisa Bates, Tigard-Tualatin School District, Tigard, OR

PRESENTER(S): David Putnam, Jr., Oregon Response to Intervention, Tigard, OR

9:15 AM-10:00 AM ROOM: POSTER 14, EXPO HALL F
SESSION: 147

► Integrating Self-Regulated Strategy Development Instruction in an Inclusive Science Classroom

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Adolescents with disabilities often experience difficulty in reading comprehension and writing across content classrooms. SRSD for reading comprehension and informative writing in an inclusive science classroom is described, and suggestions for supporting diverse needs are discussed.

LEADER(S): Katie Hoffman, Pennsylvania State University, University Park, PA

PRESENTER(S): Elizabeth Benedek-Wood, The Pennsylvania State University, University Park, PA; Philip Wood, West Branch Area School District, Morrisdale, PA

9:15 AM-10:00 AM ROOM: POSTER 07, EXPO HALL F
SESSION: 148

► Navigating the First Years of Teaching: Preservice Special Educators' Perspectives on Classroom Management

TOPIC AREA: Strategies for Entry to the Special Education Career

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We examine classroom management techniques used by beginning special educators, identify methods in classroom management, and contrast these with observation data and teacher perceptions. You will also learn about the challenges teachers face and tools to employ to effectively manage classrooms.

LEADER(S): Anna Osipova, California State University, Los Angeles, CA

PRESENTER(S): Christopher Davis, California State University, Los Angeles, CA

9:15 AM-10:00 AM ROOM: POSTER 03, EXPO HALL F
SESSION: 149

► Access Denied: Technology's Role for Students With Disabilities in Higher Education

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Research

FORMAT: Poster Session

College students with disabilities are exposed to multiple digital tools and technologies that support their daily lives. We share the results of a survey taken by students with disabilities at a university to identify the barriers and to measure their perceptions of using technologies and its value.

LEADER(S): Majed Alsalem, University of Kansas, Lawrence, KS

PRESENTER(S): Rebecca Magario, University of Kansas, Lawrence, KS; Richard Carter, University of Kansas, Lawrence, KS

9:15 AM-10:00 AM ROOM: POSTER 04, EXPO HALL F
SESSION: 150

► Creating Virtual Lessons Using Second Life: Engaging All Learners

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn how Second Life virtual reality video lessons can be incorporated into K-12 lessons to supplement instructional objectives and support the diverse needs of all students. We will discuss the uses, features, and benefits of virtual lessons; display video samples; and simulate how to create lessons.

LEADER(S): Stefanie Rose, Jackson Middle School, Vienna, WV

PRESENTER(S): Melissa Hartley, West Virginia University, Morgantown, WV; Barbara Ludlow, West Virginia University, Morgantown, WV

10:30 AM-11:30 AM ROOM: 033A • SESSION: 154

► Strand C, Session 3: SWIFT Center: Transforming School Practices to Teach All Students

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Implications of Education Reform Initiatives for Students with Disabilities

FORMAT: Panel

The Schoolwide Integrated Framework for Transformation (SWIFT) supports educator led change in 64 schools across the United States. SWIFT helps guide school teams with extensive district and state support to implement six key practices: Visioning, Data Snapshots, Practice Planning Guides, Transformation Teaming, Coaching and Facilitation, and Resource Mapping. Presenters discuss each of the six key practices and share tips for teacher leaders and district teams to help in their efforts to support all students, including those with the most extensive needs. You will learn how SWIFT schools determine visions that lead to effective outcomes.

LEADER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, D.C.

CO-PRESENTER(S): Amy McCart, University of Kansas, Lawrence; Carol Quirk, Maryland Coalition for Inclusive Education, Inc., Hanover, MD

10:30 AM-11:30 AM ROOM: 22 • SESSION: 155

► Everyday Arts for Special Education

TOPIC AREA: Arts in Special Education

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

Winner of an i3 award, EASE is a research-based teaching methodology for students with disabilities, designed to improve communication, socialization, academic learning, and arts proficiency through integrated, arts-based approaches. This session will introduce participants to the program through hands-on activities and interactive discussion. EASE requires no previous arts training.

LEADER(S): Kathy London, District 75, New York, NY

PRESENTER(S): Sita Frederick, EASE at Urban Arts Partnership, New York, NY; Jennifer Raine, EASE at Urban Arts Partnership, New York, NY

10:30 AM-11:30 AM ROOM: 025B • SESSION: 156

► Bilingual Assessment Strategies for Monolingual Diagnosticians

TOPIC AREA: Assessment

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Demonstration

The intersection between a language difference and a language-based disability is not always clear and separating these differences often requires a broader set of skills than the monolingual evaluator possesses. This session will add to the skill set of monolingual evaluators when identifying language-based disorders.

LEADER(S): Edward Schultz, Midwestern State University, Wichita Falls, TX

PRESENTER(S): Cynthia Simpson, Houston Baptist University, Houston, TX

10:30 AM-11:30 AM ROOM: 029D • SESSION: 157

► Prioritizing Nonacademic Skills Associated With Postschool Employment and Education

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Assessment

FORMAT: Demonstration

We assessed students with mild/moderate disabilities using research-identified, nonacademic behaviors associated with post high school employment/education. We then surveyed these students post-high school to determine outcomes. These outcomes were compared to original assessment results, which enabled us to prioritize nonacademic behaviors. Results will be shared.

LEADER(S): James Martin, University of Oklahoma, Zarrow Center, Norman, OK

PRESENTER(S): Amber McConnell, University of Oklahoma, Zarrow Center, Norman, OK; Jennifer Burnes, University of Oklahoma, Norman, OK

10:30 AM-11:30 AM ROOM: 028E • SESSION: 158

► Cultivating Critical Self-Reflection in Special Education Interns: Integrating Learning and Experience

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Critical self-reflection is a core component of culturally responsive pedagogy and must be cultivated early in teacher preparation programs. We examined how coursework and field experiences contributed to preservice teachers' self-reflective behavior throughout their professional development sequence.

LEADER(S): Phyllis Robertson, University of Texas, Austin, TX

PRESENTER(S): Shernaz Garcia, University of Texas, Austin, TX



10:30 AM-11:30 AM ROOM: 033B • SESSION: 159

► Strand D, Session 2: Implementing the English Learner Practice Guide's Recommendations in the Classroom

TOPIC AREA: Cultural and/or Linguistic Diversity

FORMAT: Demonstration

In this interactive session, you will learn and practice strategies that are addressed in the updated English learner practice guide. These strategies will help teachers provide English learners with the additional support they need to acquire content knowledge and English language skills.

LEADER(S): Joseph Dimino, Instructional Research Group, Los Alamitos, CA

PRESENTER(S): Joan Morris, Pasadena Unified School District, Pasadena, CA

10:30 AM-11:30 AM ROOM: 029A • SESSION: 160

► Preparing Well-Qualified ECE Professionals to Work With Children With Disabilities

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Learn about a project to infuse evidence-based inclusionary special education content and practices in ECE courses in 2-year community colleges to prepare ECE professionals to work with children with disabilities in inclusive settings. The resources and strategies used to coach instructors are shared.

LEADER(S): Rashida Banerjee, University of Northern Colorado, Greeley, CO

PRESENTER(S): Ritu Chopra, University of Colorado, The PAR²A Center, Denver, CO

10:30 AM-11:30 AM ROOM: 029C • SESSION: 162

► Teacher-Student Interactions That Promote Positive Task Engagement

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Learn about teacher-student interactions that successfully reduce tensions and promote positive return to task engagement. We observed teachers and their students with EBD and will compare teacher interactions that promoted return to task engagement to others that escalated inappropriate behaviors.

LEADER(S): Margo Mastropieri, George Mason University, Fairfax, VA

PRESENTER(S): Tom Scruggs, George Mason University, Fairfax, VA; Clara Hauth, Marymount University, Arlington, VA; Dannette Allen-Bronaugh, James Madison University, Harrisonburg, VA

★ TAG SHOWCASE ★

Twice-Exceptional Students: A Collaborative Definition, Curricular Implications, and Counseling Concerns

10:30 AM-11:30 AM • ROOM: 026A • SESSION: 163

TOPIC AREA: Gifted and Talented**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Panel

We will highlight a recent definition created by the 2e Community of Practice, a group of individuals and organizations that focus on the need for a coherent approach to the needs of twice-exceptional learners, or learners with both gifts and talents and disabilities. The need for two, integrated approaches, trained teachers, and understanding counselors are examined.

LEADER(S): Claire Hughes, College of Coastal Georgia, Brunswick, GA

PRESENTER(S): Lois Baldwin, Consultant, Tarrytown, NY

★ DISES SHOWCASE ★

Becoming International: Benefits of Reaching Out Around the World

10:30 AM-11:30 AM • ROOM: 025C • SESSION: 164

TOPIC AREA: International Programs/Services**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Panel

Each year educators leave their home countries to work with and learn from professionals in another country through a Fulbright or other exchange programs. In our showcase this year, we will hear about the experiences of three educators who have spent time immersed in education issues in a different culture.

LEADER(S): Humberto Rodriguez, Escuela Normal de Especializacion, Monterrey, Nuevo Leon, Mexico

PRESENTER(S): Sarah Anderson, Mayville State University, Mayville, ND; Rebekka Jez, Loyola Marymount University, Los Angeles, CA; Sami Basha, Northwestern University, Evanston, IL

10:30 AM-11:30 AM

ROOM: 032A • SESSION: 165

Statewide Implementation of Response to Intervention for Identifying Specific Learning Disabilities**TOPIC AREA:** Learning Disabilities**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Using RTI for identifying students with LD has many benefits to all students, especially struggling learners and students who qualify for special education services. This session describes a successful statewide model for scaling-up support, implementation considerations, and outcomes.

LEADER(S): David Putnam, Jr., Oregon Response to Intervention, Tigard, OR

PRESENTER(S): Sally Helton, Tigard Tualatin School District, Tigard, OR; Shelby DiFonzo, Ontario School District, Ontario, OR

10:30 AM-11:30 AM

ROOM: 028C • SESSION: 166

Helping Teachers Help Themselves: Self-Management Strategies to Support Teachers' Classroom Management**TOPIC AREA:** Measuring Special Education Teacher Effectiveness**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

In this session, we describe a MTS framework to support teachers' classroom positive behavior support practices, highlight self-management strategies to improve implementation, present recent data across several experimental single-case studies, and share tools to assist with developing a self-management plan.

LEADER(S): Brandi Simonsen, University of Connecticut, Storrs, CT

PRESENTER(S): Kate Dooley, University of Connecticut, Storrs, CT; Eleanor Maddock, University of Connecticut, Storrs, CT; Laura Kern, University of Connecticut, Storrs, CT

★ CEC-DR SHOWCASE ★

Developing and Evaluating a K-3 Multi-Tier Reading Reform Initiative

10:30 AM-11:30 AM • ROOM: 029B • SESSION: 167

TOPIC AREA: Research**SECONDARY TOPIC:** Response to Intervention (RTI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

You will learn about a state reading reform initiative in K-3 reading designed to support students with or at risk for reading disabilities within a multi-tier or RTI, system of support. Data from a rigorous regression discontinuity evaluation suggest that intervention associated with the reading reform model accelerated students' beginning reading skills.

LEADER(S): Michael Coyne, University of Connecticut, Storrs, CT**PRESENTER(S):** Darci Burns, HILL for Literacy, Woburn, MA; Ashley Oldham, University of Connecticut, Storrs, CT

10:30 AM-11:30 AM ROOM: 028D • SESSION: 168

► Algebra-Readiness Interventions for Middle School Students With Mathematics Difficulties and Disabilities

TOPIC AREA: Response to Intervention (RTI): Multi-Tier System of Supports**SECONDARY TOPIC:** Science, Technology, Engineering and Math (STEM)**FORMAT:** Panel

Learn about EBP for teaching students with math difficulties and disabilities algebraic-readiness concepts and skills. Exemplar lessons are presented and will feature the combination of explicit, systematic instructional design principles with critical mathematics practices.

LEADER(S): Diane Bryant, Meadows Center for Preventing Educational Risk, UT, Austin, TX**PRESENTER(S):** Barbara Dougherty, University of Missouri, Columbia, MO; Brian Bryant, Meadows Center for Preventing Educational Risk, UT, Austin, TX; Kathleen Pfannenstiel, Meadows Center for Preventing Educational Risk, UT, Austin, TX

10:30 AM-11:30 AM ROOM: 030AB • SESSION: 169

► Strand A, Session 3: From Know-How to Action: Assessing and Improving School-Level Implementation of Data-Based Individualization

TOPIC AREA: Response to Intervention (RTI): Multi-Tier System of Supports**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

Successful implementation of intensive intervention requires more than knowledge. We describe a rubric used to evaluate key components of data-based individualization implementation in several schools receiving training and coaching supports. You will learn patterns observed across sites, implications for training, and strategies for addressing common barriers to implementation.

LEADER(S): Laura Kuchle, National Center on Intensive Intervention at AIR, Washington, D.C.**PRESENTER(S):** Chris Lemons, Vanderbilt University, Nashville, TN; Louis Danielson, American Institutes for Research, Washington, D.C.; T. Christopher Riley-Tillman, University of Missouri, Columbia, MO

10:30 AM-11:30 AM ROOM: 030CD • SESSION: 170

► Strand B, Session 3: Research-Based Practices to Teach Mathematics to Students With Disabilities

TOPIC AREA: Response to Intervention (RTI): Multi-Tier System of Supports**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Students with disabilities continue to experience high rates of failure in math courses at the secondary level. Therefore, use of instructional strategies with the best supporting evidence is critical. You will learn about specific research-based practices for teaching mathematics to middle and secondary students with disabilities.

LEADER(S): Catherine Fowler, National Secondary Transition TA Center/UNC, Charlotte, NC**PRESENTER(S):** David Test, National Secondary Transition TA Center/UNC, Charlotte, NC; Bradley Stevenson, National Secondary Transition TA Center/UNC, Charlotte, NC; Lauren Bethune, National Secondary Transition TA Center/UNC, Charlotte, NC

10:30 AM-11:30 AM ROOM: 026B • SESSION: 171

► Using STEM Approach to Teaching Students With Exceptional Learning Needs**TOPIC AREA:** Science, Technology, Engineering and Math (STEM)**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Demonstration

Many students with exceptional learning needs require specialized instruction in order to master the components associated with the new national standards in literacy, mathematics, and science. Learn how STEM can be a platform to assist students in mastering these 21st-century learning goals.

LEADER(S): Dava O'Connor, Lander University, Greenwood, SC**PRESENTER(S):** Amanda Pennington, Lander University, Greenwood, SC; Madeline Willis, Lander University, Greenwood, SC

10:30 AM-11:30 AM ROOM: 025A • SESSION: 172

► Landing the Perfect Job in Higher Education: Strategies for Successful Interviews**TOPIC AREA:** Strategies for Entry to the Special Education Career**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Demonstration

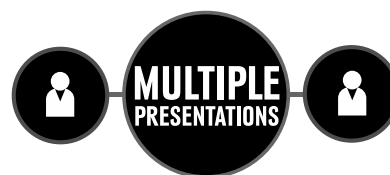
Whether you are considering a doctoral program, just starting, or nearing the end--it is not too early or too late to understand the job search process. We will walk you through the steps: identifying the 'right' job, decoding job expectations, conducting the on-campus interview, and negotiating the final contract.

LEADER(S): Kristin Sayeski, University of Georgia, Athens, GA**PRESENTER(S):** David Bateman, Shippensburg University, Shippensburg, PA

10:30 AM-11:30 AM ROOM: 030E • SESSION: 173

► Come All! Town Hall on Instructional Design, Technology, and Innovation**TOPIC AREA:** Technology and Media**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Demonstration

Everything from CEC Smartbriefs to news media headline the use of innovative instruction and new forms of technology to support learners with disabilities. Unfortunately, most of these practices lack wide-scale use. This interactive session will discuss current realities, practical ideas, and establish a roadmap for the future of the field.

LEADER(S): James Basham, University of Kansas, Lawrence, KS**PRESENTER(S):** Sean Smith, University of Kansas, Lawrence, KS; Jason Travers, University of Kansas, Lawrence, KS; James Gardner, University of Oklahoma, Norman, OK; Dave Edyburn, University of Wisconsin, Milwaukee, WI

10:30 AM-11:30 AM • ROOM: 031C • SESSION: 174

Using iPad Applications for Math Instruction**TOPIC AREA:** Technology and Media**MODERATOR(S):** Lina Shanley, University of Oregon, Eugene, OR**● KinderTEK Mathematics: Evaluating the Efficacy of an iPad Delivered Whole Number Intervention**

We report results from a randomized control trial that examined the relationship between an iPad delivered mathematics intervention (KinderTEK) and improved mathematics achievement. Implications for utilizing technology-based interventions to support number sense development and the feasibility of KinderTEK for use in authentic settings are discussed.

LEADER(S): Lina Shanley, University of Oregon, Eugene, OR**PRESENTER(S):** Kathleen Jungjohann, University of Oregon, Eugene, OR**● Using iPad Applications to Promote Communication in Mathematics for Students With Disabilities**

Learn results from a study about ways to use various technology-based tools to promote reasoning and facilitate communication about fraction size and comparisons. We will include student preferences for communication and how these were used to engage in discussion about fraction-related concepts.

LEADER(S): Jacqueline Huscroft-D'Angelo, Texas Christian University, Fort Worth, TX**PRESENTER(S):** Lindy Crawford, Texas Christian University, Fort Worth, TX

10:30 AM-11:30 AM ROOM: 023A • SESSION: 175

► EXHIBITOR SHOWCASE SESSION: Beyond Jack and Jill – I Need to Read Now!

Through practice at independent adventure center, students will increase skill proficiency, build fluency, extend their understanding, and broaden their reading experience. Adventure centers help facilitate classroom management and can be used by individuals, partners, or small groups. Participants will apply strategies across the curriculum including Fluency, Word Study, Vocabulary, Listening and Speaking, Writing, Science, and Social Studies Connections.

LEADER(S): Helen C. Long, Cambium Learning, Atlanta, GA



10:30 AM-11:30 AM ROOM: 023B • SESSION: 176

EXHIBITOR SHOWCASE SESSION: Strategies for Teaching Based on Autism Research: The STAR Program

Learn a comprehensive evidence-based, research-validated program for students with autism. Learn to use effective tools to teach students the critical skills necessary for success at home and school. The STAR program can provide the framework for a comprehensive program aligned to state standards and IEP goals.

LEADER(S): Kara Magee-Arck, STAR Autism Support, Portland, OR

10:30 AM-11:30 AM ROOM: 023C • SESSION: 177

EXHIBITOR SHOWCASE SESSION: Trauma-Informed Care Consideration for Schools

In light of the many profound ways that trauma affects behavior, this session will explore steps schools can take to become more trauma-sensitive for their students and faculty. Learn about strategies for fostering resilience and avoiding re-traumatization of those in our care. A related resource will also be shared.

LEADER(S): Pam Sikorski, CPI, Inc., Milwaukee, WI

PRESENTER(S): Travis Ickes, CPI, Inc., Milwaukee, WI

10:30 AM-11:30 AM ROOM: 024A • SESSION: 178

EXHIBITOR SHOWCASE SESSION: Why Schools Across the Nation are Using CEC's Life Centered Education Transition Curriculum

Life Centered Education (LCE), CEC's own evidence-based, transition curriculum contains criterion-referenced assessments and over 1200 lesson plans to plan instruction. Discover the functionalities of this advanced web-based transition planning tool and learn how one school system in Florida uses LCE data to plan successful post-secondary outcomes for youth with disabilities.

LEADER(S): Jill Kulwicki, Flagler County Schools, Bunnell, Florida

PRESENTER(S): Anu Prabhala, Council for Exceptional Children, Arlington, VA



10:30 AM-11:15 AM ROOM: POSTER 01, EXPO HALL F SESSION: 184

Linking Learning Characteristics With Academic Performance for Students With Significant ID

TOPIC AREA: Accountability & Large Scale Assessments

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

AAs based on AA-AAS have become an important aspect of each state's assessment system and are designed to assess students with ID. This study linked the results of the Learning Characteristics Inventory to student performance data on the AA-AAS for the 2008-2009 to 2012-2013 school years. We examine the longitudinal performance of students on the assessment items, based on learning characteristics of the students.

LEADER(S): Mary Hansen, Robert Morris University, Pittsburgh, PA

PRESENTER(S): Steven Lyon, University of Pittsburgh, Pittsburgh, PA; Peter Heh, University of Pittsburgh, Pittsburgh, PA

10:30 AM-11:15 AM ROOM: POSTER 02, EXPO HALL F SESSION: 185

Who Cares About Performance Indicators? Why You Should and How Student Outcomes Can be Affected

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Public Policy

FORMAT: Poster Session

ED, Office of Special Education, using the State APRs, measured states' compliance with IDEA. National performance indicator data prior to stimulus funding were compared to data after stimulus funding to determine if a relationship exists between compliance rates and funding. We will present and analyze data, discuss why state compliance rates are relevant to positive student outcomes, and examine whether funding levels may influence compliance. (606)

LEADER(S): Wendy Bolduc, Orange County Public Schools, Orlando, FL

10:30 AM-11:15 AM ROOM: POSTER 03, EXPO HALL F
SESSION: 186

► Defining Best Practice in Assessment: A 5-Year Longitudinal Study

TOPIC AREA: Assessment

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

Learn how to better include parents in the assessment process, how to better include teachers and administrators in the collection of assessment information, and how to disseminate information that is both understandable to parents and conducive to the creation of effective intervention strategies.

LEADER(S): Rebecca Davis, Eastern New Mexico University, Portales, NM

PRESENTER(S): Katherine Good, Eastern New Mexico University, Portales, NM; Amberlynn Mauldin, Portales Municipal School District, Portales; NM

10:30 AM-11:15 AM ROOM: POSTER 04, EXPO HALL F
SESSION: 187

► Developing Meaningful and Genuine Programs of Study

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

How do professionals know if program of studies support student movement towards postsecondary goals? Learn to develop meaningful and genuine program of studies driven by student needs and triangulated with postsecondary goals, industry standards, and graduation requirements.

LEADER(S): Lori Peterson, University of Northern Colorado, Greeley, CO

10:30 AM-11:15 AM ROOM: POSTER 09, EXPO HALL F
SESSION: 188

► Motivators for Parent Involvement in Secondary Education and Transition

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

We report results from a pilot study examining motivators for home- and school-based involvement for parents of high school youth with disabilities. Findings will highlight areas of intervention for schools to increase parent involvement and accompanying strategies, as well as future areas of inquiry.

LEADER(S): Kara Hirano, University of Oregon, Eugene, OR

10:30 AM-11:15 AM ROOM: POSTER 12, EXPO HALL F
SESSION: 189

► Implementing Instructional Adaptations in Elementary Social Studies and Science Classes in Korea

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: International Programs/Services

FORMAT: Poster Session

We share methods for implementing instructional adaptations for students with disabilities in elementary social studies and science classes using the national general education curriculum in Korea. Practical implications for curricular integration will be highlighted.

LEADER(S): Youn Jung Park, Gongju National University of Education, Gongju, Korea

PRESENTER(S): Kyounggun Han, Dankook University, Dankook, Korea

10:30 AM-11:15 AM ROOM: POSTER 13, EXPO HALL F
SESSION: 190

► Project MATH: Inclusive Math Education for Students With Severe Intellectual Disability

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

Hear findings of a study that investigated the effects of embedded instruction in the general education math classroom to support 3 students with severe ID to demonstrate generalization of taught early numeracy skills, and gain grade-aligned skills acquisition in inclusive classrooms. Results are shared.

LEADER(S): Bree Jimenez, University of North Carolina, Greensboro, NC

PRESENTER(S): Tammy Barron, University of North Carolina, Greensboro, NC

10:30 AM-11:15 AM ROOM: POSTER 16, EXPO HALL F
SESSION: 191

► Interactive Reading and Vocabulary Interventions With Latino Preschoolers

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

Learn the results of a study that examined an interactive reading intervention on oral language and vocabulary skills of four Latino preschool children. Findings indicated improvements in English oral development as a result of this interactive reading and vocabulary intervention.

LEADER(S): Vivian Correa, University of North Carolina, Charlotte, NC

PRESENTER(S): Kristi Godfrey-Hurrell, University of North Carolina, Charlotte, NC

10:30 AM-11:15 AM ROOM: POSTER 17, EXPO HALL F
SESSION: 192

► Teaching CLD Students With the Most Significant Disabilities: Language of Instruction and Culture Matter

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

Presenter examines the survey responses of teachers of CLD learners with significant ID. Learn how the language of instruction, family communication, and cultural responsiveness affects educational success. CLD responsive practices in instructional planning, instructional delivery, and progress monitoring are shared.

LEADER(S): Diane King, Kutztown University, Kutztown, PA

10:30 AM-11:15 AM ROOM: POSTER 19, EXPO HALL F
SESSION: 193

► Problem-Solving in the Early Childhood Environment for Boys of Color

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This session provides educators in ECSE settings with the skills needed to enhance the quality of problem-solving opportunities for young children with disabilities. Leave with tools for teaching problem-solving skills and how to incorporate these tools into your curriculum.

LEADER(S): Lindsay Diamond, University of Nevada, Las Vegas, NV

PRESENTER(S): Tara Raines, University of Nevada, Las Vegas, NV

10:30 AM-11:15 AM ROOM: POSTER 22, EXPO HALL F
SESSION: 194

► Evaluating the Effect of Adapted Check-In/Check-Out

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

We describe the results of a study evaluating the effects of check-in/check-out on the problem behavior of students in a residential facility during summer term programming. We focus on adaptations to check in-/check-out for nonresponders to the traditional 5-step CICO intervention.

LEADER(S): Nicole Swoszowski, University of Alabama, Tuscaloosa, AL

PRESENTER(S): Robin Ennis, Clemson University, Clemson, SC; Kristine Jolivet, Georgia State University, Atlanta, GA; Lauren Evanovich, University of Louisville, Louisville, KY

10:30 AM-11:15 AM ROOM: POSTER 23, EXPO HALL F
SESSION: 195

► Video-Modeling for Students With EBD in a Self-Contained Classroom

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

A characteristic of students with EBD is a deficiency in social skills. We examine the effectiveness of video modeling as an intervention for students with EBD. Although there is little research on the effects of video modeling for these students, it has been effective for students with other disabilities.

LEADER(S): Mickey Losinski, Kansas State University, Manhattan, KS

PRESENTER(S): Nicole Wiseman, Kansas State University, Manhattan, KS; Sherry White, Kansas State University, Manhattan, KS; Felicity Balluch, Kansas State University, Manhattan, KS

10:30 AM-11:15 AM ROOM: POSTER 05, EXPO HALL F
SESSION: 196

► Using Technology to Enhance Self-Determination and Transition Awareness of Students With DD

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We share the results from a 3-year evaluation of one state's TechNow curriculum specific to students with IDD. TechNow is a secondary transition program that has increased self-determination levels, knowledge of technology- and computer-based applications, and improve graduation rates.

LEADER(S): Kendra Williams-Diehm, University of Oklahoma, Norman, OK

10:30 AM-11:15 AM ROOM: POSTER 20, EXPO HALL F
SESSION: 197

► Implementing the Self-Determined Learning Model of Instruction on Reading of Middle School Students With LD

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

The Self-Determined Learning Model of Instruction (SDLMI) is an instructional model to enable learners with disabilities to achieve access to and progress in the general education curriculum. We share the results of the implementation and discuss implications and limitations.

LEADER(S): Youjin Seong, Beach Center on Disability, University of Kansas, Lawrence, KS

10:30 AM-11:15 AM ROOM: POSTER 27, EXPO HALL F
SESSION: 198

► Effects of Description Structure Instruction on 3rd-Grade Students With Learning Disabilities

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

Expository texts are often difficult to comprehend, especially for students with LD. We examined the effect of an intervention that focused on description text structure on outcomes for these students. Results are shared that indicate that students' reading comprehension and information recall scores increased.

LEADER(S): *Yu-Ling Lo, University of Texas, Austin, TX*

PRESENTER(S): *Sylvia Thompson, University of Texas, Austin, TX*

10:30 AM-11:15 AM ROOM: POSTER 21, EXPO HALL F
SESSION: 199

► 21st Century Learner-Centered Assessments in Dual Certification Teacher Preparation

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

It is critical that teachers are prepared to use of the tools widely available in the lives of preschool through 12th-grade students. Learn about Project REACH Online and how learner-centered assessments completed through an online community monitor and advance the development of teachers' instructional competencies.

LEADER(S): *Rhonda Bondie, Fordham University, New York, NY*

PRESENTER(S): *Su-Je Cho, Fordham University, New York, NY*

10:30 AM-11:15 AM ROOM: POSTER 26, EXPO HALL F
SESSION: 200

► Effectively Communicating With Hispanic Parents and Students Through Understanding Social Norms

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Taking into consideration the unique social norms of various Hispanic cultural groups, we examine social norms to educate those professionals who interact with Hispanic parents and students. Learn how to more effectively communicate with and assist Hispanic parents, students, and community.

LEADER(S): *Diana Morales, Barry University, Miami, FL*

10:30 AM-11:15 AM ROOM: POSTER 14, EXPO HALL F
SESSION: 201

► Using a Simulated Learning Environment to Teach Preservice Special Educators Behavior Management

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Poster Session

A study that examined candidate's perceptions of the use of computerized simulation as a tool to learn classroom management is presented. We discuss the development, implementation, and assessment of the simulation and candidate data on the feasibility of the approach in comparison to other methods.

LEADER(S): *Roberta Gentry, University of Mary Washington, Fredericksburg, VA*

10:30 AM-11:15 AM ROOM: POSTER 15, EXPO HALL F
SESSION: 202

► Developing Online Technical Assistance to Support Implementation

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

Using technology to support implementation of EBPs is a critical component of 21st-century technical assistance and PD. We share the findings from the successful development of an interactive online approach focused on supporting EC/ECSE professional's implementation of specific curricular content.

LEADER(S): *David Lindeman, University of Kansas, Lawrence, KS*

10:30 AM-11:15 AM ROOM: POSTER 24, EXPO HALL F
SESSION: 203

► Peer-Assisted Literacy Comprehension Support for Students With Significant Disabilities

TOPIC AREA: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: International Programs/Services

FORMAT: Poster Session

Access to age-appropriate literacy is essential for all students, yet often inaccessible for students with ID. We explore the effect of the picture plus discussion intervention for students with moderate to severe disabilities in regards to comprehension of age-appropriate texts read aloud.

LEADER(S): *Jordan Shurr, Central Michigan University, Mt. Pleasant, MI*

PRESENTER(S): *Gabrielle Kromer, Central Michigan University, Mount Pleasant, MI; Meaghan McCollow, Central Michigan University, Mount Pleasant, MI; Andrea Jasper, Central Michigan University, Mount Pleasant, MI*

10:30 AM-11:15 AM ROOM: POSTER 11, EXPO HALL F
SESSION: 204

► NCLB, IDEA, and Proposition 227: Implications for ELLs With LD in California

TOPIC AREA: Public Policy

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Learn how NCLB, IDEA, and Proposition 227 has impacted ELLs with LD in California. NCLB seeks to improve the education of all children, IDEA focuses on the needs of the individual child with disabilities, and Proposition 227 determines that English is the only language students will be instructed.

LEADER(S): Renee Duniven, Claremont Graduate University, San Gabriel, CA

10:30 AM-11:15 AM ROOM: POSTER 25, EXPO HALL F
SESSION: 205

► Treatment Effect in Single-Case Research: Where Are We Now?

TOPIC AREA: Research

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Nonparametric statistical analyses of intervention effectiveness for SCR is important for increasing the rigor of SCR studies and their acceptance in the literature. We examine the state of the literature since 2010 and how treatment effect is represented and discussed across the CEC journals.

LEADER(S): Brooke Blanks, Radford University, Radford, VA

10:30 AM-11:15 AM ROOM: POSTER 10, EXPO HALL F
SESSION: 206

► JUMP Math: Rethinking Our Teaching

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We assessed the effectiveness of introducing JUMP Math, into a rural school district over 3 years. Overall, the elementary classrooms with JUMP Math in their curriculum made more progress than the control classrooms, especially students who were considered to be low achieving or to have a math disability.

LEADER(S): Linda Siegel, University of British Columbia, Vancouver, Canada



10:30 AM-11:15 AM ROOM: POSTER 18, EXPO HALL F
SESSION: 207

► Secondary Common Core Standards in Mathematics: Successfully Including Students With LD

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This session provides an overview of the rigorous expectations of the CCSS for all students in secondary mathematics classes. Learn how to effectively and efficiently reach the secondary CCSS by using EBPs in mathematics classrooms to the benefit of all students, especially those with LD.

LEADER(S): Douglas Dexter, The Pennsylvania State University, University Park, PA

10:30 AM-11:15 AM ROOM: POSTER 07, EXPO HALL F
SESSION: 208

► Effects of Browse Time on the Internet and Students' Responses to a Writing Prompt

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Research

FORMAT: Poster Session

This study examined the use of 30 minutes of search time on the Web and its effects on students' essay scores in response to a writing prompt received on the same day. Data analysis indicate that there was statistical significance in two components of writing. Results will be shared.

LEADER(S): Kim Doan, West Chester University, West Chester, PA

PRESENTER(S): Lorraine Mento, Temple University, Philadelphia, PA

10:30 AM-11:15 AM ROOM: POSTER 08, EXPO HALL F
SESSION: 209

► I Can See Me Read: Webcam Reading Fluency Approach

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

The session will demonstrate and share data from the implementation of an innovative 'I Can See Me' reading fluency intervention with elementary school students that utilizes webcams and computers to improve student performance.

LEADER(S): Timothy Frey, Doane College, Crete, NE

10:30 AM-11:15 AM ROOM: POSTER 06, EXPO HALL F
SESSION: 210

► Orientation and Mobility, Outcome Expectations, and Employment for Students With VI: Findings From NLTS2

TOPIC AREA: Visual Impairments

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

We present findings from a study on employment outcomes of youth with visual impairments who received special education services in U.S. schools. A national perspective of orientation and mobility skills, outcome expectations, and employment rates is provided using data from the NLTS2.

LEADER(S): Jennifer Cmar, University of California, Los Angeles, CA

1:00 PM-2:00 PM ROOM: 24B • SESSION: 212

► Updates from the National Center for Special Education Research (NCSEr)

TOPIC AREA: Research

SECONDARY TOPIC: Public Policy

FORMAT: Panel

This presentation will: (1) provide information on funding and training opportunities at the Institute of Education Sciences (IES) that are of particular interest to practitioners as well as researchers; (2) a summary of the recent call for public comment on the National Center for Special Education Research (NCSEr) research priorities as well as results from technical working groups of practitioners and researchers; and (3) an overview of recent highlights from research funded through NCSEr.

LEADER(S): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

PRESENTER(S): Joan McLaughlin, Commissioner, National Center for Special Education Research, U.S. Department of Education, Washington, D.C.

1:00 PM-2:00 PM ROOM: 021 • SESSION: 213

► TWO for ONE: Writing Behavior Plans and Saluting School Counselors: A Collaborative Approach

TOPIC AREA: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Writing behavior plans is crucial to assisting students in changing behavior. The first part of this CEC Author Session focuses on use of a team approach to completing a behavior template, with a quick walk-through of the plan. The second part of this book talk focuses on the role of professional school counselors working with students with special needs, within a collaborative approach to special education. The session will include an interactive presentation of useful tools, tips, and strategies from both When Behavior Makes Learning Hard and What School Counselors Need to Know About Special Education. Participants receive a discounted 15% coupon for each book to redeem at CEC Bookstore.

LEADER(S): Barbara Baditoi, Baditoi Consulting, Annandale, VA

1:00 PM-2:00 PM ROOM: 033A • SESSION: 214

► Strand C, Session 4: Online Technology Resources for Families and Professionals

TOPIC AREA: Parent/Family/School Partnerships

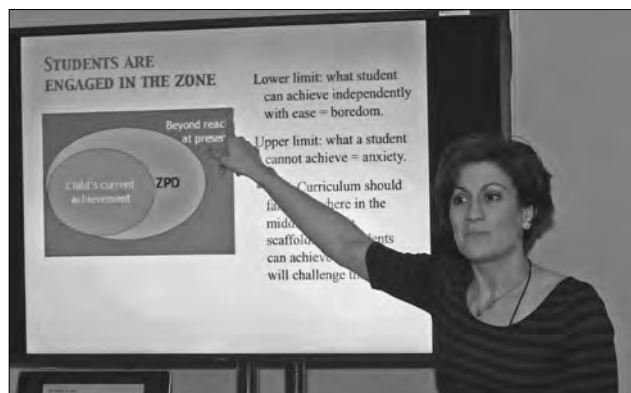
SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

You will learn about online resources that can be used to partner with families with children with disabilities in navigating the special education and early intervention systems, and leading-edge technology tools that support full participation by children and youth with disabilities at school, at home, in the community, and in the workplace. Highlighted will be exciting resources offered by two new national OSEP centers – Center for Parent Information Resources (CPIR) and Center on Technology and Disability (CTD) — as well as the very popular, family-friendly materials produced by two of OSEP's former projects, NICHCY and Family Center on Technology and Disability.

LEADER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

PRESENTER(S): Jacqueline Hess, Disabilities Studies and Services & Early Care and Education, FHI 360, Durham, NC; Debra Jennings, Statewide Parent Advocacy Network (SPAN), Newark, NJ





1:00 PM-2:00 PM ROOM: 031C • SESSION: 215

► What Every Aspiring Special Education Leader Needs to Know

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

Are you interested in learning about what it takes to be an effective special education teacher leader or administrator? Learn about the exciting career paths open to effective leaders, how to enhance your leadership skills, and the diverse roles and responsibilities that challenge and reward strong leaders in special education.

LEADER(S): Laurie VanderPloeg, Kent ISD, Grand Rapids, MI

PRESENTER(S): Mary Lynn Boscardin, University of Massachusetts, Amherst, MA; Lisa Aaroe, Arizona Department of Education, Phoenix; AZ; Maria Berecin-Rascon, Casa Grande Elementary District, Casa Grande, AZ

1:00 PM-2:00 PM ROOM: 025B • SESSION: 216

► Content Area Progress Monitoring: Vocabulary-Matching CBMs in a Middle School RTI Process

TOPIC AREA: Assessment

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Demonstration

Vocabulary-matching CBMs provide content-area secondary teachers a means to measure student progress and assess effectiveness of instruction. Learn how to develop and implement vocabulary probes and hear the lessons learned from teachers implementing the probes in science as part of formative instructional routines within an RTI model.

LEADER(S): Nicole Bucka, Northern RI Collaborative, Lincoln, RI

PRESENTER(S): Abby Paon, Coventry School District, Coventry, RI; Laura Hauerwas, Providence College, Providence, RI

1:00 PM-2:00 PM ROOM: 027B • SESSION: 217

► Publishing in Education and Training in Autism and Developmental Disabilities

TOPIC AREA: Autism Spectrum Disorder

FORMAT: Presentation with Q&A

Interested in publishing in ETADD? Join the editor of ETADD who will provide information on procedures and considerations in preparing a manuscript for submission and an explanation of the review process for all types of manuscripts. There is also an opportunity to interact with the editor on individual questions.

LEADER(S): Stanley Zucker, Arizona State University, Tempe, AZ

1:00 PM-2:00 PM ROOM: 029D • SESSION: 218

► Predictors of Success for College Students With IDD

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Presentation with Q&A

We discuss the use of evidence-based predictors for postschool success to determine the components of successful college students with IDD. We also provide information to assist middle/secondary educators to better prepare students with IDD for the transition into a college setting.

LEADER(S): Renee Bullano, Virginia Commonwealth University, Richmond, VA

1:00 PM-2:00 PM ROOM: 030CD • SESSION: 219

► Strand B, Session 4: Connecting Secondary Level Evidence-Based Practices to College and Career Ready Standards

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

The majority of students with disabilities spend their day in academic classes and most research regarding secondary students with disabilities focuses on non-academic skills. We provide an overview of the EBP resources for secondary students with disabilities, applying resources within the context of standards-based instruction.

LEADER(S): David Test, National Secondary Transition TA Center/UNC, Charlotte, NC

PRESENTER(S): Catherine Fowler, National Secondary Transition TA Center/UNC, Charlotte, NC; Lauren Bethune, National Secondary Transition TA Center/UNC, Charlotte, NC; Bradley Stevenson, National Secondary Transition TA Center/UNC, Charlotte, NC



1:00 PM-2:00 PM ROOM: 033B • SESSION: 220

► Strand D, Session 3: Collective Stakeholder Support

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Demonstration

Participants will be actively engaged with examples of case studies and models that have been shown to stimulate dialog between teachers, families, and other support providers in order to provide increased collective support for English Learners in the areas of assessment, instruction, and parent involvement.

LEADER(S): *Patrice Linehan, IDEA Partnership at NASDSE, Alexandria, VA*

PRESENTER(S): *Rebecca Sapien-Melchor, Fiesta Educativa, Inc., Los Angeles, CA; Alberto Ochoa, Parent Institute of Quality Education (PIQE), National City, CA*

★ DCDD SHOWCASE ★

Improving Social and Community Engagement Outcomes for Deaf and Hard-of-Hearing Students

1:00 PM-2:00 PM • ROOM: 025A • SESSION: 221

TOPIC AREA: Communicative Disabilities and Deafness

SECONDARY TOPIC: Career Development/Transition

FORMAT: Panel

This session describes the positive (e.g. friendships) and negative (e.g. criminal justice system involvement) social and community engagement experiences of deaf and hard-of-hearing youth and young adults, and examines factors associated with these experiences. Findings are based on data from the NLTS2.

LEADER(S): *Debra Shaver, SRI International, Menlo Park, CA*

PRESENTER(S): *Lynn Newman, SRI International, Menlo Park, CA*



1:00 PM-2:00 PM ROOM: 028E • SESSION: 222

► Cultural Considerations in Individualized Educational Programming

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

We provide an overview of the cultural assumptions and considerations related to individualized educational programming, including the IEP. Research-based strategies for implementing CRP for practitioners and families when facilitating the IEP process for CLD students with disabilities are discussed.

LEADER(S): *Brenda Barrio, Washington State University, Pullman, WA*

PRESENTER(S): *Yun-Ju Hsiao, Washington State University Tri-Cities, Richland, WA; Michael Dunn, Washington State University, Vancouver, WA; Sara Petersen, Washington State University - Tri-Cities, Richland, WA; Darcy Miller, Washington State University, Pullman, WA*

1:00 PM-2:00 PM ROOM: 029A • SESSION: 223

► The Development of Cross Disciplinary Personnel Standards

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

ECPC is facilitating the adoption of a common set of EC personnel standards for professional disciplines providing EC intervention. We summarize national activities that occurred across the discipline specific professional organizations, including a crosswalk across all discipline specific standards.

LEADER(S): *Mary Beth Bruder, University of Connecticut, Farmington, CT*

PRESENTER(S): *Juliann Woods, Florida State University, Tallahassee, FL*

★ CCBD SHOWCASE ★

Students With Challenging Behaviors and Mental Health Issues: Preventing the School-to-Prison Pipeline

1:00 PM-2:00 PM • ROOM: 029C • SESSION: 224

TOPIC AREA: Emotional and Behavioral Disorders**SECONDARY TOPIC:** Physical/Health/Multiple Disabilities**FORMAT:** Panel

We focus on unmet mental health needs of at-risk youth, those with EBD and the school-to-prison pipeline. Learn about the mental health issues affecting these youth, the impact of challenging behaviors, and resources and strategies to minimize youth from being engaged in the school-to-prison pipeline.

LEADER(S): *Erin Butts, Office of Public Instruction, Helena, MT*

PRESENTER(S): *Simon Gonsoulin, American Institutes for Research, Washington, D.C.; Kristine Jolivet, Georgia State University, Atlanta, GA*

1:00 PM-2:00 PM ROOM: 028AB • SESSION: 225

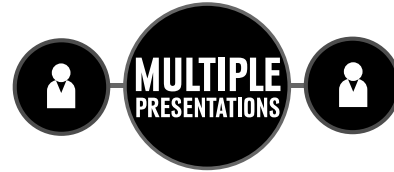
► **From School to Postsecondary Education to Employment: Successful Individuals With Developmental Disabilities**

TOPIC AREA: Intellectual Disabilities**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Panel

This session features a panel of young adults with developmental disabilities, parents, and higher education professionals. They will share information about a career-focused postsecondary education program and cases of students who completed the program and gained employment.

LEADER(S): *Dalun Zhang, Texas A&M University, College Station, TX*

PRESENTER(S): *Cheryl Grenwelge, Texas A&M University, College Station, TX; Christina Gushanas, Texas A&M University, College Station, TX*



1:00 PM-2:00 PM • ROOM: 025C • SESSION: 226

Transition and Postschool Issues in a Global Context**TOPIC AREA:** International Programs/Services**DISCUSSANT:** *Rachel Brody, Teach For America, Philadelphia, PA*

MODERATOR(S): *Ritu Chopra, University of Colorado, The PAR²A Center, Denver, CO*

● **University Curricula for Preparing Preservice Special Education Teachers for Transition Services in Saudi Arabia**

This study investigated to what extent professors of education teach and prepare their students to be well-trained transition teachers for students with disabilities in Saudi Arabia. The results from a survey examining university faculty perspectives on transition preparation programs will be presented.

LEADER(S): *Bandar Alhossan, University of Wisconsin, Madison, WI*

● **Job Training for Students With Disabilities in Singapore**

The presenter received a Fulbright Distinguished Award in Teaching to research work-based training and supports for youth with disabilities in Singapore. The session will include an overview of the Singaporean system designed to provide a multitude of work training options for students to find their individual paths.

LEADER(S): *Andrew Scheef, Washington State University, Pullman, WA*

1:00 PM-2:00 PM ROOM: 030AB • SESSION: 227

► **Strand A, Session 4 – Improving Results for All: The Role of Intensive Intervention in Federal Education Policy**

TOPIC AREA: Learning Disabilities**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Panel

In this final strand session, panelists will discuss the ways in which intensive intervention connects to and supports key federal education policy initiatives. Discussion will center around OSEP's Results-Driven Accountability initiative, implementation of and assessment of progress towards college and career ready standards, educator evaluation, and school discipline guidance.

LEADER(S): *Allison Gandhi, American Institutes for Research, Washington, D.C.*

PRESENTER(S): *Sharon Vaughn, The Meadows CTR for Preventing Educational Risk/UT, Austin, TX; Larry Wexler, OSEP, U.S. Department of Education, Washington, DC; Lee Kern, Lehigh University, Bethlehem, PA*

1:00 PM-2:00 PM ROOM: 032A • SESSION: 228

► Language Impaired or Learning Disabled: Same Children Labeled Differently or Different Children?

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Communicative Disabilities and Deafness

FORMAT: Presentation with Q&A

Children with language disorders are eligible for special education as speech/language impaired or LD. Results from oral-written language tasks for a sample of students revealed similarities and differences relative to students' IEP classifications. Implications for practice are discussed.

LEADER(S): Nickola Nelson, Western Michigan University, Kalamazoo, MI

PRESENTER(S): Michele Anderson, Western Michigan University, Kalamazoo, MI; Brooks Applegate, Western Michigan University, Kalamazoo, MI



1:00 PM-2:00 PM • ROOM: 028C • SESSION: 229

Planning for and Implementing EdTPA: Lessons From Four Teacher Preparation Programs

TOPIC AREA: Measuring Special Education Teacher Effectiveness

MODERATOR(S): Dawn Hamlin, SUNY, Oneonta, NY

● EdTPA: A Review of Implementation and Development From Three Teacher Preparation Programs

Three teacher preparation programs share their multi-year planning, implementation, and reflections on the edTPA requirement. Successful transitioning are discussed as well as data from candidates' assessments on the edTPA and supporting technology. Imple

LEADER(S): Dawn Hamlin, SUNY, Oneonta, NY

PRESENTER(S): Dee Berlinghoff, Mount Saint Mary College, Newburgh, NY; Shannon Budin, Buffalo State College, NY

● Planning for (and Surviving) the edTPA

Learn how a college prepared teacher candidates to be successful on the edTPA. Methods to prepare the first ever candidates at the college to take it (with about one year's preparation) and methods being used to embed the requisite skills for the edTPA fr

LEADER(S): Marya Grande, Canisius College, Buffalo, NY

1:00 PM-2:00 PM ROOM: 031AB • SESSION: 230

► What Is Washington Thinking? What Every Special Educator Should Know

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&A

Come for an update on the most current news out of Washington, D.C. Examine the key national education policy issues affecting special education and special educators in both PK-12 and higher education. Get the latest on the status of key national policy and legislative activity related to IDEA, Higher Education, ESEA, and budget/appropriations.

LEADER(S): Jane West, Jane West Consulting, Washington, D.C.

★ DPHMD SHOWCASE ★

Innovative Teaching: Using Pediatric Patient's Experience for Hands-On Math and Science Learning

1:00 PM-2:00 PM • ROOM: 026A • SESSION: 231

TOPIC AREA: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Our program leverages a child's chronic illness into an advantage. Learn how to motivate them to learn about the scientific processes of their experience/disease; spark interest in science and math through interactive hands-on activities; inspire future researchers, physicians, and engineers; and develop a true passion for science and math.

LEADER(S): Elaisa Hardy, Emory University, Atlanta, GA

1:00 PM-2:00 PM ROOM: 22 • SESSION: 232

► Individualized Education Programs in the Era of Response to Intervention and Standards

TOPIC AREA: Public Policy

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We share findings from an IES project examining decision making for IEPs. Data is presented and discussion centers around trends observed in the writing of IEPs with a focus on the influence of both the use of commercially based formative assessment programs and policies for standards-based curricular access.

LEADER(S): James Shriner, University of Illinois, Champaign, IL

PRESENTER(S): Youn Seon Lim, University of Illinois, Champaign, IL; Quentin Wherfel, University of Illinois, Urbana-Champaign, IL; Susan Carty, University of Illinois, Champaign, IL



1:00 PM-2:00 PM • ROOM: 029B • SESSION: 233

Self-Regulated Strategy Development for Writing: Professional Development and Content Area Application

TOPIC AREA: Research

MODERATOR(S): Linda Mason, University of North Carolina, Chapel Hill, NC

● Effects of SRSD Quick Writing on Science Knowledge for Students With Disabilities

Students were taught a strategy for a 10-minute informative quick write. A staggered A-B design across 4 inclusive classes was used to evaluate effects of the science teacher-led SRSD intervention. Results indicated that participants with and without disabilities improved in science knowledge during writing. Implications are discussed.

LEADER(S): Katie Hoffman, Pennsylvania State University, University Park, PA

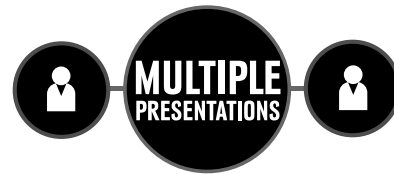
PRESENTER(S): Elizabeth Benedek-Wood, The Pennsylvania State University, University Park, PA; Philip Wood, West Branch Area School District, Morrisdale, PA

● Professional Development for SRSD Writing Instruction in Rural Schools

The effects of a workshop training and video-conferencing PD model for SRSD persuasive writing instruction in 5th-6th grade inclusive classrooms were evaluated. Students' performance significantly improved after PD for SRSD. Factors influencing outcomes and methods for strengthening consultation are described.

LEADER(S): Linda Mason, University of North Carolina, Chapel Hill, NC

PRESENTER(S): Anne Mong Cramer, Indiana University of Pennsylvania, Indiana, PA



1:00 PM-2:00 PM • ROOM: 028D • SESSION: 234

Promoting Positive Behaviors in a Safe Learning Environment

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

MODERATOR(S): Lefki Kourea, University of North Carolina, Charlotte, NC

● 'Teacher, How Am I Doing?' Effects of a Self-Monitoring System on Off-Task Behavior

A function-based intervention was implemented to reduce the off-task behavior of four 2nd-grade male students at risk for school failure. We discuss the importance of Tier 1 function-based interventions and the implementation steps followed to develop social skills instruction and a self-monitoring system.

LEADER(S): Lefki Kourea, University of North Carolina, Charlotte, NC

● Establishing Safe, Positive, Inclusive School Environments: Two Case Studies

Learn about two schools that implemented a schoolwide PBIS system for reducing disciplinary referrals and increasing student academic achievement. We share the outcomes on the successful schoolwide system elements and the strategies used in each school to promote a safe and successful schoolwide environment.

LEADER(S): Lefki Kourea, University of North Carolina, Charlotte, NC

PRESENTER(S): Ya-yu Lo, University of North Carolina, Charlotte, NC



1:00 PM-2:00 PM • ROOM: 026B • SESSION: 235

Helping Students With Learning Disabilities Succeed in Algebra

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

MODERATOR(S): Elizabeth Hughes, Duquesne University, Pittsburgh, PA

● Teaching High School Algebra: The WWC Practice Guide and Students With Disabilities

This What Works Clearinghouse practice guide offers evidence-based recommendations for teaching algebra to struggling students in Grades 6-12. The recommendations, developed by an expert panel and based on rigorous research, are shared. We will focus on the application of the recommendations to students with disabilities.

LEADER(S): Anne Foegen, Iowa State University, Ames, IA

PRESENTER(S): Julia Lyskawa, What Works Clearinghouse, Washington, D.C.

● Teaching Algebra to Students With Learning Disabilities: Where Have We Come and Where Are We Going?

We share the findings of a synthesis on algebra-based interventions for students with LD. Results suggest that an explicit, gradual instructional sequence shows great promise for improving algebra learning. Emphasis is placed on the skills, content, and instructional practices that create strong math education for struggling math learners; including those components that support the learning of algebra based concepts for students with LD.

LEADER(S): Sarah Watt, Miami University, Oxford, OH

1:00 PM-2:00 PM ROOM: 030E • SESSION: 236

► Webcam Versus Face-to-Face Coaching to Help Classroom Teachers Instruct Struggling Readers

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Presentation with Q&A

We discuss Tier 2 RCT studies comparing two modes (face-to-face vs. technology) of literacy coaching for K-1 classroom teachers to promote better reading for at-risk learners. We share the results which can help to elucidate what aspects of coaching promote better teaching and gains for at-risk readers.

LEADER(S): Lynne Vernon-Feagans, University of North Carolina, Chapel Hill, NC

PRESENTER(S): Mary Bratsch-Hines, University of North Carolina, Chapel Hill, NC

1:00 PM-2:00 PM ROOM: 023A • SESSION: 237

► EXHIBITOR SHOWCASE SESSION - Multisyllabic Word Identification: Assessment Across the Content Areas

Each content area places different literacy demands on students. Find out about a discipline-specific formative assessment system to identify secondary students who need instruction in multisyllabic word identification — a critical skill for understanding academic texts. Discover new research on the morphemes that occur most frequently within a given content area.

LEADER(S): Linda Gutlohn, Academic Therapy Publications, Novato, CA

1:00 PM-2:00 PM ROOM: 023B • SESSION: 238

► EXHIBITOR SHOWCASE SESSION: Managing Difficult Behavior

Learn practical and strategic techniques for managing children's behaviors and minimizing difficult behavior. At the conclusion of this session, workshop participants will be able to understand and demonstrate 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, Ramapo Training, New York, NY

PRESENTER(S): Rachel Lissy, Ramapo Training, New York, NY

1:00 PM-2:00 PM ROOM: 023C SESSION: 239

EXHIBITOR SHOWCASE SESSION: SEIS – The IEP and Special Ed Data Management System Used by Over 80% of California School Districts

Created by public education for public education, SEIS is unique among the many IEP systems. A centrally hosted system with a network of over 900 school districts and up to 11 years of IEP history. Student records can instantly transfer anywhere within the network. Pre-populated IEP forms, integration with district SIS, Service Tracking and a robust report generator are just a few of the powerful features SEIS offers.

LEADER(S): Deb Shaw, SEIS, CEDR Systems, San Joaquin County of Education, Stockton, CA

PRESENTER(S): Andi Thomas, SEIS, CEDR Systems, San Joaquin County of Education, Stockton, CA

1:00 PM-2:00 PM ROOM: 024A SESSION: 240

EXHIBITOR SHOWCASE SESSION: Engaging Learners Using Manipulatives

Explore ways to get students excited and motivated to learn by using a variety of engaging, hands-on activities. Through use of stimulating resources, thoughtfully applied in error-proof learning situations, we can entice a wide-range of learners' interests and ability levels. Help your students to make their learning more concrete.

LEADER(S): Amanda Sink, Lakeshore Learning Materials, Carson, CA

1:00 PM-1:45 PM ROOM: POSTER 01, EXPO HALL F SESSION: 245

Urban School Graduates as Civil Rights/Social Justice Leaders for Students With Disabilities

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Public Policy

FORMAT: Poster Session

With increasing demand for school accountability, school leaders have a greater responsibility to students with disabilities than ever before. This study explored the language of urban school leaders while ensuring that all children achieve positive learning and academic outcomes.

LEADER(S): Meagan Sumner, Blinn College, Bryan, TX

1:00 PM-1:45 PM ROOM: POSTER 03, EXPO HALL F SESSION: 246

Using the A+ Schools Program to Close the Achievement Gap

TOPIC AREA: Arts in Special Education

SECONDARY TOPIC: Gifted and Talented

FORMAT: Poster Session

The A+ Schools program has shown success with improved student achievement among gifted students from low socio-economic backgrounds. Join me and learn about this program and how we can integrate the arts into the general curriculum to improve achievement for all gifted students.

LEADER(S): Rachelle Miller, University of Central Arkansas, Conway, AR

1:00 PM-1:45 PM ROOM: POSTER 06, EXPO HALL F SESSION: 247

Just One Touch: The Apps Teachers Use With Students With Autism and How They Choose Them

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

Teachers support the iPad as a useful tool for working with children with autism, however there are thousands of 'apps' available. We review the research on using iPads with students with autism and share information about apps currently used, as well as information on peripherals and basic iPad accessibility features teachers may find useful.

LEADER(S): Shanon Taylor, University of Nevada, Reno, NV

1:00 PM-1:45 PM ROOM: POSTER 07, EXPO HALL F SESSION: 248

Pairing Evidence-Based Practice and Technology Innovation for Students With ASD in General Education Settings

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Poster Session

Many studies on effective interventions in ASD have centered on VM and VSM to teach a variety of skills. We examined the impact of VSM, delivered using video iPad minis, on the sustained attention of a student with high-functioning ASD during general classroom instruction. Recommendations and future research directions are described.

LEADER(S): Juliet Hart Barnett, Arizona State University, Tempe, AZ

PRESENTER(S): Cean Colcord, Arizona State University, Tempe, AZ; Stanley Zucker, Arizona State University, Tempe, AZ

1:00 PM-1:45 PM ROOM: POSTER 08, EXPO HALL F
SESSION: 249

► Teaching Sam and Tom to Read: Intervention for Children With ASD

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Poster Session

Reading instruction for children with ASD can be confounded by co-morbid conditions. We examine a targeted intervention package successful with 1 child applied to another child with like constellation of symptoms. Results give promise to instruction based upon clusters of symptoms, thus saving instructional time and providing effective intervention.

LEADER(S): Gail Coulter, Western Washington University, Bellingham, WA

PRESENTER(S): Roger Sasnett, Western Washington University, Bellingham, WA; Michael Lambert, Western Washington University, Bellingham, WA

1:00 PM-1:45 PM ROOM: POSTER 09, EXPO HALL F
SESSION: 250

► Perceptions of Postsecondary Students With Developmental Disabilities in South Korea

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

We discuss the perceptions of students in a postsecondary education program for individuals with DD. Major findings from this qualitative study include strong motivation for learning; career-seeking desire; parental expectations; and suggestions for optimal environment for their learning, independence, and community integration.

LEADER(S): Keonhee Kim, Daegu University, Gyeongsan City, Gyeongbuk, Republic of Korea

1:00 PM-1:45 PM ROOM: POSTER 12, EXPO HALL F
SESSION: 251

► Special and General Education Teachers' Use of Student Performance Data in Co-Teaching

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Accountability & Large Scale Assessments

FORMAT: Poster Session

Learn the results of a study examining how urban special and general education middle school co-teachers use and interpret student performance data to co-plan. We will focus on how the co-teachers collaborate most effectively when using accountability systems to track student learning.

LEADER(S): Xiuwen Wu, National Louis University, Skokie, IL

PRESENTER(S): Harry Ross, National Louis University, Skokie, IL

1:00 PM-1:45 PM ROOM: POSTER 13, EXPO HALL F
SESSION: 252

► Teacher's Perceptions Toward the Education of Students With Special Educational Needs in Northern Portugal

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

This session reports on a study that analyzes teachers' perception about some fundamental principles about the philosophy of inclusion in Portugal, such as collaboration, attitudes, and resources. General and special educators of all grades will benefit from this discussion.

LEADER(S): Amanda Santos, University of Minho, Braga, Portugal

PRESENTER(S): Luis Miranda Correia, University of Minho, Braga, Portugal; Anabela Santos, University of Minho, Braga, Portugal

1:00 PM-1:45 PM ROOM: POSTER 16, EXPO HALL F
SESSION: 253

► Literacy and Transition: A Three-Tier Model for Older Minority Adolescents

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

Literacy is a critical skill for educational and lifelong success. Unfortunately, too many students are dropping out of school or graduating without sufficient literacy skills to become productive citizens. We explore the effects of poor literacy preparedness on older adolescents and potential solutions.

LEADER(S): Ralph Gardner, III, The Ohio State University, Columbus, OH

PRESENTER(S): Morris Council, III, The Ohio State University, Columbus, OH; Lenwood Gibson, Queens College, CUNY, Flushing, NY

1:00 PM-1:45 PM ROOM: POSTER 17, EXPO HALL F
SESSION: 254

► Teaching Sight Word Reading to Hmong English Language Learners Using Incremental Rehearsal

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Incremental Rehearsal (IR) is a quick-drill flashcard intervention shown to be effective for teaching a variety of skills. Learn the IR intervention procedures and implementation, and hear results from a single-subject multiple-baseline design of IR with three, Hmong 1st-grade ELLs, who are struggling readers.

LEADER(S): Amy Leinen, University of Minnesota, Minneapolis, MN

1:00 PM-1:45 PM ROOM: POSTER 19, EXPO HALL F
SESSION: 255

► Project MITS: Meaningful Interactions Through Storybooks

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

Shared storybook reading is a natural activity for communicating, that also advocates the growth of language and social participation. Learn the results of a study that trained pre-school teachers to use the MITS intervention during circle time to increase literacy skills in students with autism.

LEADER(S): Katherine Zimmer, Kennesaw State University, Kennesaw, GA

1:00 PM-1:45 PM ROOM: POSTER 22, EXPO HALL F
SESSION: 256

► Function-Based Thinking in the Secondary Classroom

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

Learn the results of 6 student-led studies implementing function-based thinking (FBT) to intervene with problem behaviors at the middle and high school level. We will discuss the results of these studies and provide suggestions for implementation in a real-world setting.

