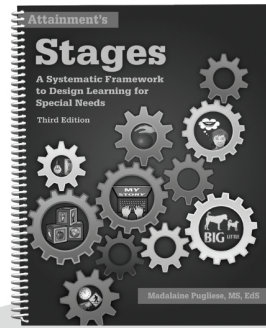


# What's New at Attainment!

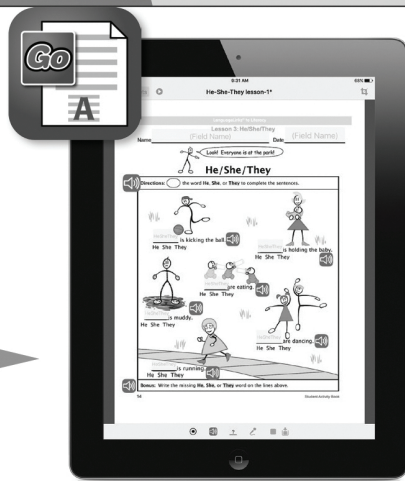
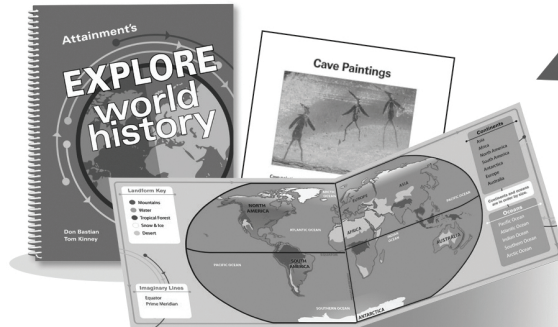
## Stages Book

A systematic framework with 7 developmental stages and apps



## Explore World History Curriculum

A comprehensive curriculum for students participating in alternate assessments

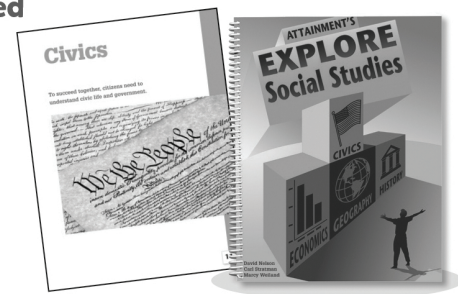


## GoWorksheet Maker App

Quickly convert printed worksheets into customizable, interactive activities on an iPad!

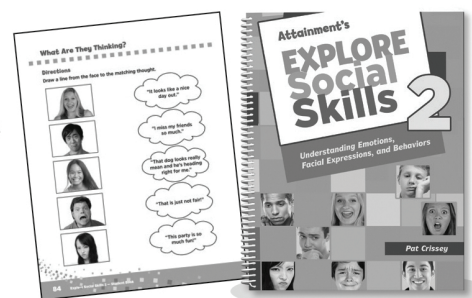
## Explore Social Studies Curriculum

Literature-based curriculum with 2 distinct reading levels



## Explore Social Skills 2 Curriculum

Emotions, facial expressions, and behaviors



Introducing our new partnership with Slater Technology!



Picture-assisted writing tool for students



Powerful teacher tool to adapt curricula

Check out all of Attainment's blended learning solutions. Stop by CEC booths 908 & 909 for a FREE gift with 10 min demo!



1-800-327-4269

www.AttainmentCompany.com



## Schedule at a Glance

### TUESDAY, APRIL 12

- 2:00–7:00 p.m. . . . . Registration
- 2:00–7:00 p.m. . . . . Representative Assembly Registration (CEC Headquarters Office)

### WEDNESDAY, APRIL 13

- 7:00 a.m.–8:00 p.m. . . . . Registration
- 7:00 a.m.–8:00 p.m. . . . . Representative Assembly Registration (CEC Headquarters Office)
- 9:00 a.m.–4:00 p.m. . . . . Convention Workshops
- 1:00–4:30 p.m. . . . . Concurrent Sessions
- 5:00–6:30 p.m. . . . . Opening General Session
- 6:30–8:30 p.m. . . . . EXPO HALL – Grand Opening and President’s Welcome Reception

### THURSDAY, APRIL 14

- 7:00 a.m.–6:00 p.m. . . . . Registration
- 7:00 a.m.–6:00 p.m. . . . . Representative Assembly Registration (CEC Headquarters Office)
- 8:00 a.m.–4:30 p.m. . . . . Concurrent Sessions & Posters
- 8:00–9:00 a.m. . . . . Second General Session
- 9:15–11:30 a.m. . . . . Student Forum
- 9:00 a.m.–2:00 p.m. . . . . Expo Hall
- 11:30 a.m.–1:00 p.m. . . . . Exclusive Expo Time and Lunch Express
- 4:30–5:30 p.m. . . . . Ice Cream Social and Prize Drawing (must be present to win)

### FRIDAY, APRIL 15

- 7:00 a.m.–6:00 p.m. . . . . Registration
- 7:00 a.m.–9:45 p.m. . . . . Representative Assembly Registration (CEC Headquarters Office)
- 8:00 a.m.–4:30 p.m. . . . . Concurrent Sessions & Posters
- 8:00–9:00 a.m. . . . . Third General Session
- 9:00 a.m.–2:00 p.m. . . . . Expo Hall
- 11:30 a.m.–1:00 p.m. . . . . Exclusive Expo Time and Desserts on Us!
- 11:30 a.m.–1:00 p.m. . . . . Lunch Express
- 12:30–4:00 p.m. . . . . Representative Assembly
- 4:30–6:00 p.m. . . . . Yes I Can Awards Ceremony

### SATURDAY, APRIL 16

- 7:00 a.m.–4:00 p.m. . . . . Registration
- 8:00 a.m.–3:15 p.m. . . . . Workshops, Concurrent Sessions & Posters
- 3:20 p.m. . . . . Say Farewell to St. Louis and Invitation to Boston 2017 Prize Drawing

*Schedule subject to change.*

(Please see pages 19–25 for a complete listing of Meetings and Social Events.)



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## **Mission Statement**

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

## **Core Values**

### **Visionary**

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

### **Integrity**

Demonstrated by ethical, responsive behavior, transparency, and accountability

### **Inclusiveness**

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

# Welcome Message from the President and Program Chairs



**Antonis Katsiyannis**  
President, CEC



**Douglas Cheney**  
Program Co-Chair



**Laura Receveur**  
Program Co-Chair

Dear CEC 2016 Attendees:

We are delighted that you are here with us for the Council for Exceptional Children's 92nd Annual Convention and Expo. CEC 2016 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, April 13, 5-6:30 p.m.**, with Keynote Speaker Temple Grandin, a best-selling author, autism activist and role model and inspiration to people all over the world with autism spectrum disorder, their families, and others. Dr. Grandin will eloquently and candidly share the challenges she has faced and her insights on the types of strategies that helped her succeed.
- **Grand Opening of the Expo Hall and President's Welcome Reception**, immediately following the Opening General Session, offers refreshments and time to browse the 200+ exhibit booths brimming with products designed specifically for your students.
- **Yes I Can Awards Ceremony, Friday, April 15, 4:30-6 p.m.**, when we gather to honor students with exceptionalities who shine.
- **Second General Session, Thursday, April 14, 8-9 a.m.**, will answer the question: What do you get when you take a group of high school students, teach them the science behind their learning disabilities, help them build the confidence necessary to refuse any stigma associated with those disabilities and turn them into advocates? Join us for this special session, LEAD "Hey, Mom! I've Got ADHD and a Couple of F's"
- **Third General Session, Friday, 8-9 a.m. Sesame Street: See amazing in All Children!** Every child in his or her lifetime will meet someone who has autism. Sesame Street is perfectly positioned to spread a message of respect, understanding and kindness to all children and to remind us all that everyone has unique qualities and talents that make the world an interesting place. Join us to learn about this special initiative.

Members of the CEC 2016 Program Advisory Committee have carefully selected this year's sessions with endless opportunities to learn about innovative strategies, evidence-based practices, and policy affecting our field, including:

- **Featured Sessions**, in formats to serve every learner's needs featuring the best of the best in special education.
- **Showcase Sessions** by CEC's Special Interest Divisions, offering topics relating to their specific mission and interests to enhance your practice.
- **Town Hall Meetings**, where you can co-create the experience on special education research, transition assessment, Intensive Intervention, special education teacher evaluation and other critical issues.
- **Strands** that allow you to immerse yourself in knowledge and explore timely topics with interrelated sessions.

This comprehensive, international special education event would not be possible without the dedication and hard work of our Local Arrangements Committee, comprised of CEC members throughout the state of Missouri. Their help in promoting CEC 2016 has been tremendous and much appreciated. Many thanks to them for their countless hours of work.

Finally, we wish to recognize the CEC staff and all of our CEC volunteer leaders participating in CEC governance meetings this week. We thank them for being generous with their time and talents toward making CEC's 92nd Convention and Expo a tremendous success!

Here's to an excellent week at the special education event for all educators serving every student with no limits! We look forward to meeting all of you here in St. Louis.

**Antonis Katsiyannis**  
President, CEC

**Douglas Cheney**  
Program Co-Chair

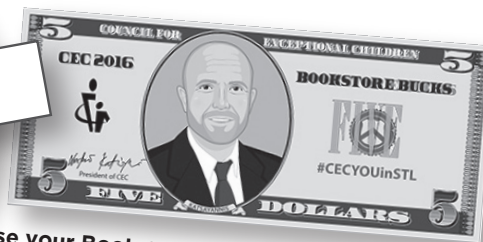
**Laura Receveur**  
Program Co-Chair

# While you're in St. Louis...

## Visit the CEC 2016 Bookstore!

**CEC 2016**  
SPECIAL EDUCATION  
CONVENTION & EXPO  
ST. LOUIS | APRIL 13-16

- Over a dozen new titles!
- Meet and greet authors!
- Get mindful with yoga class!
- Network, visit, shop, and mingle!

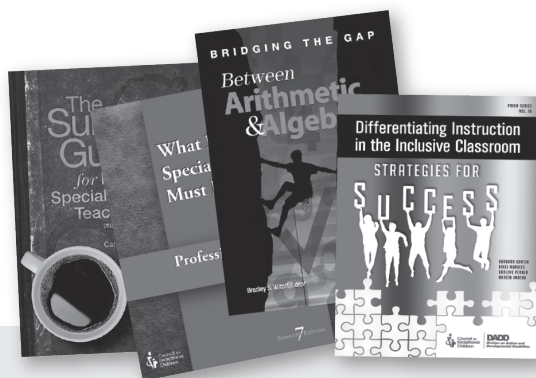


Use your Bookstore Bucks for additional savings



### At the Bookstore...

Participate in CECCommunity Conversations – discuss and share ideas about hot topics with your colleagues and leaders in the field



## See you in St. Louis!

Visit the Bookstore, in CEC Central, in the Expo Hall –  
*where all good things converge!*





**Vicki McNamara**

Local Arrangements  
Committee Chair

Dear Colleagues,

On behalf of the CEC 2016 Local Arrangements Committee, the Missouri Council for Exceptional Children, and Missouri CASE, it is an honor and a privilege to welcome you to St. Louis! We are here to help you and sincerely hope that you enjoy your stay in our wonderful city.

The Council for Exceptional Children provides convention attendees with the premier professional development event for special, general and gifted education. We hope that you leave this convention having learned something new, having met some wonderful people, and having seen some amazing sights! CEC has prepared for you a week full of informative sessions, fun events, and inspirational moments. Please remember to consult your program and mobile app to see what is new and exciting for CEC 2016.

There will be many options competing for your time. Please be sure to stop by the Expo and see all the exhibits and the latest tools and cutting edge technology to help you in your important work with exceptional children. You will not want to miss the Yes I Can Awards Ceremony—one of the highlights of the week. These amazing students come from near and far to be honored for their achievements both in and out of the classroom. Come share their special moment in the spotlight. Hope to see you Friday, April 15th at 4:30 p.m. in the Ferrara Theatre located in the convention center.

Be sure to take advantage of the discounts and other opportunities made available especially for you through the St. Louis SHOW YOUR BADGE program. A complete list of the businesses participating can be found by visiting [ceconvention.org/showyourbadge](http://ceconvention.org/showyourbadge).

I would like to express my gratitude to Amy Chappell, Beth Emmendorfer, Missie Evert, Lynn Fain, Ashley Krause, Stacey Reed, Kent Robison, Carrie Turner, Kim Turner, and Marlena Walley who served as Local Arrangements Committee Subcommittee Chairs. Also, a thanks goes to the 100+ individuals who signed up to volunteer 8 hours convention week. Without all of you this convention would not be possible. Thank you for donating your time and talents to support The Council for Exceptional Children!

*Enjoy CEC 2016!*

# Convention Information

## ■ ACCESSIBILITY ASSISTANCE

Accessibility Booth, CEC Registration Area, immediately inside the Convention Center

If you need accessibility assistance, please stop by the Accessibility Booth.

## ■ ADMISSION TO CONVENTION WORKSHOPS

To register for a Convention Workshop, go to the REGISTER NOW Counter in the CEC Registration Area outside Expo Hall 3, Convention Center.

## ■ CEC BOOKSTORE AND MEMBERSHIP AREA

*Expo Hall 1/2, 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:**  
(in the Expo)

Wednesday, April 13 • 6:30-8:30 p.m.  
President's Welcome Reception

Thursday, April 14 • 9:00 a.m.-6:00 p.m.

Friday, April 15 • 9:00 a.m.-2:00 p.m.

**CEC Bookstore and Membership Area Moves to the CEC Registration Plaza**

Friday, April 15 • 2:00-5:00 p.m.

Saturday, April 16 • 7:00 a.m.-4:00 p.m.

## ■ CEC 2017 CONVENTION & EXPO - BOSTON

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

Stop by and learn more about why you don't want to miss the CEC 2017 Convention & Expo in Boston!

## ■ CONVENTION LANGUAGE

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

## ■ EXPO

*Expo Hall 1/2, 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 13

President's Welcome Reception  
(Immediately following the General Session)  
6:30-8:30 p.m.

THURSDAY, APRIL 14

Exhibit Hours: 9:00 a.m.-5:30 p.m.

FREE TIME TO EXPLORE and LUNCH:  
11:30 a.m.-1:00 p.m.

ICE CREAM SOCIAL: 4:30-5:30 p.m.

FRIDAY, APRIL 15

Exhibit Hours: 9:00 a.m.-2:00 p.m.

FREE TIME TO EXPLORE and LUNCH:  
11:30 a.m.-1:00 p.m.

DESSERTS ON US: 12:00 - 1:00 p.m.

## ■ MESSAGE BOARDS

*Outside the CEC Headquarters Office, Located in CEC registration area, outside of Hall 3, Convention Center.*

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

## ■ PROFESSIONAL DEVELOPMENT (PDHs) HOURS

Please see complete information on page 28.

## ■ REGISTRATION

*CEC Registration Area, outside Expo Hall 3, Street Level, Convention Center*

Full registration is available at the Registration Counters. Attendees who preregistered may pick up their program at SHOW & GO (show your badge!) If you did not receive a badge by email or mail or forgot to bring it, please visit any registration desk for assistance.

### REGISTRATION DESK HOURS:

Tuesday, April 12 • 2:00-7:00 p.m.

Wednesday, April 13 • 7:00 a.m.-8:00 p.m.

Thursday, April 14 • 7:00 a.m.-6:00 p.m.

Friday, April 15 • 7:00 a.m.-5:00 p.m.

Saturday, April 16 • 7:00 a.m.-4:00 p.m.





■ **ROOM OVERCROWDING/FIRE CODES**

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

■ **SMOKING**

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

■ **TWITTER—JOIN THE CEC FLOCK**



**FOLLOW US!** CEC 2016 Convention & Expo is on TWITTER @CECconvention. Let us know about your experiences at the convention. Be sure to include #CEC16 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 would like to recognize the following companies for their sponsorship support of CEC 2016!



Pearson



# CEC's LEGISLATIVE ACTION CENTER



HOME

ISSUES ▾

CEC HOMEPAGE

CEC'S POLICY INSIDER

ACTION CENTER



## Tell Congress to Invest in Programs for Children with Exceptionalities

Budgets are tight and Congress is under extreme pressure to keep funding to a minimum. Tell Congress that education cannot absorb any more funding cuts!

TAKE ACTION ►

## TELL YOUR LEGISLATORS WHAT ISSUES ARE IMPORTANT TO YOU!

- Check out our newly designed website featuring CEC's engagement alerts.
- Take action on the latest legislation concerning children and youth with exceptionalities and the professionals who work on their behalf.
- Lookup your elected officials and candidates by simply typing in your zip code.
- Learn more about special education policy on the "Issues" pages.
- Send a letter to Congress on key policy issues: Register for email alerts!



Visit the LAC at  
**CEC Central – EXPO HALL**  
<http://cqrcengage.com/cek/home>



## CEC 2016 Official Hotels

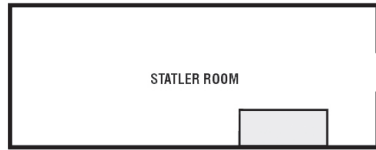
HOTEL	ADDRESS	TELEPHONE/FAX	RATE
Marriott St. Louis Grand	800 Washington Avenue	314-621-9600	\$209
Courtyard St. Louis Downtown/ Convention Center	823-827 Washington Avenue	314-231-7560	\$199
Crowne Plaza Hotel St. Louis - Downtown	200 N. Fourth Street	314-621-8200	\$145
Drury Plaza Hotel St. Louis at the Arch	2 South 4th Street	314-231-3003	\$165
Embassy Suites St. Louis - Downtown	610 N. 7th Street	314-269-5900	\$195
Four Seasons Hotel St. Louis	999 N. 2nd Street	314-881-5800	\$215
Hampton Inn St. Louis Downtown at the Gateway Arch	333 Washington Avenue	314-621-7900	\$169
Hilton St. Louis at the Ball Park	1 South Broadway	314-421-1776	\$185
Hilton St. Louis Downtown at the Arch	400 Olive Street	314-436-0002	\$189
Holiday Inn St. Louis Downtown/ Convention Center	811 N. 9th Street	314-421-4000	\$149
Hyatt Regency St. Louis at the Arch	315 Chestnut Street	314-655-1234	\$185
Magnolia Hotel St. Louis	421 N. 8th Street	314-436-9000	\$179

# MARRIOTT ST. LOUIS GRAND HOTEL FLOOR PLAN

**Marriott St. Louis Grand**  
800 Washington Avenue  
St Louis, Missouri 63101



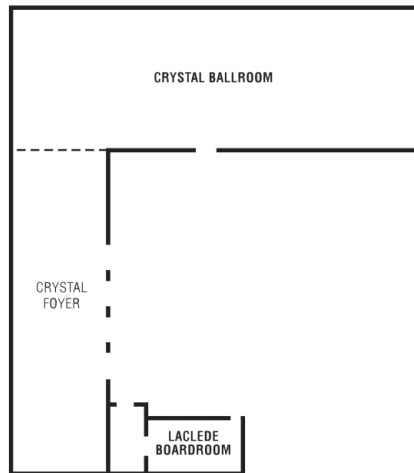
## Grand Tower Lobby Level



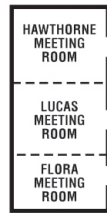
## Mezzanine Level



## 20th Floor



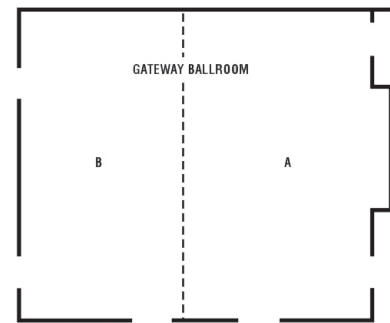
## 21st Floor



## Gateway Foyer



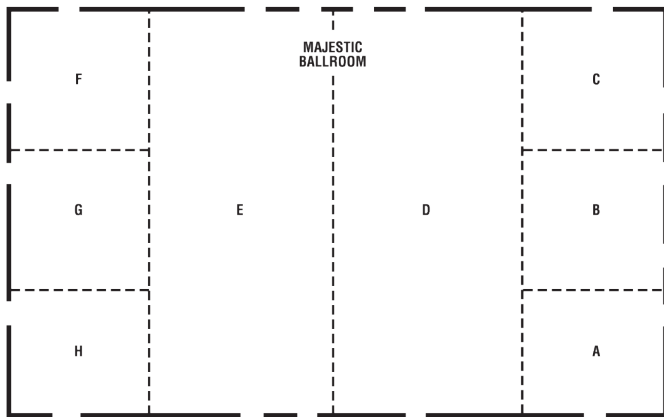
## Gateway Level



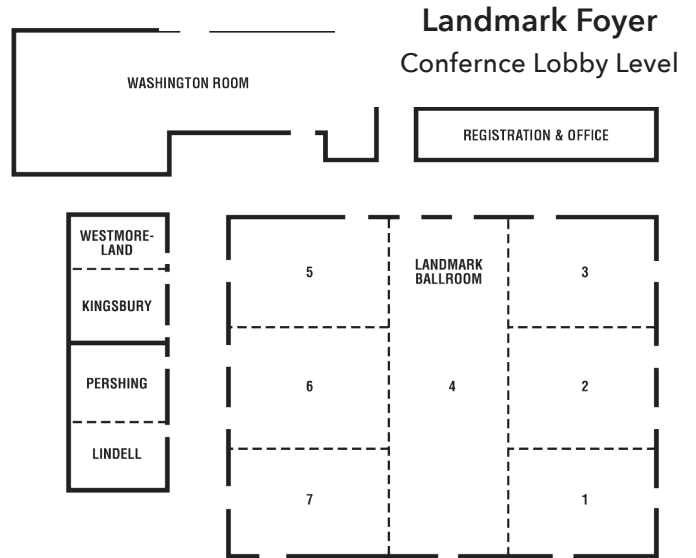
MARRIOTT ST. LOUIS GRAND HOTEL FLOOR PLAN



**Majestic Foyer**  
Second Floor

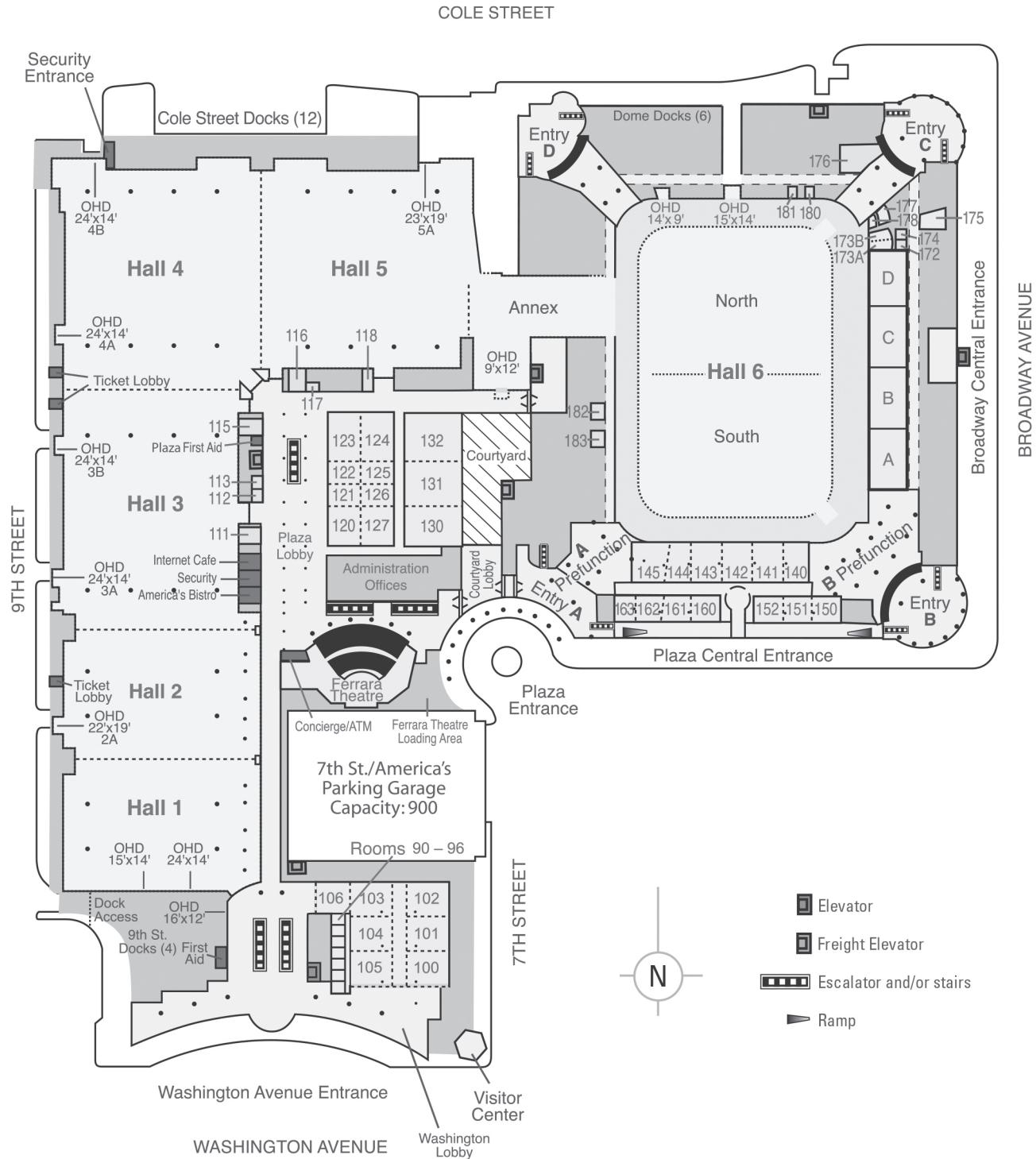


**Conference Plaza**



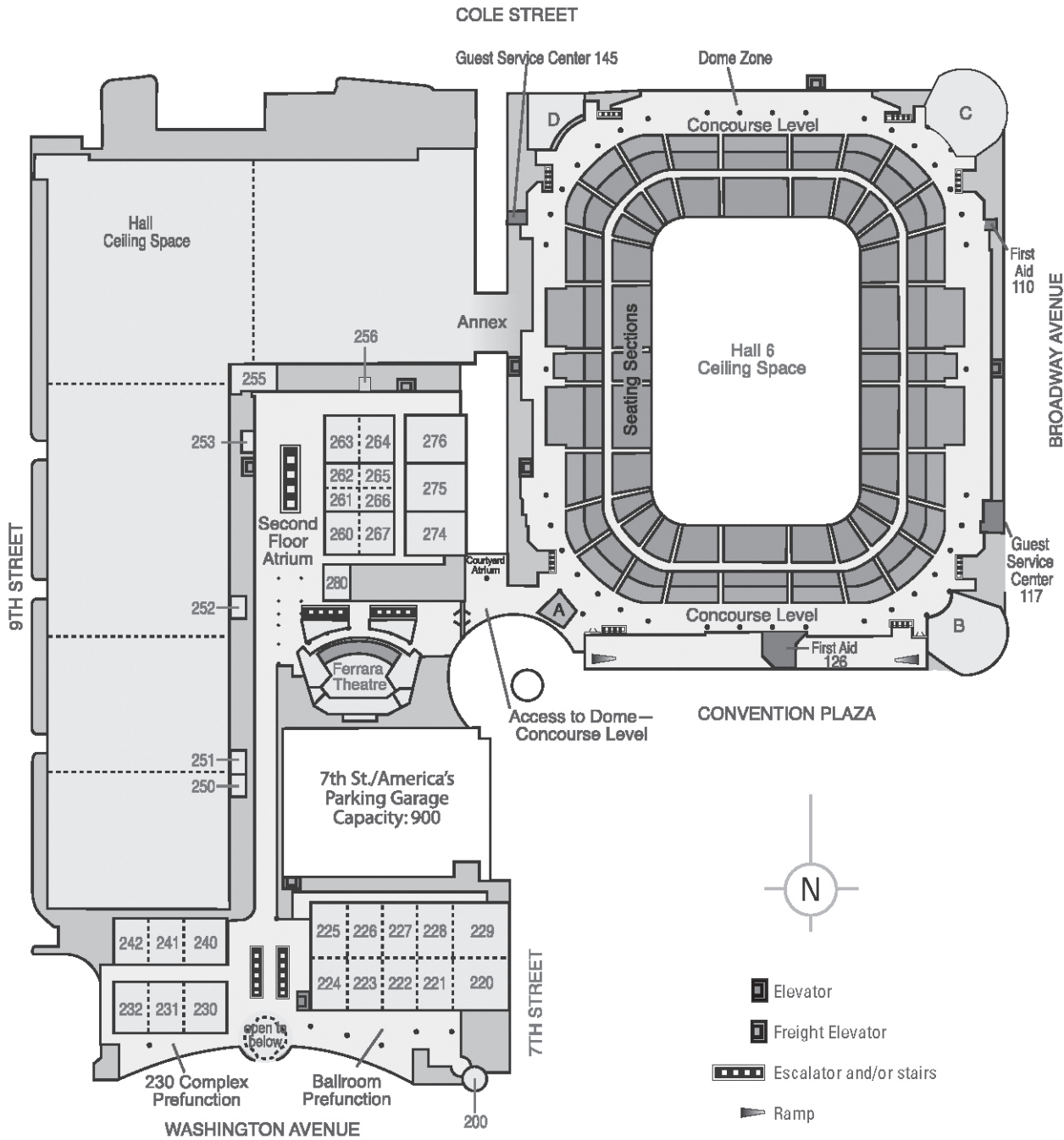
CONVENTION CENTER FLOOR PLAN

# America's Center Level 1



CONVENTION CENTER FLOOR PLAN

# America's Center Level 2





## CEC Divisions

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

★ **SHOWCASE** ★ Thursday, April 14, 9:15-11:15 a.m.  
Room: Ferrara Theatre, Convention Center

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

★ **SHOWCASE** ★ Friday, April 15, 10:30-11:30 a.m.  
Room: 124, Convention Center

■ **DIVISION FOR RESEARCH (CEC-DR)** is devoted to the advancement of research related to the education of individuals with disabilities and/or who are gifted. Members receive the *Journal of Special Education* and *CEC-DR Focus on Research* newsletter.

★ **SHOWCASE** ★ Friday, April 15, 1:00-2:00 p.m.  
Room: 102, 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.

★ **SHOWCASE** ★ Friday, April 15, 9:15-11:15 a.m.  
Room: 264, 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.

★ **SHOWCASE** ★ Thursday, April 14, 1:00-2:00 p.m.  
Room: 120, Convention Center

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

★ **SHOWCASE** ★ Thursday, April 14, 9:15-11:15 a.m.  
Room: 100, Convention Center



■ **DIVISION OF VISUAL AND PERFORMING ARTS EDUCATION (DARTS)** focuses on arts education for students with disabilities. DARTS is also the first division to focus on collaboration between art, music, drama, and dance/movement educators and special educators. A goal of DARTS is to bring together professionals who recognize that arts education reaches and teaches to our students' strengths.

★ **SHOWCASE** ★ Friday, April 15, 10:30-11:30 a.m.  
Room: 262, Convention Center

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

★ **SHOWCASE** ★ Thursday, April 14, 1:00-2:30 p.m.  
Room: 262, Convention Center

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

★ **SHOWCASE** ★ Thursday, April 14, 10:30-11:30 a.m.  
Room: 266, Convention Center

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

★ **SHOWCASE** ★ Thursday, April 14, 9:15-10:45 a.m.  
Room: 231, 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.

★ **SHOWCASE** ★ Thursday, April 14, 1:00-3:00 p.m.  
Room: 222, Convention Center

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

★ **SHOWCASE** ★ Thursday, April 14, 10:30-11:30 a.m.  
Room: 262, Convention Center

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

★ **SHOWCASE** ★ Friday, April 15, 2:15-4:15 p.m.  
Room: 223, Convention Center

■ **DIVISION FOR PHYSICAL, HEALTH AND MULTIPLE DISABILITIES (DPHMD)** advocates for quality education for individuals with physical disabilities, multiple disabilities, and special health care needs served in schools, hospitals, or home settings. Members receive Physical Disabilities: Education and Related Services and the DPHMD Newsletter.

★ **SHOWCASE** ★ Thursday, April 14, 9:15-10:15 a.m.  
Room: 263, 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 the DVI Quarterly.

★ **SHOWCASE** ★ Thursday, April 14, 9:15-10:15 a.m.  
Room: 227, Convention Center

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

★ **SHOWCASE** ★ Friday, April 15, 1:00-2:00 p.m.  
Room: 261, Convention Center

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

★ **SHOWCASE** ★ Wednesday, April 13, 3:30-4:30 p.m.  
Room: 274, Convention Center

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

★ **SHOWCASE** ★ Friday, April 15, 9:15-11:15 a.m.  
Room: 225, Convention Center



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# Meetings and Social Events

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## CEC MEETINGS

- **BOARD OF DIRECTORS**  
Tuesday, April 12  
2:00–5:30 p.m.  
Hawthorne/Lucas  
Marriott St. Louis Grand

- **PUBLIC COMMENT**  
Wednesday, April 13  
9:30–10:00 a.m.  
Flora  
Marriott St. Louis Grand

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## REPRESENTATIVE ASSEMBLY

- **REPRESENTATIVE ASSEMBLY**  
Friday, April 15  
12:30–5:00 p.m.  
Room 221, Upper Level  
America's Center

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## COMMITTEES AND WORK GROUPS

- **FINANCE AND AUDIT STANDING COMMITTEE**  
Wednesday, April 13  
11:30 a.m.–1:00 p.m.  
Flora  
Marriott St. Louis Grand

- **STUDENT COMMITTEE**  
Wednesday, April 13  
3:00–4:00 p.m.  
Flora  
Marriott St. Louis Grand

- **REPRESENTATIVE ASSEMBLY COMMITTEE**  
Thursday, April 14  
9:15–10:15 a.m.  
Shaw Boardroom  
Marriott St. Louis Grand

- **STUDENT FORUM 2016**  
Thursday, April 14  
9:15–11:30 a.m.  
Room 221, Upper Level  
America's Center

- **ELECTIONS STANDING COMMITTEE**  
Thursday, April 14  
10:30–11:30 a.m.  
Parkview  
Marriott St. Louis Grand

- **NOMINATIONS STANDING COMMITTEE**  
Thursday, April 14  
11:15–1:00 p.m.  
Parkview  
Marriott St. Louis Grand

- **PROFESSIONAL STANDARDS AND PRACTICE COMMITTEE**  
Thursday, April 14  
2:15–4:15 p.m.  
Lafayette Boardroom  
Marriott St. Louis Grand

- **YES I CAN COMMITTEE**  
Thursday, April 14  
2:30–3:30 p.m.  
Majestic H  
Marriott St. Louis Grand

- **CEC DIVERSITY COMMITTEE**  
Friday, April 15  
9:15–10:15 a.m.  
Majestic A  
Marriott St. Louis Grand

- **KNOWLEDGE AND SKILLS SUBCOMMITTEE**  
Friday, April 15  
11:45 a.m.–12:45 p.m.  
Kingsbury  
Marriott St. Louis Grand

- **CEC IDEA REAUTHORIZATION WORKGROUP**  
Saturday, April 16  
3:00–4:30 p.m.  
Kingsbury  
Marriott St. Louis Grand

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## OTHER CEC MEETINGS AND EVENTS

- **CEC TREASURER'S MEETING**  
Thursday, April 14  
10:30–11:30 a.m.  
Majestic A  
Marriott St. Louis Grand

- **MENA CAUCUS GATHERING 2016**  
Thursday, April 14  
11:45 a.m.–12:45 p.m.  
Room 226, Upper Level  
America's Center

- **CEC MEMBERSHIP CHAIRS MEETING**  
Thursday, April 14  
1:00–2:00 p.m.  
Majestic A  
Marriott St. Louis Grand

- **CEC CHILDREN AND YOUTH ACTION NETWORK**  
Thursday, April 14  
5:15–6:15 p.m.  
Room 226, Upper Level  
America's Center

- **YES I CAN AWARDS CEREMONY**  
Friday, April 15  
4:30–6:00 p.m.  
Ferrara Theatre  
America's Center

- **STATE/PROVINCIAL UNIT PRESIDENT'S Breakfast**  
Saturday, April 16  
7:30–9:00 a.m.  
Hawthorne/Lucas  
Marriott St. Louis Grand

- **2017 CONVENTION PROGRAM ADVISORY COMMITTEE**  
Saturday, April 16  
8:30–10:00 a.m.  
Room 125, Lower Level  
America's Center

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## CAUCUS MEETINGS

- **AMERICAN INDIAN CAUCUS**  
Friday, April 15  
3:00–4:30 p.m.  
Majestic A  
Marriott St. Louis Grand

- **ASIAN/PACIFIC ISLANDER CAUCUS (All are Welcome)**  
Thursday, April 14  
1:00–2:00 p.m.  
Westmoreland  
Marriott St. Louis Grand

- **BLACK CAUCUS**  
EXECUTIVE BOARD MEETINGS  
Thursday, April 14  
2:00–4:00 p.m.  
Lucas  
Marriott St. Louis Grand

Saturday, April 16  
9:00–Noon  
Aubert  
Marriott St. Louis Grand

- **POSTER SESSION AND STRAND**  
Friday, April 15  
10:00 a.m.–3:00 p.m.  
Majestic G  
Marriott St. Louis Grand

- **GENERAL MEMBERSHIP MEETING AND SOCIAL**  
Friday, April 15  
5:00–8:00 p.m.  
Lindell  
Marriott St. Louis Grand

- **CANADIAN CAUCUS**  
Thursday, April 14  
4:00–5:00 p.m.  
Majestic H  
Marriott St. Louis Grand

- **EDUCATORS WITH DISABILITIES CAUCUS GENERAL MEETING**  
Thursday, April 14  
10:00–11:00 a.m.  
Portland  
Marriott St. Louis Grand

- **GAY, LESBIAN, BISEXUAL AND TRANSGENDER CAUCUS**  
Friday, April 15  
1:00–2:00 p.m.  
Aubert  
Marriott St. Louis Grand

- **FAITH BASED SCHOOLS AND ORGANIZATIONS CAUCUS**  
Friday, April 15  
1:30–2:30 p.m.  
Portland  
Marriott St. Louis Grand

- **HISPANIC CAUCUS**  
Friday, April 15  
4:00–5:00 p.m.  
Benton  
Marriott St. Louis Grand

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**DIVISION MEETINGS AND SOCIAL EVENTS**

- **INTERDIVISIONAL CAUCUS (IDC)**  
Tuesday, April 12  
1:00–4:00 p.m.  
Portland/Benton  
Marriott St. Louis Grand

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

- **EXECUTIVE COMMITTEE**  
Tuesday, April 12  
4:00–8:45 p.m.  
Parkview  
Marriott St. Louis Grand

- **BOARD OF DIRECTORS AND MEMBERSHIP MEETING**  
Wednesday, April 13  
7:30 a.m.–4:00 p.m.  
Majestic C  
Marriott St. Louis Grand

- **PUBLICATIONS AND PRODUCT REVIEW MEETING**  
Thursday, April 14  
8:00 a.m.–3:30 p.m.  
Aubert  
Marriott St. Louis Grand

- **FINANCE COMMITTEE MEETING**  
Thursday, April 14  
10:00 a.m.–Noon  
Lafayette Boardroom  
Marriott St. Louis Grand

- **PUBLICATIONS AND PRODUCT REVIEW MEETING**  
Friday, April 15  
7:45 a.m.–3:30 p.m.  
Hawthorne  
Marriott St. Louis Grand

- **RESEARCH COMMITTEE**  
Friday, April 15  
8:00–9:00 a.m.  
Lafayette Boardroom  
Marriott St. Louis Grand

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

- **EXECUTIVE COMMITTEE**  
Wednesday, April 13  
10:00 a.m.–4:30 p.m.  
Majestic A  
Marriott St. Louis Grand
- **PUBLISHING IN CCBD JOURNALS**  
Thursday, April 14  
2:00–3:00 p.m.  
Kingsbury  
Marriott St. Louis Grand

- **GENERAL MEMBERSHIP MEETING**  
Thursday, April 14  
6:00–7:00 p.m.  
Majestic G  
Marriott St. Louis Grand

- **MEMBERS RECEPTION**  
Thursday, April 14  
7:00–8:00 p.m.  
Majestic H  
Marriott St. Louis Grand

- **REGIONAL SERVICES AND MEMBERSHIP MEETING**  
Friday, April 15  
9:00–11:00 a.m.  
Landmark 6  
Marriott St. Louis Grand

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**DIVISION FOR RESEARCH (CEC-DR)**

- **EXECUTIVE BOARD MEETING**  
Wednesday, April 13  
10:00 a.m.–5:00 p.m.  
Westmoreland  
Marriott St. Louis Grand

- **INTERDIVISIONAL RESEARCH GROUP MEETING**  
Friday, April 15  
8:30–10:00 a.m.  
Flora  
Marriott St. Louis Grand

- **BUSINESS MEETING**  
Friday, April 15  
5:00–6:15 p.m.  
Westmoreland/Kingsbury  
Marriott St. Louis Grand

- **DONALD D. HAMMILL FOUNDATION RECEPTION**  
Friday, April 15  
6:30–8:30 p.m.  
Pershing  
Marriott St. Louis Grand

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**PIONEERS DIVISION (CEC-PD)**

- **EXECUTIVE BOARD MEETING**  
Thursday, April 14  
11:00 a.m.–4:30 p.m.  
Flora  
Marriott St. Louis Grand
- **BUSINESS & AWARDS MEETING FOLLOWED BY SOCIAL**  
Thursday, April 14  
5:00–6:30 p.m.  
Lucas  
Marriott St. Louis Grand

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**COUNCIL FOR EDUCATIONAL DIAGNOSTIC SERVICES (CEDs)**

- **EXECUTIVE BOARD MEETING**  
Thursday, April 14  
8:00–11:30 a.m.  
Kingsbury  
Marriott St. Louis Grand
- **BUSINESS MEETING**  
Thursday, April 14  
5:30–6:30 p.m.  
Landmark 2  
Marriott St. Louis Grand
- **CEDs SOCIAL**  
Thursday, April 14  
6:30–8:00 p.m.  
Landmark 3  
Marriott St. Louis Grand

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**DIVISION ON AUTISM AND DEVELOPMENTAL DISABILITIES (DADD)**

- **EXECUTIVE COMMITTEE**  
Wednesday, April 13  
8:00–8:45 a.m.  
DADD President's Suite  
Marriott St. Louis Grand
- **BOARD OF DIRECTORS**  
Wednesday, April 13  
9:00 a.m.–3:00 p.m.  
DADD President's Suite  
Marriott St. Louis Grand

Saturday, April 16  
8:00–10:00 a.m.  
DADD President's Suite  
Marriott St. Louis Grand

- **EARLY CAREER BREAKFAST**  
Thursday, April 14  
8:00–9:00 a.m.  
DADD President's Suite  
Marriott St. Louis Grand
- **CONFERENCE COMMITTEE**  
Thursday, April 14  
11:45 a.m.–12:45 p.m.  
DADD President's Suite  
Marriott St. Louis Grand
- **PAST PRESIDENTS' MEETING**  
Thursday, April 14  
12:45–1:30 p.m.  
DADD President's Suite  
Marriott St. Louis Grand
- **AWARDS COMMITTEE MEETING**  
Thursday, April 14  
1:30–2:00 p.m.  
DADD President's Suite  
Marriott St. Louis Grand
- **CRITICAL ISSUES COMMITTEE**  
Thursday, April 14  
2:00–3:00 p.m.  
DADD President's Suite  
Marriott St. Louis Grand
- **SUBDIVISIONS MEETING**  
Thursday, April 14  
3:00–4:00 p.m.  
DADD President's Suite  
Marriott St. Louis Grand
- **FINANCE COMMITTEE MEETING**  
Thursday, April 14  
4:00–4:30 p.m.  
DADD President's Suite  
Marriott St. Louis Grand
- **GENERAL BUSINESS MEETING**  
Thursday, April 14  
5:00–6:00 p.m.  
Hawthorne  
Marriott St. Louis Grand
- **PRESIDENT'S RECEPTION**  
Thursday, April 14  
6:30–8:30 p.m.  
DADD President's Suite  
Marriott St. Louis Grand

- **DIVERSITY COMMITTEE MEETING**  
Friday, April 15  
8:00–9:00 a.m.  
DADD President's Suite  
Marriott St. Louis Grand

- **MEMBERSHIP COMMITTEE**  
Friday, April 15  
9:00–10:00 a.m.  
DADD President's Suite  
Marriott St. Louis Grand

- **PUBLICATIONS COMMITTEE**  
Friday, April 15  
11:00 a.m.–Noon  
DADD President's Suite  
Marriott St. Louis Grand

- **STUDENT LUNCHEON**  
Friday, April 15  
Noon–1:00 p.m.  
DADD President's Suite  
Marriott St. Louis Grand

- **COMMUNICATIONS COMMITTEE**  
Friday, April 15  
1:30–2:30 p.m.  
DADD President's Suite  
Marriott St. Louis Grand

- **STUDENT SOCIAL**  
Friday, April 15  
6:00–8:00 p.m.  
DADD President's Suite  
Marriott St. Louis Grand

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

- **MEMBER-FEST!**  
Thursday, April 14  
5:00–7:00 p.m.  
Kingsbury  
Marriott St. Louis Grand

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

- **EXECUTIVE BOARD DINNER**  
Tuesday, April 12  
5:45–9:00 p.m.  
Westmoreland  
Marriott St. Louis Grand

- **FULL BOARD MEETING**  
Wednesday, April 13  
9:00 a.m.–4:00 p.m.  
Landmark 1  
Marriott St. Louis Grand
  - **CDTEI EDITORIAL BOARD**  
Thursday, April 14  
10:30–11:30 a.m.  
Landmark 1  
Marriott St. Louis Grand
  - **OFFICERS & BOARD LUNCHEON (INVITED)**  
Thursday, April 14  
11:30 a.m.–1:00 p.m.  
Landmark 2  
Marriott St. Louis Grand
  - **PUBLICATIONS & RESEARCH COMMITTEE**  
Thursday, April 14  
1:00– 2:15 p.m.  
Landmark 1  
Marriott St. Louis Grand
  - **MARKETING COMMITTEE MEETING**  
Thursday, April 14  
2:15–2:45 p.m.  
Landmark 1  
Marriott St. Louis Grand
  - **NEW MEMBER WELCOME & MEMBERSHIP COMMITTEE**  
Thursday, April 14  
9:15–10:15 a.m.  
Landmark 1  
Marriott St. Louis Grand
  - **PURPOSE, MISSION & MODIFY TRANSITION LANGUAGE STRATEGIC PLAN GOAL MEETING**  
Thursday, April 14  
2:45–3:15 p.m.  
Landmark 1  
Marriott St. Louis Grand
  - **POLICY & ADVOCACY COMMITTEE & STRATEGIC PLAN GOAL MEETING**  
Thursday, April 14  
3:30–4:30 p.m.  
Landmark 1  
Marriott St. Louis Grand
  - **PAST PRESIDENTS MEETING**  
Thursday, April 14  
4:30–5:30 p.m.  
Landmark 1  
Marriott St. Louis Grand
  - **GENERAL BUSINESS MEETING FOR ALL MEMBERS**  
Thursday, April 14  
5:30–6:30 p.m.  
Landmark 7  
Marriott St. Louis Grand
  - **PRESIDENT'S WELCOME RECEPTION FOR ALL DCDT MEMBERS**  
Thursday, April 14  
7:00–9:30 p.m.  
Pershing/Lindell  
Marriott St. Louis Grand
  - **STATE & STUDENT LEADERS MEETING**  
Friday, April 15  
9:15–10:15 a.m.  
Landmark 1  
Marriott St. Louis Grand
  - **HUMAN RIGHTS AND CULTURAL DIVERSITY COMMITTEE**  
Friday, April 15  
10:30–11:30 a.m.  
Landmark 1  
Marriott St. Louis Grand
  - **PARENT & FAMILY INVOLVEMENT COMMITTEE MEETING**  
Friday, April 15  
1:30–2:00 p.m.  
Landmark 1  
Marriott St. Louis Grand
  - **TRANSITION EDUCATION PREPARATION STRATEGIC PLAN GOAL MEETING**  
Friday, April 15  
2:15–2:45 p.m.  
Landmark 1  
Marriott St. Louis Grand
  - **NATIONAL CERTIFICATION - STRATEGIC PLAN GOAL MEETING**  
Friday, April 15  
2:45–3:15 p.m.  
Landmark 1  
Marriott St. Louis Grand
  - **INFUSE TRANSITION EDUCATION PRACTICES - STRATEGIC PLAN GOAL MEETING**  
Friday, April 15  
3:15–3:45 p.m.  
Landmark 1  
Marriott St. Louis Grand
  - **SUPPORTING EFFECTIVE TRANSITION STRATEGIC PLAN GOAL MEETING**  
Friday, April 15  
3:45–4:30 p.m.  
Landmark 1  
Marriott St. Louis Grand
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- **SUBCOMMITTEES MEETING**  
Thursday, April 14  
9:30–11:30 a.m.  
Majestic C  
Marriott St. Louis Grand
  - **EXECUTIVE BOARD**  
Thursday, April 14  
1:30–5:30 p.m.  
Majestic C  
Marriott St. Louis Grand
  - **DDEL SOCIAL EVENT**  
Thursday, April 14  
7:00–9:00 p.m.  
Majestic C  
Marriott St. Louis Grand
  - **WRITING FOR MULTIPLE VOICES**  
Friday, April 15  
10:00–11:00 a.m.  
Parkview  
Marriott St. Louis Grand
  - **BUSINESS MEETING**  
Friday, April 15  
3:30–5:30 p.m.  
Parkview  
Marriott St. Louis Grand
  - **STUDENT RESEARCH SHOWCASE**  
Saturday, April 16  
10:00 a.m.–Noon  
Majestic A/B  
Marriott St. Louis Grand

