Visit the CEC Bookstore!

While at the convention...

10% off All CEC Titles at the EXPO

- “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
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. ................................. Convention Workshops
9:00 a.m.–4:00 p.m. ................................. Concurrent Sessions
1:00–4:30 p.m. ........................................ Opening General Session
5:00–6:30 p.m. ........................................ EXPO HALL - Grand Opening and President's Welcome Reception
6:30–8:00 p.m. ........................................ Registration

**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. ........................ 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.*
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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

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 Oberkotter 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
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 Donavan, 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

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.

Kevin L. Faulconer
Mayor, City of 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!

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.

● 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 11
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.

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.

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

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

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

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

• President Elect
• Member-at-Large, Non-designated (three positions)
• Member-at-Large, Diverse Ethnic and Multicultural Groups (two positions)

To apply, go to www.cec.sped.org and look for Board of Directors 2016 Applications or contact Sharon Rodriguez, sharonr@cec.sped.org.

Questions regarding applications? Contact Robin Brewer, Chair Nominations Standing Committee robin.brewer@unco.edu

Application Deadline: May 13, 2015

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

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.

FedEx Kinkos

CEC Registration
Student Forum
Thursday, April 9, 9:00–11:30 a.m.

Representative Assembly Orientation & Registration
Friday, April 10, 9:15–10:15 a.m.

Representative Assembly
Friday, April 10, 12:30–5:00 p.m.
CEC DIVISIONS

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

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 the *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
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

Our graduates make a difference.

Behavior Analysis
General Education (elementary, middle or high)
Special Education (moderate or severe)
Teaching English as a Second Language
Educational Leadership
Language and Literacy
Dual General & Special Education License
Dual MAT & Liberal Arts
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

PUBLIC COMMENTS
10:30–11:00 a.m.

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

STUDENTS 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

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
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 4
  - 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

- **INTERDIVISIONAL CAUCUS (IDC)**
  - Tuesday, April 7
  - 1:00–4:00 p.m.
  - Aqua Salon BC, 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

- **PUBLISHING AND PRODUCT REVIEW MEETING**
  - Thursday, April 9
  - 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 301B, Level 3
    - Hilton San Diego Bayfront
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<td>Aqua 314, Level 3</td>
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<td>Hilton San Diego Bayfront</td>
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| **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     |

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<th>PIONEERS DIVISION (CEC–PD)</th>
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<td>Hilton San Diego Bayfront</td>
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| **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    |

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<th>COUNCIL FOR EDUCATIONAL DIAGNOSTIC SERVICES (CEDS)</th>
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<td>Sapphire 400A, Level 4</td>
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<td>Hilton San Diego Bayfront</td>
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| **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                                   |

| **PAST PRESIDENTS’ 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                                            |
| 1:30–2:30 p.m.                                              |
| 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

Thursay, 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 305, 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

DIVISION FOR PHYSICAL, HEALTH AND MULTIPLE DISABILITIES (DPMHD)  
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

■ 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
  8:30–10:30 a.m.
  Aqua 314, Level 3
  Hilton San Diego Bayfront

■ KNOWLEDGE AND SKILLS COMMITTEE
  Thursday, April 9
  8:30–10:30 a.m.
  Aqua 307, 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 3
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
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.

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

THURSDAY, APRIL 9        9-11:30 A.M.           BALLROOM 20A
Legislative Action Center

NEW ACTION ALERT!

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

Find your elected officials
Enter your ZIP Code and click "Go" or click here for other searches.

Issues & Legislation
Learn about important issues, recent votes, current legislation and more.

Election & Candidates
For election results, enter your ZIP Code or search by state.

Media Guide
Enter your zip code and click "Go" or click here for other searches.

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

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 preconvention 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.)

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>AA</td>
<td>Alternate Assessments</td>
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<tr>
<td>AA-AAS</td>
<td>Alternate Assessments Based on Alternate Achievement Standards</td>
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<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
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<td>AET</td>
<td>Academic Engaged Time</td>
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<td>APRs</td>
<td>Annual Performance Reports</td>
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<td>AS</td>
<td>Asperger’s Syndrome</td>
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<td>ASD</td>
<td>Autism Spectrum Disorder</td>
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<td>AT</td>
<td>Assistive Technology</td>
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<td>BD</td>
<td>Behavioral Disorders</td>
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<td>BEP</td>
<td>Behavior Education Program</td>
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<td>BIP</td>
<td>Behavior Intervention Plan</td>
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<tr>
<td>BoQ</td>
<td>Benchmarks of Quality</td>
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<tr>
<td>CAAT</td>
<td>Critical Analysis of Argumentative Text</td>
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<tr>
<td>CAPA</td>
<td>The Community Activities and Participation Analysis</td>
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<td>CAPS</td>
<td>Content Acquisition Podcasts</td>
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<tr>
<td>CARS</td>
<td>Center for Adolescent Research in the Schools</td>
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<td>CBDM</td>
<td>Curriculum-Based Decision Making</td>
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<tr>
<td>CBGO</td>
<td>Computer-Based Graphic Organizer</td>
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<tr>
<td>CBM</td>
<td>Curriculum-Based Measurement</td>
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<tr>
<td>CCSS</td>
<td>Common Core State Standards</td>
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<tr>
<td>CED</td>
<td>Council on Education of the Deaf</td>
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<tr>
<td>CEEDAR</td>
<td>The Collaboration for Effective Educator Development, Accountability, and Reform Center</td>
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<tr>
<td>CLD</td>
<td>Culturally Linguistically Diverse</td>
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<tr>
<td>CLDE</td>
<td>Culturally Linguistically Diverse Exceptional</td>
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<tr>
<td>CLRP</td>
<td>Culturally and Linguistically Responsive Practices</td>
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<tr>
<td>CMC</td>
<td>Chronic Medical Conditions</td>
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<tr>
<td>CoP</td>
<td>Communities of Practice</td>
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<tr>
<td>CRA</td>
<td>Concrete-Representation-Abstract</td>
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<tr>
<td>CREATE</td>
<td>Culturally Responsive Evidence-Based Approach to Excellence</td>
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<td>CRP</td>
<td>Culturally Responsive Pedagogies</td>
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<tr>
<td>CWPT</td>
<td>Class-Wide Peer Tutoring</td>
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<tr>
<td>DA</td>
<td>Dynamic Assessment</td>
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<td>DBI</td>
<td>Data-Based Individualization</td>
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<tr>
<td>DD</td>
<td>Developmental Disabilities</td>
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<tr>
<td>DDDM</td>
<td>Data Driven Decision Making</td>
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<tr>
<td>D/HI</td>
<td>Deaf or Hard of Hearing</td>
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<tr>
<td>DI</td>
<td>Direct Instruction</td>
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<td>DIDS</td>
<td>Diagnostic and Implementation Dashboard System</td>
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<td>DLM</td>
<td>Dynamic Learning Maps</td>
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<td>DS-SST</td>
<td>Discriminative Stimulus Social Skills Training</td>
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<tr>
<td>DTT</td>
<td>Discrete Trial Training</td>
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<tr>
<td>EBD</td>
<td>Emotional and Behavioral Disorders</td>
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<tr>
<td>EBP</td>
<td>Evidence-Based Practice</td>
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<tr>
<td>ECPC</td>
<td>The Early Childhood Personnel Technical Assistance Center</td>
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<tr>
<td>ECSE</td>
<td>Early Childhood Special Education</td>
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<tr>
<td>ED</td>
<td>Emotional Disturbance</td>
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<td>EDU</td>
<td>U.S. Department of Education</td>
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<td>EF</td>
<td>Executive Functions</td>
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<tr>
<td>EI</td>
<td>Early Intervention</td>
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<td>EI</td>
<td>Embedded Instruction</td>
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<tr>
<td>EL</td>
<td>English Learner</td>
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<td>ELL</td>
<td>English Language Learner</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>FABI</td>
<td>Functional Assessment Based Intervention</td>
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<tr>
<td>FASD</td>
<td>Fetal Alcohol Spectrum Disorder</td>
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<tr>
<td>FBA</td>
<td>Functional Behavioral Assessment</td>
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<tr>
<td>FIA</td>
<td>Fidelity Integrity Assessment</td>
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<tr>
<td>IASE</td>
<td>International Association of Special Education</td>
</tr>
<tr>
<td>ID</td>
<td>Intellectual Disability</td>
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<tr>
<td>IDD</td>
<td>Intellectual and Developmental Disabilities</td>
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<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
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<tr>
<td>IES</td>
<td>Institute of Education Sciences</td>
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<tr>
<td>ISF</td>
<td>Interconnected Systems Framework</td>
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<tr>
<td>LCCE</td>
<td>Life Centered Career Education</td>
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<td>LCI</td>
<td>Learning Characteristics Inventory</td>
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<tr>
<td>LD</td>
<td>Learning Disability</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>LEA</td>
<td>Local Education Agency</td>
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<tr>
<td>LEP</td>
<td>Limited English Proficient</td>
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<td>LRE</td>
<td>Least Restrictive Environment</td>
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<tr>
<td>MAPS</td>
<td>Making Action Plans</td>
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<tr>
<td>MIC3</td>
<td>The Interstate Compact for Educational Opportunities for Military Children</td>
</tr>
<tr>
<td>MTS</td>
<td>Meaningful Interaction Through Storybooks</td>
</tr>
<tr>
<td>MSL</td>
<td>Multi-Sensory Structured Language</td>
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<tr>
<td>MTSS</td>
<td>Multi-Tiered System of Supports</td>
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<tr>
<td>NAEP</td>
<td>The National Assessment of Educational Progress</td>
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<tr>
<td>NCLB</td>
<td>No Child Left Behind</td>
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<td>NCSC</td>
<td>National Center and State Collaborative</td>
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<td>NCSER</td>
<td>National Center for Special Education Research</td>
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<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<tr>
<td>NLTS2</td>
<td>National Longitudinal Transition Study-2</td>
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<tr>
<td>NPDC ASD</td>
<td>National Professional Development Center on Autism Spectrum Disorder</td>
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<tr>
<td>NSCAW II</td>
<td>National Survey of Child and Adolescent Well-Being II</td>
</tr>
<tr>
<td>NSP</td>
<td>National Standards Project</td>
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<tr>
<td>OAASD</td>
<td>Observation Assessment for Classrooms Serving Students With Autism Spectrum Disorders</td>
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<tr>
<td>OCR</td>
<td>Office of Civil Rights</td>
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<tr>
<td>OLS</td>
<td>Ordinary Least Squares Regression</td>
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<tr>
<td>OTL</td>
<td>Opportunities to Learn</td>
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<tr>
<td>OTR</td>
<td>Opportunities to Respond</td>
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<tr>
<td>PALS</td>
<td>Peer-Assisted Learning Strategies</td>
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<tr>
<td>PANDAS</td>
<td>Pediatric Autoimmune Neuropsychiatric Disorders Associated With Strep</td>
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<tr>
<td>PANS</td>
<td>Pediatric Acute-Onset Neuropsychiatric Syndrome</td>
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<tr>
<td>PBIS</td>
<td>Positive Behavior Intervention and Support in Schools</td>
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<tr>
<td>PBS</td>
<td>Positive Behavioral Supports</td>
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<td>PD</td>
<td>Professional Development</td>
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<tr>
<td>Project GEMS</td>
<td>Gifted Education in Math and Science</td>
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<tr>
<td>PRR</td>
<td>Peer-Reviewed Research</td>
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<tr>
<td>RAAC</td>
<td>Reread-Adapt and Answer-Comprehend</td>
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<tr>
<td>RT</td>
<td>Responsive Teaching</td>
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<tr>
<td>RTI</td>
<td>Response to Intervention</td>
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<tr>
<td>SART</td>
<td>The Strategy Assessment and Revision Tool</td>
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<tr>
<td>SCR</td>
<td>Single-Case Research</td>
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<tr>
<td>SDLMI</td>
<td>Self-Determined Learning Model of Instruction</td>
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<tr>
<td>SEELS</td>
<td>Special Education Elementary Longitudinal Study</td>
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<tr>
<td>SES</td>
<td>Socioeconomic Status</td>
</tr>
<tr>
<td>SET</td>
<td>School Wide Evaluation Tool</td>
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<tr>
<td>SGD</td>
<td>Speech Generating Device</td>
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<td>SIM</td>
<td>Strategic Instruction Model</td>
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<td>SIS-C</td>
<td>Supports Intensity Scale for Children</td>
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<tr>
<td>SLI</td>
<td>Speech Language Impairment</td>
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<td>SLPs</td>
<td>Speech Language Pathologists</td>
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<td>SRSD</td>
<td>Self-Regulated Strategy Development</td>
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<tr>
<td>SSI</td>
<td>Study Strategies Inventory</td>
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<tr>
<td>STEM</td>
<td>Science, Technology, Engineering, and Math</td>
</tr>
<tr>
<td>SWD</td>
<td>Students With Disabilities</td>
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<tr>
<td>SWIFT-FIT</td>
<td>Fidelity of Implementation Tool</td>
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<td>SWPBIS</td>
<td>School-Wide Positive Behavior Intervention and Supports</td>
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<td>TAGG</td>
<td>Transition Assessment and Goal Generator</td>
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<td>TBI</td>
<td>Traumatic Brain Injury</td>
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<td>TODs</td>
<td>Teachers of the Deaf</td>
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<tr>
<td>ToM</td>
<td>Theory of Mind</td>
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<td>TPACK</td>
<td>Technological Pedagogical Content Knowledge</td>
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<td>TVIs</td>
<td>Teachers of students with visual impairment</td>
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<td>UDL</td>
<td>Universal Design for Learning</td>
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<td>UP</td>
<td>University Participant Program</td>
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<td>VI</td>
<td>Visual Impairment</td>
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<tr>
<td>VM</td>
<td>Video Modeling</td>
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<td>VOCA</td>
<td>Voice Output Communication Aid</td>
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<td>VSM</td>
<td>Video Self-Modeling</td>
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<td>VSP</td>
<td>The Volunteer Service Project</td>
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<td>WWC</td>
<td>What Works Clearinghouse</td>
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</tbody>
</table>
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  