LEADER(S): Amanda Hilsmier, Samford University, Birmingham, AL

PRESENTER(S): Nicolette Christians, University of Washington, Seattle, WA

1:00 PM-1:45 PM ROOM: POSTER 23, EXPO HALL F
SESSION: 257

► Where Should We Start? A Roadmap to Setting Up Group Contingencies

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Group contingencies (GCs) enable teachers to manage behaviors in an efficient manner. We provide an overview of three GCs along with a road map to be used when choosing an appropriate GC model. We will also share the results of a GC study along with limitations and practical implications.

LEADER(S): Sarah Dillon, University of Virginia, Charlottesville, VA

PRESENTER(S): Ashley MacSuga-Gage, University of Florida, Gainesville, FL

1:00 PM-1:45 PM ROOM: POSTER 04, EXPO HALL F
SESSION: 258

► A Shared Reading and Writing Intervention for Students With Intellectual Disability

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

This presentation will present findings from a single-subject intervention that explored the effectiveness of a shared reading and writing intervention on the comprehension of students with intellectual disability on expository text. The instruction included content area literacy and writing activities before, during, and after reading adapted science text.

LEADER(S): Carly Roberts, Purdue University, West Lafayette, IN

1:00 PM-1:45 PM ROOM: POSTER 05, EXPO HALL F
SESSION: 259

► Effective Mentoring Is a Key Component of a Postsecondary Program for Students With ID

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

We provide a protocol for replication and a systematic process of peer mentoring at the higher education level. Highlighted through systematized processes will be an example of our mentor/mentee training, follow-up support, and pre- and post-evaluations.

LEADER(S): Heidi Brett Mendez, University of Cincinnati, Cincinnati, OH

PRESENTER(S): Diane Clouse, Wilmington College, Wilmington, OH

1:00 PM-1:45 PM ROOM: POSTER 18, EXPO HALL F
SESSION: 260

► Working With Families: Verbal Behavior Programs for Taiwanese Children With Special Needs

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

A key element in effectively intervening in early childhood is establishing a collaborative relationship with families. This session will focus on involving families to promote language and learning skills through application of the Verbal Behavior approach for young children with special needs.

LEADER(S): Szu-Yin Chu, National Taitung University, Taiwan, Republic of China

1:00 PM-1:45 PM ROOM: POSTER 20, EXPO HALL F
SESSION: 261

► The Development of Academic Support Services for University Students in Saudi Arabia

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

It is not common practice in many countries, including Saudi Arabia, to provide academic supports for postsecondary students. We demonstrate how one university in KSA has developed an Academic Support Services center for students to be assessed and provided accommodations to improve academic success.

LEADER(S): Vicky Spencer, Dar Al Hekma University, Jeddah, Saudi Arabia

PRESENTER(S): Amal Alyamani, Dar Al Hekma University, Jeddah, Saudi Arabia; Rasha Mashmouhi, Dar Al Hekma University, Jeddah, Saudi Arabia

1:00 PM-1:45 PM ROOM: POSTER 02, EXPO HALL F
SESSION: 262

► Improving the Ability to Write Summaries Via Cognitive Strategy Instruction

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

We share the results of a mnemonic-based writing strategy intervention on the written summaries of students with writing difficulties. Following the intervention, participants improved the number of main ideas, length, and overall quality of the summaries.

LEADER(S): Bruce Saddler, University at Albany, Albany, NY

PRESENTER(S): Kristie Asaro-Saddler, University at Albany, New York, NY; Tammy Ellis-Robinson, University at Albany, Albany, NY; Julie Slichko, University at Albany, Albany, NY

1:00 PM-1:45 PM ROOM: POSTER 25, EXPO HALL F
SESSION: 263

► Academic Program Improvements Using Combined Federal Funding Under ESEA

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

We highlight Utah Virtual Academy, an online school that combined Title I and IDEA federal funds under ESEA in order to improve academic programming for at-risk students. You will learn how students attending the program regularly have made more gains than their peers.

LEADER(S): Shelly Strahan, Utah Virtual Academy, Murray, UT



1:00 PM-1:45 PM ROOM: POSTER 26, EXPO HALL F
SESSION: 264

► Extending Transition to Address Guardianship Alternatives: A Conceptual Model

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

We present a conceptual model that extends transition planning to addressing guardianship alternatives, including supported decision-making, specific to youth and adults at risk of losing civil and legal rights when their capacity to make decisions and ability to live autonomously are questioned.

LEADER(S): Dorothy Millar, Saginaw Valley State University, University Center, MI

1:00 PM-1:45 PM ROOM: POSTER 14, EXPO HALL F
SESSION: 265

► Improving Training Outcomes by Emphasizing Content and Evidence-Based Practice

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn about a process to improve training outcomes through program revisions targeting math and reading content and EBP. We discuss the Backward Design, professional standards, NCCTQ Innovation Configurations, research literature, and collaborative planning with content faculty in course development.

LEADER(S): Amy Childre, Middle Tennessee State University, Murfreesboro, TN

PRESENTER(S): Ginny Van Rie, Georgia College & State University, Milledgeville, GA

1:00 PM-1:45 PM ROOM: POSTER 15, EXPO HALL F
SESSION: 266

► PD Packages to Improve Implementation Fidelity of Interventions for Students With Disabilities

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Poster Session

Effective PD is needed to close the research-to-practice gap in special education. Results from meta-regression analysis suggest that using a combination of modeling and performance feedback predicts the effect of PD packages on implementation fidelity. Practical implications will be discussed.

LEADER(S): Matthew Brock, *The Ohio State University, Columbus, OH*

1:00 PM-1:45 PM ROOM: POSTER 24, EXPO HALL F
SESSION: 267

► Middle Schoolers Struggling in Mathematics: Strategic Patterns Used to Solve Fraction Problems

TOPIC AREA: Research

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

The type of strategy used when solving fraction problems is correlated with students' problem-solving accuracy. We classified students into 3 clusters, each with different strategic patterns for solving fractions. We share examples of assessment items, testing procedures, and classification methods.

LEADER(S): Dake Zhang, *Rutgers University, New Brunswick, NJ*

PRESENTER(S): Pamela Stecker, *Clemson University, Clemson, SC*; Rhonda Miller, *Clemson University, Clemson, SC*

1:00 PM-1:45 PM ROOM: POSTER 21, EXPO HALL F
SESSION: 268

► Collaboration and Data-Based Decision-Making Among MTSS Prereferral Teams

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We conducted a study to describe and analyze the ways in which high functioning prereferral teams engage in collaborative data-based decision-making to promote fidelity of implementation of the MTSS model. Observation protocols designed to identify critical elements of effective decision-making are shared.

LEADER(S): Katharine Shepherd, *University of Vermont, Burlington, VT*

1:00 PM-1:45 PM ROOM: POSTER 11, EXPO HALL F
SESSION: 269

► Using Multi-Element Software to Improve Writing for Elementary and High School Students

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Research

FORMAT: Poster Session

We share the results from two single-subject design pilot studies in which an AT software package, SOLO Literacy Suite, was used to improve written expression for students with disabilities in 5th grade and 11th grade. Implications for classroom instruction and future research are discussed.

LEADER(S): Mari Beth Coleman, *University of Tennessee, Knoxville, TN*

PRESENTER(S): Rachel Wright, *University of Tennessee, Knoxville, TN*; Jordyn Hubbell, *Metropolitan Nashville Public Schools, Nashville, TN*; Blanche Jackson Glimps, *Tennessee State University, Nashville, TN*

1:00 PM-1:45 PM ROOM: POSTER 10, EXPO HALL F
SESSION: 270

► Helping Teachers Accelerate Access to the CCSS for Students Who Are Blind or Visually Impaired

TOPIC AREA: Visual Impairments

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Although there have been good models of implementation of CCSS in discrete areas, there has been very little work specific to students who are blind or visually impaired. This session reviews the work Perkins has been doing as a result of a 2-year grant from the Bill and Melinda Gates Foundation.

LEADER(S): Mary Zatta, *Perkins School for the Blind, Watertown, MA*

PRESENTER(S): Rona Shaw, *Perkins School for the Blind, Watertown, MA*; Charlotte Cushman, *Perkins School for the Blind, Watertown, MA*

2:15 PM-3:45 PM ROOM: 027B • SESSION: 273

► SPECIAL FOCUS: Giving Education Meaning: The Gifted Journey of Down Syndrome

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Preparing our students with disabilities to work in a job associated with their interest and abilities is essential. We will dispel myths that produce barriers and validate the competencies of students with developmental disabilities through a student-centered co-op placement program that enables a purposeful life.

LEADER(S): Ashleigh Molloy, *Transformation Education Institute, Toronto, Ontario, Canada*



2:15 PM-3:15 PM ROOM: 22 • SESSION: 275

► What Reading and Math Achievement Tests Tell Us About Students With Disabilities in a CLD District

TOPIC AREA: Accountability & Large Scale Assessments

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

Students with disabilities often score 2-3 grade levels below their peers on state standardized assessments. Examine and compare reading and math achievement growth for students with disabilities in a large, diverse southwestern school district. Potential ramifications for state teacher effectiveness models are discussed.

LEADER(S): Trish Steinbrecher, University of New Mexico, Albuquerque, NM

2:15 PM-3:15 PM ROOM: 031C • SESSION: 276

► Preparing Personnel for Urban Systems Change: CoP Approach to Training and Induction

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Early Childhood

FORMAT: Panel

Learn about a research-based CoP approach to ECSE \ personnel development to reduce personnel shortages in urban systems serving young children with/at risk for disabilities. Supportive data and resources/tools are provided. You are invited to discuss challenges in personnel preparation and share effective strategies and resources.

LEADER(S): Lorelei Pisha, George Washington University, Washington, D.C.

PRESENTER(S): Jennifer Frey, George Washington University, Washington, D.C.; Allison Gunter, George Washington University, Washington, D.C.; Karin Spencer, Shepherd University, Shepherdstown, WV

2:15 PM-3:15 PM ROOM: 025B • SESSION: 277

► Developing Curriculum-Based Measurement Benchmarks for Postsecondary Students With DD

TOPIC AREA: Assessment

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Presentation with Q&A

Students with DD who attend postsecondary schools require targeted instruction and tools for making decisions about their academic progress. Research regarding the use of CBM with students with DD is growing but sparse. Learn how to evaluate the use of CBM for reading and mathematics to make decisions about students' progress.

LEADER(S): John Hosp, University of Iowa, Iowa City, IA

PRESENTER(S): Jeremy Ford, University of Iowa, Iowa City, IA; Kiersten Hensley, University of Iowa, Iowa City, IA

2:15 PM-3:15 PM ROOM: 028AB • SESSION: 278

► Improving Conversation Skills Via Interactive Whiteboards for Middle-School Students With ASD

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Engaging in conversations with peers is an essential social skill that is difficult for many students with ASD. We report on a study conducted to improve the conversation skills of middle-school students with ASD using interactive whiteboards.

LEADER(S): Patrick Leytham, Weber State University, Ogden, UT

PRESENTER(S): Teresa Cardon, Utah Valley University, Orem, UT; Debra Cote, California State University, Fullerton, CA; Susan Porter, University of Redlands, Redlands, CA

2:15 PM-3:15 PM ROOM: 031AB • SESSION: 279

► Improving Direct Instruction Phonetic Reading Responses for Students With Autism Using 'Fun'

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Using single-case alternating treatment design with 3 students with autism, we compared standard DI teaching methods with enhanced delivery methods. Results indicated that antecedent strategies to increase engagement resulted in increased student response accuracy. Theoretical and applied implications are discussed.

LEADER(S): Natalie Holdren, University of California, Santa Barbara, CA

2:15 PM-3:15 PM ROOM: 029D • SESSION: 280

► Transition to Employment: A Review of Four Decades of Research-Supported Practices

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

The college and career readiness movement has placed more emphasis on helping youth with disabilities make a successful transition to employment. To equipment practitioners with research-supported transition to employment practices, we conducted comprehensive reviews of research in the past 4 decades and will provide an overview of these practices.

LEADER(S): Dalun Zhang, Texas A&M University, College Station, TX

PRESENTER(S): Christina Gushanas, Texas A&M University, College Station, TX; Cynthia Dong, Texas A&M University, College Station, TX; Song Ju, University of Cincinnati, Cincinnati, OH

2:15 PM-3:15 PM ROOM: 026B • SESSION: 281

► Specialized Reading Instruction in Elementary Co-Taught Classrooms

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Reading goals on an IEP often require specialized reading instruction to meet the child's unique educational needs. Who provides IEP indicated specialized reading instruction in inclusive elementary classrooms? What is the role of the special educator? We address these questions and more!

LEADER(S): Debbie Ramer, College of William and Mary, Williamsburg, VA

PRESENTER(S): Sharon deFur, College of William and Mary, Williamsburg, VA



2:15 PM-3:15 PM ROOM: 028E • SESSION: 282

► Culturally Relevant Teaching in the Special Education Classroom

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

In this session, you will learn about the paradigm of Culturally Responsive Teaching, examine the nature of segregated special education settings, and review several educational models that can help support your efforts at being more culturally responsive.

LEADER(S): Bryan Cichy, St. Cloud State University, Minneapolis, MN

PRESENTER(S): Larry Bryant, University of North Texas, Dallas, TX

2:15 PM-3:15 PM ROOM: 033B • SESSION: 283

► Strand D, Session 4: Multi-Tiered System of Support (MTSS): Addressing a Culturally and Linguistically Appropriate Model for English Learners

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Presentation with Q&A

In this final session, you will explore MTSS by interacting vis-a-vis concrete examples of assessment, infrastructures, data-informed program solving, and literacy development with special and general education joint responsibilities emphasized. Triangulated case study data indicate benefits to ELs and their families.

LEADER(S): Claudia Rinaldi, Lasell College, Newton, MA

PRESENTER(S): Julie Brown, Portland State University, Portland, OR

2:15 PM-3:15 PM ROOM: 029A • SESSION: 284

► Using Technology to Adapt Dialogic Reading for Children With Special Needs

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Technology and Media

FORMAT: Demonstration

We will demonstrate how to use technology to adapt Dialogic Reading for children with disabilities and describe a study using this intervention. You will identify intervention components, understand how to adapt books using technology, and discuss implications for classroom practice and research.

LEADER(S): Naomi Rahn, West Virginia University, Morgantown, WV

PRESENTER(S): Kim Floyd, West Virginia University, Morgantown, WV; Christan Coogle, West Virginia University, Morgantown, WV



2:15 PM-3:15 PM • ROOM: 029C • SESSION: 285

Mental Health and Exposure Issues Affecting Students With EBD

TOPIC AREA: Emotional and Behavioral Disorders

MODERATOR(S): Susan Albrecht, Ball State University, Muncie, IN

● Reactive Attachment Disorder: A New Face of EBD and What Teachers Need to Know

We address the causes of RAD and also specify the behavioral and academic characteristics. Learn low-, high-, and no-tech strategies for de-escalating students, proactively addressing behavior, and teaching self-monitoring skills to help them to successfully integrate into the general education classroom.

LEADER(S): Dusty Columbia Embury, Eastern Kentucky University, Richmond

PRESENTER(S): Laura Clarke, Eastern Kentucky University, Richmond; Jennifer Christensen, Eastern Kentucky University, Richmond

● Childhood Emotional and Behavioral Disorders and Exposure to Domestic Violence

We address the latest research on the effects of domestic violence on children. Learn about the range of EBDs and their effects in the classroom and what educators can do to identify these disorders; assist children struggling with them; and support their social, emotional, and academic success in the classroom.

LEADER(S): Deborah Lynch, Chicago State University, Chicago, IL

2:15 PM-3:15 PM ROOM: 025C • SESSION: 286

► Fostering Disability Awareness in Sport Through an International Cultural Exchange

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Barriers to participation in sport activities for people with disabilities include negative attitudes of non-disabled peers and adults who work with individuals with disabilities. This study shows the positive impacts on attitudes when bringing international athletes together to participate in sports.

LEADER(S): Pamela Baker, George Mason University, Fairfax, VA

PRESENTER(S): Robert Baker, George Mason University, Fairfax, VA

★ DLD SHOWCASE ★**'Do This, Not That!' Unraveling Common Instructional Myths for Students With LD**

2:15 PM-3:15 PM • ROOM: 032A • SESSION: 287

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

This session helps special educators make sense of instructional myths associated with EBPs. We describe common myths and instructional mistakes about implementation, provide examples for improving instruction, and share resources to promote engagement and intensive intervention for students with LD.

LEADER(S): Stephen Ciullo, Texas State University, San Marcos, TX

PRESENTER(S): Devin Kearns, University of Connecticut, Storrs, CT; Chris Lemons, Vanderbilt University, Nashville, TN; Rebecca Zumeta, American Institutes for Research, Washington, D.C.; Diane Rodriguez, Fordham University, New York, NY

2:15 PM-3:15 PM ROOM: 028D • SESSION: 288

► A Dialogue of Effective Practices for New Special Education Teacher Development

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Presentation with Q&A

New special education teachers need continuous support at the district level and from other special education teachers to become effective at meeting student needs. Learn about what is defined as effective practice at the university level and what is considered effective practice in the classroom.

LEADER(S): *Eric Penalber, Livingston Parish Public Schools, Livingston, LA*

PRESENTER(S): *Bonnie Boulton, Livingston Parish Public Schools, Livingston, LA; Jeanne Ebey, Livingston Parish Public Schools, Livingston, LA; Ellen Ratcliff, Southeastern Louisiana University, Hammond, LA*

2:15 PM-3:15 PM ROOM: 030AB • SESSION: 289

► Program Chair – IDC Work Group Panel: Prevention of Maltreatment

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

Children with disabilities experience abuse and bullying which severely impacts their health, behavior, learning, and performance. In recognition of this problem, a collaborative group of CEC special interest division leaders (IDC) have developed a maltreatment prevention model including IEP/IFSP safety statements based upon survey results from CEC Divisions.

LEADER(S): *Debra Lively, Saginaw Valley State University, University Center, MI*

PRESENTER(S): *Harold Johnson, Michigan State University, East Lansing, MI; Laurie VanderPloeg, Kent ISD, Grand Rapids, MI; David Cihak, University of Tennessee, Knoxville, TN; Laurie DeBettencourt, Johns Hopkins University, Baltimore, MD; Jamie Hopkins, CEC Pioneers Division Past President, Milford, OH; William Bogdan, University of Cincinnati (Retired), Edgewood, KY*

2:15 PM-3:15 PM ROOM: 032B • SESSION: 290

► Program Chair – The School as the Parent: Partnerships in Educating Wards of the State

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Panelists will discuss findings from studies of how educational services are delivered to youth in foster care and juvenile justice facilities. The panel will help those serving in educational and guardianship roles to work cooperatively in mitigating the negative experiences and academic difficulties of adolescents under their care.

LEADER(S): *Deborah Reed, Florida Center for Reading/FSU, Tallahassee, FL*

PRESENTER(S): *Ashli Tyre, Seattle University, Seattle, WA; Jade Wexler, University of Maryland, College Park, MD*

2:15 PM-3:15 PM ROOM: 030E • SESSION: 291

► Improving Automaticity of EBP Implementation by Managing Cognitive Load and Providing Coaching and Feedback

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Implementation of EBPs with fidelity and automaticity is an essential component of teacher's instructional repertoires. However, a culprit restricting success is cognitive overload during teaching. We disseminate coaching and feedback strategies that led to lower cognitive load and quality implementation of EBPs.

LEADER(S): *Michael Kennedy, University of Virginia, Charlottesville, VA*

PRESENTER(S): *Kat Alves, University of Virginia, Charlottesville, VA; Wendy Rodgers, University of Virginia, Charlottesville, VA; John Romig, University of Virginia, Charlottesville, VA*

2:15 PM-3:15 PM ROOM: 026A • SESSION: 292

► Perceived School Belonging and Academic Outcomes for Students With Chronic Medical Conditions

TOPIC AREA: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This session will focus on the need for school belonging and the importance it has for academic motivation. The relation perceived school belonging has with academic attainment for chronically ill students and their healthy peers are discussed. Research findings from a study exploring the relations are shared.

LEADER(S): *Kathryn Kirkpatrick, Nationwide Children's Hospital, Columbus, OH*



2:15 PM-3:15 PM • ROOM: 029B • SESSION: 293

Peer-Mediated Interventions: What We Know and Where We Might Go

TOPIC AREA: Research

MODERATOR(S): Karrie Shogren, University of Kansas, Lawrence, KS

● Efficacy and Social Validity of Peer-Mediated Interventions for Adolescents with Severe Disabilities

We will present findings from a series of studies evaluating the implementation and impact of peer support and peer network interventions for adolescents with intellectual and developmental disabilities. We offer recommendations for research and practice focused on enhancing the social lives and learning of students with severe disabilities.

LEADER(S): Erik Carter, Vanderbilt University, Nashville, TN

PRESENTER(S): Jenny Gustafson, Vanderbilt University, Nashville, TN; Elizabeth Biggs, Vanderbilt University, Nashville, TN

● Academic, Social and Behavioral Outcomes Associated With Peer Tutoring

We discuss the results of two meta-analyses that examined the effects of peer tutoring on academic achievement and on social and behavioral outcomes. Findings and implications include disability status, ELLs, specific content areas, and maintenance of observed social and behavioral benefits.

LEADER(S): Lisa Bowman-Perrott, Texas A&M University, College Station, TX

2:15 PM-3:15 PM

ROOM: 033A • SESSION: 294

► Program Chair Tribute Session – Tribute to Janette Klingner: The Contribution of Collaborative Strategic Reading to Reading Comprehension Research

TOPIC AREA: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

To honor and celebrate Janette Klingner's vision for conducting high quality intervention research on reading comprehension for struggling readers, students with disabilities, and ELs, we offer a look at CSR over time. Twenty years of research on CSR has demonstrated reading comprehension gains for diverse students in mixed-ability classrooms.

LEADER(S): Alison Boardman, University of Colorado, Boulder, CO

PRESENTER(S): Sharon Vaughn, The Meadows CTR for Preventing Educational Risk/UT, Austin, TX; Brooke Moore, University of Colorado, Denver, CO; Amy Boele, University of Colorado, Denver, CO; Colleen Reutebuch, The Meadows CTR for Preventing Educational Risk/UT, Austin, TX

2:15 PM-3:15 PM

ROOM: 025A • SESSION: 295

► Transitioning From Teacher Candidate to Beginning Teacher: Twenty Strategies for Success

TOPIC AREA: Strategies for Entry to the Special Education Career

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

This session will provide teacher candidates and beginning teachers with effective strategies to go from 'just surviving' during induction years to thriving in their new positions! The information is based on 16 years working with first-, second-, and third-year special educators. (

LEADER(S): Debi Gartland, Towson University, Towson, MD

2:15 PM-3:15 PM

ROOM: 028C • SESSION: 296

► The Right Help, At the Right Time, In the Right Location

TOPIC AREA: Visual Impairments

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

Descriptive surveys from 1994 and 2013 are used to describe the current role of specialized schools in the Continuum of Placement Options. The most significant change is the extent to which these schools now work collaboratively with students attending schools in general education.

LEADER(S): Eugene McMahon, Council of Schools and Services for the Blind, Pearl River, NY

PRESENTER(S): Dean Stenehjelm, Washington State School for the Blind, Vancouver, WA

2:15 PM-3:15 PM ROOM: 023A • SESSION: 297

EXHIBITOR SHOWCASE SESSION – iPads and Struggling Readers: LANGUAGE! Live Comes Alive in Classrooms

Explore Common Core State Standards and see the newest reading research; combine that information with the newest technology on iPads as a proven approach to teach struggling secondary students. Learn how adaptive online instruction in LANGUAGE! Live strives to reignite students' enjoyment of peer interaction and combine it with proven learning strategies to promote academic achievement. Use your iPad to help target and remediate gaps in the foundational language skills that enable reading.

LEADER(S): Helen C. Long, Cambium Learning, Atlanta, GA

2:15 PM-3:15 PM ROOM: 023B • SESSION: 298

EXHIBITOR SHOWCASE SESSION: Individualized Success through Songs, Video, and Games

Learning Upgrade's high-interest lessons help each student make a reading and math breakthrough. See how students overcome learning challenges through engaging online courses. Learn how special needs students acquire the skills to access the general curriculum. Join us for music, learning and fun!

LEADER(S): Vinod Lobo, Learning Upgrade LLC, San Diego, CA

PRESENTER(S): Drew Robinson, Learning Upgrade LLC, San Diego, CA

2:15 PM-3:15 PM ROOM: 023C • SESSION: 299

EXHIBITOR SHOWCASE SESSION: One Minute Reader

The award-winning One Minute Reader home reading program used the same research-based strategies as Read Naturally's classroom programs. This session is ideal for educators looking to increase the school/family connection through a school-to-home checkout program or to implement independent, differentiated reading time in the classroom.

LEADER(S): Gail Adams, Read Naturally, St. Paul, MN

2:15 PM-3:15 PM ROOM: 024A • SESSION: 300

EXHIBITOR SHOWCASE SESSION: Overcoming Why Behavior Plans (BIPs) Fail

This session will focus on creating effective interventions for problematic behaviors. Participants will learn how to align interventions with the function of targeted behaviors. The sessions will review the common challenges to creating effective BIPs and provide strategies for overcoming them.

LEADER(S): Edward O'Neill, Cenpatco Schools, Gilbert, AZ

2:15 PM-3:00 PM ROOM: POSTER 01, EXPO HALL F SESSION: 303

Can Leadership Programs Instill an Orientation Toward Human Rights and Social Justice for All Students?

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Public Policy

FORMAT: Poster Session

This study explored how current school leaders who are graduates of a university-based exemplary principalship program make sense of civil-rights motivated inclusive education policy and legal mandates in order to promote an inclusive school culture. Results are shared.

LEADER(S): Meagan Sumner, Blinn College, Bryan, TX

2:15 PM-3:00 PM ROOM: POSTER 02, EXPO HALL F SESSION: 304

Measuring Help-Seeking: Factor Structure, Reliability, and Validity Among Youth With Disabilities

TOPIC AREA: Assessment

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

Results of a measure of help-seeking behaviors (HSB) are shared which suggest that HSB toward parents and teachers were associated with positive school bonding, life satisfaction, and career outcomes, but HSB toward peers was a negative predictor of career outcomes.

LEADER(S): Yen Pham, University of New Mexico, Albuquerque, NM

2:15 PM-3:00 PM ROOM: POSTER 04, EXPO HALL F SESSION: 305

Effects of Discrete Trials Versus Embedded Instruction on Skill Acquisition and Behavior

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Poster Session

This study used a single-subject alternating treatment design across students to compare DTT and EI on functional skills for students with autism. The results, which examined a functional relationship between the interventions on the acquisition of skills and decrease in interfering behaviors, are shared.

LEADER(S): Mona Nasir-Tuckuck, University of Nevada, Las Vegas, NV

PRESENTER(S): Joshua Baker, University of Nevada, Las Vegas, NV; Cori More, University of Nevada, Las Vegas, NV

2:15 PM-3:00 PM ROOM: POSTER 05, EXPO HALL F
SESSION: 306

► I Want Chips: Teaching Text Messaging to Students With Autism

TOPIC AREA: Autism Spectrum Disorder
SECONDARY TOPIC: Technology and Media
FORMAT: Poster Session

Becoming fluent in everyday technology allows individuals with autism to participate in the global community like their same-aged peers. Using the basic tenets of applied behavior analysis, 3 students with ASD were taught to use Smartphone technology to make requests via text messaging. We will discuss the findings.

LEADER(S): Kelly Carrero, Shippensburg University, Shippensburg, PA

PRESENTER(S): Mandy Lusk, Clayton State University, Morrow, GA; Donna Sayman, Wichita State University, Wichita, KS

2:15 PM-3:00 PM ROOM: POSTER 06, EXPO HALL F
SESSION: 307

► Measuring Joint Attention: Aspects to Consider

TOPIC AREA: Autism Spectrum Disorder
SECONDARY TOPIC: Research
FORMAT: Poster Session

Many children with autism have deficits in joint attention which is correlated to language development and social interactions. As a result, interventions for children with autism target joint attention. In this session, I will share information related to measurement aspects of these interventions.

LEADER(S): Man Fung Lam, University of Georgia, Athens, GA

2:15 PM-3:00 PM ROOM: POSTER 09, EXPO HALL F
SESSION: 308

► Preparing Teachers to Enhance Family and Community Involvement for Students With Disabilities

TOPIC AREA: Career Development/Transition
SECONDARY TOPIC: Personnel Preparation
FORMAT: Poster Session

Coupled with teachers perceiving a lack of competence in their transition instruction, we see a lack of clarity about purposes and content of personnel preparation to implement family and community engagement. Learn study results from special educators who implement 'community conversations, and gain knowledge to plan better transition.

LEADER(S): Michelle Parker-Katz, University of Illinois, Chicago, IL

2:15 PM-3:00 PM ROOM: POSTER 15, EXPO HALL F
SESSION: 309

► The Impact of RTI on Teacher Education Programs: Preservice Teachers' Concerns

TOPIC AREA: Collaboration and Inclusive Practices
SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports
FORMAT: Poster Session

We share results of a study exploring general education preservice teachers' levels of concern about their future implementation of RTI. Findings suggest preservice teachers are not fully prepared to implement the RTI model. Implications of the impact on teacher education programs will be discussed.

LEADER(S): Brenda Barrio, Washington State University, Pullman, WA

2:15 PM-3:00 PM ROOM: POSTER 13, EXPO HALL F
SESSION: 310

► Peer Interaction Strategies for Students Using Communication Devices in Inclusive Settings

TOPIC AREA: Communicative Disabilities and Deafness
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Poster Session

Paraeducator training on peer interaction strategies can promote communication between students using communication devices and their peers in general education classrooms. Results and implications from a study in an elementary school are discussed. A self-monitoring prompting sheet will also be shared.

LEADER(S): Karen Douglas, Illinois State University, Normal, IL

PRESENTER(S): Yun-Ching Chung, Illinois State University, Normal, IL; Dani Loseke, Illinois State University, Normal, IL

2:15 PM-3:00 PM ROOM: POSTER 19, EXPO HALL F
SESSION: 311

► Providing Supplemental Reading Help for Kindergarten Students: How Early Should You Start?

TOPIC AREA: Early Childhood
SECONDARY TOPIC: Research
FORMAT: Poster Session

We share results of a study comparing progress of kindergarteners who received small-group reading intervention across the full school-year with those beginning the same intervention midyear. We also provide suggestions for addressing readiness skills while providing early intervention.

LEADER(S): Shawwna Helf, Winthrop University, Rock Hill, SC

2:15 PM-3:00 PM ROOM: POSTER 22, EXPO HALL F
SESSION: 312

► Increasing Opportunities to Respond for Students With Challenging Behaviors During Reading Instruction

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

We report the results of a study to assess the effects of increasing the opportunities to respond during reading instruction. A multiple-probe design was used to examine the effectiveness of goal setting on student engagement and oral reading fluency. Implications for practice are discussed.

LEADER(S): Lauren Evanovich, University of Louisville, Louisville, KY

PRESENTER(S): Amy Lingo, University of Louisville, Louisville, KY

2:15 PM-3:00 PM ROOM: POSTER 03, EXPO HALL F
SESSION: 313

► A Special Educator's Practical Knowledge: Focusing on the Math Instruction Using Fairy Tales

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This study examined a special educator's practical knowledge when delivering math instruction that uses fairy tales to increase students' interest and participation. Study results and implications for future research and practice will be addressed.

LEADER(S): Hyojeong Seo, University of Kansas, Lawrence, KS

PRESENTER(S): Eun-hae Lee, Kongju Jung-dong Elementary School, Kongju, Republic of Korea; Kyoungwon Lim, Kongju National University, ChungNam Province; Republic of Korea; Hwi-jeong Kwon, Kongju National University, Kongju, South Korea

2:15 PM-3:00 PM ROOM: POSTER 08, EXPO HALL F
SESSION: 314

► To Puberty and Beyond: Sexuality Education for ALL Students

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Poster Session

As children enter puberty, educators and caregivers often seek guidance as to WHAT and HOW to teach critical content. We describe a series of workshops designed to assist attendees to meet the sexuality training needs of adolescents with disabilities.

LEADER(S): Ruth Eyres, Easter Seals Arkansas, Memphis, AR

2:15 PM-3:00 PM ROOM: POSTER 17, EXPO HALL F
SESSION: 315

► Efficacy of a Phonemic and Morphological Intervention on the Reading Fluency of an Adult Secondary Education Reader

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

A multiple-probe single-subject research design was implemented to assess the efficacy of intervention designed to increase phonemic awareness, morphological awareness, and reading fluency in a 20-year-old college student. Results will be shared that show the participant demonstrated meaningful gains.

LEADER(S): Kyle Brouwer, University of South Dakota, Vermillion, SD

PRESENTER(S): Kennedy Weiland, University of South Dakota, Vermillion, SD

2:15 PM-3:00 PM ROOM: POSTER 12, EXPO HALL F
SESSION: 316

► Examining Teacher Self-Efficacy Within the First-Year Implementation of a Multi-Tier Framework

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

As the world of education is constantly evolving, teachers are required to adapt to school districtwide initiatives designed to improve student academic and behavioral outcomes. We discuss the impact of a first-year implementation of a multi-tiered framework on the self-efficacy of teachers.

LEADER(S): Elizabeth Stratton, University of Memphis, Memphis, TN

PRESENTER(S): William Hunter, University of Memphis, Memphis, TN

2:15 PM-3:00 PM ROOM: POSTER 14, EXPO HALL F
SESSION: 317

► Hear Our Voices: Parental Perspectives on the Education of Children With Autism

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

We discuss parental expectations and concerns on the education of their children with autism including perspectives on their child's educational setting. Learn to create an effective environment for learning and socio-emotional development of children with autism, and support strategies for parents.

LEADER(S): Keonhee Kim, Daegu University, Gyeongsan City, Gyeongbuk, Republic of Korea

2:15 PM-3:00 PM ROOM: POSTER 21, EXPO HALL F
SESSION: 318

► Better Together: Preparing Special Education Teachers to Partner With Families

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Children with special needs benefit when teachers and families partner together, but preservice programs rarely prepare candidates to collaborate with families. We discuss preservice collaboration with families and invite participants to share beliefs, experiences, and knowledge of successful collaboration.

LEADER(S): *Vanessa Goodwin, California State University, Northridge, CA*

2:15 PM-3:00 PM ROOM: POSTER 07, EXPO HALL F
SESSION: 319

► Providing Students Multiple Means of Expressing Learning in the Online Environment

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

We share a study conducted within an online graduate special education course. Students choose between 3 projects to demonstrate their mastery of assignment objectives. Results include the students' mastery of the objectives based on grades and their perceptions of the assignment based on a survey.

LEADER(S): *Michel Miller, Drexel University, Philadelphia, PA*

2:15 PM-3:00 PM ROOM: POSTER 16, EXPO HALL F
SESSION: 320

► Preservice Teacher Preparation in Functional Behavioral Assessment: The Impact of IRIS Resources

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We share results of a study on the impact of an interactive online module developed by The IRIS Center on preservice teachers' application of FBA in classroom settings. Learn about IRIS resources, the impact of these resources on teachers' knowledge and application, and implications for personnel preparation.

LEADER(S): *Sara Werner Juarez, Claremont Graduate University, Claremont, CA*

2:15 PM-3:00 PM ROOM: POSTER 23, EXPO HALL F
SESSION: 321

► A Meta-Analytic Technique for Single-Case Research and a Comparison With Currently Used Metrics

TOPIC AREA: Research

FORMAT: Poster Session

Learn about Difference in Projected Points (DIPP), that produces a meaningful metric from the same three factors considered by visual analysts: level, trend, and variability. Results of using DIPP and comparing them an existing review that used Percent Non-overlapping Data are shared.

LEADER(S): *Matthew Brock, The Ohio State University, Columbus, OH*

2:15 PM-3:00 PM ROOM: POSTER 24, EXPO HALL F
SESSION: 322

► Proportional Reasoning Word Problem Performance for Middle School Students With High-Incidence Disabilities

TOPIC AREA: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Schema-based instruction was used to examine the solving of proportional reasoning word problems for middle school students with high-incidence disabilities. Results are shared which indicated that all groups of students mastered the first three categories of the SBI process.

LEADER(S): *Anne Brawand, Kutztown University, Kutztown, PA*

PRESENTER(S): *Peggy King-Sears, George Mason University, Fairfax, VA*

2:15 PM-3:00 PM ROOM: POSTER 18, EXPO HALL F
SESSION: 323

► Teacher Questioning: Goals and Subgoals During a Constructivist-Oriented Teaching Experiment

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We share the results of a study investigating the types of questions employed during an intervention designed to promote the concept of unit fraction in one 5th-grade child with LD and the extent to which different types of questions were associated with varying levels of the child's conceptual growth.

LEADER(S): *Jessica Hunt, University of Texas, Austin, TX*

2:15 PM-3:00 PM ROOM: POSTER 20, EXPO HALL F
SESSION: 324

► An SCEC Partnering With Peers' Peer Mentoring Program: The Second Year

TOPIC AREA: Strategies for Entry to the Special Education Career

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

An SCEC peer mentoring program was implemented to assist college freshmen on their journey through the university, their major, and extra-curricular activities. Freshmen mentees and upperclassmen mentors evaluated the program stressing its success. An overview of this program and an evaluation are shared.

LEADER(S): Darlene Perner, Bloomsburg University of Pennsylvania, Bloomsburg, PA

2:15 PM-3:00 PM ROOM: POSTER 10, EXPO HALL F
SESSION: 325

► Using Computer-Assisted Instruction to Increase Phonological Awareness Skills in Young Children

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

Being aware of and manipulating the sounds of spoken language is highly correlated with later success in literacy-related skills. This session will describe computer-assisted instruction used to increase phonological awareness skills in young children.

LEADER(S): Sara Mackiewicz, Clemson University, Clemson, SC

2:15 PM-3:00 PM ROOM: POSTER 11, EXPO HALL F
SESSION: 326

► We Have iPads! Now What?

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Learn how to begin using iPads in a special education classroom. Topics include selection of Apps, managing 1:1 usage, direct instruction, collaborative learning projects, application of Blooms taxonomy for digital learning, and more. AT will be addressed along with frequently asked questions.

LEADER(S): Sandra Ayala, Sonoma State University, Rohnert Park, CA

3:30 PM-4:30 PM ROOM: 033B • SESSION: 329

► CEC Aspiring Leaders

FORMAT: Presentation with Q&A

CEC needs YOU! Interact with CEC leaders and learn the various roles and benefits of becoming a leader in CEC. Discover CEC leadership opportunities, how you can become involved in governance activities, and the impact you can have within state/provincial units, divisions and subdivisions, and at the international level with tips on how to get started.

LEADER(S): Robin Brewer, University of Northern Colorado, Greeley, CO

3:30 PM-4:30 PM ROOM: 032A • SESSION: 330

► SE/GE Leadership Collaboration: Maximizing Our Potential and Getting It Done!

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

The days of isolation in the education system are at an end. Increased accountability, CCSS, and challenging resources are bringing SE and GE together to meet the needs of all students. We address the need, the successes, the challenges, and strategies to encourage effective collaboration at all levels.

LEADER(S): Gina Scala, East Stroudsburg University of Pennsylvania, East Stroudsburg, PA

PRESENTER(S): Kris Hirschmann, K12 Inc., Tacoma, WA

3:30 PM-4:30 PM ROOM: 025A • SESSION: 331

► Gaining Access Through Arts Integration: Literacy Instruction for Students With Severe Disabilities

TOPIC AREA: Arts in Special Education

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Presentation with Q&A

We describe the process of adapting curriculum and leisure-reading texts so that students with severe disabilities can access and comprehend them. You will view numerous examples of completed adapted books, as well as take home a bag of sustainable resources to use when adapting your own texts.

LEADER(S): Susan Johnson, Mercyhurst University, Erie, PA

3:30 PM-4:30 PM ROOM: 025B • SESSION: 332

Examining Variations in Student Performance Across Comprehension Assessments

TOPIC AREA: Assessment

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

We present findings from 3 studies investigating the response accuracy of students with reading difficulties and typically developing peers on different measures of reading comprehension. Implications for using comprehension assessments in practice are discussed.

LEADER(S): *Alyson Collins, Vanderbilt University, Nashville, TN*

3:30 PM-4:30 PM ROOM: 031AB • SESSION: 333

Tiger Club: A Multi-Disciplinary Approach to Teaching Social Skills

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

As a school-based team one of the biggest challenges we have faced is how to effectively program for students with autism and other social communication impairments. We will share a structured and systematic method of teaching social skills, effectively empowering students to navigate the 'hidden curriculum.'

LEADER(S): *Jennifer Fiasconaro, Memorial Elementary School, East Hampton, CT*PRESENTER(S): *Aydrien Cathcart, Memorial Elementary School, East Hampton, CT; Judith Foberg, Memorial Elementary School, East Hampton, CT*

3:30 PM-4:30 PM ROOM: 029D • SESSION: 334

What We've Learned Implementing Secondary Self-Determination Instruction Across 6th-12th Grades

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Come hear lessons learned from implementing the Self-Determination Continuum of Instruction: 6th Grade -12th Grade (SDCI: 6-12) The SDCI: 6-12 is designed to enhance student acquisition and use of self-determination skills in preparation for secondary transition, and is based on theory and research in self-determination and its associated sub-skills.

LEADER(S): *Lori Peterson, University of Northern Colorado, Greeley, CO*

3:30 PM-4:30 PM ROOM: 032B • SESSION: 335

Scheduling for Co-Teaching: Do This, Don't Do That

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

When professionals discuss co-teaching challenges, scheduling is nearly always mentioned, including grouping students with disabilities in classes, assigning co-teachers with limited staffing, and arranging shared planning time. Using data and successful experiences from two large urban districts, we outline common scheduling dilemmas and ways to effectively address them.

LEADER(S): *Marilyn Friend, University of North Carolina, Greensboro, NC*PRESENTER(S): *Laura Hamby, Charlotte-Mecklenburg Schools, Charlotte, NC; Debra McAdams, Metro Nashville Public Schools, Nashville, TN*

3:30 PM-4:30 PM ROOM: 22 • SESSION: 336

Partnering With Parents for Math Readiness in Young Deaf/Hard-of-Hearing Children

TOPIC AREA: Communicative Disabilities and Deafness

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&A

This session showcases the Building Math Readiness in Young Deaf/Hard-of-Hearing Children: Parents as Partners online intervention. We present quantitative and qualitative results from a multiple case study of 20 deaf/hard-of-hearing children and their parents who were involved in the project.

LEADER(S): *Claudia Pagliaro, University of North Carolina, Greensboro, NC*PRESENTER(S): *Karen Kritzer, Kent State University, Kent, OH*

3:30 PM-4:30 PM ROOM: 025C • SESSION: 337

Multisensory Communication for Students With Significant Language and/or Cognitive Impairments

TOPIC AREA: Communicative Disabilities and Deafness

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Demonstration

Incorporating all of the senses into our instruction can increase receptive and expressive communication skills of students with significant language, cognitive, and/or sensory issues. Learn strategies on using multisensory activities to increase student participation, comprehension, and communication.

LEADER(S): *Jessie Moreau, Gwinnett County Public Schools, Suwanee, GA*

3:30 PM-4:30 PM ROOM: 030AB • SESSION: 338

► Program Chair – Multiple Identities: A Discussion of Youth With Disabilities Who Identify as LGBTQ

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

We provide an overview of research regarding the unique experiences of youth with disabilities who identify as LGBTQ. We discuss what it means to create safe, positive learning environments for all students and examine how to make the classroom more inclusive for LGBTQ students. Finally, we discuss how to provide access for students to gain knowledge of sex, sexuality, and sexual orientation.

LEADER(S): James Sinclair, University of Oregon, Eugene, OR; Laurie Gutmann Kahn, University of Oregon, Eugene, OR

3:30 PM-4:30 PM ROOM: 029B • SESSION: 339

► Fifteen Behavior Strategies That Improve Academic Success

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

What specific behavioral strategies can improve academic success? You will learn 15 evidence-based behavioral strategies and how those strategies can be utilized every day within the classroom. We provide multiple examples of how to apply these strategies to the CCSS to improve student performance.

LEADER(S): Beverley Johns, MacMurray College, Jacksonville, IL



3:30 PM-4:30 PM • ROOM: 029C • SESSION: 340

Increasing Engagement With Students with E/BD

TOPIC AREA: Emotional and Behavioral Disorders

MODERATOR(S): Terrance Scott, University of Louisville, Louisville, KY

● Daily Behavior Report Card: Increasing Engagement of Adolescents With ADHD

We discuss the research on using Daily Behavior Report Card (DBRC) to increase engagement of adolescents with ADHD. You will learn about an innovative online DBRC system to support teachers in a secondary school for at-risk students. Research findings and implications for practice are discussed.

LEADER(S): Wendy Yeo, NorthLight School, Singapore, Singapore

PRESENTER(S): Ailsa Goh, National Institute of Education, Singapore, Singapore; Carol Tan, National Institute of Education, Nanyang Technological University, Singapore

● Increasing Academic Engagement Among Disengaged Secondary Students

We describe the results of a self-selected goal setting intervention with secondary-age students with EBD who were disengaged from school. Students self-selected daily goals for work completion and engagement. The intervention resulted in dramatic increases in both productivity and engagement.

LEADER(S): Beth Custer, Lehigh University, Bethlehem, PA

3:30 PM-4:30 PM ROOM: 026A • SESSION: 341

► The 2013 Initial Teacher Preparation Standards in Gifted Education

TOPIC AREA: Gifted and Talented

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This session describes the 2013 Initial Teacher Preparation Standards in Gifted and Talented Education and compares them to the 2006 NAGC and CEC standards. The presenter will identify why the 2006 standards needed to be revised, the revision process, the research base, and each of the 7 standards and its related elements.

LEADER(S): Susan Johnsen, Baylor University, Waco, TX

3:30 PM-4:30 PM ROOM: 028D • SESSION: 342**► Reforming Educator Preparation: A Collaborative Systems Approach****TOPIC AREA:** Personnel Preparation**SECONDARY TOPIC:** Public Policy**FORMAT:** Panel

Five institutions of higher education share their approach to reform special and general education teacher preparation to ensure candidates can prepare all students to achieve the CCSS. The institutions work across departments and with the state to create replicable models of effective preparation.

LEADER(S): Martha Hougén, University of Florida, Gainesville, FL

PRESENTER(S): Paul Sindelar, University of Florida, Gainesville, FL; Shireen Pavri, California State University, Long Beach, CA; Vicki Graf, Loyola Marymount University, Los Angeles, CA; Andrea Zetlin, California State University, Los Angeles, CA; Lynn Larsen, Brandman University, Irvine, CA; Susan Courey, San Francisco State University, San Francisco, CA

3:30 PM-4:30 PM ROOM: 026B • SESSION: 343**► There's No Place Like Home: A Study of Homebound Instruction****TOPIC AREA:** Physical/Health/Multiple Disabilities**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

We report study results concerning homebound instruction, a service model used frequently when educating students with physical, health, and multiple disabilities. Service providers' training and perceptions were examined and recommendations for good practices before, during, and after homebound instruction are addressed.

LEADER(S): Connie Petit, California State University, Bakersfield, CA**PRESENTER(S):** Philip Patterson, University of Alaska, Fairbanks, AK**3:30 PM-4:30 PM ROOM: 029A • SESSION: 344****► Who Teaches the Other Students? A Profile of Teachers in Alternative Placements****TOPIC AREA:** Public Policy**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

We investigate the qualifications and preparation of teachers in alternative placements. Using the Schools and Staffing Survey, the background, certification, and experience of special and general education teachers in these schools are presented and implications for research and practice discussed.

LEADER(S): Loretta Mason-Williams, Binghamton University, Binghamton, NY**PRESENTER(S):** Candace Mulcahy, Binghamton University, Binghamton, NY**3:30 PM-4:30 PM • ROOM: 028C • SESSION: 345****Reading Intervention Strategies to Improve Fluency and Comprehension****TOPIC AREA:** Response to Intervention (RtI): Multi-Tier System of Supports**MODERATOR(S):** Sarah Vess, High Point University, High Point, NC**● Comparison of Two Reading Fluency Interventions Utilized With Struggling Middle School Readers**

The need to identify effective and easy-to-use small group instructional practices has relevance for schools that use a tiered system of instructional problem-solving and data-based decision making. A comparison of the efficacy of two reading fluency interventions conducted with 125 struggling middle school readers (66 males; 59 females) is presented.

LEADER(S): Sarah Vess, High Point University, High Point, NC**● Developing the Right Connections: Helping At-Risk Second Graders Improve Fluency and Comprehension Skills**

This session focuses on improving the reading fluency and comprehension skills of six at-risk 2nd-grade students. We conducted a study to examine the effectiveness of a Tier 2 explicit instruction, incorporating a strategy instruction, and repeated readings. Research main findings and implications for practice will be discussed.

LEADER(S): Lefki Kourea, University of North Carolina, Charlotte, NC**3:30 PM-4:30 PM ROOM: 030E • SESSION: 346****► Infusing Assistive Technology for Students With High-Incidence Disabilities Into Teacher Preparation Programs****TOPIC AREA:** Technology and Media**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

AT was integrated into the childhood, adolescence, and special education teacher preparation programs. Learn the advantages of the implemented assistive technologies and beneficial resources, and how desired technology skills and AT were curriculum mapped and how faculty was prepared.

LEADER(S): Marya Grande, Canisius College, Buffalo, NY

3:30 PM-4:30 PM ROOM: 028E • SESSION: 347

Open Access Modules as a Means of Reaching Diverse Adult Learners

TOPIC AREA: Visual Impairments

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&A

We describe learning modules designed to support those who work with students who are deaf-blind. As the modules were implemented with state technical assistance partners, distinct learner profiles emerged which informs future module design, technical assistance efforts, and personnel preparation.

LEADER(S): Amy Parker, Western Oregon University, Monmouth, OR

PRESENTER(S): Katie Humes, Washington State Deaf-Blind Project, Renton, WA; Maurice Belote, San Francisco State University, San Francisco, CA

3:30 PM-4:30 PM ROOM: 023A • SESSION: 348

EXHIBITOR SHOWCASE SESSION: An Introduction to BASC-3

The Behavior Assessment System for Children – Third Edition (BASC-3) provides a suite of tools to support social and emotional health. Participants will leave with an understanding of how changes to the BASC help them assess and manage behavioral and emotional strengths and needs to support better outcomes for students.

LEADER(S): Anne-Marie Kimbell, Pearson, Spring Branch, MN

PRESENTER(S): Amy Gabel, Pearson, Fairfax, VA

3:30 PM-4:30 PM ROOM: 023B • SESSION: 349

EXHIBITOR SHOWCASE SESSION – i-Ready: Accelerating Achievement for All Students

Learn about the award-winning, proven, i-Ready Assessment & Instruction program that can accelerate achievement for all students. Students' individual levels and sub-skill needs are pinpointed, then differentiated, engage, online lessons are automatically assigned. Easy-to-read reports include teacher-led instructional guidance and tools, and support actionable IEP objectives and progress monitoring.

LEADER(S): Jessica Bonner, Curriculum Associates, North Billerica, MA

3:30 PM-4:30 PM ROOM: 023C SESSION: 350

EXHIBITOR SHOWCASE SESSION: Understanding and Avoiding Power Struggles

Join in this interactive session that will explore the types of power struggles we can find ourselves in the middle of with a student, parent, or colleague. Awareness of their roots is a key first step for avoiding getting into none. What makes for effective limit setting will also be addressed.

LEADER(S): Pam Sikorski, CPI, Inc., Milwaukee, WI

PRESENTER(S): Travis Ickes, CPI, Inc., Milwaukee, WI

3:30 PM-4:15 PM ROOM: POSTER 01, EXPO HALL F SESSION: 352

Avoid OCR Complaints: How Something as Simple as Schoolwide Training Can Keep You Out of Court

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Public Policy

FORMAT: Poster Session

This session examines a charter school network's parent complaints of disability discrimination, the OCR investigation, the resolution agreement, and outcomes of the agreement that prompted this charter to make major changes to local procedures. Learn from their mistakes, train your staff, and follow local procedures to avoid these and other child complaints.

LEADER(S): Jana Schaefer Starwalt, Grand Center Arts/Confluence Charter Schools, St. Louis, MO

PRESENTER(S): Stacy Blassingame, Confluence Charter Schools, Saint Louis, MO; Darla Hemrick, Confluence Charter Schools, Saint Louis, MO; Tanisha Staniel, Grand Center Arts Academy, Saint Louis, MO

3:30 PM-4:15 PM ROOM: POSTER 02, EXPO HALL F SESSION: 353

Single-Digit Arithmetic Fluency Profiles for Students With and Without Learning Disabilities

TOPIC AREA: Assessment

SECONDARY TOPIC: Response to Intervention (RTI): Multi-Tier System of Supports

FORMAT: Poster Session

Fluency with single-digit arithmetic facts is a challenge for students with disabilities. Renewed emphasis on fluency within standards has left questions regarding specific fluency rates. We report the results of a study examining fluency rates of elementary students and the relationship to end of year state assessments.

LEADER(S): Paul Riccomini, Pennsylvania State University, University Park, PA

PRESENTER(S): Jiwon Hwang, Pennsylvania State University, State College, PA; Stephanie Morano, Pennsylvania State University, State College, PA; James Stocker, Jr., Pennsylvania State University, University Park

3:30 PM-4:15 PM ROOM: POSTER 04, EXPO HALL F
SESSION: 355

► Evidence-Based Mathematics Interventions for Students With ASD: What Does the Literature Say?

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Poster Session

Students with ASD are frequently included in general education and expected to master curricular content, including mathematics. This comprehensive review synthesized mathematics interventions for students with ASD. Implications for researchers, teacher educators, and practitioners working with students with ASD are discussed.

LEADER(S): *Juliet Hart Barnett, Arizona State University, Tempe, AZ*

3:30 PM-4:15 PM ROOM: POSTER 05, EXPO HALL F
SESSION: 356

► Increasing Choice-Making and Choice Awareness for Students With Intellectual Disability

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

Teaching choice-making to students with ID is an important skill as they tend to display these skills in future settings as they grow older. This research study determined if students with ID, when given choice training, improved their choice selections. We will discuss the results of the study and choice-making instruction with individuals with ID.

LEADER(S): *Shannon Sparks, University of Nevada, Las Vegas, NV*

3:30 PM-4:15 PM ROOM: POSTER 06, EXPO HALL F
SESSION: 357

► Mindfulness Training for Staff in the Stressful World of Autism Intervention

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

We share the findings of a 16-week study in a quasi-experimental design. A small, self-selected subset chose to enter a mindfulness support group offered at their private school for children and young adults with neurodevelopmental disorders of relating and communicating.

LEADER(S): *Gilbert Tippy, Rebecca School, New York, NY*

3:30 PM-4:15 PM ROOM: POSTER 09, EXPO HALL F
SESSION: 358

► Teaching Elementary Students to Request Their Accommodations

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

Nine elementary aged students with mild disabilities were taught to request their accommodations from their general education teachers using a teacher-made instructional unit. Learn about the findings of a research study, the seven lesson unit, and the students' thoughts about the intervention.

LEADER(S): *Nicole Uphold, Illinois State University, Normal, IL*

3:30 PM-4:15 PM ROOM: POSTER 13, EXPO HALL F
SESSION: 360

► I've Got Technology, Now What? Digital Storytelling in an Inclusive Setting

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Presenters will share research findings, iPad apps, audio/visual components, interactive activities, and work samples that support practical ways to meet standards and allow for differentiation of instruction.

LEADER(S): *Elizabeth Hughes, Duquesne University, Pittsburgh, PA*

3:30 PM-4:15 PM ROOM: POSTER 14, EXPO HALL F
SESSION: 361

► VISIBLE Differences in the Classroom: Literacy, Teacher Observation, and Coaching

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We highlight the components for improving reading comprehension, results of an observational study in middle school ELA inclusive classrooms, and three paths to improve literacy outcomes including peer coaching, co-teaching, and comprehensive teacher planning.

LEADER(S): *Michael Faggella-Luby, Texas Christian University, Fort Worth, TX*

PRESENTER(S): *Yan Wei, University of Connecticut, Storrs, CT*

3:30 PM-4:15 PM ROOM: POSTER 17, EXPO HALL F
SESSION: 362

► School Wide Positive Behavior Supports: Fidelity of Implementation in Urban Schools

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Research

FORMAT: Poster Session

A quasi-experimental design with control group was used to measure the influence of a SWPBS program in a culturally diverse urban elementary school. Office and discipline referrals, the SET and the BoQ were used to identify areas of refinement for implementation. Results are shared.

LEADER(S): *Cean Colcord, Arizona State University, Tempe, AZ*

3:30 PM-4:15 PM ROOM: POSTER 19, EXPO HALL F
SESSION: 363

► Responsive Teaching Early Intervention Program With Children With DD and Their Parents in Turkey

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

RT is a relationship-based program focused on improving the quality of interactional behaviors of parents/principal caregivers. We share the results of a study that explored the effectiveness of RT with very young children with DD and their parents in Turkey.

LEADER(S): *Duriye Merve Tuna, Anadolu University, Eskisehir, Turkey*

PRESENTER(S): *Gozde Tomris, Anadolu University, Eskisehir, Turkey; Secil Celik, Anadolu University, Eskisehir, Turkey*

3:30 PM-4:15 PM ROOM: POSTER 22, EXPO HALL F
SESSION: 364

► Peeps: PBIS in Action: A Tiered Approach to Anti-Bullying in Middle School

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

Learn about a PBIS tiered study engaging 900 middle school students in anti-bullying lessons and activities. Embedded in PBIS this session incorporates research-based activities used to address anti-bullying behaviors. Results, instructional strategies, and planning tools will be discussed.

LEADER(S): *Clara Hauth, Marymount University, Arlington, VA*

PRESENTER(S): *Dannette Allen-Bronaugh, James Madison University, Harrisonburg, VA*

3:30 PM-4:15 PM ROOM: POSTER 20, EXPO HALL F
SESSION: 365

► The Darker Side of Parent Socialization of Students Identified as Gifted

TOPIC AREA: Gifted and Talented

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

This study examined the darker side of parent socialization of students identified as gifted. Relationships among parents use of academic psychological control, controlling motivation, and negative psychological outcomes were examined from the students' perspectives. Results will be discussed.

LEADER(S): *Jennifer Jolly, Louisiana State University, Baton Rouge, LA*

3:30 PM-4:15 PM ROOM: POSTER 07, EXPO HALL F
SESSION: 366

► Science Essential Standards: Learning Vocabulary Through Digital Stories

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We examine a study that used a digital shared story intervention to teach digital literacy skills and science vocabulary to 4 young learners with DD. A multiple probe across participants was used to determine the effects of the intervention. Results and implications for research will be discussed.

LEADER(S): *Christopher Rivera, East Carolina University, Greenville, NC*

PRESENTER(S): *Stacy Weiss, East Carolina University, Greenville, NC; Alana Zambone, East Carolina University, Greenville, NC*

3:30 PM-4:15 PM ROOM: POSTER 08, EXPO HALL F
SESSION: 367

► Using Video Prompting to Teach Transition Age Individuals With Intellectual Disabilities

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

Transition from high school to adulthood is fraught with challenges for many students with ID. This review examines the use of video prompting strategies targeting the acquisition of independent living or vocational skills across 61 participants.

LEADER(S): *Irene Jones, University of Texas, Austin, TX*

3:30 PM-4:15 PM ROOM: POSTER 26, EXPO HALL F
SESSION: 368

► Morphology as Design Intervention Among Struggling Learners

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

Knowledge and awareness of word structure could provide cognitive tools to improve literacy development of struggling learners in special education. We share the results of a study that addresses equity by providing richer and more effective reading instruction to students.

LEADER(S): *Eric Claravall, San Francisco State University, San Francisco, CA*

3:30 PM-4:15 PM ROOM: POSTER 12, EXPO HALL F
SESSION: 369

► An Evaluation of the Reading Instruction of Upper-Elementary Special Education Teachers

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

Middle school readiness and remediation of learning difficulties present dual challenges for special educators. In this study, we analyzed reading instruction of 20 educators and utilized interviews and questionnaires to understand barriers and facilitators of improved practice.

LEADER(S): *Emily Ely, University of Virginia, Charlottesville, VA*

PRESENTER(S): *Stephen Ciullo, Texas State University, San Marcos, TX; Michael Kennedy, University of Virginia, Charlottesville, VA; Kat Alves, University of Virginia, Charlottesville, VA*

3:30 PM-4:15 PM ROOM: POSTER 25, EXPO HALL F
SESSION: 370

► Bridging the Gap Between School and Community: A Special Education Preparation Pilot Program

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

We review a high incidence teacher education programs' implementation of a field experience, which spanned the formal and informal educational settings. The placement included working with students with ASD to give the teacher candidates experience working with this important and growing population.

LEADER(S): *John Delpont, Coastal Carolina University, Conway, SC*

PRESENTER(S): *Talya Kemper, California State University, Chico, CA*

3:30 PM-4:15 PM ROOM: POSTER 15, EXPO HALL F
SESSION: 371

► Smooth Sailing, Choppy Waters: Implementing a Merged Elementary and Special Education Program in Hawaii

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn about the re-designing of a dual undergraduate program into a fully merged elementary and special education program, with faculty from both departments co-teaching. We describe the process, the final merged curriculum and clinical practice component, and our successes and lessons learned.

LEADER(S): *Amelia Jenkins, University of Hawaii at Manoa, Honolulu, HI*

PRESENTER(S): *Donna Grace, University of Hawaii at Manoa, Honolulu, HI*

3:30 PM-4:15 PM ROOM: POSTER 16, EXPO HALL F
SESSION: 372

► Utilizing Comprehensive Field-Based Assessments as an Evidence-Based Approach in Preservice Preparation

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Effective teacher preparation involves rigorous field experience with embedded opportunities to apply knowledge and skills. We highlight a field-based assessment to promote application of EBPs with content, behavior management, and families. Instructions, rubrics, and alignment with CEC standards are shared.

LEADER(S): *Ginny Van Rie, Georgia College & State University, Milledgeville, GA*

PRESENTER(S): *Amy Childre, Middle Tennessee State University, Murfreesboro, TN*

3:30 PM-4:15 PM ROOM: POSTER 23, EXPO HALL F
SESSION: 373

► Educational Quality of Life for Students With Significant Disabilities and Health Problems

TOPIC AREA: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

We share results of a survey of educational quality of life for students with significant disabilities and health problems, and also review comparison data between this population and students who are typically developing, but have rare health disorders.