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

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**DIVISION FOR EARLY CHILDHOOD (DEC)**

  - **EXECUTIVE BOARD MEETING**  
Tuesday, April 12  
Noon–8:30 p.m.  
Pershing/Lindell  
Marriott St. Louis Grand

**Wednesday, April 13**  
7:30 a.m.–8:00 p.m.  
*Pershing*  
*Marriott St. Louis Grand*

**Thursday, April 14**  
7:30 a.m.–4:30 p.m.  
*Room 93, Lower Level*  
*America's Center*

- **DEC MEMBER RECEPTION**  
**Thursday, April 14**  
4:00–6:00 p.m.  
*Westmoreland*  
*Marriott St. Louis Grand*

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

- **BOARD OF DIRECTOR'S MEETING**  
**Wednesday, April 13**  
8:00 a.m.–4:30 p.m.  
*Landmark 2*  
*Marriott St. Louis Grand*
- **STUDENT COMMITTEE DROP-IN**  
**Thursday, April 14**  
2:15–3:15 p.m.  
*Portland*  
*Marriott St. Louis Grand*
- **INFORMATION/PUBLICATIONS MEETING**  
**Friday, April 15**  
1:00–2:00 p.m.  
*Westmoreland*  
*Marriott St. Louis Grand*
- **MEMBERSHIP COMMITTEE MEETING**  
**Friday, April 15**  
2:15–3:15 p.m.  
*Kingsbury*  
*Marriott St. Louis Grand*
- **MEMBERSHIP MEETING**  
**Friday, April 15**  
5:00–6:30 p.m.  
*Landmark 2*  
*Marriott St. Louis Grand*
- **DISES RECEPTION**  
**Friday, April 15**  
7:00–9:00 p.m.  
*Landmark 3*  
*Marriott St. Louis Grand*

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**DIVISION FOR LEARNING DISABILITIES (DLD)**

- **EXECUTIVE BOARD MEETING**  
**Wednesday, April 13**  
8:00 a.m.–5:00 p.m.  
*Landmark 3*  
*Marriott St. Louis Grand*
- **Friday, April 15**  
8:00 a.m.–Noon  
*Portland*  
*Marriott St. Louis Grand*
- **DR KNOWLEDGE ALERTS & UTILIZATION GROUPS MEETING**  
**Thursday, April 14**  
9:00–11:00 a.m.  
*Benton*  
*Marriott St. Louis Grand*
- **PROFESSIONAL DEVELOPMENT & STANDARDS**  
**Thursday, April 14**  
11:00 a.m.–1:00 p.m.  
*Benton*  
*Marriott St. Louis Grand*
- **CULTURAL AND LINGUISTIC DIVERSITY COMMITTEE**  
**Thursday, April 14**  
11:00 a.m.–2:00 p.m.  
*Hawthorne*  
*Marriott St. Louis Grand*
- **MEMBERSHIP COMMITTEE**  
**Thursday, April 14**  
1:00–3:00 p.m.  
*Majestic B*  
*Marriott St. Louis Grand*
- **PUBLICATIONS COMMITTEE**  
**Thursday, April 14**  
1:00–3:00 p.m.  
*Lafayette Boardroom*  
*Marriott St. Louis Grand*
- **BUSINESS MEETING**  
**Thursday, April 14**  
5:00–6:00 p.m.  
*Majestic B*  
*Marriott St. Louis Grand*
- **DLD RECEPTION AND STUDENT POSTER SESSION**  
**Thursday, April 14**  
6:00–8:00 p.m.  
*Washington*  
*Marriott St. Louis Grand*

- **CAN COMMITTEE**  
**Friday, April 15**  
1:00–3:00 p.m.  
*Lafayette Boardroom*  
*Marriott St. Louis Grand*

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**DIVISION FOR PHYSICAL, HEALTH AND MULTIPLE DISABILITIES (DPHMD)**

- **FINANCE COMMITTEE**  
**Wednesday, April 13**  
1:00–2:00 p.m.  
*Lafayette Boardroom*  
*Marriott St. Louis Grand*
- **EXECUTIVE BOARD MEETING**  
**Wednesday, April 13**  
2:00–4:00 p.m.  
*Lafayette Boardroom*  
*Marriott St. Louis Grand*
- **DIVISION PLANNING - WORKING GROUP**  
**Friday, April 15**  
9:30–11:30 a.m.  
*Benton*  
*Marriott St. Louis Grand*
- **GENERAL BUSINESS MEETING**  
**Thursday, April 14**  
1:00–3:00 p.m.  
*Benton*  
*Marriott St. Louis Grand*
- **SPECIAL INTEREST TOPICS - WORKING GROUP**  
**Friday, April 15**  
1:00–3:00 p.m.  
*Benton*  
*Marriott St. Louis Grand*

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**DIVISION ON VISUAL IMPAIRMENTS AND DEAFBLINDNESS (DVIDB)**

- **GENERAL BUSINESS MEETING**  
**Wednesday, April 13**  
1:00–4:30 p.m.  
*Aubert*  
*Marriott St. Louis Grand*
- **BUSINESS MEETING & SOCIAL**  
**Thursday, April 14**  
6:45–11:00 p.m.  
*Morgan Stanley Brewery*  
*721 N. 27th St. St. Louis*

- **EXECUTIVE BOARD MEETING**  
Friday, April 15  
9:30–11:00 a.m.  
Aubert  
Marriott St. Louis Grand

- **TEACHERS AND INTERVENERS SHARING MEETING**  
Friday, April 15  
1:00–3:00 p.m.  
Lucas/Flora  
Marriott St. Louis Grand

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**DIVISION OF VISUAL AND PERFORMING ARTS EDUCATION (DARTS)**

- **EXECUTIVE BOARD MEETING**  
Thursday, April 14  
9:00 a.m.–Noon  
Westmoreland  
Marriott St. Louis Grand
- **MEMBERSHIP MEETING**  
Thursday, April 14  
3:00–4:00 p.m.  
Pershing/Lindell  
Marriott St. Louis Grand

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**THE ASSOCIATION FOR THE GIFTED (TAG)**

- **TAG BOARD MEETING**  
Wednesday, April 13  
8:30 a.m.–4:00 p.m.  
Majestic H  
Marriott St. Louis Grand
- **BUSINESS MEETING**  
Thursday, April 14  
5:30–6:30 p.m.  
Portland  
Marriott St. Louis Grand
- **TAG SOCIAL**  
Thursday, April 14  
6:30–7:30 p.m.  
Benton  
Marriott St. Louis Grand

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**TECHNOLOGY AND MEDIA DIVISION (TAM)**

- **EXECUTIVE BOARD MEETING**  
Wednesday, April 13  
9:00 a.m.–4:00 p.m.  
Lindell  
Marriott St. Louis Grand

- **BUSINESS MEETING**  
Thursday, April 14  
5:30–6:30 p.m.  
Parkview/Aubert  
Marriott St. Louis Grand

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**TEACHER EDUCATION DIVISION (TED)**

- **EXECUTIVE COMMITTEE**  
Wednesday, April 13  
9:00–11:15 a.m.  
Parkview  
Marriott St. Louis Grand
- **EXECUTIVE BOARD**  
Wednesday, April 13  
11:30 a.m.–3:00 p.m.  
Portland/Benton  
Marriott St. Louis Grand
- **EXECUTIVE COMMITTEE PART 2**  
Wednesday, April 13  
3:15–5:00 p.m.  
Parkview  
Marriott St. Louis Grand
- **COMMUNICATIONS TECHNOLOGY COMMITTEE**  
Thursday, April 14  
8:00–9:00 a.m.  
Landmark 3  
Marriott St. Louis Grand
- **KALEIDOSCOPE COMMITTEE**  
Thursday, April 14  
8:00–9:00 a.m.  
Landmark 2  
Marriott St. Louis Grand
- **TED/HECSE**  
Thursday, April 14  
8:00–10:00 a.m.  
Landmark 6  
Marriott St. Louis Grand
- **EARLY CAREER FACULTY SIG**  
Thursday, April 14  
9:00–10:00 a.m.  
Landmark 5  
Marriott St. Louis Grand
- **KNOWLEDGE AND SKILLS COMMITTEE**  
Thursday, April 14  
9:00–10:00 a.m.  
Landmark 2  
Marriott St. Louis Grand

- **GOVERNMENTAL RELATIONS COMMITTEE (PALs/GALs)**  
Thursday, April 14  
10:00–11:00 a.m.  
Landmark 6  
Marriott St. Louis Grand

- **DIVERSITY CAUCUS EXECUTIVE BOARD**  
Thursday, April 14  
10:00–11:00 a.m.  
Landmark 7  
Marriott St. Louis Grand

- **EARLY CHILDHOOD FACULTY SIG (TEDEC)**  
Thursday, April 14  
10:00–11:00 a.m.  
Landmark 2  
Marriott St. Louis Grand

- **BUDGET AND FINANCE COMMITTEE**  
Thursday, April 14  
1:00–2:00 p.m.  
Landmark 3  
Marriott St. Louis Grand

- **DIVERSITY CAUCUS GENERAL BUSINESS MEETING**  
Thursday, April 14  
1:00–2:00 p.m.  
Landmark 6  
Marriott St. Louis Grand

- **GENERAL BUSINESS MEETING**  
Thursday, April 14  
3:30–4:30 p.m.  
Landmark 7  
Marriott St. Louis Grand

- **TED/PEARSON AWARD RECEPTION**  
Thursday, April 14  
5:30–7:00 p.m.  
Landmark 5/6  
Marriott St. Louis Grand

- **RESEARCH COMMITTEE**  
Friday, April 15  
8:00–9:00 a.m.  
Landmark 3  
Marriott St. Louis Grand

- **SSEPC PAST PRESIDENTS**  
Friday, April 15  
8:00–9:00 a.m.  
Landmark 2  
Marriott St. Louis Grand



● **MEMBERSHIP COMMITTEE**  
**Friday, April 15**  
 8:00–9:00 a.m.  
 Landmark 5  
 Marriott St. Louis Grand

● **PROFESSIONAL DEVELOPMENT COMMITTEE**  
**Friday, April 15**  
 11:30 a.m.–12:30 p.m.  
 Landmark 2  
 Marriott St. Louis Grand

● **SSEPC BOARD**  
**Friday, April 15**  
 11:30 a.m.–12:30 p.m.  
 Landmark 3  
 Marriott St. Louis Grand

● **STATE SUBDIVISIONS**  
**Friday, April 15**  
 11:30–12:30 p.m.  
 Landmark 7  
 Marriott St. Louis Grand

● **TED/TESE EDITORIAL BOARD**  
**Friday, April 15**  
 11:30–12:30 p.m.  
 Landmark 5  
 Marriott St. Louis Grand

● **PARAEDUCATOR SIG**  
**Friday, April 15**  
 12:30–1:30 p.m.  
 Landmark 3  
 Marriott St. Louis Grand

● **PUBLICATIONS COMMITTEE**  
**Friday, April 15**  
 12:30–1:30 p.m.  
 Landmark 2  
 Marriott St. Louis Grand

● **KALEIDOSCOPE SESSION**  
**Friday, April 15**  
 12:30–4:30 p.m.  
 Landmark 4  
 Marriott St. Louis Grand

● **SSEPC GENERAL BUSINESS MEETING**  
**Friday, April 15**  
 3:30–4:30 p.m.  
 Landmark 3  
 Marriott St. Louis Grand

● **TED PRESIDENTIAL LINE**  
**Friday, April 15**  
 4:30–5:30 p.m.  
 Lafayette Boardroom  
 Marriott St. Louis Grand

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**OTHER MEETINGS AND SOCIAL EVENTS**

● **MISSOURI CEC GENERAL BUSINESS MEETING**  
**Thursday, April 15**  
 3:45–4:30 p.m.  
 Room 280, Upper Level  
 America's Center

● **NATIONAL LEADERSHIP CONSORTIUM IN SENSORY DISABILITIES**  
**Thursday, April 14**  
 4:30–6:30 p.m.  
 Landmark 3  
 Marriott St. Louis Grand

● **HELLO ST. LOUIS AND WELCOME TO BOSTON 2017**  
**Thursday, April 14**  
 5:00–7:00 p.m.  
 Majestic A  
 Marriott St. Louis Grand

● **VANDERBILT UNIVERSITY'S PEABODY COLLEGE DEPARTMENT OF SPECIAL EDUCATION RECEPTION**  
**Thursday, April 14**  
 5:00–7:00 p.m.  
 Majestic F  
 Marriott St. Louis Grand

● **HAMMILL INSTITUTE JOURNAL EDITORS' MEETING**  
**Friday, April 15**  
 9:00–10:30 a.m.  
 Westmoreland  
 Marriott St. Louis Grand

● **NCED EXAM**  
**Friday, April 15**  
 9:00 a.m.–4:00 p.m.  
 Pershing/Lindell  
 Marriott St. Louis Grand

● **UNIVERSITY OF KANSAS LEADERSHIP TO THE SPECIAL EDUCATION FIELD AWARD**  
**Friday, April 15**  
 4:00–8:00 p.m.  
 Majestic C  
 Marriott St. Louis Grand

● **UNIVERSITY OF ILLINOIS ALUMNAE RECEPTION**  
**Friday, April 15**  
 7:00–9:00 p.m.  
 Majestic A  
 Marriott St. Louis Grand

## Attention Students!

### Welcome to the CEC 2016 Convention & Expo!

On behalf of the CEC Student Committee, I'd like to welcome you to #CEC16 – the biggest education event of the year for teachers-in-training. CEC 2016 has numerous opportunities for you to network with other special education professionals, learn new techniques and strategies you can use to refine your practice, and develop your career.

**Be sure to join us on Thursday morning at the Student Forum (9:15-11:30 a.m., Room 221)**, a session created just for students to talk about the topics you and your student colleagues told us you most want to hear about. Our special guest speakers include Dr. Terry Scott, a behavior management expert and Kathy Boisvert, 2016 CEC Clarissa Hug Teacher of the Year. You'll also get to meet other students from across the globe, learn more about the many student-focused sessions and events at the convention and celebrate the accomplishments of our 2016 Student Award Recipients.

We hope to see you at the forum and at some of our many social events on **Thursday night from 6:00-7:00 p.m.**, come join us at a special reception for students and mentors from the CEC/CEC-PD Mentoring Program and enjoy some free food. All of the great events and sessions at CEC 2016 can be found on the convention mobile app—make sure to download it for the most up to date convention information.

Have a wonderful time learning, sharing, and celebrating this week!

Denise K. Whitford  
Chair, CEC Student Committee  
Purdue University, West Lafayette, Ind.

### Who's Representing You?

#### 2016 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**, Chair, Purdue University
- Kaitlyn Brennan**, Student Member, CEC Board of Directors, University of Pittsburgh
- Gliset Colon**, University at Buffalo
- Lauren Evanovich**, Student Representative to the CEC Representative Assembly, University of Louisville
- Ally Hermann**, Central Michigan University
- Stephanie Kaefer**, Saint Louis University
- John Romig**, University of Virginia
- Kaleen Schultz**, Student Representative to the CEC Representative Assembly, Minnesota State University, Mankato



# Student Forum

Thursday, April 14

9:15-11:30 a.m.

ROOM 221

THE place to be at #CEC16 for new teachers and teachers-in-training to get the most out of the convention.



Here's just some of what you can do at the 2016 Student Forum...

**Be inspired.** You'll hear from CEC's 2016 Clarissa Hug Teacher of the Year, Kathy Boisvert, on what to expect in the classroom, and the triumphs your students will have.

**Manage better.** Dr. Terry Scott, a behavior management expert, will give you a quick-and-dirty rundown on one of the most challenging issues for new teachers—classroom management.

**Navigate the convention.** We're highlighting the sessions we think you'll love, perfect for new teachers entering the classroom. Don't worry—we'll include all the social events with free food too!

**Build your network.** Connect with hundreds of other teachers-in-training at the only event just for students at CEC 2016.

**Celebrate exceptional.** CEC's 2016 Student Awards, honoring an amazing CEC student member and an outstanding faculty advisor, will be presented during the Student Forum.

**Get involved.** Hear from members of CEC's Mentoring Program and Nominations Committee on how you can expand your work with CEC, your professional home.

Don't miss the biggest event of CEC 2016 that's just for you!

## CEC's 2016 Student Award Recipients

### **Susan Phillips Gorin Award**

Raul Escarpio, Ed.D.  
Miami-Dade College, Fla.

### **CEC Outstanding Undergraduate Student Award**

Conner Edwards  
Ball State University, Muncie, Ind.

# 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.

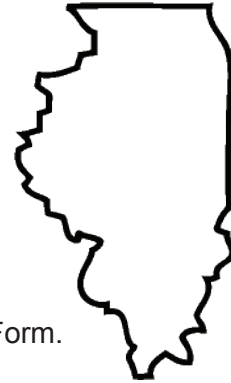
## ■ ILLINOIS RESIDENT?

Please see the information on page 29.

## ILLINOIS STATE BOARD OF EDUCATION PROFESSIONAL DEVELOPMENT HOURS AT CEC 2016

Here's how you claim your PDH hours for your ISBE licensure:

- 1) Each day, check in at the ISBE desk, sign in (with your IEIN\*) and pick up:
  - A Verification of Professional Development Hours Form
  - An Evaluation for Conference Form
- 2) Head to your sessions/workshops, and record all the ones you attend on the Verification of Professional Development Hours Form.
- 3) When you head out, come back to the ISBE desk, sign out, and give CEC your completed:
  - Verification of Professional Development Hours Form (make sure you've filled in your IEIN!)\*
  - Evaluation for Conference Form
- 4) CEC will verify your hours, and give you back a signed Evidence of Completion form.



Here's what you can earn 1 hour of ISBE PDHs for:

- General sessions on Thursday and Friday
- Poster sessions
- Concurrent sessions
- Town Halls, multi-presentation sessions and other special formats

*Exhibitor showcase sessions, business meetings, and social events are not eligible for PDHs.*

**Questions?** See the ISBE desk in the Registration Area.



**\*Need your IEIN?**

Look it up on ELIS with this link <https://goo.gl/Evkx9w>  
or scan the QR to the left!

## Session Information

The CEC convention encompasses hundreds of sessions. The majority are 1-hour professional sessions presented Wednesday through Saturday. Session types included for 2016 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.

### 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 2016 you may earn CEC PDHs for most convention education sessions, including posters (see page 28 for more information).

In addition, the CEC Division on Visual Impairments (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 DVIDB -sponsored presentations only. Please see the DVIDB representative at each session to complete paperwork for these continuing education units.

# Sweetwater County School District #1

Dear Sweetwater #1 Candidates:

**Sweetwater County School District #1 in Rock Springs, WY is interested in you joining the Sweetwater #1 team. We are currently looking to fill the following positions for the 2016-2017 school year:**

- Special Education Teacher (Resource)
- Special Education Teacher (Alternative Communication Program)
- Special Education Teacher (Alternative Behavior Program)
- Special Education Teacher (Alternative Academic-Daily Living Skills)
- Behavior/Autism Specialist
- Social Worker
- School Psychologists
- Speech Language Pathologists

**Sweetwater County School District #1's application process is found on our website [www.sweetwater1.org](http://www.sweetwater1.org).**

Once you have found the district website you will find options on the top of the website, choose "Job Opportunities," select "External Application." After completing the application process you must attach it to any position you are interested in applying for. You may leave the application process at any time and return to finish at your convenience. Make sure to note your password information, as you will need it to reenter Applitrack each time. If interested, please apply as soon as convenient.

**Why Sweetwater #1 in Rock Springs, WY?** In addition to these excellent benefits, Sweetwater #1 utilizes state-of-the-art technology, frequent professional development opportunities, low student to teacher teaching ratios (16:1 at the K-3 level), and well-rounded support at the administrative, teaching (mentorship program; instructional coaches), and classified staff level (paraprofessional support in resource and alternative special education classrooms).

We offer the following:

- Substantial Starting Salary: \$46,565.00 (BA+0, no teaching experience)
- Master's Degree: \$51,565.00 (MA+0, no teaching experience)
- District will pay 85% of the premium for the employee's insurance
- School District pays Wyoming Retirement at the rate of 12.69% of the employee's salary with no ceiling (employee contributes 1.43%)
- Ten days of sick leave per year (left-over sick leave carries over to the next year)
- Three personal days per year, with option to purchase two additional days at \$55.00 per day

**Rock Springs, WY is located in Southwest Wyoming and features a desert landscape with a thriving economy.**

Known for its colorful history, natural resource industry, active sand dunes, and prime location for outdoor activities such as mountain biking, rock climbing, hiking, fishing, hunting, and water recreation activities make it the ideal location for the outdoor enthusiast. Yellowstone National Park, Teton National Park, and Flaming Gorge National Recreation Area are all within a short driving distance from Rock Springs, WY.

Sincerely,

*Megan*

Megan Mentzel  
Human Resources Director  
Sweetwater County School District #1  
Email: [mentzelm@sw1.k12.wy.us](mailto:mentzelm@sw1.k12.wy.us)  
Phone: 307-352-3400 (ext. 1242)



# Want to become involved in CEC leadership but not sure how to begin?

This is a special session for aspiring leaders to discuss how you can become involved in YOUR professional association. CEC needs you, your knowledge and your experience. Talk to and learn from current CEC leaders about various leadership opportunities, time commitments, how to plan for and start or advance your leadership journey.



## CEC ASPIRING LEADERS SESSION

THURSDAY,  
APRIL 14  
3:30-4:30

Convention Center  
Room 103

**Your voice and  
vision make a  
difference!**

PRESENTED BY  
The CEC  
Nominations  
Standing  
Committee



## Program Chair Featured Sessions

### WEDNESDAY, APRIL 13

1:00 PM - 2:00 PM • ROOM: 132 • SESSION: 11



Pereles



Baldwin

#### Program Chair Featured: Supporting Success for Students Who Are Twice Exceptional (2e)

**TOPIC:** Gifted and Talented

**SECONDARY TOPIC:** Autism Spectrum Disorder

**FORMAT:** Panel

Working with students who are 2e can be challenging...we often think of challenging as meaning difficult...but synonyms for challenging include: stimulating, thought-provoking, puzzling, and inspiring! Our session will focus on the ways that we can provide opportunities for our 2e students to meet with success.

**LEADER(S):** Daphne Pereles, Austin, TX; Lois Baldwin, Consultant, Tarrytown, NY

2:15 PM - 3:15 PM • ROOM: 132 • SESSION: 34



Thurlow

#### Program Chair Featured: Assessment Today: How We Got Here and Where We Are Going

**TOPIC:** Accountability & Large Scale Assessments

**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity

**FORMAT:** Presentation with Q&A

We address how the current assessment context relates to past events and the documented benefits of large-scale assessments for students with disabilities. You will learn about the history of assessment for these students and projects into the future. Issues of diversity are intertwined throughout as performance gaps and instructional challenges are highlighted.

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

3:30 PM - 4:30 PM • ROOM: 274 • SESSION: 49



Dieker

#### Program Chair Featured (TAM Showcase): Current and Future Technology Innovations in Teaching and Teacher Education to Ensure the Success of Students With Disabilities

**TOPIC:** Technology and Media

**FORMAT:** Demonstration

How do we prepare ourselves and our students for the future technologies? We will provide teachers and teacher educators with essential technological tools for today's classroom, describe future technology, and discuss the skills students with disabilities and the teachers that serve them must embrace for our field to continue to be successful.

**LEADER(S):** Lisa Dieker, University of Central Florida, Orlando, FL

### THURSDAY, APRIL 14

9:15 AM - 11:15 AM • ROOM: 131 • SESSION: 90



Waitoller



Kozleski

#### Program Chair Town Hall: Linking Racial Inequities in Special Education Inside and Outside Schools

**TOPIC:** Cultural and/or Linguistic Diversity

**FORMAT:** Town Hall

This Town Hall will draw from the interdisciplinary literature to examine how racial inequities in special education are linked to broader unjust geographies and spaces where communities of color live, learn, and resist. This interactive session will be a series of presentations and Q&A from participants using Poll Everywhere Technology.

**LEADER(S):** Federico Waitoller, University of Illinois, Chicago, IL; Elizabeth Kozleski, University of Kansas, Lawrence, KS

**PRESENTER(S):** Nirmala Erevelles, University of Alabama, Tuscaloosa, AL; Edward Fergus, New York University, New York, NY; Subini Annamma, University of Kansas, Lawrence, KS

9:15 AM - 10:15 AM • ROOM: 130 • SESSION: 112



Osborne

**Program Chair Featured: CEC’s Educators With Disabilities Policy: A Roundtable Discussion of Dissemination and Implications**

**TOPIC:** Personnel Preparation  
**SECONDARY TOPIC:** Administration/Supervision  
**FORMAT:** Presentation with Q&A

This session will focus on CEC’s Educators With Disabilities Policy Statement regarding the development and adoption, as well as the process the Educator’s With Disabilities Workgroup conducted to complete the policy statement. In a roundtable format, we discuss the benefits, challenges, and advice regarding the implications of the new statement.

**LEADER(S):** Susan Osborne, North Carolina State University, Raleigh, NC  
**PRESENTER(S):** Mary Ruth Coleman, University of North Carolina, Chapel Hill, NC; Kathryn Haselden, Francis Marion University, Florence, SC; Lynne Brock, North Carolina State University, Raleigh, NC

10:30 AM - 11:30 AM • ROOM: 226 • SESSION: 154



McLaughlin



Ziegler

**Program Chair Featured: What’s New and Notable in the National Center for Special Education Research (NCSER)**

**TOPIC:** Research  
**SECONDARY TOPIC:** Public Policy  
**FORMAT:** Presentation with Q&A

This presentation will provide information on funding and training opportunities at the Institute of Education Sciences (IES); review recent NCSER activities of interest to the field; and describe highlights from NCSER’s portfolio of research.

**LEADER(S):** Deborah Ziegler, Council for Exceptional Children, Arlington, VA  
**PRESENTER(S):** Joan McLaughlin, Commissioner, NCSER, U.S. Department of Education, Washington, DC

1:00 PM - 3:00 PM • ROOM: 132 • SESSION: 217



Miller



McLaughlin

**Program Chair Featured Forum - Meeting the Needs of Diverse Learners: Heterogeneity in Today’s and Tomorrow’s Classrooms**

**TOPIC:** Learning Disabilities  
**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity  
**FORMAT:** Panel

Children and youth with disabilities do not present a single, homogenous group but varies between and within a particular disability. We engage the research and practice communities to understand and discuss the nature and implications of heterogeneity and its implications for service delivery.

**LEADER(S):** Brett Miller, Eunice Kennedy Shriver National Institute of Health and Human Development, Rockville, MD; Joan McLaughlin, Commissioned, NCSER, U.S. Department of Education, Washington, DC  
**PRESENTER(S):** Jack Fletcher, University of Houston, Texas Medical Center, Houston, TX; Erik Willcutt, University of Colorado, Boulder, CO; Julie Washington, Georgia State University, Atlanta, GA; Diane Browder, University of North Carolina, Charlotte, NC

1:00 PM - 3:00 PM • ROOM: 131 • SESSION: 218



Ortiz

**Program Chair Featured: Multi-Tiered Systems of Support for Immigrant Students in General and Special Education**

**TOPIC:** Research  
**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity  
**FORMAT:** Presentation with Q&A

The growing population of immigrant students in U.S. schools presents complex challenges. They are often academically unprepared which puts them at high risk of referral to special education programs. We present an overview of a culturally and linguistically responsive framework in the context of MTSS, and criteria for identifying and determining eligibility.

**LEADER(S):** Alba Ortiz, University of Texas, Austin, TX  
**PRESENTER(S):** Linda Cavazos, AIR Regional Educational Lab Southwest, Austin, TX

1:00 PM - 3:00 PM • ROOM: FERRARA THEATRE • SESSION: 219



Fuchs

**Program Chair Featured: What Can We Conclude From the Recent National Evaluation of RTI?**

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

**SECONDARY TOPIC:** Research

**FORMAT:** Panel

For nearly 2 decades, many have viewed RTI as a more valid method of disability identification, a better system of service delivery, or both. In a recent national evaluation of RTI it was reported that students in Grades 1-3 designated for RTI intervention performed no better, or did worse, than students who were not designated for intervention. Four panel members will explain the evaluation's methods and results and discuss its implications.

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

**PRESENTER(S):** Lynn Fuchs, Vanderbilt University, Nashville, TN; Rekha Balu, K-12 Education, MDRC, New York, NY; Martin Ikeda, Heartland AEA 11, Johnston, IA

2:15 PM - 3:15 PM • ROOM: 130 • SESSION: 293



Yell

**Program Chair Featured: Developing Educationally Meaningful and Legally Sound IEPs: Avoiding Procedural and Substantive Errors in IEP Development**

**TOPIC:** Public Policy

**SECONDARY TOPIC:** Accountability & Large Scale Assessments

**FORMAT:** Presentation with Q&A

The IEP is so important that it is at the center of most special education disputes in hearings or courts. You will learn how serious procedural and substantive errors made in the IEP process can be avoided when team members understand the importance of the IEP, are familiar with the essence of these serious errors, and follow best practices.

**LEADER(S):** Mitchell Yell, University of South Carolina, Columbia, SC

**PRESENTER(S):** Michael Rozalski, Binghamton University, Geneseo, NY

3:30 PM - 4:30 PM ROOM: 226 • SESSION: 333



Ryder



Ziegler

**Program Chair Featured: ESSA**

**TOPIC:** Public Policy

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Presentation with Q&A

On December 10, 2015, the President signed into law the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965. The new education law has particular importance to students with disabilities. During this session, Office of Special Education Programs (OSEP) Acting Director Ruth Ryder will provide an overview of ESSA, with specific focus on provisions that impact students with disabilities.

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

**PRESENTER(S):** Ruth Ryder, OSEP Acting Director, U.S. Department of Education, Washington, DC

3:30 PM - 4:30 PM • ROOM: 132 • SESSION: 346



Tyler

**Program Chair Featured: The IRIS Center: Your Source for Free Online Resources about Evidence-Based Practices**

**TOPIC:** Personnel Preparation

**SECONDARY TOPIC:** Autism Spectrum Disorder

**FORMAT:** Demonstration

IRIS is an OSEP-funded center that creates resources on a wide variety of instructional and behavioral topics important to educators today: classroom/behavior management, reading, RTI/MTSS, progress monitoring, UDL, autism spectrum disorders, and more. Explore our Website and learn about IRIS Modules and other materials that can enhance your personal knowledge and professional development. We encourage you to bring your laptops or other online-ready devices.

**LEADER(S):** Naomi Tyler, The IRIS Center, Peabody College, Vanderbilt University, Nashville, TN

**PRESENTER(S):** Kim Skow, The IRIS Center, Peabody College, Vanderbilt University, Nashville, TN

**FRIDAY, APRIL 15**

9:15 AM - 11:30 AM ROOM: 226 • SESSION: 420



Ryder Ziegler

**What's Happening in Washington? • SESSION I: Updates from OSEP**

**TOPIC:** Public Policy  
**SECONDARY TOPIC:** Administration/Supervision  
**FORMAT:** Presentation with Q&A

Office of Special Education Programs (OSEP) Acting Director Ruth Ryder will discuss current OSEP initiatives including Results Driven Accountability, as it relates to the importance of equity and opportunity for all students.

She will also address the importance of investments to expand high quality early learning programs, and of supporting teachers and improving outcomes so that all children can be college and career ready. Finally, Ms. Ryder will address recent policy and regulatory work in which OSEP has been involved.

**LEADER(S):** Deborah Ziegler, Council for Exceptional Children, Arlington, VA  
**PRESENTER(S):** Ruth Ryder, OSEP Acting Director, U.S. Department of Education, Washington, DC

9:15 AM - 11:15 AM • ROOM: 131 • SESSION: 422



Raymond

**Program Chair Town Hall: Who Is included? Whom Do We Serve?**

**TOPIC:** Collaboration and Inclusive Practices  
**SECONDARY TOPIC:** International Programs/Services  
**FORMAT:** Town Hall

In this interactive session, we explore shared and discordant meanings of words commonly used to refer to learners with a variety of special needs. Our goal is to begin a conversation that will help us all communicate more effectively with others to better meet the needs of all learners.

**LEADER(S):** Eileen Raymond, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa  
**PRESENTER(S):** Iva Boneva, Center for Inclusive Education, Sofia, Bulgaria; Mary Lynn Boscardin, University of Massachusetts, Amherst, MA; Sigamoney Naicker, Western Cape Education Department, Cape Town, South Africa; Patti Powell, Trinity Christian College, Palos Heights, IL

9:15 AM - 10:15 AM • ROOM: 130 • SESSION: 442



Krumm Edyburn

**Program Chair Featured: Personalization, Big Data, and the Changing World of Special Education**

**TOPIC:** Research  
**SECONDARY TOPIC:** Technology and Media  
**FORMAT:** Presentation with Q&A

Data of all kind and ways of displaying them constitute an increasing part of life for educators and administrators. We describe the movement of personalization and the range of sources of new data, approaches for analyzing and presenting data, and the challenges in making sense and use of it. Implications for practice, research, and policy are discussed.

**LEADER(S):** Andrew Krumm, SRI International, Menlo Park, CA; Dave Edyburn, University of Wisconsin, Milwaukee, WI  
**PRESENTER(S):** James Basham, University of Kansas, Lawrence, KS; Jason Carroll, Texthelp Systems Inc., Woburn, MA; Jose Blackorby, SRI International, Menlo Park, CA

10:30 AM - 11:30 AM • ROOM: 130 • SESSION: 499



Davis Spaulding

**Program Chair Featured: iBESTT: An Online Model for Building Tertiary Supports in the Classroom**

**TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**SECONDARY TOPIC:** Technology and Media  
**FORMAT:** Demonstration

We designed a web-based application to assist teachers and behavior support teams in delivering, monitoring, and making data-based decisions, and to increase communication, collaboration, and responsiveness of the team in the implementation of supports with the classroom teacher. Join us as we demonstrate the 'app' and describe how it can benefit your school!

**LEADER(S):** Carol Davis, University of Washington, Seattle, WA; Scott Spaulding, University of Washington, Seattle, WA  
**PRESENTER(S):** Annie McLaughlin, University of Washington, Seattle, WA; Douglas Judge, University of Washington, Seattle, WA

1:00 PM - 3:00 PM • ROOM: 131 • SESSION: 548



Gay

**Program Chair Featured: Educating More Children More Effectively Through Culturally Responsive Methods**

**TOPIC:** Cultural and/or Linguistic Diversity  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Presentation with Q&A

The session describes culturally responsive teaching and provides suggestions to implement them within the context of special education. In this interactive session, participants are encouraged to ask questions for clarification and elaboration, and provide examples from their own experiences.

**LEADER(S):** Geneva Gay, University of Washington, Seattle, WA

1:00 PM - 2:00 PM • ROOM: 130 • SESSION: 567



East



Smith

**Program Chair Featured: Making Connections and Emerging Frontiers in the Digital and Blended Environment**

**TOPIC:** Research  
**SECONDARY TOPIC:** Technology and Media  
**FORMAT:** Panel

Join us and learn about emerging topics impacting the field of special education within digital and blended learning. We will discuss the challenges and opportunities of online learning environments, and the virtual opportunities, systems, and environments you need to be knowledgeable about prior to investing large resources in the process.

**LEADER(S):** Bill East, Jr., National Association of State Directors of Special Education, Inc., Alexandria, VA; Sean Smith, University of Kansas, Lawrence, KS

**PRESENTER(S):** Tracey Hall, CAST, Wakefield, MA; Skip Stahl, CAST, Wakefield, MA

2:15 PM - 3:15 PM • ROOM: 130 • SESSION: 624



Wehby

**Program Chair Featured: Adapting Behavioral Interventions for Nonresponsive Students**

**TOPIC:** Research  
**SECONDARY TOPIC:** Emotional and Behavioral Disorders  
**FORMAT:** Presentation with Q&A

The needs of nonresponders to Tier 1 or Tier 2 behavior programs are not met by the ideal implementation protocol. An AIF varies different aspects of the standard based on the needs of the individual. Participants will learn about basic tenets of an AIF, experimental research supporting its use, and how to apply AIF to Tier 2 interventions.

**LEADER(S):** Joseph Wehby, Vanderbilt University, Nashville, TN

2:15 PM - 3:15 PM • ROOM: 132 • SESSION: 625

**Program Chair Featured: Practical (and Vexing) Co-Teaching Issues: Scheduling, Planning Time, Teacher Evaluation, and More!**

**TOPIC:** Collaboration and Inclusive Practices  
**SECONDARY TOPIC:** Administration/Supervision  
**FORMAT:** Presentation with Q&A

Although an appealing option for educating students with disabilities, co-teaching comes with an entire set of practical issues. We will address the most common of these including scheduling, planning time, and teacher evaluation. Come to learn and share realistic solutions to common co-teaching barriers.

**LEADER(S):** Susan Feeney, Community School District #218, Oak Lawn, IL

**PRESENTER(S):** Kerri Piscitelli, Community School District #218, Oak Lawn, IL; Marilyn Friend, University of North Carolina, Greensboro, NC

**SATURDAY, APRIL 16**

8:00 AM - 10:00 AM • ROOM: 131 • SESSION: 725



Coleman

**Program Chair Featured: Exceptional Lives, Exceptional Stories**

**TOPIC:** Parent/Family/School Partnerships  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Panel

Join us to hear individuals with disabilities and their families share their insights regarding life with a disability. Session leaders will facilitate a discussion in Q & A format, allowing time for questions from the audience. We will summarize insights gained from panel discussions and conclude with time for informal conversations with families.

**LEADER(S):** Mary Ruth Coleman, University of North Carolina, Chapel Hill, NC

**PRESENTER(S):** Kathryn Haselden, Francis Marion University, Florence, SC

9:15 AM - 10:15 AM • ROOM: 130 • SESSION: 784



Gerber



Hunter

**Program Chair Featured: Creating Positive Art Education Opportunities for At-Risk Adolescents With Multi-Age Community Organizations**

**TOPIC:** Arts in Special Education  
**SECONDARY TOPIC:** Emotional and Behavioral Disorders  
**FORMAT:** Presentation with Q&A

Adrienne Hunter, an art teacher with over 35 years of experience teaching at-risk, in-crisis and/or incarcerated adolescents, shares her techniques for offering these students an alternative in life through the creativity of art. Learn how the art education classroom became a safe haven where students learned to work together and collaborate with others in the community.

**LEADER(S):** Beverly Gerber, Southern Connecticut State University, Milford, CT

**PRESENTER(S):** Adrienne Hunter, NAEA/Special Needs in Art Education, Reston, VA

10:30 AM - 11:30 AM • ROOM: 130 • SESSION: 826

**Program Chair Featured: Overcoming Asperger's: Sahil's True Story**

**TOPIC:** Autism Spectrum Disorder  
**FORMAT:** Presentation with Q&A

Sahil Piyarali will share his experiences growing up with Asperger's syndrome and how special education played an integral role in helping him overcome it. This topic is relevant to everyone who strives to understand the felt meaning of lives, such as his, and how he learned to prepare for independence, postsecondary education, and success in life!

**LEADER(S):** Sahil Piyarali, Washington University, St. Louis, MO

# Strands

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

## CEC 2016 STRAND OVERVIEWS

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



Wexler Bradley

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

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

Programs, will present evidenced-based findings, practices, and technology that will lead to improved outcomes for children with disabilities and their families. Sessions include an overview of current evidence, next steps in practice, and resources for follow up, and are designed for practitioners, school and district leaders, early intervention providers, and teacher trainers. All are stand-alone sessions so you can attend one or all of them. There will be time allotted for question and answers, and all resources will be shared in each session.

**After attending this strand, you will be able to:**

- Describe strategies for preparing and maintaining effective instructional providers.
- Describe strategies to address disproportionality.
- Access OSEP research to practice technical assistance and training materials.

**Strand A Sessions: 75, 116, 175**

### STRAND B: Are You HUNGRY for a WIZARD in the TWILIGHT?: A Common Core STEM Ideas for Leaders



Campbell-Whatley Toms

**LEADER(S):** Gloria D. Campbell-Whatley, University of North Carolina, Charlotte; Ozalle M. Toms, University of Wisconsin, Whitewater

We present effective practical applications to help administrators assist teachers in employing critical thinking to problem-solving techniques for students using STEM activities. This strand is grounded in current literature suggested from the 31 books most read by middle school students with applications for leaders.

We will offer and solidly define how the Common Core Standards (CCSS) will be appropriate for students in various environments. We will engage leaders in effective practical applications to prepare these present methodologies about STEM techniques with teachers. This strand is grounded in best practices from famous books and series such as *Hunger Games saga*, *Twilight saga*, *The Harry Potter series*, and more for leaders with applications for teachers. Presentations are from a practical perspective targeting special education leaders.

**After attending this strand, you will be able to:**

- Enjoy hands-on immersion activities that will expose and engage them in practical situational analysis and discussion as related to the Common Core Standards and STEM.
- Apply solutions related to STEM.
- Understand a variety of evidence-based methodologies and strategies for effective special education leadership practices related to STEM.

**Strand B Sessions: 76, 117, 176**

**STRAND C: Integrating School-Based Mental Health Services for Students With Emotional and Behavioral Disorders**



Cook Whitaker

**LEADER(S):** Clayton R. Cook, University of Minnesota, Minneapolis; Kelly Whitaker, University of Washington (SMART Center), Seattle, WA

Students with emotional and behavioral disorders (EBD) exhibit significant mental health problems that interfere with their school success. Unfortunately, these students often do not receive needed mental health supports or the mental health services that are delivered are lackluster and implemented in a fragmented manner. As a result, there is a need to integrate high quality mental health services into the school setting for these students. This strand will discuss specific efforts that have been undertaken to integrate high quality school-based mental health services for students with EBD. As part of the sessions, presenters will touch on issues related to diversity as it relates to accessing and delivering high quality mental health supports.

**After attending this strand, you will be able to:**

- Define the mental health needs of students with EBD that should be addressed via strategic, effective school-based programming.
- Describe different approaches to integrating mental health services for students with EBD.
- Identify how they might improve service partnerships between schools and community-based mental health organizations.

**Strand C Sessions: 118, 177, 239, 298**

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



Buckley

**LEADER(S):** Jacquelyn A. Buckley, National Center for Special Education Research, U.S. Department of Education Washington, D.C.

During the strand, you will learn about research-based educational practices for children with or at risk for disabilities and receive tips on how you can incorporate the practices in your classroom. Participants will learn about a Tier 2 classroom-based intervention, targeting young children at elevated risk for emotional and behavioral disorders; behavioral screening practices in schools across the country; and a checklist for early screening for autism and results from a recent study in early intervention.

**After attending this strand, you will be able to:**

- Identify the characteristics of a Tier 2 classroom-based behavioral intervention that has evidence for improving teacher self-efficacy, classroom atmosphere, and teacher-child interactions, and creating positive social, emotional, and behavioral outcomes for students at risk for emotional/behavioral disorders.
- Understand what states have documented as state-level priorities in school-based behavior policies and initiatives.
- Understand how a simple checklist can screen for autism earlier than generally detected in the past.

**Strand D Sessions: 240, 299, 348**

**STRAND E: School Climate and Discipline**



Lewis

**LEADER(S):** Tim Lewis, University of Missouri, Columbia

Creating a safe and supportive environment is essential for all students, especially those at-risk and those with disabilities. This strand will examine three related features of improving school climate through schoolwide efforts. The first will provide an overview of multi-tiered systems of behavioral support. The second will discuss implementation of culturally relevant practices within an MTSS framework including a discussion on impacting disproportionality within identification and discipline practices. The final session will provide a discussion of the impact events in Ferguson Missouri had on school climate and the efforts school leaders have put in place to move students and the community forward.

**After attending this strand, you will be able to:**

- Describe essential features of building safe and supportive schoolwide learning environments.
- Understand the challenge of disproportionality in the special education evaluation process and school discipline practices, and strategies to improve both.
- Contextualize essential features of MTSS in creating positive school climates within racially related school and community challenges.

**Strand E Sessions: 407, 444, 505**



**STRAND F: Opportunities and Experiences to Prepare Students With Autism and/or Intellectual Disability for Postsecondary Education and Employment Success**



Cihak Stodden Wehmeyer

**LEADER(S):** David F. Cihak, University of Tennessee, Knoxville; Robert A. Stodden, University of Hawaii at Manoa; Michael Wehmeyer, University of Kansas, Lawrence

Only 20% of people with an intellectual disability and/or developmental disabilities (IDD) are employed nationally and those who are employed are more likely to work only part-time. In fact, most people with IDD lack postsecondary education. The Higher Education Opportunity Act (HEOA, 2008) increased postsecondary education programs and career options for high school

students with autism and ID. Promoting self-determination and self-regulated learning in K-12 education are linked to more positive school and adult outcomes for youth with disabilities including postsecondary education and employment success. Promoting digital literacy learning in K-12 education has also improved postschool outcomes. This strand will address issues related to diversity in the context of the “second digital divide” and a lack of digital literacy access for and/or competency of children who are poor, minority, and/or have disabilities.

**After attending this strand, you will be able to:**

- Describe the concepts of self-determination, self-advocacy, community and family support, and impact in the lives of individuals with developmental disabilities/autism spectrum disorders.
- Plan evidence-based post-secondary education (PSE) programs and/or career/vocational transition programs for individuals with developmental disabilities/autism spectrum disorders.
- Plan instruction that incorporates instructional technology for improving independent functional life skills for postsecondary education and employment success.

**Strand F Sessions: 408, 445, 506**

**STRAND G: Intensive Intervention 2.0: Lessons From Implementation, Integrating for Academic and Behavioral Supports, and Refining Our Understanding of Evidence**



Danielson Zumeta Edmonds

**LEADER(S):** Louis Danielson and Rebecca Zumeta Edmonds, American Institutes for Research, Washington, D.C.

Successful intensive intervention takes more than just knowledge of the components of the process; it also requires thoughtful implementation. In this strand, presenters will discuss lessons learned from the National Center on Intensive Intervention’s (NCII) work to implement intensive intervention within a multi-tiered systems of support (MTSS) framework. Presenters will address: (a) the importance of integrating academic and behavioral intervention to support students with diverse learning needs; (b) successes and challenges observed by school and district leaders attempting to implement intensive intervention in high-needs schools; and (c) considerations for using varying evidence standards to identify appropriate instruction, interventions and strategies across tiers of an MTSS system.

**After attending this strand, you will be able to:**

- Understand how data-based individualization may be used as a framework to integrate academic and behavior intervention strategies to meet the needs of students with intensive needs.
- Understand common implementation barriers and strategies to address these challenges.
- Understand how and why standards of evidence for evidence-based practices may need to vary by tier within in an MTSS system.

**Strand G Sessions: 409, 446, 507**

**STRAND H: Co-Teaching: Essential Ingredients to Get the Student Outcomes You Need**

Friend

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

Co-teaching has become a widely implemented option for ensuring that students with disabilities have access to the general curriculum while at the same time an education in the least restrictive environment. However, many teachers and administrators responsible for co-teaching at the classroom and systems level continue to have questions about it: Which co-teaching practices have been demonstrated to be effective and which should be discouraged? How can the specially designed instruction that students with disabilities must receive be integrated into co-taught classes? What are efficient and appropriate strategies for gathering data related to student performance in co-taught classes, and how should overall program effectiveness be assessed? How are practical matters such as common planning time, scheduling, and teacher evaluation best handled? In this strand we address these and other common questions and problems that professionals involved in co-teaching programs encounter, offering strategies and solutions based on available research as well as craft knowledge.

**After attending this strand, you will be able to:**

- Explain at least four co-teaching practices that are demonstrated through contemporary related literature to foster positive outcomes for students with disabilities.
- Embed instructional strategies comprising specially designed instruction into the six traditional co-teaching models.
- Articulate at least three strategies for gathering data related to student performance in co-taught classes and at least three for completing co-teaching program evaluation.
- Apply to their own situations, ideas for addressing the most common co-teaching issues, including scheduling, planning time, and teacher evaluation.

**Strand H Sessions: 447, 508, 569**

**STRAND I: Advances in Tiered Systems of Support: Establishing Comprehensive, Integrated, Collaborative Systems to Meet Students' Multiple Needs**

Lane



Oakes

**LEADER(S):** Kathleen Lynne Lane, University of Kansas, Lawrence; Wendy Peia Oakes, Arizona State University, Tempe

Over the last several years, schools are moving away from reactive approaches to managing challenging behaviors and are now focusing on system approaches to meeting students' academic, behavioral, and social needs in an integrated fashion. Applications of schoolwide models of prevention are being developed to build comprehensive, integrated systems with progressively more intensive levels of support to better address the needs of all learners while also building a context that supports inclusive programming. In many models, this is accomplished by developing a framework to quickly connect students to needed supports at the first sign of concern and enable teachers to collaborate and build their expertise in the skills needed to facilitate instruction (e.g., low-intensity supports, schoolwide PBIS). Such integrated models of prevention have met with success in K-12 settings, offering transparent systems to support excellence, equity, and engagement. In this strand, researcher and practitioner leaders share three illustrations of integrated models, all intended to meet students' multiple needs in an efficient, effective, and positive manner.