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: 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  

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  

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

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

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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.

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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

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

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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

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
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

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

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
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

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, KSEducation, Dover, DE

‘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 Irlicht, Victoria, Australia

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: 033B • SESSION: 628
▶ The Common Core State Standards for K-5
ELA: Facts, Myths, and What’s Next

TOPEIC 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: 030CD • SESSION: 646
▶ Town Hall Meeting: Improving Outcomes for Students With Severe Learning and Behavior Problems: What Will It Take?

TOPEIC 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

3:30 PM-4:30 PM  ROOM: 024B • SESSION: 679
▶ Results Driven Accountability: Achieving the Vision of Successful Outcomes for All Children with Disabilities

TOPEIC 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.

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

TOPEIC 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: 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: 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

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

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

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

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

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

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 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**

**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.

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

**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

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

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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

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


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

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 school 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.

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

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

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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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.
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.
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
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.
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.

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 practiced. 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.

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, NY; 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.

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.

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 8B  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.

Christy Hooser, Eastern Illinois University, Charleston, SC

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.

Ginevra Courtade, University of Louisville, KY.; Bree Jimenez, University of North Carolina at Greensboro, NC

After completing this workshop, you will be able to:
- Discuss the importance of preparing special and general education teachers to supervise paraeducators.
- 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 principles so all students can be successful.

LEADER(S): Ritu Chopra, University of Colorado, The PARPA 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.

Ritu Chopra, University of Colorado, The PARPA Center, Denver; Caron Westland, University of Colorado, Denver, CO

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.

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

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

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

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

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

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

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

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

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

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 rational for teaching spoken language through listening.

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

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
Adapting Curriculum for Diverse Learners With Gifts and Talents

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

1:00 PM–2:00 PM ROOM: 29C • SESSION: 6

Mental Health and Public Policy

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

1:00 PM–2:00 PM ROOM: 29D • SESSION: 5

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

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

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

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: 29B • SESSION: 4

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

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 Blasingame, Confluence Charter Schools, Saint Louis, MO; Darla Hemrick, Confluence Charter Schools, Saint Louis, MO; Tanisha Stanciel, 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
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  
**Presentation with Q&A**

**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  
**Presentation with Q&A**

**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  
**Demonstration**

**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; G. Robert Brown, University of Kentucky, Lexington; Erin Breedlove, University of Kentucky, Lexington
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 keystroke 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

**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, CA

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

**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
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

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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

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Predictors of Postschool Success: A Systematic Review of NLTS2 Secondary Analyses

**TOPIC AREA:** Career Development/Transition  
**SECONDARY TOPIC:** Research  
**FORMAT:** Panel

Hear the findings of a systematic review that analyzed NLTS-2 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

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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

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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

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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 Pogrund, 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
Life Time Achievement Award .................................................................................... Martha L. Thurlow

KEYNOTE ADDRESS .................................................................................................. Brad Cohen
Introduction by Russell Gersten, Convention Program Chair

APPRECIATION 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!
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

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

Athletics
K’von Albert
Prairieville, Louisiana
Benjamin Masters
Bonaire, Georgia
Atti Miller
Manchester, Maryland

Transition
Garrett Jones
Edmond, Oklahoma
Dacota Ratcliffe
Hailey, Idaho
Lexi Van Buren
Philadelphia, Pennsylvania

Yes I Can Awards

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.

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: 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
**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

**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

**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

**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

**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

**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
THURSDAY

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.

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.

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
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

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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

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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

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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 postschool 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

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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

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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 burnout and stronger academic outcomes of the students in the classroom.

**LEADER(S):** Tonya Trepinski, Texas A&M International, Laredo, TX
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

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

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 Zoiloski, University of North Texas, Denton, TX

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

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 Hener-Patnode, The Ohio State University at Lima, Lima, OH

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; Shariene Kiuvara, 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
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

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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 Hilsmir, Samford University, Birmingham, AL

**PRESENTER(S):** David Finn, Samford University, Birmingham, AL

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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
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-10:15 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

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.