LEADER(S): *Mary Pearson, University of Central Arkansas, Conway, AR*

PRESENTER(S): *Janet Filer, University of Central Arkansas, Conway, AR; Patricia Kohler-Evans, University of Central Arkansas, Conway, AR*

3:30 PM-4:15 PM ROOM: POSTER 11, EXPO HALL F
SESSION: 374

► Lifelong Education for Postsecondary Students With Disabilities

TOPIC AREA: Public Policy

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

Learn how legal acts and community-based systems related to providing lifelong education for postsecondary students with disabilities are utilized to improve academic and social participation of postsecondary students or young adults with disabilities beyond high schools. Implications for practice are discussed.

LEADER(S): Jaekook Park, Pusan National University, Pusan, South Korea

PRESENTER(S): Eun-ra Kim, Pusan National University, Pusan, South Korea; Yujeong Park, University of Tennessee, Knoxville, TN; Hyejung Koh, Seoul National University, Seoul, South Korea

3:30 PM-4:15 PM ROOM: POSTER 24, EXPO HALL F
SESSION: 375

► Role of Fidelity of Implementation in Reading Comprehension Interventions for Struggling Readers

TOPIC AREA: Research

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

We discuss a reading comprehension study for adolescent students and examine how fidelity of implementation influenced the reading performance of struggling readers. In a sample of students from low SES households, findings indicate that high fidelity of implementation is significant for these students.

LEADER(S): John Davis, Texas A&M University, College Station, TX

PRESENTER(S): Eric Oslund, University of Texas, Austin, TX

3:30 PM-4:15 PM ROOM: POSTER 21, EXPO HALL F
SESSION: 376

► Effective Interventions in Early Writing: What Does the Research Say?

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We synthesized interventions for early writers (Grades 1-3) in 3 focus areas (transcription, text generation, self-regulation). Twenty-nine research studies were evaluated based on effect sizes and quality indicators suggested by Gersten et al. (2005) and Horner et al. (2005). Results will be shared.

LEADER(S): Jaehyun Shin, University of Minnesota, Minneapolis, MN

PRESENTER(S): Amy Kunkel, University of Minnesota, Minneapolis, MN

3:30 PM-4:15 PM ROOM: POSTER 18, EXPO HALL F
SESSION: 377

► Teaching Students to THINK Mathematically: Problem Solving and the Common Core

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn how to use the I-THINK problem-solving framework; an EBP that promotes self-monitoring and teaches students the metacognitive skills needed to solve these problems under the new CCSS. You will practice using the framework and leave with instructional materials to implement it in your own classrooms.

LEADER(S): Danielle Dulick, Slippery Rock University, Slippery Rock, PA

PRESENTER(S): Adelaide Aukamp, Slippery Rock University, Slippery Rock, PA; Jeremy Lynch, Slippery Rock University, Slippery Rock, PA

3:30 PM-4:15 PM ROOM: POSTER 10, EXPO HALL F
SESSION: 378

► Using the SETT Model in the Classroom Setting: Increasing Communication and Participation

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Students with communication needs require support, thus, special education teachers must learn to arrange their classroom to enhance communication opportunities. This session will explain the SETT model and how to embed it in the classroom setting.

LEADER(S): Miriam Boesch, University of North Texas, Denton, TX

PRESENTER(S): Alexandra Da Fonte, Vanderbilt University, Nashville, TN



FRIDAY, APRIL 10

BALLROOM 20 AND MEETING ROOMS 21-33 ARE LOCATED ON THE UPPER LEVEL.

Sessions (8:00 a.m. – 4:30 p.m.) 127

- Representative Assembly Orientation and Registration
9:15-10:15 a.m. • Ballroom 20A
- Representative Assembly
12:30-5:00 p.m.
- Happy Hour
4:30-6:00 p.m. • Expo Hall D/E
- Yes I Can Ceremony
6:00-7:00 p.m. • Hall F



FRIDAY SESSIONS

★ TED SHOWCASE ★

Why Are We Relevant? The Future of Teacher Preparation in Special Education

8:00 AM-9:30 AM • ROOM: 031AB • SESSION: 380

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Administration/Supervision

FORMAT: Panel

While the research is becoming more clear about the impact of effective teachers on student learning, the field is challenged by a fractionated political climate and a loss of faith in the capacity of teacher education programs to produce teachers prepared for 21st century learning. A panel of leaders in our field will discuss these challenges and share their vision for opportunities and partnerships needed to move forward.

LEADER(S): Marilyn Friend, University of North Carolina, Greensboro, NC

PRESENTER(S): Linda Blanton, Florida International University, Miami, FL; Elizabeth Kozleski, University of Kansas, Lawrence; KS; Suzanne Martin, University of Central Florida, Orlando, FL; James McLeskey, University of Florida, Gainesville, FL

8:00 AM-9:00 AM ROOM: 22 • SESSION: 381

► Accessibility by Design: Improving AAs for Students With Significant Cognitive Disabilities

TOPIC AREA: Accountability & Large Scale Assessments

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Presentation with Q&A

Learn about the accessibility features in the DLM alternate assessment system. We review technology features, specially designed content, and the Personal Learning Profile to personalize the testing experience for students with significant cognitive disabilities. Data on the use and effectiveness of these features are shared.

LEADER(S): Sheila Wells-Moreaux, University of Kansas, Lawrence, KS

PRESENTER(S): Meagan Karvonen, University of Kansas, Lawrence, KS; Neal Kingston, Center for Educational Testing and Evaluation/KU, Lawrence, KS

8:00 AM-9:00 AM ROOM: 031C • SESSION: 382

► Lead the Reinvention of Special Education Charge

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Accountability & Large Scale Assessments

FORMAT: Panel

Hear how 3 states are reprioritizing their work in order to reinvent their special education systems. What are they doing to create and facilitate needed change in order to improve student achievement, and reduce the achievement gap for ALL students? Join us and find out.

LEADER(S): Laurie VanderPloeg, Kent ISD, Grand Rapids, MI

PRESENTER(S): Maureen Burness, California MDE, Sacramento, CA; Phyllis Wolfram, Ozark R-VI School District, Ozark, MO

8:00 AM-9:00 AM ROOM: 030CD • SESSION: 384

► Strand E, Session 1: Connecting the Dots to Educational Planning

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This session will guide building level and special education leaders in devising a cohesive and collaborative CCSS curriculum for general and special education teachers. You will learn the legalities of IDEA and ESEA and the ways they combine to develop standards for all children.

LEADER(S): Irene Meier, Fairfax County Public Schools, Fairfax, VA

PRESENTER(S): Kelly Brady, George Mason University, Fairfax, VA; Cheryl Temple, Fairfax County Public Schools, Fairfax, VA

8:00 AM-9:00 AM ROOM: 025B • SESSION: 385

► Using Dynamic Assessment to Guide Data-Based Individualization

TOPIC AREA: Assessment

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

DA helps teachers gain detailed information on a student's ability to interact with content and materials. A powerful tool for gathering diagnostic data on students in Tiers 2 and 3, this session describes flexible processes and models its use with Data-Based Individualized instruction.

LEADER(S): Judith Fontana, Virginia Department of Education/George Mason Univ, Fairfax, VA

8:00 AM-9:00 AM ROOM: 033B • SESSION: 386

► Strand G, Session 1: Literacy Instruction for High School Students With ASD

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Demonstration

Alternate Achievement Literacy and Collaborative Strategic Reading-High School were developed to improve academic outcomes for secondary students across the spectrum and to build educators' capacity to support the literacy development of students with ASD. We will discuss findings and implications.

LEADER(S): Colleen Reutebuch, *The Meadows Center for Preventing Educational Risk/UT, Austin, TX*

PRESENTER(S): Sharon Vaughn, *The Meadows Center for Preventing Educational Risk/UT, Austin, TX*; Kathy Fallin, *University of North Carolina, Charlotte, NC*

8:00 AM-9:00 AM ROOM: 029A • SESSION: 387

► The Effects of I-Connect on the Disruptive Behaviors of Adolescents With Autism and Cognitive Impairments

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&A

Technology may be one mechanism to increase the acceptability and efficiency of self-monitoring, yet little empirical evidence exists regarding how it can be utilized to provide prompts and collect self-monitoring data. This session presents single-case research on the effects of a technology delivered self-monitoring system.

LEADER(S): Stephen Crutchfield, *Juniper Gardens Children's Project, Univ of Kansas, Lawrence, KS*

8:00 AM-9:00 AM ROOM: 028C • SESSION: 388

► Evaluation of a Goal Tracking Application for Transition Students With Mild Disabilities

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Technology and Media

FORMAT: Demonstration

Transition-aged students with mild cognitive disabilities need a range of self-management skills for successful transition to adulthood. Learn about a web-based application equipping students to create goals and monitor progress while giving teachers an easy way to coordinate multiple students.

LEADER(S): Tobias Rickard, *Eugene 4J School District, Eugene, OR*

PRESENTER(S): Josh Barbour, *Eugene 4J Schools, Eugene, OR*

8:00 AM-9:00 AM ROOM: 025C • SESSION: 389

► Soaring to New Heights: Maximizing Instruction for Student Success!

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Demonstration

Are you maximizing student success in your inclusive class? In this interactive session, the most effective research-based techniques to increase student achievement are shared. Whether you are a veteran or new to teaching an inclusive class, you will walk away with high-yield instructional strategies for immediate implementation.

LEADER(S): Nicole Barrion, *Alexandria City Public Schools, Alexandria, VA*

PRESENTER(S): Vivien DePeralta, *Alexandria City Public Schools, Alexandria, VA*; Allison MacMahon, *Alexandria City Public Schools, Alexandria, VA*

8:00 AM-9:00 AM ROOM: 028E • SESSION: 390

► What Inclusive Dispositions Contribute to CLD Exceptional Students' Success?

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Correlational research investigated relationships between teachers' dispositions and success with CLDE students, addressing disproportionality and multicultural teacher preparation. Results show a significant correlation between dispositional scores and instructional choices for CLDE students.

LEADER(S): Megan Farnsworth, *Southern Oregon University, Ashland, OR*

PRESENTER(S): Jacqueline Mackenzie, *Summerland Monastery, Inc., Tucson, AZ*

8:00 AM-9:00 AM ROOM: 029B • SESSION: 391

► Promoting Prosocial Behaviors and Preventing Challenging Behaviors With Preschoolers

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&A

Learn how to create meaningful learning environments using PBS, how to implement PBS to target behaviors using FBA, and how to implement the plans with caregivers/other professionals. Incorporating PBS in classrooms not only benefit EC teachers, but also caregivers, therapists, and the preschool children.

LEADER(S): Kathleen O'Hara, *University of Nevada, Las Vegas, NV*

PRESENTER(S): Delilah Krasch, *University of Nevada, Las Vegas, NV*; John Filler, *University of Nevada, Las Vegas, NV*; Maryssa Kucskar, *University of Nevada, Las Vegas, NV*

8:00 AM-9:00 AM ROOM: 029C • SESSION: 392

► California's TK-12 Districts' Plans to Reduce Disproportionate Identification of Emotional Disturbance**TOPIC AREA:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Panel

This study investigated policies and procedures schools districts have revised or implemented to reduce referrals for special education placement in the area of Emotional Disturbance, and compared state required improvement plan documents across P-12 districts in California. We will discuss the findings.

LEADER(S): *Nat Hansuvadha, California State University, Long Beach, CA***PRESENTER(S):** *Dorothy Cotton, ICEF Public Schools, Compton, CA*

8:00 AM-9:00 AM ROOM: 028AB • SESSION: 393

► Effects of Systematic Instruction on Listening Comprehension of Science e-Texts for Students With Moderate ID**TOPIC AREA:** Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Panel

We examined the effects of systematic instruction on both generating and answering questions about science e-texts for students with moderate ID. Students generalized question generating and answering skills to a general education classroom, and teachers and students reported that they liked the intervention, the content, and the materials. Results are discussed.

LEADER(S): *Leah Wood, Cal Poly State University, San Luis Obispo, CA*

8:00 AM-9:00 AM ROOM: 032A • SESSION: 394

► Graphic Note Taking and Students With LD: Intermediate Inclusion Implications**TOPIC AREA:** Learning Disabilities**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Students in inclusion social studies/science classrooms were taught to take notes from textbooks using a graphic note taking strategy. The graphic note taking strategy increased recall, maintenance, and far-transfer for all students. Results will be shared.

LEADER(S): *Douglas Dexter, The Pennsylvania State University, University Park, PA*

8:00 AM-9:00 AM ROOM: 026A • SESSION: 395

► Challenges in Evaluating Specialized Instructional Support Personnel**TOPIC AREA:** Measuring Special Education Teacher Effectiveness**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

As educator evaluation systems evolve, there is an increased need to consider the evaluation of student instructional support personnel (SISP). This session will focus on the challenges of designing inclusive educator evaluation systems that reflect the unique roles and responsibilities of SISP.

LEADER(S): *Lynn Holdheide, Center on Great Teachers & Leaders at AIR, Washington, D.C.***PRESENTER(S):** *Lindsey Hayes, Center on Great Teachers & Leaders at AIR, Washington, D.C.*

8:00 AM-9:00 AM ROOM: 033A • SESSION: 396

► Strand F, Session 1: A New Online Transition Assessment: Transition Assessment and Goal Generator**TOPIC AREA:** Measuring Special Education Teacher Effectiveness**SECONDARY TOPIC:** Research**FORMAT:** Panel

Learn about a new online tool that provides IEP teams a way to meet the IDEA requirement that assessments be used to identify annual transition goals and identify behaviors that students need to learn for postschool success. Researchers will discuss results from studies examining the tool's ability to predict postschool outcomes.

LEADER(S): *James Martin, University of Oklahoma, Zarrow Center, Norman, OK***PRESENTER(S):** *Amber McConnell, University of Oklahoma, Zarrow Center, Norman, OK*

8:00 AM-9:00 AM ROOM: 027B • SESSION: 397

► Immigrant Caregivers' Experiences and Interactions With Service Providers and the Special Education System**TOPIC AREA:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Panel

We share the results of a study on the perspectives of a group of immigrant families regarding their views of their children's disabilities and the services received. This study is important due to the legal requirement that service providers build collaborative relationships with families of the children they serve.

LEADER(S): *Tracy McLeod, University of Miami, Coral Gables, FL*



8:00 AM-9:00 AM ROOM: 028D • SESSION: 398

► Early Writing CBM Tools: Administration, Scoring, and Data Utilization

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Research

FORMAT: Demonstration

Information will be presented on the administration and scoring of newly refined Curriculum-Based Measures of Writing which are useful data-based decision making tools in the area of written expression. Information on how to administer and score: Word Dictation, Picture-Word Prompt, and Story Prompt will be shared.

LEADER(S): Kim Moore, University of Missouri, Columbia, MO

PRESENTER(S): Apryl Poch, University of Missouri, Columbia, MO; Abigail Carlisle, University of Missouri, Columbia, MO; Carol Garman, University of Missouri, Columbia, MO; Erica Lembke, University of Missouri, Columbia, MO

8:00 AM-9:00 AM ROOM: 033C • SESSION: 399

► Strand H, Session 1: Improving At-Risk Fourth Graders' Fraction Understanding and Word-Problem Solving

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Presentation with Q&A

Learning fractions is one of the most difficult strands of the elementary mathematics curriculum. This session describes a Tier 2 fraction intervention program designed for students at risk for mathematics disabilities. Intervention methods are explained and findings are reported from several randomized controlled trials.

LEADER(S): Robin Schumacher, Nashville, TN

PRESENTER(S): Amelia Malone, Vanderbilt University, Nashville, TN; Lynn Fuchs, Vanderbilt University, Nashville, TN



8:00 AM-9:00 AM • ROOM: 026B • SESSION: 400

Using CRA Instructional Sequence to Improve Computation and Problem-Solving in Mathematics

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

DISCUSSANT: Jiwon Hwang, Pennsylvania State University, State College, PA

MODERATOR(S): Stephanie Morano, Pennsylvania State University, State College, PA

● Teaching Multiplication With Regrouping Using CRA: Building Conceptual Understanding and Procedural Knowledge

We demonstrate a mathematics intervention which improved conceptual understanding, computation, and problem solving in multiplication with regrouping for students who were at-risk or had disabilities. The CRA sequence and strategic instruction were used to teach conceptual and procedural knowledge of numbers and operations according to the Common Core Standards.

LEADER(S): Margaret Flores, Auburn University, Auburn, AL

PRESENTER(S): Bradley Kaffar, St. Cloud State University, St. Cloud, MN; Kelly Schweck, Auburn University, AL

● Evidence-Based Practices to Improve Computation With Regrouping and Problem-Solving Achievement

We demonstrate evidence-based practices to improve computation with regrouping and problem-solving achievement among students with mathematics difficulties. Emphasis will be placed on: explicit teaching principles, the CRA teaching sequence, a graduated sequence of lessons, and cognitive strategies.

LEADER(S): Bradley Kaffar, St. Cloud State University, St. Cloud, MN

PRESENTER(S): Nancy Fitzgerald, Academica Nevada, Las Vegas, NV; Dustin Mancl, Clark County School District, NV; Margaret Flores, Auburn University, AL

8:00 AM-9:00 AM ROOM: 029D • SESSION: 401

BYOD: Supporting Teachers and Students With Technology in the Classroom!

TOPIC AREA: Technology and Media

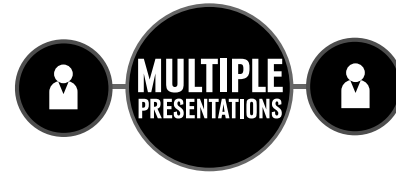
SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Technology is a key component in classroom activities in the 21st-century. This session provides research and supports for teachers as they implement 'bring your own device' and educational apps in their classrooms. Explore engagement, rigor, and collaboration with BYOD.

LEADER(S): Clara Hauth, Marymount University, Arlington, VA

PRESENTER(S): Dannette Allen-Bronaugh, James Madison University, Harrisonburg, VA



8:00 AM-9:00 AM • ROOM: 030E • SESSION: 402

Developing Content Acquisition Podcasts and Multimedia-Based Instructional Vignettes for Diverse Learners

TOPIC AREA: Technology and Media

MODERATOR(S): Kat Alves, University of Virginia, Charlottesville, VA

● Teaching Teachers to Create Multimedia-Based Instructional Vignettes With Embedded Evidence-Based Practices

Many students with disabilities struggle with vocabulary, especially in content area. Multimedia-based options exist to support learning, but few are grounded in evidence. You will learn steps and receive reproducible materials to create your own multimedia-based vignettes with embedded evidence-based practices to support vocabulary performance.

LEADER(S): Kat Alves, University of Virginia, Charlottesville, VA

PRESENTER(S): Wendy Rodgers, University of Virginia, Charlottesville, VA; Michael Kennedy, University of Virginia, Charlottesville, VA

● Using Technology Effectively: Developing Content Acquisition Podcasts (CAPs) for Diverse Learners

CAPs provide multimedia-based instruction to students with disabilities using EBPs. We describe an exploratory study of how special educators developed and used CAPs with secondary students with various needs. Effective instructional design principles and incorporating EBPs into CAPs will be discussed.

LEADER(S): Anya Evmenova, George Mason University, Fairfax, VA

PRESENTER(S): Margaret Weiss, George Mason University, Fairfax, VA; Michael Kennedy, University of Virginia, Charlottesville, VA



8:00 AM-9:00 AM ROOM: 032B SESSION: 403

Behavioral Support of Students With Visual Impairment: Needs, Tips, and Strategies

TOPIC AREA: Visual Impairments

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

In this session, we present the results of our study of TVI's knowledge and needs in the area of social and behavior management. In response to our survey, we provide an overview of useful and practical strategies that can be used in practice when working with students with VI.

LEADER(S): *Andrea Capizzi, Vanderbilt University, Nashville, TN*PRESENTER(S): *Karen Blankenship, Vanderbilt University, Nashville, TN*

8:00 AM-9:00 AM ROOM: 025A •SESSION: 404

Making Vocabulary Flashcards More Efficient for Students Who Read Braille

TOPIC AREA: Visual Impairments

SECONDARY TOPIC: Research

FORMAT: Demonstration

You will learn procedures for using flashcards to teach vocabulary words to students who read Braille. The procedures were tested with three students in a single-subject study and then refined in a follow-up study. Procedures will be demonstrated and shared.

LEADER(S): *Mackenzie Savaiano, University of Nebraska, Lincoln, NE*

8:00 AM-9:00 AM ROOM: 023A •SESSION: 405

EXHIBITOR SHOWCASE SESSION: Building Reading Skills with Sight-Words Based Literacy Programs

Research-based sight-words literacy programs, such as Edmark and PCI, help turn non-readers into readers. But what comes next? One of the authors of the PCI Reading Program shares how to make the most of these programs by supplementing them with high-quality leveled books.

LEADER(S): *Jill Haney, Saddleback Educational Publishing, Costa Mesa, CA*

8:00 AM-9:00 AM ROOM: 023B •SESSION: 406

EXHIBITOR SHOWCASE SESSION: PC Eye Explore: An Easy, Entry Level Eye Tracker

In this presentation, the evolution of eye tracking solutions will be presented with a specific focus on the PC Eye Explore. Use of the device with software like Boardmaker Online activities and Gaze Viewer, a software tool from TobiiDynavox to assist with evaluations will be demonstrated.

LEADER(S): *Betsy Walker, Boardmaker Mayer Johnson, a TobiiDynavox Company, Dedham, MA*8:00 AM-8:45 AM ROOM: POSTER 03, EXPO HALL F
SESSION: 410**Preventing Math Failure: The Relationship of Formative Assessment to College Readiness**

TOPIC AREA: Assessment

SECONDARY TOPIC: Science, Technology, Engineering and Math (STEM)

FORMAT: Poster Session

There is little research relating secondary math CBMs to other standardized math measures, despite their usefulness for instruction. This study examined the relationship between two math benchmark measures, college readiness and state criterion-referenced exams. Results are discussed.

LEADER(S): *Kaitlin Bundock, University of Utah, Salt Lake City, UT*PRESENTER(S): *Leanne Hawken, University of Utah, Salt Lake City, UT*8:00 AM-8:45 AM ROOM: POSTER 04, EXPO HALL F
SESSION: 411**Can Video Modeling Increase Social and Play Skills of Preschool Children With Autism?**

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

Learn the effects of VM with iPod touch on social interactions of children with autism attending public preschools in Iceland. The increased social interactions generalized to play with other peers, play with a larger group of peers, and the typical preschool environment. Increases in social interactions were maintained 6 to 7 weeks postintervention.

LEADER(S): *Anna-Lind Petursdottir, University of Iceland, Reykjavik, Iceland*PRESENTER(S): *Thorhalla Gudmundsdottir, Midborg-Hlidar Service Center, Reykjavik, Iceland*8:00 AM-8:45 AM ROOM: POSTER 05, EXPO HALL F
SESSION: 412**Mindfulness, Social Anxiety, Social Problem Solving, and Quality of Life in College Students With ASD**

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Accountability & Large Scale Assessments

FORMAT: Poster Session

Improving college and career outcomes for students with ASD requires partnerships with postsecondary institutions. We surveyed 40 young adults on 4 college campuses to investigate correlations between mindfulness, social problem solving, social anxiety, and Quality of Life. Results will be shared.

LEADER(S): *Mary Giaquinto, Teachers College, Columbia University, New York City, NY*

8:00 AM-8:45 AM ROOM: POSTER 08, EXPO HALL F
SESSION: 414

► Using Electronic Photographic Activity Schedules to Manage Recreation Tasks

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

Six adults with DD were taught to program and use an iPod touch® as an electronic photographic activity schedule to self-manage completion of exercises. Learn how all participants learned to program their iPod touch within 6 sessions and generalized to programming and completing self-selected exercises.

LEADER(S): Nicole Uphold, Illinois State University, Normal, IL

PRESENTER(S): Karen Douglas, Illinois State University, Normal, IL; Dani Loseke, Illinois State University, Normal, IL

8:00 AM-8:45 AM ROOM: POSTER 13, EXPO HALL F
SESSION: 415

► Attitudes Are Contagious!

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

In order for teachers to have the most favorable impact on the child's education, they must first have a positive attitude towards individuals with disabilities. Learn how positive attitudes towards individuals can be developed and maintained, and how attitudes can be contagious.

LEADER(S): Jodie Winship, University of West Alabama, Livingston, AL

8:00 AM-8:45 AM ROOM: POSTER 12, EXPO HALL F
SESSION: 416

► Peer Buddies: Social and Academic Achievement Change at the High School Level

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Poster Session

This study examined the perceptions and academic/social gains of high school students with disabilities in a Peer Buddy Program. Results from archival school files, students, and special education teachers were statistically significant for academic and social skills and will be shared.

LEADER(S): Ragea Alqahtani, University of Najran, Najran, Saudi Arabia

PRESENTER(S): Francie Murry, University of Northern Colorado, Greeley, CO

8:00 AM-8:45 AM ROOM: POSTER 16, EXPO HALL F
SESSION: 417

► Absence of Children's Literature Depicting Disabilities: The Implications of This Hidden Curriculum

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

How characters with disabilities are portrayed in children's literature has a powerful impact on how children view disability and understand themselves and the world. The omission of literature depicting disability lessens the likelihood that people with disabilities will be discussed. We examine availability of books and teacher selection criteria.

LEADER(S): Suzanne Evans, National University, La Jolla, CA

8:00 AM-8:45 AM ROOM: POSTER 17, EXPO HALL F
SESSION: 418

► Linguistic Characteristics of ELLs With Reading Disabilities: Identification and Intervention

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

When ELLs struggle with reading, teachers find it challenging to determine if the cause is limited English language proficiency, genuine reading disability, or by a combination of both. We discuss the characteristics of ELLs with reading disabilities and how they can inform the identification process.

LEADER(S): Reem Al Ghanem, Boston University, Boston, MA

PRESENTER(S): Melissa LaBelle, Boston University, Boston, MA

8:00 AM-8:45 AM ROOM: POSTER 18, EXPO HALL F
SESSION: 419

► Application of Implementation Science in Two States' Professional Development Initiatives

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

We share the experiences of two states' implementation of science as the cornerstone for PD. Based on multi-year experiences, the critical features of each system are highlighted and implications for transfer of knowledge from the learning experience to application in the work environment are discussed.

LEADER(S): Juliann Woods, Florida State University, Tallahassee, FL

8:00 AM-8:45 AM ROOM: POSTER 19, EXPO HALL F
SESSION: 420

► Experiences of Paraprofessionals in Preschool Special Education and General Education Classrooms

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

Because many preschool students spend the majority of their time with paraprofessionals understanding paraprofessional motivation, training, and satisfaction are imperative for classroom success. We share the findings of a study that have implications for principals, teachers, and paraprofessionals alike.

8:00 AM-8:45 AM ROOM: POSTER 23, EXPO HALL F
SESSION: 421

► Perspectives of Preservice Teachers on Students With Emotional Disabilities

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

We identified changes in perceptions of preservice teachers in an undergraduate-level behavioral management course by conducting pre- and posttest surveys. They observed a special education classroom which contained students with ED and learned strategies to prepare them in behavioral management.

LEADER(S): *Andrea Beam, Liberty University, Lynchburg, VA*

8:00 AM-8:45 AM ROOM: POSTER 20, EXPO HALL F
SESSION: 422

► The Teaching and Generalization of Social Skills With Twice-Exceptional Children

TOPIC AREA: Gifted and Talented

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

A social-skills program using direct instruction was implemented to teach social skills to students who have gifted abilities as well as disabilities. We will share the results which demonstrated the effectiveness of the instruction.

LEADER(S): *Loretta Serna, University of New Mexico, Albuquerque, NM*

8:00 AM-8:45 AM ROOM: POSTER 21, EXPO HALL F
SESSION: 423

► Teachers' Perceptions of Universal Design for Learning (UDL) in K-12 Classrooms in Saudi Arabia.

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

UDL is a common theme in education across the U.S. but is just emerging as a conversation in other countries. We present the initial perceptions of K-12 teachers in Saudi Arabia and discuss implications for integration of UDL in day-to-day practice as well as in the country's education policy.

LEADER(S): *Majed Alsalem, University of Kansas, Lawrence, KS*

8:00 AM-8:45 AM ROOM: POSTER 02, EXPO HALL F
SESSION: 424

► Motivate Struggling Learners With Executive Dysfunctions Using Self-Determination Strategies

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

This systematic literature review synthesized 131 studies focused on co-morbidity of executive dysfunction with high incidence disabilities and self-determination practices to reveal definitions, measures, designs, and effects on student achievement. Results and recommendations are shared.

LEADER(S): *Jaime TRUE, Johns Hopkins University, Baltimore, MD*

8:00 AM-8:45 AM ROOM: POSTER 01, EXPO HALL F
SESSION: 425

► Teaching and Assessing Compare/Contrast to Improve Comprehension in Middle School History Classrooms

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

Poor readers including students with LD and ELLs were taught to identify compare/contrast text structure, take notes using graphic organizers, and write paragraphs comparing/contrasting U.S. History reading topics/subjects. We share the results which suggest students learned the strategy and content.

LEADER(S): *Kristen Beach, University of North Carolina, Charlotte, NC*

PRESENTER(S): *Victoria Sanchez, University of California, Riverside, CA*

8:00 AM-8:45 AM ROOM: POSTER 11, EXPO HALL F
SESSION: 426

► Predictors of Teacher Use of AT for Students With LD in Secondary Classrooms: A Mixed-Methods Study

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Research

FORMAT: Poster Session

During a research study, special educators were surveyed on school-level and teacher-level predictors of their use of AT. Teachers were observed in their classrooms and discussed their practices during semistructured interviews. Classroom observations were compared to student IEPs. Results are shared.

LEADER(S): Carmen Constantinescu, University of Maryland, College Park, MD

8:00 AM-8:45 AM ROOM: POSTER 22, EXPO HALL F
SESSION: 427

► Parents' Perceptions of the Supports Received for Their Children's Problem Behaviors

TOPIC AREA: Parent/Family/School Partnerships

FORMAT: Poster Session

This session details the process of accessing and talking with parents of children with ID and problem behaviors to determine the type of support they receive. Participants will be given access to a family interview protocol, as well as information about supports families received.

LEADER(S): Dean Schofield, West Chester University, West Chester, PA

PRESENTER(S): Christopher Denning, University of Massachusetts, Boston

8:00 AM-8:45 AM ROOM: POSTER 15, EXPO HALL F
SESSION: 428

► Addressing Bullying in Virtual Simulations

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Poster Session

The effects of bullying has prompted nationwide interest in the field of education. We studied the effectiveness of virtual simulation learning activities designed to prepare preservice special education teachers for response and prevention of bullying behaviors. Findings of the study will be shared.

LEADER(S): Kim Floyd, West Virginia University, Morgantown, WV

8:00 AM-8:45 AM ROOM: POSTER 14, EXPO HALL F
SESSION: 429

► Preparing Rocket Scientists to Teach Reading: Developing and Launching a Reading Methods Course

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

Discover a unique reading methods course that prepared teacher educators to provide research-based reading instruction and targeted supports for students with reading difficulties. We demonstrate that the candidates achieved competency in multiple areas of instruction, assessment, and intervention.

LEADER(S): Leslie Novosel, University of Hawaii at Manoa, Honolulu, HI

PRESENTER(S): Glenda Byrns, Texas A&M University, College Station, TX

8:00 AM-8:45 AM ROOM: POSTER 24, EXPO HALL F
SESSION: 430

► Coordination of Patient Care Between Health and Education Systems: A Time Study

TOPIC AREA: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

We examined the time needed to support the educational needs of students with a chronic illness. Hospital-school liaisons tracked time spent per student and per specific task category, to support school-age patients using work-sampling and time-and-motion methods. Findings will be discussed

LEADER(S): Mary Kay Irwin, Cincinnati Children's Hospital/Univ. of Cincinnati, Cincinnati, OH

PRESENTER(S): Megan Elam, Cincinnati Children's Hospital/University of Cincinnati, Cincinnati, OH

8:00 AM-8:45 AM ROOM: POSTER 07, EXPO HALL F
SESSION: 431

► OTR in Reading and Mathematics: Research Versus Practice

TOPIC AREA: Research

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

Are teachers incorporating sufficient opportunities for students to respond (OTR) into their classroom instruction? Learn the results of a study that examined the amount of OTR provided by reading and mathematics teachers across grade levels. Implications for students with disabilities are discussed.

LEADER(S): Todd Whitney, University of Memphis, Memphis, TN

PRESENTER(S): Justin Cooper, University of Louisville, Louisville, KY; Amy Lingo, University of Louisville, Louisville, KY

8:00 AM-8:45 AM ROOM: POSTER 09, EXPO HALL F
SESSION: 432

► Using an iPad Beginning Reading Application to Engage Early Readers With Hearing Loss

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

The Reading for All Learners iPad application was adapted to include child and adult narrators and multiple modes of access to sound. We share the findings from direct observation and parent reports of engagement and preferences for child or adult voices for students with and without hearing loss.

LEADER(S): *Michelle Brown, Utah State University, Logan, UT*

8:00 AM-8:45 AM ROOM: POSTER 10, EXPO HALL F
SESSION: 433

► Video Self-Modeling and RTI: A Digital Reading Collaboration

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Response to Intervention (RTI): Multi-Tier System of Supports

FORMAT: Poster Session

Participants will be coached using step-by-step instructions in creating video self-modeling movies as a Tier 2/3 reading intervention for struggling readers. Learn best practices in recording, editing, implementation, and coaching students toward independent and collaborative reading skills.

LEADER(S): *Sandra Ayala, Sonoma State University, Rohnert Park, CA*



9:15 AM-11:30 AM ROOM: 24B • SESSION: 439

■ WHAT'S HAPPENING IN WASHINGTON?

TOPIC AREA: Public Policy

SECONDARY TOPIC: Administration/Supervision

FORMAT: Panel

SESSION DESCRIPTION: This 2 hour session will be divided into two one hour sessions as follows:

9:15-10:15 AM • Session I

► Updates from Washington

Office of Special Education Programs Director Melody Musgrove will discuss the Individuals with Disabilities Education Act (IDEA) and Results Driven Accountability (RDA) as it relates to the importance of equity and opportunity for all students. She will also address any current updates on the reauthorization of the Elementary and Secondary Education Act (ESEA), the importance of investments to expand high quality early learning programs, supporting teachers and improving outcomes so that all children can be college and career ready.

10:15-10:30 AM • BREAK

10:30-11:30 AM • Session II

► Education Reforms & their Impact on Special/Gifted Education, an Analysis by CEC

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. The presenter 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; addressing opportunity to learn issues; and what impending changes will mean for the future of special education.

LEADER(S): *Deborah Ziegler, Council for Exceptional Children, Arlington, VA*

PRESENTER(S): *Melody Musgrove, OSEP Director, U.S. Department of Education, Washington, D.C.*

★ CEC-PD SHOWCASE ★

‘Bright Futures’: Are We There? Teacher Leadership Yesterday, Today, and Tomorrow!

9:15 AM-11:15 AM • ROOM: 025A • SESSION: 440

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Pioneers/Historical Perspectives

FORMAT: Presentation with Q&A

In addition to the findings of the Bright Futures report, presenters will compare our current state of practice and highlight remaining challenges. Participants will discuss critical areas of teacher leadership in today's schools and how teachers can provide leadership to accomplish future directions. Participants will be encouraged to discuss suggestions for future directions as we plan for an updated Bright Futures. (440)

LEADER(S): Michael Thew, CEC Pioneers Division, York, PA

PRESENTER(S): William Bogdan, University of Cincinnati (Retired), Edgewood, KY; Jamie Hopkins, CEC Pioneers Division Past President, Milford, OH; Mary Ruth Coleman, University of North Carolina, Chapel Hill, NC; Linda Marsal, Council for Exceptional Children, Arlington, VA

9:15 AM-10:45 AM ROOM: 032B • SESSION: 443

► Increasing the Involvement of Culturally and Linguistically Diverse Students in Special Education Research

TOPIC AREA: Research

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Panel

We will focus on the importance of providing effective and appropriate research practices with CLD students in special education research. You will hear how to improve research methodology, guidelines for implementation, and how researchers can improve sharing research findings with diverse families.

LEADER(S): Terese Aceves, Loyola Marymount University, Los Angeles, CA

PRESENTER(S): Alba Ortiz, University of Texas, Austin, TX; Cathy Kea, North Carolina A&T State University, Greensboro, NC; Federico Waitoller, University of Illinois, Chicago, IL; Michael Orosco, University of California, Riverside, CA; David Houchins, Georgia State University, Atlanta, GA

9:15 AM-10:15 AM ROOM: 031C • SESSION: 444

► New Insights Into Special Education Leadership

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Public Policy

FORMAT: Panel

Learn about the findings from 2 investigations into the perceptions of leadership styles as they relate to special education. The findings highlight leadership styles as perceived by leaders in special education and are linked more to career stages than to professional leadership roles. Implications for leader preparation and practice are discussed.

LEADER(S): Mary Lynn Boscardin, University of Massachusetts, Amherst, MA

PRESENTER(S): Patrick Tudryn, East Windsor Public Schools, Windsor, CT; Rob Schulze, Johnson State College, Johnson, VT

9:15 AM-10:15 AM ROOM: 030CD • SESSION: 445

► Strand E, Session 2: Differentiating the Common Core Curriculum

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This session explains varied instruction and the Common Core curriculum from an administrative aspect. Learn how to help teachers use flexible grouping, whole group, small group, and/or individualized instruction based on student interest and academic level.

LEADER(S): Gloria Campbell-Whatley, University of North Carolina, Charlotte, NC

9:15 AM-10:15 AM ROOM: 22 • SESSION: 446

► In The Limelight: Staging Readers Theatre to Develop Reading Fluency

TOPIC AREA: Arts in Special Education

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

Hear how inclusive teachers can use drama and Readers Theatre as an instructional strategy to develop fluency and reading comprehension in their classrooms. Learn the benefits of Readers Theatre and how to implement it as a strategy to support English Language Arts curriculum and instruction.

LEADER(S): Wendy Gladstone-Brown, Marist College, Poughkeepsie, NY



9:15 AM-10:15 AM ROOM: 025B • SESSION: 447

► Development and Instructional Utility of an Early Numeracy Screening Assessment

TOPIC AREA: Assessment

SECONDARY TOPIC: Accountability & Large Scale Assessments

FORMAT: Presentation with Q&A

Learn about an innovative early numeracy screening assessment designed to inform instruction for K and 1st-grade students. We present technical adequacy results from the pilot year. The assessment is designed to identify K and 1st-grade students at-risk for mathematics difficulties.

LEADER(S): Gena Nelson, University of Minnesota, Minneapolis, MN

PRESENTER(S): Allyson Kiss, University of Minnesota, Minneapolis, MN

9:15 AM-10:15 AM ROOM: 033B • SESSION: 448

► Strand G, Session 2: Strengthening Independence in Adolescents With ASD (PRISM)

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Demonstration

Supporting independence in high school students with ASD is a critical task. Learn how to identify priority goals related to independence and how to select/implement EBPs to target those skills. Video examples are shared along with practical strategies related to where and how these skills can be taught.

LEADER(S): Kara Hume, Frank Porter Graham Child Development Inst/UNC, Chapel Hill, NC

PRESENTER(S): Brian Boyd, University of North Carolina, Chapel Hill, NC; Laura Hall, San Diego State University, San Diego, CA; Ann Cox, Frank Porter Graham Child Development Institute/UNC, Carrboro, NC

9:15 AM-10:15 AM ROOM: 028AB SESSION: 449

► Teaching Observational Learning to Children With Autism

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Presentation with Q&A

Observational learning is critical for acquisition of social skills and important for learning within traditional classrooms. However, research suggests that observational learning is limited in children with autism. Learn how you can assess and teach skills needed for observational learning.

LEADER(S): Jacquelyn MacDonald, The New England Center for Children, Southborough, MA

9:15 AM-10:15 AM ROOM: 029A SESSION: 450

► Technology Supports to Increase Reading Comprehension and Independence for Students With Autism

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&A

We present the findings of 2 studies in which students with autism were taught to comprehend grade-level narrative texts through technology supports, systematic instruction in the form of constant time delay, and modified system of least prompts. Implications for strategy use across content areas and grade levels are discussed.

LEADER(S): Jenny Root, University of North Carolina, Charlotte, NC

PRESENTER(S): Diane Browder, University of North Carolina, Charlotte, NC; Caryn Allison, University of North Carolina, Charlotte, NC

9:15 AM-10:15 AM ROOM: 028C • SESSION: 451

► Implementing Evidence-Based Practices in Secondary Transition

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Personnel Preparation

FORMAT: Demonstration

As schools adapt to the implementation of CCSS it is necessary for teachers to identify ways to teach transition skills in conjunction with it. Learn step-by-step instructions for implementing two evidence-based strategies for teaching transition skills in the general curriculum.

LEADER(S): Dawn Rowe, National Post-School Outcomes/University of Oregon, Eugene, OR

PRESENTER(S): Valerie Mazzotti, University of Oregon, Eugene, OR

★ DDEL SHOWCASE ★

CLUES: Improving Science Vocabulary for Secondary English Language Learners With Reading Disabilities

9:15 AM-10:15 AM • ROOM: 028E • SESSION: 452

TOPIC AREA: Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We describe using the CLUES Strategy to facilitate science vocabulary understanding by secondary age ELLs with reading disabilities. Data will be presented illustrating effectiveness of the CLUES Strategy with four 10th-grade students. Learn how you can apply this strategy in your classroom.

LEADER(S): Amanda Helman, Lehigh University, Bethlehem, PA

PRESENTER(S): Lee Kern, Lehigh University, Bethlehem, PA; Minyi Shih-Dennis, Lehigh University, Bethlehem, PA



9:15 AM-10:15 AM ROOM: 029C • SESSION: 454

► **Transforming Programs for Students With EBD Through Meaningful Program Evaluation and Effective Leadership**

TOPIC AREA: Emotional and Behavioral Disorders**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Demonstration

Learn about an approach to program evaluation and improvement used by 2 programs to improve their services for students with EBD. We describe organizational change and improved program climate; share strategies implemented and challenges overcome; review findings; and explore the importance of leadership.

LEADER(S): Bridget Walker, Seattle University, Seattle, WA

PRESENTER(S): Lisa Hoyt, Renton School District, Renton, WA; Merri Miller, SW Metro Cooperative, Chaska, MN

9:15 AM-10:15 AM ROOM: 025C • SESSION: 455

► **Identification of Emotional and Behavioral Disorders: A Cultural Perspective**

TOPIC AREA: International Programs/Services**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Panel

Identification of children with EBD varies from culture to culture. In Zimbabwe and Zambia, the intertwine between the African culture and Western influence significantly impacts the identification process. We will discuss how these cultural factors influence the identification process.

LEADER(S): Lindiwe Magaya, Georgian Court University, Lakewood, NJ

PRESENTER(S): Florence Muwana, University of Wisconsin, Oshkosh, WI

9:15 AM-10:15 AM ROOM: 029B • SESSION: 453

► **Supporting Successful Transitions for Students With Disabilities From Preschool to Kindergarten**

TOPIC AREA: Early Childhood**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

Our preschool children with IEPs have made great progress using strategies and supports. The team has developed good communication with the family and it's smooth sailing for the remainder of the year. Wait!! It's transition time. Learn strategies for a smooth transition to Kindergarten in this interactive and informative session.

LEADER(S): Kiki McGough, Denver Great Kids Head Start, Denver, CO



9:15 AM-10:15 AM • ROOM: 032A • SESSION: 456

Supports for Students With Learning Disabilities in Upper Elementary and Secondary Settings

TOPIC AREA: Learning Disabilities

MODERATOR(S): Jade Wexler, University of Maryland, College Park, MD

● High School English I Support for Students with Learning Disabilities

National assessment (e.g., National Assessment of Educational Progress) and state assessment (e.g., Texas Assessment of Knowledge and Skills) results show that high school students with disabilities struggle with language arts when compared to their nondisabled peers. This presentation describes the results of a study that was conducted with 14 students with learning disabilities who participated in high school freshman English I classes, eight in inclusion classes and six in resource classes. Participants will develop an understanding of the issues confronting students with disabilities and their teachers to meet the increasingly complex demands of the high school English I curriculum.

LEADER(S): Brian Bryant, Meadows Center for Preventing Educational Risk, UT, Austin, TX

PRESENTER(S): Diane Bryant, Meadows Center for Preventing Educational Risk, UT, Austin, TX; Fangjuan Hou, University of Texas, Austin

● Written Expression Differences Between Students With and Without Disabilities: Implications for Practice

Essays were collected from over 200 students with and without disabilities, predominately learning disabilities, in the 4th, 8th, and 12th grades. This session will describe the core differences and similarities across grade levels, and discuss interventions for supporting specific written expression challenges in general and special education classrooms.

LEADER(S): Sara Flanagan, University of Kentucky, Lexington, KY

9:15 AM-10:15 AM ROOM: 027B • SESSION: 457

► Promoting Early Literacy and Positive Family Interactions Through a Family Workshop Series

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Early Childhood

FORMAT: Presentation with Q&A

Learn about a family workshop series implemented within low-income communities to promote early literacy development and positive interactions between families and their children. We will discuss initiating meaningful partnerships with diverse families, including those with children who have disabilities.

LEADER(S): Amber Friesen, San Francisco State University, San Francisco, CA

PRESENTER(S): Kristan Stewart, San Francisco State University, San Francisco, CA; Danielle Webb, San Francisco State University, San Francisco, CA

9:15 AM-10:15 AM ROOM: 030AB • SESSION: 458

► Program Chair – Assumptions About Complex Text Within the Common Core: Consequences for Struggling Readers

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

The distinguishing feature of the ELA CCSS is Standard 10: whether students are reading progressively more complex texts across the grades. This goal is worthy but has potential negative consequences for struggling readers. With a solid understanding of what is (and isn't) based on evidence within these assumptions, teachers can involve struggling readers with accessible and content-rich texts that increase their reading proficiency and world knowledge.

LEADER(S): Elfrieda Hiebert, TextProject & University of California, Santa Cruz, CA

9:15 AM-10:15 AM ROOM: 026A • SESSION: 459

► Bringing the Museum to You: Utilizing Virtual Technology to Increase Motivation and Educational Engagement

TOPIC AREA: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Science, Technology, Engineering and Math (STEM)

FORMAT: Presentation with Q&A

Learn how to use technology to bring museums and science centers to learners with CMC so they can participate in synchronous, inquiry-based learning opportunities, in real time—virtually. Time will be devoted to a discussion of descriptive data regarding student motivation and engagement outcomes.

LEADER(S): David Gordon, Wagner College, Staten Island, NY

9:15 AM-10:15 AM ROOM: 033A • SESSION: 460

► Strand F, Session 2: Efficacy of Peer Support and Peer Network Interventions for Adolescents With Severe Disabilities

TOPIC AREA: Research

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Panel

Researchers discuss results from an NCSE-funded, multistate, randomized study evaluating the efficacy and social validity of peer-support strategies and peer networks on the social and learning outcomes of 150 adolescents with severe disabilities. Learn practical strategies and resources for implementing these alternatives to individually assigned paraprofessional support models.

LEADER(S): Erik Carter, Vanderbilt University, Nashville, TN

PRESENTER(S): Elizabeth Biggs, Vanderbilt University, Nashville, TN; Matthew Brock, The Ohio State University, Columbus; OH

9:15 AM-10:15 AM ROOM: 028D • SESSION: 461

► Evaluating Enhanced Core Reading Instruction for At-Risk Readers in Grade 1

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We share results of an RCT evaluating a multi-tiered intervention for at-risk readers in 1st grade. The intervention included 90 min of whole group, core reading instruction plus an additional 30 min of daily, small group intervention preteaching the foundational skills of the next day's core reading instruction.

LEADER(S): Jean Louise Smith, University of Oregon, Eugene, OR

9:15 AM-10:15 AM ROOM: 033C • SESSION: 462

► Strand H, Session 2 - Intensifying Intervention Within a Multi-Tier Framework: Practical Strategies for Teachers

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Presentation with Q&A

We introduce the principles of intensive intervention, share sample mathematics intervention guides, and provide concrete examples of teachers implementing intensive intervention practices. We present case examples from intervention sites and discuss how teachers used the intervention to improve the mathematics performance of students.

LEADER(S): Rebecca Zumeta, American Institutes for Research, Washington, D.C.

PRESENTER(S): Sarah Powell, University of Texas, Austin, TX

9:15 AM-10:15 AM ROOM: 026B • SESSION: 463

► Using Counting Collections to Teach Place-Value Concepts to Students With Learning Disabilities

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

This session examines the effectiveness of an intervention based on counting collections for teaching students with LD about base 10 concepts. Learn how students' strategy use affected their learning during the intervention and what could be done to improve future iterations of the intervention.

LEADER(S): Helen Thouless, University of Washington, Seattle, WA

9:15 AM-10:15 AM ROOM: 029D • SESSION: 464

► Getting ALL Students College and Career Ready With PowerUp WHAT WORKS!

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

PowerUp WHAT WORKS is a free professional learning web site offering best instructional practices and resources that empowers teachers and administrators to take charge of their PD. Learn how to use PowerUp to strengthen English language arts and math instruction enhanced with technology to promote inclusive classrooms.

LEADER(S): Tracy Gray, American Institutes for Research, Washington, D.C.

★ TAM SHOWCASE ★

A Literacy Intervention for Struggling Middle-School Readers: Starting With Affect and Universal Design for Learning

9:15 AM-10:15 AM • ROOM: 030E • SESSION: 465

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

We will demonstrate and provide results from a pilot test of an online literacy intervention targeting struggling middle school readers, particularly those with LD. We focus on efforts to re-engage students who have been disenfranchised by text and on using UDL principles to support deep interaction with reading materials.

LEADER(S): Samantha Daley, CAST, Wakefield, MA

PRESENTER(S): Gabrielle Rappolt-Schlichtmann, CAST, Wakefield, MA

9:15 AM-10:15 AM ROOM: 023B • SESSION: 466

EXHIBITOR SHOWCASE SESSION - Connections: Monitoring and Feedback for Student Success

Connections is a web-based program offering monitoring tools with procedures for frequent feedback. The approach 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.

LEADER(S): Mickey Garrison, Oregon Department of Education, Salem,

9:15 AM-10:15 AM ROOM: 023C • SESSION: 467

EXHIBITOR SHOWCASE SESSION: Crisis Intervention Considerations with Preschoolers

If you work with children ages 3-6, you cannot afford to miss this session. We'll explore the unique factors that can cause crises to arise within this age group and what sorts of intervention strategies are developmentally appropriate. We'll also discuss questions surrounding the use of physical interventions with young children.

LEADER(S): Travis Ickes, CPI, Inc., Milwaukee, WI

PRESENTER(S): Pam Sikorski, CPI, Inc., Milwaukee, WI

9:15 AM-10:15 AM ROOM: 023A • SESSION: 468

EXHIBITOR SHOWCASE SESSION: Developing a Districtwide Autism Program: A Training Model for Serving Students with ASD

In this session the presenters will provide a quick overview of the essential elements needed to provide effective and sustainable evidence-based programs and strategies for students with ASD across the age range. Come learn about how several state and local agencies developed a model to serve students and support staff.

LEADER(S): Joel Arick, Oregon Program Autism Training & Support (OrPATS), Portland,

9:15 AM-10:15 AM ROOM: 024A • SESSION: 469

EXHIBITOR SHOWCASE SESSION: Soft Skills 101: How to Effectively Identify, Assess, and Teach the Top 8 Soft Skills for Workplace Readiness

Your students will eventually become employees. Only 15% of an individual's success comes from hard skills. We will show you the top 8 soft skills employers want, how to improve productivity for your students, and suggestions for evidence-based tools to assess and teach these critical soft skills.

LEADER(S): Mike Schmitz, The Conover Company, Appleton, WI

9:15 AM-10:00 AM ROOM: POSTER 01, EXPO HALL F
SESSION: 475

Test Performance and Challenges of the Lowest-Performing Students on AA

TOPIC AREA: Accountability & Large Scale Assessments

SECONDARY TOPIC: Research

FORMAT: Poster Session

Learn observational data and teacher interview responses about the behavior and performance challenges of the lowest-performing students on AAs and in classroom instruction. Strategies to alleviate or minimize these challenges are discussed.

LEADER(S): Steven Lyon, University of Pittsburgh, Pittsburgh, PA

PRESENTER(S): Molly Matsik, University of Pittsburgh, Pittsburgh, PA; Jesse Smith, University of Pittsburgh, Pittsburgh, PA; Rachel Robertson, University of Pittsburgh, Pittsburgh, PA; Mary Hansen, Robert Morris University, Pittsburgh, PA

9:15 AM-10:00 AM ROOM: POSTER 02, EXPO HALL F
SESSION: 476

Supporting Special Education Teachers: Lessons From Research in Rural Areas

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Special education positions in rural areas experience high rates of attrition. One factor is professional isolation. Do preservice teachers and special educators receive critical training in collaborating with general educators, a readily available source of support? A review of teaching standards and results from this rural study provide insight into critical training.

LEADER(S): Ann Berry, Plymouth State University, Plymouth, NH

9:15 AM-10:00 AM ROOM: POSTER 06, EXPO HALL F
SESSION: 477

The Perspective of Undergraduate College Students With Autism Spectrum Disorder

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

More students with ASD are attending college and some are challenged by traditional supports that do not meet their unique needs. Learn the results from interviews with 3 undergraduate students with ASD at a large urban university. We will discuss implications for practice and future research.

LEADER(S): Christopher Denning, University of Massachusetts, Boston, MA

PRESENTER(S): Dean Schofield, West Chester University, West Chester, PA

9:15 AM-10:00 AM ROOM: POSTER 07, EXPO HALL F
SESSION: 478

► Impact of Postsecondary Supports for Students With Disabilities

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Research

FORMAT: Poster Session

We examine the effect of receiving postsecondary accommodations and supports, both those available because of a disability and those available to the general student body, on increased persistence and completion for college students in a range of disability categories. Findings are based on data from the NLTS2.

LEADER(S): Lynn Newman, SRI International, Menlo Park, CA

PRESENTER(S): Joseph Madaus, University of Connecticut, Storrs, CT

9:15 AM-10:00 AM ROOM: POSTER 13, EXPO HALL F
SESSION: 479

► Facilitating Collaboration in Multi-User Virtual Environments in Teacher Preparation Courses

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

Learn how to facilitate collaboration when using Second Life, a Multi-User Virtual Environment, as the educational platform for teacher preparation courses. We describe the learning activities; display video segments of student interactions; and discuss outcomes, benefits, and limitations of virtual reality for facilitating collaboration skills.

LEADER(S): Melissa Hartley, West Virginia University, Morgantown, WV

PRESENTER(S): Anders Morch, University of Oslo, Blindern, Norway; Barbara Ludlow, West Virginia University, Morgantown; WV

9:15 AM-10:00 AM ROOM: POSTER 09, EXPO HALL F
SESSION: 480

► Music, the Preschool Curriculum, and Vocabulary Development in Children With Hearing Loss

TOPIC AREA: Communicative Disabilities and Deafness

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

Music can be a powerful component to the preschool curriculum. We describe findings from a study that evaluated the impact on vocabulary development when music was systematically incorporated into the daily curriculum. The efficacy of using music to supplement literacy goals are discussed.

LEADER(S): Lauren Smith, Utah State University, Logan, UT

PRESENTER(S): Elizabeth Parker, Utah State University, Logan, UT; Lauri Nelson, Utah State University, Logan; UT

9:15 AM-10:00 AM ROOM: POSTER 16, EXPO HALL F
SESSION: 481

► Bridging the Research to Policy Gap: Innovations in Qualitative Methods

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Research

FORMAT: Poster Session

We share the results of 2 studies investigating preschool programs identified as cases of 'positive deviance': high poverty 'childcare' centers that deviate from the predicted negative school readiness outcomes for at-risk children. We discuss the studies and the factors that contributed to the target centers' success.

LEADER(S): Kristi Cheyney, University of Florida, Gainesville, FL

PRESENTER(S): Hazel Jones, University of Florida, Gainesville, FL

9:15 AM-10:00 AM ROOM: POSTER 17, EXPO HALL F
SESSION: 482

► Effects of PALS on Reading Skills of Middle School ELLs With and Without Disabilities

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

We investigated the effectiveness of two peer-assisted learning strategies (PALS) on the reading skills and content knowledge of middle school ELLs with and without disabilities. Of particular interest was whether the implementation of a modified Partner Reading and Paragraph Shrinking strategy would improve oral reading fluency and Social Studies and Science content knowledge of the participants. A pretest/posttest control group experimental design was used for this study. Results from this study as well as implications for practitioners and research will be shared.

LEADER(S): Gliset Colon, University at Buffalo, Buffalo, NY

9:15 AM-10:00 AM ROOM: POSTER 19, EXPO HALL F
SESSION: 483

► Interdisciplinary Early Childhood Preservice Survey

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Learn results of an examination of the early childhood content, family partnership philosophy, faculty expertise, and practicum opportunities for preservice students. We discuss IHE faculty responses, implications for interdisciplinary training, collaboration among faculty, and the need for common early childhood competencies.

LEADER(S): Stephanie Parks, University of Kansas, Lawrence, KS

PRESENTER(S): Eva Horn, University of Kansas, Lawrence, KS; Na Young Kong, University of Kansas, Lawrence, KS

9:15 AM-10:00 AM ROOM: POSTER 22, EXPO HALL F
SESSION: 484

► Reading Instruction for Students With EBD and Students at Risk: A Mixed Methods Study

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

We conducted observations of reading and English Language Arts practices provided to students with EBD and students at risk. Each teacher was observed, interviewed, and student achievement data was collected to provide context. Findings and implications for practice and future research are shared.

LEADER(S): John McKenna, *St. John's University, Queens, NY*

9:15 AM-10:00 AM ROOM: POSTER 23, EXPO HALL F
SESSION: 485

► Stop, Don't Blow Your Top! Self-Regulation Skills for Learners With Behavior Challenges

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

We will provide evidence-based interventions for teaching self-regulation skills to students with challenging behaviors. You will learn how to teach and empower students to understand their own behaviors, triggers, and successfully address their needs independently through interventions.

LEADER(S): Tracy Mueller, *University of Northern Colorado, Greeley, CO*

PRESENTER(S): Jennifer Lieber, *University of Northern Colorado, Greeley, CO*

9:15 AM-10:00 AM ROOM: POSTER 20, EXPO HALL F
SESSION: 486

► What About Dual Exceptionalities?

TOPIC AREA: Gifted and Talented

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

Children with disabilities are rarely identified as gifted and are often poorly served. We discuss the difficulty in identifying children with dual exceptionalities, the characteristics and needs of gifted children with disabilities, and appropriate methods to identify gifted children with disabilities.

LEADER(S): Hala Elhoweris, *United Arab Emirates University, Al Ain City, United Arab Emirates*

PRESENTER(S): Efthymia Efthymiou, *United Arab Emirates University, Al Ain City, United Arab Emirates*

9:15 AM-10:00 AM ROOM: POSTER 03, EXPO HALL F
SESSION: 487

► Effective Writing Instruction for Postsecondary Students With Developmental Delays

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

We will provide you with a summary of the results from a writing intervention for students with developmental delays (DD) in a postsecondary program. You will learn and be able to apply effective instructional techniques aimed at improving and monitoring the writing proficiency for your students.

LEADER(S): Erica Kaldenberg, *University of Iowa, Iowa City, IA*

9:15 AM-10:00 AM ROOM: POSTER 04, EXPO HALL F
SESSION: 488

► Teaching Students With Significant Disabilities to Read and Write With Purpose

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Poster Session

As teacher education prepares preservice professionals to align instruction with CCSS, modifying literacy coursework is critical. We describe a university class and fieldwork project that used Dialogic Reading as the context for teaching writing skills to students with significant disabilities.

LEADER(S): Joan Grim, *University of Tennessee, Knoxville, TN*

PRESENTER(S): Mari Beth Coleman, *University of Tennessee, Knoxville, TN*

9:15 AM-10:00 AM ROOM: POSTER 15, EXPO HALL F
SESSION: 489

► Informational Text Reading Interventions for Elementary Students With LD: A Synthesis

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

We present a research synthesis of informational and content-area text reading interventions for students with LD in Grades K-5. Results and recommendations for effective informational-text instruction will be highlighted.

LEADER(S): Stephen Ciullo, *Texas State University, San Marcos, TX*

PRESENTER(S): Yu-Ling Lo, *University of Texas, Austin, TX*; Deborah Reed, *Florida Center for Reading/FSU, Tallahassee, FL*; Jeanne Wanzek, *Florida State University, Tallahassee, FL*

9:15 AM-10:00 AM ROOM: POSTER 05, EXPO HALL F
SESSION: 490

► Multi-Tiered Systems of Support: A Writing Intervention With a Focus on Technology

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

Struggling writers can benefit from mnemonic strategy instruction with the use of technology to manage story planning and generate text. We will discuss how students demonstrated improved story content and quality after participating in a Tier-2 intervention.

LEADER(S): Michael Dunn, Washington State University, Vancouver, WA

9:15 AM-10:00 AM ROOM: POSTER 10, EXPO HALL F
SESSION: 491

► Including Video Feedback in the Teacher Education Curriculum

TOPIC AREA: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

We share the results of a research study that examined how the use of a 10-minute videotape of preservice candidates' teaching promotes self-reflection of lesson planning, teaching performance, and areas of strengths and needs. Come and learn reasons for adding it to your curriculum.

LEADER(S): Kim Doan, West Chester University, West Chester, PA

9:15 AM-10:00 AM ROOM: POSTER 12, EXPO HALL F
SESSION: 492

► Professional Partnerships in Special Education: Collaboration at Its Best

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Learn about a collaborative relationship with Marietta College and its Intervention Specialist program with a rural low-socioeconomic school in Appalachia. Dr. Bauer brings his courses to an elementary school where he instructs his college students, provides guidance and support, and then places the students in the classrooms to practice what they have learned.

LEADER(S): William Bauer, Marietta College, Marietta, OH

PRESENTER(S): Nick Brady, Marietta College, Marietta, OH; Hayley Montgomery, Marietta College, Marietta, OH

9:15 AM-10:00 AM ROOM: POSTER 14, EXPO HALL F
SESSION: 493

► The Efficacy of a Self-Directed Phonics Program in Increasing Pre-Professional Literacy Knowledge

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Poster Session

Using a self-directed phonics and structural analysis program in increasing preprofessional literacy knowledge is explored. Statistical and descriptive analysis is used to determine if utilizing a self-guided program as a supplement to an undergraduate course is beneficial.

LEADER(S): Amy Love, Clarion University of Pennsylvania, Clarion, PA

9:15 AM-10:00 AM ROOM: POSTER 11, EXPO HALL F
SESSION: 494

► Special Education Programs in Charter Schools: Teachers' Challenges, Hopes, and Realities

TOPIC AREA: Public Policy

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Free from district constraints, charter schools promise to deliver improved academic outcomes for all students, including students with IEPs. We share the findings from surveys of charter school special education teachers including various opportunities and challenges they face in a charter school setting.