**After attending this strand, you will be able to:**

- Identify the critical features of one integrated model and be able to access resources to explore additional information to share with their schools, districts, communities.
- Describe a training and coaching series which supports the development of one integrated model.
- Describe how self-determination can be integrated into MTSS models.
- Identify intervention and assessments to promote self-determination.
- Understand an integrated behavior and academic supports at Tiers 2 and 3.

**Strand I Sessions: 570, 629, 691**

**STRAND J: Implications of New Technologies and Innovations in Special Education**

Basham      Blackorby      Marino

**LEADER(S):** James Basham, University of Kansas, Lawrence; Jose Blackorby, SRI International, Menlo Park, CA; Matthew T. Marino, University of Central Florida

New technologies are emerging at such a rapid pace they challenge our ability to focus, comprehend, and leverage their new potential in all spheres of life. Barely a decade old, Facebook has 1.44 billion users. With 300 hours of video uploaded every minute, there are free instructional videos on almost any topic available on YouTube. With an average of over 500 million tweets a day, Twitter has been used as a tool connecting groups and inspiring democratizing social unrest around the globe. These tools and various other new innovations are shaping the daily interactions of nearly everyone. Within the education system alone, education technology ventures have witnessed two consecutive years with nearly \$2 billion invested each year in new technology. All of this is occurring within the context of an explosion of data about how we use these tools. It is difficult to keep up. It is especially difficult within the context of schools. This strand is devoted to providing background and insight into the current state of several new technologies, their future direction, and the implications for individuals with disabilities and those who work with them. Specifically, we will focus on mobile devices and education, gaming, and social networking. By the end of the strand, participants will glean understanding for how to approach new technology and innovation in practice, policy, and research.

**After attending this strand, you will be able to:**

- Understand current trends in new technologies.
- Understand the promise and challenges of the new technologies for students with disabilities.
- Gain insight on how these new technologies might be leveraged in practice, research, and policy.

**Strand J Sessions: 571, 630, 692**

**STRAND K: Exploring Elementary and Secondary Blended/Online Learning for Students With Disabilities**

Stahl      Hall      Smith

**LEADER(S):** Skip Stahl and Tracey E. Hall, CAST, Wakefield, MA; Sean J. Smith, University of Kansas, Lawrence

Online or blended instruction at the elementary through secondary levels can be vastly different from one district to another and each has associated consequences. Districts embracing supplemental, blended, or full-time virtual opportunities need to be knowledgeable about the systems and environments they intend to integrate prior to investing large resources in the process. New technologies, media, and practices are changing the familiar educational experience and all stakeholders in the educational process are faced with unprecedented challenges, as well as opportunities. Researchers with decades of experience focused on the exploration and implementation of digital technology at the Center on Online Learning and Students with Disabilities (COLSD) have been working to understand these challenges and opportunities, especially as they lead to promising practices associated with K-12 online learning. This strand presents key findings from research projects and field-based activities for improving the educational experiences of students with disabilities (and other diverse learners). Participants will be engaged in a series of interactive presentations, explorations, and discussions to understand the potential of K-12 online learning.

**After attending this strand, you will be able to:**

- Understand the K-12 contexts (home, school, or elsewhere) that impact online learning outcomes.
- Recognize current promising approaches for the design and delivery of online education relative to diverse learners.
- Better understand of the data capabilities in the online environment to support distinct, teacher and student learning needs.
- Investigate the unique expectations placed on educators as they provide instruction and administrative support in online learning environments.

**Strand K Sessions: 744, 787, 830**

**STRAND L: Evidence-Based Practice in Special Education: Identification, Dissemination, Training, and Outcomes**

Landrum

Scott

**LEADER(S):** Timothy J. Landrum and Terrance M. Scott, University of Louisville, KY

If students with disabilities are to achieve desirable outcomes, the best available evidence-based practices must be brought to bear. In this strand we consider several aspects of the concept evidence-based practice. First, we describe recent efforts and current guidelines for the identification and effective dissemination of EBPs (Session 1). Second, drawing on our own research, we explore the extent to which evidence-based instructional practices are observed in classrooms, and describe the observed correlates of these EBPs (Session 2). Finally, we describe an evidence-based framework for establishing high-quality programs, using moderate/severe disabilities as an example. Our premise includes the idea that the term evidence-based is commonly used in our field, but remains poorly understood. Thus, we discuss the nature of evidence in special education, as well as how evidence might best be disseminated to practitioners. Next, we describe the results of a large set of classroom observations in which we observed teachers' instructional practices, and the associated levels of student engagement and behavior. Finally, we consider how evidence might inform a framework for programming for students with moderate/severe disabilities specifically, with particular attention to the need to consider ethics and advocacy in addition to evidence.

**After attending this strand, you will be able to:**

- Define evidence and describe models of summarizing and disseminating evidence-based practice in special education.
- Describe sources of evidence-based practices in special education.
- Describe the frequency of teachers' use of evidence-based instructional practices in classrooms, as well as the associated levels of student engagement.
- Describe a framework, based on evidence but also drawing from ethics and advocacy, for developing high-quality programs for students with moderate/severe disabilities

**Strand L Sessions: 745, 788, 831**



# WEDNESDAY, APRIL 13

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CEC Awards Presentation	



# Convention Workshops

Wednesday, April 13 and Saturday, April 16

## WORKSHOP 1

ROOM: 106

### ■ Formative Assessment: A Powerful Tool to Improve Student Learning

WEDNESDAY, APRIL 13 • 9:00 A.M.–4:00 P.M.



Lazarus

Brookhart

When implemented effectively, formative assessment is a powerful tool that has the potential to significantly improve student learning. Learn how to confidently use key formative assessment strategies— learning targets, feedback, student

self-assessment, and goal setting— and how to differentiate them to accommodate students with disabilities with a variety of needs and characteristics. We will also discuss professional learning strategies that states, districts, and schools can use to support teachers in this work. It is based on materials developed by the Assessing Special Education Students (ASES) and Formative Assessment for Students and Teachers (FAST) groups of the Council of Chief State School Officers.

After completing this workshop, you will be able to:

- Successfully use key formative assessment strategies such as focusing on sharing learning targets and criteria for success, gathering evidence, giving effective feedback, and using student self-assessment and goal-setting.
- Differentiate formative assessment strategies appropriately for students with disabilities who have a variety of needs and characteristics.
- Understand the professional learning strategies that states, districts, and schools should have in place to support teachers in using formative assessment with all students.

**LEADER(S):** Sheryl Lazarus, National Center on Educational Outcomes (NCEO), University of Minnesota, Minneapolis; Susan M. Brookhart, Brookhart Enterprises LLC, and Adjunct Faculty, Duquesne University, Pittsburgh, Pa.

**PRESENTER(S):** Sandra Warren, CCSSO ASES SCASS and East Carolina University, Greenville, N.C.; Margaret Heritage, CCSSO FAST SCASS, Los Angeles, Calif.; Ed Roeber, Michigan Assessment Consortium, Lansing

## WORKSHOP 2

ROOM: 101

### ■ College Bound: How to Plan for a Successful Transition to College

WEDNESDAY, APRIL 13 • 9:00 A.M.–4:00 P.M.



Hamblet

The transition to college can be challenging for students with disabilities, but with the proper preparation, they can enjoy success! Author and Columbia University learning consultant Elizabeth Hamblet explains how the system for accommodations works at college, describes students' rights and responsibilities within that

system, and shares what the research says are the skills and knowledge that correlate with success at college. She also reviews the paperwork students need to apply for accommodations and discusses what accommodations may be available.

After completing this workshop, you will be able to:

- Explain the four categories of accommodations that the law does not require schools to provide.
- Name five accommodations commonly available at college, as well as two that are often given in high school but are not as commonly available at college.
- Explain how to find documentation requirements for any college online and be familiar with the kinds of documentation schools generally require.
- Identify the skills and self-knowledge that research shows are correlated with successful transition to college.

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

**WORKSHOP 3**

**ROOM: 102**

**■ Ensuring Success: Executive Function Skill Training for ALL Students**

WEDNESDAY, APRIL 13 • 9:00 A.M.–4:00 P.M.



Sharpe Strosnider

Learn how you can improve students' executive function skills utilizing strategies, technology, and Universal Design for Learning (UDL). Some students experience difficulty with the executive function skills of organization, planning, initiating,

transitioning, time management, impulse control, etc. Research shows ALL students can benefit from instruction in executive functioning from an early age, but some students with disabilities need more intense training using explicit strategy instruction that can be integrated with the curriculum. We will engage participants in classroom-based activities that address evidence-based strategies and support technology and will also provide take home lessons to implement.

After completing this workshop, you will be able to:

- Improve students' executive function skills through the use of strategies and supporting technology to use with ALL students including those with diverse learning needs.
- Describe the importance of teaching executive functions skills to all students.
- Plan and implement executive function skills and curriculum lessons integrating supporting technology and using universal design so all students can be successful.

**LEADER(S):** Val Sharpe, Towson University, Towson, Md.; Roberta Strosnider, Towson University, Towson, Md.

**WORKSHOP 4**

**ROOM: 103**

**■ Feeling Unprepared to Supervise Your Paraeducator? We Can Help!**

WEDNESDAY, APRIL 13 • 9:00 A.M.–4:00 P.M.



Chopra Herbert

Paraeducators are increasingly providing support to students with disabilities and performing roles that may include direct instruction, personal care, translating or interpreting, and collecting data in addition to clerical support tasks. They typically have little

or no formal preparation for their duties. Additionally, they work with teachers who are unprepared to supervise them. The presenters describe how they provide paraeducator supervision skills to pre- and inservice teachers.

After completing this workshop, you will be able to:

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

**LEADER(S):** Ritu Chopra, PAR<sup>2</sup>A Center, University of Colorado, Denver; Fran Herbert, Colorado Department of Education, Denver



**WORKSHOP 5**

**ROOM: 104**

**■ What All Administrators Need to Know About Special Education**

WEDNESDAY, APRIL 13 • 9:00 A.M.–4:00 P.M.



Bateman Cline

This session, designed for administrators, focuses upon the main issues of special education: The rise in emotional and behavioral disorders (EBD), disproportionality, how to identify other health impaired, 504, accountability, discipline, preventing

litigation, word choice, and least restrictive environment. The more an administrator knows, both for general and special education—the better overall services will be for children with disabilities. The materials of the workshop are based on the contents and research behind the book, *A Principal's Guide to Special Education, Third Edition*, published by CEC.

After completing this workshop, you will be able to:

- Have clear strategies for preventing litigation relating to special education.
- Understand your role in serving students with 504 plans.
- Understand your role in identifying students as eligible for OHI.
- Understand your role in serving students with emotional and behavioral disorders.

**LEADER(S):** David Bateman, Shippensburg University, Shippensburg, Pa.; Jenifer Cline, Great Falls Public Schools, Mont.

**WORKSHOP 6**

**ROOM: 223**

**■ Developing Legally Defensible IEPs**

WEDNESDAY, APRIL 13 • 9:00 A.M.–4:00 P.M.



Weatherly

The U.S. Supreme Court has referred to the Individualized Education Program (IEP) as the “modus operandi” for the provision of FAPE to students with disabilities. In accordance with the Court’s two-pronged test for determining whether an IEP is appropriate, hearing officers and courts will look to both the procedural and substantive

components of the IEP. Let’s examine many common pitfalls that educators must avoid—both procedurally and substantively—in an effort to ensure that IEPs are legally defensible.

After completing this workshop, you will be able to:

- Recognize common procedural and substantive mistakes made in the development of IEPs that have significant legal implications.
- Participate appropriately in IEP meetings.
- Facilitate IEP team members and meetings in a way that will assist in avoiding legal disputes.

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

**WORKSHOP 7**

**ROOM: 222**

**■ How to Develop Proactive Plans to Improve Behavior and Motivation**

WEDNESDAY, APRIL 13 • 9:00 A.M.–4:00 P.M.



Sprick

Discipline is often reactive, but in this session, you will be trained in a process to develop proactive plans for troubled students. You will learn how to design a “Problem Profile” for an individual student and select interventions that have a high probability of helping the student improve his/her behavior. This session will arm participants with the

evidence-based tools and strategies for efficiently and effectively designing and implementing strategies proven to be effective. The Safe & Civil Schools’ approach is endorsed by CASE as “evidence-based” and effective.

After completing this workshop, you will be able to:

- Select interventions that match the nature of the student’s problem and the teacher’s style of teaching.
- Implement a proactive plan.
- Collaboratively design an intervention with a teacher who has a student with chronic behavioral or motivational problems.

**LEADER(S):** Randall S. Sprick, Safe and Civil Schools, Eugene, Ore.

**WORKSHOP 8**

**ROOM: 226**

**■ Program Reviewer Workshop: How to Review CEC Program Recognition Reports**

WEDNESDAY, APRIL 13 • 9:00 A.M.–4:00 P.M.



Hooser

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

After completing this workshop, you will be able to:

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

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



**WORKSHOP 9**

**ROOM: 122**

**■ Program Developer Workshop: How to Prepare the Program Recognition Report**

SATURDAY, APRIL 16 • 8:00 A.M.–3:00 P.M.



Baldwin

In this interactive workshop, you will learn the components of CEC Preparation Program Recognition Reports. All participants will receive CEC program developer resources. You will 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, Ohio

**WORKSHOP 10**

**ROOM: 224**

**■ Social-Emotional Learning, Yoga and Mindfulness: A Strategic Approach to Filling the Gap**

WEDNESDAY, APRIL 13 • 9:00 A.M.–NOON



Philibert

Currently, there is important work happening in schools to interconnect Positive Behavior Intervention Systems with children's and school's mental health. You will become familiar with some of the gaps that exist between these two frameworks and how simple Social-Emotional Learning, Yoga and Mindfulness tools help fill those gaps. Learn strategies to create a link between behavior supports and mental health by analyzing the existing structures for Social-Emotional Learning in your own classrooms and the practices of Mindfulness and Yoga. This highly interactive session will engage conference attendees through experiential learning, reflection, and peer-to-peer collaboration. The strategies will be modeled for participants, thus helping to empower exceptional children to use relaxation and yoga strategies to build an awareness of their bodies and minds. This session is ideal for Special Education teachers, Directors of Special Education programs, Counselors, Social Workers, and anyone who is looking to create an inclusive learning environment.

After completing this workshop, you will be able to:

- Understand the links into how implementing yoga and mindfulness activities can support the Social and Emotional Learning of their students and help interconnect Positive Behavior Intervention Systems and student mental health.
- Describe a working plan (toolkit) for fostering mindfulness and supporting the Social and Emotional Learning for students in their classroom and school.
- Create more calm and inclusive classroom environments by utilizing both SEL and yoga tools, thus impacting positive behavior and mental health.

**LEADER(S):** Carla Tantillo Philibert, Mindful Practices, Chicago

**WORKSHOP 11**

**ROOM: 227**

**■ What Every Educator Needs to Know About Coming Changes to Special Education Policy**

WEDNESDAY, APRIL 13 • 9:00 A.M.–NOON



Ziegler

In this wide-ranging session, CEC's Policy and Advocacy Director will analyze education policies currently under discussion in Washington, D.C., 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.

After completing 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 12**

**ROOM: 224**

**■ Survival Guide for the First-Year Special Education Teacher**

WEDNESDAY, APRIL 13 • 1:00–4:00 P.M.



Hauth



Creighton Martin

Join us for an interactive presentation introducing CEC's latest guide for new special education professionals. Relevant topics, current trends, best practices and supports are readily available for new teachers and their administrators as they navigate their first years.

After completing this workshop, you will be able to:

- Have an enhanced understanding of supports and resources available for novice teachers.
- Have a greater understanding of strategies and evidence-based practices to support students with disabilities.
- Describe the websites and online resources available to teachers as they plan lessons, support IEP goals and collaborate with colleagues.
- Understand the additional supports to mentor and develop special education teachers.

**LEADER(S):** Clara Hawth, Marymount University, Arlington, Va.; Catherine Creighton Martin, Fairfax County Public Schools, Va.

**WORKSHOP 13**

**ROOM: 225**

**■ The CLD Classroom of Today: Are You Professionally Prepared?**

WEDNESDAY, APRIL 13 • 9:00 A.M.-NOON



Sharma

Research shows that teachers are not adequately prepared to work with culturally and linguistically diverse (CLD) students and students with varying learning disabilities in inclusive or separate classrooms. In this research-based, interactive teaching/learning session we address collaboration and inclusive classrooms while highlighting the challenges and strategies to work effectively with students with disabilities and their families who are culturally and linguistically diverse. Teacher education faculty, pre- and inservice teachers, administrators, parents, and other professionals will surely benefit and must attend.

After completing this workshop, you will be able to:

- Recognize their own perceptions of cultural, linguistic diversity and exceptional students.
- Understand and appreciate cultural, linguistic, religious, ethnic diversity and exceptionalities better in their classrooms.
- Apply easy to strategies in their classrooms while delivering instruction.
- Have better classroom and behavior management.

**LEADER(S):** Sunita Sharma, Virginia Union University: Department of Teacher Education & IDS, Richmond

**WORKSHOP 14**

**ROOM: 227**

**■ The Perfect Match: Working With UDL and RTI – The Common Sense Approach**

WEDNESDAY, APRIL 13 • 1:00-4:00 P.M.



Wolf



Boomgard



Sanford

The trend toward inclusion of students with disabilities in the general education classrooms poses a challenging task for teachers. As a result, teachers need a

sophisticated tool kit to help them feel efficacious. This working session will help you build this tool kit through the lenses of UDL and RTI.

After completing this workshop, you will be able to:

- Apply information and activities from this session to instruction in K-12 classrooms.
- Plan lessons with an emphasis on curriculum barriers. Understand how the cycle of assessment can be used as an RTI model both within the classroom and schoolwide. Understand common language and coordination on schoolwide practices to increase effects on student outcomes.

**LEADER(S):** Jude Wolf, Notre Dame de Namur University, Belmont, Calif.; Monica Boomgard, California State University Northridge; Karen Sanford, California State University, Stanislaus

**WORKSHOP 15**

**ROOM: 106**

**■ Legal and Ethical Issues Involving Paraeducator Employment, Supervision, and Training**

SATURDAY, APRIL 16 • 9:00 A.M.-NOON



Gerlach

We address some of the current legal and ethical issues involving paraeducator training, supervision, and employment, and focus on clarifying the appropriate role of paraeducators and their supervisors. ESEA and IDEA mandate “appropriate supervision of paraprofessionals” but how is “appropriate supervision” defined? Quality indicators for designing staff development for paraeducators, criteria for developing appropriate job descriptions, what parents need to know about paraeducators who assist with instruction, and ethical guidelines including recent legal challenges will be addressed.

After completing this workshop, you will be able to:

- Identify the current national issues affecting paraeducators and their supervision.
- Understand the importance of developing state and local policy regarding paraeducator training, supervision, role clarification, and evaluation.
- Understand a framework for the development of effective staff development for both paraeducators and teachers.
- Understand CEC’s Knowledge and Skills base for paraeducators and CEC’s Special Education Professional Ethical Principles and Practice Standards.

**LEADER(S):** Kent Gerlach, Pacific Lutheran University, Tacoma, Wash.

**WORKSHOP 16**

**ROOM: 102**

**■ Co-Teaching in Action: Classroom Practices to Improve Student Outcomes**

SATURDAY, APRIL 16 • 9:00 A.M.-NOON



Friend

Whether you currently co-teach, anticipate co-teaching, or supervise or work with those who do, this workshop addresses one of the most common teaching questions: What should co-teaching look like when it is being implemented in a way that meets contemporary expectations?

Come to this convention workshop to learn how elementary, middle school, and high school co-teachers use the six co-teaching approaches and creative variations of them in order to ensure that all students receive a rigorous education and that students with disabilities access the specifically designed instruction (SDI) to which they are entitled.

After completing this workshop, you will be able to:

- Explain six co-teaching approaches, including variations created by innovated co-teachers, and justify the recommended frequency of use for each.
- Apply knowledge about co-teaching approaches to your own classroom practices and/or to the observation of those practices.
- Exchange ideas with other participants for refining overall co-teaching quality.

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

## Wednesday Sessions

1:00 PM-2:00 PM ROOM: 261 • SESSION: 1

### ■ Assessing Decoding to Provide Targeted Interventions for Struggling Readers

TOPIC: Assessment

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

FORMAT: Presentation with Q&A

This decoding instrument assesses mono- and multisyllabic decoding patterns and covers a wide range of specific skills that are directly linked to instruction. We will show you how this instrument can be used to identify instructional strategies that target specific decoding skills for struggling readers.

LEADER(S): Michelle Hosp, University of Massachusetts, Amherst, MA

PRESENTER(S): John Hosp, University of Massachusetts, Amherst, MA; Amanda Kern, University of Massachusetts, Amherst, MA

1:00 PM-2:00 PM ROOM: 260 • SESSION: 2

### ■ Developing Academic Vocabulary for English Learners With High-Incidence Disabilities

TOPIC: Learning Disabilities

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

Academic vocabulary is a strong predictor of success in school. In this session, you will learn how to support school success for English learners with specific learning disabilities. We present research that supports the use of an explicit teaching routine to develop academic vocabulary.

LEADER(S): Sara Jozwik, Illinois State University, Normal, IL

PRESENTER(S): Karen Douglas, Illinois State University, Normal, IL

1:00 PM-2:00 PM ROOM: 242 • SESSION: 4

### ■ Early Bird Gets the Worm: Early Transition Preparation for Young Special Education Students Through Self-Determination

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Research suggests that an earlier focus on basic transition language and self-determination skills may increase readiness for students with special needs. We discuss research results regarding teacher perceptions on teaching self-determination skills to elementary-aged students with ID.

LEADER(S): Dena AuCoin, Kaplan University, Ft. Lauderdale, FL

PRESENTER(S): Brian Berger, Grand Canyon University, Phoenix, AZ

1:00 PM-2:00 PM ROOM: 274 • SESSION: 5

### ■ Enhancing Online Reading and Writing Discussions: Creating Universal Design for Learning Environments

TOPIC: Technology and Media

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

Technology can provide the means to support students with learning disabilities as they engage in authentic online discussions related to their reading. Learn how UDL provides a framework for supporting reading and writing skills used in discussions. You will also practice applying evidence-based techniques using effective strategies in various technology-based applications that you can use in your own classrooms.

LEADER(S): Tracey Hall, CAST, Wakefield, MA

1:00 PM-2:00 PM ROOM: 265 • SESSION: 6

### ■ Gateway Arch From Teacher Candidate to Beginning Teacher: 20 Strategies for Success

TOPIC: 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 17 years of working with first-, second-, and third-year special educators.

LEADER(S): Debi Gartland, Towson University, Towson, MD

1:00 PM-2:00 PM ROOM: 267 • SESSION: 7

### ■ How to Create an Environment That Encourages Teacher Collaboration, Retention, and Excellence

TOPIC: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

We highlight strategies for and results of creating an environment to encourage collaboration, teacher retention, and excellence. This practical approach for developing strong relationships and goals for success will encourage you to incorporate these practices in your schools and work environments.

LEADER(S): Gina Scala, East Stroudsburg University of Pennsylvania, East Stroudsburg, PA

PRESENTER(S): Kris Hirschmann, K12 Inc., Tacoma, WA

1:00 PM-2:00 PM

ROOM: 131 • SESSION: 8

### ■ IEPs and State Standards: Results From an Evaluation of a Web-Based Decision Support Tutorial

**TOPIC:** Research

**SECONDARY TOPIC:** Public Policy

**FORMAT:** Presentation with Q&A

Teachers, administrators, and parents attending this session will learn about a current research and development effort that seeks to help in making the State Standards as accessible as possible to students with disabilities.

**LEADER(S):** James Shriner, University of Illinois, Champaign, IL

**PRESENTER(S):** Martha Thurlow, National Center on Educational Outcomes, UMN, Minneapolis, MN

1:00 PM-2:00 PM

ROOM: 240 • SESSION: 9

### ■ Positive Behavior Planning: Giving Students a Voice

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Parent/Family/School Partnerships

**FORMAT:** Presentation with Q&A

Learn about a parent/teacher-friendly process for identifying student need and communication. The process is used by school teams in multiple states with outcomes that support students in all settings. Join us for an interactive session with tools you can take with you to use the very next day.

**LEADER(S):** Patti McVay, Down Syndrome Unites-Championing All Disabilities, Strasburg, CO

**PRESENTER(S):** Laurie Pachl, Down Syndrome Unites – Championing All Disabilities, Strasburg, CO

1:00 PM-2:00 PM

ROOM: 262 • SESSION: 10

### ■ Preparing Students With EBD for High Stakes Tests

**TOPIC:** Accountability & Large Scale Assessments

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Presentation with Q&A

High stakes testing has become an increasingly common way to determine grade-level advancement, student outcomes, and teacher effectiveness. We share a process used to successfully prepare middle school students with EBD for the end of course mathematics assessments. Resources and materials are shared.

**LEADER(S):** Brittany Hott, Texas A&M University, Commerce, TX

**PRESENTER(S):** Jennifer Walker, University of Mary Washington, Fredericksburg, VA

1:00 PM-2:00 PM

ROOM: 132 • SESSION: 11

### ■ Program Chair Featured: Supporting Success for Students Who Are Twice Exceptional (2e)

**TOPIC:** Gifted and Talented

**SECONDARY TOPIC:** Autism Spectrum Disorder

**FORMAT:** Panel

Working with students who are 2e can be challenging—we often think of challenging as meaning difficult—but synonyms for challenging include: stimulating, thought-provoking, puzzling, and inspiring! Our session will focus on the ways that we can provide opportunities for our 2e students to meet with success.

**LEADER(S):** Daphne Pereles, Austin, TX; Lois Baldwin, Consultant, Tarrytown, NY

1:00 PM-2:00 PM

ROOM: 280 • SESSION: 12

### ■ Reading Instruction for English Learners in the Middle Grades: A Meta-Analysis

**TOPIC:** Cultural and/or Linguistic Diversity

**SECONDARY TOPIC:** Research

**FORMAT:** Presentation with Q&A

We present findings from research on reading instruction across academic contexts for ELs in Grades 4 through 8. Results suggest the benefit of developing and refining high-impact approaches to reading instruction for ELs that can be delivered across content areas and grades.

**LEADER(S):** Colby Hall, University of Texas, Austin, TX

**PRESENTER(S):** Megan Carroll, Meadows Center for Preventing Educational Risk, UT, Austin, TX; Garrett Roberts, University of Texas, Austin, TX

1:00 PM-2:00 PM

ROOM: 130 SESSION: 13

### ■ Services for ADHD: Extended Time, Self-Management, and Read Aloud

**TOPIC:** Research

**SECONDARY TOPIC:** Assessment

**FORMAT:** Presentation with Q&A

We describe four studies on emerging evidence for classroom-based services to target inattention. Learn the latest research on the effectiveness of extended time, self-management, and reading tests aloud to youth with ADHD and the implications for practice and procedures for implementation.

**LEADER(S):** Judith Harrison, Rutgers University, New Brunswick, NJ

**PRESENTER(S):** Craig Spiel, Ohio University, Athens, OH

1:00 PM-2:00 PM ROOM: 232 • SESSION: 14

**Teaching Teachers How to Make and Use Vocabulary Curriculum-Based Measures**

TOPIC: Personnel Preparation

SECONDARY TOPIC: Assessment

FORMAT: Demonstration

Ensuring preservice teachers acquire data-collection and data-based decision-making skills must be a focus of preparation. Vocabulary-Matching CBM was implemented in preservice courses where data-collection was taught. The methods of development and use of CBM will be described and demonstrated.

LEADER(S): Lisa Goran, Truman State University, Kirksville, MO

PRESENTER(S): Sarah Conoyer, Texas A&amp;M University, Commerce, TX; Katie Hoffman, Pennsylvania State University, University Park, PA

1:00 PM-2:00 PM ROOM: 266 • SESSION: 15

**Teaching Transition-Related CCSS Math Skills to Students With Disabilities Using Video Prompting**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&amp;A

We explain how Video Prompting (VP) was used to teach CCSS math skills to students with disabilities using iPads. Attendees will learn how to develop and implement academic VP with their students and will also learn best practices related to using VP interventions.

LEADER(S): Ryan Kellems, Brigham Young University, Provo, UT

1:00 PM-2:00 PM ROOM: 230 • SESSION: 16

**Where's Waldo™? Finding and Using Evidence-Based Interventions**

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

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

In the Where's Waldo series, it was challenging to find Waldo in the picture. So too, it may be challenging for educators to sort through curricula, materials, and practices to find what is truly evidence based. We provide information about what standards determine EBPs and where to find them.

LEADER(S): Elizabeth Hughes, Duquesne University, Pittsburgh, PA

PRESENTER(S): Sarah Powell, University of Texas, Austin, TX; Erica Lembke, University of Missouri, Columbia, MO; T. Christopher Riley-Tillman, University of Missouri, Columbia, MO

1:00 PM-2:00 PM ROOM: 263 • SESSION: 17

**Youth and Parent Involvement in Self-Determination**

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&amp;A

We discuss the evolution of the I'm Determined Project's Youth and Parent Summits over the past 9 years and MOVE over the past 2 years. Specifically, we address the following questions and more: What is the impact of the 2015 Youth Summit and 2015 MOVE on youth participants? Is the Youth Summit/MOVE fulfilling its objectives and mission?.

LEADER(S): John McNaught, Virginia Department of Education T/TAC, Harrisonburg, VA

2:15 PM-3:15 PM ROOM: 240 • SESSION: 20

**A Teaching Model for Twice-Exceptional Children in Science Classes: Three Case Studies**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: International Programs/Services

FORMAT: Presentation with Q&amp;A

We present a collaborative teaching model in which 5 gifted education teachers and 2 special education teachers worked together with twice exceptional students in science classes in Taiwan. We will share the students' outcomes and effectiveness of the teaching model.

LEADER(S): Hui-Ching Ko, National Taiwan Normal University, Taipei City, Taiwan

PRESENTER(S): Hsiu-Fen Chen, National Taiwan Normal University, Taipei City, Taiwan; Sheng-Min Cheng, National Taiwan Normal University, Taipei City, Taiwan

2:15 PM-3:15 PM ROOM: 260 • SESSION: 21

**Addressing Student Learning and Behavior Challenges Through Systematic Instruction in Executive Function Strategies**

TOPIC: Learning Disabilities

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&amp;A

Many students with disabilities experience learning, social, and behavioral difficulties due to deficits in executive function. We highlight how assessment and instruction can be used to teach students executive function strategies, with an emphasis on teaching strategies to assist in emotional self-regulation.

LEADER(S): Stephanie Mahfood, Webster University, St. Louis, MO

PRESENTER(S): Stacey Elster, Webster University, St. Louis, MO

2:15 PM-3:15 PM

ROOM: 130 • SESSION: 22

### ■ Applying the SRSD Model to Mathematics Instruction

TOPIC: Research

SECONDARY TOPIC: STEM

FORMAT: Demonstration

The SRSD model was applied to math instruction and evaluated across students. Results indicate improvement by all students in their long division skills as well as their conceptual understanding. You will learn how the SRSD model was applied to research and will be given access to the SRSD math lessons.

LEADER(S): Leslie Rogers, University of Wisconsin, La Crosse, WI

2:15 PM-3:15 PM

ROOM: 262 • SESSION: 23

### ■ Art Curriculum Designed for All Learners: Adaptations Included!

TOPIC: Arts in Special Education

SECONDARY TOPIC: International Programs/Services

FORMAT: Presentation with Q&A

The authors of the online VSA Teacher Resource Guide: 3rd edition present 8 new art lessons with adaptations applicable in PK-12 classrooms and based on the National Visual Arts standards. You will receive complete art lessons from idea generation to engaging, creative studio activities.

LEADER(S): Juliann Dorff, Kent State University, Kent, OH

PRESENTER(S): Linda Hoeptner Poling, Kent State University, Kent, OH

2:15 PM-3:15 PM

ROOM: 274 • SESSION: 24

### ■ Critical Design Features of Video-Based Instruction for Teaching Functional Skills

TOPIC: Technology and Media

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Demonstration

We discuss the critical design features of creating video-based instruction to teach functional skills based on the synthesized results of current research. You will also learn how to use mobile apps to efficiently create and share video-based instruction clips to enhance collaborative efforts.

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

2:15 PM-3:15 PM

ROOM: 131 • SESSION: 25

### ■ Developing Disciplinary-Literacy Among Diverse Middle School Learners in Social Studies Classrooms

TOPIC: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

We discuss a collaboration among social studies teachers, a special educator, and a researcher to enhance the reading comprehension and writing skills of 225 diverse learners in 14 classrooms. Materials, instructional strategies, and ideas for inclusive subject-area classrooms are provided.

LEADER(S): Daniel Wissinger, Indiana University of Pennsylvania (IUP), Indiana, PA

2:15 PM-3:15 PM

ROOM: 242 • SESSION: 26

### ■ Development of Teacher Self-Efficacy in Reading Instruction for Students With Intellectual Disability

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Teacher self-efficacy has been linked to instructional behavior and effectiveness. We describe the development of self-efficacy among experienced teachers in the context of learning to teach a novel phonics-based reading approach combining technology and systematic instruction to students with ID.

LEADER(S): Lynn Ahlgrim-Delzell, University of North Carolina, Charlotte, NC

PRESENTER(S): Leah Wood, Cal Poly State University, San Luis Obispo, CA; Amy Kemp-Inman, University of North Carolina, Charlotte, NC; Angela Preston, University of North Carolina, Charlotte, NC

2:15 PM-3:15 PM

ROOM: 241 • SESSION: 27

### ■ Examining the Efficacy of Autism Educator Training: Live Versus Video Feedback

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Ongoing support and coaching is needed for autism educators to effectively use evidence-based practices in their classrooms. We examine two coaching models and discuss the impact on the implementation of Pivotal Response Training for young children with autism in classroom settings.

LEADER(S): Jena Randolph, Thompson Center for Autism & Neurodevelopment Disorders, University of Missouri, Columbia, MO

PRESENTER(S): Karen O'Connor, Thompson Center for Autism & Neurodevelopment Disorders, University of Missouri, Columbia, MO

2:15 PM-3:15 PM

ROOM: 261 • SESSION: 28

### ■ Exploring Identification Issues of Twice Exceptional Learners Through Case Studies

TOPIC: Gifted and Talented

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

Case studies situate learning in authentic and meaningful contexts. We provide examples of authentic experiences and explore issues related to identifying twice exceptional, GT children. We engage participants in a reflective analysis of a case study through discussion questions and activities.

LEADER(S): Cecelia Boswell, Austin Creek Education Systems, De Leon, TX

PRESENTER(S): Christine Weber, University of North Florida, Jacksonville, FL

2:15 PM-3:15 PM

ROOM: 264 • SESSION: 29

### ■ High-Leverage Instructional Scaffolds for Improving the Mathematics Performance of Struggling Secondary Students

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

Developing effective instructional supports is a responsibility of both special and general education teachers and is even more important with the increase in rigor of middle and high school mathematics content. Learn five practical instructional scaffolds for students with disabilities to use in your classroom.

LEADER(S): Stephanie Morano, Pennsylvania State University, State College, PA

PRESENTER(S): Paul Riccomini, Pennsylvania State University, University Park, PA; Kimberly Kohler, Pennsylvania State University, State College, PA; Karen Rizzo, Pennsylvania State University, State College, PA; Jiwon Hwang, Pennsylvania State University, University Park, PA

2:15 PM-3:15 PM

ROOM: 266 • SESSION: 30

### ■ Including Students With IDD in Extracurricular Activities

TOPIC: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Although there is a growing body of literature relative to the general education classroom, little has been written about students with IDD's participation in extracurricular activities. We examine this issue and share both qualitative and quantitative data from students, teachers, and parents.

LEADER(S): Cindi Nixon, Francis Marion University, Florence, SC

PRESENTER(S): Colleen Thoma, Virginia Commonwealth University, Richmond, VA; Ronald Tamura, Southern Connecticut State University, New Haven, CT; Andrew Wojcik, Virginia Commonwealth University, Richmond, VA

2:15 PM-3:15 PM

ROOM: 267 • SESSION: 31

### ■ Navigating the Manifestation Determination Process: An Overview and Decision-Making Considerations

TOPIC: Public Policy

SECONDARY TOPIC: Administration/Supervision

FORMAT: Panel

When students receive short- or long-term suspensions, schools must conduct Manifestation Determinations (MD). We provide an overview of the process, ways to prepare for the meeting, and decision-making considerations. Learn strategies for navigating the MD process while protecting the rights of students.

LEADER(S): Jennifer Walker, University of Mary Washington, Fredericksburg, VA

PRESENTER(S): Brittany Hott, Texas A&M University, Commerce, TX

2:15 PM-3:15 PM

ROOM: 231 • SESSION: 32

### ■ Navigating the Publication Process: Learning How to Successfully Publish in CCBBD Journals Behavioral Disorders & Beyond Behavior

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This session provides information on how to publish manuscripts in Behavioral Disorders and Beyond Behavior. Discussion includes (a) types of articles published, (b) special issues, (c) writing tips, (d) responding to reviewers' queries, and (e) suggestions for navigating the submission and review process.

LEADER(S): Kimberly Vannest, Texas A&M University, College Station, TX

PRESENTER(S): Bryan Cook, University of Hawaii at Manoa, Honolulu, HI; Timothy Landrum, University of Louisville, Louisville, KY; Paul Mooney, Louisiana State University, Baton Rouge, LA

2:15 PM-3:15 PM

ROOM: 265 • SESSION: 33

### ■ Peer-Assisted Learning Strategies for Students With Visual Impairments

TOPIC: Visual Impairments

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Presentation with Q&A

We share findings from a research study on the effectiveness of using PALS to enhance reading fluency and socialization skills among children with visual impairments. Implications for classroom practice and steps to implement PALS for students with visual impairments will be discussed.

LEADER(S): Nicole Johnson, Kutztown University, Kutztown, PA

PRESENTER(S): Abby Gifford, Kutztown University, Kutztown, PA; Brittany Larkin, Kutztown University, Kutztown, PA; Kathleen Stanfa, Kutztown University, Kutztown, PA

2:15 PM-3:15 PM ROOM: 132 • SESSION: 34

### ■ Program Chair Featured: Assessment Today: How We Got Here and Where We Are Going

TOPIC: Accountability & Large Scale Assessments

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

We address how the current assessment context relates to past events and the documented benefits of large-scale assessments for students with disabilities. You will learn about the history of assessment for these students and projects into the future. Issues of diversity are intertwined throughout as performance gaps and instructional challenges are highlighted.

LEADER(S): Martha Thurlow, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

2:15 PM-3:15 PM ROOM: 280 • SESSION: 35

### ■ Research-Based Strategies to Increase Multicultural Competencies of Educators Serving Diverse Learners

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Using the results of a series of studies, we propose multiple effective formats and strategies for increasing educators' multicultural competencies. We compare multicultural training formats, processes associated with learner outcomes, and recommend strategies for personnel training in educational settings.

LEADER(S): Dorota Celinska, Roosevelt University, Schaumburg, IL

2:15 PM-3:15 PM ROOM: 230 • SESSION: 36

### ■ The Effectiveness of a Tier 2 Reading Intervention with Students with Disabilities

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

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We discuss our study, which examined the effectiveness of a Tier-2 early literacy intervention, the TRI, for students with a disability. Findings revealed that struggling readers identified as having a disability and who received the TRI, scored significantly higher than the comparison group.

LEADER(S): Lynne Vernon-Feagans, University of North Carolina, Chapel Hill, NC

2:15 PM-3:15 PM ROOM: 263 • SESSION: 37

### ■ Tourette Syndrome in the School and Classroom

TOPIC: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Tourette Syndrome (TS) often goes unrecognized in children, but when recognized, TS can be addressed. We address signs and symptoms of TS and associated conditions; demonstrate their impact on classroom performance; and identify management strategies to maximize learning potential of these students.

LEADER(S): Ellen Meyers, Tourette Association of America, Bayside, NY

2:15 PM-3:15 PM ROOM: 232 • SESSION: 38

### ■ Using a Mixed-Reality Classroom to Increase Preparedness of Special Educators

TOPIC: Personnel Preparation

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&A

This session examines incorporating a mixed-reality classroom experience into coursework for undergraduate and graduate students in special education classes. We will focus on effective methods for collecting data and providing performance feedback to preservice and inservice teachers.

LEADER(S): Diane Myers, Texas Woman's University, Denton, TX

PRESENTER(S): Jane Pemberton, Texas Woman's University, Denton, TX; Nanho Vander Hart, Assumption College, Worcester, MA

3:30 PM-4:30 PM ROOM: 261 • SESSION: 40

### ■ Assessment of Special Education Professional Development Needs of Teachers in Malawi, Zimbabwe, and Namibia

TOPIC: International Programs/Services

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Panel

We share findings from research assessing general and special education teachers' special education professional development needs. Teachers surveyed were from Zimbabwe, Malawi, or Namibia and shared opinions about inclusive special education and professional development needs.

LEADER(S): Morgan Chitiyo, Duquesne University, Pittsburgh, PA

PRESENTER(S): Elizabeth Hughes, Duquesne University, Pittsburgh, PA; Xiaohan Chen, Duquesne University, Pittsburgh, PA; Mohamed Aladsani, Duquesne University, Pittsburgh, PA; Siddiq Ahmed Siddiq, Duquesne University, Pittsburgh, PA



3:30 PM-4:30 PM

ROOM: 240 • SESSION: 41

**■ Co-Teaching Revisited: How Is the Marriage Working?**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

Our study examined the attitudes and practices of general and special education teachers working within a co-taught setting. We discuss the results which indicate that co-teaching is believed to be effective by almost all participants, yet in many cases, essential components are missing from the structure.

**LEADER(S):** Patricia Kohler-Evans, University of Central Arkansas, Conway, AR

3:30 PM-4:30 PM

ROOM: 267 • SESSION: 42

**■ Co-Teaching Teams: Practical Ideas for Forming Partnerships**

TOPIC: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

Co-teaching success often relies on the relationship formed by the paired professionals in the team and their 'dispositions' for collaboration. We present information for administrators charged with forming co-teaching teams including profiles of teams that are successful and ways to promote positive dispositions for co-teaching.

**LEADER(S):** Laura Hedin, Northern Illinois University, DeKalb, IL

**PRESENTER(S):** Greg Conderman, Northern Illinois University, DeKalb, IL

3:30 PM-4:30 PM

ROOM: 232 • SESSION: 43

**■ ECPC: Collaboratively Building Comprehensive and Integrated Early Childhood Systems of Personnel Development**

TOPIC: Personnel Preparation

SECONDARY TOPIC: Early Childhood

FORMAT: Presentation with Q&amp;A

ECPC is facilitating the development, implementation, and evaluation of comprehensive and integrated systems of personnel development for the workforce serving children with disabilities. We will review and discuss outcomes to date and solicit input on future state and national activities.

**LEADER(S):** Mary Beth Bruder, University of Connecticut, Farmington, CT

3:30 PM-4:30 PM

ROOM: 130 • SESSION: 44

**■ Examining Preservice Special Educators Capacity for Working With LGBTQ Youth With Disabilities**

TOPIC: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

We share results of a study measuring attitudes toward students who identify as LGBTQ and students with disabilities. We discuss how to manage personal bias, how to provide resources for students' needs, and how to support students as they navigate potential challenges in interpersonal relationships.

**LEADER(S):** Jennifer E. Christensen, Eastern Kentucky University, Richmond, KY

**PRESENTER(S):** Kristine Larson, Johns Hopkins University, Baltimore, MD; Frank Dykes, University of Texas, Tyler, TX

3:30 PM-4:30 PM

ROOM: 263 • SESSION: 45

**■ Implications of New Science Frameworks for Alternate Standards, Instruction, and Assessment**

TOPIC: STEM

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&amp;A

New science standards are changing expectations for students with significant cognitive disabilities. What does this mean for instruction and assessment? We describe a template for designing classroom activities, the work of a consortium of states that created alternate science standards, and results from new assessments.

**LEADER(S):** Lori Andersen, University of Kansas, Lawrence, KS

**PRESENTER(S):** Sue Bechard, University of Kansas, Lawrence, KS; Lindsay Ruhter, University of Kansas, Lawrence, KS

3:30 PM-4:30 PM

ROOM: 262 • SESSION: 46

**■ Interpreting Services for Students Who Are Deaf or Hard of Hearing**

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Early Childhood

FORMAT: Presentation with Q&amp;A

The majority of preschool-age children who are deaf/hard of hearing are served in public schools. Some have been provided an interpreter to provide communication access, however there is no evidence supporting this practice. Results from a national survey for interpreters are presented.

**LEADER(S):** Carrie Davenport, The Ohio State University, Columbus, OH

3:30 PM-4:30 PM ROOM: 131 • SESSION: 47

**■ Measuring Social Validity in Preschool Settings: A Review of the Methods Used**

TOPIC: Research

SECONDARY TOPIC: Early Childhood

FORMAT: Presentation with Q&A

This systematic review investigated and described the procedures and findings related to the measurement of social validity in single-case research design studies. The studies were conducted in preschool settings published in four peer-reviewed special education journals from 2009 through 2014.

LEADER(S): Conrad Oh-Young, University of Nevada, Las Vegas, NV

PRESENTER(S): Jennifer Buchter, University of Nevada, Las Vegas, NV; Cori More, University of Nevada, Las Vegas, NV

3:30 PM-4:30 PM ROOM: 266 • SESSION: 48

**■ Practitioner Knowledge and Skill for Transition Planning With CLD Youth With Disabilities**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

We share the results of a study that assessed the degree to which secondary special education transition personnel possess knowledge and skills to effectively collaborate with CLD families during the transition planning process. You will leave with strategies for increasing your own knowledge and skills.

LEADER(S): Leena Landmark, Ohio University, Athens, OH

PRESENTER(S): Song Ju, University of Cincinnati, Cincinnati, OH

3:30 PM-4:30 PM  
ROOM: 274 • SESSION: 49

**PROGRAM CHAIR FEATURED  
★ TAM SHOWCASE ★**

**Current and Future Technology Innovations in Teaching and Teacher Education to Ensure the Success of Students With Disabilities**

TOPIC: Technology and Media

FORMAT: Demonstration

How do we prepare ourselves and our students for the future technologies? We will provide teachers and teacher educators with essential technological tools for today's classroom, describe future technology, and discuss the skills students with disabilities and the teachers that serve them must embrace for our field to continue to be successful.

LEADER(S): Lisa Dieker, University of Central Florida, Orlando, FL

3:30 PM-4:30 PM ROOM: 264 • SESSION: 50

**■ Project DATA: An Evidence-Based Approach to School-Based Early Intensive Behavior Intervention for Young Children With ASD**

TOPIC: Early Childhood

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Demonstration

We describe the behavioral elements and processes that contribute to the effectiveness of our model: child outcomes, sustainability, and implementation by others in their own communities. We will also share how we collect data to evaluate child progress and the fidelity of the program in a school-based program.

LEADER(S): Julie Ashmun, University of Washington, Haring Center, Seattle, WA

3:30 PM-4:30 PM ROOM: 231 • SESSION: 51

**■ Promoting Postsecondary School Success for Students With EBD**

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

We examine the impact of transition planning activities and goals, parent and youth expectations, and receipt of post-secondary accommodations and supports on students with EBD successfully enrolling in and completing postsecondary school. Findings are based on data from NLTS2.

LEADER(S): Lynn Newman, SRI International, Menlo Park, CA

PRESENTER(S): Joseph Madaus, University of Connecticut, Storrs, CT

3:30 PM-4:30 PM ROOM: 242 • SESSION: 52

**■ Qualities, Attitudes, and Actions Supporting Effective Relationships Between Teachers and Paraprofessionals**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Paraprofessionals frequently support students with disabilities, especially in inclusive environments. Thus, the supervision they receive from special education teachers is critical. Learn what influences the quality of relationships between teachers and paraprofessionals and their shared effectiveness.

LEADER(S): Elizabeth Biggs, Vanderbilt University, Nashville, TN

PRESENTER(S): Carly Blustein, Vanderbilt University, Nashville, TN

3:30 PM-4:30 PM ROOM: 280 • SESSION: 53

**■ Rethink and Redesign: Preparing Effective Urban Special Educators at the Preservice Level**

**TOPIC:** Cultural and/or Linguistic Diversity  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Presentation with Q&A

We provide participants with strategies to prepare preservice special education teachers to be effective in urban schools. This strand focuses on increasing cultural awareness, understanding, and competency, which are critical skills for teaching CLD students. We highlight critical tools that provide deeper connections to urban communities, schools, and families.

**LEADER(S):** April Mustian, Illinois State University, Normal, IL  
**PRESENTER(S):** Debbie Shelden, Illinois State University, Normal, IL; Shaqwana Freeman-Green, Illinois State University, Normal, IL; Yun-Ching Chung, Illinois State University, Normal, IL

3:30 PM-4:30 PM ROOM: 241 • SESSION: 54

**■ The Autism and Low Incidence Classroom Observation Tool (A-COT): Efficient Program Assessment**

**TOPIC:** Autism Spectrum Disorder  
**SECONDARY TOPIC:** Assessment  
**FORMAT:** Presentation with Q&A

A-COT is an instrument that can be used to assess the presence of critical components within educational programs for students with ASD/ID. We describe its development, share feedback from various stakeholders, and describe its use in district/statewide technical assistance and teacher preparation programs.