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

**Bridging Bilingual and Special Education:**

9:15 AM-10:15 AM • ROOM: 028E • SESSION: 101

**Topics:** 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

**Bridging Research and Practice:**

9:15 AM-10:15 AM • ROOM: 029A • SESSION: 102

**Topics:** 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

**Strand A, Session 2:**

9:15 AM-10:15 AM • ROOM: 030AB • SESSION: 103

**Topics:** 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 Teeples, 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

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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

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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 Hawai‘i at Manoa, Honolulu, HI  
**PRESENTER(S):** Leslie Novosel, University of Hawai‘i at Manoa, Honolulu, HI

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9:15 AM-10:15 AM  ROOM: 027B • SESSION: 108

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

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9:15 AM-10:15 AM  ROOM: 025C • SESSION: 109

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

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9:15 AM-10:15 AM  ROOM: 030E • SESSION: 110

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
THURSDAY

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: 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: 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: 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

9:15 AM-10:15 AM  ROOM: 028C • SESSION: 117

**DVIDB SHOWCASE ★**

Going Into Their World First: The Brain, the Body, and Communication

**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 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
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

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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

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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

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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

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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

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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, Changshin University, Seoul, Republic of Korea; Jane Squires, University of Oregon, Eugene, OR
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

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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

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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

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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

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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

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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, 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
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 Burns, University of Oklahoma, Norman, OK

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

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

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 Rodríguez, Escuela Normal de Especialización, 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
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

Algebra-Readiness Interventions for Middle School Students With Mathematics Difficulties and Disabilities

10:30 AM-11:30 AM • ROOM: 028D • SESSION: 168

TOPIC AREA: Response to Intervention (RtI): Multi-Tier System of Supports
SECONDARY TOPIC: Science, Technology, Engineering and Math (STEM)
FORMAT: Panel
Learn about EBPs 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

Strand A, Session 3: From Know-How to Action: Assessing and Improving School-Level Implementation of Data-Based Individualization

10:30 AM-11:30 AM • ROOM: 030AB • SESSION: 169

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

Strand B, Session 3: Research-Based Practices to Teach Mathematics to Students With Disabilities

10:30 AM-11:30 AM • ROOM: 030CD • SESSION: 170

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

**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
**THURSDAY**

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-Arick, 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 Jolivette, 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
THURSDAY

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
THURSDAY

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
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**

**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

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

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 Jolivette, Georgia State University, Atlanta, GA

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**Transition and Postschool Issues in a Global Context**

1:00 PM-2:00 PM • ROOM: 025C • SESSION: 226

**TOPIC AREA:** International Programs/Services  
**DISCUSSANT:** Rachel Brody, Teach For America, Philadelphia, PA  
**MODERATOR(S):** Ritu Chopra, University of Colorado, The PAR/A 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

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**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

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**Strand A, Session 4 – Improving Results for All: The Role of Intensive Intervention in Federal Education Policy**

1:00 PM-2:00 PM • ROOM: 030AB • SESSION: 227

**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: 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.

1:00 PM-2:00 PM • ROOM: 032A • SESSION: 228

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.

1:00 PM-2:00 PM • ROOM: 026A • SESSION: 231

Innovative Teaching: Using Pediatric Patient’s Experience for Hands-On Math and Science Learning

**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):** Elaissa Hardy, Emory University, Atlanta, GA

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: 026A • SESSION: 231

Innovative Teaching: Using Pediatric Patient’s Experience for Hands-On Math and Science Learning

**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):** Elaissa 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 Werfel, University of Illinois, Urbana-Champaign; IL; Susan Carty, University of Illinois, Champaign, IL
THURSDAY

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
Helping Students With Learning Disabilities Succeed in Algebra

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

**MODERATOR(S):** Elizabeth Hughes, Duquesne University, Pittsburgh, PA

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 High School Algebra: The WWC Practice Guide and Students With Disabilities

We share the findings of a synthesis on algebra-based interventions 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

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**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

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**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

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**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 Sumbera, 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
THURSDAY

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 preschool 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 Hilsimer, 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 Mashmoushi, Dar Al Hekma University, Jeddah, Saudi Arabia

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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

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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 programing 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 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

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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 equip 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

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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

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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

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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
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

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

Mental Health and Exposure Issues Affecting Students With EBD

**TOPIC AREA:** Emotional and Behavioral Disorders

**MODOERATOR(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

‘Do This, Not That!’ Unraveling Common Instructional Myths for Students With LD

**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
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

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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

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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

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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

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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
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

**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

**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 Stenehjem, Washington State School for the Blind, Vancouver, WA
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

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

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

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 session will review the common challenges to creating effective BIPs and provide strategies for overcoming them.

LEADER(S): Edward O’Neill, Cenpatico Schools, Gilbert, AZ

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 Sumbera, Blinn College, Bryan, TX

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

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-Tucktuck, University of Nevada, Las Vegas, NV

PRESENTER(S): Joshua Baker, University of Nevada, Las Vegas, NV; Cori More, University of Nevada, Las Vegas, NV
THURSDAY

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):** Shawnna 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

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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

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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

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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

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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

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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

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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
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

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

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 Bloom's 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

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

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

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

Examine 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

TOPI P 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

TOPI P 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

TOPI P 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

TOPI P 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
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 Hougen, 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 Courcy, San Francisco State University, San Francisco, CA

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

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

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

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
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

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

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

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

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 Stanciel, Grand Center Arts Academy, Saint Louis, MO

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
THURSDAY

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: 359

- 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: 360

- 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
THURSDAY

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 Delport, 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

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**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

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**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

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**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

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**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

TOOLTIP 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

TOOLTIP 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

TOOLTIP 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

TOOLTIP 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

TOOLTIP 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 Unv, 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

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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 Mancil, 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

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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

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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

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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
FRIDAY

8:00 AM-9:00 AM  ROOM: 032B  SESSION: 403


**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
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

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

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

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

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

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
FRIDAY

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
PRESENTATION(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 Cinci, 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
FRIDAY

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.
FRIDAY

9:15 AM-11:15 AM • ROOM: 025A • SESSION: 440

**CEC-PD SHOWCASE**

*‘Bright Futures’: Are We There? Teacher Leadership Yesterday, Today, and Tomorrow!*

**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

**PREPARATOR(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

**PREPARATOR(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

**PREPARATOR(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
CLUES: Improving Science Vocabulary for Secondary English Language Learners With Reading Disabilities

**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:** 028E  
**SESSION:** 452

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:** 029C  
**SESSION:** 454

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:** 029C  
**SESSION:** 455

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:** 029B  
**SESSION:** 453
FRIDAY

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
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 NCSER-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

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

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

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

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.

A Literacy Intervention for Struggling Middle-School Readers: Starting With Affect and Universal Design for Learning

**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
FRIDAY

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-10:00 AM  ROOM: POSTER 01, EXPO HALL F • SESSION: 475
EXHIBITOR SHOWCASE SESSION: Test Performance and Challenges of the Lowest-Performing Students on AA

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
EXHIBITOR SHOWCASE SESSION: Supporting Special Education Teachers: Lessons From Research in Rural Areas

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
EXHIBITOR SHOWCASE SESSION: The Perspective of Undergraduate College Students With Autism Spectrum Disorder

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
Friday, April 10, 2015

**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

**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, Blindhern, Norway; Barbara Ludlow, West Virginia University, Morgantown, WV

**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

**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

**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

**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
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

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

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

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

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

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
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 CSESA 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

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

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

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

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, Cenpatico Schools, Gilbert, AZ  
**PRESENTER(S):** Josh Drake, Denver Public Schools, Denver, CO; Diann Richardson, Denver Public Schools, Denver, CO; Erik Ryan, Cenpatico Schools, Gilbert, AZ

Adapting Enhanced Milieu Teaching for Young Children With Communication Impairment

**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
FRIDAY

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

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
FRIDAY

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
FRIDAY

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
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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

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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 Irlicht, Victoria, Australia; Sara James, Victoria, Australia

1:00 PM-3:00 PM ROOM: 021 • SESSION: 566

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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

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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
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

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**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

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**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
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

**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

**PRESENTER(S):** Ellen Malone, New Trier High School, Winnetka, IL; Kari Viano, New Trier High School, Winnetka, IL

**● 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
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; Christian Coogle, West Virginia University, Morgantown, WV; Naomi Rahn, West Virginia University, Morgantown, WV

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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

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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


**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

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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

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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

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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

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1:00 PM-2:00 PM  ROOM: 024A • SESSION: 595

**EXHIBITOR SHOWCASE 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

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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

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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): Dannielle 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.
FRIDAY

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 relationship 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
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