LEADER(S): Paul Luelmo, California State University/UCLA, Los Angeles, CA

PRESENTER(S): Elizabeth Dubon-Garcia, California State University/UCLA, Los Angeles, CA; Laura Rhinehart, California State University, Los Angeles, CA; Bryan Thornton, California State University/UCLA, Los Angeles, CA

9:15 AM-10:00 AM ROOM: POSTER 24, EXPO HALL F
SESSION: 495

► Developing the Historical Literacy Skills of Adolescents Who Struggle With Reading and Writing

TOPIC AREA: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We examined instructional approaches for enhancing historical literacy among students with SLDs, or at-risk for academic failure. Results are shared that show that learning historically related schemes, critical questions, and focused practice in discussion was critical for enhancing historical writing.

LEADER(S): Daniel Wissinger, Indiana University of Pennsylvania (IUP), Indiana, PA

9:15 AM-10:00 AM ROOM: POSTER 21, EXPO HALL F
SESSION: 496

► Performance-Based Education: Taylor-Made for Success

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We focus on the key components of Performance-Based Education and the positive impact it has on students with special needs in Taylor County Schools—one of the first 4 Kentucky Districts of Innovation. Learn how to empower students and teachers to ensure ALL can reach their highest potential.

LEADER(S): Donna Williams, Taylor County Schools, Campbellsville, KY

PRESENTER(S): Susan Kilby, Taylor County Schools, Campbellsville, KY

9:15 AM-10:00 AM ROOM: POSTER 18, EXPO HALL F
SESSION: 497

► Using Physical and Virtual Manipulatives to Teach Math to Students Requiring Tier 2 and Tier 3 Support

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

Physical and virtual manipulatives affect the development of problem-solving skills and conceptual understanding for students requiring Tier 2 or Tier 3 support. Learn how to use these manipulatives for teaching basic computation of multiplication, division, and fractions.

LEADER(S): Joseph Sencibaugh, Webster University, St. Louis, MO

PRESENTER(S): Dan Sinclair, Mastery Educational Services, Fallbrook, CA

9:15 AM-10:00 AM ROOM: POSTER 08, EXPO HALL F
SESSION: 498

► Determining the Indices of Happiness of Children With Sensory and Additional Disabilities

TOPIC AREA: Visual Impairments

SECONDARY TOPIC: Research

FORMAT: Poster Session

Limited attempts have been made to determine if utilizing evidence-based practices increases the child's overall level of happiness. This study assessed the indices of happiness in children with visual impairments and additional disabilities while using the evidence-based practice of wait time.

LEADER(S): Nicole Johnson, Kutztown University, Kutztown, PA

PRESENTER(S): Amy Parker, Western Oregon University, Monmouth, OR

10:30 AM-11:30 AM ROOM: 030CD • SESSION: 505

► Strand E, Session 3: Data-Driven Formal and Informal Measures

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

We outline informal, formal, quantitative, and qualitative measures used to examine schools' progress toward CCSS and how data can be used to improve the scores of all students. Ideas are provided to lessen the achievement gap for students with disabilities.

LEADER(S): Diane Rodriguez, Fordham University, New York, NY

PRESENTER(S): Erica Serain-Hoffman, Fordham University, New York, NY

10:30 AM-11:30 AM ROOM: 031C • SESSION: 506

► The Journey to Effective Leadership: Putting It All Together for Sustained Success!

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Learn how being 'smart' isn't enough to be an effective leader. We provide the research, specific behaviors, and collaborative skills required to be an effective leader and sustain change. Leave with problem-solving/action planning templates, references, and resources along with strategies to promote and develop effective educational, student, training, and agency teams.

LEADER(S): Christy Chambers, Beyond the Box LLC, McHenry, IL

PRESENTER(S): Ted Burke, Beyond the Box, McHenry, IL

10:30 AM-11:30 AM ROOM: 025B • SESSION: 507

► Using Root Cause Analysis to Drive Your Literacy Instruction

TOPIC AREA: Assessment

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

Problem-solving teams may have data, but do they have the necessary data and a process of analysis to determine a root cause? We will study screeners for literacy that provide clues to processing deficits and present levels of performance and how to utilize the Ishikawa fishbone analysis to determine root cause. Once root cause is determined then appropriate interventions can be matched to the students needs.

LEADER(S): Robert Frantum-Allen, Denver Public Schools, Denver, CO

10:30 AM-11:30 AM ROOM: 033B • SESSION: 508

► Strand G, Session 3: Strengthening the Social Competence and Peer Relationships of Adolescents With ASD

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Demonstration

In this session two types of social interventions for high school students will be described. We present findings and lessons learned from a series of studies focused on peer-mediated interventions and social skills instruction, which comprise the social component of the CSEA intervention model.

LEADER(S): Erik Carter, Vanderbilt University, Nashville, TN

PRESENTER(S): Jenny Gustafson, Vanderbilt University, Nashville, TN; Nigel Pierce, Frank Porter Graham Child Development Inst/UNC, Chapel Hill, NC; Melissa Sreckovic, Frank Porter Graham Child Development Insti/UNC, Chapel Hill, NC

10:30 AM-11:30 AM ROOM: 031AB • SESSION: 509

► Program Chair – Town Hall Meeting – Transition Assessment: Part of the Academic Framework

TOPIC AREA: Career Development/Transition

FORMAT: Town Hall

The transition assessment process serves as an excellent learning opportunity and means to involve students, family, and educators into the transition planning process. Join us at this town hall session to examine transition assessment 'best practices' and explore emerging issues.

LEADER(S): Dale Matusevich, Delaware Department of Education, Dover, DE

10:30 AM-11:30 AM ROOM: 028E • SESSION: 510

► Serving Diverse Learners by Increasing Educators' Multicultural Competencies: Effective Strategies

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

We discuss a study on the multicultural training in counseling, psychology, and education, followed by implications for multicultural pedagogy in school personnel programs. Topics include training formats, processes involved in increasing learner outcomes, and strategies for personnel training.

LEADER(S): Dorota Celinska, Roosevelt University, Schaumburg, IL

★ DEC SHOWCASE ★

Adapting Enhanced Milieu Teaching for Young Children With Communication Impairment

10:30 AM-11:30 AM • ROOM: 029A • SESSION: 511

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Communicative Disabilities and Deafness

FORMAT: Presentation with Q&A

Enhanced Milieu Teaching is an evidence-based early communication intervention that teaches language use in everyday contexts based on child interests. We discuss adaptations to EMT strategies for 4 different populations, using data from group and single-subject studies to illustrate these adaptations and effects on communication outcomes.

LEADER(S): Ann Kaiser, Peabody College at Vanderbilt University, Nashville, TN

10:30 AM-11:30 AM ROOM: 033A • SESSION: 512

► Strand F, Session 3: Intensive Interventions in Mathematics and Attention for Low-Performing Preschool Children

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Research

FORMAT: Panel

Some preschoolers have difficulties in mathematics, placing them at high risk for later academic problems. We will discuss interventions that were tested in mathematics and attention with a high-risk group of prekindergarten children to address the multidimensional nature of their learning difficulties. Findings are presented with implications for research and practice.

LEADER(S): Marcia Barnes, University of Texas, Austin, TX

PRESENTER(S): Alice Klein, WestEd, Oakland, CA

10:30 AM-11:30 AM ROOM: 029C • SESSION: 513

► Changing Our Systemwide Program for Students With Emotional Disabilities

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&A

Learn how Denver Public Schools changed its approach to supporting students with EBD who received more intensive services due to defined social, emotional, and behavioral needs. We explore the processes and decisions to determine the need for change and the criteria for success.

LEADER(S): Edward O'Neill, Cenpatco Schools, Gilbert, AZ

PRESENTER(S): Josh Drake, Denver Public Schools, Denver, CO; Diann Richardson, Denver Public Schools, Denver, CO; Erik Ryan, Cenpatco Schools, Gilbert, AZ



10:30 AM-11:30 AM ROOM: 026B • SESSION: 515

► Strategies to Enrich Twice-Exceptional (2e) Professional Development Sessions

TOPIC AREA: Gifted and Talented

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

We provide strategies for those responsible for providing PD focused on Twice-Exceptional (2e) learners. Session activities include learners engaging in a variety of interactive activities focused on ways to illustrate prevailing issues concerning learners with co-existing conditions.

LEADER(S): Ken Dickson, Educational Support & Consulting Network, Upper Marlboro, MD

10:30 AM-11:30 AM ROOM: 028AB • SESSION: 516

► Evidence-Based Practices for Learners With Severe Intellectual Disability

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We discuss advances in the identification of EBPs for learners with severe ID, including a summary of identified EBPs for this population in the professional literature and by online resources. We will also provide recommendations for improving the identification and implementation of EBPs.

LEADER(S): Ginevra Courtade, University of Louisville, Louisville, KY

PRESENTER(S): David Test, National Secondary Transition TA Center/UNC, Charlotte, NC; Bryan Cook, University of Hawaii at Manoa, Honolulu; HI



10:30 AM-11:30 AM • ROOM: 032A • SESSION: 517

Data-Based Instruction (DBI) for Improving Students' Early Writing Performance: Assessment and Intervention

TOPIC AREA: Learning Disabilities

MODERATOR(S): Erica Lembke, University of Missouri, Columbia, MO

● Promise of Data-Based Instruction (DBI) for Improving Student's Early Writing Performance

The purpose of this study was to examine the effects of Data-Based Instruction (DBI) for improving writing performance of students who are at risk of or identified as having disabilities. Feasibility of DBI is also explored. This session will present findings from the study and discuss feasibility of DBI.

LEADER(S): Pyung-Gang Jung, University of Minnesota, Minneapolis, MN

PRESENTER(S): Kristen McMaster, University of Minnesota, Minneapolis, MN

● Qualitative Scoring Rubrics in Writing: Comparisons to Curriculum-Based Measurement

These two exploratory studies investigated the relationship between qualitative scores and production scores obtained from a curriculum-based measure of writing (CBM-W) for grades 1-3. Results indicated that qualitative and production scores were moderately correlated. Qualitative rubrics may provide additional information to CBM writing measures.

LEADER(S): Abigail Carlisle, University of Missouri, Columbia, MO

PRESENTER(S): Erica Lembke, University of Missouri, Columbia, MO; Apryl Poch, University of Missouri, Columbia, MO

Session 518 will be presented in Spanish.

10:30 AM-11:30 AM ROOM: 025C • SESSION: 518

Facilitating and Sustaining Home-School Collaborative Partnerships With Latino Families

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Learn the key factors involved in facilitating and sustaining home-school collaborative partnerships for enhancing educational outcomes with Latino families. We examine the role of educators and of families within a Latino multicultural context and provide specific home-school collaborative strategies.

LEADER(S): *Pedro Olvera, Azusa Pacific University, Azusa, CA*

10:30 AM-11:30 AM ROOM: 027B • SESSION: 519

Parent-School Conflict: Finding the Good, Decreasing the Bad, and Avoiding the Ugly

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Public Policy

FORMAT: Demonstration

Join us for a discussion of the changing relationship between litigation and special education through the interpretation of IDEA regulations, national data, and research. A continuum of conflict prevention and resolution practices will be presented, with an emphasis on strategies used to create and maintain partnerships with families.

LEADER(S): *Tracy Mueller, University of Northern Colorado, Greeley, CO*

10:30 AM-11:30 AM ROOM: 030E • SESSION: 520

What They Didn't Teach Us: Novice Teachers Reflect on Their Teacher-Prep Experiences

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

We share the findings from a study of new special and general educators' perceptions of the gaps in their teacher preparation coursework. The session concludes with recommendations for special education coursework and field-based activities to improve preservice teachers' skills and dispositions.

LEADER(S): *Patricia Rice Doran, Towson University, Towson, MD*

10:30 AM-11:30 AM

ROOM: 22 • SESSION: 521

An Update of Policy, Practice, and Data on Physical Restraint and Seclusion

TOPIC AREA: Public Policy

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

We will review law or policy related to physical restraint and seclusion. Information about the OCR data gathering requirements for schools, changes in some state policies, and most recent federal and state data will be reported. Information about recommended changes in practice will also be provided.

LEADER(S): *Reece Peterson, University of Nebraska, Lincoln, NE*PRESENTER(S): *Joseph Ryan, Clemson University, Clemson, SC*

10:30 AM-11:30 AM

ROOM: 029B • SESSION: 522

Fostering Interdisciplinary Collaboration to Promote External Funding for Special Education Research

TOPIC AREA: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Interdisciplinary collaboration among researchers can lead to successful grants that provide significant contributions to the field, both in assessment and intervention. We will discuss strategies for collaboration and outlets for external funding, with a particular focus on social, emotional, and behavioral research.

LEADER(S): *Elizabeth Talbott, University of Illinois, Chicago, IL*

PRESENTER(S): *Thomas Farmer, Virginia Commonwealth University, Richmond, VA; T. Christopher Riley-Tillman, University of Missouri, Columbia, MO; Rebecca Zumeta, American Institutes for Research, Washington, D.C.*

10:30 AM-11:30 AM

ROOM: 030AB • SESSION: 523

Program Chair – Four Educational Researchers Discuss Professional Experiences That Shaped Their Careers

TOPIC AREA: Research

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Panel

Four senior researchers discuss transformative moments in their professional lives. They describe research findings or challenging issues that influenced their work, affected how they viewed themselves as researchers, or changed how they understood the contexts in which they did their work. We hope that attendees will find these reflections helpful when thinking about their own careers.

LEADER(S): *Douglas Fuchs, Vanderbilt University, Nashville, TN*

PRESENTER(S): *Russell Gersten, Instructional Research Group, Los Alamitos, CA; Sharon Vaughn, The Meadows CTR for Preventing Educational Risk/UT, Austin, TX; Michael Wehmeyer, University of Kansas, Lawrence, KS*

10:30 AM-11:30 AM ROOM: 033C • SESSION: 524

► Strand H, Session 3: Features of Effective Math Interventions: Selecting Tier 2 Programs That Improve Student Learning**TOPIC AREA:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Demonstration

We will share examples from 2 math interventions at K-1 that illustrate essential features of effective math interventions. We will also provide guidelines to evaluate intervention curricula and identify those that will meet the needs of their students not only at the early primary grades, but at all grade levels.

LEADER(S): Kathleen Jungjohann, University of Oregon, Eugene, OR**PRESENTER(S):** Allison Firestone, University of Oregon, Eugene, OR

10:30 AM-11:30 AM ROOM: 028D • SESSION: 525

► The Effects of an iPad Enhanced Comprehension Intervention for Adolescents With Reading Difficulties**TOPIC AREA:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We report findings of a study that examined the effects of a multicomponent reading comprehension intervention implemented via iPads with middle school struggling readers in a Tier-2 setting. Treatment effects on comprehension measures, and the feasibility and fidelity of implementation are discussed.

LEADER(S): Melissa Fogarty, Texas A&M University, College Station, TX**PRESENTER(S):** Leah Anderson, Texas A&M University, College Station, TX

10:30 AM-11:30 AM ROOM: 029D • SESSION: 526

► iPad iBooks Versus Traditional Textbooks: Who Wins? An Empirical Study**TOPIC AREA:** Technology and Media**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

This repeated measures study investigated the effects of an iPad iBook on 22 adolescents with SLD. Participants were taught to identify and use traditional and iPad book features across 6 science chapters. Implications for UDL, instructional design, and technology in the classroom are discussed.

LEADER(S): Daniel Pollitt, Center for Research on Learning/SWIFT/KU, Lawrence, KS

10:30 AM-11:30 AM • ROOM: 028C • SESSION: 527

Teaching Methodologies for Students With Visual Impairments**TOPIC AREA:** Visual Impairments**MODERATOR(S):** Kathleen Farrand, The Ohio State University, Columbus, OH**● Oral Reading Decoding Strategies of Middle School Students With Visual Impairments**

We share findings from a study on reading decoding in middle school Braille and print readers. We studied decoding errors and the strategies students applied to decode words.

Preliminary findings indicate that spelling the word, re-reading text, and using experiential learning were important decoding strategies.

LEADER(S): Susan Bruce, Boston College, Chestnut Hill, MA**PRESENTER(S):** Becky Hoffman, Perkins School for the Blind, Watertown, MA; Mary McCarthy, Perkins School for the Blind, Watertown, MA**● Fostering Success in Mathematics for Students With Visual Impairments**

Survey responses from teachers of students with VI regarding the most effective methods for mathematics instruction are described. You will learn to improve mathematical skills for students with VI using both an abacus and Nemeth code and additional strategies that foster mathematical understanding for this population will also be shared.

LEADER(S): Anne Brawand, Kutztown University, Kutztown, PA**PRESENTER(S):** Nicole Johnson, Kutztown University, PA; Jessica Kolvites, Kutztown University, Kutztown, PA

10:30 AM-11:30 AM ROOM: 023A • SESSION: 528

EXHIBITOR SHOWCASE SESSION: Hear, See, Say, Do! Five Strokes to Get Young Children Writing That We Can! Do!!

Look at research-proven effective curriculum used successfully in diverse early childhood and kindergarten classrooms whose children are at risk for school failure. Use a Classroom Management System that helps teachers manage instruction. Apply a Behavior Management System using Two Choice Discipline to communicate expectations positively while encouraging responsibility, accountability, decision-making, and self-regulation.

LEADER(S): Helen Long, Cambium Learning, Atlanta, GA

10:30 AM-11:30 AM ROOM: 023B • SESSION: 529

EXHIBITOR SHOWCASE SESSION: Managing Difficult Behavior

Learn practical and strategic techniques for managing children's behaviors and minimizing difficult behavior. At the conclusion of this session, workshop participants will be able to understand and demonstrate 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, Ramapo Training, New York, NY

PRESENTER(S): Rachel Lissy, Ramapo Training, New York, NY

10:30 AM-11:30 AM ROOM: 023C • SESSION: 530

EXHIBITOR SHOWCASE SESSION: Reading for Meaning - Fluently

Enhance fluency, vocabulary, and comprehension by combining the research-based strategies of teacher modeling, repeated reading and progress monitoring. Support the Common Core State Standards Foundational skills and accelerate the reading achievement of students using presented strategies. This session will demonstrate these methods using Read Naturally but they can be used with any materials.

LEADER(S): Gail Adams, Read Naturally, St. Paul, MN

10:30 AM-11:30 AM ROOM: 024A • SESSION: 531

EXHIBITOR SHOWCASE SESSION - Secondary Students with ASD: A Practical Guide for Teaching Independence

This session will discuss a practical solution for providing secondary students effective, evidence-based curricula that teaches critical skills necessary for success in school and beyond. Learn how school districts across the country are building capacity to provide an appropriate education for secondary students, preparing these students for transition into post-secondary life.

LEADER(S): Kara Magee-Arick, STAR Autism Support, Portland, OR

10:30 AM-11:15 AM ROOM: POSTER 01, EXPO HALL F SESSION: 535

Supporting Novice Teachers Through Structured Induction: Accentuate the Positive, Eliminate the Negative

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Learn how to plan induction programs that support and enhance the performance of novice educators to help them find success! You will be able to identify the components leading to positive impacts on efficacy and retention, strengthen weaknesses in your own programs, and evaluate your programs for the impact on novice teachers' decisions to stay in the field of special education.

LEADER(S): Jane Bogan, Marshall University, South Charleston, WV

10:30 AM-11:15 AM ROOM: POSTER 03, EXPO HALL F SESSION: 536

The New Core Arts Standards: Including Students With Disabilities in Arts Education

TOPIC AREA: Arts in Special Education

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We discuss the principles for including students with disabilities in arts education through the 2014 Core Arts Standards, the expectations of arts teachers, and how to collaborate with them. Administrators will learn how to support special and arts educators to ensure students' access to the arts.

LEADER(S): Sharon Malley, John F. Kennedy Center for the Performing Arts, Washington, D.C.

PRESENTER(S): Jean Crockett, University of Florida, Gainesville, FL

10:30 AM-11:15 AM ROOM: POSTER 02, EXPO HALL F SESSION: 537

Relative Validity of CBM Oral Reading and Maze for ELs and Non-ELs

TOPIC AREA: Assessment

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

We examined the relation between scores on CBM oral reading and maze with performance on a state reading test for 4th-grade ELs and non-ELs. Higher correlation was obtained between the state test and maze for non-ELs, whereas higher correlation with oral reading was found for ELs. Results are discussed.

LEADER(S): Jaehyun Shin, University of Minnesota, Minneapolis, MN

PRESENTER(S): Kristen McMaster, University of Minnesota, Minneapolis, MN

10:30 AM-11:15 AM ROOM: POSTER 11, EXPO HALL F
SESSION: 538

► Enhancing Math Fluency Using Peer-Assisted Learning Strategies With Students With Autism

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Poster Session

This study determined if peer-assisted learning strategies could increase the math fluency of high-school age students with autism. The PALS strategy was utilized three times a week for 10 weeks. We discuss the results which showed that PALS strategies improved the math fluency of these students.

LEADER(S): Jay Kuder, Rowan University, Glassboro, NJ

10:30 AM-11:15 AM ROOM: POSTER 05, EXPO HALL F
SESSION: 539

► Social Stories: Implications for Medical Professionals

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Poster Session

Social stories are an evidence-based practice typically employed in the school and community setting, however, they have much utility for parents and medical professionals supporting children with disabilities receiving medical treatment.

LEADER(S): Erica Howell, California State University, Fullerton, CA

PRESENTER(S): Janice Myck-Wayne, California State University, Fullerton, CA; Suzanne Robinson, California State University, Fullerton, CA; Priscilla Le, California State University, Fullerton, CA; John Seung Kim, California State University, Fullerton, CA

10:30 AM-11:15 AM ROOM: POSTER 06, EXPO HALL F
SESSION: 540

► Using Peer-Tutoring to Teach Comprehension Monitoring and Develop Social Skills in Students With ASD

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Poster Session

A structured peer-tutoring protocol was developed to examine if its use in cooperative peer groups would affect comprehension monitoring and social reciprocity in 4 students with ASD. In both observations and testing, the 4 students with ASD had academic and social increases while intervention was underway. Results will be discussed.

LEADER(S): Kristina Scott, University of Massachusetts, Lowell, MA

10:30 AM-11:15 AM ROOM: POSTER 07, EXPO HALL F
SESSION: 541

► Move Your Transition Program From the High School Campus to the University

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

The presenters will knit together a program for a successful Secondary High School Transition class (ages 19-22) housed on a University campus. Don't miss this stimulating and fun-filled session where you can expect to learn how to develop and manage extra-ordinary Transition Classes.

LEADER(S): Mary Breaud, Nicholls State University, Thibodaux, LA

PRESENTER(S): Joan Jewel, Lafourche Parish Public Schools/Thibodaux High Sch, Thibodaux, LA; Debra Washington, Lafourche Parish Public Schools, Thibodaux, LA

10:30 AM-11:15 AM ROOM: POSTER 13, EXPO HALL F
SESSION: 542

► Common Core Changing Adaptive PE: Collaboration Between Special and Physical Educators

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Poster Session

CCSS is changing the way physical education is being taught. According to the IDEA physical education is required for all students in special education. We will explore ideas for improved collaboration between special education and physical education teachers.

LEADER(S): Emily Klein, University of Idaho, Moscow, ID

PRESENTER(S): Aleksandra Hollingshead, University of Idaho, Moscow, ID

10:30 AM-11:15 AM ROOM: POSTER 12, EXPO HALL F
SESSION: 543

► Mentoring Preservice Teachers Using a Critical Thinking Approach

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Learn how to build a strong mentor-mentee relationship by using critical thinking to work through questions and issues that arise during field-based instruction. In addition, mentor teachers share recommendations to help first-year teachers in their classrooms.

LEADER(S): Randy Seevers, University of Houston-Clear Lake, Houston, TX

10:30 AM-11:15 AM ROOM: POSTER 23, EXPO HALL F
SESSION: 544

► Strategies for the Inclusive Classroom

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We provide strategies that all teachers can implement in their inclusive classrooms including UDL, differentiated instruction, formative assessment, and more. Learn how these practices can be intertwined to provide you with the tools you need to have a successful inclusive classroom.

LEADER(S): Clinton Smith, University of Tennessee, Martin, TN

10:30 AM-11:15 AM ROOM: POSTER 16, EXPO HALL F
SESSION: 545

► Examining the Simple View of Reading Among Subgroups of Spanish-Speaking English Language Learners

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We share the results of a study that examined the Simple View of Reading with Spanish-speaking ELLs. Four subgroups of ELL readers emerged and this grouping was used as a moderator in the relationship between the variables in SVR. Differential model functioning by subgroup will inform teaching practice.

LEADER(S): Ryan Grimm, University of California, Santa Barbara, CA

PRESENTER(S): Michael Gerber, University of California, Santa Barbara, CA; H. Lee Swanson, University of California, Riverside, CA

10:30 AM-11:15 AM ROOM: POSTER 17, EXPO HALL F
SESSION: 546

► Word Problem Solving Strategy for Hispanic Students At Risk for Math Difficulties

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Science, Technology, Engineering and Math (STEM)

FORMAT: Poster Session

Hispanic students at risk for math difficulties are challenged in solving word problems due to limited vocabulary development, math terminology experience, and strategies to improve problem-solving. We share a math strategy intervention and instructional practices associated with positive student outcomes.

LEADER(S): Jennifer Kong, University of California, Riverside, CA

PRESENTER(S): Michael Orosco, University of California, Riverside, CA

10:30 AM-11:15 AM ROOM: POSTER 22, EXPO HALL F
SESSION: 547

► Providing for the Mental Health Needs of Students With Challenging Behaviors

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Poster Session

A major paradigm shift is needed to move mental health services from the community into the schools where students spend time in stressful situations that may indeed exacerbate their conditions. Learn how school-based services allow for collaboration with teachers and parents to support students.

LEADER(S): Sarup Mathur, Arizona State University, Tempe, AZ

PRESENTER(S): Erin Butts, Office of Public Instruction, Helena, MT; Susan Albrecht, Ball State University, Muncie, IN

10:30 AM-11:15 AM ROOM: POSTER 04, EXPO HALL F
SESSION: 548

► Exploring School Predictors of Risky Behavior for Secondary Students With Intellectual Disability

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

We share findings from a study that explored school predictors of engagement in risky behaviors and offending for secondary students with ID. School predictors of engagement including preventive education, disciplinary actions, and extracurricular activity involvement are explored.

LEADER(S): Melissa Savage, Purdue University, West Lafayette, IN

PRESENTER(S): Emily Bouck, Purdue University, West Lafayette, IN

10:30 AM-11:15 AM ROOM: POSTER 19, EXPO HALL F
SESSION: 549

► Inservice Training in AAC for Mexican Teachers in Inclusive Settings

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Teachers in Mexico were found to need assistance in the use of techniques for AAC and life-centered education (LCE) in inclusive settings. We share how our teacher training college works in a variety of cultural contexts to develop these important competencies in practicing teachers.

LEADER(S): Priscila Rodriguez Cota, Escuela Normal de Especializacion, Monterrey, Nuevo Leon, Mexico

PRESENTER(S): Pamela Estrada, Escuela Normal de Especializacion, Monterrey, Nuevo Leon, Mexico

10:30 AM-11:15 AM ROOM: POSTER 27, EXPO HALL F
SESSION: 550

► Intensive Reading Interventions for Ninth Graders With Low-Reading Comprehension

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

This study examined a multicomponent reading intervention for students with low comprehension. Results indicated a statistically significant interaction between treatment condition and decoding ability indicating that treatment was differentially beneficial for students with higher decoding skills.

LEADER(S): Michael Solis, University of Virginia, Charlottesville, VA

10:30 AM-11:15 AM ROOM: POSTER 26, EXPO HALL F
SESSION: 551

► Obesity, Physical Activity, and Sedentary Behavior of Youth With LD and ADHD

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

Obesity, physical activity, and sedentary behavior are associated with a variety of life and school outcomes. Using a national database, models indicated that youth with LD and ADHD were more likely to experience problematic health outcomes than youth without LD or ADHD. We discuss the findings.

LEADER(S): Bryan Cook, University of Hawaii at Manoa, Honolulu, HI

PRESENTER(S): Amy Ruhaak, University of Hawaii at Manoa, Honolulu, HI

10:30 AM-11:15 AM ROOM: POSTER 10, EXPO HALL F
SESSION: 552

► Qualities of a Master Teacher and Differentiator in an Inclusion Setting

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

We share the results of a study of the differentiation practices of a master teacher in an inclusion setting. Factors and practices that underlie the teacher's excellence in meeting the diverse needs of her students are presented. The findings include suggestions for teacher education and PD.

LEADER(S): Peter Clyde Martin, Ithaca College, Ithaca, NY

10:30 AM-11:15 AM ROOM: POSTER 28, EXPO HALL F
SESSION: 553

► Home/School Collaboration: Teaching Daily Living Skills to Children With ASD

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

Many individuals with ASD have difficulty with daily living skills which can be overcome through cooperative efforts of families/parents and schools. We describe 3 techniques that can be used in both settings to teach daily living skills to students with ASD.

LEADER(S): Douglas Carothers, Florida Gulf Coast University, Fort Myers, FL

10:30 AM-11:15 AM ROOM: POSTER 14, EXPO HALL F
SESSION: 554

► Changing Preservice Teachers' Perception of Inclusion: The Impact of Experience and Knowledge

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Poster Session

Preservice teachers must acquire knowledge, dispositions, and instructional strategies for successfully educating students with disabilities before service. We examine preservice teachers' knowledge, attitudes, and perceived abilities teaching students with disabilities. Results are reported and discussed.

LEADER(S): Patricia Huskin, Texas A&M University, Kingsville, TX

10:30 AM-11:15 AM ROOM: POSTER 15, EXPO HALL F
SESSION: 555

► Impact of Integrated Program Components on Special Education Candidates' Efficacy and Effectiveness

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

We describe integrated components of an undergraduate Special Education preparation program in mild disabilities with a focus on research-based practices. Learn about its impact on candidates' self-efficacy and their employers' perceptions of their competency as beginning teachers.

LEADER(S): Janie Hodge, Clemson University, Clemson, SC

PRESENTER(S): Beverly Romansky, Clemson University, Clemson, SC; Sara Mackiewicz, Clemson University, Clemson, SC

10:30 AM-11:15 AM ROOM: POSTER 24, EXPO HALL F
SESSION: 556

► Discriminative Stimulus Social Skills Training: Increasing the Compliance of Students With EBD

TOPIC AREA: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Learn about DS-SST, a video-based social skills instructional procedure. A study is discussed in which students with behavioral challenges viewed video-based teacher prompts within DS-SST. We share the results which indicated that compliance to teacher requests and academic engagement increased.

LEADER(S): Tom Clees, University of Georgia, Athens, GA

10:30 AM-11:15 AM ROOM: POSTER 25, EXPO HALL F
SESSION: 557

► Empowering Teachers With Low-Intensity Strategies to Support Instruction

TOPIC AREA: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Learn about Empowering Teachers, a project developed to examine the degree to which teachers can implement low-intensity supports with limited university support. You will learn how to implement two types of instructional choice with students with behavior challenges in inclusive settings.

LEADER(S): Kathleen Lynne Lane, University of Kansas, Lawrence, KS

PRESENTER(S): Wendy Oakes, Arizona State University, Tempe, AZ; Robin Ennis, Clemson University, Clemson, SC

10:30 AM-11:15 AM ROOM: POSTER 20, EXPO HALL F
SESSION: 558

► A Team-Based Approach to Improving Core Instructional Reading Practices Within RTI

TOPIC AREA: Response to Intervention (RTI): Multi-Tier System of Supports

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

A healthy RTI system is grounded upon a solid Tier 1 in order to reduce the number of students needing Tier 2 and 3 supports. This session will present a grade-level team meeting process that analyzes the effectiveness of Tier 1 and improves the instructional practices of all teachers.

LEADER(S): Lisa Bates, Tigard-Tualatin School District, Tigard, OR

PRESENTER(S): Jenice Pizzuto, Oregon Response to Instruction & Intervention, Tigard, OR

10:30 AM-11:15 AM ROOM: POSTER 21, EXPO HALL F
SESSION: 559

► Response to Intervention 10 Years Later: What Has Changed Since 2004?

TOPIC AREA: Response to Intervention (RTI): Multi-Tier System of Supports

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

The 2004 reauthorization required that states must allow for the use of RTI. Recently, most schools in one state were still using the discrepancy model along with RTI to identify students with learning disabilities. This study examines some of the reasons for the delay in full implementation of RTI.

LEADER(S): Cheryl Wold, Northern State University, Aberdeen, SD

10:30 AM-11:15 AM ROOM: POSTER 18, EXPO HALL F
SESSION: 560

► Mathematics Research for Struggling Students: Computation or Understanding?

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Many intervention studies have been conducted to improve outcomes of students who are struggling in mathematics. However, there is still an achievement gap between students with and without math difficulties. Research studies are categorized into conceptual knowledge and procedural knowledge, synthesized, and presented.

LEADER(S): Jun Wang, University of Florida, Gainesville, FL

10:30 AM-11:15 AM ROOM: POSTER 08, EXPO HALL F
SESSION: 561

► Quality Indicators for Universal Design for Learning in the K-8 Virtual Classroom!

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Each year there is a dramatic increase in the number of special education teachers who provide instruction in online environments. This session provides teachers with a research-based tool demonstrating quality indicators for UDL designed to enhance online instruction in synchronous K-8 classrooms.

LEADER(S): Kimberly Coy, Washington Virtual Academies, Seattle, WA

PRESENTER(S): Sean Smith, University of Kansas, Lawrence, KS



10:30 AM-11:15 AM ROOM: POSTER 09, EXPO HALL F
SESSION: 562

► **The Impact of Speech Recognition Software on Writing for Students With Disabilities**

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Hear about a training camp protocol for students with disabilities on the use of speech-recognition software to support writing. We share the results of a study analyzing writing samples collected throughout the school year and created with and without the use of the speech-recognition software.

LEADER(S): Kiersten Hensley, University of Iowa, Iowa City, IA

1:00 PM-3:00 PM ROOM: 030AB • SESSION: 565

► **Program Chair – ‘Dare To Be Different’: The Port Phillip Specialist School in Melbourne, Australia**

TOPIC AREA: Arts in Special Education

SECONDARY TOPIC: International Programs/Services

FORMAT: Presentation with Q&A

‘Dare To Be Different’ follows a year in the school life of three Port Phillip Specialist School students with special needs as they study, settle-in, face challenges, and prepare for ‘Class Act.’ You will learn about this internationally recognized, fully serviced public school that transforms the lives of its students and their families.

LEADER(S): Beverly Gerber, Southern Connecticut State University, Milford, CT; Bella Irlucht, Victoria, Australia; Sara James, Victoria, Australia

1:00 PM-3:00 PM ROOM: 021 • SESSION: 566

► **Collaboration and Co-Teaching: Practical Strategies and Tools for Educators**

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Take advantage of CEC Author Susan Hentz’s best strategies, tips, and techniques for implementing the essential components for collaboration and the shared teaching model. In this fast-paced, practical session, you will discover timesaving tips and effective communication techniques that enable both students and teachers to get the level of support needed to succeed. Participants will also learn the five approaches of co-teaching and planning tools with proven strategies for optimizing each teacher’s expertise. Participants will receive a 15% discount coupon for Susan’s Collaborate Smart, redeemable at the CEC Convention Bookstore.

LEADER(S): Susan Hentz, Susan Hentz & Associates, Sarasota, FL

1:00 PM-2:00 PM ROOM: 030CD • SESSION: 568

► **Strand E, Session 4: Young Children and Their Families**

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

CCSS have been devised for young children and states need alternate materials to teach general education and students with disabilities in kindergarten through 3rd grade including evidence-based interventions and procedures. We describe the CCSS for young children and their families including UDL and RTI.

LEADER(S): Vivian Correa, University of North Carolina, Charlotte, NC

PRESENTER(S): Ya-yu Lo, University of North Carolina, Charlotte, NC



1:00 PM-2:00 PM • ROOM: 031C • SESSION: 569

Transforming Traditional Teacher Support: Using Technology During Coaching and Mentoring

TOPIC AREA: Administration/Supervision

MODERATOR(S): Melinda Ault, University of Kentucky, Lexington, KY

● Providing Coaching Using Virtual Technologies to Support Special Education Teachers

School districts are looking to embed virtual technologies in their mentoring programs. Providing coaching via 'bug in ear' while observing a classroom remotely has exciting potential. We describe virtual interactions between coaches and special education teachers during a qualitative research study. Implications for schools are discussed.

LEADER(S): Pamela Williamson, University of North Carolina, Greensboro, NC

● Using Virtual Mentoring: Providing Support for Teachers

We will review literature on the effectiveness of virtual mentoring for supporting new teachers. A study in which beginning teachers were paired with experienced teachers using distance technologies are discussed. Learn how to pair teachers, conduct virtual mentoring activities, and the results of the study.

LEADER(S): Melinda Ault, University of Kentucky, Lexington, KY

PRESENTER(S): Amy Spriggs, University of Kentucky, Lexington, KY; Margaret Bausch, University of Kentucky, Lexington, KY

● Shaking It Up: Transforming Traditional Supervision Into Coaching Through Technology

A technology-enabled coaching continuum can transform traditional supervision of pre- and inservice teachers. Join in this session as we use real world examples and data to discuss the need, illustrate the model, and share the impact of this approach on teacher and student performance.

LEADER(S): Kara Holden, University of North Carolina, Greensboro, NC

PRESENTER(S): Marcia Rock, University of North Carolina, Greensboro, NC; Melissa Sullivan, University of North Carolina, Greensboro, NC

1:00 PM-2:00 PM

ROOM: 025B • SESSION: 570

▶ Assessing Study Strategies to Inform IEP Development and Implementation

TOPIC AREA: Assessment

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Learn a rationale and structure for assessing study strategies that leads to development of informed and clearly articulated present levels of academic and/or functional performance statements, facilitating monitoring of academic and behavioral progress toward IEP benchmarks/goals.

LEADER(S): James Patton, University of Texas, Austin, TX

PRESENTER(S): John Hoover, University of Colorado, Boulder, CO; Molly Betty, University of Colorado, Boulder, CO



1:00 PM-2:00 PM • ROOM: 028AB • SESSION: 571

Reading Instruction for Students with Autism Spectrum Disorder

TOPIC AREA: Autism Spectrum Disorder

MODERATOR(S): Joshua Plavnick, Michigan State University, East Lansing, MI

● Reading Instruction for Young Children With Autism Spectrum Disorder

The panel will focus on effective strategies for teaching reading to young children with ASD. The presented studies convey differing conceptual perspectives and include the entire autism spectrum. Attendees will learn strategies to support the engagement and learning of children with ASD during evidence-based reading instruction.)

LEADER(S): Joshua Plavnick, Michigan State University, East Lansing, MI; Kelly Whalon, Florida State University, Tallahassee

PRESENTER(S): Troy Mariage, Michigan State University, East Lansing, MI

● Reading Comprehension and Students With Autism Spectrum Disorders: What Works, and What Is Needed?

We provide updates from ongoing research on specific reading comprehension strategies for students with ASD. The results of two single-case studies are presented that investigated a reading comprehension strategy and embedded supports for students with high functioning autism spectrum disorder. Implications for teachers and teacher candidates will be discussed.

PRESENTER(S): Sarah Howorth, University of Buffalo, Buffalo, NY

1:00 PM-2:00 PM ROOM: 033A • SESSION: 572

► Strand F, Session 4: Longitudinal Outcomes Associated With LEAP Preschool for Children With Autism

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Panel

We share the results from a longitudinal study assessing the long-term impact of Learning Experiences “An Alternative Program for Preschoolers and Parents (LEAP) participation for children with ASD as they move into elementary school. This study follows a rigorous experimental study demonstrating the effectiveness of LEAP participation for these children.

LEADER(S): Phillip Strain, University of Colorado, Denver, CO

1:00 PM-2:00 PM ROOM: 033B • SESSION: 573

► Strand G, Session 4: Preparing High School Students With ASD for College and Careers

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Demonstration

We provide an overview and examples of CSESA's transition component including community and school mapping; transition planning; student-involvement in the IEP; work-based learning experiences, and Transitioning Together, an 8-session family education and support component combined with a youth group.

LEADER(S): David Test, National Secondary Transition TA Center/UNC, Charlotte, NC

PRESENTER(S): Leann Smith, University of Wisconsin, Madison, WI; Bonnie Kraemer, San Diego State University, San Diego, CA

1:00 PM-2:00 PM ROOM: 028C • SESSION: 574

► Meta-Analysis and Feasibility of Customized Employment for Educators

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Presentation with Q&A

Customized employment has been utilized as a creative means for obtaining individual employment for those with significant disabilities for years, but many secondary educators may be unfamiliar about the process. We review the results of two studies related to the feasibility of the customized process for educators.

LEADER(S): Mary Pearson, University of Central Arkansas, Conway, AR

1:00 PM-2:00 PM ROOM: 026A • SESSION: 575

► The Implementation and Impacts of a Teacher Professional Learning Community

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&A

To systematize their mode of delivering school-based professional development, one rural MN school district utilizes a unique model: Professional Learning Communities. We provide survey and interview data from teachers, administrators, and parents to explore both the benefits and challenges of implementing PLCs.

LEADER(S): Heather Campbell, St. Olaf College, Northfield, MN

1:00 PM-2:00 PM ROOM: 22 • SESSION: 576

► Communication Needs, Common Core, and the Curriculum

TOPIC AREA: Communicative Disabilities and Deafness

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Panel

Collaboration between teachers and SLPs using tiered instruction can help students better access the CCSS English Language Arts curriculum and achieve instructional goals. The panel addresses the language underpinnings of the CCSS and discusses standards targeting the 4 language processes of understanding, speaking, reading, and writing.

LEADER(S): Diane Paul, ASHA, Rockville, MD

PRESENTER(S): Nickola Nelson, Western Michigan University, Kalamazoo, MI; Janet Sturm, Central Michigan University, Mt. Pleasant, MI

1:00 PM-2:00 PM ROOM: 028E • SESSION: 577

► Promoting Achievement of Diverse Special Education Students Through Sheltered English Instruction Strategies

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

The use of Sheltered English instructional strategies in an elementary special education classroom for students with language-based learning disabilities is presented. Learn how to embed these strategies in reading and writing instruction. Unique needs of CLD students will also be highlighted.

LEADER(S): Kathleen Abou-Rjaily, Northern Arizona University, Flagstaff, AZ

1:00 PM-2:00 PM ROOM: 033C • SESSION: 578

► Strand H, Session 4: A Number Sense Intervention for Kindergartners at Risk for Mathematics Learning Disabilities

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Demonstration

The findings from a 5-year intervention research project on developing number sense in kindergartners at risk for LD in mathematics will be presented. The work showed that number sense is malleable and targeted interventions in number sense led to improved math achievement in school - even in the most treatment-resistant children.

LEADER(S): Nancy Jordan, University of Delaware, Newark, DE



1:00 PM-2:00 PM • ROOM: 029C • SESSION: 579

Writing Interventions for Students With EBD

TOPIC AREA: Emotional and Behavioral Disorders

MODERATOR(S): Linda Mason, University of North Carolina, Chapel Hill, NC

● Effects of a Simple Sentence Writing Intervention on Elementary Students With Behavioral Concerns and EBD

We share the results of a study that combined sentence instruction with picture-word prompts and a practice procedure emphasizing fluency. You will learn how the intervention produced gains in the frequency of simple sentences constructed and other sentence-level writing skills such as words with correct syntax, capitalization, and punctuation.

LEADER(S): Shawn Datchuk, University of Vermont, Burlington, VT

● Teaching Students With EBD to Self-Advocate in Writing for Their Transition-Focused Needs

We provide a detailed description of a SRSD writing intervention that successfully taught students with EBD to improve writing skills and self-advocate for their transition needs. Learn how researchers and teachers can be equal partners in effective intervention research and practice.

LEADER(S): Yojanna Cuenca-Carlino, Illinois State University, Normal, IL

PRESENTER(S): April Mustian, Illinois State University, Normal, IL

1:00 PM-2:00 PM ROOM: 025A • SESSION: 580

► Self-Determination and Independent Living Skills in Individuals With ID at the Postsecondary Level

TOPIC AREA: Intellectual Disabilities

FORMAT: Presentation with Q&A

The Panther LIFE Program is a curriculum guided by 10 critical areas of independent living and self-determination skills through an on-campus 3-week Summer Residential Program. Learn the correlations between self-determination and independent living skills during and after the Summer Residential Program.

LEADER(S): Amanda Giust, Florida International University, Miami, FL

PRESENTER(S): Diana Valle-Riestra, Florida International University, Miami, FL

1:00 PM-2:00 PM ROOM: 031AB • SESSION: 581

► Using an iPad and Generalization Training in Story-Based Lessons for Elementary Students

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Story-based lessons delivered via technology can increase access to instruction and reinforce early literacy skills. You will learn how to teach early literacy skills and generalization of these skills to new story-based lessons on an iPad2 for elementary-aged students with severe disabilities and communication deficits.

LEADER(S): Fred Spooner, University of North Carolina, Charlotte, NC

PRESENTER(S): Amy Kemp-Inman, University of North Carolina, Charlotte, NC; Luann Ley Davis, University of North Carolina, Charlotte, NC; Lynn Ahlgrim-Delzell, University of North Carolina, Charlotte, NC; Leah Wood, Cal Poly State University, San Luis Obispo



1:00 PM-2:00 PM • ROOM: 032A • SESSION: 582

Improving Writing: SRSD Strategy Instruction and Sentence-Combining Practice

TOPIC AREA: Learning Disabilities

MODERATOR(S): Bruce Saddler, University at Albany, Albany, NY

● SRSD Strategy Instruction: Teaching Planning & Writing to High School Students?

This study examined the effects of SRSD persuasive writing strategy instruction with high school students with disabilities from the inclusive classroom. Results are significant for dependent measures including essay quality and time spent planning; as well as students and teachers were more positive and confident about student writing after instruction.

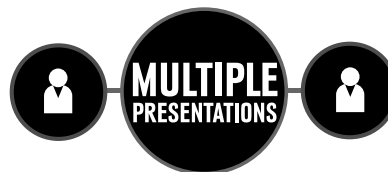
LEADER(S): Patricia Leins, George Mason University, Fairfax, VA

● Improving Sentence Writing Ability through Sentence-Combining Practice

One area of writing that may be problematic for children with Learning Disabilities is constructing sentences. In this workshop we present the theory and research supporting a method to improve sentence construction skills called sentence combining. Participants will learn to create exercises and integrate sentence combining into the writing process.

LEADER(S): Bruce Saddler, University at Albany, Albany, NY

PRESENTER(S): Kristie Asaro-Saddler, University at Albany, New York, NY; Tammy Ellis-Robinson, University at Albany, NY



1:00 PM-2:00 PM • ROOM: 027B • SESSION: 583

Parent-School Partnerships to Support Transition and High-Risk Youth

TOPIC AREA: Parent/Family/School Partnerships

MODERATOR(S): Sean Clemenz, New Trier High School, Winnetka, IL

● Dropout Prevention and Transition Support in High-Risk Youth

Youth with disabilities transitioning from restrictive placements to traditional school settings present with elevated behavioral and educational challenges that too often result in school dropout or failure. We present and discuss the outcomes of an RCT of On the Way Home, a program designed to promote successful youth transitions. (1637)

LEADER(S): Alex Trout, University of Nebraska, Lincoln, NE

● Promoting a Parent-School Partnership in Transition Through a Parent Advisory Board

Given the challenges that exist in the transition planning process, parents and educators alike recognize the need to build partnerships to assure success for individuals with special needs. We outline the effectiveness of a Transition Program Parent Advisory Board; demonstrate the benefits to students, parents, and school personnel; and outline effective steps to implementing a Parent Advisory Board. (644)

LEADER(S): Sean Clemenz, New Trier High School, Winnetka, IL

PRESENTER(S): Ellen Malone, New Trier High School, Winnetka, IL; Kari Viano, New Trier High School, Winnetka, IL

1:00 PM-2:00 PM ROOM: 030E • SESSION: 584

► Bug-in-Ear Coaching: Enhancing Educators' Capacity to Implement Evidence-Based Practices

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Early Childhood

FORMAT: Panel

Using the results of a study utilizing bug-in-ear coaching, we discuss this effective intervention to support EC educators' acquisition and maintenance of EBPs. Teacher educators and administrators will leave with the capacity to use bug-in-ear with other educators in their respective contexts.

LEADER(S): Jennifer Ottley, *The Ohio State University, Columbus, OH*

PRESENTER(S): Tracy McKinney, *University of Illinois, Chicago, IL*; Christan Coogle, *West Virginia University, Morgantown, WV*; Naomi Rahn, *West Virginia University, Morgantown, WV*

1:00 PM-2:00 PM ROOM: 029B • SESSION: 585

► CEC-Division for Research 2014 Hallahan Kauffman Award Recipient: Up Close and Personal: What We Have Learned About Effective Teaching for Students With Disabilities

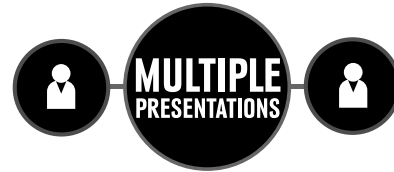
TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

This session highlights what my colleagues and I have learned about special education teaching, the qualities and practices that define effective special education teachers, and how we can support its development. Additionally, I describe complexities encountered in doing this work and considerations for future research and teacher development strategies.

LEADER(S): Mary Brownell, *CEEDAR Center, University of Florida, Gainesville, FL*



1:00 PM-2:00 PM • ROOM: 032B • SESSION: 586

Personnel Preparation in Early Childhood Special Education: Changes Reflecting the Times

TOPIC AREA: Personnel Preparation

DISCUSSANT: Harriet Able, *University of North Carolina, Chapel Hill, NC*

MODERATOR(S): Jennifer Kilgo, *University of Alabama, Birmingham, AL*

● Preparing Knowledgeable, Skilled, and Responsive Professionals for Serving Young Children With Disabilities

We demonstrate a personnel preparation project using evidence-based adult learning principles to prepare ECSE/early intervention professionals. The adult learning approaches are discussed with a focus on learner-centered instructional strategies. Effects of the approach with preliminary data is shared.

LEADER(S): Yaoying Xu, *Virginia Commonwealth University, Richmond, VA*

PRESENTER(S): Serra De Arment, *Virginia Commonwealth University, Richmond, VA*; Mary Huennekens, *Virginia Commonwealth University, Richmond*

● Walking the Talk: Committing an Early Childhood Special Education Program to Change

We focus on an innovative PD model designed to infuse diversity content into an ECSE program for experienced teachers. Model components such as service learning, teacher action research projects, and campus community collaborations are shared, as are strategies for adapting the model to other programs.

PRESENTER(S): Harriet Able, *University of North Carolina, Chapel Hill, NC*

● Designing Transdisciplinary Personnel Preparation Programs to Produce Family-Based, Culturally Responsive Teams

Using case examples of children and families representing diverse backgrounds, we illustrate a team-based approach to produce graduates from multiple disciplines who are well prepared to serve as members of transdisciplinary teams that collaboratively provide family-based, culturally responsive services.

LEADER(S): Jennifer Kilgo, *University of Alabama, Birmingham, AL*

1:00 PM-2:00 PM ROOM: 028D • SESSION: 587

► How to Build an Inclusive Center-Based EBD Program**TOPIC AREA:** Response to Intervention (RTI): Multi-Tier System of Supports**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

As current building-based practitioners (teacher leader and principal), we know that translating research into practice can be difficult. We describe our attempt to build a best practices MTSS program for fully inclusive, intensive intervention for students with EBD and present data.

LEADER(S): David Sudia, Boulder Valley School District, Boulder, CO



1:00 PM-2:00 PM • ROOM: 029A • SESSION: 588

Primary Grade Math Intervention Strategies for RTI**TOPIC AREA:** Response to Intervention (RTI): Multi-Tier System of Supports**MODERATOR(S):** Pamela Seethaler, Vanderbilt University, Nashville, TN**● Improving the Number Sense of Kindergarteners at Risk for Mathematics Difficulties**

We present the findings from the second year of a large-scale efficacy trial of the ROOTS mathematics curriculum. ROOTS is a Tier-2 kindergarten intervention to support at-risk learners in developing a robust understanding of whole numbers. This is useful for educators interested in Tier 2 mathematics interventions.

LEADER(S): Christian Doabler, University of Oregon, Eugene, OR

● Let's Find X! Teaching Primary-Grade Students With Math Difficulty to Solve Word Problems

Students with comorbid mathematics and language comprehension difficulty respond poorly to word-problem solving instruction relative to typically developing peers. We discuss the results of a study that evaluated the efficacy of an individually administered tutoring program to remediate students' skill with solving word problems.

LEADER(S): Pamela Seethaler, Vanderbilt University, Nashville, TN
PRESENTER(S): Lynn Fuchs, Vanderbilt University, Nashville, TN



1:00 PM-2:00 PM • ROOM: 026B • SESSION: 589

Perceptions of Students and Teachers Using Project Based Learning in the STEMs**TOPIC AREA:** Science, Technology, Engineering and Math (STEM)**MODERATOR(S):** Bill Therrien, University of Virginia, Charlottesville, VA**● Improving the Science Perceptions Among At-Risk Adolescents Through Project-Based Learning**

Learn how one teacher in an alternative middle school used an inquiry-based science unit to improve the overall perception of adolescent, at-risk students' science ability, motivation, and content knowledge of a relevant scientific topic. Research findings and implications for general and special education teachers will be discussed.

LEADER(S): Sarah Watt, Miami University, Oxford, OH

● Can a STEM-Focused Curriculum Through a Project-Based Learning Model Positively Affect Learning Outcomes?

Results of a study examining the efficacy of incorporating a STEM curriculum via project-based learning to support the learning outcomes of SWD, Grades 9-12 as told from the perspectives of SWD and their teachers will be presented. Following is a question and answer period.

LEADER(S): Barbara Pazey, University of Texas, Austin, TX

1:00 PM-2:00 PM ROOM: 025C • SESSION: 590

► I Got a Job, Now What? Tips and Tools for New Teachers**TOPIC AREA:** Strategies for Entry to the Special Education Career**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Demonstration

New teachers frequently complain that they don't have the tools they need to be successful in their first classroom. We will highlight practical strategies designed to help new teachers bridge the gap between their credential program and what they actually need to know on the first day of school.

LEADER(S): Vanessa Goodwin, California State University, Northridge, CA

PRESENTER(S): Sally Spencer, California State University, Northridge, CA

1:00 PM-2:00 PM ROOM: 029D • SESSION: 591

► Preparing Teachers to Address All Learners in Online and Blended Environments

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Learning Disabilities

FORMAT: Panel

Preparing teachers to address the needs of all learners in blended and online environments begins with research. The Center on Online Learning and Students With Disabilities conducted studies that explored current practices: comparative case studies, qualitative interviews, and a quantitative observational study. Results are shared.

LEADER(S): Kimberly Coy, Washington Virtual Academies, Seattle, WA

PRESENTER(S): Tracey Hall, CAST, Inc., Wakefield, MA

1:00 PM-2:00 PM ROOM: 023A • SESSION: 592

► EXHIBITOR SHOWCASE SESSION: 10 Critical Components for Success in the Special Education Classroom

Teachers and administrators find that following the blueprint presented in the 10 critical components supports all students. These components include established research based strategies. This session will help you understand how to increase student success, increase student communication, improve behaviors, and establish working relationships with parents and school staff.

LEADER(S): Marcia Rohrer, Behavior Plus, Inc., Houston, TX

PRESENTER(S): Nannette Samson, Behavior Plus, Inc., Friendswood, TX

1:00 PM-2:00 PM ROOM: 023B • SESSION: 593

► EXHIBITOR SHOWCASE SESSION: Using a Four-Step Process to Guide Transition Students to Reach Meaningful Postsecondary Goal

Participants will learn a four-step process for guiding transition students to 1) explore their strengths, interests and needs; 2) compare career options and begin refining their choices; 3) participate in writing their postsecondary goals and describing an action plan to reach them; 4) complete their action plans and achieve their postsecondary goals.

LEADER(S): John Wessels, Ten Sigma, St. Cloud, MN

1:00 PM-2:00 PM ROOM: 023C • SESSION: 594

► EXHIBITOR SHOWCASE SESSION: Using Early Warning Indicators to Keep Students on Track

Early Identification of academic and behavioral warning signs is vital to triggering meaningful action to support students. Discover how to use early warning indicators to set triggers to monitor academics, attendance and behaviors. Explore how to use alerts and real-time data to intervene early and keep students on-track.

LEADER(S): Becky Bordelon, Kickboard, New Orleans, LA

1:00 PM-2:00 PM ROOM: 024A • SESSION: 595

► EXHIBITOR SHOWCASES SESSION: De-escalate Anyone, Anywhere, Anytime: Unplug the Power Struggle with Principle-Based De-escalation

Imagine dealing with any situation. In this introduction to Principle-Based De-escalation, learn 5 surprises and 3 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.

LEADER(S): Steven Seiller, Service Alternatives Training Institute, Woodinville, WA

1:00 PM-1:45 PM ROOM: POSTER 01, EXPO HALL F SESSION: 600

► Evaluating Growth of Students With Significant Cognitive Disabilities on Alternate Assessments

TOPIC AREA: Accountability & Large Scale Assessments

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

We focus on participation of students with significant cognitive disabilities in statewide AAs and address issues in tracking growth. Accountability data from a state are analyzed to address development of data sets, selection of an appropriate growth models, and preparation of accountability results for public dissemination.

LEADER(S): Gerald Tindal, University of Oregon, Eugene, OR

1:00 PM-1:45 PM ROOM: POSTER 02, EXPO HALL F SESSION: 601

► Mentoring All Teachers Responsible for the Achievement of Students With Disabilities.

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

Learn how to use a standards-based online self-assessment to mentor new teachers over time. This system is online, free, and provides suggested resources based on the results. Teachers and mentors can share information through the online tool and use the results to plan for professional development.

LEADER(S): Roberta Strosnider, Towson University, Towson, MD

PRESENTER(S): Debi Gartland, Towson University, Towson, MD; Nasim Dil, University of Nevada, Las Vegas, NV

1:00 PM-1:45 PM ROOM: POSTER 03, EXPO HALL F
SESSION: 602

► VSA Teacher Resource Guide – Art Lessons for ALL: The Sequel!

TOPIC AREA: Arts in Special Education

SECONDARY TOPIC: International Programs/Services

FORMAT: Poster Session

The authors of the newly released online VSA, the International Organization on Arts and Disability at the Kennedy Center, Teacher Resource Guide, Edition 2014, present art lessons applicable for students with disabilities in PK-12 classrooms and based on the National Visual Arts Standards and the UDL.

LEADER(S): Juliann Dorff, Kent State University, Kent, OH

1:00 PM-1:45 PM ROOM: POSTER 04, EXPO HALL F
SESSION: 603

► Self-Graphing in the Classroom: An Intervention for Students with Disabilities

TOPIC AREA: Assessment

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Self-graphing as an intervention has improved student academic achievement, behavioral performance, and social skills. Learn how teachers can assist students with self-graphing. We will share the results from a self-graphing literature synthesis examining the implementation and impact of self-graphing as an academic and behavioral intervention.

LEADER(S): Sarah Dillon, University of Virginia, Charlottesville, VA

PRESENTER(S): John Lloyd, University of Virginia, Charlottesville, VA; Wendy Rodgers, University of Virginia, Charlottesville, VA

1:00 PM-1:45 PM ROOM: POSTER 05, EXPO HALL F
SESSION: 604

► Strategies for Teaching Children With Autism Using Circumscribed Interests: Do's and Don'ts for Practice

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Circumscribed interests are common in children with autism. By combining these fascinations with evidence-based interventions and practices, teachers can facilitate strategies for learning while fostering student engagement. Learn how to identify the interests of children and incorporate these appeals into explicit, systematic teaching practices.

LEADER(S): Tiara Brown, University of Virginia, Charlottesville, VA

1:00 PM-1:45 PM ROOM: POSTER 06, EXPO HALL F
SESSION: 605

► Write About It! A Synthesis of Writing Interventions and Students With Autism

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Poster Session

With the increase in the number of students being identified and served with autism it is imperative that evidence-based practices be identified to help teachers in the education of these children. A synthesis of writing intervention research involving students with high functioning autism will be presented.

LEADER(S): Dannette Allen-Bronaugh, James Madison University, Harrisonburg, VA

PRESENTER(S): Clara Hauth, Marymount University, Arlington, VA; Margo Mastropieri, George Mason University, Fairfax, VA

1:00 PM-1:45 PM ROOM: POSTER 13, EXPO HALL F
SESSION: 606

► Teacher Attitudes Toward Inclusion: What Has Changed in the Past 20 Years?

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Poster Session

Learn the results of an updated and expanded research synthesis of teacher attitudes toward inclusion, covering the years 1958-2014. Implications for improving teacher attitudes for inclusive practices will be provided.

LEADER(S): Tom Scruggs, George Mason University, Fairfax, VA

1:00 PM-1:45 PM ROOM: POSTER 10, EXPO HALL F
SESSION: 607

► Transition Experiences of College Students Who Are Deaf and Hard-of-Hearing

TOPIC AREA: Communicative Disabilities and Deafness

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

We share information on the transition experiences of students who are deaf or hard-of-hearing as they moved from high school to college. You will learn how students prepared for the transition and the influence it had on their college experiences. Ideas for improving the transition process are discussed.

LEADER(S): Christina Yuknis, Gallaudet University, Washington, D.C.

PRESENTER(S): S. Jordan Wright, Gallaudet University, Washington, D.C.

1:00 PM-1:45 PM ROOM: POSTER 16, EXPO HALL F
SESSION: 608

► Responsiveness of ELLs Within RTI: Teacher Knowledge of Language Acquisition Versus Disability

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Response to Intervention (RTI): Multi-Tier System of Supports

FORMAT: Poster Session

We examine the relation between perceptions of language learning, language versus disability, and assessment and instructional protocols for ELLs in implementing RTI for LD identification. The results show that the relationship is related to varying assessment and instructional protocols.

LEADER(S): Ana Menda, University of Miami, Miami, FL

PRESENTER(S): Jennifer Samson, Hunter College, New York, NY; Wendy Cavendish, University of Miami, Miami, FL

1:00 PM-1:45 PM ROOM: POSTER 18, EXPO HALL F
SESSION: 609

► Enhancing Participant Perception and Content of Online Learning Through Continuous Improvement

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We describe a statewide project's process of integrating, evaluating, and improving online learning supporting EC special education providers. A literature review, professional development resources, and changes to online learning resulting in improved participant evaluations will be shared.