**LEADER(S):** Robert Pennington, University of Louisville, Louisville, KY

3:30 PM-4:30 PM ROOM: 260 • SESSION: 55

**■ The Effects of Mentoring on Pre-Service Special Education Teaching Self-Efficacy**

**TOPIC:** Measuring Special Education Teacher Effectiveness  
**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career  
**FORMAT:** Presentation with Q&A

We share the results of a study that examined a mentoring intervention on teaching self-efficacy to pre-service special education teacher candidates. A Special Educators Efficacy Scale was developed and tested to measure self-efficacy for the initial skill set required for novice special educators.

**LEADER(S):** Mary Lombardo-Graves, University of Evansville, Evansville, IN

**BEHAVIORAL INTERVENTIONS**

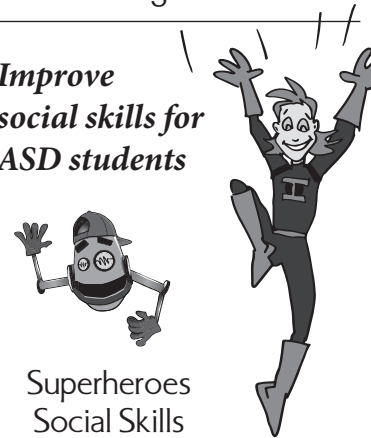
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# Opening General Session

WEDNESDAY, APRIL 13

5:00-6:30 P.M. • EXPO HALL 3 • AMERICA'S CENTER

Join us as we kick off CEC 2016 with the CEC Professional Awards, Keynote Address by Dr. Temple Grandin, prize drawings, and your chance to be part of the Big Video of the largest gathering of special educators in the world—followed by the President's Welcome Reception!

## CEC Professional Awards Presentation

Help celebrate special education's best and brightest with these awards:

CEC Special Education Research Award

The Frederick J. Weintraub Outstanding CEC Leadership Award

Clarissa Hug Teacher of the Year Award

CEC Business Award

The 2016 CEC J.E. Wallace Wallin Lifetime Achievement Award Recipient

## Keynote Address by Dr. Temple Grandin



Dr. Grandin, a role model and inspiration to hundreds of thousands of educators, families, and persons with autism spectrum disorder, will join the CEC community as our Opening General Session Keynote Speaker. Backed by her personal experience and research, Dr. Grandin will share her valuable insights on how others with ASD can meet obstacles and improve the quality of their lives, and her useful do's and don'ts for educators.

Dr. Grandin will be signing books in the Expo Hall following her presentation; space will be limited and on a first-come, first-served basis.

The President's Welcome Reception starts immediately following the Opening General Session in Expo Halls 1 and 2, 6:30-8:30 p.m.  
Join us for hors d'oeuvres and a cash bar!

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Thursday, April 14, 9:15–10:15 a.m.  
*Room 106*

**"Reading for Meaning—Fluently"**

Friday, April 15, 9:15–10:15 a.m.  
*Room 106*

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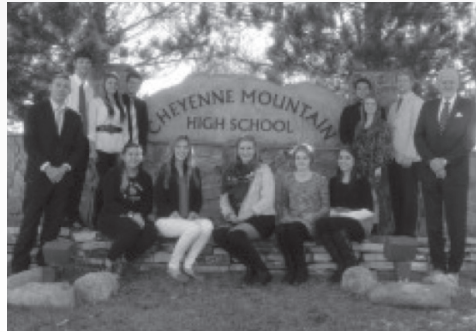
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## Second General Session

THURSDAY, APRIL 14

8:00-9:00 A.M. • FERRARA THEATRE • CONVENTION CENTER



### "Hey Mom! I've Got ADHD and a Couple of F's"

What do you get when you take a group of high school students, teach them the science behind their learning disabilities, help them build the confidence necessary to refuse any stigma associated with those disabilities and turn them into advocates? You get **LEADers!** Join students from the **Learning and Educating About Disabilities (LEAD)** program to learn how they educate their peers and the public about the social, emotional and educational aspects of learning disabilities. Don't miss this discussion of how the **LEADers** have empowered themselves to be the drivers of their academic achievement and transition to college, and how YOU can establish similar opportunities for students in your community.

*Featuring the students from  
Cheyenne Mountain High School, Colorado*

# THURSDAY, APRIL 14

Second General Session (8:00 – 9:00 a.m.) . . . . . 63  
Ferrara Theatre, Convention Center

Sessions (8:00 a.m. – 4:30 p.m.) . . . . . 64

ICE CREAM SOCIAL in the Expo (4:30 – 5:30 p.m.)

Representative Assembly Registration (7:00 a.m. – 5:30 p.m.)  
(CEC Headquarters Office)



## Thursday Sessions

8:00 AM-9:00 AM ROOM: 280 • SESSION: 60

### ■ A Focus on Parenting: Teacher Candidates Learn From Families of Students With Disabilities

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Presentation with Q&A

Teacher candidates share their understandings and growth through a focus group discussion after interviewing families of children with disabilities. This interactive session provides audience members with ways to provide teacher candidates with opportunities to work with families of students with disabilities.

LEADER(S): Lisa Goran, Truman State University, Kirksville, MO

PRESENTER(S): Bethany McConnell, University of Pittsburgh, Johnstown, PA; David Bateman, Shippensburg University, Shippensburg, PA

8:00 AM-9:00 AM ROOM: 266 • SESSION: 61

### ■ Adolescence to Adulthood: A Qualitative Exploration of Transition Experiences From Multiple Perspectives

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Panel

We discuss a study that explored experiences of young adults with disabilities and members of their support system. You will learn about a university-based transition program from multiple perspectives including student, family, teacher, employer, and employment specialist.

LEADER(S): Greg Knollman, University of South Florida, Tampa, FL

8:00 AM-9:00 AM ROOM: 124 • SESSION: 62

### ■ Applied Behavior Analysis to the Rescue! Help for Students With Challenging Behavior

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&A

We provide an overview of applied behavior analysis and describe how the principles of positive reinforcement can help increase motivation and reduce challenging behavior. Door prizes will be given away and participants will leave with valuable resources to start implementing the strategies right away.

LEADER(S): Kristi Morin, Texas A&M University, College Station, TX

8:00 AM-9:00 AM ROOM: 104 • SESSION: 63

### ■ Autism in the Age of Evidence-Based Practice

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

For more than a decade there has been a focus on evidence-based practice (EBP) and autism. Despite this attention there remains differences in both an understanding of EBP and EBP review findings. Presenters will discuss all major EBP reviews, limitations, policy implications, and practice suggestions.

LEADER(S): Paul LaCava, Rhode Island College, Providence, RI

PRESENTER(S): Catherine Krammer, Lake Erie College, Painesville, OH

8:00 AM-9:00 AM ROOM: 102 • SESSION: 64

### ■ Effective Principal Leadership to Support Special Education: A Statewide Study

TOPIC: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Understanding the skills, knowledge, and attributes of effective principal leadership is critical to the retention of highly effective special education teachers. AZ CASE surveyed all principals throughout the state and conducted qualitative and quantitative analyses that revealed important implications for practice.

LEADER(S): Lisa Aaroe, AZ CEC President-Elect, Phoenix, AZ







8:00 AM-9:00 AM • ROOM: 263 • SESSION: 65

## INCLUSIVE PLACEMENT ISSUES

**TOPIC:** Public Policy

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Alexandria Harvey, University of Florida, Gainesville, FL

### ● Examining the Past Decade of Educational Settings for Students With Significant Disabilities

This study reports on the decade (2000-2011) of LRE data for students identified with significant and multiple disabilities. The results indicate less positive improvements for subgroups of students. Further implications for supporting greater access to general education will be discussed.

**LEADER(S):** Mary Morningstar, University of Kansas, Lawrence

**PRESENTER(S):** Jennifer Kurth, University of Kansas, Lawrence

### ● Zero Tolerance Policy and Charter Schools: Who's In, Who's Out?

The Illinois charter school movement has significant impact on the students, communities, and families in "high needs" neighborhoods in Chicago. We discuss Illinois Charter School Law and how privatization has a direct impact on students with disabilities, academic success in charter schools, and removal of students.

**LEADER(S):** Giselle Nunez, University of Illinois, Chicago

**PRESENTER(S):** Molly Buren, University of Illinois, Chicago; Douglas Fowler, University of Illinois, Chicago

8:00 AM-9:00 AM ROOM: 230 • SESSION: 66

### ■ Increasing Access: Mathematics Instruction for Students With Disabilities

**TOPIC:** STEM

**SECONDARY TOPIC:** Assessment

**FORMAT:** Presentation with Q&A

We discuss the models of mathematics education and special education and translate common terminology, and explain how to conduct clinical interviews for students with disabilities. Learn instructional approaches and tasks which align with the RTI Mathematics Practice Guide and best practices.

**LEADER(S):** Marie Fisher, University of Washington, Seattle, WA

**PRESENTER(S):** Katherine Lewis, University of Washington, Seattle, WA

8:00 AM-9:00 AM

ROOM: 222 • SESSION: 67

### ■ Inspiring Creativity and Increasing the Depth of Learning and Instruction Through Arts Integration

**TOPIC:** Arts in Special Education

**SECONDARY TOPIC:** Learning Disabilities

**FORMAT:** Demonstration

We discuss how the arts offer important benefits for children with disabilities. Students can be reached in ways they are not otherwise being reached. Literature, visual art, dance/movement, drama, and music provide a platform for teachers to deliver engaging instruction that meets the individualized needs of students.

**LEADER(S):** Kelly Mazzeo, Echelon Academy, Sandy Spring, MD

8:00 AM-9:00 AM

ROOM: 264 • SESSION: 68

### ■ Integrating Effective Instructional Technology: Launching an EDvolution One-to-One Initiative in Teacher Education

**TOPIC:** Technology and Media

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Presentation with Q&A

Teacher Education programs have struggled to find effective strategies for infusing one-to-one technology across the curriculum. In this session we describe the launch of the EDvolution one-to-one technology initiative at a regional comprehensive university.

**LEADER(S):** Diana Rogers-Adkinson, Southeast Missouri State University, Cape Girardeau, MO

8:00 AM-9:00 AM

ROOM: 227 • SESSION: 69

### ■ Meeting the Needs of Infants/Toddlers With Visual Impairments: An Inter-Disciplinary Training Approach

**TOPIC:** Visual Impairments

**SECONDARY TOPIC:** Early Childhood

**FORMAT:** Presentation with Q&A

Increasing numbers of infants and toddlers with VI are enrolling in early intervention programs, but most who will work with them are trained primarily with K-12 students. Examine a training program that transforms TVI teachers and O&M Specialists into family-centered, birth-to-3 providers for these children.

**LEADER(S):** Mindy Ely, Illinois State University, Normal, IL

**PRESENTER(S):** Maribeth Lartz, Illinois State University, Normal, IL; Olaya Landa-Vialard, Illinois State University, Normal, IL

8:00 AM-9:00 AM ROOM: 240 • SESSION: 70

### ■ Motivational Beliefs Training: Supporting the Reading Achievement of Upper-Elementary Students

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

**SECONDARY TOPIC:** Learning Disabilities

**FORMAT:** Presentation with Q&A

We present an overview of an upper-elementary reading intervention that targets motivational beliefs to enhance student learning. Findings are shared from 3 studies investigating the efficacy of this structured motivational beliefs training. Implications for fostering student motivation will also be discussed.

**LEADER(S):** Jessica Toste, University of Texas, Austin, TX

**PRESENTER(S):** Lisa Didion, University of Texas, Austin, TX; Amanda McClelland, University of Texas, Austin, TX

8:00 AM-9:00 AM ROOM: 101 • SESSION: 71

### ■ Navigating Grants With SEAs: Lessons Learned on a Bumpy Road

**TOPIC:** Research

**SECONDARY TOPIC:** Public Policy

**FORMAT:** Panel

University faculty will discuss their experiences working with State Education Authorities (SEAs) on contracts and grants designed to improve outcomes for students with disabilities. Lessons learned will be presented in an accessible format and resources will be provided to facilitate working with SEAs.

**LEADER(S):** Annmarie Urso, SUNY, Geneseo, NY

**PRESENTER(S):** Dee Berlinghoff, Mount Saint Mary College, Newburgh, NY; Paul Riccomini, Pennsylvania State University, University Park, PA; Debi Gartland, Towson University, Towson, MD

8:00 AM-9:00 AM ROOM: 231 • SESSION: 72

### ■ Responsive to What?: Conceptualizations of “Culture” and “Culturally Responsive” in Literature on Culturally Responsive Instruction

**TOPIC:** Cultural and/or Linguistic Diversity

**SECONDARY TOPIC:** Research

**FORMAT:** Presentation with Q&A

We discuss our findings from a literature review on culturally responsive instruction published in Multiple Voices to examine how ‘culture’ and ‘culturally responsive pedagogy’ were defined and for what purpose. We argue that the literature needs to better account for culture as dynamic, heterogeneous, and intersectional.

**LEADER(S):** Kathleen Thorius, Indiana University–Purdue University Indianapolis, Indianapolis, IN

**PRESENTER(S):** Federico Waitoller, University of Illinois, Chicago, IL

8:00 AM-9:00 AM ROOM: 260 • SESSION: 73

### ■ Results of Framework Use to Include Challenging Curriculum Content in Preschool

**TOPIC:** Early Childhood

**SECONDARY TOPIC:** Research

**FORMAT:** Presentation with Q&A

Children’s School Success Plus (CSS+) used a framework that integrated evidence-based, domain specific curriculum to support all preschool children’s school success, including children at risk for and with developmental delays. We share quantitative results on progress monitoring and standardized measures to show efficacy.

**LEADER(S):** Susan Palmer, University of Kansas, Lawrence, KS

**PRESENTER(S):** Eva Horn, University of Kansas, Lawrence, KS; Audra Classen, University of Southern Mississippi, Hattiesburg, MS

8:00 AM-9:00 AM ROOM: 100 • SESSION: 74

### ■ Special Education Leadership Challenges in Charter Schools

**TOPIC:** Administration/Supervision

**SECONDARY TOPIC:** Public Policy

**FORMAT:** Panel

Learn about the issues facing leaders of special education overseeing services for students with disabilities wishing to enroll or are enrolled in charter schools. We discuss how policy, laws, and regulations affect these students and how leadership structures can benefit students with special needs.

**LEADER(S):** Mary Lynn Boscardin, University of Massachusetts, Amherst, MA

**PRESENTER(S):** Rob Schulze, Johnson State College, Johnson, VT; Martha Vonmering, University of Massachusetts, Amherst, MA

8:00 AM-9:00 AM ROOM: 274 • SESSION: 75

### ■ Strand A, Session 1: Beyond Admiring the Problem to Possible Solutions: Addressing Issues of Equity in Education

**TOPIC:** Cultural and/or Linguistic Diversity

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

**FORMAT:** Presentation with Q&A

Learn how researchers and practitioners are attempting to address equity in education as they share solutions on various critical topics. They describe resources, strategies and models, including OSEP supports, used to provide teachers with skills to engage and support all students.

**LEADER(S):** Renee Bradley, OSEP, U.S. Department of Education, Washington, DC

**PRESENTER(S):** Elizabeth Kozleski, University of Kansas, Lawrence, KS; Russell Skiba, Indiana University, Bloomington, IN; Alba Ortiz, University of Texas, Austin, TX; Kent McIntosh, University of Oregon, Eugene, OR



8:00 AM-9:00 AM ROOM: 275 • SESSION: 76

**■ Strand B, Session 1: Common Core: STEM to Stimulate Students**

**TOPIC:** Administration/Supervision

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Presentation with Q&A

This session will guide leaders in devising STEM CCSS curriculum for special education teachers. Students learn best when they have hands-on, real-life, inquiry-based learning and are actively engaged with the content. We provide answers for motivating teachers to infuse STEM strategies using the Twilight or other series.

**LEADER(S):** Jugnu Agrawal, Fairfax County Public Schools/George Mason University, Fairfax, VA

**PRESENTER(S):** Kimberly Bunch-Crump, University of Southern Mississippi, Hattiesburg, MS

8:00 AM-9:00 AM ROOM: 261 • SESSION: 77

**■ Students' Perceptions of Disability Access and Amenities in Qatar and Jordan's Higher Education Institutions: A Comparative Study**

**TOPIC:** International Programs/Services

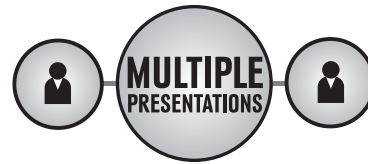
**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Presentation with Q&A

We share the results of our study on access and services for the students with disabilities compared to students without disabilities in Qatar and Jordan. We discuss students' access to higher educational programs, reasons for access, challenges, and satisfaction.

**LEADER(S):** Batoul Khalifa, Qatar University, Doha, Qatar

**PRESENTER(S):** Kholoud Dababneh, Hashemite University, Amman, Jordan



8:00 AM-9:00 AM ROOM: 225 • SESSION: 78

**TEACHER EDUCATION – REDESIGN**

**TOPIC:** Personnel Preparation

**FORMAT:** Multiple Presentation Session

**MODERATOR(S):** Greg Conderman, Northern Illinois University, DeKalb

● **Data-Based Decision-Making for Teacher Preparation Program Improvement and Accreditation Preparation**

Teacher educators collect, review, and analyze assessment data to improve their teacher preparation programs and obtain state and national accreditation. We summarize a collaborative process by department personnel as they analyzed data, made curricular decisions, and prepared their accreditation documents.

**LEADER(S):** Greg Conderman, Northern Illinois University, DeKalb

● **Preservice Teachers' Efficacy for Inclusive Practices: A Comparison to Support Program Redesign**

Learn about a dual-undergraduate program that was developed into a fully merged elementary and special education program, that includes faculty members across departments co-teaching together. Results demonstrate graduates from the new program have significantly higher efficacy for inclusive practices across subscales.

**LEADER(S):** Lysandra Cook, University of Hawaii at Manoa, Honolulu

● **Preparing Diverse Special Education Teachers: A Universal Design for Learning (UDL) Approach**

Learn about a UDL approach in teacher preparation programs that helps prepare future teachers for using UDL in their classrooms. This session will provide an overview of the research regarding UDL at the university level, as well as practical strategies for creating a UDL-based university course.

**LEADER(S):** Marla Lohmann, Regis University, Denver, CO

8:00 AM-9:00 AM ROOM: 123 • SESSION: 79

**■ The Juggernaut of the One Size Fits All Construct of School Readiness**

**TOPIC:** Collaboration and Inclusive Practices  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Presentation with Q&A

What children bring with them to kindergarten and the preparedness of schools to meet increasing diversity in schools needs more attention and intervention efforts. Join us for a discussion about an ecologically based intervention approach for supporting children and educators during this transition time.

**LEADER(S):** Melissa Stormont, University of Missouri, Columbia, MO  
**PRESENTER(S):** Samantha Fullington, University of Missouri, Columbia, MO

8:00 AM-9:00 AM ROOM: 223 • SESSION: 80

**■ The Power of the Cloud: Using Google Docs for Transition Assessments**

**TOPIC:** Career Development/Transition  
**SECONDARY TOPIC:** Technology and Media  
**FORMAT:** Demonstration

This session will discuss how you can use a cloud-based system, such as Google Docs, to have a no-cost platform to collect and synthesize information from a variety of sources to streamline and customize the transition assessment process. Join us and learn more!

**LEADER(S):** Andrew Scheef, Washington State University, Pullman, WA  
**PRESENTER(S):** Don McMahon, Washington State University, Pullman, WA

8:00 AM-9:00 AM ROOM: 224 • SESSION: 81

**■ Using a New Test to Identify and Profile Language and Literacy Disorders**

**TOPIC:** Assessment  
**SECONDARY TOPIC:** Learning Disabilities  
**FORMAT:** Demonstration

Learn to assess sound/word and sentence/discourse levels across oral and written language modalities as part of a new Test of Integrated Language and Literacy Skills. We will address identification of language disorders and learning disabilities and how to describe profiles of strengths and weaknesses.

**LEADER(S):** Michele Anderson, Western Michigan University, Kalamazoo, MI  
**PRESENTER(S):** Nickola Nelson, Western Michigan University, Kalamazoo, MI

8:00 AM-9:00 AM ROOM: 120 • SESSION: 82

**■ Using Formative Assessment to Guide Instruction in the Secondary Mathematics Classroom**

**TOPIC:** Assessment  
**SECONDARY TOPIC:** STEM  
**FORMAT:** Presentation with Q&A

Formative assessment is an evidence-based practice that enables teachers to identify students' response to instruction. We will share formative assessment strategies from a university-school partnership, with a focus on using student data and teacher self-reflection to plan and deliver instruction.

**LEADER(S):** Jay Kuder, Rowan University, Glassboro, NJ  
**PRESENTER(S):** Amy Accardo, Rowan University, Glassboro, NJ

8:00 AM-9:00 AM ROOM: FERRARA THEATRE SESSION: 83

**■ "Hey Mom I've Got ADHD and a Couple of F's"**

**TOPIC:** Learning Disabilities  
**FORMAT:** Presentation with Q&A

This session will be lead by students from Cheyenne Mountain High School in Colorado Springs, Colorado who will discuss the educational program L.E.A.D. and provide their own personal experiences to generate a stronger understanding of the personal challenges students with LD face, and the achievement possibilities L.E.A.D. participation has awarded them.

**LEADER(S):** Alan Pocock, Cheyenne Mountain High School, Colorado Springs, CO  
**PRESENTER(S):** Madison Michel, Holly Huffman, Rachel Weiner, Elizabeth Bartold, Kendall Deomonja, Luke Kampilla, Colin Trujillo, Ian Steer, Wes Maddox, Michael Ellis, Michael Campbell, Jessie Pocock

9:15 AM-11:15 AM  
 ROOM: FERRARA THEATRE • SESSION: 88

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**★ CASE SHOWCASE ★**

**90 tips in 120 minutes**

**TOPIC:** Administration/Supervision  
**SECONDARY TOPIC:** Public Policy  
**FORMAT:** Presentation with Q&A

This fast-paced session will provide you with 90 practical tips on all things legal, from A to Z, in the field of special education. Topics covered will include child-find/identification, evaluation, eligibility, IEP/placement, procedural safeguards, discipline, extended school year, and Section 504.

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

9:15 AM-11:15 AM  
ROOM: 100 • SESSION: 89

★ DADD SHOWCASE★

**Using Mobile and Emerging Technologies for Students With Autism and Intellectual Disability**

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Technology and Media

**FORMAT:** Presentation with Q&A

Technological advances are leading to the development of a proliferation of new instructional and assistive technologies with ever advancing capacities. We overview the use of practical mobile and emerging technologies for teachers to improve educational, vocational, and community outcomes for students with autism and ID.

**LEADER(S):** David Cihak, University of Tennessee, Knoxville, TN

**PRESENTER(S):** Kevin Ayres, University of Georgia, Athens, GA; Emily Bouck, Michigan State University, East Lansing, MI; Don McMahon, Washington State University, Pullman, WA

9:15 AM-10:45 AM  
ROOM: 231 • SESSION: 91

★ DDEL SHOWCASE★

**Does Special Education Over-Representation Exist and How Can Equity Be Achieved?**

**TOPIC:** Cultural and/or Linguistic Diversity

**SECONDARY TOPIC:** Research

**FORMAT:** Presentation with Q&A

The disparity in the academic achievement between minority and nonminority students has been a longstanding concern in the United States and is illustrated in the disproportionate identification and placement of minority students. A recent study contradicts decades of the aforementioned knowledge-base, necessitating a conversation about racism in research and education.

**LEADER(S):** Donna Ford, Vanderbilt University, Nashville, TN; Ralph Gardner, III, The Ohio State University, Columbus, OH

9:15 AM-11:15 AM ROOM: 131 • SESSION: 90

■ **Program Chair Town Hall: Linking Racial Inequities in Special Education Inside and Outside Schools**

**TOPIC:** Cultural and/or Linguistic Diversity

**FORMAT:** Town Hall

This Town Hall will draw from the interdisciplinary literature to examine how racial inequities in special education are linked to broader unjust geographies and spaces where communities of color live, learn, and resist. This interactive session will be a series of presentations and Q&A from participants using Poll Everywhere Technology.

**LEADER(S):** Federico Waitoller, University of Illinois, Chicago, IL; Elizabeth Kozleski, University of Kansas, Lawrence, KS

**PRESENTER(S):** Nirmala Erevelles, University of Alabama, Tuscaloosa, AL; Edward Fergus, New York University, New York, NY; Subini Annamma, University of Kansas, Lawrence, KS





9:15 AM-10:15 AM • ROOM: 232 • SESSION: 92

**APPLYING SELF-REGULATED STRATEGY DEVELOPMENT TO IMPROVE WRITING IN CONTENT AREAS**

**TOPIC:** Learning Disabilities  
**FORMAT:** Multiple Presentation Session  
**MODERATOR(S):** Erica Lembke, University of Missouri, Columbia, MO

● **Improving Narrative Writing Skills of Secondary Students Using Self-Regulated Strategy Development**

A multi-probe, multiple baseline design was used to examine effects of SRSD for the POW + STACS strategy on narrative essay-writing skills of adolescents with disabilities. Results will be discussed which indicate students improved the quality of their narratives following instruction.

**LEADER(S):** Lauren Foxworth, State University of New York, Old Westbury  
**PRESENTER(S):** Linda Mason, University of North Carolina, Chapel Hill, NC; Andrew Hashey, State University of New York, Old Westbury

● **Persuasive Quick-Writing in Social Studies for Students With Learning Disabilities**

Content-area writing is increasingly important to educators in upper elementary school. Findings and implications for practice and research, from a single-subject study that examined SRSD for persuasive quick writing taught to Hispanic students with LD in social studies is presented.

**LEADER(S):** Stephen Ciullo, Texas State University, San Marcos, TX  
**PRESENTER(S):** Linda Mason, University of North Carolina, Chapel Hill, NC

9:15 AM-10:15 AM ROOM: 224 • SESSION: 93

■ **Beyond Counting: Developing Number Sense, Problem Solving, and Other Essential Skills for Students With Learning Disabilities**

**TOPIC:** STEM  
**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**FORMAT:** Demonstration

A student's ability to recognize and articulate mathematical concepts and notations has been proven to increase student's problem-solving skills. This session will demonstrate the skills needed and innovative techniques to show how to develop the skills along with strategies for affirming students' knowledge.

**LEADER(S):** Dan Sinclair, Teach 4 Mastery, Inc., Fallbrook, CA  
**PRESENTER(S):** Sonya Kunkel, Capitol Region Education Council, Hartford, CT

9:15 AM-10:15 AM ROOM: 223 • SESSION: 94

■ **Connecting UDL, Instructional Strategies, and Apps for the ELL in the Early Childhood Setting**

**TOPIC:** Early Childhood  
**SECONDARY TOPIC:** Technology and Media  
**FORMAT:** Demonstration

Applying UDL principles with instructional strategies, and apps, in the early childhood classroom can have great potential for ELLs. Learn how to use UDL principles to incorporate early learning apps with ELL instructional strategies to target specific outcomes for diverse learners in early childhood settings.

**LEADER(S):** Yvette Evans, Illinois State University, Normal, IL  
**PRESENTER(S):** Craig Blum, Illinois State University, Normal, IL

9:15 AM-10:15 AM ROOM: 123 • SESSION: 95

■ **Creating an Inclusive Environment: Tools From the SWIFT TA Center**

**TOPIC:** Collaboration and Inclusive Practices  
**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**FORMAT:** Presentation with Q&A

The session provides an overview of the SWIFT Center, a National Technical Assistance Center for Inclusive School Reform. We will share resources developed by the SWIFT Center to help facilitate inclusive practices, including the SWIFT Fidelity Integrity Assessment and SWIFT Feature Introduction Guide.

**LEADER(S):** Allyson Satter, University of Kansas, Lawrence, KS  
**PRESENTER(S):** Jessica Meisenheimer, University of Kansas, Lawrence, KS

9:15 AM-10:15 AM ROOM: 265 • SESSION: 96

**■ Developing Tomorrow’s Leaders: Growing a Student CEC Chapter in Higher Education**

**TOPIC:** Strategies for Entry to the Special Education Career

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Presentation with Q&A

Get an inside look into a small teacher preparation program with the largest student CEC chapter in the residing state. The journey from conception to a fully involved chapter is shared. Current student members, student executive board members, and the faculty advisor will present as a collaborative team.

**LEADER(S):** Cheryl Bremer, Grace College, Winona Lake, IN



9:15 AM-10:15 AM  
ROOM: 263 • SESSION: 97

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**★ DPHMD SHOWCASE ★**

**Assuming Competence: The Philosophical Basis for Research and Practice in Access to the General Curriculum**

**TOPIC:** Physical/Health/Multiple Disabilities

**FORMAT:** Presentation with Q&A

Using best-practices and supports that apply the least dangerous assumption (LDA) is a powerful tool for increasing overall student quality of life and keeping alive a vision of high achievement for all students. We will focus on strategies to promote the LDA for students with significant disabilities.

**LEADER(S):** Pamela Mims, East Tennessee State University, Johnson City, TN

**PRESENTER(S):** Bree Jimenez, University of North Carolina, Greensboro, NC; Angel Lee, University of North Carolina, Charlotte, NC

9:15 AM-10:15 AM  
ROOM: 227 • SESSION: 98

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**★ DVIDB SHOWCASE ★**

**Supporting Readers Who Are Blind or Visually Impaired**

**TOPIC:** Visual Impairments

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Presentation with Q&A

Teachers of students who are visually impaired are challenged by the need to balance technology and learning media needs with solid reading instruction. We describe assessments, strategies, and activities that lead to balanced, effective reading instruction for children with visual impairments.

**LEADER(S):** Leila Ricci, California State University, Los Angeles, CA

**PRESENTER(S):** Cheryl Kamei-Hannan, California State University, Los Angeles, CA



9:15 AM-10:15 AM • ROOM: 262 • SESSION: 99

### EFFECTIVE COMMUNICATION AND THE USE OF AUGMENTATIVE AND THE ALTERNATIVE COMMUNICATION

**TOPIC:** Communicative Disabilities and Deafness  
**FORMAT:** Multiple Presentation Session  
**MODERATOR(S):** Suzanne Raschke, Midland County Educational Service Agency, MI

● **Communicative Competence Inventory: Promoting Inclusion of Students With Complex Communication Needs**

Team collaboration across students with disabilities, peers, families, and educators is vital for meaningful inclusion. We will identify barriers and solutions of including students who use AAC and discuss a team approach that empowers students to become active communicators through a school-home partnership.

**LEADER(S):** Yun-Ching Chung, Illinois State University, Normal, IL  
**PRESENTER(S):** Karen Douglas, Illinois State University, Normal, IL

● **Listening to Voices of Often Unheard Children: Pedagogical Implications for Reaching and Teaching Every Child**

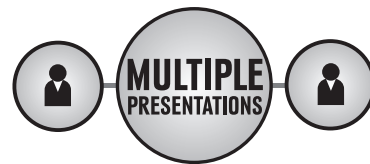
This session will draw upon the lived experiences of several young people with complex communication needs who use devices in their daily lives, to understand what professionals need to consider in our pedagogical encounters with them and how these understandings can help us give all children a voice.

**LEADER(S):** Kathy Howery, University of Alberta, Edmonton, Canada

● **Considerations When Using Technology-Based AAC Devices for Students With Complex Communication Needs**

We present the results of a meta-analysis designed to investigate the variables that need to be considered when selecting an AAC device. You will learn how different settings, implementers, and disabilities may alter the effectiveness of technology-based augmentative and alternative communication.

**LEADER(S):** Kristi Morin, Texas A&M University, College Station, TX  
**PRESENTER(S):** Jennifer Ganz, Texas A&M University, College Station, TX



9:15 AM-10:15 AM • ROOM: 104 • SESSION: 100

### EXAMINING ALTERNATE ASSESSMENTS FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES

**TOPIC:** Autism Spectrum Disorder  
**FORMAT:** Multiple Presentation Session  
**MODERATOR(S):** Dianne Parr, Hamilton Wentworth District School Board, Ontario, Canada

● **Do Alternate Formats Increase the Reliability of Performance for Students With ID?**

We examine whether changing the format of administration for a curriculum-based assessment given to students with ID increased student engagement, reduced prompts, and increased accuracy. Learn how you can use similar accommodations and understand how that might change student performance. (2384)

**LEADER(S):** Francesca Jones, Southern Methodist University, Dallas, TX

**PRESENTER(S):** Stephanie Al Otaiba, Southern Methodist University, Dallas, TX; Jill Allor, Southern Methodist University, Dallas, TX; Paul Yovanoff, Southern Methodist University, Dallas, TX

● **Connecting Rigorous Content, Instruction, and Alternate Assessment to Improve Outcomes for Students**

Learn about the effectiveness of a combination of well-defined content appropriate for students eligible for an AA and intensive instruction using errorless teaching strategies. Data from two teachers and their students will demonstrate a positive relationship between strategies and outcomes. (1561)

**LEADER(S):** Audrey Kappel, Pennsylvania Training and Technical Assistance Network (PaTTAN), Harrisburg, PA

**PRESENTER(S):** Sharon Leonard, Pennsylvania Training and Technical Assistance Network (PaTTAN), Harrisburg, PA



9:15 AM-10:15 AM ROOM: 122 • SESSION: 101

**EXHIBITOR SHOWCASE SESSION: Engaging Student Participation****FORMAT:** Exhibitor Showcase Session

In this highly energetic, practical session, you will explore the top 10 strategies to ignite learners into action so every student is an active and engaged learner. You will leave this dynamic session with a wealth of no-cost/low-cost ideas to positively impact students.

**LEADER(S):** Susan Hentz, Susan Hentz & Associates, Sarasota, FL

9:15 AM-10:15 AM ROOM: 106 • SESSION: 102

**EXHIBITOR SHOWCASE SESSION: Foundational Reading Skills: Standards Tell Us What – Research Tells Us How****FORMAT:** Exhibitor Showcase Session

Students must develop the foundational skills to become proficient readers. Learn the predictors of reading success and how to implement Read Naturally's research-based strategies to accelerate reading development. Attendees will be actively involved in using the strategies.

**LEADER(S):** Carol Ann Kane, Read Naturally, Inc., St. Paul, MN

9:15 AM-10:15 AM ROOM: 125 • SESSION: 103

**EXHIBITOR SHOWCASE SESSION: Real World Strategies for Real World Success****FORMAT:** Exhibitor Showcase Session

Connections to the real world enrich the educational experience for all students. Learn how to help your students reach their maximum potential in math, science, reading, and beyond. Guide your students towards becoming deep thinking, problem solvers, and ready for exciting futures!

**LEADER(S):** Amanda Sink, Lakeshore Learning Materials, Carson, CA

9:15 AM-10:15 AM ROOM: 226 • SESSION: 104

**CEC's High Leverage Practices for Special Education Teachers****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

High leverage practices (HLPs) is a set of practices that are fundamental to support student learning, and that can be taught, learned, and implemented by those entering the profession. The CEC Board of Directors commissioned a work group to develop HLPs. Learn about the process for development of the HLPs, the draft HLPs for collaboration, assessment, social/behavioral and instruction and the potential use of the HLPs in the field.

**LEADER(S):** Deborah Ziegler, Council for Exceptional Children, Arlington, VA**PRESENTER(S):** James McLeskey, University of Florida, Gainesville, FL; Jacqueline Rodriguez, College of William and Mary, Williamsburg, VA

9:15 AM-10:15 AM ROOM: 102 • SESSION: 105

**Flexible Pathways: Leveraging Technology to Support Inclusion of Students With Intellectual Exceptionalities****TOPIC:** Research**SECONDARY TOPIC:** Technology and Media**FORMAT:** Presentation with Q&A

To what extent does the use of technology in an inclusive environment support students with intellectual exceptionalities? Projects at Rocky View School district focused on supporting gifted students and students with deficits in executive functioning. The findings and key takeaways from this project are discussed.

**LEADER(S):** Joan Kollwryn, Rocky View Schools, Airdrie, Alberta, Canada

9:15 AM-10:15 AM ROOM: 266 • SESSION: 106

**From Dreams to Practice: Cultivating Higher Education Options for Students With ID****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

College options for students with ID are growing nationwide. We offer strategies for developing inclusive college opportunities, engaging in statewide strategic planning and fostering grassroots advocacy. We also share lessons learned and emerging EBPs related to cultivating inclusive higher education options.

**LEADER(S):** Meg Grigal, University of Massachusetts, Boston, MA**PRESENTER(S):** Debra Hart, University of Massachusetts, Boston, MA

9:15 AM-10:15 AM ROOM: 261 • SESSION: 107

**Increasing Text Accessibility for Students With Significant Cognitive Disabilities**

TOPIC: Accountability & Large Scale Assessments

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We describe how text complexity influences reading comprehension for students with significant cognitive disabilities. Participants will learn what text complexity factors are important for SWSCDs and how teachers and researchers can adjust grade-level texts to meet individual student needs.

LEADER(S): Jonathan Schuster, University of Kansas, Lawrence, KS

PRESENTER(S): Russell Swinburne Romine, University of Kansas, Lawrence, KS

9:15 AM-10:15 AM ROOM: 260 • SESSION: 108

**Instruction Matters: Kindergarten Mathematics Content and Student Outcomes**

TOPIC: Early Childhood

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

We will focus on the importance of core mathematics instruction for students with/at risk for math learning disabilities. You will learn about core mathematics instruction and its role in increasing the outcomes of struggling learners. Implications for designing high-quality Tier 1 instruction is discussed.

LEADER(S): Tricia Berg, University of Oregon, Eugene, OR

PRESENTER(S): Christian Doabler, University of Oregon, Eugene, OR; Ben Clarke, University of Oregon, Eugene, OR

9:15 AM-10:15 AM ROOM: 241 • SESSION: 109

**Intensive Interventions in Reading: Preparing Preservice Candidates to Teach Struggling Readers**

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

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Tutoring improves student learning, but there is little evidence on the effectiveness of preservice teachers providing tutoring to children struggling with reading skills. I will discuss the results of my research and the impact that tutoring has on the preservice teachers' understanding of how children learn to read.

LEADER(S): Jill Merritt, Gannon University, Erie, PA

9:15 AM-10:15 AM ROOM: 240 • SESSION: 110

**Look at Us Now: Improving Classroom Behaviors by Using Video Self-Modeling With Groups of Students**

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

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

We will explore the benefits of using a VSM strategy on groups of students. We will also explain how to set up a VSM program for groups of students, demonstrate how it was used, and provide future implications of this intervention.

LEADER(S): Matt McNiff, Educational Service Unit #5, Beatrice, NE

9:15 AM-10:15 AM ROOM: 124 • SESSION: 111

**Obstacles to Implementing BIPs: Lessons Learned From a Statewide Teacher Survey**

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Although effective behavior interventions exist, research indicates that school-based teams struggle to develop and implement effective individualized BIPs. We share results from a survey of over 500 teachers on the obstacles they face to implementing BIPs. Improving support for teachers of students with disabilities who demonstrate problem behavior are discussed.

LEADER(S): Rachel Robertson, University of Pittsburgh, Pittsburgh, PA

PRESENTER(S): Anastasia Kokina, University of Pittsburgh, Pittsburgh, PA; Emily Sobek, University of Pittsburgh, Pittsburgh, PA; Kaylee Wynkoop, University of Pittsburgh, Pittsburgh, PA

9:15 AM-10:15 AM ROOM: 130 • SESSION: 112

**Program Chair Featured: CEC's Educators With Disabilities Policy: A Roundtable Discussion of Dissemination and Implications**

TOPIC: Personnel Preparation

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

This session will focus on CEC's Educators With Disabilities Policy Statement regarding the development and adoption, as well as the process the Educator's With Disabilities Workgroup conducted to complete the policy statement. In a roundtable format, we discuss the benefits, challenges, and advice regarding the implications of the new statement.

LEADER(S): Susan Osborne, North Carolina State University, Raleigh, NC

PRESENTER(S): Mary Ruth Coleman, University of North Carolina, Chapel Hill, NC; Kathryn Haselden, Francis Marion University, Florence, SC; Lynne Brock, North Carolina State University, Raleigh, NC

9:15 AM-10:15 AM ROOM: 225 • SESSION: 113

**Real-Time Visual Performance Feedback: Improving Teachers' Delivery of Evidence-Based Practices**

TOPIC: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

Performance feedback interventions to improve teachers' use of EBP include four key considerations. We discuss the current evidence for each consideration, particularly to recent research involving applications of wireless technology to provide real-time performance feedback and implications for training.

LEADER(S): Chris Sweigart, University of Louisville, Louisville, KY

PRESENTER(S): Timothy Landrum, University of Louisville, Louisville, KY

9:15 AM-10:15 AM ROOM: 105 • SESSION: 114

**Sexuality Education for ALL Students**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&amp;A

We outline information gained from in-depth qualitative interviews of parents and educators regarding how they teach sexuality education to their children/students with ID. Their challenges and successes will be shared as will examples of effective instructional strategies.

LEADER(S): Ruth Eyres, Easter Seals Arkansas, Little Rock, AR

PRESENTER(S): Will Hunter, University of Memphis, Memphis, TN

9:15 AM-10:15 AM ROOM: 222 • SESSION: 115

**Special Education Teachers Are Natural FIPsters: Using Formative Instructional Practices for ALL**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Assessment

FORMAT: Demonstration

Learn about the collaborative use of high quality formative instructional practices (FIP) to promote student-and standards-centered learning and teaching. Leave with strategies and tools that support the use of strong classroom assessment, effective feedback, and accurate evidence of learning.

LEADER(S): Mary Peters, Battelle for Kids, Columbus, OH

PRESENTER(S): Virginia Ressa, Ohio Department of Education, Columbus, OH

9:15 AM-10:15 AM ROOM: 274 • SESSION: 116

**Strand A, Session 2: Supporting Effective Teachers Through Comprehensive Systems**

TOPIC: Personnel Preparation

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

FORMAT: Presentation with Q&amp;A

Teachers need preparation and PD programs that build skills to engage and support all students. Learn how OSEP makes this available through its Technical Assistance, State PD, and PD grants. We will describe resources and models used to provide teachers' with skills to engage and support all students.

LEADER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

PRESENTER(S): Kent McIntosh, University of Oregon, Eugene, OR; Naomi Tyler, The IRIS Center, Peabody College, Vanderbilt University, Nashville, TN; Mary Brownell, CEEDAR Center, University of Florida, Gainesville, FL; Theresa Farmer, Alabama State Department of Education, Birmingham, AL

9:15 AM-10:15 AM ROOM: 275 • SESSION: 117

**Strand B, Session 2: Common Core: STEM Stamina for Setbacks in Problem-Based Learning**

TOPIC: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&amp;A

Problem-Based Learning is a pedagogical approach that includes open-ended problems with no one 'right' answer. Learn how to assist teachers to help students become self-directed, active investigators, and problem-solvers. We provide key solutions based on implementing STEM strategies using *To Kill a Mockingbird* or other series.

LEADER(S): Gloria Campbell-Whatley, University of North Carolina, Charlotte, NC; Ozalle Toms, University of Wisconsin, Whitewater, WI

9:15 AM-10:15 AM ROOM: 276 • SESSION: 118

**Strand C, Session 1: Implementing High Quality Mental Health Care in School Settings**

TOPIC: Emotional and Behavioral Disorders

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

FORMAT: Presentation with Q&amp;A

There is an alarming gap in the mental health services students with EBD receive to promote their educational success. We discuss recent efforts to transform the roles of existing practitioners within a school system to deliver cognitive behavior therapy as a way to ensure quality care for these students.

LEADER(S): Clayton Cook, University of Minnesota, Minneapolis, MN

PRESENTER(S): Carol Davis, University of Washington, Seattle, WA

9:15 AM-10:15 AM ROOM: 120 • SESSION: 119

**Strategic Problem Solving for Middle School Students Identified With Emotional Behavioral Disorders**

**TOPIC:** Emotional and Behavioral Disorders  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Presentation with Q&A

We will explore the restructuring system of two middle school EBD classrooms. The district behavior consultants worked with school teams to increase student placement in the general education classroom, and decrease school suspensions and alternative school placements.

**LEADER(S):** Kathryn Szwed, Metropolitan School District of Pike Township, Indianapolis, IN

**PRESENTER(S):** Eric Steele, Metropolitan School District of Pike Township, Indianapolis, IN

9:15 AM-10:15 AM ROOM: 101 • SESSION: 120

**Teacher Effects on Kindergarten Students' Vocabulary Development**

**TOPIC:** Research  
**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**FORMAT:** Presentation with Q&A

Many children start school with significantly lower vocabulary knowledge than their peers. Therefore, providing students with effective Tier 1 vocabulary instruction is imperative. We discuss a study to determine whether variability in student vocabulary achievement is associated with teacher characteristics.

**LEADER(S):** Mari Cuticelli, University of Connecticut, Storrs, CT

9:15 AM-10:15 AM ROOM: 280 • SESSION: 121

**Teacher Leadership and Community Conversations: Authentic Improvement to Foster Improved Transition Outcomes**

**TOPIC:** Parent/Family/School Partnerships  
**SECONDARY TOPIC:** Career Development/Transition  
**FORMAT:** Demonstration

Teacher leadership to improve interagency collaboration for building better adult outcomes for youth with disabilities is pivotal. You will learn about structured 'community conversations' which offer ways to foster collaboration about a topic that reflects local culture, focus, and resources.

**LEADER(S):** Michelle Parker-Katz, University of Illinois, Chicago, IL

**PRESENTER(S):** Lisa Cushing, University of Illinois, Chicago, IL; Lindsay Athamanah, University of Illinois, Chicago, IL



9:15 AM-10:15 AM ROOM: 103 • SESSION: 122

**Teaching Math Common Core State Standards to Students With Severe Disabilities**

**TOPIC:** Research  
**SECONDARY TOPIC:** Assessment  
**FORMAT:** Presentation with Q&A

Our survey assessed special education teachers' current implementation of the alternate math Common Core standards in Pennsylvania. Results raise questions about the scope of math content taught each year and the amount of time spent on instruction to mastery for students with severe disabilities.

**LEADER(S):** Naomi Zigmond, University of Pittsburgh, Pittsburgh, PA

**PRESENTER(S):** Jesse Dvorchak, University of Pittsburgh, Pittsburgh, PA



9:15 AM-10:15 AM • ROOM: 264 • SESSION: 123

## TEACHING SCIENCE VOCABULARY

**TOPIC:** Technology and Media

**FORMAT:** Multiple Presentation Session

**MODERATOR(S):** Maya Israel, University of Illinois, Urbana-Champaign

- **Improving Students' Science Vocabulary Performance With Easy-to-Creat Multimedia Vignettes**

We share the results from a study in which a total of 270 middle school students (including 31 ELs and 43 SWD) learned science terms using Content Acquisition Podcasts (CAPs). CAPs are short, multimedia-based instructional vignettes that embed evidence-based vocabulary practices. Implications and use will be discussed.

**LEADER(S):** John Romig, University of Virginia, Charlottesville, VA

**PRESENTER(S):** Kat Alves, University of Virginia, Charlottesville, VA; Michael Kennedy, University of Virginia, Charlottesville, VA; Wendy Rodgers, University of Virginia, Charlottesville, VA

- **Assistive Technology: Teaching Vocabulary to Students With LD In the Science Classroom**

This study investigated the use of an AT intervention targeting the acquisition of science vocabulary and engagement for adolescents with LD in a general education secondary biology classroom. We provide data and recommendations to increase the success of students with disabilities in learning science. (1682)

**LEADER(S):** Tal Slemrod, California State University, Chico, CA

**PRESENTER(S):** Talya Kemper, California State University, Chico, CA

9:15 AM-10:15 AM

ROOM: 127 • SESSION: 124

- **Developing Multi-Cultural, Dual Language Programs for Students With Autism Spectrum Disorders**

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity

**FORMAT:** Presentation with Q&A

We will describe a partnership to train special education teachers in Puerto Rico to use evidence-based curricula for students with ASD. On-going assessment, data collection, instructional decision making, and parental participation will be addressed.

**LEADER(S):** Yolanda Gonzalez, University of Puerto Rico, San Juan

9:15 AM-10:00 AM

ROOM: POSTER 20, EXPO HALL 3  
SESSION: 128

- **A Statewide Presentation to Train Teachers and Administrators in the Supervision of Paraeducators**

**TOPIC:** Administration/Supervision

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Poster Session

Teacher education programs and PD must help beginning teachers develop the knowledge and skills needed to supervise paraeducators and direct the work effectively. We describe the content that should be emphasized and suggest strategies for including it in staff development in teacher education curriculum.

**LEADER(S):** Kent Gerlach, Pacific Lutheran University, Tacoma, WA

9:15 AM-10:00 AM

ROOM: POSTER 11, EXPO HALL 3  
SESSION: 129

- **Administrators and Counselors Perceived Preparedness to Support Students With Severe Disabilities**

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Poster Session

This session will share results of a survey to determine the level of preparedness of school administrators and counselors to serve students with low-incidence disabilities and to identify additional knowledge and skills needed to meet not only the legal mandate but also the social justice goals of IDEA.