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

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

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
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<th>Time</th>
<th>Room</th>
<th>Session Code</th>
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<tr>
<td>1:00 PM-1:45 PM</td>
<td>ROOM: POSTER 11, EXPO HALL F</td>
<td>619</td>
<td>State Mental Health Services: The Who, What, and Where of Service Access</td>
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<td><strong>TOPIC AREA:</strong> Public Policy</td>
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<td>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.</td>
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<td><strong>LEADER(S):</strong> Robbie Marsh, University of Nevada, Las Vegas, NV</td>
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<td><strong>PRESENTER(S):</strong> Joseph Morgan, University of Nevada, Las Vegas, NV</td>
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<td>1:00 PM-1:45 PM</td>
<td>ROOM: POSTER 24, EXPO HALL F</td>
<td>620</td>
<td>Effects of SRSD for the STACS Strategy on Narrative Writing Skills of Adolescents With Disabilities</td>
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<td><strong>SECONDARY TOPIC:</strong> Learning Disabilities</td>
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<td>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.</td>
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<td><strong>LEADER(S):</strong> Lauren Valasa, Pennsylvania State University, State College, PA</td>
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<td><strong>PRESENTER(S):</strong> Linda Mason, University of North Carolina, Chapel Hill, NC</td>
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<td>1:00 PM-1:45 PM</td>
<td>ROOM: POSTER 21, EXPO HALL F</td>
<td>621</td>
<td>Setting a Standard: Implementing Common Core Standards for Students With Disabilities</td>
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<td><strong>TOPIC AREA:</strong> Response to Intervention (Rti): Multi-Tier System of Supports</td>
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<td><strong>FORMAT:</strong> Poster Session</td>
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<td>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.</td>
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<td><strong>LEADER(S):</strong> Sharon Darling, Florida Atlantic University, Boca Raton, FL</td>
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<td><strong>PRESENTER(S):</strong> Charles Dukes, Florida Atlantic University, Boca Raton, FL</td>
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<td>1:00 PM-1:45 PM</td>
<td>ROOM: POSTER 09, EXPO HALL F</td>
<td>622</td>
<td>There's an App for That!: Evaluating the Quality of Educational Apps</td>
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<td><strong>TOPIC AREA:</strong> Technology and Media</td>
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<td><strong>SECONDARY TOPIC:</strong> Research</td>
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<td><strong>FORMAT:</strong> Poster Session</td>
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<td>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.</td>
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<td><strong>LEADER(S):</strong> Michelle Gonzalez, Marywood University, Scranton, PA</td>
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<td>1:00 PM-1:45 PM</td>
<td>ROOM: POSTER 08, EXPO HALL F</td>
<td>623</td>
<td>Impact of 3-D Printing on Conceptual Understandings of Students With Visual Impairments</td>
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<td><strong>TOPIC AREA:</strong> Visual Impairments</td>
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<td><strong>SECONDARY TOPIC:</strong> Science, Technology, Engineering and Math (STEM)</td>
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<td><strong>FORMAT:</strong> Poster Session</td>
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<td>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.</td>
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<td><strong>LEADER(S):</strong> Karen Koehler, The Ohio State University, Columbus, OH</td>
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<td><strong>PRESENTER(S):</strong> Sean Tikkun, Northern Illinois University, DeKalb, IL</td>
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<td>2:15 PM-3:45 PM</td>
<td>ROOM: 033A • SESSION: 625</td>
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<td>Program Chair – Response to Intervention and Identification: What We’ve Learned and Should Have Learned From the Past 10 Years</td>
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<td><strong>TOPIC AREA:</strong> Response to Intervention (Rti): Multi-Tier System of Supports</td>
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<td><strong>SECONDARY TOPIC:</strong> Research</td>
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<td><strong>FORMAT:</strong> Presentation with Q&amp;A</td>
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<td>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.</td>
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<td><strong>LEADER(S):</strong> Sharon Vaughn, The Meadows CTR for Preventing Educational Risk/UT, Austin, TX</td>
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<td><strong>PRESENTER(S):</strong> Jack Fletcher, University of Houston, Texas Medical Center, Houston, TX</td>
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FRIDAY

2:15 PM-3:15 PM  ROOM: 025C • SESSION: 627
Practicing What We Preach: Using Research to Inform Teacher Education

TOC 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

TOC 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: 028C • SESSION: 630
Promoting Transition and Self-Determination Through a Technology Medium

TOC 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
Mentoring to Leadership: The Reciprocal Ribbon Mentoring Model

TOC 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: 031C • SESSION: 629
Tribute Session: Celebrating the Work of Janette Klingner: Scaling-Up Evidence Based Reading Comprehension Instruction With Collaborative Partnerships

TOC 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
FRIDAY
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

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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

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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.
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 Boxtel, California State Polytechnic University, Pomona, CA

  **PRESENTER(S):** Pamela Lovett, Long Beach Unified School District, Long Beach, CA

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**2:15 PM-3:15 PM • ROOM: 026A • SESSION: 636**

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

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**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, Mt. Pleasant, MI
**PRESENTER(S):** Leonie Rose, Central Michigan University, Mt. Pleasant, MI

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**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

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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

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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
FRIDAY

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

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

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): Jacqueyln Buckley, Institute of Education Sciences/NCSER, 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

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

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

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

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
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

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

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

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

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

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
FRIDAY
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:** Parent/Family/School Partnerships
**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.

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 Faracis, 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  
**PRESENTER(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
FRIDAY

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 Riggleman, 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):** Mkyung 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 PL. 94-142 (later reauthorized as IDEA). Panel members reflect on PL. 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  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**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
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

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

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

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

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 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 learned 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: 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

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):** Kimberly 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; Guilibaldo 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

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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

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8:00 AM-9:00 AM  ROOM: 22 • SESSION: 756

Ethical, Legal, and Practical Issues

**TOPIC AREA:** Public Policy

**MODERATOR(S):** Barbara Pazey, 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
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

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**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

TOCP 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

TOCP 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

TOCP 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

TOCP 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

TOCP 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

TOCP 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
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

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

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 reading skills.

**LEADER(S):** Claudia Rinaldi, Lasell College, Newton, MA

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

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

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

TOPIX 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

TOPIX 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 Pazey, 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

TOPIX 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

TOPIX 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
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

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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

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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’s perceptions of academic support in school are shared.

**LEADER(S):** Anna Marie Villalobos, San Mateo County Office of Education, Redwood City, CA

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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

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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

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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

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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:** 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):** Ying Hui-Michael, Rhode Island College, Providence, RI

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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

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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 mediation 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
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

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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
SATURDAY

9:15 AM-10:15 AM • ROOM: 026A • SESSION: 811

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
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

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

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

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

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

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 Burns, University of Oklahoma, Norman, OK
PRESENTER(S): Christie Stephenson, University of Oklahoma, Norman, OK
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

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

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 Marciniec, University of Wisconsin, Platteville, WI

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

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

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:C13T 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
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

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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

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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 Soulard School, St. Louis, MO; Sarah Christman, The Soulard 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
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; 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; Geddes Rizzi, The Ohio State University, Columbus, OH

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Writing in the Science and Mathematics Classrooms

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

**MODERATOR(S):** Sharlene Kiuhara, 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

**PRESENTERS:** 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

**PRESENTERS:** Jacqueline Huscroft-D’Angelo, Texas Christian University, Fort Worth, TX

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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: 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
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

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

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

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

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

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):** Alyse 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
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

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

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

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

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

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
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

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

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
PRESENTER(S): Natalie Badgett, University of Washington, Seattle, WA

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: 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

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

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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
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
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 Jolivette, 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

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

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

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

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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

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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

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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

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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

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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
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, Nanimo, British Columbia, Canada

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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

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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

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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

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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.

The Really, Really BIG CEC Prize Giveaway!

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.

**Really Big Prize:** A free School/District Membership Package, including six CEC memberships, two registrations for CEC 2016 in St. Louis, and three recorded webinars, valued at $1,700.

**Really, Really BIG Prize:** Free registration, free workshop registration and 4 nights hotel accommodations at CEC 2016 in St. Louis: PRICELESS!

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Toms, Ozaline, Whitewater, WI
Trzaska, Agata, Mt. Prospect, IL
Tyler, Brenda, Radford, VA
Valenzuela, Rudy, Los Lunas, NM
Vernon-Dotson, Lisa, Conway, SC
Webb, Rebecca, Vergennes, VT
Wohle, Roberta, Teaneck, NJ
Wong-Lo, Mickie, Chicago, IL
Wright, Pamela, Central Islip, NY
Xu, Yaoying, Richmond, VA

● EARLY CHILDHOOD AND EARLY INTERVENTION

Barla, Michael, Chesterfield, MO
Barts, Lynn, St. Louis, MO
Brown, Jennifer, Athens, GA
Chen, Ching-I, Farmington, CT
Ciupke, Antonela
Connor, Susan, Chicago, IL
Coogler, Christian, Morgantown, WV
Costen, Jade, Tallahassee, FL
Darling, Sharon, Boca Raton, FL
Hanline, Mary Frances, Tallahassee, FL
Harries, Kathy, Greensburg, PA
Hubbell, Sophie, Hudson, OH
Jeans, Laurie, Davenport, IA
Kashinath, Shubha
Lakey, Emily, Tallahassee, FL
Lindeman, David, Parsons, KS
More, Cori, Las Vegas, NV
Nichols, Sarah
Parks, Stephanie, Lawrence, KS
Pribble, Lois, Eugene, OR
Purcell, Megan, West Lafayette, IN
Schnitz, Alana, Nashville, TN
Swett, Judy, Bloomington, MN
Vail, Cindy, Athens, GA
Windsor, Kelly, Nashville, TN
Woods, Julianna, Tallahassee, FL

● GIFTED AND TALENTED

Abadeh, Heidi, Dearborn, MI
Brody, Rachel, Philadelphia, PA
Estrada, Pamela, Monterrey, Nuevo Leon
Garcia, Iris, Monterrey, Nuevo Leon
Khalifa, Batoul, Doha-Qatar
Lynes, Marjorie, Walesa, GA
Martin, Suzanne, Orlando, FL
Molloy, Ashleigh, Toronto, Ontario
Raymond, Eileen, Port Elizabeth, New Zealand
Rodriguez, Humberto, Monterrey, Mexico
Rodriguez, Jacqueline, Williamsburg, VA
Shiu, Alex, Waco, TX