LEADER(S): David Lindeman, University of Kansas, Lawrence, KS

1:00 PM-1:45 PM ROOM: POSTER 19, EXPO HALL F
SESSION: 610

► The National Landscape of Personnel Standards for Early Childhood/Early Intervention Professionals

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

This study surveyed national personnel standards in early childhood general and special education. The results indicated dramatic differences in state personnel standards. Discussions and implications of the study are delineated, and the web-based personnel standards search tool are demonstrated.

LEADER(S): Mary Beth Bruder, University of Connecticut, Farmington, CT

PRESENTER(S): Stephanie Parks, University of Kansas, Lawrence, KS

1:00 PM-1:45 PM ROOM: POSTER 22, EXPO HALL F
SESSION: 611

► Effects of the Good Behavior Game on Challenging Behaviors in School Settings

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

A review of intervention studies of the Good Behavior Game was conducted. Study data were analyzed to determine intervention effectiveness and features that facilitated greater outcomes. Findings, implications for practice, and areas for future research are reported.

LEADER(S): John McKenna, St. John's University, Queens, NY

1:00 PM-1:45 PM ROOM: POSTER 23, EXPO HALL F
SESSION: 612

► Using iPads to Self-Monitor Aggressive Behavior of Juvenile Delinquents

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We share the results of a study on the effects on using an iPad to self-manage the behaviors of adolescent juvenile delinquents with behavior problems. Results showed that their appropriate behaviors were increased when an iPad was used in their self-management.

LEADER(S): Joy Xin, Rowan University, Glassboro, NJ

1:00 PM-1:45 PM ROOM: POSTER 20, EXPO HALL F
SESSION: 613

► Knowledge in Autism Among General Education Teachers in Shanghai, China

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

This session will present the findings of a survey study investigating autism awareness and knowledge among general education teachers in Shanghai, China, as well as their training and experiences in teaching students with autism.

LEADER(S): Shuoxi Huang, Boston University, Boston, MA

1:00 PM-1:45 PM ROOM: POSTER 12, EXPO HALL F
SESSION: 614

► Learning Fractions and Integers Through a 3-Step Intervention: Results of Action Research

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

Computation with fractions and integers are important prerequisite skills for Algebra and cause major complications for students. A 3-step intervention is used to re-teach secondary students fractions and integers. Results, implications, and lessons learned from a teacher's perspective are presented.

LEADER(S): Paul Riccomini, Pennsylvania State University, University Park, PA

PRESENTER(S): Nicholas Brown, Campus High School, Wichita, KS; Stephanie Morano, Pennsylvania State University, State College, PA; Jiwon Hwang, Pennsylvania State University, State College, PA

1:00 PM-1:45 PM ROOM: POSTER 17, EXPO HALL F
SESSION: 615

► Peer Acceptance of Students With High-Incidence Disabilities: A Multi-Case Study

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Public Policy

FORMAT: Poster Session

This study explores how adults with LD and ADHD experienced peer acceptance in different educational placements in middle and high school. Four participants' stories were explored for within-case and cross-case themes. Results, future research directions, and practice implications are discussed.

LEADER(S): Megan Lambert, Texas A&M University, Commerce, TX

1:00 PM-1:45 PM ROOM: POSTER 07, EXPO HALL F
SESSION: 616

► The Effect of a Pre-IEP Meeting on Parent Involvement in Special Education

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

We examined the effect of a pre-IEP meeting on the participation of the CLD parents in the IEP process. A focus group involving 10 families revealed parent and teacher perceptions as a result of the pre-IEP meeting that utilizes informed interpreters to deliver accurate information regarding special education.

LEADER(S): Janet Spybrook, Central Washington University, Ellensburg, WA

PRESENTER(S): Cristina Santamaria Graff, Central Washington University, Ellensburg, WA; Tim Lawless, Cascade School District, Leavenworth, WA



1:00 PM-1:45 PM ROOM: POSTER 14, EXPO HALL F
SESSION: 617

► Effects on Preservice Teacher Implementation of Evidence-Based Practices in Field Experience

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

This study explored cooperating teacher (CT) interactions with preservice students enrolled in a teacher preparation program. CT's were provided with a coaching framework to support the students interning in their classrooms. Results showed an increase in student implementation of evidence-based practices.

LEADER(S): Jennifer Pierce, University of Washington, Seattle, WA

PRESENTER(S): Carol Davis, University of Washington, Seattle, WA; Margaret Schulze, University of Washington, Seattle, WA; Elizabeth West, University of Washington, Seattle, WA

1:00 PM-1:45 PM ROOM: POSTER 15, EXPO HALL F
SESSION: 618

► Perspectives of Candidates and Parents on In-Home Support of a Special Education Credential Program

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

We share the results of a study examining the in-home support component of a special education teacher training program provided to families of children with autism. Handouts are available to teacher educators interested in embedding a family support component within their programs.

LEADER(S): Michael Ruef, Cal Poly State University, San Luis Obispo, CA

PRESENTER(S): Leah Wood, Cal Poly State University, San Luis Obispo, CA; Julie Koopmans, Cal Poly State University, San Luis Obispo, CA

1:00 PM-1:45 PM ROOM: POSTER 11, EXPO HALL F
SESSION: 619

► State Mental Health Services: The Who, What, and Where of Service Access

TOPIC AREA: Public Policy

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

Child and adolescent mental health is a growing concern in the United States. In order for families to access mental health services, they must know where to look. In this session access to state mental health services, by state, will be discussed. Handouts will be provided.

LEADER(S): Robbie Marsh, University of Nevada, Las Vegas, NV

PRESENTER(S): Joseph Morgan, University of Nevada, Las Vegas, NV

1:00 PM-1:45 PM ROOM: POSTER 24, EXPO HALL F
SESSION: 620

► Effects of SRSD for the STACS Strategy on Narrative Writing Skills of Adolescents With Disabilities

TOPIC AREA: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

In this session, researchers will discuss effects of SRSD, a research-grounded literacy instruction methodology, for the STACS strategy, an innovative narrative writing strategy, on narrative writing skills of adolescents with high-incidence disabilities in ethnically diverse, secondary settings.

LEADER(S): Lauren Valasa, Pennsylvania State University, State College, PA

PRESENTER(S): Linda Mason, University of North Carolina, Chapel Hill, NC

1:00 PM-1:45 PM ROOM: POSTER 21, EXPO HALL F
SESSION: 621

► Setting a Standard: Implementing Common Core Standards for Students With Disabilities

TOPIC AREA: Response to Intervention (RTI): Multi-Tier System of Supports

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

As CCSS are adopted across the nation, students in special education may be left behind. A framework for implementing CCSS is essential for practitioners. We will critically analyze, highlight strategies, and make recommendations for understanding and implementing a curriculum rooted in CCSS.

LEADER(S): Sharon Darling, Florida Atlantic University, Boca Raton, FL

PRESENTER(S): Charles Dukes, Florida Atlantic University, Boca Raton, FL

1:00 PM-1:45 PM ROOM: POSTER 09, EXPO HALL F
SESSION: 622

► There's an App for That!: Evaluating the Quality of Educational Apps

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Research

FORMAT: Poster Session

We discuss an innovative tool to evaluate the quality of educational apps based on the principles of UDL. The development and uses of the tool will be discussed and field-testing results will be presented. Participants will also have the opportunity to rate self-selected apps.

LEADER(S): Michelle Gonzalez, Marywood University, Scranton, PA

1:00 PM-1:45 PM ROOM: POSTER 08, EXPO HALL F
SESSION: 623

► Impact of 3-D Printing on Conceptual Understandings of Students With Visual Impairments

TOPIC AREA: Visual Impairments

SECONDARY TOPIC: Science, Technology, Engineering and Math (STEM)

FORMAT: Poster Session

We share the findings of a study assessing students with visual impairments' conceptual understanding of Earth science concepts through the use of an inquiry-based curriculum as required by the Next Generation Science Standards. The results will be reported and compared by methodology used in instruction.

LEADER(S): Karen Koehler, The Ohio State University, Columbus, OH

PRESENTER(S): Sean Tikkun, Northern Illinois University, DeKalb, IL

2:15 PM-3:45 PM ROOM: 033A • SESSION: 625

► Program Chair – Response to Intervention and Identification: What We've Learned and Should Have Learned From the Past 10 Years

TOPIC AREA: Response to Intervention (RTI): Multi-Tier System of Supports

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This session identifies key issues in the implementation of RTI that have advanced education and issues that have not been adequately implemented. We discuss the role of general and special education in successfully implementing RTI models and the use of data sources to influence identification of students with LD.

LEADER(S): Sharon Vaughn, The Meadows CTR for Preventing Educational Risk/UT, Austin, TX

PRESENTER(S): Jack Fletcher, University of Houston, Texas Medical Center, Houston, TX

2:15 PM-3:15 PM ROOM: 025C • SESSION: 627

► Practicing What We Preach: Using Research to Inform Teacher Education

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

In this presentation, we present evidence supporting teacher education practices frequently advocated for among teacher education faculty. This evidence is organized in an innovation configuration that teacher education faculty can use to analyze their coursework and practical experiences, and determine changes that might be made to improve their teacher education program. We also discuss how the research base on teacher education is lacking and provide some suggestions for how faculty interested in improving the research base for teacher education might contribute.

LEADER(S): Margaret Kamman, University of Florida, Gainesville, FL

PRESENTER(S): Mary Brownell, CEEDAR Center, University of Florida, Gainesville, FL; Erica McCray, University of Florida, Gainesville, FL; Paul Sindelar, University of Florida, Gainesville, FL

2:15 PM-3:15 PM ROOM: 033B • SESSION: 628

► Program Chair – The Common Core State Standards for K-5 ELA: Facts, Myths, and What's Next

TOPIC AREA: Accountability & Large Scale Assessments

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

The session will clarify participants' understanding of the content of the CCSS, provide strategies for using the CCSS with students with learning disabilities, and suggest how to use the standards in the midst of continued controversy about them.

LEADER(S): Devin Kearns, University of Connecticut, Storrs, CT

PRESENTER(S): Barbara Foorman, Florida State University, Tallahassee, FL

2:15 PM-3:15 PM ROOM: 031C • SESSION: 629

► Mentoring to Leadership: The Reciprocal Ribbon Mentoring Model

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Learn the findings of a study investigating the efficacy of a mentoring model used to facilitate the development of leadership skills in special educators. Recommendations for professional development at the university and school-system level are shared.

LEADER(S): Amy Mazur, Educational Consultant, Washington, D.C.

PRESENTER(S): Marjorie Myers, Arlington Public Schools, Arlington, VA



2:15 PM-3:15 PM ROOM: 028C • SESSION: 630

► Promoting Transition and Self-Determination Through a Technology Medium

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&A

Learn about the TechNow curriculum, a highly infused technology-focused, secondary transition program for students with disabilities that has demonstrated the ability to increase self-determination levels and knowledge of technology- and computer-based applications, and improve graduation rates.

LEADER(S): Kendra Williams-Diehm, University of Oklahoma, Norman, OK

2:15 PM-3:15 PM ROOM: 033C • SESSION: 631

► Tribute Session: Celebrating the Work of Janette Klingner: Scaling-Up Evidence Based Reading Comprehension Instruction With Collaborative Partnerships

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&A

To honor and celebrate Janette Klingner's vision for bringing researchers and practitioners together to address the reading comprehension needs of students from diverse learning backgrounds, this interactive session describes the collaborative work of a university and school district partnership established to address the question: What does it take to scale up Collaborative Strategic Reading in a large urban school district?

LEADER(S): Alison Boardman, University of Colorado, Boulder, CO

PRESENTER(S): Dan Villescas, Denver Public Schools, Denver, CO; Adriana Santacoloma, Denver Public Schools, Denver, CO; Laura Henderson, Denver Public Schools, Denver, CO; Vivian Masket, Denver Public Schools, Denver, CO; Morgain Sanchez, Denver Public Schools, Denver, CO; Karla Scornavacco, University of Colorado, Boulder, CO

2:15 PM-3:15 PM ROOM: 22 • SESSION: 632

► Formative Assessments and Students Who Are Deaf or Hard of Hearing**TOPIC AREA:** Communicative Disabilities and Deafness**SECONDARY TOPIC:** Assessment**FORMAT:** Presentation with Q&A

Using assessment in a formative way provides information about student understanding relative to goals, objectives, and standards. Processes, procedures, and instruments that can be used with students who are deaf or hard of hearing will be discussed.

LEADER(S): John Luckner, University of Northern Colorado, Greeley, CO

2:15 PM-3:15 PM ROOM: 028E • SESSION: 633

► In or Out?: How LGBT Special Education Majors Navigate Preservice Programs**TOPIC AREA:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career**FORMAT:** Presentation with Q&A

In this session we discuss the professional support needs of LGBT preservice special education teachers. Little is known about such college students and the specific support they need in navigating their sexual identity in schools and with cooperating teachers, students, principals, and families.

LEADER(S): John Palladino, Eastern Michigan University, Ypsilanti, MI

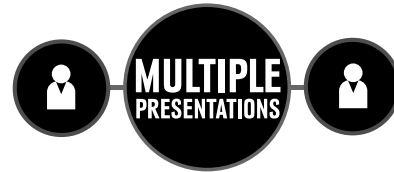
2:15 PM-3:15 PM ROOM: 029A • SESSION: 634

► Facilitating Reflective Conversations About Culturally Responsive Practices**TOPIC AREA:** Early Childhood**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Demonstration

This interactive session demonstrates a tool for exploring teacher's beliefs and practices about working with diverse populations of young children and their families. Leave with resources and activity ideas to create engaging and effective preservice and inservice PD for EI/ECSE professionals.

LEADER(S): Karin Spencer, Shepherd University, Shepherdstown, WV

PRESENTER(S): Lorelei Pisha, George Washington University, Washington, D.C.



2:15 PM-3:15 PM • ROOM: 029C • SESSION: 635

Social Skill Instruction for Students With EBD**TOPIC AREA:** Emotional and Behavioral Disorders

MODERATOR(S): Sarup Mathur, Arizona State University, Tempe, AZ

● Teaching Social Problem-Solving Skills to Students With Behavior Problems

Social problem solving is a promising intervention to prevent and ameliorate negative outcomes for students with behavior problems. Learn about cognitive-behavioral approach to teaching social problem solving, evidence-based curricular examples, and instructional tips and implications.

LEADER(S): Kristen Merrill, University of Florida, Gainesville, FL

PRESENTER(S): Stephen Smith, University of Florida, Gainesville, FL, Michelle Cumming, University of Florida, Gainesville, FL

● Social Skills Acquisition: Peer Coaching in a Data-Driven Training Model

We highlight a successful incentive system in which high school students took part in a social skills training program. The incentive system involved peers administering tickets to each other when they observed the occurrence of targeted social skills. Outcome data were analyzed and correlated with IEP outcomes.

LEADER(S): Mary Malik, ACCEL, Phoenix, AZ

PRESENTER(S): Christy Rappoport, ACCEL, Phoenix, AZ



2:15 PM-3:15 PM • ROOM: 026A • SESSION: 636

The Intersection Between Common Core State Standards and Gifted Education

TOPIC AREA: Gifted and Talented

MODERATOR(S): Alicia Cotabish, University of Central Arkansas, Conway, AR

● Relationship Opportunities Between the 21st-Century Skills and the CCSS With Gifted Education Models and Systems

By making connections between theoretical frameworks provided by gifted educational models and systems with the intent of the Framework for 21st-Century Learning and the standards initiatives, the implementation of the expectations and differentiation of the Standards will be strengthened with professional articulation of a theoretical undergirding.

LEADER(S): Bronwyn MacFarlane, University of Arkansas, Little Rock, AR

● Teaching Mathematical Reasoning to Twice Exceptional Learners: A Differentiated Approach to the CCSS Mathematics Standards

We explore the effectiveness of a CCSS-aligned mathematics strategy developed for a student with autism enrolled in a Gifted and Talented, 3rd-grade classroom. Learn how this strategy enables educators to teach mathematical reasoning to 2e learners and design a meaningful, Common Core-aligned IEP goal that promotes self-regulation and mathematics content acquisition. The process will also demystify data-based progress monitoring.)

LEADER(S): Joanne Van Boxel, California State Polytechnic University, Pomona, CA

PRESENTER(S): Pamela Lovett, Long Beach Unified School District, Long Beach, CA

2:15 PM-3:15 PM

ROOM: 031AB • SESSION: 637

► Increasing Literacy Skills for Students With Developmental Disabilities Using iPads and iPods

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&A

Secondary students with DD increased their literacy skills after creating their own electronic grocery list on an iPad with pictorial and textual supports. Students generalized skills across behaviors and other electronic devices. You will learn multiple ways to enhance literacy using a variety of apps.

LEADER(S): Karen Douglas, Illinois State University, Normal, IL

PRESENTER(S): Nicole Uphold, Illinois State University, Normal, IL

2:15 PM-3:15 PM

ROOM: 028AB • SESSION: 638

► Increasing Reading Comprehension of Students With Moderate to Severe Disabilities Using Digital Text

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Accountability & Large Scale Assessments

FORMAT: Presentation with Q&A

Learn strategies to enhance the ability of students with moderate to severe disabilities at the elementary and middle school level to comprehend narrative text beyond the literal level. These strategies will help teachers assist students meet Standards 1 and 2 of the ELA Common Core.

LEADER(S): Suzanne Shellady, Central Michigan University, Mount Pleasant, MI

PRESENTER(S): Leonie Rose, Central Michigan University, Mt. Pleasant, MI

2:15 PM-3:15 PM

ROOM: 025B • SESSION: 639

► Integrating Global Contents Into Special Education Teacher Education Programs

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This session discusses if special education teacher preparation programs need to integrate global content into instruction. We compare preservice teachers' perceptions on their global-mindedness and evaluate the need for global content in course development and instruction.

LEADER(S): Joy Xin, Rowan University, Glassboro, NJ

PRESENTER(S): Midge Shuff, Rowan University, Glassboro, NJ; Mary Cormier, Rowan University, Glassboro, NJ; Diane Doorman, Rowan University, Glassboro, NJ; Amy Accardo, Rowan University, Glassboro, NJ



2:15 PM-3:15 PM • ROOM: 032A • SESSION: 640

Improving Reading Outcomes in Middle and High School: Implications for Struggling Readers

TOPIC AREA: Learning Disabilities

MODERATOR(S): Amy Barth, University of Missouri, Columbia, MO

● Improving Comprehension Outcomes in Middle and High School: Implications for Struggling Readers

Implementing strategies to promote reading comprehension for struggling learners remains a challenge for secondary teachers. This session will (a) review research based comprehension practices, (b) describe how to integrate these into English language arts classes, and (c) identify teachers who were effective in improving the outcomes of struggling readers.

LEADER(S): John Davis, Texas A&M University, College Station, TX

PRESENTER(S): Leah Anderson, Texas A&M University, College Station, TX; Melissa Fogarty, Texas A&M University, College Station, TX

● Improving Reading Achievement for Adolescents with Disabilities in Middle Schools

Improving reading achievement for adolescents with disabilities is a national concern. Unfortunately, efforts to close the achievement gap for this population have had little impact on student outcomes. We discuss a supplemental reading program's impact on student outcomes. We also describe mediators of student success and a collaboration model.

LEADER(S): Irma Brasseur-Hock, University of Kansas, Lawrence, KS

PRESENTER(S): Michael Hock, University of Kansas, Lawrence, KS; Marianna Sartin, Charlotte-Mecklenburg Schools, NC

2:15 PM-3:15 PM

ROOM: 026B • SESSION: 641

► Potential of Emerging Technologies: Research and Demonstration of TeachLive

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Technology and Media

FORMAT: Demonstration

We provide a glimpse into the future of student learning and PD using innovations in emerging technology. Participate in an interactive demonstration of a fully immersive simulator using avatars, called TeachLive. Learn about new avatars being created to support students with disabilities. The outcomes of a 2-year research project is shared.

LEADER(S): Lisa Dieker, University of Central Florida, Orlando, FL

PRESENTER(S): Taylor Bousfield, University of Central Florida, Orlando, FL; Kathleen Becht, University of Central Florida, Orlando, FL



2:15 PM-3:15 PM • ROOM: 027B • SESSION: 642

Special Education Advocacy and Transition Training for Diverse Families

TOPIC AREA: Parent/Family/School Partnerships

MODERATOR(S): Terese Aceves, Loyola Marymount University, Los Angeles, CA

● Transforming Family Transition Training to Be Culturally Responsive: Critical Approaches and Results

In collaboration with a statewide Parent Information and Training Center, research was conducted to transform parent training to meet the needs and perspectives of CLD families. Families' perceptions, and the framework and results from culturally transformed training will be shared.

LEADER(S): Mary Morningstar, University of Kansas, Lawrence, KS

PRESENTER(S): Hyunjoo Lee, University of Kansas, Lawrence, KS

● Training and Evaluating Special Education Advocacy With Diverse Families

We review the training and evaluation in critical advocacy skills of parents whose children receive special education services. Learn about the training curriculum and assessment procedures used with families in knowledge and skills associated with advocating for their child in special education.

LEADER(S): Terese Aceves, Loyola Marymount University, Los Angeles, CA

2:15 PM-3:15 PM ROOM: 030E • SESSION: 643

► Supervising Preservice Special Education Teachers for Culturally Responsive Practice and Critical Reflection

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

A research study was designed to understand the nature of supervisory conferences in fostering student teachers' critical reflection regarding CLRP and to identify contextual factors that influence the quality of these discussions. Findings and recommendations for supervisory conversations are shared.

LEADER(S): *Bindiya Hassaram, The American School of Bombay, Mumbai, India*

PRESENTER(S): *Ray Ostendorf, University of Texas, Austin, TX; Phyllis Robertson, Texas A&M University, Corpus Christi, TX; Shernaz Garcia, University of Texas, Austin, TX*

2:15 PM-3:15 PM ROOM: 029B • SESSION: 644

► IES Funding Opportunities and Application Tips for Early Career Investigators

TOPIC AREA: Research

FORMAT: Panel

This session is for early career researchers interested in applying for funding from the IES, specifically the National Center for Special Education Research. Learn about the structure of IES Requests for Applications, types of studies funded, and tips for writing a successful application.

LEADER(S): *Jacquelyn Buckley, Institute of Education Sciences/NCSE, Washington, D.C.*

PRESENTER(S): *Kathleen Lynne Lane, University of Kansas, Lawrence, KS*

2:15 PM-3:15 PM ROOM: 028D • SESSION: 645

► On PAR for Success: Promoting Algebra Readiness Through High Quality Fraction Instruction

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

A Tier 2 fractions intervention designed to support at-risk middle school students will be presented. A conceptual overview, scope and sequence, recommended lesson features, and math models designed to improve math performance of students at risk for difficulties in algebra will be discussed.

LEADER(S): *Kathleen Jungjohann, University of Oregon, Eugene, OR*

PRESENTER(S): *Leanne Ketterlin-Geller, Southern Methodist University, Dallas, TX; Cindy Crosby, University of Oregon, Eugene, OR*

2:15 PM-3:15 PM ROOM: 030CD • SESSION: 646

► Town Hall Meeting – Improving Outcomes for Students With Severe Learning and Behavior Problems: What Will It Take?

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Learning Disabilities

FORMAT: Town Hall

In this Town Hall, leaders will frame and facilitate a discussion about the challenges schools face in providing sufficiently intensive supports to students with severe and persistent learning and behavior needs. Session leaders will encourage attendees to consider issues related to personnel preparation within the context of this discussion.

LEADER(S): *Louis Danielson, American Institutes for Research, Washington, D.C.*

PRESENTER(S): *Douglas Fuchs, Vanderbilt University, Nashville, TN*

2:15 PM-3:15 PM ROOM: 029D • SESSION: 647

► Use of Portable Technology to Teach Employment Skills to Students With Intellectual Disability

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Presentation with Q&A

We examine the use of readily available, inexpensive, and discrete portable electronic AT that educators can use to improve employment outcomes for young adults with ID. Specific examples of technology that can be used to prompt and teach students at an employment setting are also provided.

LEADER(S): *James Collins, University of Wisconsin, Whitewater, WI*

PRESENTER(S): *Lana Collet-Klingenberg, University of Wisconsin, Whitewater, WI*

2:15 PM-3:15 PM ROOM: 032B SESSION: 648

► Supporting Student Problem-Solving and Critical Thinking in the ECC

TOPIC AREA: Visual Impairments

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

We present mainstream research-based strategies for promoting problem-solving and critical thinking and discuss their application to teaching students with VI in the Expanded Core Curriculum. Data and examples from assignments in personnel preparation courses in VI will be shared.

LEADER(S): *Kim Zebehazy, University of British Columbia, Vancouver, Canada*

2:15 PM-3:15 PM ROOM: 025A • SESSION: 649

► The Future at Their Fingertips: Promising Practices in Literacy Instruction for Braille Readers

TOPIC AREA: Visual Impairments

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We share findings from a study investigating the effectiveness of a series of fluency-building interventions for enhancing reading accuracy, rate, and comprehension among children who use Braille as their primary learning medium. Applications to classroom practice and implications for future research are discussed.

LEADER(S): Kathleen Stanfa, Kutztown University, Kutztown, PA

PRESENTER(S): Nicole Johnson, Kutztown University, Kutztown, PA; Katherine Flick, Kutztown University, Kutztown, PA

2:15 PM-3:15 PM ROOM: 024A • SESSION: 650

► EXHIBITOR SHOWCASE SESSION: 'Check Out My Digital Portfolio'

Come learn how digital portfolios are helping students and teachers capture, assess, and share evidence of student learning aligned to IEP goals and curriculum standards. Discover a digital portfolio app that makes it easy to conduct alternative assessments, track student progress, and engage parents and service providers in a student-centered learning environment.

LEADER(S): Alex Dunn, Upper Canada District School Board, Ottawa, AB

PRESENTER(S): Kimberleigh Doyle, Nureva, Inc., Calgary, AB

2:15 PM-3:15 PM ROOM: 023C • SESSION: 651

► EXHIBITOR SHOWCASE SESSION: Foundational Skills

Participants will learn which foundational skills serve as predictors for reading success, understand the research about effective strategies for teaching the foundational skills, recognize the role progress monitoring and ongoing assessment play in differentiating instruction, and learn to apply best practices to maximize student progress.

LEADER(S): Gail Adams, Read Naturally, St. Paul, MN

2:15 PM-3:15 PM ROOM: 023B • SESSION: 652

► EXHIBITOR SHOWCASE SESSION: Individualized Success Through Songs, Video, and Games

Learning Upgrade's high-interest lessons help each student make a reading and math breakthrough. See how students overcome learning challenges through engaging online courses. Learn how special needs students acquire the skills to access the general curriculum. Join us for music, learning and fun!

LEADER(S): Vinod Lobo, Learning Upgrade LLC, San Diego, CA

PRESENTER(S): Drew Robinson, Learning Upgrade LLC, San Diego, CA

2:15 PM-3:15 PM ROOM: 023A • SESSION: 653

► EXHIBITOR SHOWCASE SESSION: Sensory Solutions in the Classroom

Great educators know that learning doesn't just start from the chin up. We need our bodies and our senses to process and learn. Understand the basics of good sensory integration, learn how to transform your classroom for success, get practical solutions for staying on task, preventing meltdowns, transition strategies and more!

LEADER(S): Cecilia Cruse, School Specialty, Norcross, GA

2:15 PM-3:00 PM ROOM: POSTER 01, EXPO HALL F SESSION: 655

► The Implementation of Data Driven Decision-Making Processes in Schools

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Research

FORMAT: Poster Session

DDDM processes has been a critical part of a number of school reform initiatives such as RTI, PBIS, and continuous improvement and learning organization initiatives. This review combines research literature from different initiatives to identify the extent of the use of core implementation components during the implementation of DDDM processes. The findings and implications are discussed.

LEADER(S): Iris Yu, University of Kansas, Lawrence, KS

2:15 PM-3:00 PM ROOM: POSTER 11, EXPO HALL F
SESSION: 656

► Differences in the Collection and Use of Student Performance Data in Co-Taught and Non-Co-Taught Classrooms

TOPIC AREA: Assessment

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We examined the differences in classroom assessment practices and how teachers use the results from those assessments to guide and adjust instruction to address the needs of all learners. Comparisons were made between general education teachers in co-taught and non-co-taught classrooms.

LEADER(S): *Quentin Wherfel, University of Illinois, Urbana-Champaign, IL*

PRESENTER(S): *Lisa Monda-Amaya, University of Illinois, Urbana-Champaign, IL*

2:15 PM-3:00 PM ROOM: POSTER 02, EXPO HALL F
SESSION: 657

► Show Me All You've Got: Supporting Student Behavior During Writing Assessments

TOPIC AREA: Assessment

SECONDARY TOPIC: Research

FORMAT: Poster Session

Many students engage in avoidance behaviors when asked to write, making it difficult for a teacher to know if a student's writing skills are improving. Learn the results of 2 studies on written expression CBM for students in 3rd-4th grades and behavioral strategies to support completing writing assessments by students demonstrating resistance-type behaviors.

LEADER(S): *Stacy Weiss, East Carolina University, Greenville, NC*

PRESENTER(S): *Deborah Metcalf, East Carolina University/Pitt County Schools, Greenville, NC; Christopher Rivera, East Carolina University, Greenville, NC*

2:15 PM-3:00 PM ROOM: POSTER 03, EXPO HALL F
SESSION: 658

► Effects of Phonological Awareness Intervention for Preschoolers With ASD

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

Little is known about the instruction of emergent literacy skills in preschool children with ASD. We share the results of a study of phonological awareness on the vocabulary, phonological awareness, language development, and concepts about print of preschoolers with ASD.

LEADER(S): *Roxanne Hudson, University of Washington, Seattle, WA*

PRESENTER(S): *Maya Smith, University of Washington, Seattle, WA; Colin Gasamis, University of Washington, Seattle, WA; Rosanne Greenway, University of Washington, Seattle, WA*

2:15 PM-3:00 PM ROOM: POSTER 07, EXPO HALL F
SESSION: 659

► Postsecondary Education Programs for Students With ID: Facilitators and Barriers to Implementation

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

We surveyed administrators of postsecondary education programs for students with ID regarding perceived level of support and barriers at program implementation and at present. We will outline the study and share the results of this national study.

LEADER(S): *Anthony Plotner, University of South Carolina, Columbia, SC*

PRESENTER(S): *Kathleen Marshall, University of South Carolina, Columbia, SC*

2:15 PM-3:00 PM ROOM: POSTER 13, EXPO HALL F
SESSION: 660

► A Strategy for Increasing General Education Teachers' Skills in Managing Challenging Behavior

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

Learn strategies that assist general educators in managing challenging behavior. Focus will be placed on the use of 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.

LEADER(S): *Lisa Monda-Amaya, University of Illinois, Urbana-Champaign, IL*

PRESENTER(S): *Anne Butler, University of Illinois, Urbana-Champaign, IL*

2:15 PM-3:00 PM ROOM: POSTER 16, EXPO HALL F
SESSION: 661

► Special Education Preservice Teachers' Perceived Changes in Self-Efficacy to Serve CLD Students

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

Special education preservice teachers completed a modified version of the Culturally Responsive Teacher Self-Efficacy scale before and after their first student teaching internship. Individual interviews were conducted to gain descriptions of the changes. Findings and recommendations are presented.

LEADER(S): *Ray Ostendorf, University of Texas, Austin, TX*

PRESENTER(S): *Audrey Sorrells, University of Texas, Austin, TX*

2:15 PM-3:00 PM ROOM: POSTER 18, EXPO HALL F
SESSION: 662

Examining EC Special Education Leadership to Improve Programming, Collaboration, and Communication

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

With the demands of high quality ECSC programs within public school settings, there is a need to place emphasis on research and training of EC leaders and managers. We examined the demands placed on ECSE leaders, and the practice, education, and personal factors.

LEADER(S): Samita Arora, George Mason University/Fairfax County Public Sch, Fairfax, VA

2:15 PM-3:00 PM ROOM: POSTER 22, EXPO HALL F
SESSION: 663

How Can Administrators and Teachers in EBD Support Each Other?

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

Lack of administrative support is one of the most frequently cited causes of attrition in teachers of students with EBD. How can administrators support teachers in their roles and how can teachers gain support from their administrator? We share recommendations for both administrators and teachers.

LEADER(S): Beverley Johns, MacMurray College, Jacksonville, IL

PRESENTER(S): Ed Cancio, University of Toledo, Toledo, OH

2:15 PM-3:00 PM ROOM: POSTER 04, EXPO HALL F
SESSION: 664

Improving Classroom Supports for Students With Severe Disabilities: A Look at Technology

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Poster Session

We share options for instructional support for students with severe and multiple disabilities through using technology. Technology presented will include tablet, video, computer-based, and smart board type options and can be used for communication, behavior management, and classroom supports.

LEADER(S): Ronald Tamura, Southern Connecticut State University, New Haven, CT

2:15 PM-3:00 PM ROOM: POSTER 19, EXPO HALL F
SESSION: 665

Exploring Special Education Teacher Learning in Mathematics in Primary Schools in Ireland

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

This study explored the impact of a PD program on special education teacher learning in math in primary schools in Ireland. We share the findings, which will help to create PD programs that result in increased attainment levels in math for pupils with special educational needs.

LEADER(S): Stella Long, Mary Immaculate College/Trinity College, Limerick and Dublin, Ireland

2:15 PM-3:00 PM ROOM: POSTER 21, EXPO HALL F
SESSION: 666

Great Leaps Reading and High School Students' Oral Reading Fluency

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

The Great Leaps Reading Program (GLRP) is designed to increase phonics and oral reading fluency of students through repeated, timed readings. We share the findings of a study that investigated the effects of the GLRP on the reading fluency of secondary students with disabilities.

LEADER(S): Sara Beth Hitt, University of North Carolina, Charlotte, NC

PRESENTER(S): Charles Wood, University of North Carolina, Charlotte, NC; Angela Preston, University of North Carolina, Charlotte, NC; Bradley Stevenson, National Secondary Transition TA Center/UNC, Charlotte, NC

2:15 PM-3:00 PM ROOM: POSTER 08, EXPO HALL F
SESSION: 667

Meta-Analysis of Comprehension Interventions for Students With Specific Poor Reading Comprehension

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC:

FORMAT: Poster Session

Students with specific poor comprehension (SPC) have the decoding ability however, they cannot comprehend what they read. This meta-analysis of reading comprehension interventions for students with SPC examines the effectiveness of each intervention. Eleven studies spanning 30 years are included.

LEADER(S): Sung Hee Lee, Youngstown State University, Youngstown, OH

2:15 PM-3:00 PM ROOM: POSTER 10, EXPO HALL F
SESSION: 668

► Sustaining the Use of Evidence-Based Practices: The Role of Implementation Measurement

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

Schools are using EBPs, however the field hasn't determined what aspects of implementation are important or how to assess those features. We share the findings from a study that examined the relation of multiple aspects of implementation to student outcomes and discuss implications for teacher observation and evaluation.

LEADER(S): Caitlin Spear, University of Oregon, Eugene, OR

PRESENTER(S): Beth Harn, University of Oregon, Eugene, OR

2:15 PM-3:00 PM ROOM: POSTER 05, EXPO HALL F
SESSION: 669

► Involving Parents of Elementary Students in Social Skill Instruction to Facilitate Generalization

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Based on a study in which the presenters facilitated parental participation in delivering culturally relevant social-skill instruction, they share ideas and lessons learned on how to increase the prosocial behaviors of African American elementary-aged students at risk for academic and behavioral disabilities.

LEADER(S): Alicia Brophy, University of North Carolina, Wilmington, NC

PRESENTER(S): Crystalyn Schnorr, University of North Carolina, Wilmington, NC

2:15 PM-3:00 PM ROOM: POSTER 06, EXPO HALL F
SESSION: 670

► The Relation Between Parent Involvement During Kindergarten Transitions and Adjustment to School

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

We report on the relation between parent involvement in recommended practices and ratings of child adjustment to school for children with disabilities who transitioned into kindergarten from 3 preschool settings: special education classrooms, Head Start, and a bilingual preschool serving Latino families.

LEADER(S): Cynthia Baughan, University of North Carolina, Charlotte, NC

PRESENTER(S): Vivian Correa, University of North Carolina, Charlotte, NC; Rhonda Miller, Clemson University, Clemson, SC; Joanna Stegall, Anderson University, Anderson, SC

2:15 PM-3:00 PM ROOM: POSTER 15, EXPO HALL F
SESSION: 671

► Clinically Rich Special Education Teacher Education: Outcomes and Lessons Learned

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Hear the outcomes from implementing a clinically rich teacher preparation program as the result of an OSEP 325T Program Improvement Grant and a New York State Graduate Level Clinically Rich Teacher Preparation Pilot Program to prepare collaborative special education teachers for high needs schools.

LEADER(S): Matthew LaFave, University at Albany, Albany, NY

PRESENTER(S): Deborah May, University at Albany, Albany, NY

2:15 PM-3:00 PM ROOM: POSTER 14, EXPO HALL F
SESSION: 672

► Guided Reflection in Special Education Teacher Preparation

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

How do we bridge the gap between theory and practice? Researchers working within teacher education must engage in processes designed to examine how student teachers develop over time, respond to fieldwork experiences, and develop their professional identity. We focus on these topics in this session.

LEADER(S): Kristin Stang, California State University, Fullerton, Fullerton, CA

PRESENTER(S): Elisa Jamgochian, California State University, Fresno, CA

2:15 PM-3:00 PM ROOM: POSTER 23, EXPO HALL F
SESSION: 673

► How an Exercise Program for Girls With Orthopedic Impairments Impacts Their Self-Concept

TOPIC AREA: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

Learn about an exercise program for girls with orthopedic impairments, implemented jointly by faculty and students in the departments of physical therapy and teacher education. We describe how the program was implemented and the results demonstrated in self-concept, perseverance, and diversity of activity preferences.

LEADER(S): Cheryl George, Lebanon Valley College, Annville, PA

PRESENTER(S): Jennifer Kanupka, Lebanon Valley College, Annville, PA

2:15 PM-3:00 PM ROOM: POSTER 12, EXPO HALL F
SESSION: 674

► Evidence-Based Practices: Using Best Available Evidence to Guide Instructional Decisions

TOPIC AREA: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Confusion and misunderstanding regarding EBPs may prevent practitioners in engaging in evidence-based education. We define EBPs and discuss how EBPs are determined, distinguish between EBPs and related terms, and provide steps to make instructional decisions using the best evidence available.

LEADER(S): Sara Cook, University of Hawaii at Manoa, Honolulu, HI

PRESENTER(S): Lysandra Cook, University of Hawaii at Manoa, Honolulu, HI; Bryan Cook, University of Hawaii at Manoa, Honolulu, HI; Lauren Reed, University of Hawaii at Manoa, Honolulu, HI

2:15 PM-3:00 PM ROOM: POSTER 20, EXPO HALL F
SESSION: 675

► Implementing Culturally Responsive RTI Using UDL to Close Achievement Gaps

TOPIC AREA: Response to Intervention (RTI): Multi-Tier System of Supports

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

We describe best practices in RTI and present data from a school in which culturally responsive RTI was implemented using principles of UDL. We describe classroom and school level changes made to benefit students, and also make recommendations for what culturally responsive RTI might look like.

LEADER(S): Nancy Mamlin, North Carolina Central University, Durham, NC

2:15 PM-3:00 PM ROOM: POSTER 17, EXPO HALL F
SESSION: 676

► Project Map: A Professional Development Innovation for Secondary Science Teachers in Inclusive Settings

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn the findings of a study examining the effects of participation in a PD innovation for secondary science teachers, specifically targeting teaching them to integrate explicit morphological awareness instruction into their content instruction. Outcomes are analyzed using multilevel modeling.

LEADER(S): Alexandra Lauterbach, University of Massachusetts, Amherst, MA

PRESENTER(S): Amber Benedict, University of Florida, Gainesville, FL

2:15 PM-3:00 PM ROOM: POSTER 09, EXPO HALL F
SESSION: 677

► Using Interactive Whiteboard Technology to Implement the CRA Mathematical Sequence

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

The CRA teaching sequence delivered via explicit instruction and interactive whiteboard (IWB) technology helps increase both conceptual knowledge and math motivation. We share how to integrate these practices to enhance the mathematics performance of students with disabilities.

LEADER(S): Janet Van Heck, University of Nevada, Las Vegas, NV

2:15 PM-3:00 PM ROOM: POSTER 24, EXPO HALL F
SESSION: 678

► Enhancing Independence for Transition-Age Students With DD Through Technology and Self-Determination

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

Learn about a process to promote self-determination by using the self-determined learning model of instruction in the selection and utilization of technology supports that promote success in academics, employment, and independent living. Key technologies available on mobile devices such as iPads, smartphones, and web-based technologies to target employment, academics, and independent living will be demonstrated and then utilized in small group activities by session participants to enable hands-on practice.

LEADER(S): Jennifer Cullen, Ohio State University, Columbus, OH

PRESENTER(S): Evette Simmons-Reed, Ohio State University, Columbus, OH

3:30 PM-4:30 PM ROOM: 024B • SESSION: 679

► Results Driven Accountability: Achieving the Vision of Successful Outcomes for All Children with Disabilities

TOPIC AREA: Public Policy

SECONDARY TOPIC: Administration/Supervision

FORMAT: Panel

Special education and early intervention are about more than operating compliant programs. Our commitment as educators is to support children to succeed developmentally, academically, and socially... before, during, and after their school years. Come to this session to learn from OSEP leadership about the vision of Results Driven Accountability (RDA) – an approach that strikes a meaningful balance between educational outcomes and legal compliance with IDEA. The RDA theory of action will be discussed, as will expectations for review and next steps relative to the State Systemic Improvement Plans (SSIPs) that were submitted to OSEP on April 1st.

LEADER(S): Ruth Ryder, OSEP, U.S. Department of Education, Washington, D.C.

PRESENTER(S): Rorie Fitzpatrick, National Center for Systemic Improvement, WestEd, San Francisco, CA; Louis Danielson, American Institutes for Research, Washington, D.C.

3:30 PM-4:30 PM ROOM: 22 • SESSION: 680

► Using Applied Theatre to Teach the Hidden Curriculum

TOPIC AREA: Arts in Special Education

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Presentation with Q&A

The inclusive performing arts program Power of Performing Arts provides theatre-based instruction to teach both performance and life skills. We will discuss how the program taught pragmatic skills through a hidden curriculum-based script. Photos and video will be shared.

LEADER(S): Cynthia Chambers and Amanda Campbell, East Tennessee State University, Johnson City, TN

3:30 PM-4:30 PM ROOM: 031AB • SESSION: 681

► Research-Based Reading Comprehension Strategies for Individuals With High Functioning ASD

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Presentation with Q&A

This session is designed for teachers and families of individuals with higher functioning autism. You will learn about the cognitive and reading comprehension profiles of individuals with ASD and research-based strategies to improve reading comprehension for both narrative and informational texts.

LEADER(S): Pamela Williamson, University of North Carolina, Greensboro, NC

3:30 PM-4:30 PM ROOM: 028C • SESSION: 682

► Scaling Up 21st-Century Curricula That Prepares Students for CCSS, College, and Careers

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&A

Find out how this OSEP-funded project is scaling up the EnvisionIT curriculum across 4 states. We share research results and plans to scale-up the EnvisionIT curriculum, which is aligned to the CCSS in English/Language Arts and prepares students for college and careers.

LEADER(S): Margo Izzo, The Ohio State University, Columbus, OH

PRESENTER(S): Allison Lombardi, University of Connecticut, Storrs, CT

3:30 PM-4:30 PM ROOM: 030E • SESSION: 683

► Using Authentic Strategies to Create Positive Futures for Youth With Disabilities

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Demonstration

We discuss how the process of engaging youth with disabilities in career exploration, discovery, and goal setting may influence and promote more positive futures related to vocational interests and employment. We demonstrate strategies and discuss the link between career preparation and self-determination.

LEADER(S): Sarah Johnston-Rodriguez, Northern Illinois University, DeKalb, IL

3:30 PM-4:30 PM ROOM: 025C • SESSION: 684

► The Effect of Professional Development Training on Instructional Behaviors of Co-Teachers

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We share the findings from a study that examined the effect of research-based PD training on the co-teaching performance of general and special education teachers. Elements of the training model will be reviewed.

LEADER(S): Kara Faraclas, Southern Connecticut State University, New Haven, CT



3:30 PM-4:30 PM ROOM: 026A • SESSION: 685

► The Kansas Five-Year Statewide Co-Teaching Initiative

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

Learn the results from 3 years of implementation of the Kansas Co-Teaching Initiative. Highlighted are the professional development and on-site observation and coaching content and processes, student achievement and LRE data, teacher and administrator perceptions, and implementation and sustainability activities.

LEADER(S): Richard Villa, Bayridge Consortium, Inc, San Diego, CA

PRESENTER(S): Shonda Anderson, Beach Center on Disability, University of Kansas, Lawrence, KS; Amy Gaumer Erickson, University of Kansas, Lawrence, KS; Chris Cooper, Abilene Public Schools, Abilene, KS

3:30 PM-4:30 PM ROOM: 025A • SESSION: 686

► Using iPads, Cognitive Coaching, and Reflection to Support Parent-Child Interactions

TOPIC AREA: Communicative Disabilities and Deafness

SECONDARY TOPIC: Early Childhood

FORMAT: Demonstration

We provide an overview of parent Cognitive Coaching techniques to develop competencies with video recorded interactions using an iPad, phone or other recording devices, and to facilitate reflection for enhancing parent-child interactions.

LEADER(S): Debra Lively, Saginaw Valley State University, University Center, MI

3:30 PM-4:30 PM ROOM: 028E • SESSION: 687

► Effectiveness of a Multi-Year, Multi-Cohort College Readiness Intervention

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We highlight the College PASS Initiative implemented in five high schools across three districts in the mountain west. Results indicate that treatment students with disabilities outperformed comparison students on measures of academic behavior, postsecondary knowledge, grades, and credit accrual.

LEADER(S): Nicole Pyle, Utah State University, Logan, UT

3:30 PM-4:30 PM ROOM: 027B • SESSION: 688

► Metacognitive Approaches: The Think-Aloud Strategy

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

This session will focus on improving reading comprehension with exceptional students who are mainstreamed and also students who are learning a second language. Presenter will discuss one of the Metacognitive approaches: The Think-Aloud Strategy.

LEADER(S): Sara Al-Assaf, Tatweer Co. for Educational Services, Riyadh, Saudi Arabia

3:30 PM-4:30 PM ROOM: 031C • SESSION: 689

► Effects of a Coaching Model on Teacher's Use of Social-Emotional Strategies With Young Children

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Learn the results of a study investigating the effects of a coaching model with performance feedback on preschool teachers' ability to implement and use strategies associated with The Teaching Pyramid Model. We also address the need for EBPs in the area of challenging behaviors and young children.

LEADER(S): Kristi Godfrey-Hurrell, University of North Carolina, Charlotte, NC

PRESENTER(S): Vivian Correa, University of North Carolina, Charlotte, NC

3:30 PM-4:30 PM ROOM: 029A • SESSION: 690

► Increasing Emergent Literacy Skills in Early Childhood Settings: Read Alouds to Engage All Children

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

In this interactive session, educators will learn how to create a dynamic classroom that provides a rich literacy environment through hands-on read aloud activities that makes learning interesting and educational for students with disabilities.

LEADER(S): Katherine Zimmer, Kennesaw State University, Kennesaw, GA



3:30 PM-4:30 PM • ROOM: 029C • SESSION: 691

Instructional Games With Students With EBD

TOPIC AREA: Emotional and Behavioral Disorders

MODERATOR(S): Susan Albrecht, Ball State University, Muncie, IN

● Use of the Good Behavior Game to Improve Student Behavior

We present findings of a study in which we implemented the Good Behavior Game with high school students with disabilities to decrease classwide off-task behavior. You will learn how to implement the game in your classroom, and about implementation strategies and modifications aligned with principles of reinforcement.

LEADER(S): John McKenna, St. John's University, Queens, NY

PRESENTER(S): Diane Bryant, Meadows Center for Preventing Educational Risk, UT, Austin, TX

● Facilitating Inclusion of Diverse Students With EBD Through Cooperation Games

We will teach you how to facilitate peer-mediated cooperation games in the classroom setting to promote the inclusion of CLD learners with EBD. The results of a recent investigation into the use of cooperation games with this population will also be presented.

LEADER(S): Teri Marx, American Institutes for Research, Washington, D.C.

PRESENTER(S): Samantha Riggelman, University of Nevada, Las Vegas, NV

3:30 PM-4:30 PM ROOM: 025B • SESSION: 692

► The Impact of New Legislation on the Implementation of Special Education in Finland

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Presentation with Q&A

We examine the impact of legislation on the implementation of special education in Finland among students with significant disabilities. Schools that had participated in development leading to the enactment of the statute and had been involved in school reform initiatives were more able to reform practices.

LEADER(S): Tiina Itkonen, California State University Channel Islands, Camarillo, CA

3:30 PM-4:30 PM ROOM: 032A • SESSION: 693

► Computer-Mediated and Teacher-Mediated Instruction for Students With LD: Embedding Technologies Into Interventions

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Technology and Media

FORMAT: Panel

Learn evidence practices for embedding computer-mediated instruction (CMI) into teacher-mediated instruction (TMI) for mathematics and reading interventions for students with LD. Instructional design and delivery principles associated with TMI will be described as critical features for CMI.

LEADER(S): Diane Bryant, Meadows Center for Preventing Educational Risk, UT, Austin, TX

PRESENTER(S): Mikyung Shin, University of Texas, Austin, TX; Minwook OK, University of Texas, Austin, TX

3:30 PM-4:30 PM ROOM: 026B • SESSION: 694

► The Effects of Teacher Candidate Performance on K-6 Student Outcomes

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

The procedures and results achieved in a 5-year study assessing the effects of coaching, supervision, and self-reflection on teacher candidate performance during the summer practicum is presented. The impact of TC's use of effective teacher practices on Grade 1-6 student outcomes will also be shared.

LEADER(S): JoAnn Munk, Brigham Young University, Provo, UT

PRESENTER(S): Darlene Anderson, Brigham Young University, Provo, UT; Gordon Gibb, Brigham Young University, Provo, UT

3:30 PM-4:30 PM ROOM: 030CD • SESSION: 695

► Town Hall Meeting – Special Education Teacher Evaluation: Perspectives From Researchers and Practitioners

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Administration/Supervision

FORMAT: Town Hall

States and districts are adopting teacher evaluation systems, with a focus on multiple measures of teaching quality, including student achievement and teacher observations. Yet questions remain about how emerging systems can provide fair and valid measures of special education teacher effectiveness. In this town hall session researchers and practitioners share their perspectives on how we might address these questions.

LEADER(S): Nathan Jones, Boston University, Boston, MA

PRESENTER(S): Jennifer Mahdavi, Sonoma State University, Rohnert Park, CA; Helen Kim, Dr. Sammy Lee Medical/Health Science Magnet Elementary, Los Angeles, CA

3:30 PM-4:30 PM ROOM: 032B • SESSION: 696

► Sexuality and Disability? What Now? The Need for Parent Partnership in the Realm of Sexual Health and Disability

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

We will help participants appropriately respond to the sexual health needs of students and children with special needs. Real-life sexual health dilemmas are presented that emphasize the need for parent partnership. Participants will work together to effectively address these dilemmas and authentic outcomes of the dilemmas are shared.

LEADER(S): Anna Treacy, University of Nevada, Reno, NV

3:30 PM-4:30 PM ROOM: 030AB • SESSION: 697

► Program Chair – Frequently Asked Questions About Section 504 and Students With Disabilities

TOPIC AREA: Public Policy

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&A

An attorney from ED, Office for Civil Rights will answer frequently asked questions and discuss misconceptions about the rights of students with disabilities and the legal obligations of schools under federal laws (Section 504 and Title II). The presenter will also explain the OCR complaint investigation process.

LEADER(S): Brian Lambert, U.S. Department of Education, Office for Civil Rights, San Francisco, CA

3:30 PM-4:30 PM ROOM: 033C • SESSION: 698

► Program Chair Tribute Session: PL 94-142 As Enduring Vision, Ideation, and Opportunity: In Honor of Frederick J. Weintraub

TOPIC AREA: Public Policy

SECONDARY TOPIC: Pioneers/Historical Perspectives

FORMAT: Panel

We will honor the pioneering work and legacy of Fred Weintraub, a former CEC staff member who helped craft critical parts of P.L. 94-142 (later reauthorized as IDEA). Panel members reflect on P.L. 94-142—its original intent, designed and unanticipated evolution, and the innumerable challenges that the original Education for All Handicapped Children's Act engendered.

LEADER(S): Edward Kame'enui, University of Oregon, Eugene, OR

PRESENTER(S): Rud Turnbull, Beach Center On Disability/University of Kansas, Lawrence, KS; David Rostetter, Los Angeles Unified School District, Los Angeles, CA; Jaime Hernandez, Los Angeles Unified School District, Los Angeles, CA; Marilyn Friend, University of North Carolina, Greensboro, NC; Michael Gerber, University of California, Santa Barbara, CA

3:30 PM-4:30 PM ROOM: 029B • SESSION: 699

► Graduate Student Colloquium

TOPIC AREA: Research

FORMAT: Panel

This graduate student seminar is sponsored by CEC's Division for Research to strengthen the skills of novice researchers. You are invited to participate with peers from other universities in discussions with distinguished researchers recognized for making outstanding contributions to special education research.

LEADER(S): Jean Crockett, University of Florida, Gainesville, FL

PRESENTER(S): Mary Theresa Kiely, St. John's University, New York, NY

3:30 PM-4:30 PM ROOM: 028D • SESSION: 700

► RTI in High Schools: Tiered Systems, Writing Instruction, Outcomes, Fidelity of Implementation, and Sustainability

TOPIC AREA: Response to Intervention (RTI): Multi-Tier System of Supports

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We describe an RTI program in two high schools with a focus on evidence-based writing instruction. The RTI model, the impact of the writing instruction on student writing achievement, and the challenges of sustaining a school reform program post will be discussed.

LEADER(S): Suzanne Robinson, University of Kansas, Lawrence, KS



3:30 PM-4:30 PM • ROOM: 029D • SESSION: 701

Supporting Struggling Writers With Technology

TOPIC AREA: Technology and Media

MODERATOR(S): Sara Flanagan, University of Kentucky, Lexington, KY

● Students With High Incidence Disabilities Using Computer-Based Graphic Organizers: Planning Versus Writing

We share the materials, procedures, and results from a study in which nine 7th-8th graders with disabilities demonstrated improvements in their persuasive essay writing when using a CBGO with embedded self-regulation strategies. The planning and writing patterns when writing with and without CBGO will be discussed.

LEADER(S): Anya Evmenova, George Mason University, Fairfax, VA

PRESENTER(S): Kelley Regan, George Mason University, Fairfax, VA; Andrea Boykin, George Mason University, Fairfax, VA; Kevin Good, George Mason University, Fairfax, VA; Nichole Prickett, George Mason University, Fairfax, VA

● The “Write” Technology: Supporting Struggling Writers Written Expression With Technology

Learn how OuiWrite allows students to plan, write, and edit their essays online. Results suggest that students are willing to write, write longer, and have improved written expression. We will describe the research and practical implications for OuiWrite or similar technologies.

LEADER(S): Sara Flanagan, University of Kentucky, Lexington, KY

3:30 PM-4:30 PM ROOM: 023A • SESSION: 702

► EXHIBITOR SHOWCASE SESSION: Tech, Tech, Boom! High Schoolers Zoom!

Experience adaptive, online practice that improves vocabulary and comprehension skills for struggling high school readers. Build academic language with word games and read high-interest Lexiled passages. Use principles that are aspirational, comprehensive, measurable, and long-term.

LEADER(S): Helen Long, Cambium Learning, Atlanta, GA

3:30 PM-4:30 PM ROOM: 023B • SESSION: 703

► EXHIBITOR SHOWCASE SESSION: The Benefits of Online Special Education Training

Learn how your Special Education Training can be easier and more convenient! The new Exceptional Child Online Professional Learning System brings the very best training from the industry's leading experts directly to educators and administrators! Access courses on ADHD, ASD, EBD, Transition, IEPs & the Common Core, Special Education Law and more that can help you reduce injuries and liability, while helping every child succeed!

LEADER(S): Brian Taylor, Scenario Learning, Cincinnati, OH

3:30 PM-4:30 PM ROOM: 023C • SESSION: 704

► EXHIBITOR SHOWCASE SESSION: Total Participation Activities for the Highly Engaged Classroom

Student engagement may be a key factor in retaining students in our schools today. Regardless of your classroom setting, you will find the ideas to be practical, innovative and highly effective in getting your students actively engages in learning. Our goal must be to maximize opportunities for all students to success. In this highly energetic, practical seminar, you will explore the top ten strategies to ignite learners into action so every student is an active learner.

LEADER(S): Susan Hentz, Susan Hentz & Associates, Sarasota, FL

PRESENTER(S): Julia Rhodes, KleenSlate Concepts, LP, Sonora, CA

3:30 PM-4:15 PM ROOM: POSTER 01, EXPO HALL F
SESSION: 707

► Promising Practices From High-Need Schools: Successful Teacher Mentoring Programs in Action

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

New teachers often report that mentoring plays a crucial role in their success, however it is challenging to find time and resources. Learn key elements of effective mentoring in high-need schools, promising practices focused on culturally responsive teaching, and strategies to improve outcomes for at-risk students, such as those with special education needs.

LEADER(S): Patricia Rice Doran, Towson University, Towson, MD

3:30 PM-4:15 PM ROOM: POSTER 02, EXPO HALL F
SESSION: 708

► Strength-Based Assessment in Lithuania: An Examination of the Behavioral and Emotional Rating Scale

TOPIC AREA: Assessment

SECONDARY TOPIC: International Programs/Services

FORMAT: Poster Session

The Behavioral and Emotional Rating Scale-2nd ed. was translated into Lithuanian to determine its validity and reliability for Lithuanian populations. The results from this study will be shared and suggest that the BERS-2 is a valid and reliable instrument for Eastern European countries to consider.)

LEADER(S): Philip Nordness, University of Nebraska, Omaha, NE

3:30 PM-4:15 PM ROOM: POSTER 05, EXPO HALL F
SESSION: 709

► Teaching Pre-Vocational Skills to Students With Autism With Nonverbal Speech

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

Research on the effectiveness of instructional strategies to teach various skills to students with autism who are nonverbal is scarce. We discuss the results of the study that examined the effectiveness of self-regulated problem-solving instruction on improving pre-vocational skills to these students.

LEADER(S): Gulnoza Yakubova, Duquesne University, Pittsburgh, PA

3:30 PM-4:15 PM ROOM: POSTER 06, EXPO HALL F
SESSION: 710

► College Decision-Making Process for Students With Disabilities

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Research

FORMAT: Poster Session

We will identify the factors students with disabilities report influence their college decision-making process and the resources they report using to make their postsecondary education choices. Learn how you can assist your students to make important postsecondary decisions.

LEADER(S): Stefania Petcu, University of South Carolina, Columbia, SC

PRESENTER(S): Kathleen Marshall, University of South Carolina, Columbia, SC

3:30 PM-4:15 PM ROOM: POSTER 22, EXPO HALL F
SESSION: 711

► Effects of Self-Advocacy Instruction on Students With ASD's Ability to Request Accommodations

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

We share findings from a study investigating the effects of a self-advocacy intervention on the ability to request academic accommodations for high school students with ASD. We will also provide you with information on generalizing accommodation-requesting skills to other postsecondary situations.

LEADER(S): Lauren Bethune, National Secondary Transition TA Center/UNC, Charlotte, NC

PRESENTER(S): Tara Regan, University of North Carolina, Charlotte, NC; David Test, National Secondary Transition TA Center/UNC, Charlotte, NC

3:30 PM-4:15 PM ROOM: POSTER 07, EXPO HALL F
SESSION: 712

► Raising Expectations and Opportunities for Students With ID in Middle and High School, College, and Beyond

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

In North Carolina, two grant initiatives have joined forces to improve attitudes, expectations, and inclusive opportunities for individuals with ID. Learn about barriers and needs, a web-based planning matrix to guide families/practitioners, and individuals with ID who enter and maintain successful competitive employment.

LEADER(S): Kelly Kelley, Western Carolina University, Cullowhee, NC

PRESENTER(S): David Westling, Western Carolina University, Cullowhee, NC

3:30 PM-4:15 PM ROOM: POSTER 12, EXPO HALL F
SESSION: 713

► There Is No 'I' in Team: Educator Collaboration in Self-Contained Special Education Classrooms

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

We introduce a framework for identifying and understanding the collaboration between educators in self-contained special education classrooms, and highlight the importance of solidarity, respect, and the utilization of staff. Implications for research and practice in education are discussed.

LEADER(S): Tia Barnes, Yale University, New Haven, CT

3:30 PM-4:15 PM ROOM: POSTER 13, EXPO HALL F
SESSION: 714

► Tools for Designing and Scaffolding Differentiated Learning Experiences for Students With Disabilities

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Providing access to the general education curriculum through differentiated learning and scaffolded instruction is important to meet the needs of all students. We showcase a set of tools designed to guide you through the process of designing instruction that incorporates differentiation and UDL, linking to the CCSS, and addressing diverse learning needs.

LEADER(S): *Melissa Edmiston, American Institutes for Research, Washington, D.C.*

PRESENTER(S): *Kathryn Balestreri, American Institutes for Research, Washington, D.C.*

3:30 PM-4:15 PM ROOM: POSTER 10, EXPO HALL F
SESSION: 715

► UDL for Students With Visual Impairments and Who Are D/HH : Does It Look Different?

TOPIC AREA: Communicative Disabilities and Deafness

SECONDARY TOPIC: Visual Impairments

FORMAT: Poster Session

We focus on the principles of UDL and how they apply to VI and D/HH students. Learn ways in which this population of students can be supported in a multi-tiered system of supports and how to increase student achievement through the systemic alignment of technology, policies, and curriculum.

LEADER(S): *Judy Peacock, University of South Florida, Tampa, FL*

PRESENTER(S): *Tony Dutra, University of South Florida, Tampa, FL*

3:30 PM-4:15 PM ROOM: POSTER 16, EXPO HALL F
SESSION: 716

► Academic Effects of Peer-Mediated Interventions With English Language Learners: A Systematic Review

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We share the results of a synthesis of peer-mediated interventions for ELLs conducted between 1993-2013. All peer-mediated interventions were included if they measured effects on ELLs in at least one academic outcome measure. Results of the study are discussed.

LEADER(S): *Dan Pyle, Utah State University, Logan, UT*

3:30 PM-4:15 PM ROOM: POSTER 18, EXPO HALL F
SESSION: 717

► Examining the Effects of Professional Development in Early Childhood on Teacher Quality

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Research

FORMAT: Poster Session

Learn the effects of a pre-K PD model on teachers' instructional practices and classroom quality. Significant gains were found between pre- and posttests in classroom environments and instructional practices. Results will be discussed.