**LEADER(S):** Karen McCaleb, Texas A&M University, Corpus Christi, TX

**PRESENTER(S):** Phyllis Robertson, Texas A&M University, Corpus Christi, TX

9:15 AM-10:00 AM ROOM: POSTER 06, EXPO HALL  
SESSION: 130

### ■ An Overview of Stories About Characters With Disabilities in Super Hero Comic Books 1940-1970

TOPIC: Pioneers/Historical Perspectives  
SECONDARY TOPIC: Technology and Media  
FORMAT: Poster Session

In comic books dating back to the very beginning of super hero adventures, a surprising number of characters and even the super heroes themselves had to overcome physical or behavioral disabilities in order to succeed in society. We will share some of the more entertaining stories featuring some of the world's most famous superheroes.

LEADER(S): James Ratay, Los Angeles Unified School District, Los Angeles, CA

9:15 AM-10:00 AM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 131

### ■ Are We Doing It Right? A 3-Prong Data Analysis of Graduates' Performances for Program Evaluations

TOPIC: Measuring Special Education Teacher Effectiveness  
SECONDARY TOPIC: Learning Disabilities  
FORMAT: Poster Session

We share an analysis of candidates' performance on Praxis II tests, course grades, and self-ratings on a survey completed as employed special educators. The outcomes can assist program improvement by identifying conditions that positively impact candidates' achievement and teacher competency.

LEADER(S): Susan Whitaker, University of South Carolina Upstate/Walden University, Spartanburg, SC

9:15 AM-10:00 AM ROOM: POSTER 02, EXPO HALL 3  
SESSION: 132

### ■ Assessing Collaboration: How Teachers in Montessori Public Schools Incorporate Collaborative Constructs for Students in Inclusion

TOPIC: Collaboration and Inclusive Practices  
SECONDARY TOPIC: Research  
FORMAT: Poster Session

Public education now includes public Montessori programs, however, researchers do not have a clear understanding of how Montessori teachers and special education teachers are collaborating to meet the needs of students. We explore the ways teachers in Montessori public schools incorporate collaboration.

LEADER(S): Dena AuCoin, Kaplan University, Ft. Lauderdale, FL

9:15 AM-10:00 AM ROOM: POSTER 24, EXPO HALL 3  
SESSION: 133

### ■ Brain-Based Teaching for Diverse Learners: What Do Parents and Teachers Say?

TOPIC: Autism Spectrum Disorder  
SECONDARY TOPIC: Collaboration and Inclusive Practices  
FORMAT: Poster Session

Brain-based teaching improves student achievement while also ensuring social, emotional, and physical needs are met. We present results from interviews with parents and teachers about strategies that have worked for their children and students, and provide classroom-ready, brain-friendly recommendations.

LEADER(S): Patricia Rice Doran, Towson University, Towson, MD  
PRESENTER(S): Darlene Fewster, Towson University, Towson, MD

9:15 AM-10:00 AM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 134

### ■ Civil Rights and Sexual Health Education for People With Disabilities: Exploring the Conflict in Federal Law and Policy

TOPIC: Public Policy  
SECONDARY TOPIC: Collaboration and Inclusive Practices  
FORMAT: Poster Session

We will focus on civil rights regarding sexual health education for people with disabilities. We will explore and define the current literature, law, and policy to educate and inform advocates in the field of special education. Recommendations connected to current literature, law, and policy are presented.

LEADER(S): Anna Treacy, University of Nevada, Reno, NV

9:15 AM-10:00 AM ROOM: POSTER 21, EXPO HALL 3  
SESSION: 135

### ■ Computer Assisted Instruction in Reading Comprehension for Students With LD: A Research Synthesis

TOPIC: Learning Disabilities  
SECONDARY TOPIC: Technology and Media  
FORMAT: Poster Session

We reviewed the findings of studies on CAI designed to improve reading comprehension for students with LD. We discuss the findings which revealed that the methodological quality of CAI research needs to be improved, and the CAIs with systematic application of advanced instructional enhancements appeared to be more effective than early types of CAIs.

LEADER(S): John McKenna, St. John's University, Queens, NY

9:15 AM-10:00 AM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 136

### ■ Culturally Responsive Lesson Plans for CLDE Students in Secondary Language Arts Classroom

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

There is an increasing number of diverse students in our classrooms and not all lesson plans address the specific needs of CLDE students. We discuss results of a study which examines the impact of culturally responsive teaching on students' responses to a writing prompt.

LEADER(S): Claudia Rodas, Northern Arizona University, Flagstaff, AZ

PRESENTER(S): Susan Stoddard, Northern Arizona University, Flagstaff, AZ

9:15 AM-10:00 AM ROOM: POSTER 23, EXPO HALL 3  
SESSION: 137

### ■ Effects of Peer Support Arrangements at a Sports Camp

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

In this study, we tested the effects of peer support arrangements for youth with ID at a sports camp. Results show that similar to previous findings from educational settings, this approach may be an effective way to increase social interactions and engagement during extra-curricular activities.

LEADER(S): Matthew Brock, The Ohio State University, Columbus, OH

PRESENTER(S): Rachel Seaman, The Ohio State University, Columbus, OH

9:15 AM-10:00 AM ROOM: POSTER 15, EXPO HALL 3  
SESSION: 138

### ■ Engaging Adolescents With Mild Disabilities in Career and Transition Planning

TOPIC: Career Development/Transition

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

We investigated the connection between self-determination skills and engagement in career exploration, and transition assessment, and planning. Results show positive relationships between participation in the intervention process and self-determination. Implications for future practice and research are shared.

LEADER(S): Sarah Johnston-Rodriguez, Northern Illinois University, DeKalb, IL

9:15 AM-10:00 AM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 139

### ■ Evidence-Based Practices for English Learners Within a Multi-Tiered Support Services Model

TOPIC: Research

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This session describes EBPs within a multi-tiered system of support for ELs with and without disabilities. We share an extensive review of the literature conducted for a national center. Participants will learn about the criteria to identify EBPs associated with positive student outcomes.

LEADER(S): Terese Aceves, Loyola Marymount University, Los Angeles, CA

PRESENTER(S): Cara Richards-Tutor, California State University, Long Beach, CA

9:15 AM-10:00 AM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 140

### ■ Experiencing a Reduction in Classroom Auditory Distraction: A Phenomenological Inquiry

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Accountability & Large Scale Assessments

FORMAT: Poster Session

Since the early part of the 20th century, researchers have studied the ill effect of noise on the social and psychological aspects of the human psyche. We explore the experiences of students with LD who encountered a reduction of classroom auditory distraction during a reading assessment.

LEADER(S): Gregory Smith, The University of Southern Mississippi, Hattiesburg, MS

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

9:15 AM-10:00 AM ROOM: POSTER 14, EXPO HALL 3  
SESSION: 141

### ■ Flipped Classrooms: Making It Work for Students With Disabilities in the Inclusive Classroom

TOPIC: Technology and Media

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn how flipped classrooms can be used to fully engage students with disabilities in class activities. You will learn ways to pre-teach content utilizing pictures, alternate communication systems, technology, games, music, and other UDL design principles.

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 10, EXPO HALL 3  
SESSION: 142

### ■ Giving Practitioners Immediate Feedback Through Bug-in-Ear Technology

TOPIC: Personnel Preparation

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

We discuss the evidence base supporting bug-in-ear technology and also provide a model of the procedure. You will have the opportunity to practice giving and receiving immediate feedback through a variety of scenarios. We also share recommendations for practice with a variety of skills and settings.

LEADER(S): John Schaefer, The Ohio State University, Columbus, OH

PRESENTER(S): Carrie Davenport, The Ohio State University, Columbus, OH

9:15 AM-10:00 AM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 143

### ■ Impact of Behavior Function and Function-Based Modifications on Check In/Check Out Outcomes

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

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

We provide results of a recently completed meta-analysis of check in/check out studies. Analysis focused on overall check in/check out effects, effects across behavior functions, and effects of check in/check out with function-based modifications. Results and implications are discussed.

LEADER(S): Courtney Dexter, The Pennsylvania State University, University Park, PA

PRESENTER(S): Kathy Ruhl, The Pennsylvania State University, University Park, PA

9:15 AM-10:00 AM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 144

### ■ Increasing High-Leverage Practices Among Teachers Via Bug-in-the-Ear Coaching Technology

TOPIC: Technology and Media

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

We share the results of a study with inservice teachers to determine the effects of instruction and coaching delivered via BIE technology. The target outcomes are their use of instructional proximity, offering opportunities to respond, and giving positive behavior specific feedback.

LEADER(S): Heather Wolf, University of Kansas, Lawrence, KS

PRESENTER(S): Margaret Williamson, University of Kansas, Lawrence, KS

9:15 AM-10:00 AM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 145

### ■ Increasing Students With Internalizing Behavior Patterns' Opportunities to Respond During Elementary Math Instruction

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

The effects of increased opportunities to respond for 2 girls with internalizing behaviors were examined in an alternating treatment design. We will discuss the findings including treatment integrity, extent to which a functional relation was established, and teachers' and students' views.

LEADER(S): Eric Common, University of Kansas, Lawrence, KS

PRESENTER(S): Kathleen Lynne Lane, University of Kansas, Lawrence, KS; Wendy Oakes, Arizona State University, Tempe, AZ

9:15 AM-10:00 AM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 146

### ■ Integrating Constructive Task Assignments With Explicit Strategy Instruction for Middle Schoolers Struggling With Fractions

TOPIC: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We describe a strategic training program, which integrates constructive task assignments with explicit instruction, to promote strategic development and accuracy in solving fraction problems. We share examples of intervention procedures and instructional materials for you to use in your own classroom.

LEADER(S): Dake Zhang, Rutgers University, New Brunswick, NJ

PRESENTER(S): Pamela Stecker, Clemson University, Clemson, SC

9:15 AM-10:00 AM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 147

### ■ Mission Possible: Creating Family-Professional Partnerships With Military Families

TOPIC: Early Childhood

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This session summarizes a study that explored how military families and educators worked to create positive, effective partnerships. Military families and their young children with exceptionalities benefit from family-professional partnerships that build resilience and enhance family and child outcomes.

LEADER(S): Audra Classen, University of Southern Mississippi, Hattiesburg, MS



9:15 AM-10:00 AM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 148

**■ Perceptions of Special Education Teachers on Parent Consultation in Korea**

TOPIC: Parent/Family/School Partnerships  
SECONDARY TOPIC: Cultural and/or Linguistic Diversity  
FORMAT: Poster Session

We investigated the perceptions of special education teachers on parent consultation in Korea. We surveyed 161 special education teachers in Korea to determine the status of parent consultation, the perception of teachers, the difference among the level of schools, and ways of enhancing parent consultation.

LEADER(S): Misuk Lee, Kongju National University, Konjgu, Korea

9:15 AM-10:00 AM ROOM: POSTER 19, EXPO HALL 3  
SESSION: 149

**■ Supporting Professional Development Among Teachers Through the Implementation of UDL in Saudi Arabian Schools**

TOPIC: International Programs/Services  
SECONDARY TOPIC: Technology and Media  
FORMAT: Poster Session

UDL is powerful model and framework of instructional design that enables all students to access the general education curriculum. We discuss the outcomes of a study among 120 students with disabilities after implementing UDL in their teaching in Saudi Arabian schools.

LEADER(S): Majed Alsalem, King Saud University, Riyadh, Saudi Arabia

9:15 AM-10:00 AM ROOM: POSTER 22, EXPO HALL 3  
SESSION: 150

**■ Teaching Shape Recognition to Students With Significant Intellectual Disabilities**

TOPIC: Autism Spectrum Disorder  
SECONDARY TOPIC: STEM  
FORMAT: Poster Session

We share the results of a study on teaching shape recognition to students with ID. The study combined EBPs in shape recognition instruction with best practices in teaching mathematics to students with ID. Future directions for research and practice will also be discussed.

LEADER(S): Kristin Lyon, Illinois State University, Normal, IL

9:15 AM-10:00 AM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 151

**■ Utilizing Evidence-Based Practices in Low-Incidence Disability Teacher Preparation Programs**

TOPIC: Personnel Preparation  
SECONDARY TOPIC: Autism Spectrum Disorder  
FORMAT: Poster Session

We will discuss the process of embedding EBPs throughout coursework as part of a federally funded 325 K grant. Additionally, teachers of students with low-incidence disabilities who are attending university through the grant, share their experiences in implementing EBPs in their classroom.

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

10:30 AM-11:30 AM ROOM: 226 • SESSION: 154

**■ Program Chair Featured: What's New and Notable in the National Center for Special Education Research (NCSER)**

TOPIC: Research  
SECONDARY TOPIC: Public Policy  
FORMAT: Presentation with Q&A

This presentation will: provide information on funding and training opportunities at the Institute of Education Sciences (IES); review recent NCSER activities of interest to the field; and describe highlights from NCSER's portfolio of research.

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

PRESENTER(S): Joan McLaughlin, Commissioner, NCSER, U.S. Department of Education, Washington, DC

10:30 AM-11:30 AM ROOM: 225 • SESSION: 155

**■ A Scientific Approach to Teacher Education: Using Practice-Based Approaches to Prepare Special Educators to Teach Within MTSS Frameworks**

TOPIC: Personnel Preparation  
SECONDARY TOPIC: Collaboration and Inclusive Practices  
FORMAT: Panel

This panel presentation will use the science we have on effective practice as a framework for discussing practice-based approaches to preparing teachers for MTSS. Practices and programs that promote the instructional collaboration needed between special and general education will also be highlighted.

LEADER(S): Amber Benedict, University of Florida, Gainesville, FL

PRESENTER(S): Melinda Leko, University of Kansas, Lawrence, KS; Mary Brownell, CEEDAR Center, University of Florida, Gainesville, FL; Marcia Rock, University of North Carolina, Greensboro, NC; Ben Lignugaris-Kraft, Utah State University, Logan, UT; David Chard, Southern Methodist University, Dallas, TX

10:30 AM-11:30 AM ROOM: 101 • SESSION: 156

**Assessing and Monitoring Fidelity of Implementation to Effective School-Based Interventions and Practices**

TOPIC: Research

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

FORMAT: Panel

Fidelity to implementation is essential for understanding the impact of EBPs in schools. We present three studies related to fidelity of schoolwide, classroom, and problem-solving team level practices. Learn how to measure and provide feedback on fidelity to improve practices in your school settings.

LEADER(S): Keith Herman, University of Missouri, Columbia, MO

PRESENTER(S): Daniel Cohen, University of Missouri, Columbia, MO; Kent McIntosh, University of Oregon, Eugene, OR; Lori Newcomer, University of Missouri, Columbia, MO; Wendy Reinke, University of Missouri, Columbia, MO

10:30 AM-11:30 AM ROOM: 124 • SESSION: 157

**Bullying and Students With Specific Disabilities: Examining Restrictiveness of Special Education Placements**

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Students with disabilities are disproportionately represented within the bullying dynamic. Our study found that students with LD and ASD experience higher rates of victimization within inclusive environments whereas students with EBD and ID report higher rates in self-contained environments. Implications and strategies are discussed.

LEADER(S): Chad Rose, University of Missouri, Columbia, MO

PRESENTER(S): Melissa Stormont, University of Missouri, Columbia, MO; Cynthia Simpson, Houston Baptist University, Houston, TX; June Preast, University of Missouri, Columbia, MO; Ambra Green, University of Missouri, Columbia, MO

10:30 AM-11:30 AM ROOM: 127 • SESSION: 158

**CEC AUTHOR SESSION: Collaboration and Co-Teaching: Practical Strategies and Tools to Boost Student Achievement**

TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

In an era requiring increased accountability, collaboration can significantly improve student outcomes. Working together, educators can tap into the expertise of all collaborative partners and incorporate effective strategies to boost student achievement. This seminar translates principles into actual practices by providing strategies and tools for effective collaborative and co-teaching practices.

LEADER(S): Susan Hentz, Susan Hentz & Associates, Sarasota, FL

10:30 AM-11:30 AM ROOM: 230 • SESSION: 159

**Collaborative Professional Development to Promote Access to the Next Generation Science Standards**

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

We share findings from a collaborative partnership between a teacher preparation program and local school district focused on providing on-going, intensive PD for general and special educators in high-needs middle schools. You will learn how to apply UDL to teach the Next Generation Science Standards.

LEADER(S): Laila Richman, Towson University, Towson, MD

10:30 AM-11:30 AM ROOM: 104 • SESSION: 160

**College Students With Intellectual and Developmental Disabilities Employ A Technology-Based Editing Strategy**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

College students with IDD who experience difficulties in written expression, can benefit from technology-based strategic instruction. We examine the efficacy and steps of an electronic-based strategy to improve the editing skills of postsecondary students with IDD.

LEADER(S): Suzanne Woods-Groves, University of Iowa, Iowa City, IA

PRESENTER(S): Derek Rodgers, University of Iowa REACH Program, Iowa City, IA

10:30 AM-11:30 AM  
ROOM: 266 • SESSION: 161

★ DCDT SHOWCASE ★

**The National Technical Assistance Center on Transition: Accessing Quality Training and Resources**

**TOPIC:** Career Development/Transition  
**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career  
**FORMAT:** Presentation with Q&A  
 We provide an overview of the resources, training, and technical assistance available from NTACTION. NTACTION, funded by OSEP and RSA, assist education and rehabilitation providers to implement effective practices to prepare students with disabilities for success in postsecondary education and employment. Specific resource and access information will be described.  
**LEADER(S):** David Test, National Technical Assistance Center on Transition/University of North Carolina, Charlotte, NC  
**PRESENTER(S):** Mary Morningstar, University of Kansas, Lawrence, KS

10:30 AM-11:30 AM ROOM: 103 • SESSION: 162

■ **Decreasing Disruptive Behavior in the Middle School Inclusive Classroom Through the Use of Praise**

**TOPIC:** Research  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Presentation with Q&A  
 Middle school teachers in inclusive settings need strategies to promote appropriate behavior and learning. We discuss the results of a study in which teachers received training with VPF on how to use specific praise and decrease the use of negative statements.  
**LEADER(S):** Jesse Dvorchak, University of Pittsburgh, Pittsburgh, PA

10:30 AM-11:30 AM  
ROOM: 262 • SESSION: 163

★ DISES SHOWCASE ★

**Work From Around the World**

**TOPIC:** International Programs/Services  
**FORMAT:** Panel  
 Join us for an overview from DISES members of the work they are doing around the world to support persons with disabilities. Presenters will share their work done in various countries and some of the obstacles members have had to overcome to support the learning of all students.  
**LEADER(S):** Eileen Raymond, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa  
**PRESENTER(S):** Rachel Brody, Teach For America, Seattle, WA; Jugnu Agrawal, Fairfax County Public Schools/George Mason University, Fairfax, VA; Jacob Hackett, University of Washington, Seattle, WA; Iva Boneva, Center for Inclusive Education, Sofia, Bulgaria

10:30 AM-11:30 AM ROOM: 122 • SESSION: 164

■ **EXHIBITOR SHOWCASE SESSION – A Complete Transition Curriculum for Guiding Students to Achieve Meaningful Postsecondary Goals**

**FORMAT:** Exhibitor Showcase Session  
 Join us and learn about a revolutionary transition process. Students complete a series of assessments, activities, and tasks and are then guided to take ownership of their transition success by writing their own postsecondary goals and developing and completing a timeline of tasks needed to reach them.  
**LEADER(S):** John Wessels, Ten Sigma, St. Cloud, MN

10:30 AM-11:30 AM ROOM: 125 • SESSION: 165

■ **EXHIBITOR SHOWCASE SESSION – Autism Strategies in Action: Moving Research to Practice Through Video-Based, Online Learning**

**FORMAT:** Exhibitor Showcase Session  
 Learn how Autism Strategies in Action gives service providers and family members the tools they need to ensure they are equipped to effectively educate and support individuals on the autism spectrum from early childhood through young adulthood.  
**LEADER(S):** Carly McVey, Ohio Center for Autism & Low Incidence (OCALI), Columbus, OH; Laura Maddox, Ohio Center for Autism & Low Incidence (OCALI), Columbus, OH

10:30 AM-11:30 AM ROOM: 106 • SESSION: 166

■ **EXHIBITOR SHOWCASE SESSION – FIRST STEP Next: An Intervention for Pre-K – Grade 2 Students at Risk for Behavior Difficulties in School**

**FORMAT:** Exhibitor Showcase Session

FIRST STEP Next is an evidence-based, collaborative home/school intervention for students who exhibit challenging behaviors such as defiance, peer conflicts, and disruptive behaviors. The teacher, family member, and behavioral coach teach the at-risk child skills that contribute to school success.

**LEADER(S):** Randi Saulter, Pacific Northwest Publishing, Eugene, OR

10:30 AM-11:30 AM ROOM: 126 • SESSION: 167

■ **EXHIBITOR SHOWCASE SESSION – The Essentials of Classroom Management**

**FORMAT:** Exhibitor Showcase Session

Learn the five most essential CHAMPS skills and strategies: Clear classroom rules and guidelines for success; Strategies for correcting misbehavior; Techniques for teaching appropriate behavior; Using teacher attention strategically to guide students to behave responsibly; and When/How to set up group-based motivational systems.

**LEADER(S):** Randy Sprick, Safe and Civil Schools, Eugene, OR

10:30 AM-11:30 AM ROOM: 265 • SESSION: 168

■ **Hocus Focus Analytics: Validation of an Arts Integrated Assessment Instrument for Educators**

**TOPIC:** Arts in Special Education

**SECONDARY TOPIC:** Assessment

**FORMAT:** Presentation with Q&A

This research project developed a valid instrument to assess outcomes of students with special needs in five dimensions using an arts-based curriculum. We will discuss why a valid instrument is necessary in order to promote the inclusion of this type of learning for students with disabilities.

**LEADER(S):** Kevin Spencer, Hocus Focus, Inc., Lynchburg, VA

**PRESENTER(S):** Susan O'Rourke, Carlow University, Pittsburgh, PA

10:30 AM-11:30 AM ROOM: 120 • SESSION: 169

■ **Increasing Academic Access for Students With an Intellectual Disability and Sensory Impairment**

**TOPIC:** Assessment

**SECONDARY TOPIC:** Communicative Disabilities and Deafness

**FORMAT:** Presentation with Q&A

We used a multiple case study methodology to investigate what is occurring in classrooms to maximize access to academic content and instruction for students who participate in alternate assessments and have at least one sensory impairment. Findings and recommendations for practice are provided.

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

**PRESENTER(S):** Angel Lee, University of North Carolina, Charlotte, NC

10:30 AM-11:30 AM ROOM: 222 • SESSION: 170

■ **One Story: Inclusive Literacy Practices in the General Education Setting**

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Demonstration

Learn how to facilitate literacy conversations in diverse classrooms that include students with disabilities. You will consider what it means to be literate and discuss story elements using multiple representations of a common text. UDL and multiple modes of presentation and response will be discussed.

**LEADER(S):** Lesley Siegel, Arcadia University, Glenside, PA

**PRESENTER(S):** Tina Valtierra, Colorado College, Colorado Springs, CO

10:30 AM-11:30 AM ROOM: 105 • SESSION: 171

■ **Paraeducators, Special Education Teachers, Immediate Feedback, and Bug-In-Ear Technology – It Works!**

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Presentation with Q&A

Paraeducators report not getting enough feedback on their work and teachers report not having the time to provide it. Sound familiar? Bug-in-Ear technology on paraeducators' teaching skills is a solution to this dilemma!

**LEADER(S):** Mary Catherine Scheeler, Pennsylvania State University, University Park, PA

**PRESENTER(S):** Stephanie Morano, Pennsylvania State University, State College, PA

10:30 AM-11:30 AM ROOM: 280 • SESSION: 172

**■ Parent-Teacher Relationships in Early Childhood: The Parents' Side of the Story**

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Early Childhood

FORMAT: Presentation with Q&amp;A

The findings from this study may help practitioners and administrators build more positive relationships with the parents of young children with disabilities from diverse backgrounds. Learn about the various ways parents view their role in their children's education and how their experiences with teachers impact their involvement.

LEADER(S): Sara Luke, University of Georgia, Athens, GA

PRESENTER(S): Cynthia Vail, University of Georgia, Athens, GA

10:30 AM-11:30 AM ROOM: 227 • SESSION: 173

**■ Participation in the Science Curriculum for Students With Visual Impairments**

TOPIC: Visual Impairments

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&amp;A

We discuss the findings of survey research designed to assess the current practices in science education for students with VI and student access to high quality science instruction and accessible laboratory solutions. Implications of the research on education for students with VI will be discussed.

LEADER(S): Karen Koehler, The Ohio State University, Columbus, OH

PRESENTER(S): Tiffany Wild, The Ohio State University, Columbus, OH

10:30 AM-11:30 AM ROOM: 261 • SESSION: 174

**■ Preparing High-Ability Students From Poverty for Gifted Programs: The Young Scholars Program**

TOPIC: Gifted and Talented

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&amp;A

The Maryville Young Scholars Program identifies and serves high ability children from groups traditionally underrepresented in gifted programs. The Program is leading to state policy change and serves as a model for similar programs across the region. We will review the program and its evaluation data.

LEADER(S): Steve Coxon, Maryville University, St. Louis, MO

10:30 AM-11:30 AM ROOM: 274 • SESSION: 175

**■ Strand A, Session 3: Innovation and Improvement Tools, Training and Resources: Instant Access Free of Charge**

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

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&amp;A

This is a not-to-miss resource-packed demonstration of the tools, training modules, and resources from OSEP-supported projects. All are available online and for no fee. Learn how these resources have been used to improve classroom and district practice as well as the quality of teacher training and PD programs.

LEADER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC; Renee Bradley, OSEP, U.S. Department of Education, Washington, DC

10:30 AM-11:30 AM ROOM: 275 • SESSION: 176

**■ Strand B, Session 3: Common Core: EEL and STEM and Other Mating Rituals**

TOPIC: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&amp;A

Because of the large influx of immigrants, teachers have to plan for ESL, EEL, and LEP and leaders must assist teachers to modify instruction. Strategies are provided using interactives, web features, activities, and programs, including materials for lesson plans and classroom activities for teachers.

LEADER(S): Diane Rodriguez, Fordham University, New York, NY

10:30 AM-11:30 AM ROOM: 276 • SESSION: 177

**■ Strand C, Session 2: Using Multi-Tiered Systems of Supports and Trauma-Informed Approaches to Address the Mental Health Needs of Students with E/BD Across Educational Settings**

TOPIC: Emotional and Behavioral Disorders

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

FORMAT: Presentation with Q&amp;A

From a MTSS and trauma-informed approach lenses, we will describe identification and strategies to address the mental health needs of students with EBD across a variety of education settings, from general education classrooms to secure juvenile facilities. Resources related to the topic will be provided.

LEADER(S): Kristine Jolivette, Georgia State University, Atlanta, GA

PRESENTER(S): Kathleen Kimball, Georgia State University, Atlanta, GA; Kristin Harvey, University of Missouri, Columbia, MO; Michael Pisney, Colorado Division of Youth Corrections, Denver, CO

10:30 AM-11:30 AM ROOM: 260 • SESSION: 178

**Strategies for Supporting Acceptance in Inclusive Early Childhood Classrooms: Making Friends**

TOPIC: Early Childhood

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

MAKING FRIENDS promotes greater acceptance in K-2 classes. Program elements reflect research on attitude change and peer interactions. With greater diversity reflected in classrooms and increased efforts directed towards inclusion, ensuring that all children are accepted as full members of classroom communities is critical.

**LEADER(S):** Michaelene Ostrosky, University of Illinois, Urbana-Champaign, IL

**PRESENTER(S):** Paddy Favazza, University of Massachusetts, Boston, MA

10:30 AM-11:30 AM ROOM: 102 • SESSION: 179

**Supporting Early Career Special Educators**

TOPIC: Research

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

Early career special educators (ECSEs) report having mentors who are not knowledgeable about special education and provide insufficient support. We report findings from research studies of mentors supporting ECSEs to inform policy and practice for special education induction programs.

**LEADER(S):** Karin Sandmel, Johns Hopkins University, Baltimore, MD

**PRESENTER(S):** Kyena Cornelius, Minnesota State University, Mankato, MN; Bonnie Billingsley, Virginia Tech, Blacksburg, VA

10:30 AM-11:30 AM ROOM: 223 • SESSION: 180

**Taking Notes on Expository Text Using Structures: A Strategy for Struggling Readers**

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Demonstration

This interactive session targets teacher implementation of a reading comprehension intervention. We introduce a standard protocol intervention for teaching students to take notes using text structures. This is the second of a 3-module program (Module 1 was presented at CEC in 2015). Empirical evidence will also be presented.

**LEADER(S):** Janet Bohaty, University of Nebraska, Lincoln, NE

**PRESENTER(S):** Michael Hebert, University of Nebraska, Lincoln, NE; Julia Roehling, University of Nebraska, Lincoln, NE; J. Ron Nelson, University of Nebraska, Lincoln, NE

10:30 AM-11:30 AM ROOM: 123 • SESSION: 181

**Teacher Stories About UDL and Students With Severe Intellectual Disabilities**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&amp;A

Our study collected stories of general education teachers implementing UDL in inclusive settings with at least one student with a severe ID. Teachers were interviewed about their experiences applying a UDL framework, including planning, instruction, and assessment. We discuss the results and future teacher training.

**LEADER(S):** K. Alisa Lowrey, University of Southern Mississippi, Hattiesburg, MS

**PRESENTER(S):** Aleksandra Hollingshead, University of Idaho, Moscow, ID; Kathy Howery, University of Alberta, Edmonton, Canada

10:30 AM-11:30 AM ROOM: 240 • SESSION: 182

**Teaching Algebra-Readiness Topics to Students With Mathematics Difficulties**

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

SECONDARY TOPIC: STEM

FORMAT: Panel

Our panel presents findings on the delivery of algebra-readiness topics for Tier 2 middle school students who receive mathematics intervention along with core instruction. Key information on lesson design, delivery, and progress monitoring for effective Tier 2 intervention will be highlighted.

**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; Megan Carroll, Meadows Center for Preventing Educational Risk, UT, Austin, TX

10:30 AM-11:30 AM ROOM: 263 • SESSION: 183

**Teaching Early Numeracy Skills to Students With Severe Multiple Disabilities and Blindness**

TOPIC: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&amp;A

Come learn how to teach early numeracy skills to students with severe multiple disabilities and blindness. Our study evaluated the effects of an intervention that taught skills using math story read-alouds, manipulatives, and graphic organizers. Learn how lessons were adapted to meet students' needs.

**LEADER(S):** Melissa Hudson, East Carolina University, Greenville, NC

10:30 AM-11:30 AM ROOM: 264 • SESSION: 184

### ■ Teaching Self-Determination to Middle School Students With LD in a 3D Virtual Learning Environment

**TOPIC:** Technology and Media

**SECONDARY TOPIC:** Learning Disabilities

**FORMAT:** Presentation with Q&A

We share and discuss the results of a study that investigated the impact of self-directed learning within a three-dimensional virtual learning environment (VLE) on the acquisition and application of self-determination skills in students with LD. Knowledge was assessed before and after participation in the VLE to determine gains in knowledge and application of skills.

**LEADER(S):** Kara Rosenblatt, University of Texas of the Permian Basin, Odessa, TX

**PRESENTER(S):** Pena Bedesem, Kent State University, Kent, OH

10:30 AM-11:30 AM ROOM: 224 • SESSION: 185

### ■ The Co-Teaching Scan: Introduction and Demonstration of a New Classroom Observation Tool

**TOPIC:** Assessment

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Demonstration

We will demonstrate the Co-Teaching (CT) Scan, a tool designed to capture teachers' instructional practices and aide in delivery of coaching. Learn how the CT Scan can be used to provide teachers with unbiased accounts of their teaching so that areas for improvement can be identified.

**LEADER(S):** Michael Kennedy, University of Virginia, Charlottesville, VA

**PRESENTER(S):** Wendy Rodgers, University of Virginia, Charlottesville, VA; John Romig, University of Virginia, Charlottesville, VA; Kat Alves, University of Virginia, Charlottesville, VA

10:30 AM-11:30 AM ROOM: 241 • SESSION: 186

### ■ The Good Behavior Game: Research to Practice

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

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Panel

The Good Behavior Game is a universal preventive intervention for use in the classroom which has shown both short- and long-term impacts in randomized field trials. Our panel will review the Good Behavior Game evidence base and share lessons learned from practitioner implementation.

**LEADER(S):** Gail Chan, National Center on Intensive Intervention at AIR, Washington, DC

**PRESENTER(S):** Anja Kurki, American Institutes for Research, Washington, DC; Naomi Jacobs, American Institutes of Research, Washington, DC

10:30 AM-11:15 AM ROOM: POSTER 13, EXPO HALL 3 SESSION: 187

### ■ 3D Printed Objects in the Classroom: Enhancing Educational Opportunities for Tactile Learners

**TOPIC:** Technology and Media

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Poster Session

Some learn best by using touch to engage with a concept. Having tactile learning opportunities are especially important for persons with limited or no vision and some people with learning differences. Learn about using 3D printed tactiles to enhance educational opportunities and the free resources available.

**LEADER(S):** Lisa Wadors Verne, Benetech, Palo Alto, CA

10:30 AM-11:15 AM ROOM: POSTER 15, EXPO HALL 3 SESSION: 188

### ■ A Literature Review on Trends in Transition Research Since IDEA 1990

**TOPIC:** Career Development/Transition

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

We present results from a systematic review of 396 transition-focused articles found in 21 top special education journals from 1990 and 2014. Findings describe longitudinal trends associated with specific journals, demographic information, type of methodology, and transition related topics.

**LEADER(S):** Lisa Cushing, University of Illinois, Chicago, IL

**PRESENTER(S):** Lindsay Athamanah, University of Illinois, Chicago, IL; Michelle Parker-Katz, University of Illinois, Chicago, IL; Samantha Walte, University of Illinois, Chicago, IL; Kasandra Posey, University of Illinois, Chicago, IL

10:30 AM-11:15 AM ROOM: POSTER 01, EXPO HALL 3 SESSION: 189

### ■ A Meta-Analysis of Interventions on Prompting Student Involvement in IEP Meetings

**TOPIC:** Research

**SECONDARY TOPIC:** Public Policy

**FORMAT:** Poster Session

We examined existing studies to understand the effects different interventions have on students' participation in their IEP meetings and how the effects varied across age, setting, and format. Findings focus on implications for research and practice, and assisting teachers to support their students.

**LEADER(S):** Tianqian Wang, Indiana University, Bloomington, IN

**PRESENTER(S):** Jeffrey Anderson, Indiana University, Bloomington, IN

10:30 AM-11:15 AM ROOM: POSTER 02, EXPO HALL 3  
SESSION: 190

### ■ Concurrent and Predictive Associations Between Language and Problem Behavior: A Meta-Analysis

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

We examined the concurrent and predictive associations between language and problem behavior in children with and without high-incidence disabilities. Results estimate significant negative concurrent and predictive associations. Results and implications for future research and practice are provided.

LEADER(S): Jason Chow, Vanderbilt University, Nashville, TN

10:30 AM-11:15 AM ROOM: POSTER 06, EXPO HALL 3  
SESSION: 191

### ■ Creating an Inclusive Classroom Community With Dramatic Inquiry

TOPIC: Arts in Special Education

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn strategies for creating a dramatic inquiry unit, how dramatic inquiry can support a strengthened inclusive classroom community, and tips for collaboration between a researcher and classroom teacher.

LEADER(S): Kathleen Farrand, Arizona State University, Tempe, AZ

PRESENTER(S): Stephanie Barrows, The Ohio State University, Columbus, OH

10:30 AM-11:15 AM ROOM: POSTER 10, EXPO HALL 3  
SESSION: 192

### ■ Improving Collaboration Through Standards-Based IEPs: Tools and Tactics

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Accountability & Large Scale Assessments

FORMAT: Poster Session

We describe an initiative to implement standards-based IEPs and the positive impact on student goals and collaboration. We will also discuss opportunities for including UDL strategies within this process. Participants will receive practical strategies and tools for implementation.

LEADER(S): Amber Del Gaiso, Special School District, St Louis, MO

PRESENTER(S): Matthew Moellering, Special School District, St. Louis, MO; Scott Crooks, Special School District, St. Louis, MO

10:30 AM-11:15 AM ROOM: POSTER 22, EXPO HALL 3  
SESSION: 193

### ■ Increasing Communication Skills for Dually Diagnosed Students With VI and ID

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Visual Impairments

FORMAT: Poster Session

We will demonstrate how to implement adapted PECS and VOCAs for students with VI and ID. After this session you will understand how to assess preference between the two communicative modalities and will be able to apply this knowledge when working with your students in the classroom.

LEADER(S): Christopher Bloh, Kutztown University, Kutztown, PA

PRESENTER(S): Nicole Johnson, Kutztown University, Kutztown, PA

10:30 AM-11:15 AM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 194

### ■ Individualized Intensive Behavior Support in Preschool: An Online Community of Practice Approach

TOPIC: Personnel Preparation

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

Learn how a community of practice (CoP) approach is being used to develop online learning experiences aligned with recommended practices. This model is designed to promote adoption of an evidence-based team process for implementing individualized intensive behavior interventions in inclusive preschool classrooms.

LEADER(S): David Lindeman, University of Kansas, Lawrence, KS

10:30 AM-11:15 AM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 195

### ■ Infusing Evidence-Based Instructional Strategies in Middle School Co-Taught Math Classes

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This session will present the findings on the impact of an intervention of professional development and coaching evidence-based instruction and co-teaching models on teaching and learning of middle school struggling students in inclusive co-taught classes.

LEADER(S): Sun A. Kim, Queens College, Flushing, NY

PRESENTER(S): Denise Ferrara, Queens College, Queens, NY



10:30 AM-11:15 AM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 196

### ■ Introduction to School-Based Medicaid

TOPIC: Public Policy

SECONDARY TOPIC: Accountability & Large Scale Assessments

FORMAT: Poster Session

We provide an overview of school-based Medicaid claiming programs including an explanation and comparison of Administrative Claiming and Direct Services and how school agency staff interacts with each one. Please join us to learn more about Medicaid claiming and to ask questions.

LEADER(S): Jennifer Robinson, Excent Corporation, Roswell, GA

PRESENTER(S): Wanda Duff, Excent Corporation, Roswell, GA

10:30 AM-11:15 AM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 197

### ■ Investigating the Effects of Evidence-Based Strategies on Word Problems With Regrouping

TOPIC: Research

SECONDARY TOPIC: STEM

FORMAT: Poster Session

We will demonstrate several evidence-based strategies to improve problem-solving skills and computation with regrouping. The effects of research to investigate EBPs on four common word problem situations and computation with regrouping will be discussed.

LEADER(S): Bradley Kaffar, St. Cloud State University, St. Cloud, MN

PRESENTER(S): Margaret Vanderwarn, St. Cloud State University, St. Cloud, MN

10:30 AM-11:15 AM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 198

### ■ Motor Math: Teaching Functional Motor and Early Numeracy Skills Within Game-Based Activities

TOPIC: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

Learn a strategy for balancing functional and academic skill instruction for students with multiple disabilities. Motor Math employs collaborative teaming, embedded instruction, and game-based learning to address the challenges of teaching academic and functional life skills within the instructional day.

LEADER(S): Stacie Whinnery, University of West Florida, Pensacola, FL

PRESENTER(S): Keith Whinnery, University of West Florida, Pensacola, FL

10:30 AM-11:15 AM ROOM: POSTER 19, EXPO HALL 3  
SESSION: 199

### ■ Performance of Early Writers on Curriculum-Based Measurement in Writing: A Benchmarks Study

TOPIC: Assessment

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We examined students' writing performance in Grades 1-3 by administering three Curriculum-Based Measures in writing in fall, winter, and spring. Descriptive statistics, reliability, and validity are presented and educational implications are discussed.

LEADER(S): Jaehyun Shin, University of Minnesota, Minneapolis, MN

10:30 AM-11:15 AM ROOM: POSTER 14, EXPO HALL 3  
SESSION: 200

### ■ Promoting Postsecondary Educational Success for Diverse Learners

TOPIC: Career Development/Transition

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

We discuss the results of a state-funded grant, 'Promoting Postsecondary Educational Success for Diverse Learners,' designed to enhance postsecondary educational success for students with disabilities or identified at risk. We will share 'lessons learned,' as well as plans for sustainability.

LEADER(S): Kati Stein, Towson University, Towson, MD

10:30 AM-11:15 AM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 201

### ■ Refining Expectations: Assessing Teaching Quality in Writing Intervention

TOPIC: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

We share the results of a teacher evaluation rubric used to assess the quality of teacher implementation on a technology-based writing intervention. The instructional skills of teachers varied and the rubric was used to evaluate process fidelity and its impact on student outcomes.

LEADER(S): Soo Ahn, George Mason University, Fairfax, VA

PRESENTER(S): Kevin Good, George Mason University, Fairfax, VA; Kelley Regan, George Mason University, Fairfax, VA; Anya Evmenova, George Mason University, Fairfax, VA

10:30 AM-11:15 AM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 202

■ **Repeated Reading With and Without Vocabulary Instruction: Outcomes for English Language Learners**

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

**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity

**FORMAT:** Poster Session

Our study examined whether repeated reading with vocabulary instruction improves the reading fluency and comprehension of ELLs beyond repeated reading alone. The study rationale, intervention components, and implementation considerations are described.

**LEADER(S):** Dana Brandes, University of Minnesota, Minneapolis, MN

10:30 AM-11:15 AM ROOM: POSTER 21, EXPO HALL 3  
SESSION: 203

■ **Self-Determination Training With Fifth-Grade Students With High Incidence Disabilities**

**TOPIC:** Learning Disabilities

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Poster Session

Self-determined individuals master essential life skills, but children with high-incidence disabilities often have difficulty with them. We discuss the results of our study that evaluated the outcomes of self-determination skills training provided students with high-incidence disabilities.

**LEADER(S):** Dennis Cavitt, Abilene Christian University, Abilene, TX

10:30 AM-11:15 AM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 204

■ **Students' and Teachers' Attitudes, Beliefs, and Perspectives on Bullying in the U.S.: A Systematic Review of Research**

**TOPIC:** Emotional and Behavioral Disorders

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Poster Session

Bullying is a complex phenomenon that continues to receive attention within the community of educators, researchers, program developers, and policy makers. This systematic review of research includes studies that examined the prevailing attitudes, beliefs, and perspectives on bullying among teachers and students in the U.S.

**LEADER(S):** Agata Trzaska, University of Illinois, Chicago, IL

10:30 AM-11:15 AM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 205

■ **The Effects of a Picture Racetrack on Vocabulary Development of Preschool Students Who Are Deaf or Hard of Hearing**

**TOPIC:** Early Childhood

**SECONDARY TOPIC:** Communicative Disabilities and Deafness

**FORMAT:** Poster Session

Language development is a primary concern for children who are DHH. Our study examined the effects of a picture racetrack game on the acquisition and maintenance of vocabulary words by preschoolers who are DHH. Learn the procedures for using the game and how it can be adapted for hearing children with other special needs.

**LEADER(S):** Carrie Davenport, The Ohio State University, Columbus, OH

**PRESENTER(S):** Sheila Alber-Morgan, The Ohio State University, Columbus, OH

10:30 AM-11:15 AM ROOM: POSTER 20, EXPO HALL 3  
SESSION: 206

■ **The Effects of Two Training Approaches on Paraeducators' Use of Positive Behavior Support Strategies in Inclusive Settings**

**TOPIC:** Administration/Supervision

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Poster Session

This study identified the current training practices and barriers schools face when executing professional development for paraeducators who work with students with autism in inclusive settings. Results have considerations and implications for improving paraeducator training.

**LEADER(S):** Emily Sobeck, University of Pittsburgh, Pittsburgh, PA

**PRESENTER(S):** Rachel Robertson, University of Pittsburgh, Pittsburgh, PA

10:30 AM-11:15 AM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 207

■ **Unlocking Reading Comprehension: Can Students Give Us the Keys?**

**TOPIC:** Communicative Disabilities and Deafness

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

We discuss the results of a survey of students who are deaf/hard of hearing on their perceptions, processes, and strategy awareness with reading printed and online text. Analysis of the data, comparison of strategy use based on text format, and implications for reading instruction are presented.

**LEADER(S):** Vicki Donne, Robert Morris University, Pittsburgh, PA

**PRESENTER(S):** Natalie Rugg, LaRoche College, Pittsburgh, PA

10:30 AM-11:15 AM ROOM: POSTER 23, EXPO HALL 3  
SESSION: 208

**Using Power Cards to Support Students With Autism and Developmental Disabilities**

TOPIC: Autism Spectrum Disorder  
SECONDARY TOPIC: Research  
FORMAT: Poster Session

Power Cards use a student’s special interest to help change behavior and learn new skills. We will review the literature on Power Cards, describe the steps in implementing the Power Card strategy, and share practical suggestions and implications for all stakeholders.

LEADER(S): Paul LaCava, Rhode Island College, Providence, RI

10:30 AM-11:15 AM ROOM: POSTER 24, EXPO HALL 3  
SESSION: 209

**Visual Supports to Teach Algebraic Problem Solving to Students With Autism Spectrum Disorder**

TOPIC: Autism Spectrum Disorder  
SECONDARY TOPIC: Research  
FORMAT: Poster Session

Students with ASD are frequently included in general education and expected to access core content. However, mathematics presents challenges for these students particularly algebra. We will show you how visual supports can be implemented to successfully teach algebraic problem solving to students with ASD.

LEADER(S): Juliet Hart Barnett, Arizona State University, Tempe, AZ  
PRESENTER(S): Shannon Cleary, Arizona State University, Tempe, AZ

10:30 AM-11:15 AM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 210

**Why Are Families Shut Out?: Bridging the Divide Between Families and Schools**

TOPIC: Cultural and/or Linguistic Diversity  
SECONDARY TOPIC: Parent/Family/School Partnerships  
FORMAT: Poster Session

We provide an overview of research regarding CLD families and the IEP process. We outline cultural reciprocity pedagogy and exemplary evidence-based strategies used to incorporate culturally responsive theory into practice. Implications for enhancing family-school relationships will be discussed.

LEADER(S): Molly Buren, University of Illinois, Chicago, IL

1:00 PM-3:00 PM ROOM: 227 • SESSION: 215

**Charting the Course: Special Education and Charter Schools**

TOPIC: Administration/Supervision  
SECONDARY TOPIC: Public Policy  
FORMAT: Panel

Charter schools are at the center of controversy in school reform and school choice debates. Are the criticisms valid? Are there promising practices emerging in charters schools? A panel of national experts share perspectives and innovative practices emerging in special education from the charter school sector.

LEADER(S): Azure D.S. Angelov, University of Indianapolis, Indianapolis, IN; David Bateman, Shippensburg University, Shippensburg, PA

PRESENTER(S): Lauren Morando Rhim, National Center for Special Education in Charter Schools, New York, NY; Dixon Deutsch, New York City Charter School Center, New York, NY; Kelly Hourigan, Magnolia Public Schools, Westminster, CA; Naomi DeVeaux, DC Public Charter School Board, Washington, DC; Tonya Taylor, Goodwill Education Initiatives, Indianapolis, IN

1:00 PM-3:00 PM  
ROOM: 222 • SESSION: 216

**★ DEC SHOWCASE ★**

**Creating and Sharing Books in Kindergarten/First Grade: Tablets and UDL**

TOPIC: Early Childhood  
SECONDARY TOPIC: Collaboration and Inclusive Practices  
FORMAT: Demonstration

Learn how kindergarteners and first graders can create and share digital science books using the Book Creator app. Explicit connections to UDL principles will be demonstrated. Hands on exploration will provide participants with opportunities to use the app and share ideas about embedding UDL principles in their own settings.

LEADER(S): Lisa Zawilinski, University of Hartford, West Hartford, CT

1:00 PM-3:00 PM ROOM: 132 • SESSION: 217

**■ Program Chair Featured Forum – Meeting the Needs of Diverse Learners: Heterogeneity in Today’s and Tomorrow’s Classrooms**

**TOPIC:** Learning Disabilities  
**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity  
**FORMAT:** Panel

Children and youth with disabilities do not present a single, homogenous group but varies between and within a particular disability. We engage the research and practice communities to understand and discuss the nature and implications of heterogeneity and its implications for service delivery.

**LEADER(S):** Brett Miller, Eunice Kennedy Shriver National Institute of Health and Human Development, Rockville, MD; Joan McLaughlin, Commissioner, NCSER, U.S. Department of Education, Washington, DC

**PRESENTER(S):** Jack Fletcher, University of Houston, Texas Medical Center, Houston, TX; Erik Willcutt, University of Colorado, Boulder, CO; Julie Washington, Georgia State University, Atlanta, GA; Diane Browder, University of North Carolina, Charlotte, NC

1:00 PM-3:00 PM ROOM: 131 • SESSION: 218

**■ Program Chair Featured: Multi-Tiered Systems of Support for Immigrant Students in General and Special Education**

**TOPIC:** Research  
**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity  
**FORMAT:** Presentation with Q&A

The growing population of immigrant students in U.S. schools presents complex challenges. They are often academically unprepared which puts them at high risk of referral to special education programs. We present an overview of a culturally and linguistically responsive framework in the context of MTSS, and criteria for identifying and determining eligibility.

**LEADER(S):** Alba Ortiz, University of Texas, Austin, TX

**PRESENTER(S):** Linda Cavazos, American Institutes for Research, Austin, TX

1:00 PM-3:00 PM ROOM: FERRARA THEATRE SESSION: 219

**■ Program Chair Featured: What Can We Conclude From the Recent National Evaluation of RTI?**

**TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**SECONDARY TOPIC:** Research  
**FORMAT:** Panel

For nearly 2 decades, many have viewed RTI as a more valid method of disability identification, a better system of service delivery, or both. In a recent national evaluation of RTI it was reported that students in Grades 1-3 designated for RTI intervention performed no better, or did worse, than students who were not designated for intervention. Four panel members will explain the evaluation’s methods and results and discuss its implications.