● INTERNATIONAL PROGRAMS/SERVICES

Abadeh, Heidi, Dearborn, MI
Brody, Rachel, Philadelphia, PA
Estrada, Pamela, Monterrey, Nuevo Leon
Garcia, Iris, Monterrey, Nuevo Leon
Khalifa, Batoul, Doha-Qatar
Lynes, Marjorie, Walesa, GA
Martin, Suzanne, Orlando, FL
Molloy, Ashleigh, Toronto, Ontario
Raymond, Eileen, Port Elizabeth, New Zealand
Rodriguez, Humberto, Monterrey, Mexico
Rodriguez, Jacqueline, Williamsburg, VA
Shiu, Alex, Waco, TX

● LEARNING DISABILITIES

Abernathy, Tammy, Reno, NV
Al Otaiba, Stephanie, Dallas, TX
Barth, Amy, Columbia, MO
Bateman, David, Shippensburg, PA
Bell, Pam, Austin, TX
Bradfield, Tracy, Minneapolis, MN
Brandeis, Dana, Mendota Heights, MN
Briham, Rick, Fairfax, VA
Budin, Shannon, Buffalo, NY
Bui, Yvonne, San Francisco, CA
Butera, Gretchen, Bloomington, IN
Campbell, Heather, Northfield, MN
Chard, David, Dallas, TX

Trout, Alex, Lincoln, NE
Vannest, Kimberly, College Station, TX
Wolfe, Alicia, Bethlehem, PA

Vannest, Kimberly, College Station, TX
Wolfe, Alicia, Bethlehem, PA
Collier, Paul, Santa Maria, CA
Collins, Penelope, Irvine, CA
Conoyer, Sarah, Palatine, IL
Cook, Bryan, Honolulu, HI
Cook, Sabrina, New York, NY
Cook, Sara, Waikoloa, HI
DeBettencourt, Laurie, Baltimore, MD
Drew, Sally, New Britain, CT
Du, Sally (Xiaoqing), Forest Lake, MN
Espin, Christine, Leiden, Holland
Farley, Cindy, Honolulu, HI
Foegen, Anne, Ames, IA
Goran, Lisa, Kirkville, MO
Graves, Anne, San Diego, CA
Greulich, Luanna
Hampton, David, Bowling Green, OH
Hosp, John, Iowa City, IA
Hougen, Marty, Austin, TX
Hughes, Charles, State College, PA
Hui-chen, Hsu, Minneapolis, MN
Hwang, Jiwon, State College, PA
Jitendra, Asha, Minneapolis, MN
Jung, Pyung-Gang, Minneapolis, MN
Kelley, Mary Beth, Minneapolis, MN
Kim, Sun A, Queens, NY
King-Sears, Peggy, Fairfax, VA
Kunkel, Amy, Minneapolis, MN
Lamb, Elizabeth, Minnetonka, MN
Landrum, Timmy, Louisville, KY
Leafstedt, Jill, Camarillo, CA
Lein, Amy, Minneapolis, MN
Lemke, Erica, Columbia, MO
Lindell, Mary, Minneapolis, MN
Lloyd, John, Charlotteville, VA
Maddox, Diane, Los Angeles, CA
Marshall, Kathleen, Columbia, SC
Mason, Linda, Chapel Hill, NC
McMaster, Kristen, Minneapolis, MN
Monroe, John, Columbia, MO
Montague, Majorie, Miami, FL
Moran, Amber, Goleta, CA
Morano, Stephanie, State College, PA
Murphy, Michelle, Columbia, SC
O’Connor, Rollanda, Riverside, CA
Olinghouse, Natalie, Storrs, CT
Orosco, Michael, Riverside, CA
Osborne, Susan, Raleigh, NC
Parker, David, North St. Paul, MN
Parrett, Elizabeth, Kennett Square, PA
Peper, Christine, Minneapolis, MN
Petursdottir, Anna-Lind, Reykjavik, Iceland
Pierce, Becca, Pelican Rapids, MN
Pinto, Viveca, Minneapolis, MN
Poch, Apryl, Columbia, MO
Powell, Sarah, Austin, TX
Pyle, Nicole, Logan, UT
Rafferty, Lisa, Buffalo, NY
Rahn, Naomi, Morgantown, WV
Reed, Deborah, Tallahassee, FL
Reutelbuch, Colleen, Austin, TX
Rhinehart, Laura, Los Angeles, CA
riccomini, Paul, University Park, PA
Ritchey, Kristen, Newark, DE
Rooney, Karen, Richmond, VA
Ruz, Monica, Los Angeles, CA
Saenz, Laura, Edinburg, TX
Saez, Leilani, Eugene, OR
Sayeski, Kristin, Athens, GA
Semmelroth, Carrie, Boise, ID
Singamaneni, Subhalakshmi, Ames, IA
Solis, Michael, Charlotteville, VA
Someki, Fumio, Nagoya, Japan
Swanson, Elizabeth, Round Rock, TX
Szabo-Kifer, June, Santa Barbara, CA
Tackett, Katie, Washington, DC
Therrien, Bill, Charlotteville, VA
Ticha, Renata, Minneapolis, MN
Torres, Caroline, Honolulu, HI
Vadasy, Patricia, Seattle, WA
Valasa, Lauren, Hoboken, NJ
Wagner, Dana, St. Paul, MN
Wayman, Miya, Glen Ellyn, IL
Weiss, Margaret, Fairfax, VA
Wexler, Jade, College Park, MD
Wilson, Jennifer, Roseville, MN
Zumeta, Rebecca, Washington, DC

### MEASURING SPECIAL EDUCATION TEACHER EFFECTIVENESS

Benedict, Amber, Jacksonville, FL
Bettini, Elizabeth, Gainesville, FL
Brownell, Mary, Gainesville, FL
Buzick, Heather, Princeton, NJ
Grills, Amie, Boston, MA
Johnson, Evelyn, Boise, ID
Kearns, Devin, Storrs, CT
Rossetti, Zachary, Boston, MA

### PARENT/FAMILY/SCHOOL PARTNERSHIPS

Aldersey, Heather, Kingston, Ontario
Bishop, Sandra, San Diego, CA
Cleighton Thompson, Catherine, Fairfax Station, VA
Fernandez, Rhode, Herndon, VA
Francis, Grace, Lawrence, KS
McGowan, Kevin, Fairfax, VA
Melchor, Jose, Bonita, CA
Mitchiner, Julie, Washington, DC
Moore, Susan M, Boulder, CO
Pleto-Odle, Amy, Elkton, MD
Rivera, Angie, Fair Oaks, CA
Sapien-Melchor, Rebecca, Bonita, CA
Schuyer, Lisa, Los Angeles, CA
Shin, Sookyung, Lawrence, KS
Smiley Angelov, Azure D, Indianapolis, IN

### PERSONNEL PREPARATION

Alves, Kat, Crozet, VA
Anderson, Darlene, Provo, UT
Barese, Evelyn, Guilford, CT
Bauer, Anne, Cincinnati, OH
Berlinghoff, Dee, Hopewell Junction, NY
Brown, Tiara, Staunton, VA
Burstein, Nancy, Woodland Hills, CA
Butler, Anne, Champaign, IL
Casciado, Denise, Malvern, PA
Chai, Zhen, Las Cruces, NM
Correa, Vivian, Charlotte, NC
Driver, Melissa, Charlotteville, VA
Ely, Emily, Charlotteville, VA
Gallagher, Peggy, Atlanta, GA
Goodwin, Vanessa, Sierra Madre, CA
Gordon, David, Staten Island, NY
Green, Kate, Atlanta, GA
Grogan, Gina, Clarksville, TN
Groskrezut, Mark, New Haven, CT
Hallock, Patrice, Gilboa, NY
Hamilton-Jones, Bethany, Athens, GA
Hansen, Blake, Provo, UT
Harris, Martha, Texarkana, TX
Harris, Monica, Grand Rapids, MI
Hoffman, Katie, State College, PA
Hott, Brittany, Commerce, TX
Hughes, Claire, Brunswick, GA
Jasper, Andrea, Mount Pleasant, MI
Jimenez, Bree, Greensboro, NC
Kennedy, Virginia, Northridge, CA
Kerns, Georgia, Lee, NH
Kim, Eunjoo, Gary, IN
Kroeger, Stephen, Cincinnati, OH
Lane, Holly, Gainesville, FL
Long, Carol, Winona, MN
Lynch, Patricia, Bryan, TX
Mamlin, Nancy, Durham, NC
McKinnon, Kathleen, University Park, PA
Monda-Amaya, Lisa, Champaign, IL
Orellana, Karee, Lebanon, IN
Patterson, DaShundra, Powder Springs, GA
Ploesssli, Donna, Tuscaloosa, AL
Robinson, Suzanne, Leawood, KS
Rock, Marcia, Greensboro, NC
Sears, Sue, Northridge, CA
Sebold, Ann, Denver, CO
Sjostrom, Cheryl, Redlands, CA
Sundeen, Todd, Greeley, CO
Swoszowski, Nicole, Tuscaloosa, AL
Tandon, Bharti, Shorewood, WI
Uitto, Denise, North Lawrence, OH
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, Karen, 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, Albemarle, NC
Lyon, Kristin, Lawrence, KS
Malian, Ida, Tempe, AZ
McGrath, Dawn, Kokomo, IN
Morgan, Emily, Wilmingt, DE
Sarahy, Padma, Missouri City, TX
Thomas, Linda, Wesley Chapel, FL