LEADER(S): *Yaoying Xu, Virginia Commonwealth University, Richmond, VA*

3:30 PM-4:15 PM ROOM: POSTER 19, EXPO HALL F
SESSION: 718

► The Bi-Directional Relationship Between Peers and Perfectionism in Gifted Students

TOPIC AREA: Gifted and Talented

SECONDARY TOPIC: Research

FORMAT: Poster Session

This study investigated the relation between peer relationships and perfectionism in gifted students. The findings indicate that competition between peers can facilitate the development of adaptive and maladaptive perfectionism and may motivate others to avoid gifted students who are perfectionistic.

LEADER(S): *Julie Green, Heidelberg University, Tiffin, OH*

3:30 PM-4:15 PM ROOM: POSTER 03, EXPO HALL F
SESSION: 719

► Effects of Read-Alouds With Prompting to Promote Comprehension for Students With Intellectual Disabilities

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This study used a multiple probe design across texts and participants to promote reading comprehension using prompting and shared stories for students with moderate and severe ID. We examine if growth was made in the number of correct responses of unprompted reading comprehension questions.

LEADER(S): *Stephanie Devine, University of Nevada, Las Vegas, NV*

PRESENTER(S): *Joshua Baker, University of Nevada, Las Vegas, NV; Mona Nasir-Tucktuck, University of Nevada, Las Vegas, NV*

3:30 PM-4:15 PM ROOM: POSTER 04, EXPO HALL F
SESSION: 720

► Synthesis of Reading Fluency Intervention Between 2005-2014

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

Fluency intervention studies published between 2005-2014 were identified and summarized. In general, findings suggest that interventions with explicit, systematic instruction in key reading components result in significant effects on student outcomes. Synthesis in recent fluency interventions helps to understand effective fluency instruction for students with reading disabilities in middle school.

LEADER(S): Seyma Intepe, Florida State University, Tallahassee, FL

PRESENTER(S): Brandy Gatlin, Florida Center for Reading Research/FSU, Tallahassee, FL; Seyfullah Tingir, Florida State University, Tallahassee, FL

3:30 PM-4:15 PM ROOM: POSTER 15, EXPO HALL F
SESSION: 721

► Preparing Leaders to Work in the Digital Age

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Poster Session

Doctoral programs must find ways to keep abreast of current practices. We describe how one institution prepares future faculty to deliver technology-rich instructional environments and teaches educators to provide greater access to students with disabilities consistent with the principles of UDL.

LEADER(S): Sharon Raimondi, University at Buffalo/Buffalo State College, Buffalo, NY

PRESENTER(S): Kevin Miller, Buffalo State College, Buffalo, NY; Shannon Budin, SUNY Buffalo State, Buffalo, NY; Andrew Hashey, University at Buffalo, Buffalo, NY

3:30 PM-4:15 PM ROOM: POSTER 14, EXPO HALL F
SESSION: 722

► Preservice Special Education Teachers' Perceptions of Mathematical Discourse

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Science, Technology, Engineering and Math (STEM)

FORMAT: Poster Session

Presenters will report findings from a qualitative study of preservice special education teachers' understandings of mathematical discourse and the necessity to facilitate it for students with disabilities. We examine the findings to identify implications for preservice special education courses.

LEADER(S): Jeremy Lynch, Slippery Rock University, Slippery Rock, PA

3:30 PM-4:15 PM ROOM: POSTER 23, EXPO HALL F
SESSION: 723

► CCSS Aligned Writing From Source Texts: SRSD for Struggling 4th-5th Grade Writers

TOPIC AREA: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

CCSS requires 4th-5th graders to write persuasively after reading source text. We evaluated SRSD as a Tier 2 intervention using writing and reading strategies aligned with CCSS expectations. Learn how students doubled to tripled their element scores and improved writing quality.

LEADER(S): Amber Chambers, Arizona State University, Tempe, AZ

PRESENTER(S): Steve Graham, Arizona State University, Tempe, AZ; Karen R. Harris, Arizona State University, Tempe, AZ

3:30 PM-4:15 PM ROOM: POSTER 24, EXPO HALL F
SESSION: 724

► Increasing Tier 1 Fidelity in the Implementation of a Core Reading Program

TOPIC AREA: Research

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

This study determined if performance feedback increased fidelity to a core reading program in the Tier 1 setting for K-1 teachers in a low-performing elementary school. Performance feedback was provided to teachers as an intervention to improve fidelity. Results are shared.

LEADER(S): Mari Cuticelli, University of Connecticut, Storrs, CT

PRESENTER(S): Michael Coyne, University of Connecticut, Storrs, CT; Ashley Oldham, University of Connecticut, Storrs, CT

3:30 PM-4:15 PM ROOM: POSTER 20, EXPO HALL F
SESSION: 725

► Let's Talk About Re-Envisioning IEPs: Creating Links With Common Core and RTI

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

How meaningful are IEPs in supporting general/special educators to meet the academic and social needs of students? Practical IEPs emerge only when school teams focus on individual students through collaborative problem-solving, drawing from the efforts/data across RTI tiers, and unpacking/referencing CCSS.

LEADER(S): Ellen Koretz, Assumption College, Worcester, MA

PRESENTER(S): Evie Gleckel, Keene State College, Keene, NH

3:30 PM-4:15 PM ROOM: POSTER 21, EXPO HALL F
SESSION: 726

► Using Design Experiment Procedures to Develop Intensive Algebra-Readiness Interventions for Middle Grades

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Science, Technology, Engineering and Math (STEM)

FORMAT: Poster Session

We examined the development and implementation of modules in the area of algebra-readiness skills for middle school students with mathematics difficulties. Through a series of observations, focus groups, and feedback, instructional features were identified to strengthen math instruction.

LEADER(S): Ami Soto-Pacheco, University of Texas, Austin, TX

PRESENTER(S): Brian Bryant, Meadows Center for Preventing Educational Risk, UT, Austin, TX; Kathleen Pfannenstiel, Meadows Center for Preventing Educational Risk, UT, Austin, TX; Diane Bryant, Meadows Center for Preventing Educational Risk, UT, Austin, TX

3:30 PM-4:15 PM ROOM: POSTER 17, EXPO HALL F
SESSION: 727

► Solving Word Problems: Using the PIES Mnemonic Strategy

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Word problems are difficult for many students in math classes. We demonstrate an easy to learn mnemonic strategy for solving word problems. PIES uses a 4-step process: P=Picture, I=Information, E=Equation, and S=Solve. Preliminary research findings on efficacy in middle school math classes are shared.

LEADER(S): Lori Howard, Marshall University, South Charleston, WV

PRESENTER(S): Paula James Kaplan, Marshall University, South Charleston, WV

3:30 PM-4:15 PM ROOM: POSTER 11, EXPO HALL F
SESSION: 728

► Preparing Teachers to Implement Differentiated Mathematics Instruction Using the Common Core

TOPIC AREA: Strategies for Entry to the Special Education Career

SECONDARY TOPIC: Research

FORMAT: Poster Session

This session focuses on building collaborative differentiated mathematics instruction using CCSS. Teacher teams participated in PD session, applied learning knowledge in an inclusive setting, and received mentoring during the school year. Results of the study are shared.

LEADER(S): Margaret Flores, Auburn University, Auburn, AL

3:30 PM-4:15 PM ROOM: POSTER 08, EXPO HALL F
SESSION: 729

► Universal Design for Learning: Optimism Versus Reality in Research and Practice

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Research

FORMAT: Poster Session

In this session we will present an analysis of existing research about outcomes associated with UDL. We then discuss a UDL critical elements framework, grounded in case studies of the framework's use in Michigan schools that can guide future research and practice.

LEADER(S): Cynthia Okolo, Michigan State University, East Lansing, MI

PRESENTER(S): Jeff Diedrich, Michigan Integrated Technology Supports, Lansing, MI

3:30 PM-4:15 PM ROOM: POSTER 09, EXPO HALL F
SESSION: 730

► Using Onscreen Activities to Support Accessibility to Common Core State Standards

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

CCSS provides guidelines for what students are expected to learn, but it is not clear how it is to be implemented. Explore accessible visually supported onscreen activities tools to address students' IEP goals as aligned with the CCSS and how onscreen activities can be incorporated into instruction.

LEADER(S): Enid Hurtado, DynaVox Mayer-Johnson, Pittsburgh, PA

SATURDAY, APRIL 11

BALLROOM 20 AND MEETING ROOMS 21-33 ARE LOCATED ON THE UPPER LEVEL.

Sessions (8:00 a.m. – 2:00 p.m.) 188

• **Closing General Session 223**

2:15–3:15 p.m. • Hall F



SATURDAY SESSIONS

8:00 AM-9:00 AM ROOM: 033B • SESSION: 735

► Program Chair - Determining the Need for a Paraeducator: A Data Based Approach

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

We examine a systematic process used by IEP teams to determine under what circumstances a special education paraeducator is required for a program or individual student. This includes an examination of the student's school day, consideration of existing staff, course requirements and individual student needs.

LEADER(S): *Martin Hendrix, Scott County School District, Georgetown, KY*

PRESENTER(S): *Arden Goodman, Scott County School District, Georgetown, KY*

8:00 AM-9:00 AM ROOM: 031C • SESSION: 736

► Schoolwide Positive Behavior Interventions and Supports

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&A

School climate surveys assess the quality and character of a school community as well as the overall school learning environment. School leaders as well as faculty and staff will learn about the importance of school climate, and then take what they have learned back to their respective schools and implement these practices.

LEADER(S): *Jon Downs, Louisiana State University, Baton Rouge, LA*

8:00 AM-9:00 AM ROOM: 025B • SESSION: 737

► Enhancing Accessibility for Students With Disabilities on Large-Scale Reading Comprehension Assessments

TOPIC AREA: Assessment

SECONDARY TOPIC: Accountability & Large Scale Assessments

FORMAT: Presentation with Q&A

Learn the results of a study to identify a valid set of accommodations for students with word-reading disabilities to demonstrate their skills on standardized reading comprehension assessments. Four accommodations were tested: (1) Pacing assistance; (2) Questions and answer options read aloud; (3) Proper nouns read aloud; and (4) Full read-aloud.

LEADER(S): *Allison Gandhi, American Institutes for Research, Washington, D.C.*

PRESENTER(S): *Amy Szymanski, American Institutes for Research, Washington, D.C.; Louis Danielson, American Institutes for Research, Washington, D.C.*

8:00 AM-9:00 AM ROOM: 030AB • SESSION: 738

► Strand I, Session 1: Transition to Adulthood From a Student Perspective

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

In this session, I will share what I have learned through my own experiences as well as through my own research on what high schools need to do in order to help students with autism make a successful transition out of high school to college and work.

LEADER(S): *Stephen Hinkle, Disability Rights Advocate, San Diego, CA*

8:00 AM-9:00 AM ROOM: 028D • SESSION: 739

► Transit-Education Partnerships: Waves of Opportunity!

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Limited knowledge of and access to transportation is a barrier toward student attainment of postschool goals. Learn to identify and establish partnerships with transportation and acquire funding to support transportation education.

LEADER(S): *Judy Shanley, Easter Seals, Chicago, IL*

8:00 AM-9:00 AM ROOM: 028E • SESSION: 740

► A Story Grammar Intervention for ELLs With Language Impairments

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This session will describe the results of a study that examined the effects of a story grammar intervention paired with repeated story retells for English Learners with language impairments. Implementation of the intervention and implications for research and practice will be discussed.

LEADER(S): *Rhonda Miller, Clemson University, Clemson, SC*

PRESENTER(S): *Vivian Correa, University of North Carolina, Charlotte, NC; Antonis Katsiyannis, Clemson University, Clemson, SC*

8:00 AM-9:00 AM ROOM: 027B • SESSION: 741

► Using Culturally Responsive Instruction With CLD Students With Disabilities to Increase Performance in Algebra I

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

It is imperative for practitioners to implement effective strategies to increase minority students' academic achievement. We discuss the effectiveness of using culturally responsive instruction to close the mathematics achievement gap between White students and CLD students with disabilities enrolled in an inclusive Algebra 1 course.

LEADER(S): Lorena Munoz, Florida International University, Miami, FL

8:00 AM-9:00 AM ROOM: 029A • SESSION: 742

► UDL in the EC Inclusion Classroom: What Does it Really Look Like and How Do We Make It Happen?

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

We share the findings of a study to determine how teachers in early childhood inclusion classrooms incorporate the principles of UDL, an inclusive pedagogy, and how specific professional development in UDL changes teachers' knowledge and behaviors in the classroom.

LEADER(S): Jennifer Stone, Wichita State University, Wichita, KS

8:00 AM-9:00 AM ROOM: 029C • SESSION: 743

► Changing Teacher Behavior: Collaboration, Consultation, and Treatment Integrity Research

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Early Childhood

FORMAT: Presentation with Q&A

Implementation of intervention plans is often solely the responsibility of teachers and staff; failure to implement plans is a common problem. We describe the literature related to addressing treatment integrity through consultation and suggest options for changing teacher implementation behavior.

LEADER(S): Sharon Bohjanen, University of Arizona, Tucson, AZ

PRESENTER(S): Alison Zagana, University of Arizona, Tucson, AZ; Carl Liaupsin, University of Arizona, Tucson, AZ

8:00 AM-9:00 AM ROOM: 029D • SESSION: 744

► Youth Residing in Foster Care Settings: Is Troubling Behavior Correlated With Low Academic Achievement?

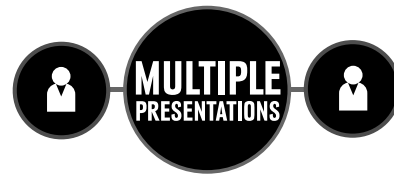
TOPIC AREA: Emotional and Behavioral Disorders

FORMAT: Panel

Data from the NSCAW II were analyzed to determine if significant relationships existed between participants' internalizing and externalizing scores on the Child Behavior Checklist and their scores on assessments of academic achievement. Results will be discussed.

LEADER(S): Calli Lewis, California State University, Bakersfield, CA

PRESENTER(S): Lyndal M. Bullock, University of North Texas, Denton, TX



8:00 AM-9:00 AM • ROOM: 026A • SESSION: 745

Engaging the Diverse Learning Needs of Gifted and Twice-Exceptional Learners

TOPIC AREA: Gifted and Talented

MODERATOR(S): Kimberley Chandler, The College of William and Mary, Williamsburg, VA

● Using a Product Protocol to Engage Diverse Learners

How can you engage diverse learners in thinking creatively and critically? One powerful strategy is real-world product development that ensures ease, consistency, and clarity to encourage authentic assessment. We explore a protocol that guides students in product development, facilitates differentiation, simplifies assessment, and removes the learning ceiling.

LEADER(S): Julia Roberts, The Center for Gifted Studies/Western Kentucky University, Bowling Green, KY

PRESENTER(S): Tracy Inman, The Center for Gifted Studies/Western Kentucky University, Bowling Green, KY

● Using Bibliotherapy to Address Affective Concerns With Gifted/Twice Exceptional Learners

Gifted and twice exceptional learners are confronted daily with issues which can be painfully difficult. Bibliotherapy is an effective strategy for helping them deal with complex situations encountered in school. We discuss the background of bibliotherapy and its practical application. In addition, attendees will receive booklists to address developmental challenges.

LEADER(S): Patti Wood, Samford University, Birmingham, AL

8:00 AM-9:00 AM ROOM: 028AB • SESSION: 746

► A Spanish Postsecondary Education Program for Students With Intellectual Disabilities

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: International Programs/Services

FORMAT: Presentation with Q&A

We describe a successful postsecondary education model used at Spanish universities for students with ID and the outcomes during the first 4 years of implementation. You will hear a description of practice, the outcomes from various stakeholders, implications, and portability of the program.

LEADER(S): Sharon Judge, Old Dominion University, Norfolk, VA

8:00 AM-9:00 AM ROOM: 028C • SESSION: 747

► Informed Transition Planning: Supporting Social Sexual Health for Persons With ID

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

This study examined the sexual understanding of individuals with ID via interviews focused on sexual education, self-advocacy, accessing information, and forming sexual identities. We discuss the integration of sexual health and social behaviors into person-centered plans and transition planning.

LEADER(S): Merry Staulters, Widener University, Chester, PA

PRESENTER(S): George Turner, Turner Professional Group, Kansas City, MO

8:00 AM-9:00 AM ROOM: 025C • SESSION: 748

► Stakeholder Communication and Collaboration in Transition Processes for Students With Disabilities

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

We investigated school-home collaboration during transitions for students with DD with a focus on supports that allow for successful transition from primary to secondary school, and from secondary to post-school life. This is part of an international project conducted in the U.S, Australia, and Prague.

LEADER(S): Cathi Draper Rodriguez, California State University, Monterey Bay, Seaside, CA

PRESENTER(S): Iva Strnadova, University of New South Wales, Sydney, Australia; Therese Cumming, University of New South Wales, Sydney, Australia

8:00 AM-9:00 AM ROOM: 032A • SESSION: 749

► Outcomes of Training School Personnel in Brief Experimental Analysis

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Brief experimental analysis (BEA) is a time-efficient and reliable assessment method effective in identifying interventions for struggling students. Learn to utilize BEA to identify evidence-based reading fluency interventions and to train school personnel to use BEA to improve reading outcomes.

LEADER(S): Barbara Pline, Keystone Area Education Agency, Dubuque, IA

PRESENTER(S): Michelle Hinzman, Keystone Area Education Agency, Dubuque, IA; Chamoni DeLong, Keystone Area Education Agency, Decorah, IA; Pamela Fields, Keystone Area Education Agency, Dubuque, IA

8:00 AM-9:00 AM ROOM: 033C • SESSION: 750

► Unidirectional Tutoring for Students With High Incidence Disabilities in an Inclusive, Secondary Setting

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

We present the results of a study that examined the effects that a unidirectional peer-mediated intervention had on the academic outcomes for students with high incidence disabilities. Measures of daily work completion/accuracy, weekly quiz grades, and percent of intervals of academic engagement are presented.

LEADER(S): Dan Pyle, Utah State University, Logan, UT

PRESENTER(S): Ben Lignugaris-Kraft, Utah State University, Logan, UT

8:00 AM-9:00 AM ROOM: 026B • SESSION: 751

► Good Models: Do Our Candidates See Evidence-Based Practices in the Classroom?

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

Three New York State teacher preparation programs share data on their candidates' observation in field placements. Suggestions for increasing access to higher quality models will be discussed. Additional ideas will be shared on strategies to compensate for placements with lower quality models.

LEADER(S): Dawn Hamlin, SUNY, Oneonta, NY

PRESENTER(S): Shannon Budin, SUNY Buffalo State, Buffalo, NY; Dee Berlinghoff, Mount Saint Mary College, Newburgh, NY

Session 752 will be presented in Spanish.**8:00 AM-9:00 AM ROOM: 032B • SESSION: 752****► Latino Family Voices: Barriers Families Face in Ensuring FAPE for Children With Disabilities****TOPIC AREA:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Panel

This session includes discussion regarding the cultural and linguistic barriers that Latino children and families face in achieving a Free Appropriate Public Education (FAPE) in K-12 schools. The strengths and cultural assets of Latino families that can be leveraged to facilitate successful planning decisions for children with disabilities will be considered.

LEADER(S): *Rebecca Sapien-Melchor, Fiesta Educativa, Inc., Los Angeles, CA*

PRESENTER(S): *Leticia Galvan, Fiesta Educativa, San Diego Chapter, Los Angeles, CA; Guilbaldo Aguilar, Fiesta Educativa, San Diego Chapter, Los Angeles, CA; Yvonne Calleros, Fiesta Educativa, San Diego Chapter, Los Angeles, CA; Maria Elena Riedel, Fiesta Educativa, San Diego Chapter, Los Angeles, CA*

DISCUSSANT: *Pedro Olvera, Azusa Pacific University, Azusa, CA*

8:00 AM-9:00 AM ROOM: 030CD • SESSION: 753**► Strand J, Session 1: Impact of Geographic Mobility on Military Children's Access to Special Education Services****TOPIC AREA:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

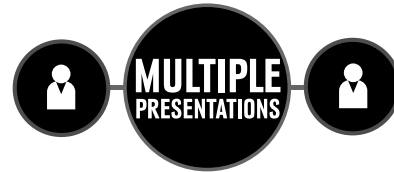
With each permanent change of station, military families of children with disabilities choreograph an elaborate dance with losing and gaining schools and providers. We present the challenges and available resources identified by over 100 enrollees of a military program for families with dependents with disabilities and providers.

LEADER(S): *Jessica Jagger, U.S. Marine Corps Headquarters Behavioral Health, Stafford, VA*

8:00 AM-9:00 AM ROOM: 025A • SESSION: 754**► The JANUS Project: Looking Back to Move the Field Forward****TOPIC AREA:** Pioneers/Historical Perspectives**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

The Janus Oral History project was designed to collect conversations with prominent individuals who were pioneers in developing the field of EBD or are contemporary leaders in the field. To date the project has collected well over 50 interviews both individually and in small groups. Join us and hear excerpts from many of these leaders offering their wisdom to those just entering the field.

LEADER(S): *James Teagarden, Kansas State University, Manhattan, KS*

**8:00 AM-9:00 AM • ROOM: 22 • SESSION: 756****Ethical, Legal, and Practical Issues****TOPIC AREA:** Public Policy**MODERATOR(S):** *Barbara Pazez, University of Texas, Austin, TX***● Addressing Barriers to Educating Foster Children Through Laws and Effective Practices**

Youth in foster care with disabilities have worse educational outcomes than other youth. Using real cases of foster youth, we will identify educational barriers these youth experience, federal and state laws, and effective practices that address the barriers these youth experience, federal and state laws, and effective practices that address the barriers and improve outcomes.

LEADER(S): *Lois Weinberg, California State University, Los Angeles, CA*

PRESENTER(S): *Andrea Zetlin, California State University, Los Angeles, CA*

● Aligning State Ethic Laws With CEC Ethical Principles and Practice Standards

The state laws of ethical behavior required for educators will be presented as they align with CEC Ethical Principles and Practice Standards. Attendees will consider state laws and CEC standards to resolve current, real life ethical dilemmas in special ed.

LEADER(S): *Shirley Dawson, Weber State University, Ogden, UT*

PRESENTER(S): *Bonnie Hofland, Weber State University, Ogden, UT; Richard Squire, Snow College, Ephraim, UT; Marjorie Lynes, University of Utah, Salt Lake City, UT*





8:00 AM-9:00 AM ROOM: 033A • SESSION: 757

► **Project-Based Elementary Engineering: A Differentiated Approach for the Next Generation Gifted Innovators**

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Gifted and Talented

FORMAT: Presentation with Q&A

The Next Generation Science Standards draws attention to engineering practices as an integral component to the core ideas and concepts in math and science. Learn how to integrate engineering practices into elementary science and math curriculum and use differentiated project-based engineering and problem-based activities for gifted learners.

LEADER(S): *Alicia Cotabish, University of Central Arkansas, Conway, AR*

PRESENTER(S): *Deborah Dailey, University of Central Arkansas, Conway, AR*



8:00 AM-9:00 AM • ROOM: 029B • SESSION: 758

Mixed and Augmented Reality Instructional Practices for Students With Disabilities

TOPIC AREA: Technology and Media

MODERATOR(S): *Rachel Wright, University of Tennessee, Knoxville, TN*

● **Google Glass and Augmented Reality for Students With ASD and ID in Postsecondary Education**

This session reports the findings from two research studies using Google Glass as a means of wearable technology for students with ASD and ID. We discuss the benefits, implications, and limitations discovered by placing this cutting edge technology in front of the eyes of postsecondary students with disabilities in these applied research studies.

LEADER(S): *Rachel Wright, University of Tennessee, Knoxville, TN; David Cihak, University of Tennessee, Knoxville, TN*

● **The Future of Student Instruction: Mixed and Augmented Reality and Students With Disabilities**

Mixed and Augmented Reality can help students with disabilities learn hard skills, soft skills, and practical skills. We share the results of an application for teaching soft skills via mixed-reality in the classroom. Participants will leave this session with practical strategies for today's classroom and ideas for teaching tomorrow's students.

LEADER(S): *Zachary Walker, National Institute of Education, Singapore*

PRESENTER(S): *Don McMahon, Washington State University, Pullman, WA*

8:00 AM-8:45 AM ROOM: POSTER 01, EXPO HALL F
SESSION: 762

► Just the Facts: The Kinds of Knowledge Measured by Science Assessments

TOPIC AREA: Accountability & Large Scale Assessments

SECONDARY TOPIC: Science, Technology, Engineering and Math (STEM)

FORMAT: Poster Session

Learn the results of a study that analyzed the science standardized assessment of a southwestern state to determine the readability level and type of scientific knowledge asked. Findings allow educators to make informed decisions when developing IEPs for students with LD.

LEADER(S): *Richard Robbins, University of New Mexico, Albuquerque, NM*

PRESENTER(S): *Alicia Haynes, University of New Mexico, Albuquerque, NM*

8:00 AM-8:45 AM ROOM: POSTER 02, EXPO HALL F
SESSION: 763

► The Impact of Principal Experience in Special Education on Students' Reading Achievement

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

We examine the impact of principals' experience in special education on special education teachers' effectiveness at improving kindergarten students with disabilities' reading achievement. Results are shared.

LEADER(S): *Elizabeth Bettini, University of Florida, Gainesville, FL*

PRESENTER(S): *Yujeong Park, University of Tennessee, Knoxville, TN*

8:00 AM-8:45 AM ROOM: POSTER 03, EXPO HALL F
SESSION: 764

► Developing and Implementing Student Portfolios in Early Childhood Settings Using iBooks

TOPIC AREA: Assessment

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

Portfolios provide a means for educators to collect, store, and present holistic views of young children with disabilities. Typically these collections are folders or binders of physical material. Learn how educators can transition to using iBooks Author to create electronic student portfolios.

LEADER(S): *Conrad Oh-Young, University of Nevada, Las Vegas, NV*

PRESENTER(S): *Maryssa Kucskar, University of Nevada, Las Vegas, NV; Kathleen O'Hara, University of Nevada, Las Vegas, NV; Christine Baxter, University of Nevada, Las Vegas, NV*

8:00 AM-8:45 AM ROOM: POSTER 04, EXPO HALL F
SESSION: 765

► Classroom Strategies for Hispanic Students With Autism Spectrum Disorder in Rural Communities

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Hispanic students with ASD in rural communities have difficulties receiving the appropriate planning, implementation, and monitored interventions in comparison with their nondisabled peers. We examine the use of evidence-based practices and instructional strategies using a Collaborative Interdisciplinary Approach in order to close this gap.

LEADER(S): *Daniel Barraza, San Luis High School, San Luis, AZ*

8:00 AM-8:45 AM ROOM: POSTER 07, EXPO HALL F
SESSION: 766

► Deconstructing Disclosure: A Model for Advancing Self-Determination Through Negotiation

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Research

FORMAT: Poster Session

We present a model for deconstructing and understanding the complex dialogue surrounding disclosure of disability in postsecondary and workplace environments. Given the relationship between accommodation and life success, the model is proposed as a template for use in transition training programs to foster skills in negotiation enhancing self-determination.

LEADER(S): *Kathryn Scorgie, Azusa Pacific University, Azusa, CA*

PRESENTER(S): *Sarah Scorgie, Azusa Pacific University, Azusa, CA*

8:00 AM-8:45 AM ROOM: POSTER 12, EXPO HALL F
SESSION: 767

► School-Wide Positive Behavior Supports and Students With Special Needs in Urban Schools

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Learn about implementation of School-Wide PBS and its impact on students with special needs in a large urban school district. Although all diverse populations are part of the research, particular focus is on disciplinary impact for students identified with special needs in inclusive settings.

LEADER(S): *Christina Rusk, University of the Pacific, Stockton, CA*

8:00 AM-8:45 AM ROOM: POSTER 13, EXPO HALL F
SESSION: 768

► University-School Partnerships, Schoolwide PD, Inclusive Classrooms, and Student Engagement Strategies

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

A schoolwide research-based professional development was created through a university-school partnership to meet the needs of educators. Results from a mixed-methods descriptive study will be shared and discussed.

LEADER(S): Sarah Nagro, Johns Hopkins University, Baltimore, MD

PRESENTER(S): Sara Hooks, Johns Hopkins University, Baltimore, MD; Dawn Fraser, Johns Hopkins University, Baltimore, MD

8:00 AM-8:45 AM ROOM: POSTER 10, EXPO HALL F
SESSION: 769

► Collaborative Service Provision to Students Who Are D/HH in the Prairie Provinces

TOPIC AREA: Communicative Disabilities and Deafness

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Children who are D/HH struggle with language and in the Prairie Provinces of Canada have limited access to teachers equipped to meet their needs. Learn the results of a study examining collaborative practices between TODs and SLPs in service provision to this population.

LEADER(S): Brynn Villeneuve, Minot State University, Minot, ND

PRESENTER(S): Holly Pedersen, Minot State University, Minot, ND

8:00 AM-8:45 AM ROOM: POSTER 17, EXPO HALL F
SESSION: 770

► Disabilities and Special Education Services: The Perspectives of Korean-American Parents

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

Studying Korean-American parents' perceptions of disabilities, attitudes toward their children with disabilities and special education services can provide insight in serving these families. Learn the findings of a literature review to understand cultural attitudes regarding disabilities and special education.

LEADER(S): Nari Choi, University of Florida, Gainesville, FL

PRESENTER(S): Ray Ostendorf, University of Texas, Austin, TX

8:00 AM-8:45 AM ROOM: POSTER 18, EXPO HALL F
SESSION: 771

► Early Childhood Teachers' Use of Web Sites for Evidence-Based Practices

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

We share the results of research that addresses early childhood teachers' use of web sites for accessing evidence-based practices and the effects of professional development on teachers' perceptions of value and self-reported use of these web sites.

LEADER(S): Cammy Purper, California Baptist University, Riverside, CA

8:00 AM-8:45 AM ROOM: POSTER 22, EXPO HALL F
SESSION: 772

► Evaluation of Choice-Stimulus Preference Assessment for Students With Emotional Disturbance

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

We present findings from a study that compared the effectiveness of choice-stimulus preference assessment to vocal nomination of preferences in identifying reinforcers for students with ED. Recommendations for practice will be presented.

LEADER(S): Seth King, Vanderbilt University, Nashville, TN

8:00 AM-8:45 AM ROOM: POSTER 23, EXPO HALL F
SESSION: 773

► Teachers' Self-Efficacy, Burnout, and Knowledge of Classroom and Behavior Management Strategies

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

We examine the association between teachers' reported knowledge and use of research-based classroom and behavior management strategies, their self-efficacy, and their feelings burnout. The importance of increasing teachers' knowledge of these strategies during teacher preparation programs are shared.

LEADER(S): Tara Moore, University of Tennessee, Knoxville, TN

PRESENTER(S): David Cihak, University of Tennessee, Knoxville, TN

8:00 AM-8:45 AM ROOM: POSTER 06, EXPO HALL F
SESSION: 774

► Teaching Students to Play the Wii Using Video Models

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

We share the results of a study that evaluated video modeling to teach recreation and leisure skills to students with moderate cognitive disabilities and autism. Promising results indicated video modeling was an effective and efficient instructional method. Future implications will be discussed.

LEADER(S): Amy Spriggs, University of Kentucky, Lexington, KY

8:00 AM-8:45 AM ROOM: POSTER 20, EXPO HALL F
SESSION: 775

► Current Challenges in Developing an Inclusive Education System in Japan

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Public Policy

FORMAT: Poster Session

The Japanese government is addressing Disability Policy Reform in Japan by proposing a model of an Inclusive Education System. We conducted a survey to investigate efforts and challenges in developing the model at a local level. The model, results of the survey, and challenges are described.

LEADER(S): Yumiko Saito-Kitanosako, National Institute of Special Needs Education, Yokosuka, Kanagawa, Japan

PRESENTER(S): Tsutomu Kamiyama, National Institute of Special Needs Education, Yokosuka, Japan

8:00 AM-8:45 AM ROOM: POSTER 16, EXPO HALL F
SESSION: 776

► Effects of Strategic Instruction With iPads on Multiplication Fact Performance of Students With LD

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We share the results of a single-case design study investigating the effect of explicit, strategic instruction with iPad application practice on the multiplication fact performance of 5th-grade students with LD. Visual analysis of data, effect sizes computed, and social validity results are reported.

LEADER(S): Minwook Ok, University of Texas, Austin, TX

PRESENTER(S): Diane Bryant, Meadows Center for Preventing Educational Risk, UT, Austin, TX

8:00 AM-8:45 AM ROOM: POSTER 05, EXPO HALL F
SESSION: 777

► Predicting Vocabulary Acquisition During Text Reading Among Struggling Readers

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

This study explored student- and word-level predictors of in-text vocabulary learning during comprehension instruction for struggling readers. We share the results indicating that vocabulary-focused instruction outperforms knowledge structures and traditional format for vocabulary outcomes.

LEADER(S): Esther Lindstrom, Vanderbilt University, Nashville, TN

8:00 AM-8:45 AM ROOM: POSTER 15, EXPO HALL F
SESSION: 778

► Well-Being of Families of Children With DD: An Application of Latent Class Models With Covariates

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Research

FORMAT: Poster Session

We conducted a latent Class Analysis on parent-reported data from the National Survey of Children's Health 2011-2012 to identify the underlying patterns on parents' perceived family well-being among families who have a child with DD. Results are discussed.

LEADER(S): Jiyeon Kim, University of California, Santa Barbara, CA

PRESENTER(S): Kyusang Park, University of California, Santa Barbara, CA; Mian Wang, University of California, Santa Barbara, CA

8:00 AM-8:45 AM ROOM: POSTER 14, EXPO HALL F
SESSION: 779

► College Is Calling: Secondary Students' Engagement With Campus and Special Education Programs

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Teacher educators are feeling pressure to market programs due to decreased enrollment in education departments. One department built an interest in the University through junior classes at local school districts through a college day visit and with a new dual-certification program in special education.

LEADER(S): Bethany McConnell, University of Pittsburgh at Johnstown, Johnstown, PA

PRESENTER(S): Katie Monsour, University of Pittsburgh at Johnstown, Johnstown, PA

8:00 AM-8:45 AM ROOM: POSTER 19, EXPO HALL F
SESSION: 780

Demystifying Evidence-Based Practices in Special Education: How the Sausage Gets Made

TOPIC AREA: Research

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

The identification and implementation of EBPs is one of the most influential reforms in contemporary education, yet most stakeholders do not fully understand the process involved in identifying EBPs. We discuss how EBPs are identified and make recommendations for appropriately interpreting them.

LEADER(S): Bryan Cook, University of Hawaii at Manoa, Honolulu, HI

PRESENTER(S): Susan Wilczynski, Ball State University, Muncie, IN

8:00 AM-8:45 AM ROOM: POSTER 08, EXPO HALL F
SESSION: 781

Effects of Teacher Characteristics on Perceptions of Their Role in Implementing School-Based Mental Health

TOPIC AREA: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

We examined the effect of special education teacher characteristics on perceptions of their knowledge, skills, and roles in implementing school-based mental health. Examination of these characteristics is important for improving teacher preparation programs and PD provided to practicing teachers.

LEADER(S): Jennifer McKenzie, University of Missouri, Columbia, MO

8:00 AM-8:45 AM ROOM: POSTER 21, EXPO HALL F
SESSION: 782

Using Peer-Mediated Learning to Support Tier 2 Reading Intervention in RTI

TOPIC AREA: Response to Intervention (RTI): Multi-Tier System of Supports

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Implementation of RTI models is growing across schools. As schools look for interventions, peer-mediation strategies offer educators an evidence-based strategy with guidance for implementation as a Tier 2 intervention. Learn how two urban schools used PALS to increase student readings skills.

LEADER(S): Claudia Rinaldi, Lasell College, Newton, MA

8:00 AM-8:45 AM ROOM: POSTER 11, EXPO HALL F
SESSION: 783

Transformation of Teacher Candidates/Novice Teachers to Professional Practitioner: Support Through Mentorship

TOPIC AREA: Strategies for Entry to the Special Education Career

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

We describe how teacher candidates/recent graduates hired in special education positions can be supported through a mentor program, Mentoring Unique Special Educators (MUSE). Interview data of MUSE mentors are analyzed and implications are discussed.

LEADER(S): Cecily Ornelles, University of Hawaii at Manoa, Honolulu, HI

8:00 AM-8:45 AM ROOM: POSTER 09, EXPO HALL F
SESSION: 784

Increasing Instances of Independent Electronic Communication Via a Modified Text-Messaging System

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

The EZPic2Txt app utilizes text-to-speech software, pictures/picture symbols, and touch screen technologies to make electronic communication more accessible. The development of the app will be discussed as well as the results of field-testing the app and implications for families and practitioners.

LEADER(S): David Lojkovic, George Mason University, Fairfax, VA

PRESENTER(S): Anya Evmenova, George Mason University, Fairfax, VA; Michael Behrmann, George Mason University, Fairfax, VA

9:15 AM-11:15 AM ROOM: 033C • SESSION: 790

Program Chair – Perspectives From Adult Siblings of Individuals With Intellectual and Developmental Disabilities

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Panel

Hear perspectives from adult siblings of individuals with IDD on their relationships, roles, and support needs. The panel shares first-hand accounts about the types of supports and services provided to students with disabilities — and their siblings — to prepare them for adulthood.

LEADER(S): Zachary Rossetti, Boston University, Boston, MA

PRESENTER(S): Sarah Hall, Ashland University, Columbus Center, Columbus, OH; Jaqueline Moreno, Behavior Frontiers, Los Angeles, CA; Julie Payne-Neward, California Sibling Leadership Network, San Francisco Bay Area

9:15 AM-11:15 AM ROOM: 033B • SESSION: 791

► Program Chair – Exceptional Lives, Exceptional Stories

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Instructional Design and Strategies

FORMAT: Panel

Come and hear individuals with disabilities and their families to share insights regarding life with a disability. Session leaders will facilitate a discussion in question-and-answer format. We will summarize insights gained from panel discussions and conclude with time for informal conversations with families.

LEADER(S): *Jennifer Diliberto, University of North Carolina, Chapel Hill, NC*

PRESENTER(S): *Marge Terhaar-Yonkers, Meredith College, Raleigh, NC; Mary Ruth Coleman, University of North Carolina, Chapel Hill, NC*

9:15 AM-10:15 AM ROOM: 25C • SESSION: 792

► EXHIBITOR SHOWCASE SESSION: Child-Centric Learning Realized!

Today marks the beginning of a new way to help your child or student emerge.

Starting today – New pathways are open for homes and schools to engage in new and productive ways. Parents, teachers and therapists can easily collaborate to support each child's learning and social development. The child begins to develop a deeper sense of self-awareness and belonging. COME and discover Kula Ed, a unique, 360° child-centric process and accompanying suite of web-based tools. By putting the child at the center, Kula Ed allows for richer teaching and parenting experiences and learning opportunities for each child. Developed by a parent of a child with epilepsy and autism, and tested in schools for 9 years with positive results, Kula Ed can help you be the catalyst for what you want most for your child or student.

LEADER(S): *Joan Robichaud, Valere, Inc., Simsbury, CT*

9:15 AM-10:45 AM ROOM: 023B • SESSION: 795

► Preparing Students With Disabilities to Succeed in College

FORMAT: Presentation with Q&A

Students with disabilities face a lot of changes when they get to college-but this doesn't have to be a problem because teachers, counselors, and parents can prepare students to succeed in this new environment. In this workshop, you'll learn how the legal framework shifts between high school and college, how the disability services system works at the university level, and accommodations that may (or may not) be available in college.

LEADER(S): *Elizabeth Hamblet, Columbia University, New York, NY*

9:15 AM-10:15 AM ROOM: 031C • SESSION: 796

► Knowledge and Skills Essential for Administrators to Serve Students With Special Needs

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

Special education requirements compound expectations for school leaders, however leadership preparation programs typically ignore special education topics. Administrators' lack of special education knowledge engenders social inequality for students with disabilities. By applying Critical Pedagogy to the findings of a nationwide study, we discuss ways to begin transformative change.

LEADER(S): *Susan Bineham, University of Texas, Austin, TX*

PRESENTER(S): *Barbara Pazez, University of Texas, Austin, TX*

9:15 AM-10:15 AM ROOM: 028AB • SESSION: 797

► A Sustainable System of Staff Development for Serving Students With ASD: How to Get There and Stay There

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Presentation with Q&A

The NPDCASD and the NSP have provided school districts information on essential practices for educators serving students with ASD. We describe an innovative model of staff development that is effective in moving EBPs into the classroom. Long-term sustainability of EBPs and a system of supports are described.

LEADER(S): *Debbie Ware, Easter Seals Outreach, Little Rock, AR*

PRESENTER(S): *Syd Adams, Easter Seals Outreach, Little Rock, AR*

9:15 AM-10:15 AM ROOM: 028C • SESSION: 798

► Interactive Storybook Reading for Young Children With ASD

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Early Childhood

FORMAT: Demonstration

Learn how to implement interactive storybook reading with children with ASD. Information about emergent literacy, specifics on how to do interactive book reading, research evidence with preschoolers with ASD, video examples, adaptations for children with ASD, and sample lesson plans will be shared.

LEADER(S): *Roxanne Hudson, University of Washington, Seattle, WA*

PRESENTER(S): *Jacob Hackett, University of Washington, Seattle, WA; Maya Smith, University of Washington, Seattle, WA*

9:15 AM-10:15 AM ROOM: 030AB • SESSION: 799

► Strand I, Session 2: Transition as Process: Foundational Skills for Self-Advocacy, Resiliency, and Self-Determination in Autistic Youth

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

This session will focus on strategies to nurture the development of skills/attitudes in youth with autism to support the complex transition to adulthood. We explore opportunities needed to develop resiliency, self-determination, and self-advocacy and share strategies to begin this work in early adolescence.

LEADER(S): Leah Kelley, Chilliwack, British Columbia, Canada



9:15 AM-10:15 AM • ROOM: 025A • SESSION: 800

Co-Teaching: Establishing Effective Practice and Demonstrating Effectiveness

TOPIC AREA: Collaboration and Inclusive Practices

MODERATOR(S): Cynthia Shamberger, Fayetteville State University, Fayetteville, NC

● Is a Collaborative Team Model More Effective Than Traditional Methods?

We focus on the process and results of implementing a collaborative team teaching model for students with high incidence disabilities in a large suburban school district. The process of change will be discussed, as well as the quasi-experimental study that followed the implementation from start to finish.

LEADER(S): E. Norman (Norm) Bishop, Alice Lloyd College, Pippa Passes, KY

● Zero to Sixty: A Professional Development Module for Establishing Co-Teaching

What does it take to get co-teaching up and running when there is no history of collaborative teaching and special education services have been provided entirely outside the general education classroom? Learn about a year-long PD module provided to elementary teachers who co-taught during core reading instruction.

LEADER(S): Christine Rogers, Southwestern College, Winfield, KS

PRESENTER(S): James Collins, University of Wisconsin, Whitewater

9:15 AM-10:15 AM ROOM: 025B • SESSION: 801

► The Impact of Students' Self-Perceptions of Support on Structuring Learning Environments

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

We focus on the power of collaboration between students and teachers in the general and special education environments. The findings of a study that investigated high school students with LD' perceptions of academic support in school are shared.

LEADER(S): Anna Marie Villalobos, San Mateo County Office of Education, Redwood City, CA

9:15 AM-10:15 AM ROOM: 028E • SESSION: 802

► Making Contact: The Lived Experience of Students Who Use Speech Generating Devices

TOPIC AREA: Communicative Disabilities and Deafness

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&A

Learn about an investigation into the experiences of young people who must use a SGD to speak. Drawing upon the experiences of students with severe physical disabilities who rely on SGDs, we share reflections on the meaning of having a voice for a 'voiceless' child. Implications for practice are explored.

LEADER(S): Kathy Howery, University of Alberta, Edmonton, Canada

9:15 AM-10:15 AM ROOM: 22 • SESSION: 803

► Practices That Close the Achievement Gap for CLD Students With Disabilities: Survey of Effective Teachers

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

Diverse students with disabilities have historically underperformed academically when compared to mainstream students. Research underscores the importance of systemic change implementation in schools. We share survey results from teachers who have closed the achievement gap for diverse students with disabilities.

LEADER(S): Jose Luis Alvarado, California State University Monterey Bay, Seaside, CA

PRESENTER(S): Jorge Preciado, Seattle Pacific University, Seattle, WA



9:15 AM-10:15 AM ROOM: 027B • SESSION: 804

► What Do Special Education Teachers Need to Know About English Language Learners?

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Based on the research and EBPs, the presenter will share core principles that enhance special education teachers' knowledge and skills in working with ELLs. Participants will learn culturally and linguistically responsive practices in RTI process, special education evaluation and program decision-making, and IEP development for ELLs.

LEADER(S): Ying Hui-Michael, Rhode Island College, Providence, RI

9:15 AM-10:15 AM ROOM: 029C • SESSION: 805

► To Screen or Not to Screen? Technical Adequacy of Behavioral Screening in Schools

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Presentation with Q&A

Schools benefit from screening data to identify students at-risk for ED and to guide implementation of supports before behaviors intensify. We demonstrate implementation of efficient behavioral screening in schools and provide data on technical adequacy of available efficient behavioral screening tools.

LEADER(S): Corey Pierce, University of Northern Colorado, Greeley, CO

PRESENTER(S): Hussain Alamer, University of Northern Colorado, Greeley, CO

9:15 AM-10:15 AM ROOM: 032A • SESSION: 806

► Instruction Matters: Kindergarten Mathematics Content and Students At-Risk for Math Difficulties

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Early Childhood

FORMAT: Panel

We will provide practitioners with an overview of mathematics content taught during kindergarten, as identified through teacher instructional logs. This content will be related to the CCSS, student outcomes, and its potential impact for students at-risk for developing math difficulties.

LEADER(S): Tricia Berg, University of Oregon, Eugene, OR

PRESENTER(S): Christian Doabler, University of Oregon, Eugene, OR

9:15 AM-10:15 AM ROOM: 026B • SESSION: 807

► Special Educators Speak Up About the Efficacy of the Teacher Evaluation Systems in Their Schools

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

Practicing special educators completed interviews that included reviews of past and current employment, job satisfaction, the teacher effectiveness evaluation systems used in their districts, their perceptions of the evaluation systems employed, and more. Results as well as implications for practice are shared.

LEADER(S): Cynthia Pearl, University of Central Florida, Orlando, FL

PRESENTER(S): Samantha Stone, University of Central Florida, Orlando, FL

9:15 AM-10:15 AM ROOM: 032B • SESSION: 808

► Exercising Parent Leadership: Meeting the Needs of Latino Parents Through a Collaborative Model

TOPIC AREA: Parent/Family/School Partnerships

FORMAT: Panel

You will learn about a collaboration that is culturally and linguistically responsive to Latino parents of children with special needs. We discuss meditation skills needed to implement a transformational leadership process when addressing parent concerns and challenges as well as presenting issues to school administrators and districts.

LEADER(S): Rebecca Sapien-Melchor, Fiesta Educativa, Inc., Los Angeles, CA

PRESENTER(S): Alberto Ochoa, Parent Institute of Quality Education (PIQE), National City, CA; Carmen Russian, Parent Institute of Quality Education (PIQE), National City, CA; Irene Martinez, Fiesta Educativa, Inc., Los Angeles, CA; Jose Melchor, Fiesta Educativa, San Diego Chapter, Los Angeles, CA

9:15 AM-10:15 AM ROOM: 030CD • SESSION: 809

► **Strand J, Session 2: Military Transition:
Maintaining a Continuum of Services for
Military Children With Autism**

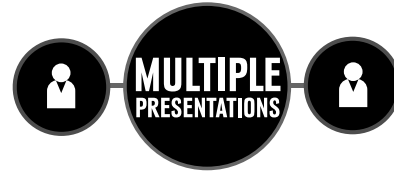
TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&A

When service members leave the military, their children with autism must transition from military to civilian care services. Many military families are unprepared for transition and face disruptions in their child's services. We present topics for transition preparation to maintain a proper continuation of services.

LEADER(S): *Jonna Bobzien, Old Dominion University, Norfolk, VA*



9:15 AM-10:15 AM • ROOM: 030E • SESSION: 810

**Examining EdTPA in Special Education
Teacher Preparation**

TOPIC AREA: Personnel Preparation

DISCUSSANT: *Kelly Jewell, University of Wisconsin, Whitewater, WI*

MODERATOR(S): *Shawnee Wakeman, University of North Carolina, Charlotte, NC*

● **EdTPA and Special Education: Supporting
University Faculty, Teacher Candidates, and
Cooperating Teachers**

edTPA is a research-based culminating preservice assessment process that includes a review of a teacher candidate's teaching materials and instruction. Learn how the two largest teacher preparation programs in NC support special education faculty, teacher candidates, and cooperating teachers in schools to implement and complete edTPA.

LEADER(S): *Shawnee Wakeman, University of North Carolina, Charlotte, NC*

PRESENTER(S): *Christopher Rivera, East Carolina University, Greenville, NC*

● **Evaluating College Classes and edTPA Local
Scores: Do Class Grades Matter?**

Do the grades special education college students receive in classes affect edTPA rubric, overall, or evaluation scores from supervisors during student teaching? We asked ourselves these questions when starting this study. We discuss the results to date, questions we are continuing to answer, and thoughts for the future.

LEADER(S): *Kelly Jewell, University of Wisconsin, Whitewater, WI*

PRESENTER(S): *James Collins, University of Wisconsin, Whitewater, WI*





9:15 AM-10:15 AM ROOM: 026A • SESSION: 812

► Traumatic and Acquired Brain Injury: Helping Students Continue the Recovery Process at School

TOPIC AREA: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Learn best practices for reintegrating students with Acquired and Traumatic Brain Injuries postinjury and addressing school issues related to brain injury, including cognition and behavior. Participants will learn interventions and accommodations to help students move forward in their recovery process.

LEADER(S): *Cindy Pahr, San Diego Unified School District, San Diego, CA*

9:15 AM-10:15 AM ROOM: 029D • SESSION: 812

► Neuroeducation: The Current State of Research and Implications for Special Education

TOPIC AREA: Research

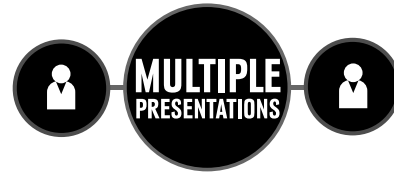
SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This session will explore the growing amount of information currently available from the field of neuroscience. You will learn about the many areas, from the theoretical to the practical, in which neuroscience can complement the field of special education.

LEADER(S): *Amy Ruhaak, University of Hawaii at Manoa, Honolulu, HI*

PRESENTER(S): *Cindy Farley, University of Hawaii at Manoa, Honolulu, HI*



9:15 AM-10:15 AM • ROOM: 029A • SESSION: 813

Strategies for Mathematics Instruction

TOPIC AREA: Research

MODERATOR(S): *Asha Jitendra, University of Minnesota, Minneapolis, MN*

● Effects of Visual Working Memory Training and Direct Instruction in Students With Geometry Difficulties

Learn about the effects of a Visual Working Memory Training (VWMT) and a combination program involving both VWMT and a direct instruction for students with geometry difficulties. We share examples of training materials and participant data, and demonstrate the training procedures. Practical recommendations of providing cognitive remediation combined with academic interventions will be discussed.

LEADER(S): *Dake Zhang, Rutgers University, New Brunswick, NJ*

● Students With Mathematics Problem-Solving Difficulties: Understanding and Solution of Proportion Problems

We describe findings of a study that assessed the efficacy of schema-based instruction (SBI) on the proportional problem-solving performance of 7th-grade students at risk for mathematics difficulties in problem solving (MD-PS). Implications for educational practice will be discussed.

LEADER(S): *Asha Jitendra, University of Minnesota, Minneapolis, MN*

PRESENTER(S): *Amy Lein, University of Minnesota, Minneapolis, MN*

9:15 AM-10:15 AM ROOM: 029B • SESSION: 814

► Common Core + Writing + Effective Technology Tools = Success

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Demonstration

We discuss the impact of a technology tool combined with the SRSD writing model and instruction coaching to further the CCSS-based argumentative/persuasive writing outcomes for students with disabilities and their struggling peers. Learn about the implementation process, the measures to assist teacher goal setting, outcomes, and next steps.

LEADER(S): *Sean Smith, University of Kansas, Lawrence, KS*

PRESENTER(S): *Susan Harvey, University of Kansas, Lawrence, KS*

9:15 AM-10:15 AM ROOM: 023A • SESSION: 815

EXHIBITOR SHOWCASE SESSION: Coaching Classroom Management: Changing Staff Behavior to Impact Student Behavior

Classroom management is continually cited as a determining factor in teacher burnout. In this session, educational coaches tasked with helping teachers improve classroom behavior, will be introduced to forms and strategies for working with teachers directly and immediately, including a framework for selecting and implementing interventions based on observational data.

LEADER(S): *Tricia McKale Skyles, Safe & Civil Schools, Eugene, OR*

9:15 AM-10:00 AM ROOM: POSTER 01, EXPO HALL F SESSION: 818

Collaboration Between Faculty and Local Education Agencies Using Strategy Intervention Model

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Instructional approaches that help students become more independent and self-regulated learners require specialized professional development that is often intensive and time consuming. We share procedures, protocols, and problems that we experienced in trying to conduct high-quality, professional development in an era of high-stakes testing.

LEADER(S): *Shannon Budin, SUNY Buffalo State, Buffalo, NY*

PRESENTER(S): *Dee Berlinghoff, Mount Saint Mary College, Newburgh, NY; Lisa Rafferty, Buffalo State, Buffalo, NY*

9:15 AM-10:00 AM ROOM: POSTER 03, EXPO HALL F SESSION: 819

Making a Case for 2- or 3-Step Preference Assessments: Which Is Better?

TOPIC AREA: Assessment

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

We conducted a systematic literature review to determine if a multi-step preference assessment was needed to identify reinforcers. The results suggest that 2- and 3-step reinforcer assessments were most commonly used. Learn about the most frequently used procedures and which multi-step assessment is better.

LEADER(S): *Miriam Boesch, University of North Texas, Denton, TX*

PRESENTER(S): *Alexandra Da Fonte, Vanderbilt University, Nashville, TN*

9:15 AM-10:00 AM ROOM: POSTER 05, EXPO HALL F SESSION: 820

Postsecondary Students With Developmental Disabilities Employ an Editing Strategy

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Poster Session

We describe an experimental investigation of the impact of a strategic editing intervention with postsecondary students with developmental disabilities. Session participants will learn the steps to implementing this strategy.

LEADER(S): *Suzanne Woods-Groves, University of Iowa, Iowa City, IA*

PRESENTER(S): *Youjia Hua, University of Iowa, Iowa City, IA; Doreen Ferko, California Baptist University, Riverside, CA*

9:15 AM-10:00 AM ROOM: POSTER 06, EXPO HALL F SESSION: 821

The Effects of Video Modeling on Daily Living Skills of Students With Autism

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We investigated the effects of VM on daily living skill completion of a child with autism using a multiple baseline across behaviors design. Participants will learn the implications for implementing the VM intervention and recommendations for future research.

LEADER(S): *Kaylee Wynkoop, University of Pittsburgh, Pittsburgh, PA*

PRESENTER(S): *Rachel Robertson, University of Pittsburgh, Pittsburgh, PA*

9:15 AM-10:00 AM ROOM: POSTER 07, EXPO HALL F SESSION: 822

Integrating Alternate Assessment Based on Alternate Achievement Standards and Secondary Transition Practices

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Accountability & Large Scale Assessments

FORMAT: Poster Session

This session will focus on ways to integrate evidence-based secondary transition research practices with Alternate Assessment Based on Alternate Achievement Standards (AA-AAS).

LEADER(S): *Jennifer Burnes, University of Oklahoma, Norman, OK*

PRESENTER(S): *Christie Stephenson, University of Oklahoma, Norman, OK*

9:15 AM-10:00 AM ROOM: POSTER 11, EXPO HALL F
SESSION: 823

► A Blueprint for UDL: Considering the Design of Implementation

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

This interactive session introduces a new discussion about UDL by examining implementation science and characteristics associated with the roles of teacher, school, district, and state relative when implementing UDL. An overview of implementation science and the roles provide a structure for conversation and discovery.

LEADER(S): *Loui Lord Nelson, RAISE, Inc., Indianapolis, IN*

PRESENTER(S): *James Basham, University of Kansas, Lawrence, KS*

9:15 AM-10:00 AM ROOM: POSTER 13, EXPO HALL F
SESSION: 824

► What Are the Qualities of Effective Inclusive Schools?

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Poster Session

We examine the emerging literature base on the qualities of effective inclusive schools. Results reveal that the qualities fall into two categories: School Cultural and Organizational Qualities and School Instructional Qualities. Characteristics and implications for schools will be discussed.

LEADER(S): *David Hoppey, University of South Florida, Tampa, FL*

PRESENTER(S): *James McLeskey, University of Florida, Gainesville, FL*

9:15 AM-10:00 AM ROOM: POSTER 16, EXPO HALL F
SESSION: 825

► Common Core and the Uncommon Student: Issues of Disproportionality

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Can we use the CCSS to raise expectations for populations who are disproportionately represented in special education classes? Will changing teacher perceptions increase achievement in CCSS for African American and Latino students? Come learn EBSs to support success for students of color.

LEADER(S): *Rea Kirk, University of Wisconsin, Platteville, WI*

PRESENTER(S): *Peggy Marciniak, University of Wisconsin, Platteville, WI*

9:15 AM-10:00 AM ROOM: POSTER 18, EXPO HALL F
SESSION: 826

► Knowledge, Access, and Utilization of Evidence-Based Practices by Early Childhood Professionals

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

We examine EC professionals' understanding of the term 'evidence-based practice,' how and where they access information regarding EBPs, and how they determine that what they are using is an EBP. Implications for supporting professionals to engage in EBP decision making for providing services are discussed.

LEADER(S): *Na Young Kong, University of Kansas, Lawrence, KS*

PRESENTER(S): *Stephanie Parks, University of Kansas, Lawrence, KS; Eva Horn, University of Kansas, Lawrence, KS*

9:15 AM-10:00 AM ROOM: POSTER 22, EXPO HALL F
SESSION: 827

► Evidence-Based Practice in Emotional and Behavioral Disorders

TOPIC AREA: Emotional and Behavioral Disorders

FORMAT: Poster Session

Researchers continue to advance ways of defining and identifying EBPs, but to date there is no consensus around EBPs specifically for students with EBD. We discuss a framework for identifying EBPs for students with EBD, and describe five examples of practices that can be considered evidence-based.

LEADER(S): *Timothy Landrum, University of Louisville, Louisville, KY*

9:15 AM-10:00 AM ROOM: POSTER 19, EXPO HALL F
SESSION: 828

► Finding Nemo: Casting a Wide Net for Gifted Low-Incidence Students

TOPIC AREA: Gifted and Talented

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Poster Session

Nemo, from 'Finding Nemo' overcame his disability to reach his potential. How does gifted identification policy limit opportunities for students with sensory or physical disabilities? We evaluate gifted identification trends and provide recommendations for best practices to find the 'Nemo's' in our schools.

LEADER(S): *Melanie Lichtenstein, College of William and Mary, Williamsburg, VA*

PRESENTER(S): *Janice Lichtenstein, Dorchester 2 County School District, Dorchester, SC*

9:15 AM-10:00 AM ROOM: POSTER 02, EXPO HALL F
SESSION: 829

► Reading Instructional Approaches in Juvenile Correctional Facilities

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Adolescents who are held in juvenile correctional facilities often experience reading difficulties. However, sparse research addresses the unique needs of these vulnerable learners in reading. Hear the results of a national survey study, teacher reported recommendations, and implications for the field.

LEADER(S): *Min-Chi Yan, University of Wisconsin, Madison, WI*

9:15 AM-10:00 AM ROOM: POSTER 10, EXPO HALL F
SESSION: 830

► Preservice Special Education Teachers' Frequency of Opportunities to Respond to TeachLive

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

We evaluated the effect that TeachLive had on the use of instructional strategies among preservice special education teachers. We also investigated the efficacy of postsession review for preparing new teachers and the perceptions of these teachers' experiences within the TeachLive virtual learning environment.

LEADER(S): *Maria Peterson, Texas A&M University, San Antonio, TX*

9:15 AM-10:00 AM ROOM: POSTER 12, EXPO HALL F
SESSION: 831

► Why Don't Parents Participate? Teacher Perspectives

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

A survey examined teachers' perspectives on the lack of parental participation. Results showed that parent participation predicts student achievement and that parents are not focused on education due to many reasons including parent education, lack of resources, and priorities.

LEADER(S): *Lisa Hildebrand, Marshall University Graduate College, South Charleston, WV*

9:15 AM-10:00 AM ROOM: POSTER 15, EXPO HALL F
SESSION: 832

► Effects of Training in Universal Design for Learning Through Modified Bloom's Taxonomy

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

An experimental design was conducted to examine the effects of an intervention on the quality and quantity of adaptations made by a preservice general educator for students with disabilities. Results indicate that the intervention increased the quality but decreased the quantity of adaptations.

LEADER(S): *Ting-Wen Chen, University of Minnesota, Twin Cities, MN*

PRESENTER(S): *Susan Hupp, University of Minnesota, Minneapolis, MN*

9:15 AM-10:00 AM ROOM: POSTER 14, EXPO HALL F
SESSION: 833

► INCLUDED Experiences and Achievements by Design

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Hear the findings of a study of preservice teachers' attitudes, knowledge, and skills to engage students with special needs. The project identifies 8 specific experiences that are designed for preservice teachers to achieve during the 12 weeks that they are included in general education classrooms.

LEADER(S): *Bruce A. Golmic, Robert Morris University, Moon Township, PA*

9:15 AM-10:00 AM ROOM: POSTER 23, EXPO HALL F
SESSION: 834

► Families' Experiences with PANDAS and Related Disorders

TOPIC AREA: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

We share data from a study investigating the school experiences and concerns of families of children diagnosed with PANDAS or PANS. We will describe common elements of families' experiences and identify strategies and accommodations that families report to have been beneficial for their children.

LEADER(S): *Patricia Rice Doran, Towson University, Towson, MD*

9:15 AM-10:00 AM ROOM: POSTER 24, EXPO HALL F
SESSION: 835

► Integrated Habilitative Treatment Plan for Incarcerated Youth With Developmental Disabilities

TOPIC AREA: Research

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Incarcerated youth with disabilities are entitled to the same rights guaranteed by special education law, but juvenile halls may be out of compliance. We share results of a study on the development of service plans for this population, current practice, staff perspectives, and efforts to improve the process.