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

**PRESENTER(S):** Lynn Fuchs, Vanderbilt University, Nashville, TN; Rekha Balu, K-12 Education, MDRC, New York, NY; Martin Ikeda, Heartland AEA 11, Johnston, IA

1:00 PM-2:30 PM  
 ROOM: 262 • SESSION: 220

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**★ DCDD SHOWCASE ★**

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

**TOPIC:** Communicative Disabilities and Deafness  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Panel

The field of Deaf Education has undergone significant changes in recent decades and faces challenges in instructional effectiveness, teacher preparation, and research-based practices. We will continue the conversation from the 2015 CEC Convention panel about challenges and future directions for the field and will include break out groups to discuss topics specific to stakeholder groups.

**LEADER(S):** Rebecca Jackson, Minnesota Department of Education, St. Paul, MN; Debra Lively, Saginaw Valley State University, University Center, MI; Kevin Miller, Concordia University, Seward, NE; Suzanne Raschke, Midland County Educational Service Agency, Midland, MI

1:00 PM-2:00 PM ROOM: 100 • SESSION: 221

**■ A Classroom Team Shares Their Strategies for Success**

**TOPIC:** Administration/Supervision  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Presentation with Q&A

A teacher and two paraprofessionals discuss the development of their cohesive and dynamic instructional team. You will gain insight into the communication and leadership strategies that helped create this effective team of educators with 40 years of combined experience working to support students with ASD.

**LEADER(S):** Deanna Rice, Fontbonne University, St. Louis, MO

1:00 PM-2:00 PM ROOM: 225 • SESSION: 222

**■ Approaches to Preparation Reform: Lessons Learned From Four CEEDAR States**

**TOPIC:** Personnel Preparation  
**SECONDARY TOPIC:** Public Policy  
**FORMAT:** Panel

CEEDAR currently provides technical assistance to 15 states engaged in preparation and policy reform. Panelists from 4 CEEDAR states describe their approaches to preparation reform and identify factors that have contributed to their success. These factors will be discussed in relation to program reform.

**LEADER(S):** Tessie Rose Bailey, Montana State University, Billings, MT; Georgette Nemr, Connecticut State Department of Education, Hartford, CT; Bob Loux, Commission on Teacher Credentialing, Sacramento, CA; Deborah Telfer, University of Dayton, Dublin, OH  
**DISCUSSANT:** Virginia McLaughlin, College of William and Mary, Williamsburg, VA

**MODERATOR:** Paul Sindelar, University of Florida, Gainesville

1:00 PM-2:00 PM ROOM: 103 • SESSION: 223

**■ CEC-DR 2015 Hallahan Kauffman Award Recipient: Self-Regulated Strategy Development for Writing: Confessions of an Evidence-Based Practice**

**TOPIC:** Research  
**FORMAT:** Panel

SRSD for writing has been in development and refinement since the early 1980s and is deemed an EBP. Over 100 studies have been reported and research is taking place in multiple countries. Lessons learned and issues still to be addressed, including practice-based PD for teachers, are addressed.

**LEADER(S):** Karen R. Harris, Arizona State University, Tempe, AZ; Steve Graham, Arizona State University, Tempe, AZ

1:00 PM-2:00 PM  
 ROOM: 120 • SESSION: 224

**★ CEDS SHOWCASE ★**

**Culturally Responsive Special Education Assessment Process for Rural Educators**

**TOPIC:** Assessment  
**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity  
**FORMAT:** Presentation with Q&A

Educators in a rural school system piloted a special education eligibility assessment process for diverse learners. We will describe the assessment, share the findings, and will show you how this process and tool can be used immediately in your schools and districts.

**LEADER(S):** John Hoover, University of Colorado, Boulder, CO  
**PRESENTER(S):** Jennifer Erickson, Eagle County School District, Eagle, CO

1:00 PM-2:00 PM ROOM: 102 • SESSION: 225

**■ Developing I Control, a Self-Regulation Curriculum for Adolescents With EBD, Using Implementation Science**

**TOPIC:** Research  
**SECONDARY TOPIC:** Emotional and Behavioral Disorders  
**FORMAT:** Presentation with Q&A

I Control is an executive function-based curriculum to improve the self-regulation of middle school students with EBD. We used elements of implementation science as a guide to facilitate EBPs into routine practice. We discuss facilitators, barriers, and implications of implementing effective interventions.

**LEADER(S):** Michelle Cumming, University of Florida, Gainesville, FL  
**PRESENTER(S):** Stephen Smith, University of Florida, Gainesville, FL; Kristen Merrill, University of Florida, Gainesville, FL

1:00 PM-2:00 PM ROOM: 240 • SESSION: 226

**■ Districtwide Evaluation of RTI Implementation: Effective Practices****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Accountability & Large Scale Assessments**FORMAT:** Presentation with Q&A

Learn about a district's evaluation of RTI implementation to improve student outcomes by identifying strengths and weaknesses of the current RTI model and developing a 1-, 3-, and 5-year plan for improvement. Discover multiple methods utilized to complete the evaluation and acquire tools for systems-level evaluation.

**LEADER(S):** Sarah Conoyer, Texas A&M University, Commerce, TX**PRESENTER(S):** Erica Lembke, University of Missouri, Columbia, MO; David Hampton, Bowling Green State University, Bowling Green, OH

1:00 PM-2:00 PM ROOM: 232 • SESSION: 227

**■ Engaging Diverse Families Using Interpreters Effectively During the Special Education Process****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

Limited research exists on the accuracy of interpreters and their role in IEP meetings. We provide a summary of current guidance, research, and reports from a survey of SPED leaders; and share recommendations for increasing the effectiveness of interpreters, clarifying roles, and increasing cultural responsiveness.

**LEADER(S):** Diana Morales, Miami Dade County Public Schools, Miami, FL**PRESENTER(S):** Claudia Rinaldi, Lasell College, Newton, MA

1:00 PM-2:00 PM ROOM: 242 • SESSION: 228

**■ Enhancing the Word Reading Skills of Upper Elementary Students****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Multisyllable word reading is an area of reading that is particularly problematic for upper elementary struggling readers. We present findings from 2 studies investigating the effects of a reading intervention for students at-risk for reading disabilities. We review best practices that support the word reading development of upper elementary students.

**LEADER(S):** Jessica Toste, University of Texas, Austin, TX**PRESENTER(S):** Sharon Vaughn, The Meadows Center for Preventing Educational Risk/UT, Austin, TX; Kelly Williams, University of Texas, Austin, TX

1:00 PM-2:00 PM ROOM: 125 • SESSION: 229

**■ EXHIBITOR SHOWCASE SESSION: Building Reading Skills With Sight-Words Based Reading Programs (Edmark and PCI Reading)****FORMAT:** Exhibitor Showcase Session

How can we reach struggling readers when nothing else has worked? Both the Edmark and PCI Reading Programs are research-based literacy programs that use a sight-words based approach to teach students to read with fluency and comprehension. Learn more about these programs and their effective strategies.

**LEADER(S):** Jill Haney, Saddleback Educational Publishing, Costa Mesa, CA

1:00 PM-2:00 PM ROOM: 106 • SESSION: 230

**■ EXHIBITOR SHOWCASE SESSION: Crisis Intervention Considerations With Preschoolers****FORMAT:** Exhibitor Showcase Session

If you work with children ages 3-6, you cannot miss this session. We'll explore the unique factors that can cause crises to arise with this age group and intervention strategies that are developmentally appropriate. We'll also discuss how to weigh the risks associated with physical interventions.

**LEADER(S):** Pam Sikorski, CPI, Inc., Milwaukee, WI; Travis Ickes, CPI, Inc., Milwaukee, WI

1:00 PM-2:00 PM ROOM: 265 • SESSION: 231

**■ Health Literacy in Youth With Disabilities: A Missing Link in Transition Planning****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Physical/Health/Multiple Disabilities**FORMAT:** Panel

As youth with disabilities prepare to transition into adulthood, the management of health-related needs is often overlooked. We report findings from an evaluation of health literacy and quality of life in youth with and without disabilities. Implications for transition planning and instruction are presented.

**LEADER(S):** Alex Trout, University of Nebraska, Lincoln, NE**PRESENTER(S):** Jacqueline Huscroft-D'Angelo, University of Nebraska, Lincoln, NE



1:00 PM-2:00 PM • ROOM: 261 • SESSION: 232

## IDENTIFYING AND PROVIDING RESOURCES FOR GIFTED AND TALENTED YOUTH

**TOPIC:** Gifted and Talented

**FORMAT:** Multiple Presentation Session

**MODERATOR(S):** Deborah Dailey, University of Central Arkansas, Conway

### ● Dreamers, Leaders, and Collaborators: Utilizing Regional Resources and Collaboration to Cultivate Talents of Gifted Youth

Have you been working to dream up new ideas for services for your identified gifted and talented students? Learn how a regional consortium of teachers, administrators, and education personnel designs, prepares, and annually hosts DreamFest, Middle School Leadership Symposium, and Young Women LEAD.

**LEADER(S):** Kimberly Clayton-Code, Northern Kentucky University, Highland Heights

### ● Finding the Exceptional in Unexpected Places

We will highlight Confluence Charter School, who became the first charter school in St. Louis to start a gifted program. Learn how they created a new program to identify and serve their top 5% in their diverse schools and programs.

**LEADER(S):** Jana Schaefer Starwalt, Confluence Charter Schools, St. Louis, MO

1:00 PM-2:00 PM ROOM: 123 • SESSION: 233

### ■ Inclusive Practices With Youth With EBD: A Systematic Scoping Review

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Presentation with Q&A

We will describe a systematic scoping review on inclusive practices with youth with EBD. Participants will learn themes in the literature in relation to inclusion and students, peers, and teachers; implications for future research; and teaching and advocating for youth with EBD.

**LEADER(S):** Denise Soares, University of Mississippi, Oxford, MS

**PRESENTER(S):** Judith Harrison, Rutgers University, New Brunswick, NJ

1:00 PM-2:00 PM

ROOM: 224 • SESSION: 234

### ■ IRIS for Early Childhood: Our Latest Free, Online Resources

**TOPIC:** Personnel Preparation

**SECONDARY TOPIC:** Early Childhood

**FORMAT:** Demonstration

Join us for a guided tour of everything new at our OSEP-funded center! Highlighted in this session will be our free, online Modules related to early childhood dual-language learners and on setting up classroom environments. Participants are encouraged to bring their laptops or other online-ready devices.

**LEADER(S):** Amy Harris, The IRIS Center, Peabody College, Vanderbilt University, Nashville, TN

**PRESENTER(S):** Janice Brown, Vanderbilt University, Nashville, TN

1:00 PM-2:00 PM

ROOM: 104 • SESSION: 235

### ■ Postsecondary Education Dual-Enrollment Programs for Students With Intellectual Disabilities and Autism

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Career Development/Transition

**FORMAT:** Presentation with Q&A

In Wisconsin there are options for students with ID and autism who wish to transition from high school to college. Learn how these students can take advantage of additional universal design instructional methods, self-determination, and peer-mentor networks in the college environment to be successful.

**LEADER(S):** Eric Hartz, Madison Metropolitan School District, Madison, WI

1:00 PM-2:00 PM

ROOM: 105 • SESSION: 236

### ■ Progress Monitoring With Social Narratives: There's an App for That

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Technology and Media

**FORMAT:** Demonstration

Social narratives are an evidence-based intervention accessible to a wide variety of children with autism. Educators are increasingly using technology to monitor progress in the classroom and this session will provide you with the tools to locate and use multi-media progress monitoring resources.

**LEADER(S):** Lisa Wright, Kaplan University, Ft. Lauderdale, FL

**PRESENTER(S):** Dena AuCoin, Kaplan University, Ft. Lauderdale, FL

1:00 PM-2:00 PM ROOM: 124 • SESSION: 237

**■ Reducing Challenging School Bus Behavior Using Positive Behavior Supports**

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&amp;A

Schools promote the use of PBIS to reduce behavioral concerns, however, many have not extended the PBIS framework to school buses. We introduce a model for the implementation of universal, or Tier 1, PBIS on school buses and provide practitioners with resources and ideas to initiate a PBIS framework.

LEADER(S): Krystal Kennedy, Tennessee Technological University, Cookeville, TN

PRESENTER(S): Seth King, Tennessee Technological University, Cookeville, TN

1:00 PM-2:00 PM ROOM: 263 • SESSION: 238

**■ Special Education Today: Concerns, Strengths, Practices, and Policies**

TOPIC: Public Policy

SECONDARY TOPIC: Accountability &amp; Large Scale Assessments

FORMAT: Panel

This panel of distinguished teachers, practitioners, and researchers discuss special education today, practices and policies, and concerns and strengths. They will also recommend directions for the future needed to provide FAPE, the basic goal of the Education of All Handicapped Children Act which led to IDEA.

LEADER(S): Ed Martin, Former U.S. Assistant Secretary for Special Education and Rehabilitative Services, Venice, FL

PRESENTER(S): Michael Gerber, University of California, Santa Barbara, CA; Daniel Hallahan, University of Virginia, Charlottesville, VA; Jeannie Kleinhammer-Tramill, University of South Florida, Tampa, FL; Paige Pullen, University of Virginia, Charlottesville, VA; Jim Kauffman, University of Virginia, Charlottesville, VA

1:00 PM-2:00 PM ROOM: 276 • SESSION: 239

**■ Strand C, Session 3: Predictors of School-Based Mental Health Service Utilization**

TOPIC: Emotional and Behavioral Disorders

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

FORMAT: Presentation with Q&amp;A

School-based mental health programs have improved access and utilization to services by reducing practical barriers to help-seeking, especially among underserved youth. We will identify student characteristics that predict service utilization and ways to improve access to high quality care.

LEADER(S): Kelly Whitaker, University of Washington, Seattle, WA



1:00 PM-2:00 PM ROOM: 275 • SESSION: 240

**■ Strand D, Session 1: Reducing Problem Behaviors in Young Children: The BEST in CLASS Efficacy Trial**

TOPIC: Early Childhood

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&amp;A

We discuss the findings from a study examining the BEST in CLASS, a Tier 2 classroom-based intervention, targeting young children at risk for EBD. The intervention resulted in improved teacher self-efficacy, classroom atmosphere, teacher-child interactions, and positive social, emotional, and behavioral outcomes.

LEADER(S): Maureen Conroy, University of Florida, Gainesville, FL; Kevin Sutherland, Virginia Commonwealth University, Richmond, VA

PRESENTER(S): James Algina, University of Florida, Gainesville, FL

1:00 PM-2:00 PM ROOM: 260 • SESSION: 241

**■ Supporting Self-Regulation in Blended Learning Environments: Enhancing Personalization for Students With Disabilities**

TOPIC: Technology and Media

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

We present key findings from a study on the impact of technology-enhanced personalized learning on students with disabilities conducted in an urban reform district. Direct instruction in self-regulation skills coupled with transparent charting of various aspects of student progress critical to positive student outcomes will be reviewed.

LEADER(S): Skip Stahl, CAST, Wakefield, MA

PRESENTER(S): James Basham, University of Kansas, Lawrence, KS; Tracey Hall, CAST, Wakefield, MA





1:00 PM-2:00 PM • ROOM: 264 • SESSION: 242

## TEACHING TEACHERS TO TEACH VOCABULARY

**TOPIC:** Technology and Media

**FORMAT:** Multiple Presentation Session

**MODERATOR(S):** Sean Smith, University of Kansas, Lawrence

### ● Professional Development for Improving Evidence-Based Vocabulary Instruction

We share the results from a study piloting a multi-media PD package targeting evidence-based vocabulary instruction in inclusive classrooms. Participants will discuss implications for vocabulary instruction in inclusive content-area classes and for PD programs to improve use of instructional practices.

**LEADER(S):** Wendy Rodgers, University of Virginia, Charlottesville, VA

**PRESENTER(S):** Kat Alves, University of Virginia, Charlottesville, VA; Michael Kennedy, University of Virginia, Charlottesville, VA; John Romig, University of Virginia, Charlottesville, VA

### ● Improving Teacher Candidates' Knowledge and Skill for Teaching Vocabulary: A Randomized Control Trial

All teachers need tools to support students' word learning. We present results of a study comparing vocabulary knowledge and skill of preservice teachers who received training in vocabulary and then either created a multimedia presentation or completed a traditional in-class activity.

**LEADER(S):** Kat Alves, University of Virginia, Charlottesville, VA

**PRESENTER(S):** Michael Kennedy, University of Virginia, Charlottesville, VA; Wendy Rodgers, University of Virginia, Charlottesville, VA; John Romig, University of Virginia, Charlottesville, VA

1:00 PM-2:00 PM

ROOM: 280 • SESSION: 243

### ■ The Post-Secondary Cliff: Jumping Together

**TOPIC:** Parent/Family/School Partnerships

**SECONDARY TOPIC:** Career Development/Transition

**FORMAT:** Panel

This session describes SUCCEED, a post-secondary education (PSE) program for students with intellectual and developmental disabilities. We will provide strategies and materials on how to support families of students in PSE programs, as well as gain their support to achieve positive student outcomes.

**LEADER(S):** Liz Fuchs, University of Missouri, St. Louis, MO

**PRESENTER(S):** Grace Francis, George Mason University, Fairfax, VA

1:00 PM-2:00 PM

ROOM: 231 • SESSION: 244

### ■ Transition Planning: Experiences and Expectations of Asian Immigrant Parents of Youth With Disabilities

**TOPIC:** Cultural and/or Linguistic Diversity

**SECONDARY TOPIC:** Career Development/Transition

**FORMAT:** Presentation with Q&A

We present the results of a study that investigated the experiences and expectations of Asian immigrant parents of youth with disabilities regarding transition planning. You will learn strategies about how to effectively prepare, support, and involve Asian immigrant parents in transition planning.

**LEADER(S):** Lusa Lo, University of Massachusetts, Boston, MA

1:00 PM-2:00 PM

ROOM: 101 • SESSION: 245

### ■ Trends in Curriculum Intervention Research for High School Students With Severe Disabilities

**TOPIC:** Research

**SECONDARY TOPIC:** Physical/Health/Multiple Disabilities

**FORMAT:** Presentation with Q&A

We will describe findings from a systematic review of the literature on interventions conducted with secondary-age (i.e., middle and high school) students with severe disabilities. Findings will be discussed in terms of trends over the last 40 years and directions for future research.

**LEADER(S):** Stacy Dymond, University of Illinois at Urbana-Champaign, IL

**PRESENTER(S):** Shari Hopkins, University of Illinois at Urbana-Champaign, IL; Kim Patton, University of Illinois at Urbana-Champaign, IL; Anne Butler, University of Illinois, Urbana-Champaign, IL

1:00 PM-2:00 PM ROOM: 230 • SESSION: 246

**Using Intensive Intervention to Improve Mathematics Outcomes Under OSEP's Results Driven Accountability**

TOPIC: STEM

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

FORMAT: Presentation with Q&amp;A

We will review tools to support all stakeholders in implementing EBPs and intensive intervention for students with mathematics disabilities and difficulties. Tool include intervention adaptation and intensification strategies, progress monitoring and measurement instruments, and a review of the DBI process.

LEADER(S): Kathleen Pfannenstiel, American Institutes for Research, Washington, DC

PRESENTER(S): Sarah Powell, University of Texas, Austin, TX; Rebecca Zumeta Edmonds, American Institutes for Research, Washington, DC

1:00 PM-2:00 PM ROOM: 223 • SESSION: 247

**Using the Coach-Teacher Awareness Scale to Understand Teacher Implementation Resistance**

TOPIC: Administration/Supervision

SECONDARY TOPIC: Research

FORMAT: Demonstration

We discuss a study that examined how literacy coaches provided individualized support to classroom teachers and mitigated initial teacher resistance to implementation of a supplementary literacy intervention. We share and discuss the findings which showed that the tool was effective.

LEADER(S): Elizabeth Cutrer, University of North Carolina, Chapel Hill, NC

PRESENTER(S): Cheryl Varghese, University of North Carolina, Chapel Hill, NC

1:00 PM-2:00 PM ROOM: 127 • SESSION: 248

**Visual Thinking Strategies in Art Education: Impact on Students With Disabilities**

TOPIC: Arts in Special Education

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

Learn about Visual Thinking Strategies, an art education method focused on development of critical and creative thinking skills. We share findings of a study investigating its impact on the oral and written language skills of students with disabilities in an inclusive art education classroom.

LEADER(S): Mary Franco, University of Missouri/Columbia Public Schools, Columbia, MO

PRESENTER(S): Kathleen Unrath, University of Missouri, Columbia, MO; Cathy Thomas, University of Missouri, Columbia, MO

1:00 PM-2:00 PM ROOM: 241 • SESSION: 249

**Vocabulary: Aim High**

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

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

Students differ greatly in the rate at which they learn language and reading comprehension becomes more challenging for students who lack adequate word knowledge. You will learn strategies that align with CCSS, provide appropriate instruction and intervention, and can be used with your own curriculum.

LEADER(S): Carol Ann Kane, Read Naturally, Inc., St. Paul, MN

1:00 PM-2:00 PM ROOM: 266 • SESSION: 250

**What Transition Coordinators Do to Make a Difference for Students**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&amp;A

We share the findings of a study of over 1,200 transition coordinators and examine their specific job duties, levels of effectiveness, and how the role offers effective and successful practices. How to best support transition coordinators to ensure evidence-based practices will be shared.

LEADER(S): Mary Morningstar, University of Kansas, Lawrence, KS

1:00 PM-2:00 PM ROOM: 126 • SESSION: 251

**EXHIBITOR SHOWCASE SESSION: Secondary Students With ASD: A Practical Guide for Teaching Independence**

FORMAT: Exhibitor Showcase Session

We 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 preparing these students for transition into postsecondary life.

LEADER(S): Kara Magee-Arick, STAR Autism Support, Portland, OR

1:00 PM-1:45 PM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 255

**■ A Meta-Analytic Review of Bullying Among Students With Disabilities**

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Evidence suggests that students with disabilities are at greater risk for bullying involvement, but the depth to which disability status serves as a risk factor is unknown. We will evaluate the literature to address bullying among students with disabilities. Implications and future directions are provided.

LEADER(S): Chad Rose, University of Missouri, Columbia, MO

PRESENTER(S): Lindsey Mirielli, University of Missouri, Columbia, MO; June Preast, University of Missouri, Columbia, MO; Anthony Plotner, University of South Carolina, Columbia, SC

1:00 PM-1:45 PM ROOM: POSTER 19, EXPO HALL 3  
SESSION: 256

**■ Classroom Observation for Learning Disability Eligibility: Why Do We Do It?**

TOPIC: Assessment

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

LD eligibility requires observation in a general education classroom setting, however information is not connected to the assessment results, referral data, or progress reports to confirm if the student meets eligibility criteria. Learn what guidance is needed to effectively conduct classroom observations.

LEADER(S): Ellen Miller, Rio Rancho Public Schools, Rio Rancho, NM

1:00 PM-1:45 PM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 257

**■ Disabilities Awareness 101!**

TOPIC: Strategies for Entry to the Special Education Career

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We demonstrate disability awareness as attendees participate in disability simulations. We highlight practices for developing a classroom culture of acceptance and understanding of learners with disabilities, followed by recommendations of instructional practices in an inclusive setting.

LEADER(S): Deanna Keith, Liberty University, Lynchburg, VA

PRESENTER(S): Lucinda Spaulding, Liberty University, Lynchburg, VA

1:00 PM-1:45 PM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 258

**■ ECPC: Building Leadership Competencies to Collaborate With State Early Childhood Systems**

TOPIC: Early Childhood

SECONDARY TOPIC: Public Policy

FORMAT: Poster Session

The ECPC is providing training Institutes for Part C and 619 state coordinators to build their competence to integrate their programs with new and expanding state early childhood initiatives. This session will present the content, methodology, and outcomes of these institutes and the results from 19 states.

LEADER(S): Mary Beth Bruder, University of Connecticut, Farmington, CT

1:00 PM-1:45 PM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 259

**■ Educators' Preparedness to Implement MTSS Tier 2 Problem-Solving Approach**

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

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

We examine the questionnaire responses of educators' preparedness to implement MTSS Tier 2 problem-solving approach (PSA). Learn the findings of educators' perception of PSA, preference between Standard Treatment Protocol or PSA, perceived preparedness to modify and design PSA intervention, and PD needs.

LEADER(S): Diane King, Kutztown University, Kutztown, PA

1:00 PM-1:45 PM ROOM: POSTER 06, EXPO HALL 3  
SESSION: 260

**■ Enhancing Mathematical Problem-Solving Performance for Secondary Students With Learning Disabilities or Who Are At Risk**

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Improving mathematical literacy is an important aspect of educational reform efforts and special attention to mathematical problem-solving interventions is a focus for educational researchers. We review the literature to evaluate the effectiveness and analyze the real world connections in interventions.

LEADER(S): Jiwon Hwang, Pennsylvania State University, University Park, PA

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

1:00 PM-1:45 PM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 261

■ **Higher Education Faculty Modeling Collaboration and Co-Teaching for General and Special Education Credential Candidates**

TOPIC: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Two faculty members co-taught in each of their reading courses to model co-planning and co-teaching for their students seeking general and special education certification/M.A. degrees. We describe the content, procedures, and lessons learned by the faculty, as well as the graduate students.

LEADER(S): Leila Ricci, California State University, Los Angeles, CA

PRESENTER(S): Joan Fingon, California State University, Los Angeles, CA

1:00 PM-1:45 PM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 262

■ **How Special Educators Cope With the Stress That Comes From Their Positions**

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

How do special educators cope with stress and continue to be successful in their roles? This session reviews a survey that was completed with special educators to determine how they deal with stress.

LEADER(S): Beverley Johns, MacMurray College, Jacksonville, IL

PRESENTER(S): Ed Cancio, University of Toledo, Toledo, OH; Mary Estes, University of North Texas, Denton, TX; Sarup Mathur, Arizona State University, Tempe, AZ

1:00 PM-1:45 PM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 263

■ **Improving Mathematics Fact Fluency for Students With Challenging Behaviors and Mathematics Difficulty**

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

We share the results of a study investigating the effects of a fluency-building mathematics program called Great Leaps Math on fluency of basic addition for students with challenging behaviors and mathematics difficulty. A description of the Great Leaps Math program and the study results are provided.

LEADER(S): Todd Whitney, Bellarmine University, Louisville, KY

PRESENTER(S): Amy Lingo, University of Louisville, Louisville, KY

1:00 PM-1:45 PM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 264

■ **Interprofessional Education in Healthcare Professions: Implications for Collaboration Between General and Special Educators**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

In this session, we look outside of education to the healthcare field for insights into designing and delivering collaborative teacher education within general and special education. We also offer implications for enhancing teachers' current interprofessional collaborative practice.

LEADER(S): Cynthia Griffin, University of Florida, Gainesville, FL

PRESENTER(S): Judy Winn, University of Wisconsin, Milwaukee, WI

1:00 PM-1:45 PM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 265

■ **Native Language Intervention for ELLs Who Are Struggling With Reading**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Teachers face the challenge of meeting the education needs of ELLs, especially in reading. There is limited research on native language interventions for ELLs, particularly for students with LD. We present a literature review to determine best practices for teachers to support ELLs struggling to learn to read.

LEADER(S): Wendy Gonzales, University of Illinois, Chicago, IL

1:00 PM-1:45 PM ROOM: POSTER 20, EXPO HALL 3  
SESSION: 266

■ **Novice Special Educators' Perceptions of Workloads: Relationships With Career Intentions and Burnout**

TOPIC: Administration/Supervision

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

Path analysis was used to model relationships among novice special educators' perceptions of workload manageability and their career intentions and emotional exhaustion. We share and discuss the findings.

LEADER(S): Elizabeth Bettini, Boston University, Boston, MA

PRESENTER(S): Nathan Jones, Boston University, Boston, MA; Yujeong Park, University of Tennessee, Knoxville, TN; Amber Benedict, University of Florida, Gainesville, FL

1:00 PM-1:45 PM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 267

**■ Practical Skills Via Virtual Reality for Students With Significant Disabilities**

**TOPIC:** Physical/Health/Multiple Disabilities  
**SECONDARY TOPIC:** Technology and Media  
**FORMAT:** Poster Session

Students with severe disabilities struggle to complete daily living skills with independence. Learn how virtual reality technology may improve skill acquisition for these students. This study explored the efficiency of VRT to teach SSD to complete simple two to three-step tasks. We share the findings.

**LEADER(S):** Andrea Jasper, Central Michigan University, Mount Pleasant, MI

**PRESENTER(S):** Anthony Morelli, Central Michigan University, Mount Pleasant, MI; Jordan Shurr, Central Michigan University, Mt. Pleasant, MI; Meaghan McCollow, Central Michigan University, Mount Pleasant, MI

1:00 PM-1:45 PM ROOM: POSTER 24, EXPO HALL 3  
SESSION: 268

**■ QR Codes: Mobile Technology to Improve Independent Living for Postsecondary Students With ID**

**TOPIC:** Intellectual Disabilities  
**SECONDARY TOPIC:** Technology and Media  
**FORMAT:** Poster Session

We share the results of a study in which students with ID participated in a QR Code delivered via iPad intervention. Targeted skills included completing the steps to wash and dry clothes in a laundromat and results indicate that all students improved their ability to complete the steps independently.

**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

1:00 PM-1:45 PM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 269

**■ Self-Operated Auditory Prompting Systems for Individuals With ID**

**TOPIC:** Technology and Media  
**SECONDARY TOPIC:** Autism Spectrum Disorder  
**FORMAT:** Poster Session

We share results from a study using self-operated auditory prompting systems for individuals with intellectual disability. Presenters will discuss the use of this assistive technology across different settings and target behaviors for individuals of varying ability levels, ages, and genders.

**LEADER(S):** Teresa Doughty, Purdue University, West Lafayette, IN

**PRESENTER(S):** Melissa Savage, Purdue University, West Lafayette, IN

1:00 PM-1:45 PM ROOM: POSTER 10, EXPO HALL 3  
SESSION: 270

**■ Special and General Education Preservice Teachers' Co-Teaching Experiences**

**TOPIC:** Collaboration and Inclusive Practices  
**SECONDARY TOPIC:** Research  
**FORMAT:** Poster Session

We reviewed 11 studies of co-teaching experiences in inclusive settings which revealed that teachers believed that co-teaching practices provided them opportunities to communicate and work collaboratively. Study limitations, areas for future research, and implications for teacher preparation are discussed.

**LEADER(S):** Mikyung Shin, Ewha Womans University, Seoul, South Korea

1:00 PM-1:45 PM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 271

**■ Special Education Teacher Preparation in the Gulf Cooperation Council Countries**

**TOPIC:** International Programs/Services  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Poster Session

This session describes the current status of special educator preparation in the Gulf. Based on a study, we analyze components of programs using the concept of comprehensive systems of personnel development and a model of comparative education to identify implications for the provision of special education.

**LEADER(S):** Clayton Keller, Qatar University, Doha, Qatar

**PRESENTER(S):** Hadeel Abuelhassan, Qatar University, Doha, Qatar

1:00 PM-1:45 PM ROOM: POSTER 15, EXPO HALL 3  
SESSION: 272

**■ Successful Transition Through IEP Awareness**

**TOPIC:** Career Development/Transition  
**SECONDARY TOPIC:** Parent/Family/School Partnerships  
**FORMAT:** Poster Session

This study aimed to establish a correlation between IEP awareness and the self-concept of students with disabilities. We discuss the results concerning whether explicit IEP-centered interventions build self-concept and increase self-advocacy.

**LEADER(S):** Janel Peterson, Abby Kelley Foster Charter Public School, Worcester, MA

**PRESENTER(S):** Jaime LaFlash, Abby Kelley Foster Charter Public School, Worcester, MA; Nanho Vander Hart, Assumption College, Worcester, MA

1:00 PM-1:45 PM ROOM: POSTER 22, EXPO HALL 3  
SESSION: 273

### ■ Teaching Scientific Content Knowledge to Improve Healthy Lifestyle Decision Making of Young Adults With ID and Autism

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: STEM

FORMAT: Poster Session

We share the results of a study to determine if instruction in human body systems would result in young adults with ID and autism making informed decisions about life style choices. You will leave with an understanding that individuals with ID and autism can be lifelong learners.

LEADER(S): Melissa Ainsworth, George Mason University, Fairfax, VA

PRESENTER(S): Christine Passut, Fairfax County Public Schools, Fairfax, VA; Marci Jerome, George Mason University, Fairfax, VA

1:00 PM-1:45 PM ROOM: POSTER 14, EXPO HALL 3  
SESSION: 274

### ■ The Effectiveness of Using Video Modeling Booster Sessions to Maintain Vocational Skills

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

Improving independent completion of vocational skills is critical for individuals with ASD or ID as is maintenance of those skills, particularly when there are interruptions in work schedules. We discuss the effectiveness of video modeling 'booster' sessions to maintain skills following a summer break.

LEADER(S): Erika Blood Pinter, Northern Illinois University, DeKalb, IL

1:00 PM-1:45 PM ROOM: POSTER 21, EXPO HALL 3  
SESSION: 275

### ■ Tools for Choosing Evidence-Based Practices to Promote Access to the General Education Curriculum

TOPIC: Learning Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

How do we connect what we know about our students to research-based strategies that most effectively support them? In this session, UDL-based concepts and tools are presented, providing attendees with hands-on opportunities to create class learning profiles and connect to various UDL and research-based strategies to support student achievement.

LEADER(S): Melissa Edmiston, American Institutes for Research, Washington, DC

PRESENTER(S): Danielle Shaw, American Institutes for Research, Washington, DC; Kathryn Balestreri, American Institutes for Research, Washington, DC

1:00 PM-1:45 PM ROOM: POSTER 23, EXPO HALL 3  
SESSION: 276

### ■ Transition to Adulthood: Voices of Parents and Adolescents With ASD

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

Adolescents with high functioning autism and their parents share their goals and aspirations for successful adult lives. Recommendations are shared that have direct implications for the design of services and supports for effective transition planning in order to ensure successful postsecondary outcomes.

LEADER(S): Harriet Able, University of North Carolina, Chapel Hill, NC

PRESENTER(S): Tamira White, University of North Carolina, Chapel Hill, NC

1:00 PM-1:45 PM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 277

### ■ Using the PROSE Checklist to Improve School-to-Home Written Communication

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Parents of students with disabilities have the right to ongoing information regarding their children's progress, however varied parent literacy levels can create barriers. We review the PROSE Checklist of strategies for improving school-to-home written communications.

LEADER(S): Sarah Nagro, George Mason University, Fairfax, VA

2:15 PM-3:45 PM ROOM: 263 • SESSION: 280

### ■ Designing and Implementing a Transition Program for Students With Physical and Multiple Disabilities

TOPIC: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Career Development/Transition

FORMAT: Panel

The development of transition-to-adulthood programs designed for students with physical, health, and multiple disabilities will be presented. Included are discussions about vocational preparation via a partnership with a local university, community based instruction, instructional resources, volunteer placement experiences, personalized transition book development, transitional assessments, use of e-Resource Room & other specialized adaptations for this unique population of students ages 14-22.

LEADER(S): Angie Juarez, Alhambra Unified School District, Alhambra, CA

PRESENTER(S): Patricia Mahony, Alhambra Unified School District, Alhambra, CA; Leah Thibodeau, Cotting School, Lexington, MA; Christina Coia, HMS School for Children with Cerebral Palsy, Philadelphia, PA; Ellen Becker, HMS School for Children with Cerebral Palsy, Philadelphia, PA; Sean Murphy, The Matheny School, Peapack, NJ; Denise Fitzgerald, Perkins School for the Blind, Watertown, MA

2:15 PM-3:15 PM ROOM: 265 • SESSION: 281

**■ A History of Alternative Schools: Looking Back to Plan Ahead**

TOPIC: Pioneers/Historical Perspectives

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

We present a history of the modern alternative school movement, beginning in the 1960s and moving through today. Join us in a discussion on how traditional public schools may find opportunities for innovation, particularly concerning students with disabilities, in light of current trends in alternative education research.

LEADER(S): Adam Jordan, University of North Georgia, Dahlonega, GA

PRESENTER(S): Kasey Jordan, University of North Georgia, Dahlonega, GA; Matthew Miller, University of North Carolina, Chapel Hill, NC

2:15 PM-3:15 PM ROOM: 261 • SESSION: 282

**■ Academic and Clinical Training on Autism to Rehabilitation Staff in the Dominican Republic**

TOPIC: International Programs/Services

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&amp;A

An autism training program was provided to the staff at an autism treatment center in the Dominican Republic. Program content was delivered through virtual learning and on-site training. We discuss the development, implementation, and preliminary outcomes of the training program.

LEADER(S): Jonna Bobzien, Old Dominion University, Norfolk, VA

PRESENTER(S): Gail Grisetti, Old Dominion University, Norfolk, VA

2:15 PM-3:15 PM ROOM: 240 • SESSION: 283

**■ Academic Seminar: Teaching Academic Self-Management to Middle and High School Students**

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

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&amp;A

Academic Seminar is a Tier 2 support class for middle and high school students at risk for poor academic or behavioral outcomes. We will present an overview of the Academic Seminar curriculum as well as lead a discussion of how the class fits within a Multi-Tiered System of Supports.

LEADER(S): Christopher Pinkney, Portland State University, Portland, OR

2:15 PM-3:15 PM ROOM: 241 • SESSION: 284

**■ Applying UDL in Digital Learning Environments**

TOPIC: Technology and Media

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

Each year there is a dramatic increase in the number of special education teachers who provide instruction in digital environments. We will provide teachers with a research-based tool to design and evaluate instruction in online K-8 classrooms. Bring your mobile device and participate!

LEADER(S): Kimberly Coy, California State University, Fresno, CA

PRESENTER(S): Matthew Marino, University of Central Florida, Orlando, FL

2:15 PM-3:15 PM ROOM: 231 • SESSION: 285

**■ Bilingual Assessment Strategies for Monolingual Diagnosticians**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Panel

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

2:15 PM-3:15 PM ROOM: 101 • SESSION: 286

**■ Bullying and Loneliness in Middle School Students**

TOPIC: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&amp;A

We explore the relationship between bullying and loneliness in middle school students with and without disabilities. Our study's findings have practical implications for educators looking to develop effective interventions. Participants will also discuss anti-bullying approaches used at their schools.

LEADER(S): Shireen Pavri, California State University, Long Beach, CA

2:15 PM-3:15 PM ROOM: 225 • SESSION: 287

**Education Policy and Politics in the Nation’s Capital: An Insider Update**

**TOPIC:** Personnel Preparation  
**SECONDARY TOPIC:** Public Policy  
**FORMAT:** Presentation with Q&A

Education policy continues to have increased impact on practice and programs. Professionals need to be knowledgeable about policy issues, politics, and policy processes to be effective advocates. We offer an overview of the policy landscape in Washington, DC and the impact of the impending 2016 elections.

**LEADER(S):** Jane West, Jane West Consulting, Washington, DC

2:15 PM-3:15 PM ROOM: 126 • SESSION: 288

**EXHIBITOR SHOWCASE SESSION – Strategies for Teaching Based on Autism Research: The STAR Program**

**FORMAT:** Exhibitor Showcase Session  
 Learn an evidence-based, research-validated program for students with autism and use effective tools to assess and teach students the 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

2:15 PM-3:15 PM ROOM: 106 • SESSION: 289

**EXHIBITOR SHOWCASE SESSION: Promoting Positive Behavior**

**FORMAT:** Exhibitor Showcase Session  
 This practitioner-led session will introduce a model that helps schools increase teacher satisfaction, reduce exclusionary discipline practices, and increase student engagement by preparing educators for the daily challenges of managing a classroom.

**LEADER(S):** Rachel Lissy, Ramapo for Children, New York, NY

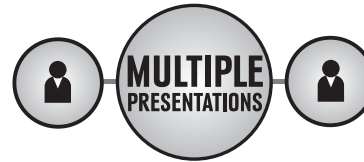
2:15 PM-3:15 PM ROOM: 103 • SESSION: 290

**Experiential Learning: Taking Special Educators to the Next Level**

**TOPIC:** Autism Spectrum Disorder  
**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career  
**FORMAT:** Presentation with Q&A

Creating Experiential Learning provides undergraduate students a way to hone skills necessary for future success in a special education setting. Using research-based practices taught in class, students work with children with various disabilities from the community on academic, social, and behavioral tasks.

**LEADER(S):** Kris Ward, University of Mary Hardin-Baylor, Belton, TX



2:15 PM-3:15 PM • ROOM: 104 • SESSION: 291

**INTERVENTIONS TO IMPROVE PEER SOCIAL COMMUNICATION SKILLS OF CHILDREN WITH AUTISM**

**TOPIC:** Autism Spectrum Disorder  
**FORMAT:** Multiple Presentation Session  
**MODERATOR(S):** Maureen Wikete Lee, St. Louis University, MO

● **Effects of Script Training on the Peer-to-Peer Communication of Children With Autism Spectrum Disorder**

Our study analyzed the effects of a script training procedure on the peer-to-peer communication of 3 children with ASD during toy play. Results are discussed in terms of recommendations for practitioners, response variability, and potential future avenues of research.

**LEADER(S):** Katherine Ledbetter-Cho, University of Texas, Austin, TX  
**PRESENTER(S):** Laci Watkins, University of Texas, Austin, TX

● **Using Preferred Interests to Increase Peer Social Interaction in Preschoolers With ASD in Inclusive Classroom Settings**

This intervention incorporated the preferred interests of preschoolers with ASD into conventional classroom activities during playtime with a socially competent peer model. We discuss the implications for understanding variables related to social development of young children with ASD and for practitioners.

**LEADER(S):** Laci Watkins, University of Texas, Austin, TX  
**PRESENTER(S):** Mark O'Reilly, University of Texas, Austin, TX



2:15 PM-3:15 PM ROOM: 102 • SESSION: 292

**■ Let's Read Together: Adapting Shared Reading for Students With Extensive Support Needs**

TOPIC: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

Shared reading is a critical component of literacy instruction for students with extensive support needs, including ASD. Results of two mixed-methods studies will be shared. Learn how you can incorporate shared reading interventions into inclusive activities in your classroom.

LEADER(S): Andrea Golloher, San Jose State University, San Jose, CA

PRESENTER(S): Lisa Simpson, San Jose State University, San Jose, CA

2:15 PM-3:15 PM ROOM: 130 • SESSION: 293

**■ Program Chair Featured: Developing Educationally Meaningful and Legally Sound IEPs: Avoiding Procedural and Substantive Errors in IEP Development**

TOPIC: Public Policy

SECONDARY TOPIC: Accountability &amp; Large Scale Assessments

FORMAT: Presentation with Q&amp;A

The IEP is so important that it is at the center of most special education disputes in hearings or courts. You will learn how serious procedural and substantive errors made in the IEP process can be avoided when team members understand the importance of the IEP, are familiar with the essence of these serious errors, and follow best practices.

LEADER(S): Mitchell Yell, University of South Carolina, Columbia, SC

PRESENTER(S): Michael Rozalski, Binghamton University, Geneseo, NY

2:15 PM-3:15 PM ROOM: 232 • SESSION: 294

**■ Reducing Disproportionate Use of Exclusionary Practices With Black Students: What Can Classroom Teachers Do?**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&amp;A

This session is designed to help teachers learn and implement 9 practices they can use in their classroom to reduce disproportionate discipline in their classroom. Teachers will learn how to cultivate authentic relationships, use effective communication, understand the diversity in their classroom, and more.

LEADER(S): Megan Wilson, University of Washington, Seattle, WA

2:15 PM-3:15 PM ROOM: 266 • SESSION: 295

**■ Research Supporting Transition-Age Youth With Disabilities in Urban Settings**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&amp;A

This session with Q & A showcases three urban-based studies that draw on varied participants and different methodologies to improve student and parent involvement and interagency collaboration. Taken together these studies highlight the pivotal role that context and participant voice play in urban settings.

LEADER(S): Lisa Cushing, University of Illinois, Chicago, IL

PRESENTER(S): Michelle Parker-Katz, University of Illinois, Chicago, IL; Joanna Keel, University of Illinois, Chicago, IL

2:15 PM-3:15 PM ROOM: 105 • SESSION: 296

**■ School-Based Interventions for Adolescents With ASD: Focus on Fidelity**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&amp;A

The Center for Secondary Education for Students with ASD has developed an educational program for adolescents with ASD. We will provide details about 4 intervention features of the program and also share fidelity measures documenting procedural details necessary for implementation.

LEADER(S): Samuel Odom, University of North Carolina, Chapel Hill, NC

PRESENTER(S): Kara Hume, Frank Porter Graham Child Development Institute/UNC, Chapel Hill, NC; Laura Hall, San Diego State University, San Diego, CA; Bonnie Kraemer, San Diego State University, San Diego, CA

2:15 PM-3:15 PM ROOM: 223 • SESSION: 297

**■ Solving the Special Education Dilemma of Time: Teaching Reading Skills With U.S. History**

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Demonstration

Through an interactive demonstration with a unit of U.S. history content, participants will learn instructional routines for teaching multiple reading components and shifting from easier to more difficult levels of text. We will provide sample scripts and graphic organizers for teaching reading components and historical events.

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

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

2:15 PM-3:15 PM ROOM: 276 • SESSION: 298

**■ Strand C, Session 4: Integrating Mental Health Through PBIS Systems in Schools: The Interconnected Systems Framework (ISF)**

**TOPIC:** Emotional and Behavioral Disorders  
**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**FORMAT:** Presentation with Q&A

Mental health providers are often brought into schools to accept referrals and provide support to students separate from the school-based behavioral supports. We describe the ISF for direct integration of mental health providers into school-based teams to help design and deliver an expanded continuum of interventions.

**LEADER(S):** Lucille Ebers, Midwest PBIS Network, Lombard, IL

2:15 PM-3:15 PM ROOM: 275 • SESSION: 299

**■ Strand D, Session 2: National Exploration of State-Level Priorities in School-Based Behavior Policies and Initiatives**

**TOPIC:** Public Policy  
**SECONDARY TOPIC:** Assessment  
**FORMAT:** Presentation with Q&A

As part of a larger IES-funded research project we explore the what, why, and how related to social, emotional, and behavioral screening practices in schools across the country. We will review the findings regarding the document search and the coding around state-level priorities in school-based behavior policies and initiatives.

**LEADER(S):** Sandra Chafouleas, University of Connecticut, Storrs, CT  
**PRESENTER(S):** Amy Briesch, Northeastern University, Boston, MA

2:15 PM-3:15 PM ROOM: 124 • SESSION: 300

**■ Structured Classroom Management for Secondary Classrooms Supporting Students With Special Needs**

**TOPIC:** Emotional and Behavioral Disorders  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Presentation with Q&A

This session presents findings from a study conducted in four secondary classrooms that supported students with special needs. Elements of classroom management consistent with PBIS were evaluated to determine the extent to which these elements improved student behavior and reduced classroom removals.

**LEADER(S):** Glenna Billingsley, Texas State University, San Marcos, TX

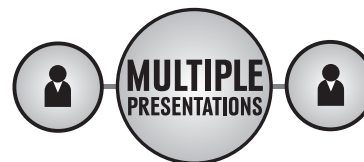
2:15 PM-3:15 PM ROOM: 230 • SESSION: 301

**■ Teaching Problem Solving to English Language Learners at Risk for Math Disabilities**

**TOPIC:** STEM  
**SECONDARY TOPIC:** Learning Disabilities  
**FORMAT:** Panel

We examined the effect of CSI on ELL students' word problem solving accuracy. CSI included teaching conceptual understanding of word problems by modeling language and providing instructional feedback. Results indicated that CSI was more effective on ELLs' problem solving than general instruction.

**LEADER(S):** Michael Orosco, University of Kansas, Lawrence, KS



2:15 PM-3:15 PM • ROOM: 264 • SESSION: 302

**TECHNOLOGY FOR STRUGGLING WRITERS**

**TOPIC:** Technology and Media  
**FORMAT:** Multiple Presentation Session  
**MODERATOR(S):** Sara Flanagan, University of Kentucky, Lexington

**● Online Writing Instruction Practice for Students With Learning Disabilities**

We demonstrate how the distance education or online instruction model can be incorporated into elementary digital writing instruction to meet the CCSS and to support the diverse needs of students with writing difficulties within the UDL model. We also discuss distance writing instruction and text-to-speech technology.

**LEADER(S):** Sung Hee Lee, Youngstown State University, OH  
**PRESENTER(S):** I. Cinthia LEE, Regent University, Virginia Beach, VA; Myriah Miller, West Virginia University, Morgantown, WV; Jennifer Vaschak, Youngstown State University, OH

**● Supporting Struggling Writers With Classwide Teacher Implementation of a Technology-Based Graphic Organizer (TBGO) in Language Arts**

Join us and learn how a technology-based graphic organizer with embedded self-regulated learning strategies can enhance students' planning and writing of persuasive essays. The classwide teacher implementation of different technology platforms in different settings will also be discussed.