**PIONEERS/HISTORICAL PERSPECTIVES**
Hopkins, Jamie, Milford, OH
Riggin, Nancy, Cartersville, GA

**PUBLIC POLICY**
Butler, Joyce, Glendale, MA
Cox, Penny, Gainesville, FL
Filippi, Betsy, Gainesville, FL
Foster, Megan, Clinton, NY
Gallup, Dawn, Coldwater, MI
Hashey, Andrew, Kenmore, NY
King, Mark, Holland, MI
Morgan, Cheryl, Jacksonville, FL
Opuda, Michael, Portland, ME
Poppen, Marcus, Eugene, OR
Provost, John, Easthampton, MA
Repetto, Jeanne, Gainesville, FL
Schulze, Rob, Morrisville, VT
Thompson, Anne Louise, Machiasport, ME
White, Benjamin, Plymouth, MI

**RESEARCH**
Able, Harriet, Chapel Hill, NC
Aceves, Terese, Los Angeles, CA
Ashworth, Kristen, Charleston, SC
Aron, Joyce, Napels, FL
Barber, Brian, Kent, OH
Barton, Erin, Denver, CO
Brumh, Allison, Iowa City, IA
Bryant, Diane, Austin, TX
Carlisle, Abigail, Columbia, MO
Carter, Erik, Nashville, TN
Collins, Belva, Charlotte, NC
Cook, Lysandra, Honolulu, HI
Coyne, Michael, Storrs, CT
Cuticelli, Mari, Cheshire, CT
Faggella-Luby, Michael, Fort Worth, TX
Garland, Dennis, Tonawanda, NY
Han, Insoon, Duluth, MN
Hansuvadha, Nat, Long Beach, CA
Harris, Pamela, Gilbert, AZ
Kamman, Margaret, Gainesville, FL
Katsiyannis, Antonis, Clemson, SC
Kiely, Mary Theresa, Queens, NY
Lane, Kathleen Lynne, Lawrence, KS
Lemons, Chris, Nashville, TN
Mahdavi, Jennifer, Rohnert Park, CA
McKeown, Debra, Decatur, GA
McLeskey, James, Gainesville, FL
McNair, J. Ron, Lincoln, NE
Oakes, Wendy, Gilbert, AZ
Pavri, Shireen, Long Beach, CA
Richards-Tutor, Cara, Long Beach, CA
Rispoli, Mandy, College Station, TX
Runnels, Mary, Gloucester, VA
Sabornie, Edward, Raleigh, NC
Santangelo, Tanya, Glenisde, PA
Shepherd, Katharine, Burlington, VT
Siperstein, Gary, Boston, MA
Smith, Stephen, Gainesville, FL
Steinbrecher, Trish, Albuquerque, NM
Taibott, Elizabeth, Chicago, IL
Tankersley, Melody, Kent, OH
Thomas, Rachel, Gainesville, FL
Ware, Sharon, Storrs, CT
Wasburn-Moses, Leah, Oxford, OH
Weiss, Stacy, Greenville, NC
Xia, 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
Jones, Nathan, Boston, MA
Kennedy, Michael, Charlottesville, VA
Kim, Min Kyung, Johnson City, TN
Lawson, Janelle, Diamond Bar, CA
Ospiova, Anna, South Pasadena, CA
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

**SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (Instructional Strategies for Learning in Science, Math, and Technical Subjects)**
Clarke, Ben, Eugene, OR
Dexter, Douglas, University Park, PA
Fisher, Marie, Seattle, WA
Hoover, Theresa, Chambersburg, PA
Hughes, Elizabeth, Pittsburgh, PA
Israel, Maya, Champaign, IL
Johnson, Zachary, Atlanta, GA
Jones, Julie, Spartanburg, SC
Kaldenberg, Erica, Iowa City, IA
Ketterlin-Geller, Leanne, Dallas, TX
Kurtz-Nelson, Eva, Eugene, OR
Malone, Amelia, Nashville, TN
Morgan, Paul, University Park, PA
Namkung, Jessica, Nashville, TN
Patterson, Sarah, Columbus, OH
Ralston, Nicole, Portland, OR
Seethaler, Pamela, Nashville, TN
Shanley, Lina, Eugene, OR
Smith, Alex, MO
Smith, Gregory, Oneonta, NY
Stock, Jr., James, University Park, PA
Stout, Jonathan, Lock Haven, PA
Taylor, Jonte, University Park, PA
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
Lewis, Calli, Carlisle, PA
Metz, Kelly, Tucson, AZ
Rice, Kim, Phoenix, AZ
Rufe, Steven, Bronx, NY

TECHNOLOGY AND MEDIA

Agrawal, Jugnu, Fairfax, VA
Ault, Melinda, Lexington, KY
Bausch, Margaret, Lexington, KY
Bigman, Susan, Springfield, VA
Castellani, John, Columbia, MD
Choo, Samuel, Spring Lake, NC
Coleman, Mari Beth, Knoxville, TN
Ezmenova, Anya, Fairfax, VA
Fleming, Mary Beth, Falls Church, VA
Hasselbring, Ted, Nashville, TN
Houck, Karen, Ashburn, VA
Howorth, Sarah, East Aurora, NY
Jerome, Marci, Fairfax, VA
Komoniewski, Betsy, Alexandria, VA
Mittler, Joel, Brookville, NY
Okolo, Cynthia, East Lansing, MI
Ozdemir, Riza, Buffalo, NY
Pennington, Robert, Louisville, KY
Rhodes, Alice, Wilmore, KY
Smith, Sean, Lawrence, KS
Spriggs, Amy, Lexington, KY
Temple, Cheryl, Fairfax Station, VA
Terry, Amber, Falls Church, VA
Wiltraut, Karen, Alexandria, VA

VISUAL IMPAIRMENTS

Anthony, Tanni, Denver, CO
Blome, Janie, Louisville, KY
Farrand, Kathleen, Columbus, OH
Kelly, Stacy, Dekalb, IL
McArdle, Meredith, Baltimore, MD
Wilton, Adam, Vancouver, CA

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Increase educator effectiveness

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 EOE

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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

Heather DiFede, Lead Team, (Accessibility), Senior Director, East San Diego County Special Education Local Plan Area (SELPA)

Carolyn Nunes, Lead Team, (Volunteers, Convention Support, Program Hosts), Senior Director, Special Education, San Diego County Office of Education

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)

Frank Donavan, California CEC Representative, Director, Greater Anaheim Special Education Local Plan Area (SELPA), California CEC President

Kate Dove, Subcommittee Chair, (Headquarters Office), Special Education Advisor, California Charter School Association (CCSA)

Shawna Goldhammer, Subcommittee CoChair, (Accessibility), Deaf/Hard of Hearing Teacher, North Orange Co Special Education Local Plan Area (SELPA)

Angela Hawkins, Subcommittee Chair, (Convention Support, Program Hosts), Professor, Special Education, National University, San Diego

John Hess, Subcommittee Chair, (Yes I Can Awards), CEC Board of Directors, Retired Director, Whittier Area Special Education Local Plan Area (SELPA)

Angela McIntosh, Subcommittee Chair, (Diversity), Associate Professor, Special Education, San Diego State University

Dennis Roberson, Subcommittee Chair, (Volunteers), Chief, Special Education Services, Orange County Department of Education

NOT PICTURED

Melanie Dort, Subcommittee Chair, (Special Events), Student, San Diego State University