LEADER(S): Lois Weinberg, California State University, Los Angeles, CA

PRESENTER(S): Michael Oshiro, California State University, Los Angeles, CA; Jolan Smith, California State University/UCLA, Los Angeles, CA

9:15 AM-10:00 AM ROOM: POSTER 04, EXPO HALL F
SESSION: 836

► Trauma-Informed Interventions for Students With Disabilities: A Systematic Literature Review

TOPIC AREA: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

This session will focus on the results of a systematic literature review of empirically supported trauma-informed interventions. We will highlight academic, behavioral, and psychological components within these interventions and connections within the special education classroom.

LEADER(S): Mora Pressley, Georgia State University, Atlanta, GA

PRESENTER(S): David Houchins, Georgia State University, Atlanta, GA; Weke Andrews, Georgia State University, Atlanta, GA

9:15 AM-10:00 AM ROOM: POSTER 20, EXPO HALL F
SESSION: 837

► Family Partnership in a Multi-Tier System of Support

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

This study connected early literacy curriculum-based measurement scores and family involvement data gathered from family sessions/interviews. Analysis of the family interviews revealed several themes that are relevant for all educators as they attempt to close learning gaps among students.

LEADER(S): Lydia Gerzel-Short, Rockford University, Rockford, IL

9:15 AM-10:00 AM ROOM: POSTER 21, EXPO HALL F
SESSION: 838

► We've Built the Plane—Let's Fly It! Integrating Reading and Behavior Supports

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

After a year of putting the pieces in place, the first Kansas schools are rolling out the MTSS:CI3T model! Come see what happens when a 3-tiered behavior/social system and a pre-existing inclusionary system for reading are integrated! Hear about our successes, challenges, and future directions.

LEADER(S): Denise Brown, Kansas Multi-Tier System of Supports, Hillsboro, KS

9:15 AM-10:00 AM ROOM: POSTER 17, EXPO HALL F
SESSION: 839

► Evidence-Based Practices for Writing to Learn and Communicate in Science

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Based on a national survey of science teachers' writing practices, we provide an overview of general and discipline-specific writing practices in secondary science classes. These EBPs help prepare students to meet CCSS college and career readiness writing demands, while building writing skills and strategies.

LEADER(S): Sally Drew, Central Connecticut State University, New Britain, CT

9:15 AM-10:00 AM ROOM: POSTER 09, EXPO HALL F
SESSION: 840

► Seeing Characters Like Me: Review of Books and Online Literature for Students With Disabilities

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This session reviews research in children's books, television, and online books and video games. We share data on the best and least places where characters with disabilities can be seen and used in classroom instruction to increase the inclusive nature of our classroom materials and culture.

LEADER(S): Laura Clarke, Eastern Kentucky University, Richmond, KY

PRESENTER(S): Dusty Columbia Embury, Eastern Kentucky University, Richmond, KY

9:15 AM-10:00 AM ROOM: POSTER 08, EXPO HALL F
SESSION: 841

► Adapting Task Analysis for Students Who Are Deaf-Blind

TOPIC AREA: Visual Impairments

SECONDARY TOPIC: Communicative Disabilities and Deafness

FORMAT: Poster Session

This study examined how tactile symbols can be used by special educators to accommodate task analysis for students with deaf-blindness. Results showed that this approach, combined with reinforcement by other members on the educational team, can help students complete complex tasks and master new skills.

LEADER(S): Jessica Kolvites, Kutztown University, Kutztown, PA

10:30 AM-11:30 AM ROOM: 024BC • SESSION: 844

► Inclusive Schools in Saudi Arabia

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

The Council for Exceptional Children and TATWEER Company for Educational Services are collaborating in a new school reform effort in the Kingdom of Saudi Arabia. The project seeks to transition its education system for children with disabilities to a more inclusive service delivery model. The presenters will discuss the components of this reform effort including building the knowledge and skills of special educators to practice in this new paradigm.

LEADER(S): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

PRESENTER(S): Sara Al-Assaf, Tatweer Co. for Educational Services, Riyadh, Saudi Arabia

10:30 AM-11:30 AM ROOM: 22 • SESSION: 845

► Writing Tasks for Instruction and Assessment of Students With Significant Cognitive Disabilities

TOPIC AREA: Accountability & Large Scale Assessments

SECONDARY TOPIC: Intellectual Disabilities

FORMAT: Presentation with Q&A

Learn writing tasks and instructional approaches that help students with significant cognitive disabilities perform on tasks they are likely to encounter on CCSS AAs. Evidence-centered design and UDL strategies support educators as they strive to introduce writing content from the CCSS.

LEADER(S): Renee Cameto, SRI International, Menlo Park, CA

PRESENTER(S): Kathryn Morrison, SRI International, Menlo Park, CA

10:30 AM-11:30 AM ROOM: 031C • SESSION: 846

► Using School Culture to Change Teacher Supervision Practices of Paraprofessionals

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Demonstration

This session will discuss administrator perceptions regarding teacher training and supervision of paraprofessionals in light of a theory of school culture change. Leave with resources and an action plan to impact change in your own schools.

LEADER(S): Kira Austin, Whitworth University, Spokane, WA

10:30 AM-11:30 AM ROOM: 028AB • SESSION: 847

► Disability Disclosure, Workplace Accommodations, and Job Satisfaction Among Young Adults With Autism

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

We examine rates of disability disclosure, types of workplace accommodations received, and overall job satisfaction of young adults with autism relative to their peers with other disabilities. Also discussed is the influence of demographic characteristics and exposure to postsecondary education on employment experiences.

LEADER(S): Jennifer Yu, SRI International, Menlo Park, CA

10:30 AM-11:30 AM ROOM: 030AB • SESSION: 848

► Strand I, Session 3: Adulthood Issues From the Perspective of an Adult With Autism

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

I am an adult with autism and an autism advocate. Long ago I transitioned from being unsuccessful at school to being equally unsuccessful at work and in life. What went wrong and what can be done to assist the young to transition to success? I will address this, from an insider's viewpoint.

LEADER(S): Laura Nagle, Autism Advocate, Cornville, AZ

10:30 AM-11:30 AM ROOM: 033A • SESSION: 849

► Teaching Reading Comprehension to Primary School Students With Autism

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Reading comprehension is a critical building block for effective early literacy development and many students with autism demonstrate difficulties in this area. We introduce teachers to a step-by-step guide for teaching evidence-based reading comprehension strategies to students with autism in an inclusive setting.

LEADER(S): Patrick Leytham, Weber State University, Ogden, UT

PRESENTER(S): Peggy Whitby, University of Arkansas, Fayetteville, AR



10:30 AM-11:30 AM ROOM: 028C • SESSION: 850

► Making a Map: Finding My Way Back: Model Demonstration Project

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&A

We highlight a project to support juvenile offenders with disabilities transitioning from correctional facilities into school, employment, and community programs through interagency collaboration. Learn how the Check & Connect mentoring model supports the transition, career development, and family engagement for adjudicated youth with disabilities.

LEADER(S): Eileen Klemm, University of Minnesota, Minneapolis, MN

PRESENTER(S): Jean Ness, University of Minnesota, Minneapolis, MN

10:30 AM-11:30 AM ROOM: 026A • SESSION: 851

► Co-Teaching in Elementary Mathematics Classes: A Multiple-Case Study

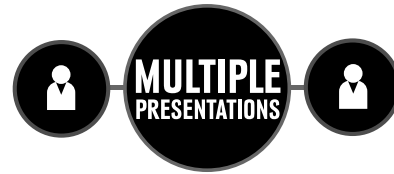
TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We share the findings of a study that describes the planning, instructional, and reflection practices of two co-teaching teams. Data sources include interviews, classroom observations, and planning and reflection documents. Implications for theory and implementation are discussed.

LEADER(S): Janet Josephson, Millersville University, Millersville, PA



10:30 AM-11:30 AM • ROOM: 025A • SESSION: 852

Inclusion for Students With Significant Disabilities: The Magic of Peer Supports

TOPIC AREA: Collaboration and Inclusive Practices

MODERATOR(S): Jim Chapple, Ashland University, Ashland, OH

● Scaling Up Peer-Support Arrangements for Students With Significant Disabilities

We share findings from two studies that illustrate how special education teachers can successfully train and support paraprofessionals to implement peer-support arrangements. We discuss implications for practitioners, emphasizing evidence-based PD strategies and practical steps for scaling up peer-support arrangements in schools.

LEADER(S): Matthew Brock, The Ohio State University, Columbus, OH

PRESENTER(S): Elizabeth Biggs, Vanderbilt University, Nashville, TN; Erik Carter, Vanderbilt University, Nashville, TN

● Buddy Circles: The Effects of a Schoolwide Circle of Friends Approach in an Urban Elementary School Setting

We summarize an investigation conducted at a small, urban elementary school using an adapted Circles of Friends approach ("Buddy Circles") and implementing this approach schoolwide for students with and without disabilities. Using a qualitative case study approach, this investigation examined the evolution of three Buddy Circles in light of the following research questions: How did the social interactions of the children engaged in Buddy Circles evolve over time, particularly in relation to their executive function skills, and what does it mean to be a "buddy"? Learn how this approach can be adapted to other school environments.

LEADER(S): Stephanie Mahfood, Webster University, St. Louis, MO

PRESENTER(S): Haley Biehl, The Souland School, St. Louis, MO; Sarah Christman, The Souland School, St. Louis, MO; Stacey Elster, Webster University, St. Louis, MO

10:30 AM-11:30 AM ROOM: 028E • SESSION: 853

► Patterns of Practice: Current Research on K-12 Sign Language Interpreting**TOPIC AREA:** Communicative Disabilities and Deafness**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Learn about patterns of practice to improve sign language interpreting services for students who are D/HH. We share the findings of 2 investigations — practices in the educational environment, and an analysis of interpreting skills — along with implications for students, teachers, and decision makers.

LEADER(S): Leilani Johnson, University of Northern Colorado, Greeley, CO

PRESENTER(S): Susan Brown, University of Northern Colorado, Greeley, CO; Brenda Schick, University of Colorado, Boulder, CO

10:30 AM-11:30 AM ROOM: 029A • SESSION: 854

► Peer Play in Inclusive Child Care: The Impact of a Peer-Mediated Social Skills Program in Ontario, Canada**TOPIC AREA:** Early Childhood**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

The Stay, Play, and Talk peer-mediated social skills program has shown positive trends in increasing peer interactions, including children with ASD. Learn about its implementation and quasi-experimental research outcomes in a multi-classroom, inclusive childcare environment with diverse needs, including ASD.

LEADER(S): Valerie Quinn, University of Guelph, Ontario, Canada

PRESENTER(S): Tricia van Rhijn, University of Guelph, Ontario, Canada; Kimberly Maich, Brock University, Ontario, Canada; Carmen Hall, Fanshawe College, London, Ontario, Canada

10:30 AM-11:30 AM ROOM: 032B • SESSION: 855

► Classroom Management: Developing Effective and Easy to Implement Behavior Intervention Plans (BIP)**TOPIC AREA:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

IDEA requires that the IEP address behaviors that interfere with learning using PBS for students with disabilities. Unfortunately, there are frequently inadequate attempts at writing BIPs resulting in negative outcomes for many students. Learn what makes a BIP effective and how to begin writing one.

LEADER(S): Ellen Duchaine, Texas State University, San Marcos, TX



10:30 AM-11:30 AM ROOM: 029C • SESSION: 856

► Ethics and Decision Making: A Topic Worth Discussing**TOPIC AREA:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

We share the findings of a survey of teachers' ethical dilemmas surrounding behavior management policies and practices. Teachers report tension in using various frameworks of ethical reasoning in their decisions. Findings indicate the importance for ethics education for teacher preparation and PD.

LEADER(S): Sarup Mathur, Arizona State University, Tempe, AZ

PRESENTER(S): Kathleen McCoy, Arizona State University, Tempe, AZ

10:30 AM-11:30 AM ROOM: 032A • SESSION: 857

► In-the-Text Connections: Helping Students Understand What They Read**TOPIC AREA:** Learning Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

'In-the-Text Connections' is an intervention for upper-elementary readers who struggle with comprehension, focusing on close reading to answer causal questions and make connections in narrative and informational text. We describe and demonstrate the intervention, and share results from a trial in which teachers implemented the intervention.

LEADER(S): Kristen McMaster, University of Minnesota, Minneapolis, MN

PRESENTER(S): Katherine Brodeur, University of Minnesota, Minneapolis, MN; Amy Leinen, University of Minnesota, Minneapolis, MN; Elizabeth Lam, University of Minnesota, Minneapolis, MN



10:30 AM-11:30 AM • ROOM: 027B • SESSION: 858

Effective Support for Traditionally Underserved Families

TOPIC AREA: Parent/Family/School Partnerships

MODERATOR(S): Robin Dodds, University of California, Santa Barbara, CA

● MAPS for Success: Engaging Families From Culturally and Linguistically Diverse Backgrounds

We describe results of a study exploring the effectiveness of a family-centered planning intervention known as Making Action Plans (MAPS) within the IEP process to improve outcomes for children, youth, and families from CLD backgrounds in Pre-K-16 settings. We will discuss how the MAPS process promotes self-advocacy and self-determination among students, how parents and family members perceive that the process enhances understanding of their families' circumstances, and how school personnel view families differently following their participation in the MAPS process.

LEADER(S): Katharine Shepherd, University of Vermont, Burlington, VT

● Providing Parent-to-Parent Support to Traditionally Underserved Families

The well-being of parents is crucial to health, educational, and community outcomes for persons with disabilities. We will discuss the research on parent-to parent support across three contexts: Readiness to volunteer, Cultural and Linguistic Diversity, and Medical Service.

LEADER(S): Robin Dodds, University of California, Santa Barbara, CA

PRESENTER(S): LaQuita Spivey-Montgomery, University of California, Santa Barbara, CA; Louisa Wood, University of California, Santa Barbara, CA



10:30 AM-11:30 AM ROOM: 030CD • SESSION: 859

● Strand J, Session 3: Connecting Adolescents With Their Geographically Separated Parents: Videoconferencing for Reading Support

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

We will explain how geographically separated military families can use free videoconferencing to support a child struggling with reading and to maintain a nurturing relationship. You will learn how to set-up and conduct the videoconferencing as well as how to use the practice to foster better home-school partnerships.

LEADER(S): Deborah Reed, Florida Center for Reading/FSU, Tallahassee, FL

10:30 AM-11:30 AM ROOM: 030E • SESSION: 860

● Strategies for Working With Youth Within the Intersectionality of Disability and Sexual Orientation

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

You will learn about Gay Affirmative Practice and how to use the self-assessment instrument to evaluate the degree to which the person practices affirmatively with this population. Learn how to assist preservice teachers in developing their Social Justice Capital to work with unique intersections of disability and sexual orientation.

LEADER(S): Jennifer Christensen, Eastern Kentucky University, Richmond, KY

PRESENTER(S): John Delpont, Coastal Carolina University, Conway, SC; Kristine Larson, Johns Hopkins University, Baltimore, MD



10:30 AM-11:30 AM • ROOM: 029D • SESSION: 861

Bullying and Violence Prevention in Schools

TOPIC AREA: Research

MODERATOR(S): Kathleen Lynne Lane, University of Kansas, Lawrence, KS

● Bullying and Extracurricular Involvement: Does Involvement Equal Inclusion for Students With Disabilities?

Some scholars have argued that involvement in extracurricular activities could reduce victimization, especially for students with disabilities. We detail findings from a large-scale study that investigated the interaction between involvement in extracurricular activities and bullying for students with disabilities.

LEADER(S): Chad Rose, University of Missouri, Columbia, MO

PRESENTER(S): Cynthia Simpson, Houston Baptist University, Houston, TX; Riley Wartick, University of Missouri, Columbia, MO

● Violence Against Teachers: Implications for Research and Practice in Special Education

We share the results of a national survey conducted by the American Psychological Association's Task Force on Violence Against Teachers, with an emphasis on the 544 special educators who responded to the questions about their experiences. We discuss implications for practice, teacher education, policy, and future research.

LEADER(S): John Schaefer, The Ohio State University, Columbus, OH; Gleides Rizzi, The Ohio State University, Columbus, OH

10:30 AM-11:30 AM ROOM: 028D • SESSION: 862

► Using Behavioral Momentum and Discrete Trials to Improve Math Fact Fluency

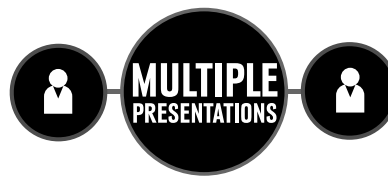
TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

This session describes a Tier 3 intervention using behavioral momentum and discrete trial training to improve math fact fluency. Student outcome data and video clips demonstrating how the intervention is implemented are shared. We will discuss other skills that can be addressed using this intervention.

LEADER(S): Debra Leach, Winthrop University, Rock Hill, SC



10:30 AM-11:30 AM • ROOM: 026B • SESSION: 863

Writing in the Science and Mathematics Classrooms

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

MODERATOR(S): Sharlene Kiuvara, University of Utah, Salt Lake City, UT

● Writing-to-Learn in Elementary Science

In a study students participated in a writing-to-learn intervention in which they completed a balance experiment and composed written responses about what they learned. Implications of the findings, examples from individual student responders, and accommodations used with students with LD will be discussed.

LEADER(S): Amy Rouse, Southern Methodist University, Dallas, TX

PRESENTER(S): Steve Graham, Arizona State University, Tempe, AZ

● Multimodal Writing Environments and Mathematics Reasoning of Students With LD or Difficulties

Results of a study of mathematical reasoning will be shared. The study included intermediate students performing below the 35th percentile in mathematics and compared the use of technology-based multimodal writing tools to traditional paper/pencil formats as a means of communicating reasoning in mathematics. The intervention focused on fraction size.

LEADER(S): Lindy Crawford, Texas Christian University, Fort Worth, TX

PRESENTER(S): ; Jacqueline Huscroft-D'Angelo, Texas Christian University, Fort Worth, TX

10:30 AM-11:30 AM ROOM: 025C • SESSION: 864

► Structuring the Classroom for Success: Preparing for a Successful Year as a First-Year Teacher

TOPIC AREA: Strategies for Entry to the Special Education Career

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Learn how to create a well-managed classroom and school environment that supports students' growth and academic success. This session is intended for first-year teachers or teachers of students who are at-risk or in an inclusive environment. We also address alternative delivery systems and strategies for meeting individual needs.

LEADER(S): James Hogan, University of Washington, Seattle, WA

PRESENTER(S): Kris Hirschmann, K12 Inc., Tacoma, WA

10:30 AM-11:30 AM ROOM: 029B • SESSION: 865

► Comparing PECS and the iPad for Communication of Students With ASD and DD

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&A

Communication interventions such as PECS or the iPad are emerging treatments for students with ASD. We compare the two approaches (low-tech picture-based versus iPad equivalent) for three preschool and two elementary students with AS and DD. We discuss the results..

LEADER(S): Doris Hill, Auburn University, Auburn, AL

10:30 AM-11:30 AM ROOM: 023A • SESSION: 866

► EXHIBITOR SHOWCASE SESSION: Structures for Engagement: Developing Communication and Skills

Motivate and reach your most reluctant learners with interactive structures that work! Participants receive multiple Kagan Structures, powerful strategies that increase engagement, boost test scores, reduce the achievement gap, enhance communication skills, and refine and expand social skills.

LEADER(S): Bill Stater, Kagan Publishing & Professional Development, San Clemente, CA

10:30 AM-11:15 AM ROOM: POSTER 01, EXPO HALL F SESSION: 870

► Mentoring Alternative Licensured Special Educators in Rural Settings

TOPIC AREA: Administration/Supervision

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

The first year of a longitudinal study identified the needs of special education teachers licensed through alternative licensure programs. This session examines data collected from newly licensed special education teachers and their administrators while suggesting next steps in developing effective partnerships through support and mentoring.

LEADER(S): Rebecca Davis, Eastern New Mexico University, Portales, NM

PRESENTER(S): Katherine Good, Eastern New Mexico University, Portales, NM; Amberlynn Mauldin, Portales Municipal School District, Portales, NM

10:30 AM-11:15 AM ROOM: POSTER 02, EXPO HALL F SESSION: 871

► Autism Severity and Parental Attributions as Predictors of Parent Emotion Socialization Practices

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

In this session, we will discuss the following topics: (1) key concepts in the literature regarding emotion socialization, (2) the importance of parent disability education, (3) the importance of family-focused practice beyond infancy and toddlerhood, and (4) how disability severity influences parents' experiences.

LEADER(S): Hilary Bougher, West Virginia University, Morgantown, WV

PRESENTER(S): Kim Floyd, West Virginia University, Morgantown, WV; Christan Coogle, West Virginia University, Morgantown, WV

10:30 AM-11:15 AM ROOM: POSTER 04, EXPO HALL F
SESSION: 872

► Families of Students With ASD and Intellectual Disability Evaluate Their College-Based Program

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Poster Session

The perceptions families on the social-emotional and academic adjustment of 20 students with ASD attending a postsecondary education program were assessed across 2 years. Families report growth as well as adjustment difficulties. Challenges and family support strategies are discussed.

LEADER(S): Jo Hendrickson, University of Iowa, Iowa City, IA

PRESENTER(S): Suzanne Woods-Groves, University of Iowa, Iowa City, IA; Erica Kaldenberg, University of Iowa, Iowa City, IA

10:30 AM-11:15 AM ROOM: POSTER 06, EXPO HALL F
SESSION: 873

► The Impact of an Aquatic Exercise Program on Behavior in Children With Autism Spectrum Disorder

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

We explored the impact of participation in an aquatic exercise program on behavior in children with ASD. The results suggest aquatic exercise should be considered as an intervention by practitioners working with children with ASD, as it may provide a safe and effective means to improve behavior.

LEADER(S): Jennifer Kanupka, Lebanon Valley College, Annville, PA

PRESENTER(S): Cheryl George, Lebanon Valley College, Annville, PA

10:30 AM-11:15 AM ROOM: POSTER 07, EXPO HALL F
SESSION: 874

► Interagency Collaboration Made Easy: The CIRCLES Model for Transition Planning

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

CIRCLES, a new service delivery model for transition planning, facilitates interagency collaboration on a higher level, improving service delivery and postschool outcomes for students. Learn about the process of implementation, data findings to date, Q & A, and 'How-to' instructions for participants.

LEADER(S): Kimberly Bunch-Crump, University of North Carolina, Charlotte, NC

PRESENTER(S): Amy Kemp-Inman, University of North Carolina, Charlotte, NC; David Test, National Secondary Transition TA Center/UNC, Charlotte, NC

10:30 AM-11:15 AM ROOM: POSTER 11, EXPO HALL F
SESSION: 875

► Alternate Achievement Literacy in Inclusive Settings for Students With Autism Spectrum Disorders

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

We describe strategies developed by the Center for Secondary Education of Students with Autism (CSESA) to provide alternate achievement literacy in inclusive settings for high school students with autism. Videos of students in inclusive settings will be shared along with descriptions of strategies.

LEADER(S): Caryn Allison, University of North Carolina, Charlotte, NC

PRESENTER(S): Diane Browder, University of North Carolina, Charlotte, NC; Julie Thompson, University of North Carolina, Charlotte, NC

10:30 AM-11:15 AM ROOM: POSTER 12, EXPO HALL F
SESSION: 876

► The Need for Inclusive Practices in Sports for Young Athletes With High-Incidence Disabilities

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

We provide research that demonstrates a need for improved coaching methods within recreational sports so that all young athletes benefit. Surveys of coaches, observations of coaches in action during practices, and surveys of parents of young athletes with high incidence disabilities showed the need for inclusive coaching within youth sports.

LEADER(S): Margaret Flores, Auburn University, Auburn, AL

10:30 AM-11:15 AM ROOM: POSTER 16, EXPO HALL F
SESSION: 877

► Continuing Obstacles to Active Parent Involvement in Urban Special Education

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

This session will address the results of a survey which investigated the obstacles that continue to impede the active participation of parents of students with disabilities in urban school districts. We will also provide practical suggestions for helping parents and teachers overcome these obstacles.

LEADER(S): Eunjoo Kim, Indiana University Northwest, Gary, IN

10:30 AM-11:15 AM ROOM: POSTER 21, EXPO HALL F
SESSION: 878

► Accommodations for Special Education Students With Behavioral Needs Across Five States

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

We provide a descriptive analysis of the IEP accommodations of 228 high school age students who participated in a larger study. Data will compare school districts and states illustrating similarities and differences in accommodations. Implications and recommendations for accommodations are discussed.

LEADER(S): Lee Kern, Lehigh University, Bethlehem, PA

PRESENTER(S): Allyse Hetrick, Lehigh University, Bethlehem, PA; Beth Custer, Lehigh University, Bethlehem, PA

10:30 AM-11:15 AM ROOM: POSTER 22, EXPO HALL F
SESSION: 879

► Schoolwide PBIS in Separate Sites: Does It Prevent Burnout Among Teachers of Students With EBD?

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

We report the results of a study examining the relation between outcomes of teacher well-being and the implementation of SWPBIS in separate site schools for students with EBD. Results are discussed in the context of the unique setting and student populations being served in separate sites.

LEADER(S): Todd Busch, University of St. Thomas, Minneapolis, MN

PRESENTER(S): Shelley Neilsen Gatti, University of St. Thomas, St. Paul, MN

10:30 AM-11:15 AM ROOM: POSTER 05, EXPO HALL F
SESSION: 880

► Stopping Esperanza: What to Do When a Student Elopes

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

Elopement is defined as repeated attempts on the part of a child to leave a designated area without permission or supervision. We will suggest how teachers and school administrators can conduct an FBA to reduce the incidence of elopement and create an intervention plan.

LEADER(S): Nancy Stockall, Sam Houston State University, Huntsville, TX

10:30 AM-11:15 AM ROOM: POSTER 19, EXPO HALL F
SESSION: 881

► Assessment and Curriculum Supports for 1st Grade Students With Mild Disabilities in Tanzania

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

This multimedia presentation focuses on a research and service project to identify and support students with mild disabilities in an inclusive school setting in Tanzania. We explain the assessment process, community partnership development, and local capacity building in the school and the project. (

LEADER(S): Angi Stone-MacDonald, University of Massachusetts, Boston, MA

10:30 AM-11:15 AM ROOM: POSTER 17, EXPO HALL F
SESSION: 882

► Reducing the Summer Reading Gap: A Comparison of Reading Tutoring and Access to Books

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This study investigated the effects of summer tutoring versus a summer books program on reading fluency, comprehension, and attitudes for students in high poverty schools who are reading at least 1 grade level below their same-age peers. Results and implications will be discussed.

LEADER(S): Melissa Martin, University of Tennessee, Knoxville, TN

PRESENTER(S): Yujeong Park, University of Tennessee, Knoxville, TN; Kelly Smyth, University of Tennessee, Knoxville, TN; Beau Whitsett, University of Tennessee, Knoxville, TN

10:30 AM-11:15 AM ROOM: POSTER 03, EXPO HALL F
SESSION: 883

► Specialized Dyslexia Font: What Is the Return on the Investment?

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

Do specialized fonts improve reading ability for those with dyslexia and other language-based learning disabilities? This study investigated the effect of a popular and a well-publicized specialized font that claims to increase readability for those with dyslexia, compared to two other common fonts.

LEADER(S): Jessica Wery, Elon University, Elon, NC

10:30 AM-11:15 AM ROOM: POSTER 10, EXPO HALL F
SESSION: 884

► Using K-12 Student Outcomes to Evaluate Preservice Teaching Effectiveness in Inclusive Classrooms

TOPIC AREA: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Excluding standardized tests, teacher effectiveness is rarely linked to student performance and is often evaluated via unreliable observations. The presenters share ways to use student grades to evaluate preservice teachers in inclusive classrooms.

LEADER(S): Jamin Carson, East Carolina University, Greenville, NC

PRESENTER(S): Karen Voytecki, East Carolina University, Greenville, NC

10:30 AM-11:15 AM ROOM: POSTER 18, EXPO HALL F
SESSION: 885

► Utilizing Literacy Workshops to Promote Family Partnerships in Education

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

Literacy workshops may strengthen the connection between parents' and their children's school. We provide details on implementing a literacy workshop for an urban early childhood school, a discussion of the results of a parental survey administered after the workshop, and future implications.

LEADER(S): William Hunter, University of Memphis, Memphis, TN

10:30 AM-11:15 AM ROOM: POSTER 15, EXPO HALL F
SESSION: 886

► On the Outside, Looking In: Virtual Observation of Preservice Teachers

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

As field experiences expand to high-need areas that pose challenges to both scheduling and travel, it is critical to explore the role of technology in mediating these challenges. We provide insights for leaders in teacher preparation programs as they seek ways to enhance preservice teacher experiences.

LEADER(S): JoDell Heroux, Central Michigan University, Mt. Pleasant, MI

PRESENTER(S): LaShawn Hanes, Michigan State University, East Lansing, MI

10:30 AM-11:15 AM ROOM: POSTER 14, EXPO HALL F
SESSION: 887

► Problems in Special Education: Using PBL in Teacher Education

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

We share effective strategies for personnel preparation of candidates for entry to the special education career. The innovative way one teacher education faculty is collaborating with local schools to prepare candidates through the use of a Collaborative Problem-Based Learning (PBL) model will be reviewed.

LEADER(S): Tracy West, Columbia College, Columbia, SC

PRESENTER(S): Carol Hoyle, Columbia College, Columbia, SC

10:30 AM-11:15 AM ROOM: POSTER 13, EXPO HALL F
SESSION: 888

► Working Well Together: Field Experience With Counseling, Psychology, and Special Education Students

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We discuss a collaborative Field Experience for students in special education, psychology, and counseling in which they worked together in a summer enrichment program. This collaboration was modeled by faculty and facilitated through technological applications. The technology features used are demonstrated.

LEADER(S): Paula James Kaplan, Marshall University, South Charleston, WV

PRESENTER(S): Jane Bogan, Marshall University, South Charleston, WV; Lori Howard, Marshall University, South Charleston, WV

10:30 AM-11:15 AM ROOM: POSTER 23, EXPO HALL F
SESSION: 889

► Modifying Curriculum to Meet the Needs of Students With Physical, Health, and Multiple Disabilities

TOPIC AREA: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

You will learn multiple ways to ensure access to the curriculum via low- and high-tech modifications. You will also learn about selecting the desired objective for any given task in the curriculum, ensuring that students have adequate access, and that the results are appropriate to their cognitive level.

LEADER(S): Patricia Juarez, Los Angeles Unified School District, Los Angeles, CA

10:30 AM-11:15 AM ROOM: POSTER 24, EXPO HALL F
SESSION: 890

► Preparing Novice and Experienced Teachers to Use Evidence-Based Practices to Improve Pupil Outcomes

TOPIC AREA: Research

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

We describe how a novice and experienced teacher learned to use EBPs to improve academic and behavioral outcomes for students. Using performance-based training and coaching, teachers implemented EBPs with fidelity and interventions produced immediate and contingent improvements in target student performance.

LEADER(S): *Larry Maheady, SUNY Buffalo State, Buffalo, NY*

PRESENTER(S): *Mary Sawyer, The Ohio State University, Columbus, OH*

10:30 AM-11:15 AM ROOM: POSTER 20, EXPO HALL F
SESSION: 891

► RTI Problem Solving Process for Written Expression

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

We provide an overview of an RTI problem-solving framework that has been utilized with P-12 students in written expression. Procedures for screening, identifying specific deficits, developing targeted interventions and monitoring progress are described. Case studies and student outcomes are shared.

LEADER(S): *Keith Hyatt, Western Washington University, Bellingham, WA*

PRESENTER(S): *Leanne Robinson, Western Washington University, Bellingham, WA*

10:30 AM-11:15 AM ROOM: POSTER 08, EXPO HALL F
SESSION: 892

► CellF-Monitoring: Using Digital Mobile Devices for Self-Monitoring Procedures in Educational Settings

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Presenters will report the results of a study that examined the use of an iPod Touch equipped with the CellF-Monitoring application. Specifically, we assessed the social validity of the procedure and the generalization of outcomes. Limitations, implications, and future directions are also discussed.

LEADER(S): *Pena Bedesem, Kent State University, Kent, OH*

10:30 AM-11:15 AM ROOM: POSTER 09, EXPO HALL F
SESSION: 893

► Using Class Dojo, Interactive Whiteboards, and iPads to Promote Classroom Level PBS

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn the results of a study that examined use of Class Dojo presented via Interactive Whiteboard and managed with iPad support. Presenters will discuss technology-based enhancements to promote classroom level positive behavioral support strategies.

LEADER(S): *Christopher O'Brien, University of North Carolina, Charlotte, NC*

PRESENTER(S): *Deborah Holzberg, University of North Carolina, Charlotte, NC; Charles Wood, University of North Carolina, Charlotte, NC*

1:00 PM-2:00 PM ROOM: 22 • SESSION: 895

► Shelter From the Storm: Art Therapy Treatment for Childhood Trauma

TOPIC AREA: Arts in Special Education

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Children with a history of complex trauma often display reluctance toward more traditional forms of psychotherapy. Learn how art therapy is one beneficial form of treatment, supporting the developmental implications of childhood trauma.

LEADER(S): *Sharon Raimondi, University at Buffalo/Buffalo State College, Buffalo, NY*

PRESENTER(S): *Sarah Dobey, Cedar Hills Hospital, Portland, OR*

1:00 PM-2:00 PM ROOM: 025B • SESSION: 896

► Linking Functional Behavioral Assessment Practices With IDEA and Response to Intervention

TOPIC AREA: Assessment

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Presentation with Q&A

We will share the outcomes of a national survey of 125 educators involved in conducting Functional Behavior Assessments (FBAs). Results will be used to guide discussion to promote improved practice through production of high quality FBAs within an RTI model.

LEADER(S): *Molly Cevalco, University of Washington, Seattle, WA*

PRESENTER(S): *Natalie Badgett, University of Washington, Seattle, WA*

1:00 PM-2:00 PM ROOM: 030AB • SESSION: 897

► Strand I, Session 4: Go for the Gold: A Way to Make It Happen

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

The presenter will describe his experiences while in college and his experiences during his careers. He will speak about his successes, what he learned, as well as many of the challenges that he faced while in his career as well as how he overcame or reduced the challenges.

LEADER(S): *Howard Zlamal, Sunnyside High School, Tucson, AZ*

1:00 PM-2:00 PM ROOM: 028C • SESSION: 898

► The ASAP Project: Promoting Social-Communication and Play for Preschoolers With ASD

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Early Childhood

FORMAT: Demonstration

The Advancing Social-Communication And Play project was developed to improve the social-communication and play skills of preschool-aged children with ASD. We provide practitioners with evidence-based and practical intervention strategies and procedures that can be used to target those pivotal skill areas.

LEADER(S): *Brian Boyd, University of North Carolina, Chapel Hill, NC*PRESENTER(S): *Linda Watson, University of North Carolina, Chapel Hill, NC*

1:00 PM-2:00 PM ROOM: 033A • SESSION: 899

► Video Self-Prompting to Teach Daily Living Skills to Students With ASD

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&A

You will learn about a form of video-based instruction, called video prompting. We examined using video prompting techniques to teach daily living skills to individuals with ASD. Learn how students were able to attain the target skills and required minimal external prompts.

LEADER(S): *Sarah Domire, Penn State University, State College, PA*PRESENTER(S): *Pamela Wolfe, Penn State University, State College, PA*

1:00 PM-2:00 PM ROOM: 028D • SESSION: 900

► Impact of College Social Environment on Academic Achievement and Persistence of Students With Disabilities

TOPIC AREA: Career Development/Transition

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

Many students with disabilities in colleges fail to succeed due to a number of challenges including lack of social integration. We examined the effect of social relationships on academic achievement and intent to persist for these students and will share key findings and implications for research and practice.

LEADER(S): *Edwin Achola, California State University, Long Beach, CA*PRESENTER(S): *Christine Ouma, Florida State University, Tallahassee, FL*

1:00 PM-2:00 PM ROOM: 026A • SESSION: 901

► Empowerment Evaluation: Documenting Students With ID's Postsecondary Experiences Using Photovoice

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Photovoice and semi-structured interviews were used in this case study to document perspectives of adults with ID's experiences in a postsecondary educational program. We share the results which indicate that participation in this program has provided a variety of opportunities, supports, and challenges.

LEADER(S): *Diane Clouse, Wilmington College, Wilmington, OH*PRESENTER(S): *Heidi Brett Mendez, University of Cincinnati, Cincinnati, OH*

1:00 PM-2:00 PM ROOM: 032B • SESSION: 902

► Implementing an Effective Class-Wide Peer Tutoring Program

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Presentation with Q&A

Peer tutoring enhances students' academic achievement and social confidence. You will hear how students with and without special needs as well as teachers benefitted from CWPT programs across the content areas at a regional high school. We will show you how to initiate, maintain, evaluate, and improve CWPT programs.

LEADER(S): *Nanho Vander Hart, Assumption College, Worcester, MA*PRESENTER(S): *Diane Myers, Texas Woman's University, Denton, TX; Kim Paquette, Wachusett Regional High School, Holden, MA*

1:00 PM-2:00 PM ROOM: 025A • SESSION: 903

► SWIFT: Schoolwide Integrated Framework for Transformation and Using Data to Guide Inclusion

TOPIC AREA: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We provide an overview of the The SWIFT Center and will show you how schools, districts, and states use the SWIFT-FIT (Fidelity of Implementation Tool) and FIA (Fidelity Integrity Assessment) to make informed decisions to improve academic and behavioral outcomes.

LEADER(S): Daniel Pollitt, Center for Research on Learning/SWIFT/KU, Lawrence, KS

PRESENTER(S): Jessica Meisenheimer, University of Kansas, Lawrence, KS; Allyson Satter, University of Kansas, Lawrence, KS

1:00 PM-2:00 PM ROOM: 029A • SESSION: 904

► Ecological Practices Supporting School Readiness for Children With or At-Risk for Disabilities

TOPIC AREA: Early Childhood

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

Learn about data-driven ecological practices that support school readiness of at-risk children. We present examples of authentic assessment, teacher coaching, and parental collaboration that increase learning opportunities for children with disabilities and their families.

LEADER(S): Constance Beecher, University of Kansas, Lawrence, KS

PRESENTER(S): Lisa Knoche, University of Nebraska, Lincoln, NE

1:00 PM-2:00 PM ROOM: 029C • SESSION: 905

► Behavioral Interventions for Off-Task Behavior: The Importance of Increased Instructional Support

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We share findings from 2 single-subject design studies examining the effects of teachers' provision of increased, individualized instructional supports to address escape-maintained, off-task behavior. The results have implications for those interested in function-based behavioral interventions.

LEADER(S): Tara Moore, University of Tennessee, Knoxville, TN

1:00 PM-2:00 PM ROOM: 028AB • SESSION: 906

► Impact of Self-Regulated Learning for Students' With ID Participation at IEP Meetings

TOPIC AREA: Intellectual Disabilities

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

We discuss the results of a study that explored the use of a self-regulation card strategy in a general education setting for high school students with ID. Participants will learn practical tips to enhance students' self-regulation skills and overall self-determination.

LEADER(S): Trudy Gross, Fremont Union High School District, Sunnyvale, CA

PRESENTER(S): Yvonne Bui, University of San Francisco, San Francisco, CA

1:00 PM-2:00 PM ROOM: 025C • SESSION: 907

► Experiences of Expatriate Mothers Regarding Support Services for Children With Special Needs in Qatar

TOPIC AREA: International Programs/Services

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We examined the perception of specialized support services from the perspective of expatriated mothers of children with special needs who have immigrated to Qatar. This study translates what services are deemed most valuable into improved sources of support for these families. (907)

LEADER(S): Patricia Rocha, Walden University, Minneapolis, MN



1:00 PM-2:00 PM • ROOM: 027B • SESSION: 908

Honoring the 'I' of the IEP and Using Communication Alternatives

TOPIC AREA: Parent/Family/School Partnerships

MODERATOR(S): Philip Patterson, University of Alaska, Fairbanks, AK

● Searching for the I in IEP: Parent Perspectives on Long-Term Inclusion Outcomes for Students With LD

This session will explore research findings about parent satisfaction with academic and social outcomes for students with learning disabilities who have been fully included in general education classrooms for 5 years or more.

LEADER(S): Amanda Kloo, Belmont Abbey College, Belmont, NC

PRESENTER(S): Naomi Zigmond, University of Pittsburgh, Pittsburgh, PA

● A Study of Alternative Communication Means to Conduct Individualized Education Program Meetings

Assembling team members for IEP meetings is a formidable task yet the IDEA permits using alternative means of communication to conduct such meetings. We examine the use of alternative means of communication in Alaska where geographical expanses promote communication for meetings using technology.

LEADER(S): Philip Patterson, University of Alaska, Fairbanks, AK

PRESENTER(S): Connie Petit, California State University, Bakersfield, CA; Joanne Healy, Alaska Council for Exceptional Children, AK

1:00 PM-2:00 PM ROOM: 030CD • SESSION: 909

■ Strand J, Session 4: Young Families, Young Children, and Military Systems: Systems of Support

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

Military families, often young, may face 3 different educational systems: ED, Department of Defense Education Activity, and Educational and Developmental Early Intervention System. Families need timely and accurate information and support from educational professionals. We will provide information on the educational systems, concerns military families express, and support strategies.

LEADER(S): Heather Hebdon, Specialized Training of Military Parents (STOMP), Tacoma, WA

1:00 PM-2:00 PM ROOM: 031C • SESSION: 910

■ Outcomes of Clinically Rich Teacher Education: Prospective Special Education Teachers' Perspectives

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

We highlight research exploring the experiences of teacher candidates during a school-university partnership. This work integrated coursework within an early field experience to develop the knowledge and skills needed to successfully implement RTI. Benefits, challenges, and implications for teacher education are shared.

LEADER(S): David Hoppey, University of South Florida, Tampa, FL

1:00 PM-2:00 PM ROOM: 030E • SESSION: 911

■ Relationships Between Admission and Outcome Variables as Related to Undergraduate Certification Status

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Presentation with Q&A

The demand for well-prepared special education teachers has made it important to examine how to best select candidates for special education teacher preparation programs. We examines multiple entrance and exit variables in a graduate special education program and compare traditional undergraduate certified students to noncertified career changers.

LEADER(S): Matthew LaFave, University at Albany, Albany, NY

PRESENTER(S): Deborah May, University at Albany, Albany, NY



1:00 PM-2:00 PM • ROOM: 029D • SESSION: 912

Creating a Context for Learning in Secure Care Facilities

TOPIC AREA: Research

MODERATOR(S): Brenda Scheuermann, Texas State University, San Marcos, TX

● Applying Positive Behavior Intervention and Supports in Secure Juvenile Facilities

We assessed the feasibility and promise of efficacy of a PBIS-JJ staff development program on over 50 secure juvenile facilities. Facility PBIS team members were asked to participate in staff development activities and use the procedures from each module. We used a quasi-experimental repeated measures design where each facility served as its own control. We collected baseline and posttraining measures. Results will be shared which include intervention fidelity, staff member satisfaction, and youth outcome measures.

LEADER(S): Jeffrey Sprague, University of Oregon, Eugene, OR

PRESENTER(S): Kristine Jolivet, Georgia State University, Atlanta, GA

● Implementing Literacy Intervention in a Secure-Care Facility: Considering Context

We share findings from a case study investigation of contextual factors and characteristics that impact the implementation of a research-based literacy intervention. A brief overview of the literature, description of the context, and voices of key players in one facility are provided.

LEADER(S): Erica McCray, University of Florida, Gainesville, FL

PRESENTER(S): Holly Lane, University of Florida, Gainesville, FL; Joseph Gagnon, University of Florida, Gainesville, FL; David Houchins, Georgia State University, Atlanta, GA

1:00 PM-2:00 PM

ROOM: 026B • SESSION: 913

► Teaching at the Intersection: Embedding Special Education Faculty in Teacher Preparation Programs

TOPIC AREA: Science, Technology, Engineering and Math (STEM)

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Recent calls for teacher education transformation demands examination of how general educators are prepared to effectively instruct students with disabilities in inclusive environments. We highlight 2 pilot initiatives describing interdisciplinary communities of practice created to infuse special education content within elementary STEM and high school Science methods courses.

LEADER(S): Jill Williams, Kennesaw State University, Kennesaw, GA

PRESENTER(S): Patricia Alvarez McHatton, University of Missouri, Kansas City, MO; Katherine Zimmer, Kennesaw State University, Kennesaw, GA

1:00 PM-2:00 PM

ROOM: 029B • SESSION: 914

► Connecting UDL, Apps, and Emergent Literacy in the Early Childhood Classroom

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Early Childhood

FORMAT: Demonstration

Increasing accessibility of centers using principles of UDL is important in creating inclusive environments that promote early literacy. Apps are demonstrated and paired with center-based activities. Learn how these apps contribute to a UDL classroom and are effectively integrated into activities.

LEADER(S): Craig Blum, Illinois State University, Normal, IL

PRESENTER(S): Yvette Evans, Illinois State University, Normal, IL

1:00 PM-2:00 PM

ROOM: 033B • SESSION: 915

► Program Chair – Inclusive Technologies as an Equalizer: Practical Strategies for Diverse Learners

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Demonstration

Diversity is addressed by focusing on disabilities that impair cognitive, physical, and sensory access to the curriculum, as well as students in poverty, and ELLs. Learn about a technology integration approach that blends AT, instructional technology, and UDL into a manageable framework for busy classroom teachers.

LEADER(S): Dave Edyburn, University of Wisconsin, Milwaukee, WI

1:00 PM-1:45 PM ROOM: POSTER 02, EXPO HALL F
SESSION: 920

► Building Bridges: Enhancing Parent/Teacher Relationships for Students With ASDs

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

This study examines and provides a synthesis of how parents of students with ASDs view existing collaboration and communication with special education teachers. Learn practical solutions for improving parent/teacher relationships and walk away with valuable strategies that will enhance collaboration and communication between school and home.

LEADER(S): Mary Houser, West Chester University of Pennsylvania, West Chester, PA

PRESENTER(S): Charlotte Fontenot, Houston Baptist University, Houston, TX

1:00 PM-1:45 PM ROOM: POSTER 04, EXPO HALL F
SESSION: 921

► Family Quality of Life of Families of Children With Autism Spectrum Disorder

TOPIC AREA: Autism Spectrum Disorder

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

This session presents the results of a study that investigated the current status of family quality of life among families with at least one child with ASD. A total of 236 parents completed the online questionnaire. Implications for future studies and practices will be discussed.

LEADER(S): Yun-Ju Hsiao, Washington State University Tri-Cities, Richland, WA

1:00 PM-1:45 PM ROOM: POSTER 15, EXPO HALL F
SESSION: 922

► Applying Tiered EBD Interventions for LGBT Victims of Bullying

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

A disconnect exists between EBD practices and LGBT bullying despite the EBD-type intervention needs among this population. We detail how commonly used EBD-tiered interventions could address unhealthy internalized and externalized behaviors bullied LGBT youth often manifest.

LEADER(S): John Palladino, Eastern Michigan University, Ypsilanti, MI

1:00 PM-1:45 PM ROOM: POSTER 01, EXPO HALL F
SESSION: 923

► Bilingual and Monolingual Parents' Counterstories of the IEP meeting

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

This study looked at the IEP process from a critical lens that focused on bilingual and monolingual parents' experiences at their child's IEP meeting. Learn how Counterstories can be used to help parents increase their involvement and create more open dialogue between parents and professionals.

LEADER(S): Rosalinda Larios, California State University, Los Angeles, CA

PRESENTER(S): Andrea Zetlin, California State University, Los Angeles, CA

1:00 PM-1:45 PM ROOM: POSTER 16, EXPO HALL F
SESSION: 924

► Oral Reading Fluency: Training the Transition From Paper to the Computer Screen

TOPIC AREA: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

Are you wondering how computerized standardized tests are going to impact your students' scores? We will show you how to immediately incorporate repeated reading strategy in any classroom that has a computer to improve computer-based reading fluency and set your students up for success on their tests.

LEADER(S): Morris Council, III, The Ohio State University, Columbus, OH

PRESENTER(S): Jessica Bennett, The Ohio State University, Columbus, OH; Gwendolyn Cartledge, The Ohio State University, Columbus, OH; Ralph Gardner, III, The Ohio State University, Columbus, OH

1:00 PM-1:45 PM ROOM: POSTER 05, EXPO HALL F
SESSION: 925

► Barriers to Implementing Behavior Intervention Plans: Results of a Statewide Teacher Survey

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

IDEA mandates that schools develop a BIP for students who demonstrate problem behavior. We share the results of a statewide survey on teacher-perceived barriers to effective implementation of BIP and how these barriers correlated with teacher-reported treatment integrity of BIP.

LEADER(S): Rachel Robertson, University of Pittsburgh, Pittsburgh, PA

PRESENTER(S): Steven Lyon, University of Pittsburgh, Pittsburgh, PA; Kaylee Wynkoop, University of Pittsburgh, Pittsburgh, PA; Emily Sobeck, University of Pittsburgh, Pittsburgh, PA

1:00 PM-1:45 PM ROOM: POSTER 06, EXPO HALL F
SESSION: 926

► Student and Teacher Variables Impacting Identification and Intervention of Emotional Disorders

TOPIC AREA: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

Anxiety disorders are arguably the most common psychiatric problem affecting children and adolescents and it is imperative that anxiety symptoms are identified and addressed. This session will help teachers recognize student social-emotional functioning and influences that impact it.

LEADER(S): *Beth Jones, Texas A&M University, Commerce, TX*

1:00 PM-1:45 PM ROOM: POSTER 11, EXPO HALL F
SESSION: 927

► Teacher Questions and Engagement With Text for Students With Learning Disabilities

TOPIC AREA: Learning Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn strategies for designing questions that elicit accurate and rigorous thinking from students with LD during reading comprehension instruction. The complexity of meaning in interaction will be discussed, as some questions function as assertions. Cautionary implications for over-privileging CCSS and close reading are provided.

LEADER(S): *Amy Boele, University of Colorado, Denver, CO*

1:00 PM-1:45 PM ROOM: POSTER 07, EXPO HALL F
SESSION: 928

► Virtual Book Clubs: Enhancing Teacher Understanding of Individual and Family Challenges

TOPIC AREA: Parent/Family/School Partnerships

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Virtual book clubs provide an opportunity for participants to hear directly from individuals with disabilities and their parents about educational and social experiences, challenges, and successes. Guidelines for creating and facilitating virtual book clubs are described.

LEADER(S): *Susan Osborne, North Carolina State University, Raleigh, NC*

1:00 PM-1:45 PM ROOM: POSTER 13, EXPO HALL F
SESSION: 929

► Are We Walking the Walk? Examining Co-Teaching in a Merged Elementary and Special Education Program

TOPIC AREA: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This session presents a case study of the first year of a pilot merged Elementary and Special Education Program for undergraduate teacher preparation and examines the co-teaching experience by all stakeholders. Implications for program development, training, and support are presented.

LEADER(S): *Lysandra Cook, University of Hawaii at Manoa, Honolulu, HI*

PRESENTER(S): *Jamie Simpson-Steele, University of Hawaii, Honolulu, HI*

1:00 PM-1:45 PM ROOM: POSTER 10, EXPO HALL F
SESSION: 930

► Addressing Bullying Behavior: A Descriptive Review of School-Based Interventions

TOPIC AREA: Public Policy

SECONDARY TOPIC: Research

FORMAT: Poster Session

We reviewed the literature on bullying interventions in schools to identify and explore evidence base of school-based interventions for bullying behavior and examine the 'fit' of school-based interventions within a tiered systems approach. We share the highlights of the results of the search.

LEADER(S): *Laura Kern, University of Connecticut, Storrs, CT*

PRESENTER(S): *George Sugai, University of Connecticut, Storrs, CT*

1:00 PM-1:45 PM ROOM: POSTER 14, EXPO HALL F
SESSION: 931

► A Volunteer-Tutoring Program in Reading: Analyzing Growth Using Regression Discontinuity

TOPIC AREA: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This session shares the results of a year long study of a supplemental Volunteer-Tutoring intervention for students with specific LD in reading. Using a regression-discontinuity design, comparing condition and comparison groups, significant findings were reported for Grades 2, 3, and 4.

LEADER(S): *David Hampton, Bowling Green State University, Bowling Green, OH*

1:00 PM-1:45 PM ROOM: POSTER 12, EXPO HALL F
SESSION: 932

► The Effects of a Video-Feedback Intervention on Teachers' Use of Praise

TOPIC AREA: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

We investigated the effectiveness of a video-feedback intervention on middle and high school teachers' use of general group praise, general individual praise, specific group praise, specific individual praise, and negative comments. Results are shared.

LEADER(S): Erika Blood Pinter, Northern Illinois University, DeKalb, IL

PRESENTER(S): Amina Turton, Vancouver Island University, Nanaimo, British Columbia, Canada

1:00 PM-1:45 PM ROOM: POSTER 03, EXPO HALL F
SESSION: 933

► Strategies to Meet the Needs of Non-Responders

TOPIC AREA: Response to Intervention (RTI): Multi-Tier System of Supports

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We share recommendations and evidence-based strategies to implement intensive intervention to students who are nonresponsive to primary and secondary RTI supports. Learn about resources to support implementation, guidelines for implementation, and examples with evidence of effectiveness across content areas.

LEADER(S): Sara Hooks, Johns Hopkins University, Baltimore, MD

PRESENTER(S): Sarah Nagro, Johns Hopkins University, Baltimore, MD; Dawn Fraser, Johns Hopkins University, Baltimore, MD

1:00 PM-1:45 PM ROOM: POSTER 08, EXPO HALL F
SESSION: 934

► From Face-to-Face to Online Teaching: Using TPACK to Explore Transitions

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Research

FORMAT: Poster Session

Using TPACK, this study focused on exploring experiences of special education instructors as they moved from teaching in a face-to-face environment to online. Results address understanding TPACK to make appropriate pedagogical decisions that use technology in constructive ways to teach content.

LEADER(S): Shalu Rana, George Mason University, Fairfax, VA

1:00 PM-1:45 PM ROOM: POSTER 09, EXPO HALL F
SESSION: 935

► Using Technology-Based Writing Activities to Improve Sentence Writing for Students With Disabilities

TOPIC AREA: Technology and Media

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Presenters will share the results of a study in which ATsoftware, Boardmaker Plus, was used to improve sentence writing for elementary school students with LD and ID. Additional ideas and educational implications for using technology to improve writing for students who have disabilities are discussed.

LEADER(S): Mari Beth Coleman, University of Tennessee, Knoxville, TN

PRESENTER(S): Kayla Wyatt, Lebanon Special School District, Lebanon, TN;
Jessica Covington, Knox County Schools, Knoxville, TN;
Blanche Jackson Glimps, Tennessee State University, Nashville, TN

**See You at the
Closing General Session!**
Saturday, April 11
2:15-3:15 p.m. • Expo Hall F

SATURDAY, APRIL 11

Closing General Session

2:15-3:15 p.m. • Expo Hall F



Families + Teachers = Successful Kids

Join us for our Closing General Session as Joni Alberg, Family Engagement & Outreach Officer with the Oberkotter Foundation, explores how families and educators can work together on behalf of their kids. In her presentation, *If Only You Would Listen to What I'm Saying: Building Successful Partnerships*, Alberg explains why we need to find common ground to ensure the academic and life success of children with disabilities, and what to do when we don't see eye to eye.

ABOUT JONI

Joni Alberg is the Family Engagement & Outreach Officer with the Oberkotter Foundation. Previously, Joni spent 15 years as the Executive Director of BEGINNINGS for Parent of Children Who Are Deaf or Hard of Hearing in North Carolina. In that role, she directed the statewide implementation of the organization's mission to provide emotional, informational and technical support to parents of children who are deaf or hard of hearing, deaf parents of hearing children and the professionals serving those families. Joni has more than 35 years of experience working with children who have disabilities and their families as a teacher, state administrator, researcher and advocate. Joni has been a member of CEC since 1976, and was President in 1990-91.

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We're saving the best for last and giving away thousands of dollars in prizes at the Closing General Session. There will be a drawing at the end of this session for some great stuff, including:

****Big Prize:** A CEC Library, paper and e-book copies of CEC's Top 10 most popular books, valued at \$500.

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(February 15, 2015)

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Russell Gersten



Joe Dimino



David Scanlon

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 1,700 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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 McGowan, Kevin, Fairfax, VA
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 Mitchiner, Julie, Washington, DC
 Moore, Susan M, Boulder, CO

Pleet-Odle, Amy, Elkton, MD
 Rivera, Angie, Fair Oaks, CA
 Sapien-Melchor, Rebecca, Bonita, CA
 Schoyer, Lisa, Los Angeles, CA
 Shin, Sookyoung, Lawrence, KS
 Smiley Angelov, Azure D, Indianapolis, IN

● PERSONNEL PREPARATION

Alves, Kat, Crozet, VA
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 Bauer, Anne, Cincinnati, OH
 Berlinghoff, Dee, Hopewell Junction, NY
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 Uitto, Denise, North Lawrence, OH
 Watkins, Cynthia, Nashville, TN
 Wells, Jenny, Honolulu, HI
 Wert, Barbara, Bloomsburg, PA
 Winn, Judy, Milwaukee, WI
 Wolfe, Pamela, University Park, PA

● PHYSICAL, HEALTH AND MULTIPLE DISABILITIES

Elam, Megan, Cincinnati, OH
 Finn, David, Birmingham, AL
 Grimmet, Kharon, Indianapolis, IN
 Hart Barnett, Juliet, Phoenix, AZ
 Irwin, Mary Kay, Cincinnati, OH
 Jackson Glimps, Blanche, Nashville, TN
 Jasieniecki, Melissa, Tinley Park, IL
 Juarez, Angie, Los Angeles, CA
 Kuntzler, Patrice, Albertson, NY
 Lyon, Kristin, Lawrence, KS
 Malian, Ida, Tempe, AZ
 McGrath, Dawn, Kokomo, IN
 Morrison, Emily, Wilmington, DE
 Sarathy, Padmaja, Missouri City, TX
 Thomas, Linda, Wesley Chapel, FL

● PIONEERS/HISTORICAL PERSPECTIVES

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 Riffin, Nancy, Cartersville, IL

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 King, Mark, Holland, MI
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 Opuda, Michael, Portland, ME
 Poppen, Marcus, Eugene, OR
 Provost, John, Easthampton, MA
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 Schulze, Rob, Morrisville, VT
 Thompson, Anne Louise, Machiasport, ME
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 Barber, Brian, Kent, OH
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 Bruhn, Allison, Iowa City, IA
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 Wasburn-Moses, Leah, Oxford, OH
 Weiss, Stacy, Greenville, NC
 Xin, Yan Ping, West Lafayette, IN

● RESPONSE TO INTERVENTION (RTI): MULTI-TIER SYSTEM OF SUPPORTS

Bocian, Kathleen, Riverside, CA
 Boyle, Joseph, Philadelphia, PA
 Bryant, Brian, Austin, TX
 Ciullo, Stephen, Austin, TX
 Dingle, Mary, Rohnert Park, CA
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 Kennedy, Michael, Charlottesville, VA
 Kim, Min Kyung, Johnson City, TN
 Lawson, Janelle, Diamond Bar, CA
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 Sanchez, Victoria, Riverside, CA
 Smith, Jolan, Inglewood, CA
 Toste, Jessica, Austin, TX
 Ulie-Wells, Jennifer, West Des Moines, IA
 Werner Juarez, Sara, Long Beach, CA

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 Fisher, Marie, Seattle, WA
 Hoover, Theresa, Chambersburg, PA
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 Israel, Maya, Champaign, IL
 Johnson, Zachary, Atlanta, GA
 Jones, Julie, Spartanburg, SC
 Kaldenberg, Erica, Iowa City, IA
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 Namkung, Jessica, Nashville, TN
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 Smith, Gregory, Oneonta, NY
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 Stout, Jonathan, Lock Haven, PA
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 Urso, Annmarie, Geneseo, NY
 Watt, Sarah, Oxford, OH
 Zhang, Dake, New Brunswick, NJ

● STRATEGIES FOR ENTRY TO THE SPECIAL EDUCATION CAREER

Kildare, Laura, Knoxville, TN
 Kulaga, Brian, Elmhurst, IL
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 Rice, Kim, Phoenix, AZ
 Rufe, Steven, Bronx, NY

● TECHNOLOGY AND MEDIA

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 Bausch, Margaret, Lexington, KY
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 Choo, Samuel, Spring Lake, NC
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 Evmenova, Anya, Fairfax, VA
 Fleming, Mary Beth, Falls Church, VA
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 Temple, Cheryl, Fairfax Station, VA
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● VISUAL IMPAIRMENTS

Anthony, Tanni, Denver, CO
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LOCAL ARRANGEMENTS COMMITTEE

CHAIR



Gerald J. Hime, Chair, CEC 2015 Local Arrangements Committee. He is also a CEC Past President and Retired School Administrator. Jerry, the Lead Team, and Subcommittee Chairs, collectively donated hundreds 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, 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 CEC 2015 Convention & Expo is a professional development activity of the highest quality. A very special thank you to the following remarkable individuals.

LEAD TEAM



Regina Brandon, Lead Team, (*Diversity, Special Events, Yes I Can*), Associate Professor, Special Education, San Diego State University



Carolyn Nunes, Lead Team, (*Volunteers, Convention Support, Program Hosts*), Senior Director, Special Education, San Diego County Office of Education



Heather DiFede, Lead Team, (*Accessibility*), Senior Director, East San Diego County Special Education Local Plan Area (SELPA)



Gina Plate, Lead Team, (*Preregistration and Registration, HQ Office*), Senior Advisor for Special Education, California Charter School Association (CCSA)

SUBCOMMITTEES



Lilly Brodbeck, Subcommittee Chair, (*Preregistration and Registration*), Special Education Coordinator, California Charter School Association (CCSA)



John Hess, Subcommittee Chair, (*Yes I Can Awards*), CEC Board of Directors, Retired Director, Whittier Area Special Education Local Plan Area (SELPA)



Frank Donovan, California CEC Representative, Director, Greater Anaheim Special Education Local Plan Area (SELPA), California CEC President



Angela McIntosh, Subcommittee Chair, (*Diversity*), Associate Professor, Special Education, San Diego State University



Kate Dove, Subcommittee Chair, (*Headquarters Office*), Special Education Advisor, California Charter School Association (CCSA)



Dennis Roberson, Subcommittee Chair, (*Volunteers*), Chief, Special Education Services, Orange County Department of Education



Shawna Goldhammer, Subcommittee CoChair, (*Accessibility*), Deaf/Hard of Hearing Teacher, North Orange Co Special Education Local Plan Area (SELPA)

NOT PICTURED

Melanie Dort, Subcommittee Chair, (*Special Events*), Student, San Diego State University



Angela Hawkins, Subcommittee Chair, (*Convention Support, Program Hosts*), Professor, Special Education, National University, San Diego

Fred Fox, Subcommittee CoChair, (*Accessibility*), Program Specialist, East San Diego County Special Education Local Plan Area (SELPA)

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 1941 New York, New York
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 1943 Indianapolis, Indiana
 1944 No Convention John J. Lee (1943-45)
 1945 No Convention
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Exhibit Hall D/E



GRAND OPENING

WEDNESDAY, APRIL 8

President's Welcome Reception | 6:30–8:00 p.m.