**LEADER(S):** Anya Evmenova, George Mason University, Fairfax, VA  
**PRESENTER(S):** Kelley Regan, George Mason University, Fairfax, VA; Kevin Good, George Mason University, Fairfax, VA; Melissa Hughes, George Mason University, Fairfax, VA

2:15 PM-3:15 PM ROOM: 123 • SESSION: 303

**■ The Early Writing Gender Gap: Getting Students Off to the “Write” Start**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&amp;A

Our study explored gender differences in students’ writing performance and growth across Fall, Winter, and Spring on Curriculum-Based Measures of Beginning Writing. Classroom implications of gender differences in writing and recommended instructional considerations to reduce the achievement gap are discussed.

LEADER(S): Apryl Poch, University of Missouri, Columbia, MO

PRESENTER(S): April Byrd, University of Missouri, Columbia, MO; Kate Waidmann, University of Missouri, Columbia, MO; Pyung-Gang Jung, University of Minnesota, Minneapolis, MN; Jaehyun Shin, University of Minnesota, Minneapolis, MN; Dana Brandes, University of Minnesota, Minneapolis, MN

2:15 PM-3:15 PM ROOM: 260 • SESSION: 304

**■ Validating the Danielson Framework for Teaching for Special Education Teachers: First Steps From Research**

TOPIC: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

States have been involved in improving their teacher evaluation systems as part of broader efforts to improve teaching. We describe a study aimed at validating the Danielson Framework for Teaching and discuss its implications for modifying the FFT.

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

PRESENTER(S): David Peyton, University of Florida, Gainesville, FL; Daisy Pua, University of Florida, Gainesville, FL

2:15 PM-3:15 PM ROOM: 120 • SESSION: 305

**■ What Research Says About the Features of Formative Assessment**

TOPIC: Assessment

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

FORMAT: Presentation with Q&amp;A

We summarize key features of formative assessment drawn from research reviews and single empirical studies. Join us and learn about formative assessment and effects of the studies, and leave with a list of formative assessment strategies that you can use with your students with learning disabilities.

LEADER(S): Jason Harlacher, Marzano Research, Centennial, CO

PRESENTER(S): Marianne Reale, Marzano Research, Centennial, CO

2:15 PM-3:15 PM ROOM: 100 • SESSION: 306

**■ Who Gets to Decide? Administrative Requirements Versus Parents’ Rights in High Stakes Testing**

TOPIC: Administration/Supervision

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&amp;A

At the intersection of high-stakes assessment requirements and parents’ rights, tensions between administrators and parents of CLD students with disabilities can materialize. Using a case study, we discuss high-stakes testing and students with disabilities, contextualizing them in broader struggles for inclusive education.

LEADER(S): Barbara Pazey, University of Texas, Austin, TX

PRESENTER(S): Federico Waitoller, University of Illinois, Chicago, IL

2:15 PM-3:00 PM ROOM: POSTER 19, EXPO HALL 3  
SESSION: 310**■ Appraising 21st-Century Skills: K-12 Students At-Risk for Academic and Behavior Problems**

TOPIC: Assessment

SECONDARY TOPIC: Research

FORMAT: Poster Session

This study used teachers’ ratings for over 3,000 students for a tool, the HBRS: Brief designed to measure teachers’ perceptions of their students’ use of 21st-century skills in the school setting. We discuss the results on the performances of students who were at-risk for academic and behavioral problems.

LEADER(S): Suzanne Woods-Groves, University of Iowa, Iowa City, IA

2:15 PM-3:00 PM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 311**■ Classroom Contingency Versus Verbal Reprimand on Student Disruptive Behaviors**

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Many classroom teachers struggle with how to respond to students who display disruptive behaviors. We share the results of two studies that employed class contingency models versus verbal reprimand in response to disruptive behaviors. We discuss the methods and ways to implement it in the classroom.

LEADER(S): Eryn Van Acker, University of Illinois, Chicago, IL

2:15 PM-3:00 PM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 312

### ■ Collaborative Practice Among Special Education Teachers and SLPs

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Communicative Disabilities and Deafness

FORMAT: Poster Session

We discuss the systemic, administrative, and personal barriers to collaboration among special education teachers and SLPs within the context of schools and school districts. Participants will leave with an understanding of the barriers and how to begin problem solving around them.

LEADER(S): Jocelyn Walsh, University of Washington, Seattle, WA

2:15 PM-3:00 PM ROOM: POSTER 15, EXPO HALL 3  
SESSION: 313

### ■ College STAR: Supporting Transition Access and Retention for Students With Learning Differences

TOPIC: Career Development/Transition

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We describe a multi-campus collaborative project in which participating universities work to become more welcoming places for students with learning differences. We include information about participating campuses, descriptions of campus supports, and outcome summaries of various elements of the initiative.

LEADER(S): Sarah Williams, East Carolina University STEPP Program, Greenville, NC

2:15 PM-3:00 PM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 314

### ■ Determining the Effectiveness of an Adaptive Science Curriculum for Student With Visual Impairments

TOPIC: Visual Impairments

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Few efforts have been made to adapt materials for science and students with visual impairments have difficulties learning concepts without hands-on activities. In this session, we will show you how an adaptive science curriculum can benefit your students with visual impairments.

LEADER(S): Heather Browne, Kutztown University, Kutztown, PA

2:15 PM-3:00 PM ROOM: POSTER 22, EXPO HALL 3  
SESSION: 315

### ■ Developing Morphological Knowledge to Support Reading Instruction Using Complex Texts in Special Education

TOPIC: Learning Disabilities

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

FORMAT: Poster Session

Many students in special education have limited access to complex text due to the nature of their word reading development. Learn how morphology instruction can bridge the divide between limited reading skills and text complexity. Attendees will learn about the teaching framework and five principles of teaching morphology.

LEADER(S): Eric Claravall, San Francisco State University, San Francisco, CA

2:15 PM-3:00 PM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 316

### ■ Examining Carousel Brainstorming's Impact Upon Students With Exceptionalities and ELLs

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We examine the effects of Carousel Brainstorming on reading comprehension and on-task scores of elementary students with exceptionalities and ELLs in a summer enrichment program. Results suggest that Carousel Brainstorming improved reading comprehension and on-task scores for the 10 student participants.

LEADER(S): Will Hunter, University of Memphis, Memphis, TN

PRESENTER(S): Larry Maheady, SUNY Buffalo State, Buffalo, NY; Adrian Christopher-Allen, University of Memphis, Memphis, TN; Candace Washington, University of Memphis, Memphis, TN; Tamara Andersen, Grand Canyon University, Phoenix, AZ

2:15 PM-3:00 PM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 317

### ■ Going The Extra Mile: Approaches to Collaborative Strategic Reading With Students in Special Education

TOPIC: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This study examined the instructional strategies teachers used in the Collaborative Strategic Reading reading program with their special education students. We discuss how teachers successfully used this program and how these approaches can be applied with other reading programs you work with.

LEADER(S): Vanessa Schwarz, University of Colorado, Boulder, CO

2:15 PM-3:00 PM ROOM: POSTER 20, EXPO HALL 3  
SESSION: 318

### ■ Interagency Collaboration for Transitions: The CIRCLES Model

**TOPIC:** Career Development/Transition

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Poster Session

The CIRCLES model brings key stakeholders to the table, focuses on individual student needs, and develops wrap-around transition plans. Efficient and effective, CIRCLES maximizes time and resources. Learn about CIRCLES and develop next steps to exploring implementation in your own districts.

**LEADER(S):** Karen Diegelmann, Winthrop University, Rock Hill, SC

**PRESENTER(S):** Tiana Povenmire-Kirk, University of North Carolina, Charlotte, NC; David Test, National Technical Assistance Center on Transit/UNC, Charlotte, NC; Amy Kemp-Inman, University of North Carolina, Charlotte, NC

2:15 PM-3:00 PM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 319

### ■ Kids Rule: Supporting the Individual Needs of Frequent Classroom Disruptors

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

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Poster Session

Our study examined how general education teachers in an urban school used a robust data system, ecological theory, and principles of PBIS to identify and support disruptive students. We share the results including a model to manage high rates of disruptive behavior efficiently and comprehensively.

**LEADER(S):** Peter Bartanen, Balsz Elementary School District, Phoenix, AZ

**PRESENTER(S):** Kathleen Puckett, Arizona State University, Tempe, AZ; Sarup Mathur, Arizona State University, Tempe, AZ

2:15 PM-3:00 PM ROOM: POSTER 24, EXPO HALL 3  
SESSION: 320

### ■ Noncontingent Escape to Improve Behavior of a Student With a Developmental Disability

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

We examined the effects of an implementation of a noncontingent escape intervention package to address a student's disruptive behavior and task engagement. This study has implications for educators and researchers interested in applying research-based behavioral intervention practices in classroom settings.

**LEADER(S):** Tara Moore, University of Tennessee, Knoxville, TN

**PRESENTER(S):** Mari Beth Coleman, University of Tennessee, Knoxville, TN; Marie Riley, University of Tennessee, Knoxville, TN

2:15 PM-3:00 PM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 321

### ■ Providing Intensive Interventions Within Schools

**TOPIC:** Personnel Preparation

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

**FORMAT:** Poster Session

We highlight a federally funded personnel preparation project designed to implement and evaluate intensive intervention practices by teacher candidates at the Graduate level. The interventions are designed for students with low-incidence disabilities exhibiting persistent and significant disabilities.

**LEADER(S):** Mary Little, University of Central Florida, Orlando, FL

**PRESENTER(S):** Cynthia Pearl, University of Central Florida, Orlando, FL; Dena Slanda, University of Central Florida, Orlando, FL; Victoria Findley, University of Central Florida, Orlando, FL

2:15 PM-3:00 PM ROOM: POSTER 10, EXPO HALL 3  
SESSION: 322

### ■ Qualities of a Successful Team of Differentiators in an Inclusion Setting

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Poster Session

This session concerns a study of the differentiation practices of a team of master teachers in an inclusion setting. Practices that underlie the team's excellence in collaboratively meeting the diverse needs of their students are presented. The findings include suggestions for teacher education and PD.

**LEADER(S):** Peter Clyde Martin, Ithaca College, Ithaca, NY

2:15 PM-3:00 PM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 323

### ■ RTI or MTSS in High Schools: Is Effective Implementation Possible?

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

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Poster Session

We describe RTI (MTSS) programs in high schools through 2 studies. One compares and contrasts 5 different models. The second focuses on 2 high schools within 1 district that began tiered supports with a focus on evidence-based writing instruction. The tiered models and student impacts are discussed.

**LEADER(S):** Suzanne Robinson, University of Kansas, Lawrence, KS

2:15 PM-3:00 PM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 324

■ **Science, Technology, Engineering, Arts, Math (STEAM) Strategies for Diverse Learners With Disabilities**

**TOPIC:** Cultural and/or Linguistic Diversity  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Poster Session

Learn best practices in STEAM instruction focused on serving CLD students with LD. You will receive samples of STEAM lessons that facilitate integrated learning where students add the arts into STEM and create innovative solutions to problems, incorporate cultural diversity, and provide EL strategies.

**LEADER(S):** Patricia Peterson, Northern Arizona University, Flagstaff, AZ

**PRESENTER(S):** James Ingram, Northern Arizona University, Flagstaff, AZ

2:15 PM-3:00 PM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 325

■ **Supporting Teachers' Connection of Theory to Practice: A Multi-Perspective Approach**

**TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Poster Session

We present a conceptual model for implementing EBPs for interventions from behavioral and cognitive perspectives. We share findings from a survey of teachers regarding their knowledge/use of theory to inform practices and provide recommendations for enhancing teachers' use of theory to guide practice.

**LEADER(S):** Lola Gordon, University of Connecticut, Storrs, CT

**PRESENTER(S):** Deborah Howard, University of Connecticut, Storrs, CT

2:15 PM-3:00 PM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 326

■ **Surviving the First Year: What New Special Education Teachers Need to Know**

**TOPIC:** Strategies for Entry to the Special Education Career  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Poster Session

We provide ready-to-adapt materials to help new special education teachers survive and thrive in their first year teaching. Materials include checklists, sample letters and memos, and lists of resources. Additional discussion will include coping strategies for typical first-year experiences and challenges.

**LEADER(S):** Elizabeth Potts, Marshall University, South Charleston, WV

**PRESENTER(S):** Lori Howard, Marshall University, South Charleston, WV

2:15 PM-3:00 PM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 327

■ **Teaching Medical Students to Support Families of Children With Special Needs**

**TOPIC:** Parent/Family/School Partnerships  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Poster Session

We share the results of a pilot curriculum for medical students to improve their understanding of special education programs and facilitate collaboration with school personnel. Pre- and post-intervention data and a discussion of possible future directions will be included.

**LEADER(S):** Nancy Vitalone-Raccaro, Rowan University, Glassboro, NJ

**PRESENTER(S):** Mary Sheppard, Rowan University, Glassboro, NJ

2:15 PM-3:00 PM ROOM: POSTER 06, EXPO HALL 3  
SESSION: 328

■ **The Rational Number Sense of Middle School Students With Disabilities**

**TOPIC:** STEM  
**SECONDARY TOPIC:** Assessment  
**FORMAT:** Poster Session

The results of an assessment measuring students' fraction, decimal, and percentage estimation skills provide a first look into students' relative rational number magnitude knowledge and strategy use. Learn how to teach strategies derived from assessment results to improve student performance with rational numbers.

**LEADER(S):** Stephanie Morano, Pennsylvania State University, State College, PA

2:15 PM-3:00 PM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 329

■ **Using Technology to Support Reading Comprehension Interventions: A Meta-Analysis**

**TOPIC:** Technology and Media  
**SECONDARY TOPIC:** Learning Disabilities  
**FORMAT:** Poster Session

We will describe the important technology features beneficial for students with learning disabilities. The results from a meta-analysis of research investigating technology and reading comprehension of expository text, as well as practical implications, will be shared.

**LEADER(S):** Shalu Rana, George Mason University, Fairfax, VA

2:15 PM-3:00 PM ROOM: POSTER 23, EXPO HALL 3  
SESSION: 330

■ **Weak Central Coherence and Reading Comprehension in Autism Spectrum Disorder: A Synthesis**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Poster Session

Individuals with ASD have a well-documented deficit in reading comprehension and a reputed deficit in central coherence. The present synthesis reviews reading comprehension studies on weak central coherence and ASD. Implications for reading instruction and interventions are discussed.

LEADER(S): Aron Weinberg, University of Texas, Austin, TX

PRESENTER(S): Raymond Ostendorf, Western New England University, Springfield, MA

3:30 PM-4:30 PM ROOM: 103 • SESSION: 332

■ **CEC Aspiring Leaders**

TOPIC: Professional Development

FORMAT: Presentation with Q&A

CEC needs YOU! Interact with CEC leaders to learn the various roles and potential benefits of becoming a leader in CEC. Learn about the opportunities within CEC and become involved in leadership activities within the organization. You can have an impact within state/provincial units, divisions and subdivisions, and at the international level--let us show you how to get started!

LEADER(S): The CEC Nominations Standing Committee

3:30 PM-4:30 PM ROOM: 226 • SESSION: 333

■ **Program Chair Featured: ESSA**

TOPIC: Public Policy

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

On December 10, 2015, the President signed into law the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965. The new education law has particular importance to students with disabilities. During this session, Office of Special Education Programs (OSEP) Acting Director Ruth Ryder will provide an overview of ESSA, with specific focus on provisions that impact students with disabilities.

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

PRESENTER(S): Ruth Ryder, OSEP Acting Director, U.S. Department of Education, Washington, DC

3:30 PM-4:30 PM ROOM: 100 • SESSION: 334

■ **SPECIAL FOCUS: Daily Math Home Practice, Number Talks, & Automaticity of Basic Math Facts**

TOPIC: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

In this research, two teachers document their experiences in students' basic math facts daily home practice and daily school two-minute quizzes, student weekly quizzes, and daily 10-minute "Number Talks" which helped students build on mathematical concepts to make connections to improve their mental math, and math automaticity and accuracy.

LEADER(S): Bing Cui, Saskatoon Public School Division, Saskatoon, Canada

3:30 PM-4:30 PM ROOM: 231 • SESSION: 335

■ **Assessing ELLs With Exceptional Needs: Implementations for Special Education Eligibility**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

To accurately identify an ELL as having a disability, educators must understand how to collect and interpret data including language proficiency, cultural competency, academic performance, and behaviors. We address practices to ensure fair and appropriate assessments for ELLs, special education referral, and evaluation.

LEADER(S): Ying Hui-Michael, Rhode Island College, Providence, RI

3:30 PM-4:30 PM ROOM: 120 • SESSION: 336

■ **Assessing Math Writing: Evidence From Fourth-Grade Math-Writing Samples That Supports Math-Writing Quality**

TOPIC: Assessment

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

We describe assessment practices about 'math writing' which involves using writing skills for explaining math concepts or procedures. We will lead an interactive session to introduce math-writing assessments about fractions and word problems and discuss math and writing difficulty indicators.

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

PRESENTER(S): Sarah Powell, University of Texas, Austin, TX



3:30 PM-4:30 PM ROOM: 101 • SESSION: 337

**■ Contribution of Nonsymbolic Representation Beyond Symbolic Equal Sign Instruction in Elementary Classrooms**

**TOPIC:** Research

**SECONDARY TOPIC:** Learning Disabilities

**FORMAT:** Presentation with Q&A

We discuss the purpose and details of this study which was to increase the relational understanding of the equal sign of elementary students with and without language difficulty. We also share the outcomes of the study and the effectiveness of the intervention for different populations of students.

**LEADER(S):** Jason Chow, Vanderbilt University, Nashville, TN

3:30 PM-4:30 PM ROOM: 230 • SESSION: 338

**■ Creating Access to Technology and Computer Science for Students With Visual Impairments**

**TOPIC:** STEM

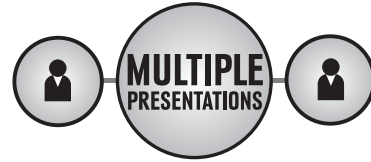
**SECONDARY TOPIC:** Visual Impairments

**FORMAT:** Presentation with Q&A

Many students benefit from technology, but some cannot fully access software and curricular activities because of a disability. This is especially true for students with VI. We present enhancements developed in the Inclusive Exploring Computer Science project along with results to effectively support these students.

**LEADER(S):** Karen Mutch-Jones, TERC, Cambridge, MA

**PRESENTER(S):** Stephanie Ludi, Rochester Institute of Technology, Rochester, NY



3:30 PM-4:30 PM • ROOM: 232 • SESSION: 339

**DEVELOPING MATHEMATICAL REASONING IN ADOLESCENTS WITH LEARNING DISABILITIES**

**TOPIC:** Learning Disabilities

**FORMAT:** Multiple Presentation Session

**MODERATOR(S):** David Chard, Southern Methodist University, Dallas, TX

● **Finding (Math) Reason Among Adolescents**

We provide the results of a study examining the math reasoning of middle school students with disabilities and those struggling with the content. The implications of the findings and how to make instructional changes that align to both student needs and the changing Standards are discussed.

**LEADER(S):** Sarah Watt, Miami University, Oxford, OH

● **Is Mathematical Representation of Problems an Evidence-Based Strategy for Students At-Risk for Mathematics Difficulties?**

We evaluated the quality of the research and evidence base for representation of problems as a strategy to enhance the mathematical performance of students with LD and those at risk for mathematics difficulties. We will identify the contexts under which mathematical representation of problems as a strategy enhances student learning.

**LEADER(S):** Asha Jitendra, University of Minnesota, Minneapolis





3:30 PM-4:30 PM • ROOM: 262 • SESSION: 340

### ENSURING COMMUNICATION EQUAL TO THAT OF PEERS

**TOPIC:** Communicative Disabilities and Deafness  
**FORMAT:** Multiple Presentation Session  
**MODERATOR(S):** Rebecca Jackson, Minnesota Department of Education, St. Paul, MN

● **National Survey of Special Educators: Communication Use for Students With Disabilities**

We share the results of a nationwide survey of teachers who support students with communication disorders which will help drive continued discussion about how we as educators can further support the communication access for all students. All are welcome to come share their experiences and offer suggestions.

**LEADER(S):** Natalie Andzik, The Ohio State University, Columbus, OH

● **The Communication Bill of Rights: Implications for Advocacy and Practice**

This session will present the Communication Bill of Rights as revised by the National Joint Committee for the Communication Needs of Persons With Severe Disabilities (NJC) in 2015. Suggestions for practitioner advocacy will be included. Evidence-based practices will be detailed for two of the rights.

**LEADER(S):** Susan Bruce, Boston College, Chestnut Hill, MA  
**PRESENTER(S):** Diane Paul, ASHA, Rockville, MD

3:30 PM-4:30 PM ROOM: 124 • SESSION: 341

■ **Evidence-Based Practice in Emotional and Behavioral Disorders**

**TOPIC:** Emotional and Behavioral Disorders  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Presentation with Q&A

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  
**PRESENTER(S):** Chris Sweigart, University of Louisville, Louisville, KY

3:30 PM-4:30 PM ROOM: 264 • SESSION: 342

■ **Exploring How Mobile Devices Help College Students With Disabilities Access News Information**

**TOPIC:** Technology and Media  
**SECONDARY TOPIC:** Career Development/Transition  
**FORMAT:** Presentation with Q&A

We share the results of a study that investigated how mobile devices interact with postsecondary students with disabilities to access news and information. By examining theoretical frameworks of Cultural Historical Activity Theory, UDL, and causal agency theory, we developed a conceptual framework to support this study: to help college students with disabilities promote self-determination through mobile technology. Findings, limitations and implications will be discussed.

**LEADER(S):** Jingrong Pearl Xie, University of Kansas, Lawrence, KS  
**PRESENTER(S):** James Basham, University of Kansas, Lawrence, KS

3:30 PM-4:30 PM ROOM: 105 • SESSION: 343

■ **Generalizing Evidence Based-Practices From Classrooms to the Workplace for Students With ASD**

**TOPIC:** Autism Spectrum Disorder  
**SECONDARY TOPIC:** Parent/Family/School Partnerships  
**FORMAT:** Presentation with Q&A

Learn to use existing workplace resources to implement behavioral-based instruction at job sites. Strategies for engaging co-workers and environmental cues to provide instruction or support will be presented, as will examples of task analysis, chaining, and prompting systems used in providing instruction.

**LEADER(S):** Darlene Unger, Youngstown State University, Rich Center on Autism, Youngstown, OH



3:30 PM-4:30 PM ROOM: 260 • SESSION: 344

**■ Identifying Early Signs of Learning Difficulties**

**TOPIC:** Early Childhood

**SECONDARY TOPIC:** Assessment

**FORMAT:** Presentation with Q&A

Our study explored the use of informal measures to identify early signs of learning difficulties in kindergarten children. Participants will learn to recognize the value of informal observational methods to indicate early signs of possible future challenges for their students.

**LEADER(S):** Becky Knickelbein, Indiana University of Pennsylvania, Indiana, PA

**PRESENTER(S):** Lynanne Black, Indiana University of Pennsylvania, Indiana, PA

3:30 PM-4:30 PM ROOM: 240 • SESSION: 345

**■ Improving Practices Within Tier 2: Moving Beyond a ‘One-Size Fits All’ Approach**

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

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Presentation with Q&A

We describe a step-by-step process for data-based decision making within Tier 2 social and behavioral supports. This process features matching student need to an evidence-based, Tier 2 intervention (e.g., CICO, social skills, self-monitoring) and using data to modify interventions based on responsiveness.

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

**PRESENTER(S):** Sara McDaniel, University of Alabama, Tuscaloosa, AL; Barbara Mitchell, University of Missouri, Columbia, MO

3:30 PM-4:30 PM ROOM: 132 • SESSION: 346

**■ Program Chair Featured – The IRIS Center: Your Source for Free Online Resources About Evidence-Based Practices**

**TOPIC:** Personnel Preparation

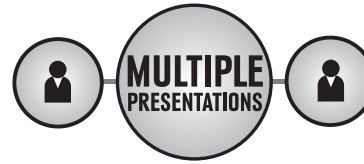
**SECONDARY TOPIC:** Autism Spectrum Disorder

**FORMAT:** Demonstration

IRIS is an OSEP-funded center that creates resources on a wide variety of instructional and behavioral topics important to educators today: classroom/behavior management, reading, RTI/MTSS, progress monitoring, UDL, autism spectrum disorders, and more. Explore our Website and learn about IRIS Modules and other materials that can enhance your personal knowledge and professional development. We encourage you to bring your laptops or other online-ready devices.

**LEADER(S):** Naomi Tyler, The IRIS Center, Peabody College, Vanderbilt University, Nashville, TN

**PRESENTER(S):** Kim Skow, The IRIS Center, Peabody College, Vanderbilt University, Nashville, TN



3:30 PM-4:30 PM • ROOM: 261 • SESSION: 347

**RECRUITING, RETAINING, AND SERVICING DIVERSE LEARNERS IN GIFTED EDUCATION**

**TOPIC:** Gifted and Talented

**FORMAT:** Multiple Presentation Session

**MODERATOR(S):** Alicia Cotabish, University of Central Arkansas, Conway

● **Providing Optimal Educational Opportunities for Academically Diverse Learners Using Tiered Assignments**

How do you challenge diverse learners with a wide range of academic abilities including gifted students in an inclusion setting? We use a case study to explore a strategy known as tiered assignments which allows for teachers to teach the same objective to students while encouraging mastery at various levels.

**LEADER(S):** Christine Weber, University of North Florida, Jacksonville, FL

**PRESENTER(S):** Cecelia Boswell, Austin Creek Education Systems, De Leon, TX

● **Recruiting and Retaining Underrepresented Gifted Students Using an Equity Lens**

The underrepresentation of Black and Hispanic students in gifted education has received considerable attention at national and state levels. Educators desire to increase access for such students but may be unaware of how to do so. We address both underrepresentation and equity in quantifiable ways. (1079)

**LEADER(S):** Donna Ford, Vanderbilt University, Nashville, TN

3:30 PM-4:30 PM ROOM: 275 • SESSION: 348

### ■ Strand D, Session 3: Screening Tools for Early Detection of Communication Delays and Promising Intervention Models

**TOPIC:** Early Childhood

**SECONDARY TOPIC:** Autism Spectrum Disorder

**FORMAT:** Presentation with Q&A

Screening tools for the early detection of communication delays in children under 24 months of age will be described (from the FIRST WORDS® Project). Results from a recent study of the SCERTS® Model indicating improved outcomes for young children with autism spectrum disorders will also be shared.

**LEADER(S):** Amy Wetherby, Florida State University Autism Institute, Tallahassee, FL

3:30 PM-4:30 PM ROOM: 123 • SESSION: 349

### ■ Students in Charge: Developing Self-Regulation Strategies in Children With Behavior Disorders

**TOPIC:** Emotional and Behavioral Disorders

**SECONDARY TOPIC:** Assessment

**FORMAT:** Presentation with Q&A

Teaching students with EBD self-determination skills so that they can be better self-advocates and more included in the community is critical. Learn how two teachers moved the locus of control for student behavior from teacher to student.

**LEADER(S):** Jennifer Mahdavi, Sonoma State University, Rohnert Park, CA

**PRESENTER(S):** Amory Verroulx, Sunny Hills Services, San Anselmo, CA; Lael Tensfeldt, Sonoma County Office of Education, Santa Rosa, CA

3:30 PM-4:30 PM ROOM: 104 • SESSION: 350

### ■ Teaching Basic Literacy Skills to Groups of Students With Severe Disabilities and Complex Communication Needs

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Research

**FORMAT:** Presentation with Q&A

We share results of a study to determine if students who have ID and communication disorders could be taught basic literacy skills in small group settings using the ALL Curriculum. Findings indicate a statistically significant functional relation between using the ALL curriculum and student progress.

**LEADER(S):** Melissa Ainsworth, George Mason University, Fairfax, VA

**PRESENTER(S):** Anya Evmenova, George Mason University, Fairfax, VA

3:30 PM-4:30 PM ROOM: 102 • SESSION: 351

### ■ The Power and Potential of Teacher Research to Improve Classroom Learning in Special Education

**TOPIC:** Research

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Presentation with Q&A

Explore the power and the potential of teacher research in reforming instructional practices of special education teachers. You will learn about the process and protocols of doing teacher research in your own classroom. Guidelines are provided for school leaders interested in implementing teacher research in their institution.

**LEADER(S):** Eric Claravall, San Francisco State University, San Francisco, CA

**PRESENTER(S):** Susan Courey, San Francisco State University, San Francisco, CA

3:30 PM-4:30 PM ROOM: 241 • SESSION: 352

### ■ The POWER of Writing

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

**SECONDARY TOPIC:** Learning Disabilities

**FORMAT:** Demonstration

CCSS require that students in K-12 classrooms gain mastery in writing skills. This session includes a discussion of evidence-based writing interventions and demonstration of the SRSD model of writing instruction including a sentence writing strategy that employs color as a powerful tool to support memory.

**LEADER(S):** Jugnu Agrawal, Fairfax County Public Schools/George Mason University, Fairfax, VA

**PRESENTER(S):** Gary Hoag, Alexandria City Public Schools, Alexandria, VA

3:30 PM-4:30 PM ROOM: 223 • SESSION: 353

### ■ Tools to Support Implementation of Intensive Reading Interventions and Progress Towards Results-Driven Accountability

**TOPIC:** Learning Disabilities

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

**FORMAT:** Demonstration

We review tools to support all stakeholders in implementing EBPs and intensive intervention for students with reading disabilities. Tools include reading intervention adaptation and intensification strategies, progress monitoring and measurement instruments, and a review of the DBI process.

**LEADER(S):** Sarah Arden, American Institutes for Research, Washington, DC

**PRESENTER(S):** Jill Pentimonti, American Institutes of Research, Washington, DC; Sharon Vaughn, The Meadows Center for Preventing Educational Risk/UT, Austin, TX

3:30 PM-4:30 PM ROOM: 265 • SESSION: 354

**Transformational Approaches to Improve the Lives of Vulnerable Children in Uganda**

TOPIC: International Programs/Services

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&amp;A

In many regions of the world where resources are scarce, children live in extreme vulnerability and are exposed to challenges in meeting their basic needs. Learn how multidisciplinary teams engaged in initiatives to transform communities and schools to improve the lives of vulnerable children in Uganda.

LEADER(S): Susan O'Rourke, Carlow University, Pittsburgh, PA

PRESENTER(S): Kevin Spencer, Hocus Focus, Inc., Lynchburg, VA

3:30 PM-4:30 PM ROOM: 224 • SESSION: 355

**Use of Technology in the Preparation of Preservice Teachers**

TOPIC: Personnel Preparation

SECONDARY TOPIC: Technology and Media

FORMAT: Panel

We report on a CEEDAR Center Innovation Configuration (IC) developed to inform teacher educators about technology use in teacher education. Learn about the current findings from the literature, examples and information to support implementation, including an evaluation matrix to support deeper implementation.

LEADER(S): Cathy Thomas, University of Missouri, Columbia, MO

PRESENTER(S): Lisa Dieker, University of Central Florida, Orlando, FL; Michael Kennedy, University of Virginia, Charlottesville, VA

3:30 PM-4:30 PM ROOM: 222 • SESSION: 356

**Video Self Modeling and Reading: An Intensive Intervention Partnership**

TOPIC: Technology and Media

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

FORMAT: Demonstration

Mobile devices, cloud computing and ease of video editing tools have enabled reading instruction to occur anywhere and more often. In this session, you will be coached through step-by-step instructions in creating effective VSM as an intensive intervention for struggling readers. Featuring video editing with iMovie software, you will 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

3:30 PM-4:30 PM ROOM: 266 • SESSION: 360

**World Class Transition Services: Partnerships That Work!**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&amp;A

We describe how a large urban school district has built partnerships with the Goodwill Industries and Pride Industries to create real jobs for students identified with cognitive disabilities. Learn how the Ysleta District was the first district in the nation to house a Goodwill Store on a high school campus.

LEADER(S): Diana Otero, Ysleta Independent School District, El Paso, TX

PRESENTER(S): Ric Castaneda, Ysleta Independent School District, El Paso, TX

3:30 PM-4:15 PM ROOM: POSTER 14, EXPO HALL 3 SESSION: 361

**A Review of Research on Teaching Vocational Skills to People With Significant Disabilities**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

Learn about a systematic literature review focusing on teaching vocational skills to students with severe disabilities. We have organized what has been taught, with what methods, and in what settings and share vocational skills interventions, transition planning for employment, and increasing access to job sites.

LEADER(S): John Schaefer, The Ohio State University, Columbus, OH

3:30 PM-4:15 PM ROOM: POSTER 06, EXPO HALL 3 SESSION: 362

**A Theory of Action for Developing a Statewide System of Integrated Supports**

TOPIC: Accountability &amp; Large Scale Assessments

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

We share the history, organizational frameworks, and experiences of stakeholders working to build a statewide infrastructure to support educators who provide special education services to students with significant cognitive disabilities. Learn how one state developed a statewide system of integrated supports.

LEADER(S): Amy Petersen, University of Northern Iowa, Cedar Falls, IA

PRESENTER(S): Emily Thatcher, Iowa Department of Education, Des Moines, IA; Dagny Fidler, Morningside College, Des Moines, IA; Dawn Jacobsen, Upper Iowa University, Fayette, IA; Susan Lund, Waterloo Schools, Waterloo, IA

3:30 PM-4:15 PM ROOM: POSTER 23, EXPO HALL 3  
SESSION: 363

### ■ Book Club Discussion Groups for Students With Disabilities and General Education Peers

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Poster Session

We share the results of a study to analyze the effects of explicit instruction to prepare middle school students with ID or autism to participate in 'book club' discussions with their general education peers. Results and implications for future research and practice are discussed.

LEADER(S): Charles Wood, University of North Carolina, Charlotte, NC

PRESENTER(S): Amy Kemp-Inman, University of North Carolina, Charlotte, NC; Bradley Stevenson, National Secondary Transition TA Center/UNC, Charlotte, NC; Fred Spooner, University of North Carolina, Charlotte, NC

3:30 PM-4:15 PM ROOM: POSTER 22, EXPO HALL 3  
SESSION: 366

### ■ Effects of Guided Notes on the Academic Performance of Low-Achieving High-School Students

TOPIC: Learning Disabilities

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

FORMAT: Poster Session

We will discuss the results of our experimental study that investigated the effects of Guided Notes (GNs) on the academic performance of five high-school students with learning difficulties during a Greek History class. Results demonstrated a strong functional relationship between GNs and students' quiz performance and note-taking accuracy.

LEADER(S): Lefki Kourea, University of North Carolina, Charlotte, NC

3:30 PM-4:15 PM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 364

### ■ Collaborative Student Teaching Model: Tips for the Classroom Teacher

TOPIC: Personnel Preparation

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

CSTM is a mentoring process where the cooperating teacher and the teacher candidate build a relationship through the development and use of communication, collaboration, planning, and reflection to provide shared instruction. We identify perceptions of key stakeholders, and discuss strategies and resources for the classroom teacher.

LEADER(S): Kathryn Servilio, Monmouth University, West Long Branch, NJ

3:30 PM-4:15 PM ROOM: POSTER 21, EXPO HALL 3  
SESSION: 367

### ■ Effects of Social Network Training for Parents of Children With Disabilities in Albania and Kosovo

TOPIC: International Programs/Services

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

The study evaluated the effectiveness and social validity of an approach to training parents of children with autism to implement three skills (praise, redirecting repetitive behavior, and eliciting eye contact). We discuss the results and applications of the social network training approach used in the study.

LEADER(S): Blake Hansen, Brigham Young University, Provo, UT

3:30 PM-4:15 PM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 365

### ■ Educators' Perceptions of the Utility of Check-In/Check-Out in Alternative Settings

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

We share the results of a study evaluating educators' perceptions of the check-in/check-out intervention in alternative educational settings. We discuss possible adaptations for nonresponders and their applicability in alternative educational settings. Limitations and future directions of this research are addressed.

LEADER(S): Nicole Swoszowski, University of Alabama, Tuscaloosa, AL

PRESENTER(S): Robin Ennis, University of Alabama, Birmingham, AL; Lauren Evanovich, University of Louisville, Louisville, KY; Kristine Jolivet, Georgia State University, Atlanta, GA

3:30 PM-4:15 PM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 368

### ■ Evaluation of Single-Subject Reading Interventions for Students With Emotional and Behavioral Disorders

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

A reading intervention for students with EBD in Grades K-12 was evaluated according to the What Works Clearinghouse design and effectiveness criteria. Implications for school practice, student limitations, and areas for future research are discussed.

LEADER(S): John McKenna, St. John's University, Queens, NY

PRESENTER(S): Mikyung Shin, Ewha Womans University, Seoul, South Korea; Kathleen Pfannenstiel, American Institutes for Research, Washington, DC

3:30 PM-4:15 PM ROOM: POSTER 20, EXPO HALL 3  
SESSION: 369

### ■ Improving Services for Students With Significant Needs Using Quality Indicators

TOPIC: Administration/Supervision

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

Learn how an evidence-based tool, Quality Indicators for Assessing Individualized Services for Students with Significant Support Needs (QIs), assists in assessing, and improving services and outcomes for students. The results of the QI assessment, used to develop an action plan will be discussed.

LEADER(S): Robin Brewer, University of Northern Colorado, Greeley, CO

3:30 PM-4:15 PM ROOM: POSTER 10, EXPO HALL 3  
SESSION: 370

### ■ Invitation to Learning Through Inclusive Live Theatre Production

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Arts in Special Education

FORMAT: Poster Session

We present an overview of theatre productions that included students with special needs. Leave with an understanding of how to address multiple IEP goals through live theater, and create an invitational environment for students and staff to collaborate on a common goal—which was a full theatrical production.

LEADER(S): Bradley Walkenhorst, Special School District of St. Louis County, St. Louis, MO

PRESENTER(S): Barbra Raney, Special School District of St. Louis County, St. Louis, MO

3:30 PM-4:15 PM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 371

### ■ Online Professional Development for Algebra Progress Monitoring: Teacher Knowledge, Use, and Satisfaction

TOPIC: Technology and Media

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Teachers were asked to use an online system of professional development for algebra progress monitoring. They completed online instructional modules to learn to administer and score three types of algebra tools and to use the accompanying data management system. We report on and discuss the teachers' satisfaction with the system.

LEADER(S): Pamela Stecker, Clemson University, Clemson, SC

PRESENTER(S): Anne Foegen, Iowa State University, Ames, IA; Vincent Genereo, Iowa State University, Ames, IA

3:30 PM-4:15 PM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 372

### ■ Parent and Professional Perceptions of Diagnoses and Access to Services for African American Children With ASD

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

Little is known about the experiences of African American parents of children with ASD and the professionals who provide services for them. We share the findings and recommendations from our study that investigated their perceptions of diagnoses and access to services for African American children with ASD.

LEADER(S): Jamie Pearson, University of Illinois, Urbana-Champaign, IL

PRESENTER(S): Hedda Meadan, University of Illinois, Urbana-Champaign, IL

3:30 PM-4:15 PM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 373

### ■ Patterns of Online Reinforcement and Social Interaction Evaluated by Student Performance

TOPIC: Technology and Media

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This session extends research into patterns of usage in a blended technology environment by focusing on reinforcement and social interaction opportunities. We will discuss how our understanding of these aspects of a blended learning environment increases at-risk student performance.

LEADER(S): Janet Macpherson, Voyager Sopris Learning, Dallas, TX

3:30 PM-4:15 PM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 374

### ■ Reading Interventions for At Risk Latino Language Learners

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

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

With the rapid increase of ELLs in schools, it is essential to know the effectiveness of reading interventions and how to meet students' linguistic and cultural challenges. We examine outcomes of reading interventions that were applied with ELLs in elementary classrooms prior to identification of specialized services.

LEADER(S): Maria Soria, University of Illinois, Chicago, IL

3:30 PM-4:15 PM ROOM: POSTER 02, EXPO HALL 3  
SESSION: 375

**Structural Relationships of Adolescent Writing: Implications of the Simple View of Writing**

TOPIC: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We present the findings from a research study that explored the structural relationships of the components of the Simple View of Writing in 9th grade. Implications for supporting the writing needs of adolescents with and at-risk for a writing disability will also be discussed.

LEADER(S): Apryl Poch, University of Missouri, Columbia, MO

3:30 PM-4:15 PM ROOM: POSTER 24, EXPO HALL 3  
SESSION: 376

**Teacher Leadership in Severe Disabilities: Voices of Multiple Stakeholders**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

We share perspectives on teacher leadership in regards to teachers of students with severe disabilities. The opinions of and experiences with teacher leadership for teachers, administrators, and higher education personnel are explored, as well as implications for practice and future research in the area.

LEADER(S): Jordan Shurr, Central Michigan University, Mt. Pleasant, MI

PRESENTER(S): Andrea Jasper, Central Michigan University, Mount Pleasant, MI; Meaghan McCollow, Central Michigan University, Mount Pleasant, MI; Emily Bouck, Michigan State University, East Lansing, MI

3:30 PM-4:15 PM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 377

**Teachers' Perceptions of Latino Immigrant Parent Participation in Charter Schools: Opportunities and Challenges**

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Our study assessed teachers' perceptions of parent participation at a large charter management organization serving mostly low-SES Latino immigrant-origin students in a large city in Southern California. We discuss how to use the results to improve teacher-parent collaboration within the Latino communities.

LEADER(S): Paul Luelmo, California State University & UCLA, Los Angeles, CA

3:30 PM-4:15 PM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 378

**Testing the Efficacy of a Kindergarten Mathematics Intervention by Small Group Size**

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

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We present a Tier 2 kindergarten math intervention for at-risk students to special educators interested in math RTI. An overview of the curriculum is provided and results from a randomized control trial in which group size was systematically manipulated is shared. Implications for practice is also discussed.

LEADER(S): Ben Clarke, University of Oregon, Eugene, OR

PRESENTER(S): Christian Doabler, University of Oregon, Eugene, OR



3:30 PM-4:15 PM ROOM: POSTER 19, EXPO HALL 3  
SESSION: 379

### ■ The Role of Dynamic Assessments in Culturally and Linguistically Diverse Students

TOPIC: Assessment

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Dynamic assessments are culturally sensitive tools to accurately differentiate a language difference from a language disorder in CLD students. We examine dynamic assessments in the areas of categorization, vocabulary, and narration. Ideas for future research are suggested.

LEADER(S): Giselle Nunez, University of Illinois, Chicago, IL

3:30 PM-4:15 PM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 380

### ■ The Use and Benefits of Audible Pedestrian Signals on College Campuses

TOPIC: Visual Impairments

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We share the findings of a survey focusing on identifying universities with audible pedestrian signals on campus. You will learn about the logistics and the benefits of having audible pedestrian signals on campuses and how they can increase independence for students who are visually impaired.

LEADER(S): Alicia Hornberger, Kutztown University of Pennsylvania, Kutztown, PA

3:30 PM-4:15 PM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 381

### ■ UDL in the PK-12 Classroom: A Systematic Review of Intervention Research

TOPIC: Research

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We will provide the results of a synthesis of the literature on UDL-based intervention studies in PK-12 settings. We discuss the outcomes of studies that used UDL-based instructional practices in PK-12th settings and denote how UDL principles were applied within each intervention.

LEADER(S): Min Wook Ok, University of Hawaii at Manoa, Honolulu, HI

PRESENTER(S): Kavita Rao, University of Hawaii, Honolulu, HI;  
Brian Bryant, Meadows Center for Preventing Educational Risk, UT,  
Austin, TX

3:30 PM-4:15 PM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 382

### ■ Using Electronic Text and Graphic Organizers to Improve Comprehension for Students With an Intellectual Disability

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

Secondary students with an ID increased their comprehension skills after listening to electronic text and creating a pictorial graphic organizer and maintained their comprehension skills the following day. We will show you multiple ways to enhance literacy using a variety of supports.

LEADER(S): Karen Douglas, Illinois State University, Normal, IL

3:30 PM-4:15 PM ROOM: POSTER 15, EXPO HALL 3  
SESSION: 383

### ■ Using Home-School Communication to Reduce Problem Behaviors in Children With ASD

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

We present the results of a study evaluating the effectiveness of a daily behavior report card and home-school communication in reducing disruptive behaviors for students with ASD. Results, including implications for future research, practice, and policy will be shared.

LEADER(S): Samantha Goldman, Vanderbilt University, Nashville, TN

3:30 PM-4:15 PM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 384

### ■ What Can We Learn From Finland? Universal Design for Learning Comes Alive!

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

UDL provides a framework for learners emphasizing the importance of affect in learning. A professor of special education who studied teacher education in Finland discovered evidence indicating how Finland may inform a true 'universal design' for learning and success for all.

LEADER(S): Martha Decker, Morehead State University, Morehead, KY



## Yes I Can Awards Ceremony

Friday, April 15 • 4:30-6 p.m.

*Don't miss it!*

*Prepare to be inspired!*

# YES I CAN AWARDS

## COME AND SEE WHAT SUCCESS LOOKS LIKE.

Each year, the Yes I Can Awards celebrate children and youth with exceptionalities who shine. Join us **Friday, April 15, from 4:30-6 p.m. in the Ferrara Theatre** to honor the accomplishments and achievements of our Yes I Can Award recipients.

Visit the Yes I Can display in CEC Central in the Expo Hall to learn more about our 2016 Yes I Can recipients.

### ACADEMICS

Michael Joseph Lohrer  
Raffaella Swail

### ARTS

Ted Austin Hudson  
Alex Meyer

### SCHOOL & COMMUNITY ACTIVITIES

Joe Muñoz  
Paloma Renee Rambana

### SELF-ADVOCACY

Alex Campbell  
Ryleigh Touart

### TECHNOLOGY

Joseph C. Boggs  
Lydia Rose Teague

### TRANSITION

Karlyn Frahm  
Demitry J. Meiners



# Pearson

CEC sincerely thanks Pearson for its continued dedication to and support of the Yes I Can Awards.



Council for  
Exceptional  
Children

# Join Us For An Exciting Session!



## **Sesame Street: See Amazing in All Children!**

Friday, April 15<sup>th</sup>

8:00 – 9:00 am

Ferrara Theatre

America's Center



# FRIDAY, APRIL 15

Third General Session (8:00 a.m. – 9:00 a.m.) . . . . . Opposite page  
*Ferrara Theatre*

Sessions (8:00 a.m. – 4:30 p.m.) . . . . . 124

Representative Assembly Registration (7:00 a.m. – 9:45 a.m.)  
(CEC Headquarters Office)

Representative Assembly (12:30 p.m. – 4:00 p.m.)

“Yes I Can” Award Ceremony (4:30 a.m. – 6:00 p.m.)



## Friday Sessions

8:00 AM-9:00 AM

ROOM: FERRARA THEATRE  
SESSION: 389

### ■ Sesame Street: See Amazing In All Children

TOPIC: Autism Spectrum Disorders

SECONDARY TOPIC: Early Childhood

FORMAT: Presentation with Q&amp;A

Every child in his or her lifetime will meet someone who has autism and Sesame Street is perfectly positioned to spread a message of respect, understanding and kindness to all children and to remind us all that everyone has unique qualities and talents that make the world an interesting place. That's why we created *Sesame Street and Autism: See Amazing in All Children*, a nationwide initiative aimed at families and communities. Developed with input from people with autism, parents, and autism service providers, Sesame Street and Autism fosters an affirming narrative around autism for all families and kids. CEC is pleased to be a partner with Sesame Street in the development and dissemination of this initiative. Join us to learn how you and others can utilize free tools designed by Sesame Street for all kids and families.

**LEADER(S):** Kayla Nalven, US Social Impact, Sesame Workshop, New York, NY

8:00 AM-9:00 AM

ROOM: 261 • SESSION: 390

### ■ A Case Study of China's Two Inclusive Preschool Programs

TOPIC: International Programs/Services

SECONDARY TOPIC: Early Childhood

FORMAT: Presentation with Q&amp;A

This case study focused on two inclusive preschool programs located in China's less developed areas. Through teacher interviews and classroom observations, we identified the special accommodations provided to children with special needs, teacher qualifications, and challenges of inclusion in these programs.

**LEADER(S):** Yanhui Pang, Bloomsburg University of Pennsylvania, Bloomsburg, PA

8:00 AM-9:00 AM

ROOM: 230 • SESSION: 391

### ■ A Research-Based Intervention for Middle School Students Who Struggle With Fraction Understanding

TOPIC: STEM

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

To help students with their fraction concepts, we developed an intervention that uses number line based activities. The intervention has shown to be effective in helping students obtain significantly and meaningfully higher scores than the business-as-usual control group on measures of fraction concepts.

**LEADER(S):** Nancy Dyson, University of Delaware, Newark, DE

**PRESENTER(S):** Jessica Carrique, University of Delaware, Newark, DE

8:00 AM-9:00 AM

ROOM: 264 • SESSION: 393

### ■ Achieving Results: Characteristics of Successful Districts and Charters

TOPIC: Public Policy

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&amp;A

Through site visits with 38 highly performing districts and charters, the Arizona Department of Education found six systemic trends that are increasing academic achievement for students with disabilities. Learn how these systems can be replicated to improve outcomes for all students.