Fred Fox, Subcommittee CoChair, (Accessibility), Program Specialist, East San Diego County Special Education Local Plan Area (SELPA)
## CONVENTION CITIES AND CEC PRESIDENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>City</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>1923</td>
<td>Cleveland, Ohio</td>
<td>Elizabeth Farrell (1922-26)</td>
</tr>
<tr>
<td>1924</td>
<td>Chicago, Illinois</td>
<td></td>
</tr>
<tr>
<td>1925</td>
<td>Cincinnati, Ohio</td>
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<tr>
<td>1926</td>
<td>Washington, D.C.</td>
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<tr>
<td>1927</td>
<td>Dallas, Texas</td>
<td>Alice B. Metzner</td>
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<tr>
<td>1928</td>
<td>Toronto, Canada</td>
<td>Charles M. Elliott</td>
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<tr>
<td>1929</td>
<td>Detroit, Michigan</td>
<td>Edith L. Groves</td>
</tr>
<tr>
<td>1930</td>
<td>Philadelphia, Pennsylvania</td>
<td>John Lewis Horn</td>
</tr>
<tr>
<td>1931</td>
<td>Cleveland, Ohio</td>
<td>Meta Anderson</td>
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<tr>
<td>1932</td>
<td>Washington, D.C.</td>
<td>Charles Scott Berry</td>
</tr>
<tr>
<td>1933</td>
<td>Minneapolis, Minnesota</td>
<td>I. Grace Ball</td>
</tr>
<tr>
<td>1934</td>
<td>Toronto, Canada</td>
<td>May E. Bryne</td>
</tr>
<tr>
<td>1935</td>
<td>Baltimore, Maryland</td>
<td>G. Elmore Reaman</td>
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<tr>
<td>1936</td>
<td>Chicago, Illinois</td>
<td>Harry J. Baker (1935-37)</td>
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<tr>
<td>1937</td>
<td>Cincinnati, Ohio</td>
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<tr>
<td>1939</td>
<td>Detroit, Michigan</td>
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<tr>
<td>1940</td>
<td>Pittsburgh, Pennsylvania</td>
<td>Dorothy E. Norris (1939-41)</td>
</tr>
<tr>
<td>1941</td>
<td>New York, New York</td>
<td></td>
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<tr>
<td>1942</td>
<td>Milwaukee, Wisconsin</td>
<td>Samuel A. Kirk (1941-43)</td>
</tr>
<tr>
<td>1943</td>
<td>Indianapolis, Indiana</td>
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<tr>
<td>1944</td>
<td>No Convention</td>
<td>John J. Lee (1943-45)</td>
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<td>1945</td>
<td>No Convention</td>
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<tr>
<td>1946</td>
<td>Detroit, Michigan</td>
<td>Florence Dunlop (1945-47)</td>
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<tr>
<td>1947</td>
<td>Ottawa, Canada</td>
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<tr>
<td>1948</td>
<td>Des Moines, Iowa</td>
<td>Harley Z. Wooden</td>
</tr>
<tr>
<td>1949</td>
<td>San Francisco, California</td>
<td>Ray Graham</td>
</tr>
<tr>
<td>1950</td>
<td>Chicago, Illinois</td>
<td>Arthur S. Hill</td>
</tr>
<tr>
<td>1951</td>
<td>New York, New York</td>
<td>Wallace J. Finch</td>
</tr>
<tr>
<td>1952</td>
<td>Omaha, Nebraska</td>
<td>John W. Tenny</td>
</tr>
<tr>
<td>1953</td>
<td>Boston, Massachusetts</td>
<td>William M. Cruickshank</td>
</tr>
<tr>
<td>1954</td>
<td>Cincinnati, Ohio</td>
<td>Francis W. Doyle</td>
</tr>
<tr>
<td>1955</td>
<td>Long Beach, California</td>
<td>Richard S. Dabney</td>
</tr>
<tr>
<td>1956</td>
<td>Minneapolis, Minnesota</td>
<td>Francis E. Lord</td>
</tr>
<tr>
<td>1957</td>
<td>Pittsburgh, Pennsylvania</td>
<td>Elizabeth M. Kelly</td>
</tr>
<tr>
<td>1958</td>
<td>Kansas City, Missouri</td>
<td>Maurice H. Fouracre</td>
</tr>
<tr>
<td>1959</td>
<td>Atlantic City, New Jersey</td>
<td>Lloyd M. Dunn</td>
</tr>
<tr>
<td>1960</td>
<td>Los Angeles, California</td>
<td>Ivan K. Garrison</td>
</tr>
<tr>
<td>1961</td>
<td>Detroit, Michigan</td>
<td>Jack W. Birch</td>
</tr>
<tr>
<td>1962</td>
<td>Columbus, Ohio</td>
<td>Leo F. Cain</td>
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<tr>
<td>1963</td>
<td>Philadelphia, Pennsylvania</td>
<td>Mamie Jo Jones</td>
</tr>
<tr>
<td>1964</td>
<td>Chicago, Illinois</td>
<td>Frances P. Connor</td>
</tr>
<tr>
<td>1965</td>
<td>Portland, Oregon</td>
<td>Harrie M. Selznick</td>
</tr>
<tr>
<td>1966</td>
<td>Toronto, Canada</td>
<td>Maynard C. Reynolds</td>
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<tr>
<td>1967</td>
<td>St. Louis, Missouri</td>
<td>Ernest P. Willenberg, James J. Gallagher</td>
</tr>
<tr>
<td>1968</td>
<td>New York, New York</td>
<td>Leo Connor</td>
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<tr>
<td>1969</td>
<td>Denver, Colorado</td>
<td>John W. Kidd</td>
</tr>
<tr>
<td>1970</td>
<td>Chicago, Illinois</td>
<td>John Melcher</td>
</tr>
<tr>
<td>1971</td>
<td>Miami Beach, Florida</td>
<td>Samuel C. Ashcroft</td>
</tr>
<tr>
<td>1972</td>
<td>Washington, D.C.</td>
<td>Jean R. Hebeler</td>
</tr>
<tr>
<td>1973</td>
<td>Dallas, Texas</td>
<td>Stella A. Edwards</td>
</tr>
<tr>
<td>1974</td>
<td>New York, New York</td>
<td>Jack C. Dinger</td>
</tr>
<tr>
<td>1975</td>
<td>Los Angeles, California</td>
<td>Raphael F. Simches</td>
</tr>
<tr>
<td>1976</td>
<td>Chicago, Illinois</td>
<td>Philip R. Jones</td>
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<tr>
<td>1977</td>
<td>Atlanta, Georgia</td>
<td>Jasper E. Harvey, Harold Perry</td>
</tr>
<tr>
<td>1978</td>
<td>Kansas City, Missouri</td>
<td>Harold Perry</td>
</tr>
<tr>
<td>1979</td>
<td>Dallas, Texas</td>
<td>Parthenia Cogdell</td>
</tr>
<tr>
<td>1980</td>
<td>Philadelphia, Pennsylvania</td>
<td>Kenneth Wyatt</td>
</tr>
<tr>
<td>1981</td>
<td>New York, New York</td>
<td>William E. Johnson</td>
</tr>
<tr>
<td>1982</td>
<td>Houston, Texas</td>
<td>Jo Thomason</td>
</tr>
<tr>
<td>1983</td>
<td>Detroit, Michigan</td>
<td>Lyndal M. Bullock (1982-84)</td>
</tr>
<tr>
<td>1984</td>
<td>Washington, D.C.</td>
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<tr>
<td>1985</td>
<td>Anaheim, California</td>
<td>Joseph P. Gaughan</td>
</tr>
<tr>
<td>1986</td>
<td>New Orleans, Louisiana</td>
<td>Michael K. Grimes</td>
</tr>
<tr>
<td>1987</td>
<td>Chicago, Illinois</td>
<td>Judy Ashmore</td>
</tr>
<tr>
<td>1988</td>
<td>Washington, D.C.</td>
<td>Charles M. Heuchert</td>
</tr>
<tr>
<td>1989</td>
<td>San Francisco, California</td>
<td>William R. Littlejohn</td>
</tr>
<tr>
<td>1990</td>
<td>Toronto, Ontario</td>
<td>Harry Dahl</td>
</tr>
<tr>
<td>1991</td>
<td>Atlanta, Georgia</td>
<td>Joni Alberg</td>
</tr>
<tr>
<td>1992</td>
<td>Baltimore, Maryland</td>
<td>Ronald J. Anderson</td>
</tr>
<tr>
<td>1993</td>
<td>San Antonio, Texas</td>
<td>Alba A. Ortiz</td>
</tr>
<tr>
<td>1994</td>
<td>Denver, Colorado</td>
<td>Suana L. Wessendorf</td>
</tr>
<tr>
<td>1995</td>
<td>Indianapolis, Indiana</td>
<td>Pamela K. Gillet</td>
</tr>
<tr>
<td>1996</td>
<td>Orlando, Florida</td>
<td>Diane L. Johnson</td>
</tr>
<tr>
<td>1997</td>
<td>Salt Lake City, Utah</td>
<td>Gerald Hime</td>
</tr>
<tr>
<td>1998</td>
<td>Minneapolis, Minnesota</td>
<td>Linda S. Marsal</td>
</tr>
<tr>
<td>1999</td>
<td>Charlotte, North Carolina</td>
<td>Gerry Reynaud</td>
</tr>
<tr>
<td>2000</td>
<td>Vancouver, British Columbia</td>
<td>William K. Bogdan</td>
</tr>
<tr>
<td>2001</td>
<td>Kansas City, Missouri</td>
<td>Hellen Bogie</td>
</tr>
<tr>
<td>2002</td>
<td>New York, New York</td>
<td>Jacquelyn Alexander</td>
</tr>
<tr>
<td>2003</td>
<td>Seattle, Washington</td>
<td>Janet Burdick</td>
</tr>
<tr>
<td>2004</td>
<td>New Orleans, Louisiana</td>
<td>Suzanne Martin</td>
</tr>
<tr>
<td>2005</td>
<td>Baltimore, Maryland</td>
<td>Jim McCormick</td>
</tr>
<tr>
<td>2006</td>
<td>Salt Lake City, Utah</td>
<td>Jamie Hopkins</td>
</tr>
<tr>
<td>2007</td>
<td>Louisville, Kentucky</td>
<td>Mary Ruth Coleman</td>
</tr>
<tr>
<td>2008</td>
<td>Boston, Massachusetts</td>
<td>Susan A. Fowler</td>
</tr>
<tr>
<td>2009</td>
<td>Seattle, Washington</td>
<td>Kathleen Puckett</td>
</tr>
<tr>
<td>2010</td>
<td>Nashville, Tennessee</td>
<td>Jacqueline L. Mault</td>
</tr>
<tr>
<td>2011</td>
<td>National Harbor, Maryland</td>
<td>Marilyn Friend</td>
</tr>
<tr>
<td>2012</td>
<td>Denver, Colorado</td>
<td>Margaret McLaughlin</td>
</tr>
<tr>
<td>2013</td>
<td>San Antonio, Texas</td>
<td>Christy A. Chambers</td>
</tr>
<tr>
<td>2014</td>
<td>Philadelphia, Pennsylvania</td>
<td>Robin D. Brewer</td>
</tr>
</tbody>
</table>
Meet The Exhibitors
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.
## 2015 EXHIBITORS