(immediately following the Opening General Session)

THURSDAY, APRIL 9

9:00 a.m.–5:00 p.m.

Exhibit Hall Only Hours | 11:30 a.m.–1:00 p.m.

FRIDAY, APRIL 10

9:00 a.m.–6:00 p.m.

Exhibit Hall Only Hours | 11:30 a.m.–1:00 p.m.

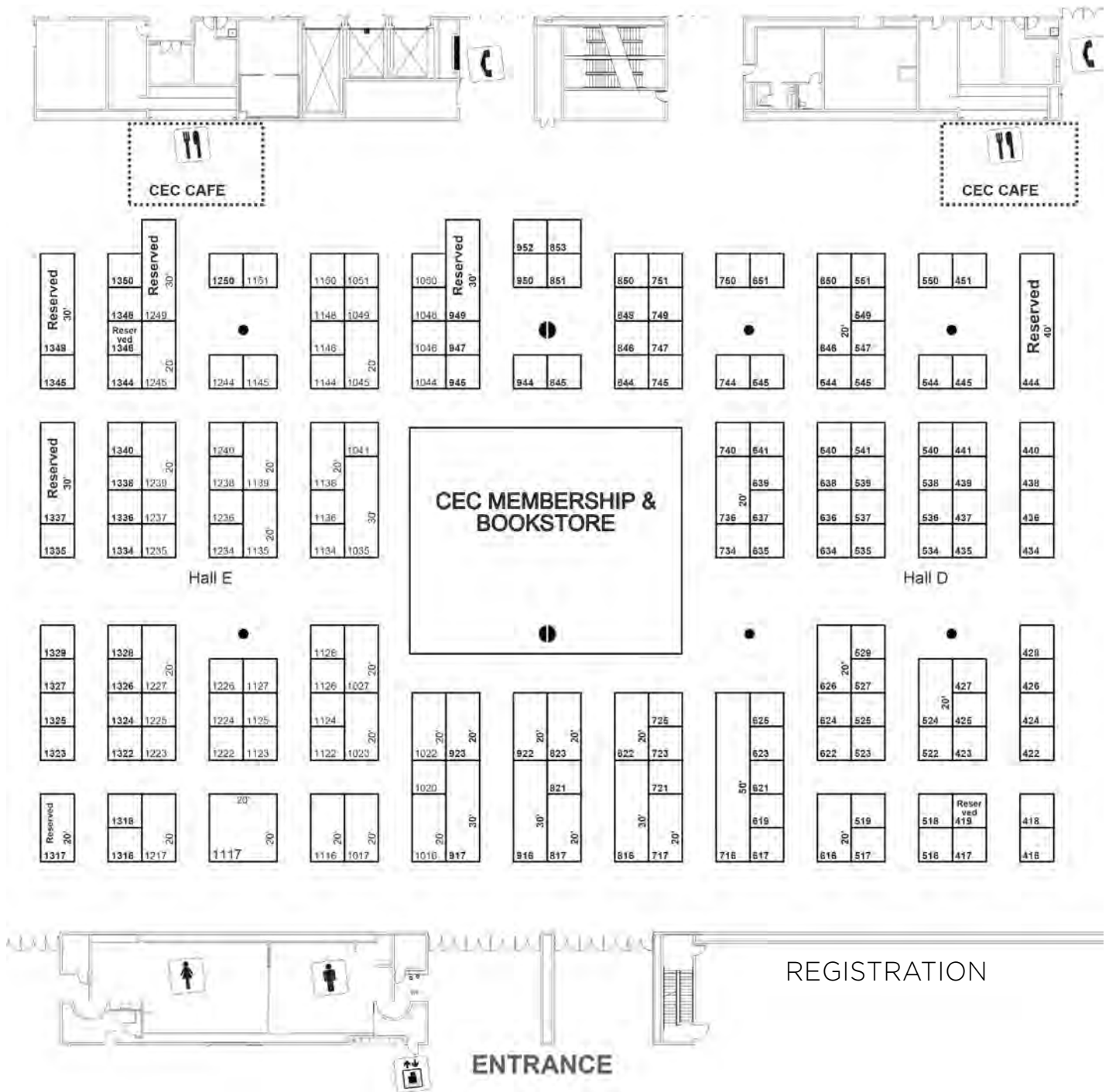
Happy Hour | 4:30–6:00 p.m.

SATURDAY, APRIL 11

9:00 a.m.–2:15 p.m.

Exhibit Hall Only Hours | 11:30 a.m.–1:00 p.m.

CEC 2015 EXPO FLOOR PLAN



2015 EXHIBITORS *(As of March 10, 2015)*

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3E Love, LLC
1510 Hubbard Avenue
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3E Love, LLC. is a social entrepreneurial experiment to change the perception of disability. The company's trademarked International Symbol of Acceptance (wheelchair heart logo) is the drive behind it's social mission to provide the tools for others to embrace diversity, educate society, and empower each other to love life.

BOOTH: 651

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8000 W. 78th St., Ste. 310
Edina, MN 55439
www.abdopublishing.com

ABDO A Family of Educational Publishers: ABDO's "Reading Is a Superpower" program includes library bound, hardcover graphic novels from Marvel and Star Wars along with curriculum that includes lesson plans, discussion questions, and vocabulary guides. Students enjoy disguised learning with their favorite super heroes! Contact ABDO's "Reading Is a Superpower" curriculum author, trainer, and promoter Tamarie Tigh at superpower@abdopublishing.com or call 877-809-7772. <http://abdopublishing.com>

BOOTH: 1227

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20 Leveroni Ct.
Novato, CA 94949
www.academictherapy.com

Since 1965 Academic Therapy Publications (ATP) has provided assessments and resources for speech-language professionals, occupational therapists, school psychologists, special education personnel, and many others working with persons of all ages who have reading, learning, and communication disabilities. Our High Noon Books division provides hi/lo chapter books for independent reading, including our Sound Out phonics-based chapter books and many other book sets written for reluctant readers.

BOOTH: 1044

ACE-Autism Curriculum Encyclopedia
33 Turnpike Road
Southborough, MA 01523
www.aceinfo.org

The Autism Curriculum Encyclopedia® is the premier educational software system for individuals with autism. Designed by the world renowned New England Center for Children®, the ACE® utilizes the principals of applied behavior analysis (ABA), the only scientifically validated methodology for learners with autism. The ACE includes a challenging behavior module, multiple assessments, data entry and automated graphing features and more than 1800 pieces of customizable curriculum.

BOOTH: 1117

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Monterey, CA 93940
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Achievement Products® for Special Needs is a one-stop resource for therapy, exercise and special education products for children with special needs. Find quality products for assessment, sensory stimulation and integration, mobility, orthopedics, communication, positioning, exercise, furniture and much more. Visit us at www.Achievement-Products.com or call 1-800-373-4699 for a free catalog.

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Highlands, TX 77562
www.ahaprocess.com

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 where everyone can live well. aha! Process's team of professional consultants delivers tools, training and ongoing support. These programs help schools and communities understand people's mindsets and engage with them to build success.

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American Institutes for Research
1000 Thomas Jefferson Street NW
Washington, DC 20007
www.air.org

The American Institutes for Research is a leading education research organization providing education research and evaluation, assessment, technical assistance and policy analysis at all levels of education both domestically and internationally. We apply rigorous science methods to address real world issues on behalf of clients that include federal and state agencies, leading foundations, school districts and private businesses and, international development agencies.

BOOTH: 1027

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, KY 40206
www.aph.org

American Printing House for the Blind, Inc. Louisville, Kentucky, USA Founded 1858 APH is the world's largest company devoted to making products for people who are visually impaired and blind, and is the official supplier of educational materials for blind students in the U.S. working at less than college level. Visit our website at www.aph.org or call 800-223-1839 for more information. Please visit us at the CEC exhibit hall in booth #1027!

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1475 N. Scottsdale Road
Scottsdale, AZ 85257

Arizona State University is the largest public research university in the United States. Ranked a "Top 100 World University" ASU offers both certificate and Master's degree programs fully online in Curriculum & Instruction of Autism as well as Applied Behavioral Analysis.

BOOTH: 749**Assist Tables/Electro-Medical**

4371 Shallowford Ind Pkwy.
Marietta, GA 30066
www.electro-medical.com

BOOTH: 1144**AssistiveWare**

Laurierstraat 193
Amsterdam, 1016 PL
Netherlands
www.assistiveware.com

AssistiveWare is a leading innovator of assistive technology software for iOS and Mac OS X with over 150,000 users worldwide. Founded in 2000, AssistiveWare offers a portfolio of award-winning solutions for people with communication, physical and vision impairments. iOS apps include Proloquo2Go, Proloquo4Text, and Pictello as well as the iOS keyboards Keedogo, Keedogo Plus, and Keeble. Wise is a word processor for Mac, designed to support reading comprehension and text composition.

BOOTH: 436**Association of California School Administrators**

1029 J Street, Suite 500
Sacramento, CA 95814
www.asca.org

The Association of California School Administrators (ACSA) is the largest umbrella organization for school leaders in the nation, serving more than 14,500 school leaders. The mission of the Association of California School Administrators, the driving force of education in California and beyond, is to ensure the creation of communities of learning and teaching that serve both the aspirations of individual students and the greater good of society.

BOOTH: 922, 923**Attainment Company**

504 Commerce Parkway, P.O. Box 930160
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Attainment is the leading provider of blended learning solutions with apps, iwb software, curriculum, & assistive technologies for special education. Stop by Attainment Booths 922-923 and check out the CORE Solutions for Special Education in ELA, Reading, Math, Science, Social Studies and Transition. "Outstanding Teachers + Outstanding Instruction" — Attainmentcompany.com

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www.behavewrite.com

BehaveWrite is the fast, easy and accurate way to collect behavior data in the classroom and around school. Using smart devices, behaviors that are collected are uniform across settings. Then, the data can be converted into reports, graphs, charts, and Functional Behavior Assessments in a matter of minutes, saving valuable time and energy.

BOOTH: 1224**Behavior Analyst Certification Board**

8051 Shaffer Parkway
Littleton, CO 80127
www.bacb.com

The Behavior Analyst Certification Board®, Inc. (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 Behavior Analyst Certification Board's BCBA and BCaBA credentialing programs are accredited by the National Commission for Certifying Agencies in Washington, DC.

BOOTH: 646**Benchmark Education**

145 Huguenot St., 8th Floor
New Rochelle, NY 10801
www.benchmarkeducation.com

Publisher of high-interest literacy, science, and social studies resources, including leveled books and Reader's Theater, that engage diverse K-8 students in accessing grade-level content and achieving academic success.

BOOTH: 417**Bering Strait School District**

PO Box 225
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www.bssd.org

A progressive rural Alaska school district with 15 village K-12 schools. BSSD Special Education: Individual Dreams & Team Aspirations!

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P.O. Box 10624
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10370 Hemet Street, Suite 200
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www.cbuonline.edu

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250 E 1st St., Suite 1000
Los Angeles, CA 90012
www.calcharters.org

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518 Virginia Avenue

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www.camelotlearning.com

CAMELOT LEARNING MATH INTERVENTION Camelot Learning's manipulative-rich mathematics intervention curriculum motivates Pre-K-9 graders, and correlates to NCTM and Common Core Standards. Delivery is easy with all materials included. Built-in assessments make Camelot perfect for ESL and exceptional children. Funding sources include Title 1, Title 2 (professional development) and Title 7, and 21st CCLC.

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Reston, VA 20190

www.capjax.com

3-second math fluency. CapJaxMathFax™ is the only program with such a goal. The result is students with improved math performance and self-confidence. CapJax uses an adult presentation. First graders and high schoolers alike find it engaging. Covering all four operations, addition through division, CapJax also provides practice working with signed values and word problems. Working alone at their own pace, even struggling students become successful. Expect transformations in math achievement.

BOOTH: 624**Career Solutions Publishing**

1199 Lancaster Ave.

Berwyn, PA 19312

www.careersolutionspublishing.com

Career Solutions Publishing connects careers with content students can relate to their own lives. Our job readiness, work ethics, personal money management and integration of careers and academics curriculums are available online and in interactive CD or PDF. We identify what is needed for a young person's success, and then we develop comprehensive materials that are easy to understand. We are known for our teacher-friendly lessons, and our customer service is acclaimed. We'd like to serve you.

BOOTH: 640**Carroll County Public Schools**

125 N. Court Street

Westminster, MD 21157

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, PreK-12 in our 44 schools. We're the ninth largest school district in the state; providing safe, orderly & welcoming environments for our students, faculty/staff, and community members. We consistently meet or exceed state, achievement and graduation standards. We are respected and modeled after by school systems statewide.

BOOTH: 444**CEC Division for Research (CEC-DR)**www.cecdr.org

The CEC Division for Research (CEC-DR) is a division of the Council for Exceptional Children (CEC) devoted to advancing research about the education of individuals with disabilities and/or who are gifted. The CEC-DR goals include promoting equal partnership with practitioners in designing, conducting, and interpreting research in special education.

BOOTH: 446**CEC Pioneers Division (CEC-PD)**www.cecdr.org

The CEC Pioneers Division focuses on using the leadership and expertise of experienced members to provide services to colleagues in the field of special education. Pioneers have been a CEC member for at least 15 years and/or have held leadership positions in other CEC units.

BOOTH: 634**Cenpatico**

875 S Cooper Road

Gilbert, AZ 85233

www.cenpatico.com/schools

Providing high-quality, cost-effective, and evidence-based special education programming, day treatment, and therapeutic services which support students with academic, behavioral, and special healthcare needs.

BOOTH: 846**Center on Teaching & Learning, University of Oregon**

5292 University of Oregon

Eugene, OR 97403

ctl.uoregon.edu

The Center on Teaching and Learning (CTL) conducts and disseminates research on practical solutions to serious problems in school systems. CTL designs evidence-based educational interventions and maintains a robust data monitoring system for assessing and reporting student performance in reading and math. CTL has conducted rigorous research on interventions in thousands of classrooms. These interventions have produced significant results, accelerating important learning outcomes for children.

BOOTH: 1146**Check & Connect, Institute on Community Integration**

150 Pillsbury Drive SE
 Minneapolis, MN 55455
checkandconnect.umn.edu

Check & Connect is an evidence-based intervention whereby trained mentors enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12. A goal of Check & Connect is to foster school completion with academic and social competence. Of the dropout prevention interventions reviewed by the U.S. Department of Education's What Works Clearinghouse, Check & Connect is the only program found to have strong evidence of positive effects on staying in school.

BOOTH: 1328**Colvard Learning**

1512 11th Street, Suite 203
 Santa Monica, CA 90401
www.colvardlearning.com

Colvard Learning is a literacy EdTech publisher developing apps for tablets that teach children how to read. Our curriculum features animation, interactive stories, music, and games, which together create a fun experience, unparalleled in the quality of its educational content. It systematically takes each child from phonemic awareness to phonics to reading by engaging multiple modalities at every step through handwriting and speech recognition software with immediate corrective feedback.

BOOTH: 1124**Corwin**

2455 Teller Road
 Thousand Oaks, CA 91320
www.corwin.com

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.

BOOTH: 419**Council of Administrators of Special Education (CASE)**

101 Katelyn Circle, Suite E
 Warner Robins, GA 31088
www.casecec.org

The Council of Administrators of Special Education, Inc. (CASE) is an international non-profit professional organization which provides leadership and support to approximately 4,800 members by influencing policies and practices to improve the quality of education. CASE is a division of the Council for Exceptional Children (CEC), which is the largest professional organization representing teachers, administrators, parents, and others concerned with the education of children with disabilities. We were constituted in 1952 and have over 4,800 members throughout the United States, Canada, and various other countries.

BOOTH: 949**Council for Children with Behavioral Disorders (CCBD)**

PO Box 24246
 Overland Park, KS 66283
www.ccbd.net

The Council for Children with Behavioral Disorders (CCBD) is an international community of educators which is the voice and vision of special education for children and youth with or at risk of emotional and behavioral disorders. Stop by the CCBD booth to learn more about our services, membership, and the CCBD Foundation.

BOOTH: 549**Council for Educational Diagnostic Services (CEDS)**

www.ceds.us

The Council for Educational Diagnostic Services (CEDS) is a special interest division of the Council for Exceptional Children. With a dynamic membership of over 1,300 professionals, CEDS ensures the highest quality of diagnostic and prescriptive procedures involved in the education of individuals with disabilities and/or who are gifted.

BOOTH: 1134**Crisis Prevention Institute (CPI)**

10850 West Park Place, Suite 600
 Milwaukee, WI 53224
www.crisisprevention.com

CPI helps create safe and caring schools by training your staff to safely manage disruptive and assaultive behavior. Our training programs and comprehensive resources can minimize risk and help both teachers and students to thrive. To date, more than ten million individuals have participated in CPI's Nonviolent Crisis Intervention® training.

BOOTH: 1035**Curriculum Associates**

153 Rangeway Road
 No. Billerica, MA 01826
www.cainc.com

Curriculum Associates is a rapidly growing education company committed to making classrooms better places for teachers and students. We believe that all children have the chance to succeed, and our research-based, award-winning products, including i-Ready®, Ready®, BRIGANCE® and other programs provide teachers and administrators with flexible resources that deliver meaningful assessments and data-driven, differentiated instruction for children. Learn more at www.curriculumassociates.com.

BOOTH: 448**Division for Communicative Disabilities and Deafness (DCDD)**

community.cec.sped.org/DCDD

The Division for Communicative Disabilities and Deafness (DCDD) is concerned with the well-being, development, and education of infants, toddlers, children, and youth with communication and learning disorders, ranging from mild to profound, and/or who are deaf or hard of hearing. DCDD aims to provide information to professionals and families regarding (a) the development of communication and learning abilities, (b) the prevention of communication and learning disorders, and (c) evidence-based assessment and intervention practices for individuals with speech, language, learning, and/or hearing difficulties.

BOOTH: 547**Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)**

community.cec.sped.org/DDEL

DDEL is the official division of CEC that promotes the advancement and improvement of educational opportunities for culturally and linguistically diverse learners with disabilities and/or gifts and talents, their families, and the professionals who serve them.

BOOTH: 450**Division for Early Childhood (DEC)**

3415 South Sepulveda Boulevard
Los Angeles, CA 90034

www.dec-sped.org

The Division for Early Childhood (DEC) promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children (0-8) who have or are at risk for developmental delays and disabilities. DEC is an international membership organization for those who work with or on behalf of young children (0-8) with disabilities and other special needs and their families.

BOOTH: 1323**Division for Learning Disabilities (DLD)**

teachingld.org

DLD works on behalf of students with learning disabilities and the professionals who serve them to meet the needs of more millions of school-aged children and youth currently identified as having learning disabilities in the United States. Members of DLD seek to advance services for individuals with learning disabilities in many other countries around the world as well.

BOOTH: 1341**Division for Physical, Health, and Multiple Disabilities (DPHMD)**

community.cec.sped.org/DPHMD

The Division for Physical, Health and Multiple Disabilities (DPHMD) advocates for quality education for all individuals with physical disabilities, multiple disabilities, and special health care needs served in schools, hospitals, or home settings. DPHMD's members include classroom teachers, researchers, administrators, related service personnel, hospital/ homebound teachers, and parents.

BOOTH: 1339**Division on Autism and Developmental Disabilities (DADD)**

www.daddcec.org

The Division on Autism and Developmental Disabilities (DADD) is dedicated to advancing the educational and life outcomes of individuals with autism and developmental disabilities.

BOOTH: 1337**Division on Career Development and Transition (DCDT)**

www.dcdt.org

The mission of DCDT is to promote national and international efforts to improve the quality of and access to, career/vocational and transition services, increase the participation of education in career development and transition goals and to influence policies affecting career development and transition services for persons with disabilities.

BOOTH: 1251**Division of International Special Education and Services (DISES)**

www.dises-cec.org

The Division of International Special Education and Services (DISES) works to establish networks that foster international collaboration related to educational services for persons with disabilities and gifts/talents. DISES provides an international platform for the exchange of special education practices, dissemination of international research, and hosting global forums for professional development.

BOOTH: 945**Damand Promotions**

P.O. Box 911
Poway, CA 92074-0911
www.damand.com

The Parent's homework Dictionary and Pocket Dictionary is designed to empower each learner in the major subject areas. Each book comes in 10 languages for the parent and child to understand and to help them transition to English. Every book comes with free workbooks and videos teaching every concept in grades K-10. This is important for the visual learner especially for the children that need extra help.

BOOTH: 951**Division on Visual Impairments and Deafblindness (DVIDB)**

community.cec.sped.org/DVI

The primary purpose of DVIDB is to advance the education of individuals with visual impairments and deafblindness, and to promote related educational, scientific, and charitable purposes. DVIDB provides support to the Council for Exceptional Children (CEC) in all its efforts on behalf of persons with visual impairments and deafblindness.

BOOTH: 445**Drexel University - School of Education**

Korman Center, 3200 Market Street
Philadelphia, PA 19104
drexel.edu/soe

Drexel University's School of Education produces leaders who affect change in classrooms, administration and research and policy. The undergraduate program teacher certification includes a co-op related to students' major. Graduate programs develop leaders with expertise to solve complex problems in education and become leaders in their fields. Drexel.edu/soe

BOOTH: 1139**ECR4Kids**

2245 San Diego Ave., Ste. 125
San Diego, CA 92110-2966
www.ecr4kids.com

ECR4Kids is dedicated to developing and distributing the highest quality classroom furniture and equipment. Our focus and commitment continues to be centered on value-added features, functionality and performance with our products while providing optimal service. With a concentration in the Pre K-12 sector, ECR4Kids offers a wide range of products from tables, chairs and desks to cots, mats and a variety of soft play items.

BOOTH: 538**Education Associates, Inc.**

PO Box 23308
Louisville, KY 40223
www.iloveprojectdiscovery.com

Project Discovery is a series of coordinated activities to support transition plans. Students of all levels, including IQs of 55 and below, use our hands-on kits for a realistic approach to career education & transition. Students discover over 72 career areas and 3,000 job tasks with real tools of the trade. Correlated to state & national standards, Project Discovery is approved and validated by the U. S. Dept. of Ed. It's recognized as a Model program by the National Dropout Prevention Network.

BOOTH: 544**Ellingsen & Associates, Inc., OnlineSpeechTherapy.com**

6373 N. Camiso Hermosillo
Tucson, AZ 85718
www.onlinespeechtherapy.com

Ellingsen & Associates OnlineSpeechTherapy.com Speech and language therapy services serving schools since 1980. The leading innovator in providing speech services online for thousands of students, using cutting edge technology.

BOOTH: 1240**Elmhurst Learning & Success Academy at Elmhurst College**

190 Prospect Avenue
Elmhurst, IL 60126
public.elmhurst.edu/elsa

The Elmhurst Learning and Success Academy (ELSA) is a four-year program that offers a full-time, post-secondary educational experience to young adults with developmental disabilities. The program emphasizes three key areas; academics and career exploration, independent living skills, and social and recreational skills.

BOOTH: 617**E-Therapy**

1863 W. Shellie Dr.
Flagstaff, AZ 86001
www.electronic-therapy.com

E-Therapy is an industry leader in providing onsite and online Teletherapy services, offering Speech, Occupational, and Physical Therapy to schools and their students nationwide. We provide Face to Face, Real Time, Interactive Telepractice therapy services, which engages students and allows them to become more successful and achieve their goals!

BOOTH: 518**Evergreen Center**

345 Fortune Boulevard
Milford, MA 01757
www.evergreenctr.org

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 throughout daily activities and living environments.

BOOTH: 822**Exceptional Child**

2135 Dana Ave., Ste. 300
Cincinnati, OH 45207
www.exceptionalchild.com

NEW! The Exceptional Child Online Professional Learning System makes Special Education training easier for districts and educators. Now you can access evidence-based courses on ADHD, ASD, EBD, IEPs, R&S, Transition, and more, all through one easy to use system that's available 24/7, whenever you want to train. And, every course is written by one of the nation's leading experts, including Tim Lewis, Carol Kosnitsky, Carol Gray, Gary Greene, and more, so you can always trust our content.

BOOTH: 745**Fairbanks North Star Borough School District**

520 Fifth Avenue
Fairbanks, AK 99701
Fairbanks North Star Borough School District

BOOTH: 734**Florida Institute of Technology**

150 W. University Blvd.
Melbourne, FL 32901
fit.edu/continuing-ed

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/

BOOTH: 535**Free Spirit Publishing, Inc.**

217 Fifth Avenue North, Suite 200
Minneapolis, MN 55401
www.freespirit.com/

For over 30 years, Free Spirit's leading-edge resources have supported the social, emotional, and academic needs of young people with exceptionalities and their families, educators, and counselors, providing the tools students need to succeed in life and make a difference in the world.

BOOTH: 1020**Frog Publications**

11820 Uradco Place, Suite 105
San Antonio, FL 33576-7139
www.frog.com

- Ready-to-use, self-checking and hands on classroom learning centers.
- Instant parental-involvement, homework and test-preparation program that lasts the entire year.
- A little drop a day of review makes old skills easy to remember and new skills easy to grasp with Drops in the Bucket daily review books.
- Critical thinking, dual language, reading, math and social studies.

BOOTH: 424**George Mason University, Assistive Technology Program**

4440 University Drive, MS 1F2
Fairfax, VA 22030

BOOTH: 1326**Graceland University**

1401 W Truman Rd.
Independence, MO 64050-3434
www.graceland.edu

Graceland University is a non-profit institution with campuses in Iowa & Missouri. Graceland's Master of Education Programs were recently ranked #5 in the nation by US News and World Report out of over 1,000 institutions. Programs are 100% online, with 98% degree completion. Degrees include Special Ed, Differentiated Instruction, Literacy, Classroom Management and Technology. Teachers can earn a Special Ed degree with an emphasis in Autism or English as a Second Language.

BOOTH: 644**Great Leaps Reading and Math Fluency**

P.O. Box 357580
Gainesville, FL 32635

Great Leaps Reading and Math Fluency programs use proven instructional strategies to quickly, affordably and efficiently teach academic skills to proficiency. Though famous for reading fluency development, we now have a series of products teaching the basic math facts: in whole numbers, fractions and decimals. Great Leaps is in all 50 states, the provinces of Canada and 40 countries. Kenneth Campbell, the author, will be at the vendor booth with a team of experienced Great Leaps practitioners.

BOOTH: 435**GT Ignite**

2118 Grant Ave.
El Paso, TX 79930
www.gtignite.com

The most relevant and engaging online professional development by recognized & emerging experts in gifted education. Go to www.gtignite.com for free access. Teachers can access courses 24/7 and choose the courses that best fit their unique needs. District Administrators can view teacher progress, responses, test scores, and completion certificates.

BOOTH: 1041**Handwriting Without Tears**

8001 MacArthur Boulevard
Cabin John, MD 20818
www.hwtears.com

The Handwriting Without Tears® K-5 curriculum is a proven success in making legible and fluent handwriting easy to teach and easy to learn. This research based curriculum features our developmentally appropriate, multisensory tools and teaching strategies that address diverse learning styles, ensuring all children succeed.

BOOTH: 1334**HIPPA Mobile Systems, Inc.**

3940-7 Broad Street, Suite 322
San Luis Obispo, CA 93401
www.hipaa-mobile.com

HIPAA Mobile Systems, Inc provides HIPAA and FERPA compliant mobile technology, specifically designed for early interventionists, itinerant teachers, and service providers. HMS devices are highly individualized and allow educators to securely access email, files, videos, billing, IEPs, and IFSPs anywhere there is 4G or WiFi. Come explore a tablet today.

BOOTH: 1050**Hope for Humans**

933 East Chase Ave.
El Cjon, CA 92020
hfhlegacy.org

BOOTH: 1045**Insights To Behavior (AutismPro)**

6620 Acorn Dr.
Oklahoma City, OK 73151
www.insightstobehavior.com

Insights to Behavior is a behavior management system that reduces the amount of time it takes to create and implement Behavior Intervention Plans. Insights will take you through a behavior assessment where it tells you the function of the students behavior, it then recommends proactive strategies, replacement behaviors, and reactive strategies to create a comprehensive Behavior Intervention Plan. ITB allows for data collection to track effectiveness, as well as provides online PD Workshops.

BOOTH: 1244**IXL Learning**

777 Mariners Island Boulevard, Suite 600
San Mateo, CA 94404
www.IXL.com

IXL is a math and language arts practice website 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.

BOOTH: 1116**James Stanfield Company**

PO Box 41058
Santa Barbara, CA 41085
www.stanfield.com

For 40 years the JAMES STANFIELD COMPANY has produced award-winning programs that promote social competence and work readiness. Using VIDEO-MODELING and HUMOR, our library targets: • Work-related social skills • Conflict management skills • Relationship skills • Transition Skills for Independent Living At CEC, we are proud to launch our NEW iCircles® app that personalizes the popular Circles® paradigm, allowing students to understand personal boundaries in a whole new way!

BOOTH: 1336**JennyLu Designs**

3300 SW Hodges
Topeka, KS 66614
www.jennyludesigns.com

JennyLU Designs features the artwork of Jenny L Unrein, a Kansas artist with Williams Syndrome, a genetic handicap. Jenny, along with her stepmom Wendi started JennyLU 8 years ago with hopes to raise money for cancer research. Since its inception they have passionately blazed the trail in fundraising not only for cancer but other serious causes. She also has a business selling her work globally and even had a piece hanging in the White House!

BOOTH: 1239**Kagan Publishing & Professional Development**

981 Calle Amanecer
San Clemente, CA 92673
www.kaganonline.com

Kagan works with educators to implement scientifically proven strategies that increase academic gains, create positive social relations, and foster a love for learning among all students. Make learning come alive; visit Kagan's booth stocked with books, SmartCards, software, and other resources. Let Kagan show you how to boost engagement and learning in your class! Stop by our booth and discuss how to host a Kagan workshop in your School or District.

BOOTH: 845**Kickboard**

935 Gravier Street, Suite 1625
New Orleans, LA 70112
www.kickboardforteachers.com

Create a high-performing school climate by capturing, analyzing, and acting upon 360-degree student data. Kickboard is the innovative instructional management solution that combines a robust standards-based grade book with behavior management and intervention triggers that are redefining best practices in school and classroom data management.

BOOTH: 434**KleenSlate Concepts, LP**

P.O. Box 4796
Sonora, CA 95370-9287
kleenslate.com

KleenSlate's All-in-One Whiteboard System: 2 dry erase sides, one side with a clear dry erase sleeve for customizable templates. Paddle also includes marker with eraser and micro clean cloth for stains. Paddle System Aligns and complements CCSS and is the Perfect Dynamic Formative Assessment Tool for any age & any subject. Winner of 2015 Teacher Choice Award "Best in Classroom Tools, the Paddle Promotes Active Engagement and is the only whiteboard system that has Every Student Raising Their Hand.

BOOTH: 534**Lakemary Center**

100 Lakemary Drive
Paola, KS 66071

Lakemary is a residential k-12 specialized school and therapeutic treatment facility for children 6-21 years of age with autism spectrum disorders and other I/DD coupled with psychiatric illnesses or extreme behaviors who cannot be adequately served in their home community environments. Individualized therapeutic treatment is provided across residential and school settings, including distance training for families. Both in-state and out-of-state placements are accepted.

BOOTH: 1017**Lakeshore Learning Materials**

2695 E Dominguez Street
Carson, CA 90895
www.LakeshoreLearning.com

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 focusing on college and career readiness, we are here to help you promote the success of every student.

BOOTH: 525**Laurent Clerc National Deaf Education Center**

800 Florida Avenue
Washington, DC 20002
www.gallaudet.edu/clerc_center.html

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.

BOOTH: 1338**Learning A-Z**

1840 E. River Road, Suite 320
Tucson, AZ 85718
www.learninga-z.com

Learning A-Z's affordable, easy-to-use teacher and student resources fill the gaps left by many Reading, Writing, and Science education programs. Explore our site and see why Learning A-Z's printable books and worksheets, and other projectable, online interactive and mobile teacher resources, are already being used in more than half of the school districts in the U.S. and Canada and 165+ countries worldwide.

BOOTH: 529**Learning Upgrade LLC**

10531 4S Commons Dr., #446
San Diego, CA 92127
www.learningupgrade.com

Learning Upgrade's high-interest lessons help each student make a reading and math breakthrough. See how students overcome learning challenges through engaging online courses. Learn how special needs students acquire the skills to access the general curriculum. Join us for music, learning, and fun!

BOOTH: 641**Love Publishing**

9101 East Kenyon Avenue, Suite 2200
Denver, CO 80237
www.lovepublishing.com

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.

BOOTH: 947**Lyon County School District**

25 E. Goldfield Ave.
Yerington, NV 89447
www.lyoncsd.org

Lyon County School District, located in northern Nevada just east of the Sierra Nevada Mountains and Lake Tahoe. Serving 8,200 students, we offer competitive salaries and sign on bonuses possible for new teachers to LCSD! Visit us at lyon.k12.nv.us to complete an online application or in person at booth 947.

BOOTH: 1150**Marvel**

3843 West 43rd Street
Chicago, IL 60632
www.marvelgroup.com

BOOTH: 1340**Mastery Ed**

1542 Norstar lane
Fallbrook, CA 92028
www.masteryed.com

Mastery Ed specializes in RTI Tier 2 and 3 math intervention. Perceptions is a 16 week intensive intervention focused on Multiplication, Division and Fractions at Tier 2. Tier 3 is covered by Math-U-See, AD. We can help you to develop a program that is truly geared to provide unique, individualized instruction for students. We have been helping the educational community with intervention and special education challenges in mathematics for over sixteen years. www.MasteryEd.com -800-454-6284.

BOOTH: 1234**Math Teachers Press, Inc.**

4850 Park Glen Road
Minneapolis, MN 55416
www.movingwithmath.com

Moving with Math PreK-12 intervention math programs are research-based; integrating manipulatives, problem solving, and games with scripted lesson plans. Lower reading levels on student activity pages make learning math easier. Built-in assessment monitors achievement, measures progress, and creates an Individual Education Plan (IEP). Web-based technologies and professional development are available. Proven successful for exceptional education. Stop by our booth to get a FREE hands-on lesson!

BOOTH: 723**Maximus K-12 Education**

7585 E. Redfield Road, Suite 208
Scottsdale, AZ 85260-6938
www.maximus.com/tienet

MAXIMUS provides TIENET school management software: Special Education Case Management, Response to Intervention, Service Capture, Assessment, and Instructional Management to over 850 school districts in 21 states and 3 Canadian provinces. TIENET is also the official special education module for PowerSchool. Contact: Dr. Philip Geiger at philipgeiger@maximus.com or 602-751-5858. Website: www.maximus.com/tienet

BOOTH: 537**Mayville State University**

330 Third Street NE
Mayville, ND 58257

Mayville State's program meets entry-level expectations for special educators in the areas of standards-based curriculum, subject matter, and individualized pedagogical content. This program addresses the needs spelled out by the CEC for qualified special education personnel, and it is currently online for licensed teachers. Students preparing to become teachers, can find the delivery options by visiting our conference booth (#537) and check out the website: www.mayvillestate.edu for more info.

BOOTH: 425**McGraw-Hill Education**

8787 Orion Place
Columbus, OH 43240
www.MHEonline.com

McGraw-Hill Education is a leading global provider of educational materials, information and solutions for Pre-K to 12th grade. McGraw-Hill Education is committed to providing educators with the tools needed to meet the requirements of groundbreaking reforms. At McGraw-Hill Education, Results Matter and our Commitment to Excellence is unparalleled.

BOOTH: 1148**Microburst Learning**

141-F Pelham Drive
Columbia, SC 29209
www.microburstlearning.org

Career exploration - safe and available 24x7. Micro CareerBursts help students with and without disabilities to explore careers without the barriers. Our online job shadow experiences increase students' opportunities for career exploration in a safe readily accessible environment. Users see "behind the scenes" and investigate careers through interactive sessions. Actually, the participants see more variety and in-depth career exploration than would normally be seen in a typical class field trip.

BOOTH: 1329**MindPlay**

4400 E. Broadway
Tucson, AZ 85710
www.mindplay.com

MindPlay leverages technology to deliver a full curriculum that helps students learn to read. With content developed by experts in language, literacy, and assessment, it's like having a one-on-one session with a reading specialist for every student, each time they log in to the program.

BOOTH: 1237**Montana Recruitment Project**

3005 Ottawa St.
Butte, MT 59701
www.sammt.org/Page/548

The Montana Council of Administrators of Special Education (MCASE) is working in conjunction with SAM and OPI to recruit highly qualified special education personnel to Montana. WE ARE LOOKING FOR HIGHLY QUALIFIED SPECIAL EDUCATION TEACHERS, SCHOOL PSYCHOLOGIST, SPEECH THERAPIST, SPECIAL EDUCATION DIRECTORS AND OCCUPATIONAL THERAPIST. Come to our booth 1237 and see what we are doing.

BOOTH: 1250**Monterey County Office of Education**

901 Blanco Circle P.O. Box 80851
 Salinas, CA 93912
www.monterey.k12.ca.us/

The Monterey County Office of Education Special Education Division provides regional programs designed for students who need highly specialized intensive services. The services are delivered through regional programs located throughout the county in 60 classrooms on 24 different school campuses. Our dedicated team of educators and support staff have the education and expertise to deliver high quality instruction for each child in our care. Check out opportunities to join the team at Edjoin.org!

BOOTH: 519**myIGDIs**

1450 Energy Park Dr., Ste. 375
 St. Paul, MN 55108
www.myIGDIs.com

myIGDIs are a set of research-based indicators that enable early childhood educators and parents to monitor the growth and development of preschool-aged children.

BOOTH: 1145**N2Y Inc.**

PO Box 550
 Huron, OH 44839
www.n2y.com/default.aspx

n2y® is a leading developer of special education curriculum and materials that serve teachers, speech pathologists, AT professionals and others as a resource to help children with special needs to learn through engagement. The first product to launch was News-2-You, a current events newspaper for children with special needs. In 2007 n2y launched Unique Learning System a curriculum for students with significant disabilities. Symbolistix are used in both products for symbol support.

BOOTH: 1023**NASCO Company**

901 Janesville Avenue
 Ft. Atkinson, WI 53538
eNasco.com

Nasco's Special Education catalog offers a wide range of classroom supplies for K-12 Special Education Teachers, OT's, PT's and SLP's in such areas as sensory processing and sensory motor skills; fine motor skills; assistive technology; language arts; assistive communication; social skills; basic math, time and money; life skills; time management; arts & crafts; equipment; resources and more.

BOOTH: 426**National Library Service for the Blind and Physically Handicapped**

1291 Taylor Street, NW
 Washington, DC 20011

We provide free braille, recorded books, magazines, catalogs, bibliographies, music scores, and music instruction materials. Digital talking-book players and accessories to use the players provided without cost.

BOOTH: 635**National Professional Resources, Inc.**

25 South Regent Street
 Port Chester, NY 10573
www.nprinc.com

National Professional Resources (NPR, Inc.) is a leading source for educators of an extensive variety of classroom and professional development resources. It is committed to advancing the success of all learners through supporting the educators who serve them. We publish, produce, and distribute a wide variety of classroom and professional development resources, including books, laminated reference guides (our specialty product), and videos on critical issues in education.(focus is SWD).

BOOTH: 645**Navajo Jewelry & Crafts**

2904 18th St., NW
 Albuquerque, NM 87104-2442

BOOTH: 1348**Network of International Christian Schools**

3790 Goodman Rd., E
 Southaven, MS 38672
www.nics.org/

BOOTH: 1123**Novel Ideas, Inc.**

5915 Old West Saanich Rd.
 Victoria, BC V9E 2H1
 Canada
www.novelideas-inc.com

Novel Ideas provides teachers and students with research-based explicit direct instruction materials for novel studies, grammar and written expression, and basic math skills. Materials meet Common Core State Standards requirements and provide students with embedded test prep. Proven successful with a wide-range of students from special needs to gifted. Fully prepared lesson plans for teachers so you have time to interact with students rather than spending hours in preparation.

BOOTH: 1245**Nureva**

10th floor, Calgary Board of Education
1221 8th Street SW
Calgary, AB T2R 0L4
Canada
www.nureva.com

Nureva is committed to helping students become lifelong learners. As an early-stage technology company with deep roots in education, we know that lifelong learning requires translating experience into perspective through reflection. Aimed at empowering students, teachers, administrators and parents, our offering includes a new portfolio product launched in January. We turn the promise of personalized learning into meaningful development experiences every day.

BOOTH: 638**Oak Hill Center for Relationship & Sexuality Education**

120 Holcomb Street, Oak Hill CRSE
Hartford, CT 06112
www.oakhillcrse.org

The Oak Hill Center for Relationship & Sexuality Education (CRSE) offers therapeutic education and counseling with a focus on safe, healthy relationships for youth and adults with intellectual and developmental disabilities. Our featured resource is Positive Choices: A Program on Healthy Relationships, Sexuality, and Safe Boundaries for Secondary Students with Intellectual and Developmental Disabilities. A curriculum based on national Comprehensive School Health Standards.

BOOTH: 851**On the Avenue Marketing**

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Waltham, MA 02451

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BOOTH: 541**Oticon, Inc.**

580 Howard Ave.
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oticonusa.com/children

Oticon, a world leader in personal and educational hearing solutions, welcomes you to LISTEN & LEARN about our versatile Amigo family of FM transmitters and receivers; Juno classroom sound distribution system with Lesson Capture; and Sensei family of pediatric hearing aids. For students with normal hearing who experience listening and concentration difficulties, Amigo Star is a discreet, ear-level device and delivers FM with excellent sound quality.
www.pro.oticonusa.com

BOOTH: 545**Otto Trading, Inc.**

1921 Carnegie Avenue, Suite C
Santa Ana, CA 92705

BOOTH: 1138**Pacific Northwest Publishing**

PO Box 50610
Eugene, OR 97405
www.pacificnwpublish.com

Pacific Northwest Publishing provides print and multimedia 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 resources. Our dedication to effective tools will help you create safe and civil schools.

BOOTH: 716**Pearson**

5601 Green Valley Drive
Minneapolis, MN 55437
www.pearsoned.com

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BOOTH: 1226**Perkins Products/Perkins School for the Blind**

175 N Beacon St.
Watertown, MA 02472
www.perkinsproducts.org/

We draw upon over 186 years of experience and relationships with educators and students at the Perkins School for the Blind to develop and identify the best technology and training to make the world accessible for individuals who are blind, visually impaired, or have multiple disabilities.

BOOTH: 522**Perkins School for the Blind**

175 N. Beacon St.
Watertown, MA 02472
www.perkinselearning.org

About Perkins eLearning—Our goal is to share the experience and educational expertise of Perkins staff and partners with other professionals. Perkins trains more teachers, professionals and administrators working in blindness, deafblindness or multiple disabilities than any other agency in New England. With the development of more online offerings like on-demand webcasts and web-sites designed specifically for educators, we intend to expand our reach even further.

BOOTH: 916, 917**Pro Ed**

8700 Shoal Creek Blvd.
Austin, TX 78757-6897
proedinc.com

PRO-ED, Inc. publishes nationally standardized assessments, curricular and therapy materials, resource and reference texts in the areas of Special Education and Rehabilitation; Psychology and Counseling; Speech, Language, and Hearing; and Physical and Occupational Therapy. 800 897-3202 • Fax 800 397-7633 • www.proedinc.com.

BOOTH: 639**QBS, Inc.**

257 Turnpike Rd., Suite 320
Southborough, MA 01772
www.qbscompanies.com

QBS Inc., a leading national behavioral training company, offers Safety-Care™ Behavioral Safety Training. Much more than the typical "crisis prevention course," Safety-Care is founded upon the principles and procedure of Applied Behavior Analysis and Positive Behavioral Supports and trains staff in evidence-based practices toward the prevention, minimization, and management of behavioral challenges. QBS offers a variety of other behaviorally-based training and consulting.

BOOTH: 721**Ramapo for Children**

49 West 38th St., 5th Fl.
New York, NY 10018
www.ramapoforchildren.org

Through direct service youth programs and highly regarded training programs for adults, Ramapo works on behalf of children who face obstacles to learning, including children with special needs, enabling them to succeed in the classroom, at home, and in life.

BOOTH: 622**Read Naturally**

1284 Corporate Center Dr., Suite 600
St. Paul, MN 55121
www.readnaturally.com

Read Naturally provides supplemental reading intervention strategies and materials for struggling readers. The flagship program has been successfully improving reading fluency and comprehension skills in students nationwide for 20 years by combining teacher-modeling, repeated reading, and progress monitoring. Read Naturally also provides programs for reading assessment, phonics, vocabulary, and ELL students.

BOOTH: 750**Reading Horizons**

60 North Cutler Drive, Suite 101
North Salt Lake, UT 84054
www.readinghorizons.com

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.

BOOTH: 1127**Remedia Publications, Inc. / Bright Apple**

15887 North 76th Street Suite 120
Scottsdale, AZ 85260

Remedia Publications has unique products for unique students: Inclusion, Learning Differences, Life Skills, Reading Intervention, Special Education, Speech & Language, Title I and Common Core State Standards. Strong focus on basic skills & repetition, letter type is larger than the average book, simple art, does not distract students (great for attention deficit), pages are simple, skill specific (great for reluctant learners) High-interest, captivating format (great for all students).

BOOTH: 1128**Renaissance Learning**

2911 Peach Street
Wisconsin Rapids, WI 54454
www.renaissance.com

Renaissance Learning™ is a leading provider of cloud-based assessment and teaching and learning solutions that fit the K12 classroom, improve school performance, and accelerate learning.

BOOTH: 817**Rethink**

19 West 21st Street, Suite 403
New York, NY 10010
www.rethinkfirst.com

Rethink is an online solution for special educators to promote inclusion and address behavior. Our platform supports curriculum planning, professional development, and tracking of student progress. Through video and mobile-friendly tools, we bring to life best practice teaching and intervention strategies that help educators personalize instruction for every child.

BOOTH: 422**RIGHT RESPONSE**

PO Box 445
Woodinville, WA 98072-0445
rightresponse.org

RIGHT RESPONSE envisions a community based on our core philosophy: "If you can manage yourself, you can manage anything." We foster a culture of Inside-Out Change™ encouraging safe, proactive, and respectful communication through the delivery of high quality training and the development of the field of de-escalation. Every week, hundreds of people attend RIGHT RESPONSE Workshops nationwide to learn proactive and evidence-based strategies for de-escalation, restraint, and positive behavior support.

BOOTH: 441**RoboKind**

1910 Pacific Ave., Ste. 102
Dallas, TX 75201
www.robokindrobots.com

BOOTH: 740**Routledge**

530 Walnut St., Ste. 850
Philadelphia, PA 19106
www.tandfonline.com

Routledge Journals, a division of Taylor & Francis, is an international publisher of scholarly research. Visit the Routledge Journals booth to learn about our products and services, and to request free copies of our publications in the field of education.

BOOTH: 816**Saddleback Educational, Inc.**

3120A Pullman St.
Costa Mesa, CA 92626
www.strugglinglearners.com

Saddleback Educational Publishing is the leader in Hi-Lo (high-interest, low-readability) curriculum solutions for grades 3 to 12. We strive to create age-respectful diverse content with complex and mature themes to engage the most reluctant and struggling learners.

BOOTH: 1136**Safe & Civil Schools**

P.O. Box 50550
Eugene, OR 97405
www.safeandcivilschools.com

Safe & Civil Schools can help K-12 educators foster respect and responsibility in students and improve school climate and culture. Train your entire staff to make data-driven decisions on a schoolwide level, in classrooms, and with individual students. Learn how to develop proactive, positive behavior support strategies tailored to your classroom, school, and district.

BOOTH: 1126**SAGE**

2455 Teller Road
Thousand Oaks, CA 91320
www.sagepub.com

Founded 50 years ago by Sara Miller McCune to support the dissemination of usable knowledge and educate a global community, SAGE publishes journals, books, and library products spanning a range of subject areas. SAGE remains majority-owned by our founder, who has assured that the company will remain permanently independent.

BOOTH: 536**Saltillo Corporation**

2143 TR112
Millersburg, OH 44654
www.saltillo.com

Saltillo Corporation is dedicated to making personal communication possible to individuals who are unable to use their natural voice. The NovaChat is a communication system that offers the well-known Chat software on an Android platform, using a 5,8,10 and 12 inch screen. English/Spanish America NovaChat's are now available. At Saltillo we strive to provide the most effective assistive technology products along with comprehensive support and service.

BOOTH: 1327**San Bernardino County Superintendent of Schools**

760 E Brier Dr.
San Bernardino, CA 92408
sbcss.k12.ca.us

BOOTH: 1223**San Joaquin County Office of Education**

2911 Transworld Drive
Stockton, CA 95213
www.seis.org

Special Education Information System.

BOOTH: 619**School Health Corporation**

865 Muirfield Drive
Hanover Park, IL 60133

BOOTH: 1016**School Specialty**

W6316 Design Drive
Greenville, WI 54942
www.schoolspecialty.com

School Specialty's Special Education product line offers the most extensive assortment for Special Education needs. Our resources include tools for positioning and mobility, fine motor, sensory processing, language/communication skills and instructional materials. Our Abilitations products are teacher favorites and we are always working on new and innovation ideas. We're determined to make learning safe and fun and improve the quality of life for ALL Students.... EVERY Need.

BOOTH: 616**SMART Technologies**

300, 1207 11th St. SW, Suite 600
Calgary, AB T3C 0M5
Canada

BOOTH: 944**SpedTrack**

3653 South Ave.
Springfield, MO 65807
www.spedtrack.com

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. The Special Education Module covers everything from referral to dismissal and provides a secure, central location for all data. Staff will spend less time on paperwork and more time with their students.

BOOTH: 1048**Springfield Public Schools**

1550 Main Street
Springfield, MA 01103-1410

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BOOTH: 1022**STAR Autism Support**

6663 SW Beaverton Hissdale Hwy., Box 119
Portland, WA 97005
www.starautismsupport.com

STAR Autism Support (SAS) provides curriculum materials, workshops and training to school and agency staff who work with students with autism. Our mission is to help others successfully implement research-based applied behavior analysis (ABA) techniques. We want every child with autism to receive effective instruction! STAR Autism Support has worked with over 2,500 school districts and over 25,000 educators across the United States and throughout the world.

BOOTH: 539**Stone Educational Systems Inc.**

P.O. Box 500315
San Diego, CA 92150
www.youread.org

The You Read program is a proprietary literacy program which teaches children with learning and behavioral disabilities reading proficiency in 14 days. Come visit booth 539 and learn how you can mentor, volunteer, or make a tax deductible donation to improve children's reading. The You Read program, a product of Stone Educational Systems Inc. is an alternative to traditional reading programs. Stone Educational Systems Inc. is a 501c3 corporation.

BOOTH: 1249**Teacher Education Division (TED)**

www.tedcec.org

TED works on behalf of special education teacher educators. Supported primarily by volunteers, TED strives to serve its members through a variety of activities that include an annual conference, awards, journal, newsletter, and websites. TED also supports subdivisions in many states.

BOOTH: 516**Teachers-Teachers.com**

PO Box 2519
Columbia, MD 21045
www.teachers-teachers.com

Teachers-Teachers.com is the nation's largest job board for education jobs! We offer a FREE service for special educators to connect with and apply to hiring school districts all over the United States! Stop by for a chance to win an Apple Mini iPad!

BOOTH: 736**TeachTown**

330 West Cummings Park
Woburn, MA 01801
web.teachtown.com

TeachTown, Inc. is exclusively focused on providing software and solutions for students diagnosed with autism spectrum disorder, developmental disabilities and intellectual 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 provides reports and graphs to inform instruction.

BOOTH: 551**Technology and Media Division (TAM)**www.tamcec.org

TAM supports educational participation and improved results for individuals with disabilities and diverse learning needs through the selection, acquisition, and use of technology. The TAM division produces many products, quarterly newsletters and The Journal of Special Education Technology.

BOOTH: 637**Ten Sigma**

3320 Mesa Way, Ste. A

Lawrence, KS 66049

www.tensigma.org

Stop by the Ten Sigma booth to see our new four-step curriculum for guiding transition students to (1) explore their strengths, interests, and needs, (2) compare career options and refine choices, (3) participate in writing their postsecondary goals and designing action plans, (4) complete their action plans and achieve their postsecondary goals. We also have a variety of online transition assessments that assess student's readiness for employment, college, and independent living.

BOOTH: 950**TFH (USA) Ltd.**

4537 Gibsonia Road

Gibsonia, PA 15044

www.tfhusa.com

TFH USA is a family-owned business with over 20 years of experience. We specialize in supplying and manufacturing innovative therapeutic and educational play to learn and sensory products. We can also meet all your Sensory Room needs with our complimentary design, consultation and installation service and our own line of equipment designed to help you and those in your care achieve more while having fun.

BOOTH: 451**The Association for the Gifted (TAG)**cectag.com

The Association for the Gifted (TAG), a division of CEC, offers members both print and online journals, a newsletter, and resources on a members-only section of the website. TAG's focus on diversity includes various ethnic and racial groups, lower-income backgrounds, and 2e, as well as all gifted learners.

BOOTH: 623**The Center for AAC and Autism/Prentke Romich Company**

PO Box 1317

Wooster, OH 44691

aacandautism.com

We provide solutions for individuals who are nonverbal including training in the Language Acquisition through Motor Planning (LAMP) approach for individuals with autism, a language system for those who use switch scanning (CoreScanner™), supports for successful language instruction (Language Lab, in-person and online trainings), and data collection (Realize Language™).

BOOTH: 725**The Conover Company**

4 Brookwood Ct.

Appleton, WI 54914

www.conovercompany.com

The Conover Company was founded in 1980 with two main focuses - Assessments & Technology. We have programs that assess career interests and aptitudes, teach soft skills and target independent living skills. These programs effectively and efficiently prepare youth for life after the organizational supports are gone. Our technology automatically administers, tracks, scores and saves the assessment and training results to give organizations the accountability they need for every single User.

BOOTH: 626**The Master Teacher**

P.O. Box 1207

Manhattan, KS 66505

www.masterteacher.com

For 45 years, The Master Teacher has been developing, supporting, and honoring educators by offering continuous learning opportunities and best-in-the-business awards and motivational products for every employee in a school or district.

BOOTH: 621**The Social Express**

1543 Juniperhill Drive

Encinitas, CA 92024

www.thesocialexpress.com

Winner of the Common Sense Media On Award for social-emotional learning, The Social Express is an interactive, engaging program for children with social learning challenges. It is used world-wide to practice social-emotional skills, teaching children how to think about and manage social situations to help them develop meaningful relationships.

BOOTH: 524

Therapro, Inc.
225 Arlington St.
Framingham, MA 01702
www.therapro.com

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 enewsletter. Visit our booth and meet the author of I Can Work! A Prevocational Curriculum for Special Needs. Play Letter Treasure Hunt, the very best game for handwriting!

BOOTH: 1122

Time Timer L L C
7707 Camargo Rd.
Cincinnati, OH 45243-2653
www.timetimer.com

The Time Timer is a unique, visual Timer that allows everyone to be able to see time passing — and how much time remains. This Timer is an excellent tool for any child who has difficulty anticipating transitions, staying focused and on-task, or who needs to break larger tasks into smaller ones. The Time Timer features a patented red disk that can be set for up to 60 minutes. As time passes, the disk disappears, which makes it easy to see how much time is left relative to where you started.

BOOTH: 527

TinyEYE Therapy Services, Inc.
2510 Warren Ave.
Cheyenne, WY 82001
www.TinyEYE.com

TinyEYE Therapy Services is the leading online Speech and Occupational Therapy service. Our award-winning therapists connect directly to your schools, providing efficient, effective therapy. TinyEYE SLPs and OTs can work with your existing team, or manage your entire caseload. They connect online, reaching all of your students with zero travel costs. With real-time progress tracking, you can always have proof of progress in reaching student goals. Visit us at Booth# 527 to learn more.

BOOTH: 1049

Tourette Syndrome Association
42-40 Bell Boulevard, Suite 205
Bayside, NY 11361
www.tsa-usa.org

The Tourette Syndrome Association (TSA) is the only national non-profit membership organization serving individuals affected by Tourette Syndrome (TS). TSA disseminates educational materials to health care and education professionals, coordinates support services, and funds research. Free educational resources will be available at the booth.

BOOTH: 1046

U CAN LEARN
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Sandy, UT 84094
www.ucanlearn.net

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BOOTH: 1125

University of Central Florida
4000 Central Florida Blvd.
Orlando, FL 32816
www.ucf.edu

Visit the University of Central Florida Booth, meet our outstanding students and faculty, and ask questions about our programs in SUNNY Orlando, Florida! Our Ph.D. in Education-Exceptional Education program is a federally funded project committed to preparing special education teacher educator/scholars. We also have several federally funded master's program with most courses online taught by nationally and international faculty members. For additional information, contact esegrad@ucf.edu.

BOOTH: 1225

University of Cincinnati
2145 Metro Center Blvd., Ste. 400
Orlando, FL 32835
www.embanetcompass.com

BOOTH: 523

University of Kansas
208 Joseph R. Pearson Hall
Lawrence, KS 66045
www.educationonline.ku.edu

Led by faculty who are demonstrated leaders and innovators within the field of special education, KU's innovative online graduate programs prepare you to compassionately and expertly engage with students with special needs. • Autism Spectrum Disorder (Graduate Certificate) • Secondary Special Ed & Transition (Master's) • Special Education (Master's and Endorsement)

BOOTH: 1238**University of La Verne**

1950 Third Street
La Verne, CA 91750
laverne.edu/education/overview/

The University of La Verne offers accelerated degree programs, designed for public sector, business, non-profit, and education professionals, at the Bachelor's, Master's and Doctoral levels. Our small class sizes along with outstanding professors who provide personalized attention to their students are just two of the factors that contribute to our distinguished reputation. The College of Education and Organizational Leadership - Building a Brighter Future Based on a Rich Tradition of Excellence

BOOTH: 821**University of St. Thomas - Online**

9417 Princess Palm Avenue
Tampa, FL 33619
www.stthomasonline.com/

The University of St. Thomas has been training teachers in the field of special education for 40 years. The university offers Masters, teaching licenses and certificates in special education with focuses in Cross-Categorical, Intellectual Disabilities and Autism Spectrum Disorders all 100% online. For more information, visit www.StThomasOnline.com.

BOOTH: 440**Valere, Inc.**

P.O. Box 1046
Simsbury, CT 06070
ValereToConnect.com

Kula EdSM is a 360° child-centric web-based process that engages families, teachers and therapists in a collaborative, electronic environment for easy sharing and leveraging of insights about a child to foster and support learning and social development.

Kula EdSM—Creates and supports family engagement; Generates meaningful inclusion in the classroom; Supports translation for up to 10 languages; Accommodates K-12 through transition to work; Complements IEPs and state standards; Secure with password protection and data encryption; Built by educators and parents of children with communication challenges.

Valere, Inc. — Helping children with communication challenges socially connect, grow and thrive. Kula Ed is a service mark of Valere, Inc.

BOOTH: 844**Vanderbilt Peabody College Department of Special Education**

Peabody College, Box 228
Nashville, TN 37203
www.vanderbilt.edu

Vanderbilt University's Peabody College is a national leader among graduate schools of education. The Department of Special Education at Peabody College offers doctoral degrees in high incidence disabilities, low incidence disabilities, early childhood special education, and visual disabilities. Financial support in the form of OSEP training grants is available for both master and doctoral programs.

BOOTH: 1335**VGo**

100 Innovative Way, Suite 3321
Nashua, NH 03062
www.vgo.com

VGo has revolutionized learning for home and hospital bound students by enabling them to go to school using VGo robotic telepresence. VGo enables students to: receive the same instructions as their peers, move about the school independently, socialize with friends, and participate in a full or partial day of activities and learning. In use around the country, VGo has dramatic impact on the community as well as the homebound student. Stop by our booth and check it out.

BOOTH: 1236**Vista Vocational & Life Skills Center**

1356 Old Clinton Rd.
Westbrook, CT 06498
www.vistavocational.org

Vista is a nationally known community-based post-secondary training program for adults with neurological disabilities such as ASD, ABI, a learning disability, or epilepsy. Most individuals have completed high school, yet require additional training and support to transition to adulthood. Vista provides experiential, hands-on instruction in vocational, life, social and cognitive skills. Vista is fully accredited by the Nat'l Commission for the Accreditation of Special Education Services (NCASES).

BOOTH: 636**Vocational Research Institute**

1845 Walnut Street, Suite 660
Philadelphia, PA 19103
www.vri.org

The non-profit Vocational Research Institute has been a leader in special needs assessment and career development for over 50 years. CareerScope® is the assessment of choice for thousands of education and transition professionals across the country. This valid, reliable, and objective interest and aptitude assessment is available via internet or on CD, and offers accommodation options for individuals with special needs. Ask about a free trial!

BOOTH: 1217

Voyager Sopris Learning

17855 N Dallas Parkway, Ste. 400
 Dallas, TX 75287
www.voyagersopris.com

Voyager Sopris Learning™ provides research- and evidence-based educational solutions for sustained success, including assessments, professional development and school-improvement services, literacy and math instructional tools—both comprehensive intervention and supplemental—and resources to build a positive school climate. For more information, visit www.voyagersopris.com.

BOOTH: 1322

Walden University

650 South Exter St.
 Baltimore, MD 21202

BOOTH: 751

What Works Clearinghouse

600 Alexander Park, Suite 100
 Princeton, NJ 08540
ies.ed.gov/ncee/wwc/

The What Works Clearinghouse (WWC) was established in 2002 as an initiative of the Institute for Education Sciences (IES) at the U.S. Department of Education. The WWC is administered by the National Center for Education Evaluation within IES. With over 700 publications available and more than 10,500 reviewed studies in its online searchable database, the WWC aims to inform researchers, educators, and policymakers as they work toward improving education for students.

BOOTH: 717

Wilson Language

47 Old Webster Road
 Oxford, MA 01540
www.wilsonlanguage.com

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.

BOOTH: 1135

Winsor Learning Inc./The Sonday System

1620 West 7th Street
 St. Paul, MN 55102
www.winsorlearning.com

Winsor Learning's signature approach to literacy intervention, the Sonday System®, and ground-breaking data-driven behavior assessment, the Student Inventory for Behavior Support (SIBS™), provide educators with practical solutions to quickly achieve student success.

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