(As of March 10, 2015)

<table>
<thead>
<tr>
<th>Booth</th>
<th>Company Name</th>
<th>Address</th>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>625</td>
<td>3E Love, LLC</td>
<td>1510 Hubbard Avenue, Batavia, IL 60510</td>
<td>cecconvention.org</td>
<td>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.</td>
</tr>
<tr>
<td>651</td>
<td>ABD O</td>
<td>8000 W. 78th St., Ste. 310, Edina, MN 55439</td>
<td><a href="http://www.abdopublishing.com">www.abdopublishing.com</a></td>
<td>ABD O A Family of Educational Publishers: ABD O’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 ABD O’s “Reading Is a Superpower” curriculum author, trainer, and promotor Tamarie Tigh at <a href="mailto:superpower@abdopublishing.com">superpower@abdopublishing.com</a> or call 877-809-7772. <a href="http://abdopublishing.com">http://abdopublishing.com</a></td>
</tr>
<tr>
<td>1227</td>
<td>Academic Therapy Publications</td>
<td>20 Leveroni Ct., Novato, CA 94949</td>
<td><a href="http://www.academictherapy.com">www.academictherapy.com</a></td>
<td>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.</td>
</tr>
<tr>
<td>1044</td>
<td>ACE-Autism Curriculum Encyclopedia</td>
<td>33 Turnpike Road, Southborough, MA 01523</td>
<td><a href="http://www.aceinfo.org">www.aceinfo.org</a></td>
<td>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.</td>
</tr>
<tr>
<td>1117</td>
<td>Achievement Products</td>
<td>2 Lower Ragsdale Drive, Suite 125, Monterey, CA 93940</td>
<td><a href="http://www.achievement-products.com">www.achievement-products.com</a></td>
<td>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 <a href="http://www.Achievement-Products.com">www.Achievement-Products.com</a> or call 1-800-373-4699 for a free catalog.</td>
</tr>
<tr>
<td>1235</td>
<td>aha! Process, Inc.</td>
<td>421 Jones Road, P.O. Box 727, Highlands, TX 77562</td>
<td><a href="http://www.ahaprocess.com">www.ahaprocess.com</a></td>
<td>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.</td>
</tr>
<tr>
<td>1222</td>
<td>American Institutes for Research</td>
<td>1000 Thomas Jefferson Street NW, Washington, DC 20007</td>
<td><a href="http://www.air.org">www.air.org</a></td>
<td>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.</td>
</tr>
<tr>
<td>1027</td>
<td>American Printing House for the Blind</td>
<td>1839 Frankfort Avenue, Louisville, KY 40206</td>
<td><a href="http://www.aph.org">www.aph.org</a></td>
<td>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 <a href="http://www.aph.org">www.aph.org</a> or call 800-223-1839 for more information. Please visit us at the CEC exhibit hall in booth #1027!</td>
</tr>
</tbody>
</table>
BOOTH: 540
Arizona State University Online
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: 747
Avara Educational Quests, LLC
2219 S. Harrison
Amarillo, TX 79109
www.keytothefrontdoor.com

Avara Educational Quests, LLC, dedicated to teaching financial literacy, presents Award Winning Key to the Front Door, an educational reality money game created and tested for special education. Learn/Teach through play how to manage your money with everyday situations! Perfect for home and life skill classes! Easy to read and understand, financial literacy textbooks are also available for special students and K – College.

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. Wrise 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
Verona, WI 53593-0160
www.attainmentcompany.com

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

Follow us #CEC15
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
Unalakleet, AK 99684
www.bssd.org

A progressive rural Alaska school district with 15 village K-12 schools. BSSD Special Education: Individual Dreams & Team Aspirations!

BOOTH: 517
Big Grips
803 2nd St., #303
Davis, CA 95616
www.biggrips.com

Big Grips are big, squishy, easy to grab, comfortable to hold, and very grip-able cases and stands for iPad. Big Grips are available for all iPad models including the original iPad, iPad 2/3/4, iPad mini, and iPad Air. Big Grips products are free of BPA, lead, latex, phthalate, and PVC. Big Grips are resistant to oils, chemicals, stains, molds and germs. Big Grips are lightweight and durable, as well as easy to clean. Grab more and worry less with Big Grips—seriously fun protection for iPad.

BOOTH: 428
Boardmaker
2100 Wharton Street
Pittsburgh, PA 15203
www.tobiidynavox.com

Boardmaker, a member of the Tobii-Dynavox family, has been the go-to-solution for providing symbol-based learning materials to students with special needs for over 20 years. Boardmaker Online, the newest addition to the Boardmaker line, is a complete system for delivering personalized instruction and therapy while also measuring student progress.

BOOTH: 823
Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285-0624
www.brookespublishing.com

We believe what you believe: All learners deserve to meet their potential. We’ve partnered with the top experts in K-12 education for 35+ years, bringing you practical, research-based books and curricula that support full inclusion and better outcomes for all. We’ll help you reach today’s most pressing goals—from meeting the challenges of Common Core to differentiating instruction so every student learns.

BOOTH: 427
C&C Educational Solutions, LLC
2917 Oakleigh Township Dr.
Knoxville, TN 37921
www.ccedsolutions.com

C&C Educational Solutions is proud to announce that we are working with JellyJames to bring two new dyscalculia products called Dynamo Math and Dynamo Profiler to North America. Dynamo Profiler is an assessment which identifies and distinguishes between symptoms of dyscalculia and math delays. Dynamo Math is a research based software program that includes 230 modules, printable lesson plans, resources, and worksheets. www.dynamomath.com- for a free trial
www.dynamoprofiler.com www.ccedsolutions.com

BOOTH: 744
California Baptist University Online
10370 Hemet Street, Suite 200
Riverside, CA 92503
www.cbuonline.edu

MAKE A DIFFERENCE IN THIS WORLD California Baptist University Online & Professional Studies Master of Arts in Disability Studies degree 100% online program is designed to develop expertise in human differences. Beyond preparing professionals to lead, establish and shape disability programs, ministries and policies, the Disability Studies program prepares graduates to challenge and change the way society and organizations relate to people with disabilities. Ready to make a difference? 877-228-5284

BOOTH: 438
California Charter Schools Association
250 E 1st St., Suite 1000
Los Angeles, CA 90012
www.calcharters.org

CCSA’s vision is to increase student learning by growing the number of families choosing high quality charter schools so that no child is denied the right to a great public education. Our mission is to ensure a million students attend charter public schools by 2022, with charter public schools outperforming non-charter public schools on every measure. For more information, please visit our website at www.calcharters.org.
BOOTH: 423
Camelot Learning
518 Virginia Avenue
Towson, MD 21286
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.

BOOTH: 850
CapJaxMathFax
11729 North Shore Drive
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.
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.

Check & Connect, Institute on Community Integration
150 Pillsbury Drive SE
Minneapolis, MN 55455
checkandconnect.umn.edu

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.

Colvard Learning
1512 11th Street, Suite 203
Santa Monica, CA 90401
www.colvardlearning.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.

Corwin
2455 Teller Road
Thousand Oaks, CA 91320
www.corwin.com

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.

Council for Children with Behavioral Disorders (CCBD)
PO Box 24246
Overland Park, KS 66283
www.ccbd.net

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.

Council for Educational Diagnostic Services (CEDS)
www.ceds.us

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.

Crisis Prevention Institute (CPI)
10850 West Park Place, Suite 600
Milwaukee, WI 53224
www.crisisprevention.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.

Curriculum Associates
153 Rangeway Road
No. Billerica, MA 01826
www.cainc.com
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.

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.

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.

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.

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.

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.

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.

Division of International Special Education and Services (DISES)
www.dises-ccc.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.

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.
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.evergreencctr.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.
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 Cajon, 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.
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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.

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.

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.

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.

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.

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!

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.

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.

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. MicroCareerBursts 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

ymyIGDIs 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.
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.

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.

Stop by The New York Times booth for up to 50% off home delivery and digital subscriptions! Plus receive a free gift with your subscription!

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.

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 websites 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.
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.

RoboKind
1910 Pacific Ave., Ste. 102
Dallas, TX 75201
www.robokindrobots.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.

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.

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.

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.

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.

School Health Corporation's 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

IMMEDIATE OPENINGS SPECIAL EDUCATION TEACHERS AND INSTRUCTIONAL LEADERS The Springfield Public Schools is a large and diverse urban district in MA. We serve over 26,000 students in 56 schools. The district has a highly committed staff, a strong school committee, and very supportive community partnerships. Visit our website at www.sps.springfield.ma.us to view job postings and to apply. Contact Lucy Perez 413 537-9437 or perezluc@sps.springfield.ma.us

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.tedcecc.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
10869 S. Chapada Way
Sandy, UT 84094
www.ucanlearn.net

WIN a FREE iPad by stopping by our booth. Try out U Can Connect, a visual and auditory processing program that kids love (with research to prove it works!) Does your child have problems with vocabulary and rapid naming issues? Brain Flex is a 200+ page program that improves both areas in a fun, easy format for teachers and parents! On sale at the conference. U CAN LEARN - Booth 1046

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)
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.

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.

Kula Ed™ 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 Ed™—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.

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.

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).

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 Fundations®, 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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