**LEADER(S):** Melissa De Vries, Arizona Department of Education, Phoenix, AZ

**PRESENTER(S):** Oran Tkatchov, Arizona Department of Education, Phoenix, AZ





8:00 AM-9:00 AM • ROOM: 101 • SESSION: 394

## ALIGNING MATH INSTRUCTION AND INTERVENTIONS TO STANDARDS FOR STUDENTS WITH DISABILITIES

**TOPIC:** Research

**FORMAT:** Multiple Presentation Session

**MODERATOR:** Bree Jimenez, University of North Carolina, Greensboro, NC

### ● Aligning Math Instruction to Standards for Middle School Students With Significant Disabilities

We will demonstrate interventions to increase independent problem-solving behaviors in grade appropriate math lessons based on research with teachers of students with significant cognitive disabilities. Lessons were aligned to New York State Common Core Math Standards for middle school students.

**LEADER(S):** Katherine Trela, Marist College, Poughkeepsie, NY

### ● Math Interventions for Secondary Students With LD: Do They Align With the Standards?

We will discuss an extensive literature review of multiple evidence-based practices for teaching both the national and Common Core math standards to students with LD. You will learn what is known about teaching math standards as well as strategies and their relationship to math instructional practices.

**LEADER(S):** James Schwab, Georgia State University, Atlanta

**PRESENTER(S):** David Houchins, Georgia State University, Atlanta; Zachary Johnson, Georgia State University, Atlanta

8:00 AM-9:00 AM

ROOM: 280 • SESSION: 395

### ■ Bringing the Community Back to the School

**TOPIC:** Parent/Family/School Partnerships

**SECONDARY TOPIC:** Arts in Special Education

**FORMAT:** Presentation with Q&A

In a rural community school, established as an experiment in curricular reform in Depression-era New Mexico, reciprocal relationships and creative expression were central to culturally based literacy pedagogy. Teacher diaries spanning 7 years provided rich information about teaching and learning to a wide variety of needs and disability attributes.

**LEADER(S):** Laurel Lane, University of New Mexico, Albuquerque, NM

8:00 AM-9:00 AM

ROOM: 225 • SESSION: 396

### ■ Creating Comprehensive Professional Learning Networks: Increasing Opportunities for Research, Writing, and Discussion

**TOPIC:** Personnel Preparation

**SECONDARY TOPIC:** Research

**FORMAT:** Panel

This interactive panel session will allow participants an opportunity to network with others from the field of teacher preparation with like teaching and research interests. Connect with other colleagues to form research and writing collaborations and to create an opportunity for comprehensive professional learning.

**LEADER(S):** Susanne James, Southern Illinois University, Edwardsville, IL

**PRESENTER(S):** Frank Dykes, University of Texas, Tyler, TX

8:00 AM-9:00 AM

ROOM: 240 • SESSION: 397

### ■ Decreasing Bullying Through Improved Social Communication Skills

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

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Presentation with Q&A

Students with disabilities are disproportionately situated within the bullying dynamic, which may be associated with deficits in communication and social skills. We provide strategies for addressing the social and communication needs of students with disabilities through social and emotional learning.

**LEADER(S):** June Preast, University of Missouri, Columbia, MO

**PRESENTER(S):** Chad Rose, University of Missouri, Columbia, MO

8:00 AM-9:00 AM ROOM: 104 • SESSION: 398

**Effective Peer Strategies for Enhancing the Conversational Skills of Adolescents With Autism**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

We describe peer-mediated strategies for improving the social conversations of students with autism including initiating conversations, asking follow-up questions, and sustaining on-topic conversations. We illustrate the strategies with video examples and share practical tips for implementation.

LEADER(S): Linda Bambara, Lehigh University, Bethlehem, PA

PRESENTER(S): Jacquelyn Chovanes, Lehigh University, Bethlehem, PA; Amanda Thomas, Lehigh University, Bethlehem, PA; Shu-Chen Tsai, Lehigh University, Bethlehem, PA

8:00 AM-9:00 AM ROOM: 224 • SESSION: 399

**Effective Writing Practices**

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

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

This engaging and interactive session will provide educators with research-based strategies and activities to develop proficient writers through systematic and explicit multi-sensory instruction. Activities presented align with ELA standards and are appropriate for Tier 2 or Tier 3 intervention.

LEADER(S): Judy Hyatt, Special School District of St. Louis County, St. Louis, MO

PRESENTER(S): Cheryl Perry, Special School District of St. Louis County, St. Louis, MO

8:00 AM-9:00 AM ROOM: 102 • SESSION: 400

**Improving General and Special Educators' Skills in Teaching Students With Exceptional Needs**

TOPIC: Administration/Supervision

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Presentation with Q&amp;A

We highlight a teaching module for pre- and in-service teachers to self-assess their competency to teach students with exceptional needs. Instruction in the use of the components of the module will be described. Data will be shared from first and second year teachers' use of the tool.

LEADER(S): Roberta Strosnider, Towson University, Towson, MD

PRESENTER(S): Debi Gartland, Towson University, Towson, MD; Valerie Sharpe, Towson University, Towson, MD

8:00 AM-9:00 AM ROOM: 103 • SESSION: 401

**Improving Postsecondary Outcomes for Individuals With Autism Through Increased Self-Determination Development**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&amp;A

Approximately 50,000 students with ASD are leaving secondary education annually. These individuals require self-determination (SD) skills to be successful in postsecondary education and employment. We will share strategies in teaching SD skills to students with autism in the classroom and community.

LEADER(S): Lori Hepburn, Lamar University, Beaumont, TX

PRESENTER(S): Jennifer Butcher, Lamar University, Beaumont, TX; Emily Rutherford, Midwestern State University, Wichita Falls, TX

8:00 AM-9:00 AM ROOM: 227 • SESSION: 402

**Introducing the iBraille Challenge!**

TOPIC: Visual Impairments

SECONDARY TOPIC: Technology and Media

FORMAT: Demonstration

iBraille Challenge is an instructional tool using an iPad and refreshable Braille display that provides students with motivating reading and writing activities. Learn how the iBraille Challenge supports Braille literacy and technology skills, and how it relates to college and career readiness standards.

LEADER(S): Cheryl Kamei-Hannan, California State University, Los Angeles, CA

PRESENTER(S): Tessa McCarthy, University of Pittsburgh, Pittsburgh, PA

8:00 AM-9:00 AM ROOM: 100 • SESSION: 403

**Investigating the Perceived Needs and Roles of New Special Education Teachers: A Pilot Study**

TOPIC: Administration/Supervision

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Presentation with Q&amp;A

This project investigated the perceived needs of new special education teachers. These needs were identified through a series of Nominal Group Technique focus groups. The findings may aid in the development of future interventions or supports to improve the retention of special education teachers.

LEADER(S): Jessica Hagaman, University of Nebraska, Omaha, NE

PRESENTER(S): Kathryn Casey, University of Wisconsin, Whitewater, WI

8:00 AM-9:00 AM ROOM: 124 • SESSION: 404

**Legal and Policy Developments in EBD:  
Addressing Mental Health Needs**

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&amp;A

Administrators and educators will discuss trends and issues involving the provision of mental health services for students identified under the category of EBD, as well as recent litigation in parental participation in IEP meetings, and determining what constitutes 'peer reviewed research.'

LEADER(S): Mitchell Yell, University of South Carolin, Columbia, SC

PRESENTER(S): Carl Smith, Iowa State University, Ames, IA; Antonis Katsiyannis, Clemson University, Clemson, SC

8:00 AM-9:00 AM ROOM: 266 • SESSION: 405

**Life After High School: Collaborating With Parents  
of Students With ID**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&amp;A

Transition planning is a collaborative process that involves the student's parents. We share the results of our study that investigated parental expectations of students with ID enrolled in an inclusive college program. Strategies for preparing students with ID to transition to college are discussed.

LEADER(S): Toni Franklin, Columbus State University, Columbus, GA

PRESENTER(S): Gregory Blalock, Columbus State University, Columbus, GA; Jeffrey Conklin, Columbus State University, Columbus, GA; Mary Beth Hendricks, Columbus State University, Columbus, GA

8:00 AM-9:00 AM ROOM: 267 • SESSION: 406

**Preparing Teachers for Online Collaboration**

TOPIC: Technology and Media

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

We discuss the evidence that supports the current uses, perception of benefits, and the best-fit path model for collaborative technologies with preservice teachers. Teacher preparation faculty will be able to restructure their teacher preparation courses to implement online collaborative technologies effectively.

LEADER(S): Lisa Amundson, Greenville College, Greenville, IL

8:00 AM-9:00 AM ROOM: 274 • SESSION: 407

**Strand E, Session 1: Building a Positive School  
Climate Through Positive Behavior Supports**

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

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&amp;A

We provide an overview of the School Climate and Discipline Strand and review the foundational elements to build a continuum of positive behavior supports. The session will also provide an overview of the Safe and Healthy Schools, School Climate Transformation Grant recipients, highlighting state and district examples.

LEADER(S): Timothy Lewis, University of Missouri, Columbia, MO; Heather Hatton, University of Missouri, Columbia, MO; Barbara Mitchell, University of Missouri, Columbia, MO

8:00 AM-9:00 AM ROOM: 275 • SESSION: 408

**Strand F, Session 1: Inclusion: Opportunities and  
Experiences to Prepare for Postsecondary  
Education and Employment Success**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&amp;A

The learning experiences in learning about a career is vital to creating realistic and positive goals. Students with disabilities often lack knowledge about career options and how to make career-related decisions. Learn how teachers can create inclusive opportunities to improve postsecondary education and employment outcomes.

LEADER(S): Robert Stodden, University of Hawaii at Manoa, Honolulu, HI

8:00 AM-9:00 AM ROOM: 276 • SESSION: 409

**Strand G, Session 1: But They Need Everything!  
Keys to Providing Integrated Academic and  
Behavioral Intervention**

TOPIC: Learning Disabilities

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Panel

Although many intervention and problem-solving teams focus on either academic or behavioral concerns, students with the most intensive needs often require support in both areas. We share how data-based individualization provides a framework for integrating academic and behavioral support and highlight tools to assist implementation.

LEADER(S): Amy Peterson, American Institutes for Research, Washington, DC

PRESENTER(S): Lee Kern, Lehigh University, Bethlehem, PA; Louis Danielson, American Institutes for Research, Washington, DC; T. Christopher Riley-Tillman, University of Missouri, Columbia, MO

8:00 AM-9:00 AM ROOM: 231 • SESSION: 410

**■ Systemic Change Practices to Close the Achievement Gap for Latino English Learners**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

We present results of a study of selected school districts in California who have closed the achievement gap for CLD students. You will learn about critical practices at the site and district level that led to these high performing districts to close the gap for diverse students, including ELs.

LEADER(S): Jorge Preciado, Seattle Pacific University, Seattle, WA

8:00 AM-9:00 AM ROOM: 223 • SESSION: 413

**■ The Life Centered Education (LCE) Curriculum (Online and Web-Based Assessment Portal)**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Demonstration

Almost 40 years after its inception, the LCE Curriculum still holds a prominent space on computer monitors for teaching life skills in many special education classrooms. Learn LCE Curriculum Web-based Portal (CEC) procedures, which combines Life skills with students' IEPs and Common Core Standards.

LEADER(S): Bob Loyd, Armstrong State University, Savannah, GA

8:00 AM-9:00 AM ROOM: 262 • SESSION: 411

**■ The Essentials for Working With Children Who Are Deaf or Hard of Hearing**

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Learn auditory oral strategies and techniques to use with children who are deaf or hard of hearing and have speech and/or language delays. Join us as we discuss therapy techniques; speech, language, and listening resources; and audiological equipment information. Video demonstrations will also be included.

LEADER(S): Oralia Gloria, Sunshine Cottage School for Deaf Children, San Antonio, TX

8:00 AM-9:00 AM ROOM: 222 • SESSION: 414

**■ Transdisciplinary Practices to Honor the Diversity of Hybrid Families: Moving Beyond The Brady Bunch**

TOPIC: Early Childhood

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Demonstration

We highlight effective practices to provide transdisciplinary services to children and families representing increasingly diverse cultural backgrounds and structures. Case studies of diverse families are presented to engage participants in meaningful collaboration and team-based applications.

LEADER(S): Jennifer Kilgo, University of Alabama, Birmingham, AL

8:00 AM-9:00 AM ROOM: 105 • SESSION: 412

**■ The Highly Engaged Classroom: Practical Strategies and Tools**

TOPIC: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

Educators must recognize and integrate strategies for increasing student engagement. No matter your class setting, the goal must be to maximize opportunities for all students to succeed by promoting classwide cognitive engagement through activities, discussion, and questioning. Join us and learn how!

LEADER(S): Susan Hentz, Susan Hentz & Associates, Sarasota, FL

PRESENTER(S): Michelle Vacchio, East Brunswick Public School District, East Brunswick, NJ

8:00 AM-9:00 AM ROOM: 263 • SESSION: 415

**■ Using Technology and Systematic Instruction to Teach English/Language Arts Skills and Content**

TOPIC: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&A

Students with moderate/severe ID/autism have been under-exposed to grade-aligned ELA content. We highlight research to guide practice in implementing meaningful grade-aligned ELA content such as opinion writing, comprehension of fiction and nonfiction text, and student-led research via technology.

LEADER(S): Pamela Mims, East Tennessee State University, Johnson City, TN

PRESENTER(S): Carol Stanger, Attainment Company, Inc., Verona, WI



8:00 AM-9:00 AM ROOM: 242 • SESSION: 416

**■ Writing Instruction for Inclusive Classrooms: A Synthesis of Four National Surveys**

**TOPIC:** Learning Disabilities

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Presentation with Q&A

Although more written expression will be required in inclusive classrooms within the context of CCSS, teacher training is inadequate, resulting in less composing and potential outcome issues for students with disabilities. We discuss the need for teacher preparation to provide additional focus on strategies for effective writing instruction.

**LEADER(S):** Todd Sundeen, University of Northern Colorado, Greeley, CO

9:15 AM-10:15 AM ROOM: 226 • SESSION: 420

**■ What’s Happening in Washington?**

**TOPIC:** Public Policy

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Presentation with Q&A

9:15-10:15 a.m.

**Program Chair Featured: Session I – Updates From OSEP**

Office of Special Education Programs (OSEP) Acting Director Ruth Ryder will discuss current OSEP initiatives including Results Driven Accountability, as it relates to the importance of equity and opportunity for all students. She will also address the importance of investments to expand high quality early learning programs, and of supporting teachers and improving outcomes so that all children can be college and career ready. Finally, Ms. Ryder will address recent policy and regulatory work in which OSEP has been involved.

10:15 -10:30 a.m. **BREAK**

10:30 -11:30 a.m.

**Session II – Education Reforms and 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, key provisions of the Every Child Succeeds Act (ESSA) and implementation by the U.S. Department of Education, reauthorization of the Education Sciences Reform Act and the Perkins Act, the NPRM to promote equity in IDEA, and what impending changes will mean for the future of special education.

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

**PRESENTER(S):** Ruth Ryder, OSEP Acting Director, U.S. Department of Education, Washington, DC

9:15 AM-11:15 AM  
ROOM: 264 • SESSION: 421

**★ CEC-PD SHOWCASE ★**

**Bright Futures: Special Education In the Coming Millennium**

**TOPIC:** Pioneers/Historical Perspectives

**SECONDARY TOPIC:** Public Policy

**FORMAT:** Panel

In this session, we will explore the current and future needs of special education. Join in as experienced leaders, new teachers, and students still in their teachers in preparation programs discuss how we can create a Bright Future for students with exceptionalities!

**LEADER(S):** Mary Ruth Coleman, University of North Carolina, Chapel Hill, NC

**PRESENTER(S):** William Bogdan, University of Cincinnati (Retired), Edgewood, KY

9:15 AM-11:15 AM ROOM: 131 • SESSION: 422

**■ Program Chair Town Hall: Who Is included? Whom Do We Serve?**

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** International Programs/Services

**FORMAT:** Town Hall

In this interactive session, we explore shared and discordant meanings of words commonly used to refer to learners with a variety of special needs. Our goal is to begin a conversation that will help us all communicate more effectively with others to better meet the needs of all learners.

**LEADER(S):** Eileen Raymond, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa

**PRESENTER(S):** Iva Boneva, Center for Inclusive Education, Sofia, Bulgaria; Mary Lynn Boscardin, University of Massachusetts, Amherst, MA; Sigamoney Naicker, Western Cape Education Department, Cape Town, South Africa; Patti Powell, Trinity Christian College, Palos Heights, IL

9:15 AM-11:15 AM  
ROOM: 225 • SESSION: 423

★ **TED SHOWCASE SESSION** ★

**The Science of Teacher Education: What Do We Know? Where Do We Go?**

**TOPIC:** Personnel Preparation  
**SECONDARY TOPIC:** Research  
**FORMAT:** Panel

Teacher education remains under unprecedented criticism. More than ever, special education teacher education researchers, practitioners, and policy makers need to be knowledgeable about the cutting edge science supporting effective pre- and in-service practices. IES-funded researchers will identify top findings and discuss the most important topics for future investigation.

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

**PRESENTER(S):** Cynthia Griffin, University of Florida, Gainesville, FL; Alison Boardman, University of Colorado, Boulder, CO; Michael Kennedy, University of Virginia, Charlottesville, VA; Erica Lembke, University of Missouri, Columbia, MO; Kristen McMaster, University of Minnesota, Minneapolis, MN

9:15 AM-10:15 AM ROOM: 101 • SESSION: 424

■ **Advancing Teacher Development Research, Practice, and Policy Through Content Analysis**

**TOPIC:** Research  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Presentation with Q&A

What's been published in TESE and JTE? How can that knowledge be harnessed to pioneer the future of special education teacher development research, practice, and policy? Learn that and more. Join us for an interesting discussion of how publication trends identified through content analytic methods better inform future efforts.

**LEADER(S):** Marcia Rock, University of North Carolina, Greensboro, NC

**PRESENTER(S):** Aftynne Cheek, University of North Carolina, Greensboro, NC; Melissa Sullivan, University of North Carolina, Greensboro, NC; Jennie Jones, University of North Carolina, Greensboro, NC; Kara Holden, University of North Carolina, Greensboro, NC

9:15 AM-10:15 AM ROOM: 230 • SESSION: 425

■ **American and Saudi Families of Young Adults With Autism and IDD's Perspectives on Postsecondary Education Programs**

**TOPIC:** Cultural and/or Linguistic Diversity  
**SECONDARY TOPIC:** Autism Spectrum Disorder  
**FORMAT:** Presentation with Q&A

Our study investigated American, Arab American, and Saudi families of young adults with autism and IDD perspectives toward postsecondary education programs. Findings showed cultural background, students' future goals, and availability of postsecondary education programs had influence on shaping families attitudes.

**LEADER(S):** Aseel Alsuhaibani, George Mason University, Fairfax, VA

**PRESENTER(S):** Anya Evmenova, George Mason University, Fairfax, VA

9:15 AM-10:15 AM ROOM: 224 • SESSION: 426

■ **Building Fact Fluency and Automaticity**

**TOPIC:** STEM  
**FORMAT:** Demonstration

To succeed through secondary mathematics, students must understand concepts of computation as well as establish accurate and fluent calculations. However, fluency is more than recall of isolated facts. Participants will learn conceptualization and memorization strategies effective for learning computational facts.

**LEADER(S):** Mary Little, University of Central Florida, Orlando, FL

**PRESENTER(S):** Bradley Witzel, Winthrop University, Rock Hill, SC

9:15 AM-10:15 AM ROOM: 222 • SESSION: 427

■ **Childhood Emotional and Behavior Disorders and Exposure to Domestic Violence: Primer for Classroom Teachers**

**TOPIC:** Emotional and Behavioral Disorders  
**SECONDARY TOPIC:** Parent/Family/School Partnerships  
**FORMAT:** Demonstration

We provide a brief overview the latest research on the effects of domestic violence on children and their effects in the classroom. Learn 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

9:15 AM-10:15 AM ROOM: 263 • SESSION: 428

**■ Crisis Plans 101 to Support Students With Disabilities**

**TOPIC:** Physical/Health/Multiple Disabilities  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Demonstration

In an era of increasing risk for students teachers need effective analysis and planning tools to support vulnerable populations. This session will explore the needs of students with disabilities and include tools for analyzing current school plans and developing individual crisis plans.

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

**PRESENTER(S):** Dusty Columbia Embury, Eastern Kentucky University, Richmond, KY

9:15 AM-10:15 AM ROOM: 223 • SESSION: 429

**■ Demonstration of Evidence-Based Strategies to Improve Problem-Solving Skills in Mathematics**

**TOPIC:** Learning Disabilities  
**SECONDARY TOPIC:** STEM  
**FORMAT:** Demonstration

In this session we demonstrate evidence-based strategies to improve problem-solving achievement and computation among students with disabilities. We will address common word-problem situations in mathematics and address the following methods: explicit instruction, cognitive strategies, and a graduated lesson sequence.

**LEADER(S):** Bradley Kaffar, St. Cloud State University, St. Cloud, MN

**PRESENTER(S):** Dustin Mancl, Clark County School District, Las Vegas, NV; Margaret Flores, Auburn University, Auburn, AL; Nancy Fitzgerald, Academica Nevada, Las Vegas, NV

9:15 AM-10:15 AM ROOM: 261 • SESSION: 430

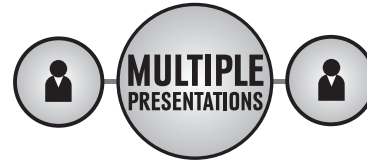
**■ Disability in a Global Context**

**TOPIC:** International Programs/Services  
**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity  
**FORMAT:** Panel

We describe the efforts of John Carroll University to establish field experiences for their teacher candidates in Tanzania, East Africa. We also include a working model for a doctoral seminar that which students researched, examined, and proposed solutions for key issues of special education in a global context.

**LEADER(S):** Blanche Jackson Glimps, Tennessee State University, Nashville, TN

**PRESENTER(S):** Judith Presley, Tennessee State University, Nashville, TN; Abdullah Alghamdi, Tennessee State University, Nashville, TN; Mazen Alghamdi, Tennessee State University, Nashville, TN; Hani Aljohani, Tennessee State University, Nashville, TN; April Ebbing, Tennessee State University, Nashville, TN; Sarah Iriogbe-Efionayi, Tennessee State University, Nashville, TN



9:15 AM-10:15 AM • ROOM: 105 • SESSION: 431

**EFFECTIVE STRATEGIES TO SUPPORT THE BEHAVIORAL NEEDS OF STUDENTS WITH DEVELOPMENTAL DISABILITIES**

**TOPIC:** Autism Spectrum Disorder  
**FORMAT:** Multiple Presentation Session  
**MODERATOR:** Maureen Wikete Lee, St. Louis University, St. Louis, MO

● **Supporting the Behavioral Needs of Students With Moderate to Profound Disabilities in Special Day Schools and Self-Contained Classrooms**

Students with moderate to profound autism and ID often present behavioral challenges that confound traditional school discipline policies. We explore the adaptation and implementation of behavioral supports from a schoolwide to an individual level that participants can apply in their own school.

**LEADER(S):** Carlene Reid, Drexel University, Philadelphia, PA

**PRESENTER(S):** Michelle Nutini, Urban Special Leaders of Tomorrow (USELT) Project at Drexel University, Philadelphia, PA

● **Using Self-Modeling Narratives to Modify Behavior of Students With Disabilities**

Join us as we demonstrate how to write and implement self-modeling narratives as a tool for behavior change. We will also share research supporting the use of this type of positive behavioral support with various behaviors and with students with varying disabilities.

**LEADER(S):** Susan Whitaker, University of South Carolina Upstate/Walden University, Spartanburg

9:15 AM-10:15 AM ROOM: 266 • SESSION: 432

**■ Elementary Student Experiences of IEP Participation**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&amp;A

This study explored students with high-incidence disabilities' experiences with participation in their annual IEP meetings. We examined factors that motivated students to participate in their IEP meetings and factors that supported or impeded it. Results, findings, and implications are presented.

LEADER(S): Mary Ann Gorman, George Washington University, Washington, DC

9:15 AM-10:15 AM ROOM: 227 • SESSION: 433

**■ Evidence-Based Interventions in Mathematics for Students With Visual Impairments and Additional Disabilities**

TOPIC: Visual Impairments

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Presentation with Q&amp;A

A multiple-baseline-across-students design was utilized to examine the effectiveness of task analysis and mathematical problem stories for high school students with severe VI and additional disabilities. Practical strategies for students with severe VI and additional disabilities will be shared.

LEADER(S): Anne Brawand, Kutztown University, Kutztown, PA

PRESENTER(S): Heather Browne, Kutztown University, Kutztown, PA; Alicia Hornberger, Kutztown University, Kutztown, PA; Nicole Johnson, Kutztown University, Kutztown, PA

9:15 AM-10:15 AM ROOM: 122 • SESSION: 434

**■ EXHIBITOR SHOWCASE SESSION – 8 Soft Skills for Workplace Readiness**

FORMAT: Exhibitor Showcase Session

Your students will eventually become employees. Only 15% of an individual's success comes from hard skills. Learn 8 soft skills employers want, how to improve productivity for your students, and suggestions for evidence-based tools to assess and teach these skills so you can improve outcomes.

LEADER(S): Art Janowiak III, The Conover Company, Appleton, WI

9:15 AM-10:15 AM ROOM: 106 • SESSION: 435

**■ EXHIBITOR SHOWCASE SESSION – Reading for Meaning—Fluently**

FORMAT: Exhibitor Showcase Session

Learn how to develop fluency, support vocabulary, and promote comprehension by combining three powerful, research-based strategies: teacher modeling, repeated reading, and progress monitoring. Although the strategies are based on Read Naturally, they can be used with any curriculum.

LEADER(S): Carol Ann Kane, Read Naturally, Inc., St. Paul, MN

9:15 AM-10:15 AM ROOM: 126 • SESSION: 436

**■ EXHIBITOR SHOWCASE SESSION – Developing a Districtwide Autism Program: A Training Model for Serving Students With ASD**

FORMAT: Exhibitor Showcase Session

We 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 Sites and Supports (OrPATS), Portland, OR

9:15 AM-10:15 AM ROOM: 242 • SESSION: 437

**■ Figuring Out What to Do When: A Career in Studying Reading Disability**

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

This session traces the puzzles, experiments, and major findings in a four-decade career dedicated to helping children and adolescents acquire the reading skills they need to succeed in school and life. Learn specific insights about evidence-based practices in teaching reading to students with LD.

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

9:15 AM-10:15 AM ROOM: 124 • SESSION: 438

**Increasing Instructional Time Through Positive Responses to Problem Behavior in Your Classroom**

TOPIC: Emotional and Behavioral Disorders

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

FORMAT: Demonstration

How we respond to student misbehavior shapes our relationship with students and current and future interactions. An evidence-based tiered approach for responding to challenging behavior in the classroom will be demonstrated and attendees will develop their own action plan for responding to behavior.

LEADER(S): Gregory Benner, University of Washington, Center for Strong Schools, Tacoma, WA

PRESENTER(S): Rayann Silva, University of Washington, Center for Strong Schools, Tacoma, WA; Kelcey Schmitz, University of Washington, Tacoma, WA; Tim Zeng, University of Washington, Seattle, WA

9:15 AM-10:15 AM ROOM: 103 • SESSION: 439

**Indiana's Alternate Assessment Evolution and Embedded Professional Development**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

Join us and hear about the efforts of Project SUCCESS Resource Center, the IDOE, and local districts working collaboratively to support teachers of students with significant cognitive disabilities to increase academic instruction and prepare students for new alternate achievement assessment.

LEADER(S): Kristan Sievers-Coffer, Indiana Department of Education, Office of Special Education, Indianapolis, IN

PRESENTER(S): Amy Howie, Public Consulting Group, Indianapolis, IN; Karen Stein, Indiana Department of Education, Office of Special Education, Indianapolis, IN

9:15 AM-10:15 AM ROOM: 262 • SESSION: 440

**Music Experiences for Older Students With Disabilities: Enjoyment, Engagement, and Transition Skills**

TOPIC: Arts in Special Education

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&amp;A

Learn about issues related to teaching music to older students with disabilities to increase enjoyment, improve engagement, and build transition skills necessary for post K-12 success. We will address differentiated instruction, self-determination, and choosing age appropriate materials.

LEADER(S): Mary Adamek, University of Iowa, Iowa City, IA

PRESENTER(S): Alice-Ann Darrow, Florida State University, Tallahassee, FL

9:15 AM-10:15 AM ROOM: 265 • SESSION: 441

**Planning For and Securing a Job in Higher Education**

TOPIC: Strategies for Entry to the Special Education Career

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

We identify strategies for maximizing the doctoral training experience, building a vita, identifying the 'right' job, decoding job expectations, conducting the on-campus interview, and negotiating the final contract. Materials are provided for faculty who support doctoral students.

LEADER(S): David Bateman, Shippensburg University, Shippensburg, PA

PRESENTER(S): Kristin Sayeski, University of Georgia, Athens, GA

9:15 AM-10:15 AM ROOM: 130 • SESSION: 442

**Program Chair Featured: Personalization, Big Data, and the Changing World of Special Education**

TOPIC: Research

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&amp;A

Data of all kind and ways of displaying them constitute an increasing part of life for educators and administrators. We describe the movement of personalization and the range of sources of new data, approaches for analyzing and presenting data, and the challenges in making sense and use of it. Implications for practice, research, and policy are discussed.

LEADER(S): Andrew Krumm, SRI International, Menlo Park, CA; Dave Edyburn, University of Wisconsin, Milwaukee, WI

PRESENTER(S): James Basham, University of Kansas, Lawrence, KS; Jason Carroll, Texthelp Systems Inc., Woburn, MA; Jose Blackorby, SRI, Menlo Park, CA

9:15 AM-10:15 AM ROOM: 102 • SESSION: 443

**Replication in Special Education Research**

TOPIC: Research

SECONDARY TOPIC: Public Policy

FORMAT: Panel

Replication, which both corroborates valid findings and disconfirms invalid findings, is critical to the scientific process. However, replication has not been systematically investigated in special education research. We report the results of 3 independent reviews on replication research in special education. Implications and recommendations are discussed.

LEADER(S): Bryan Cook, University of Hawaii at Manoa, Honolulu, HI

PRESENTER(S): Bill Therrien, University of Virginia, Charlottesville, VA; Michael Coyne, University of Connecticut, Storrs, CT; Jason Travers, University of Kansas, Lawrence, KS; Chris Lemons, Vanderbilt University, Nashville, TN

9:15 AM-10:15 AM ROOM: 274 • SESSION: 444

### ■ Strand E, Session 2: Reducing Exclusionary Discipline Through PBIS: Equitable Policies, Culturally Responsiveness, and Decision Making

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

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Presentation with Q&A

Through the use of freely available tools designed to reduce disproportionate discipline practices, we will provide guidance on how to create equitable school- and district-level policies, implement culturally responsive schoolwide positive behavior support systems, and use data-based decision making to address inequities.

**LEADER(S):** Ambra Green, University of Missouri, Columbia, MO

**PRESENTER(S):** Kent McIntosh, University of Oregon, Eugene, OR

9:15 AM-10:15 AM ROOM: 275 • SESSION: 445

### ■ Strand F, Session 2: Self-Determination: Opportunities and Experiences to Prepare for Postsecondary Education and Employment Success

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Career Development/Transition

**FORMAT:** Presentation with Q&A

Promoting self-determination and self-regulated learning has been linked to more positive school and adult outcomes for youth with disabilities. We provide an overview of current conceptualizations of self-determination and examine EBPs to promote learning that leads to greater post-high school success.

**LEADER(S):** Michael Wehmeyer, University of Kansas, Lawrence, KS

9:15 AM-10:15 AM ROOM: 276 • SESSION: 446

### ■ Strand G, Session 2: Boots on the Ground: Perspectives From District and School Leaders Implementing Intensive Intervention

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

**SECONDARY TOPIC:** Parent/Family/School Partnerships

**FORMAT:** Panel

We will highlight examples from district and school teams that are using data-based individualization to plan intervention for students with intensive needs. We describe areas of impact, including improved problem-solving, increased systematic use of data, and enhanced ability to identify appropriate EBPs, interventions, and assessment tools.

**LEADER(S):** Teri Marx, American Institutes for Research, Washington, DC

**PRESENTER(S):** Derrick Bushon, Swartz Creek School District, Swartz Creek, MI; Nicole Bucka, Northern RI Collaborative, Lincoln, RI; Melinda Gross, Lange Middle School, Columbia, MO; Mary Anne Wolfmeyer, Columbia Public Schools, Columbia, MO

9:15 AM-10:15 AM ROOM: 132 • SESSION: 447

### ■ Strand H, Session 1: Co-Teaching: What's Hot? What's Not?

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Presentation with Q&A

Do you find that co-teaching is appealing but fraught with questions, concerns, and uncertainties? You're not alone! Learn what we know about co-teaching from research, what common practices are based on myths and misconceptions versus an evidence base, and how co-teaching has evolved with new expectations and clearer teacher roles and responsibilities.

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

**PRESENTER(S):** Janelle Mercado, El Dorado County SELPA, Placerville, CA

9:15 AM-10:15 AM ROOM: 104 • SESSION: 448

### ■ Technology Use as an Area of Strength for High School Students With Autism

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Technology and Media

**FORMAT:** Presentation with Q&A

Our focus will be on the ways high school students with autism use technology as a support and their perceptions of the benefits and barriers to its use. We will share insights into ways technology can be leveraged to increase learning and promote independence for these students.

**LEADER(S):** Susan Hedges, University of North Carolina, Chapel Hill, NC

9:15 AM-10:15 AM ROOM: 231 • SESSION: 449

### Underrepresented and Overlooked: A Research Review of Asian American Children With Disabilities

**TOPIC:** Cultural and/or Linguistic Diversity

**SECONDARY TOPIC:** Parent/Family/School Partnerships

**FORMAT:** Presentation with Q&A

The experiences of Asian Americans in special education are often overlooked and raise concerns about whether their learning needs are met. We review 3 decades of research on the experiences of Asian American children with disabilities to understand the current literature and its limitations.

**LEADER(S):** North Cooc, University of Texas, Austin, TX

**PRESENTER(S):** Man Yang, University of Texas, Austin, TX

9:15 AM-10:15 AM ROOM: 120 • SESSION: 450

**■ Understanding the Role of Child Skills on Comprehension Assessments**

TOPIC: Assessment

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

We focus on using related skills to predict outcomes on comprehension assessments. Findings from a study investigating individual child skill differences across a distribution of comprehension scores and implications for interpreting outcomes on comprehension assessments are provided.

LEADER(S): Alyson Collins, Texas State University, San Marcos, TX

PRESENTER(S): Esther Lindstrom, Vanderbilt University, Nashville, TN

9:15 AM-10:15 AM ROOM: 267 • SESSION: 451

**■ Using Technology in Mathematics Instruction to Support Students With Disabilities**

TOPIC: Technology and Media

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&amp;A

We discuss technology options to support students with disabilities in mathematics, across age ranges and disabilities categories. We will specifically focus on technology-based manipulative options shown to benefit students with LD and ASD in the areas of numbers and operations, geometry, and algebra.

LEADER(S): Emily Bouck, Michigan State University, East Lansing, MI

PRESENTER(S): Rajiv Satsangi, George Mason University, Fairfax, VA

9:15 AM-10:15 AM ROOM: 100 • SESSION: 452

**■ What Every Aspiring Special Education Leader Needs to Know**

TOPIC: Administration/Supervision

FORMAT: Panel

Are you interested in learning 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

9:15 AM-10:15 AM ROOM: 240 • SESSION: 453

**■ What Works?: Key Characteristics of Effective Data-Based Decision-Making Teams**

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

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

We highlight results of a study of high-functioning prereferral teams. Utilizing direct observation and interviews, we identified key characteristics of effective teams, including the use of consistent structures and routines supported by school leaders, proactive problem-solving, and excellent skills in data analysis and collaboration among members.

LEADER(S): Katharine Shepherd, University of Vermont, Burlington, VT

9:15 AM-10:15 AM ROOM: 123 • SESSION: 454

**■ What's the BUZZzzz? Learning, Family Engagement, Data-Based Decisions**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&amp;A

Join us and learn about increased mathematics achievement in Charles County Public Schools, MD. In this interactive session, we share an instructional delivery system that integrates UDL principles, cooperative learning, family involvement, building high performing teams, and data-based decision making.

LEADER(S): Melanie Upright, Charles County Public Schools, LaPlata, MD

PRESENTER(S): Arden Sotomayor, Charles County Public Schools, LaPlata, MD; Meighan Hungerford, Charles County Public Schools, LaPlata, MD; Christine Kernozeck, Charles County Public Schools, LaPlata, MD; Elizabeth Loeper, Charles County Public Schools, LaPlata, MD; Casey Ament, Charles County Public Schools, LaPlata, MD

9:15 AM-10:15 AM ROOM: 280 • SESSION: 455

**■ Working With Families of Students With Disabilities: A Practicum for Preservice Special Educators**

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&amp;A

To address the increasing educational involvement of families of students with disabilities, we designed and implemented a Family Practicum as part of the curriculum for preservice special educators pursuing graduate degrees. Research results on graduate-student and family experiences are presented and discussed.

LEADER(S): Alyson Martin, Fairfield University, Fairfield, CT

PRESENTER(S): Emily Shamash, Teachers College Columbia University, New York, NY

9:15 AM-10:00 AM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 460

### ■ A Study on Multicultural Acceptability of Korean Early Childhood Special Education Teachers

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

This research examined multicultural acceptability of early childhood special education teachers in Korea. We share the results of the study and discuss practical implications and suggestions for research and teacher training.

LEADER(S): Sangsu Baek, Daegu University, Daegu, South Korea

PRESENTER(S): Eun-Young Jung, Concordia College, Bronxville, NY

9:15 AM-10:00 AM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 461

### ■ An ECE/ECSE Teacher Preparation Study Abroad: Experiences, Reflections, and Lessons Learned

TOPIC: Early Childhood

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

You will learn information about and outcomes of a short-term, faculty-led study abroad experience in Costa Rica for an ECE/ECSE teacher preparation program. The study abroad focused on early education services for all children including those with disabilities. Lessons learned will be shared.

LEADER(S): Gregory Cheatham, University of Kansas, Lawrence, KS

PRESENTER(S): Eva Horn, University of Kansas, Lawrence, KS; Jennifer Amilivia, University of Kansas, Lawrence, KS; Sylvia Nyegenye, University of Kansas, Lawrence, KS

9:15 AM-10:00 AM ROOM: POSTER 23, EXPO HALL 3  
SESSION: 462

### ■ Collaborative Planning and Peer Supports for Students Who Use AAC

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Supporting students who use AAC in general education classrooms can be challenging for educators. Results will be shared from a study involving collaborative planning and peer-support arrangements for students who used AAC, illustrating how this intervention can be successful in inclusive settings.

LEADER(S): Elizabeth Biggs, Vanderbilt University, Nashville, TN

9:15 AM-10:00 AM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 463

### ■ Comprehension and the Relationship Between Silent and Oral Reading Fluency

TOPIC: Research

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

The construct of reading measurement is evolving, but fluency has received inadequate attention. The findings of a study are presented which investigated the relationship between silent and oral reading fluency, with results suggesting that they are significantly related. Implications for the classroom are shared.

LEADER(S): Soonhwa Seok, Korea University, Seoul, Korea

PRESENTER(S): Boaventura DaCosta, Solers Research Group, Orlando, FL

9:15 AM-10:00 AM ROOM: POSTER 02, EXPO HALL 3  
SESSION: 464

### ■ Curriculum-Based Measures to Assess Teacher-Candidate Special Education Knowledge and Learning

TOPIC: Research

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

CBMs are widely used to assess progress of student learning at the K-12 levels. This research extends CBM research to higher education for use with preservice teachers to assess special education and ESL content learning. We share the process to create valid and reliable CBM measures and the results of the study.

LEADER(S): Elizabeth Hughes, Duquesne University, Pittsburgh, PA

PRESENTER(S): Kinsey Wright, Duquesne University, Pittsburgh, PA

9:15 AM-10:00 AM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 465

### Deaf/HH Teacher Shortage: Michigan's Solution--A Teacher Preparation Initiative

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

With Deaf/HH teacher preparation program closures, nationwide shortages of high quality teachers in this area are on the rise. We provide a model to meet the need of this severe shortage in teacher preparation programs for the Deaf/HH.

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

PRESENTER(S): Joanne Winkelman, Michigan Department of Education, Lansing, MI



9:15 AM-10:00 AM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 466

### ■ EdTPA and Special Education: What Does the Data Tell Us?

**TOPIC:** Personnel Preparation

**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness

**FORMAT:** Poster Session

edTPA is a research-based, culminating preservice assessment process that includes a review of a teacher candidate's authentic teaching materials and instruction. We discuss how programs in North Carolina use candidate performance data to address competencies in formative and summative support systems.

**LEADER(S):** Christopher Rivera, East Carolina University, Greenville, NC

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

9:15 AM-10:00 AM ROOM: POSTER 06, EXPO HALL 3  
SESSION: 467

### ■ Effects of a Modified Daily Progress Report Used With Check In/Check Out

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

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Poster Session

We provide the results of a check in/check out study. A multiple baseline across participants design was used to examine how modifying the daily progress to reflect specific, positively worded, operationalized behaviors impacts the daily progress report as a visual prompt for student behavior and teacher feedback.

**LEADER(S):** Courtney Dexter, Pennsylvania State University, University Park, PA

**PRESENTER(S):** Kathy Ruhl, Pennsylvania State University, University Park, PA; Douglas Dexter, Pennsylvania State University, University Park, PA

9:15 AM-10:00 AM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 468

### ■ Efficacy of a Tier 2 Intervention to Support Struggling Readers in the Upper-Elementary Grades

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

**SECONDARY TOPIC:** Learning Disabilities

**FORMAT:** Poster Session

We present findings from a study investigating the efficacy of a multisyllabic word reading intervention, with and without an integrated motivational beliefs component for struggling 4th- and 5th-grade readers. Reading interventions and instructional practices to support older readers are discussed.

**LEADER(S):** Kelly Williams, University of Texas, Austin, TX

**PRESENTER(S):** Jessica Toste, University of Texas, Austin, TX; Sharon Vaughn, The Meadows Center for Preventing Educational Risk/UT, Austin, TX

9:15 AM-10:00 AM ROOM: POSTER 15, EXPO HALL 3  
SESSION: 469

### ■ Everyday Life Skills for Transitioning Students

**TOPIC:** Career Development/Transition

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Poster Session

How do you become an adult? It's more than age. Successful, independent living is the product of good choices, the right experiences, and the daily application of positive habits. We will discuss how educators can improve the quality and accessibility of community-based instruction for all students.

**LEADER(S):** Devon Bolliger, Odyssey Charter School, Las Vegas, NV

9:15 AM-10:00 AM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 470

### ■ First-Year General Education Teachers' Perceptions of Preparedness for Working in Inclusion

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Poster Session

Our study explored the perceptions of first-year general education teachers who were working in inclusive environments. We will focus on teachers' perceptions of their own abilities to meet the needs of exceptional students and how their preservice program helped prepare them for instruction in an inclusive classroom.

**LEADER(S):** Jennifer Stone, Wichita State University, Wichita, KS

**PRESENTER(S):** Donna Sayman, Wichita State University, Wichita, KS

9:15 AM-10:00 AM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 471

### ■ Getting Teachers Talking About Data: Developing Tools to Guide and Monitor Coaching

TOPIC: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Coaching is a commonly cited strategy for bridging the gap between research and practice but few studies offer frameworks for guiding, monitoring, and assessing coaches. We show how the salient characteristics of academic coaching identified in the literature can be applied to create coaching protocols.

LEADER(S): Robert Smith, University of Missouri, Columbia, MO

PRESENTER(S): Kyle Wagner, University of Minnesota, Minneapolis, MN; Apryl Poch, University of Missouri, Columbia, MO; Dana Brandes, University of Minnesota, Minneapolis, MN; Kim Moore, University of Missouri, Columbia, MO

9:15 AM-10:00 AM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 472

### ■ Phase 3 and Me: Treating the Complications of Prader-Willi Syndrome

TOPIC: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Within the context of foundational information on this complex genetic disorder, this session presents a first-person perspective of participation in a phase 3 randomized trial of a medication that is giving hope to persons with Prader-Willi Syndrome and their families.

LEADER(S): Judith Fontana, Virginia Department of Education/George Mason University, Fairfax, VA

9:15 AM-10:00 AM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 473

### ■ Promoting Student Self-Regulation: Classroom Practices to Increase Access and Enhance Outcomes

TOPIC: Emotional and Behavioral Disorders

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

FORMAT: Poster Session

Self-regulatory behaviors are strongly associated with positive academic and behavioral outcomes for students with behavioral challenges. Learn a systematic process and a variety of research-based practices for strategically addressing and integrating self-regulation into classroom routines and academic instruction.

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

9:15 AM-10:00 AM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 474

### ■ Teacher-Parent Collaboration to Help Parents Address Challenging Behaviors in the Home

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

Including parents in the PBS process improves both child and family outcomes. We provide information on challenging behaviors, the importance of involving families, working with families from diverse backgrounds, and strategies to help teachers successfully collaborate with parents to plan and implement PBS at home.

LEADER(S): Zhen Chai, New Mexico State University, Las Cruces, NM

PRESENTER(S): Rebecca Lieberman-Betz, University of Georgia, Athens, GA

9:15 AM-10:00 AM ROOM: POSTER 22, EXPO HALL 3  
SESSION: 475

### ■ Teaching Emotional Regulation: ESSENTIAL Skills for Students With ASD and Other Emotional Behavioral Disabilities

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

We review the latest research on Emotional Regulation and its direct impact to students with autism and other emotional behavioral disabilities. We will also demonstrate a proven method to remediate the behaviors seen in the classroom using an iPad application which uses a cognitive behavioral approach.

LEADER(S): Lori Jackson, The Connections Model, Sudbury, MA

PRESENTER(S): Steven Peck, Natick Public Schools, Sudbury, MA

9:15 AM-10:00 AM ROOM: POSTER 21, EXPO HALL 3  
SESSION: 476

### ■ The Effects of a Text-Processing Reading Comprehension Intervention on Struggling Middle School Readers

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

Our study examined the effectiveness of a text-processing reading comprehension intervention on the vocabulary, inferencing, and comprehension performance of middle grade struggling readers. Learn how to blend listening comprehension and expressive language production to improve students' understanding of expository science texts.

LEADER(S): Amy Barth, University of Missouri, Columbia, MO

PRESENTER(S): Sharon Vaughn, The Meadows Center for Preventing Educational Risk/UT, Austin, TX; Heather Kincaid, University of Missouri, Columbia, MO

9:15 AM-10:00 AM ROOM: POSTER 14, EXPO HALL 3  
SESSION: 477

### ■ The Impact of Professional Development on the Quality of Transition Plans

TOPIC: Career Development/Transition  
SECONDARY TOPIC: Personnel Preparation  
FORMAT: Poster Session

Professional development is needed to prepare teachers to provide quality transition planning to their students. We investigated the extent teacher training on transition planning is reflected on teachers' knowledge and students' transition plans. We share and discuss the results of our study.

LEADER(S): Nicole Uphold, Illinois State University, Normal, IL  
PRESENTER(S): Penny Sylvester, Kankakee High School, Kankakee, IL

9:15 AM-10:00 AM ROOM: POSTER 24, EXPO HALL 3  
SESSION: 480

### ■ Variables Associated With Educational Placement of Children With Autism

TOPIC: Autism Spectrum Disorder  
SECONDARY TOPIC: Cultural and/or Linguistic Diversity  
FORMAT: Poster Session

Educational placement of students with autism vary across states and suggest that other factors are at play. This study used hierarchical cluster analysis techniques to identify demographic, economic, and educational covariates associated with placement patterns. The findings are discussed.

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

9:15 AM-10:00 AM ROOM: POSTER 10, EXPO HALL 3  
SESSION: 478

### ■ Using Course Activities and Icebreakers to Enhance Student Engagement in Online Learning

TOPIC: Personnel Preparation  
SECONDARY TOPIC: Assessment  
FORMAT: Poster Session

What are the challenges of creating a community of learners in an online environment? The instructional design principles that under-gird student experiences and assessment structure that support teacher presence and opportunities for student interaction are considered. Discussion among participants are encouraged!

LEADER(S): Beverly Barkon, Carlow University, Pittsburgh, PA

9:15 AM-10:00 AM ROOM: POSTER 20, EXPO HALL 3  
SESSION: 481

### ■ What's Life Like After College for Deaf or Hard of Hearing Young Adults?

TOPIC: Communicative Disabilities and Deafness  
SECONDARY TOPIC: Career Development/Transition  
FORMAT: Poster Session

This session documents the postcollege outcomes of young adults who are deaf or hard of hearing, including their employment status, wages, benefit receipt, and advancement opportunities; social and community involvement; marital and parental status; and residential independence. Findings are discussed.

LEADER(S): Lynn Newman, SRI International, Menlo Park, CA

9:15 AM-10:00 AM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 479

### ■ Using Virtual Reality to Teach Students With Developmental Disabilities Functional Skills

TOPIC: Technology and Media  
SECONDARY TOPIC: Career Development/Transition  
FORMAT: Poster Session

This session will focus on the effectiveness of using VR in teaching functional life/social skills to students with DD. Suggestions for future research and practical use in classrooms will be discussed.

LEADER(S): Minkowan Goo, Texas Woman's University, Denton, TX

9:15 AM-10:00 AM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 482

### ■ Writing Strategy Intervention for Students Supported by Speech Recognition and Word Prediction AT

TOPIC: Research  
SECONDARY TOPIC: Learning Disabilities  
FORMAT: Poster Session

We share the results from a study in which a functional relation between the POWER strategy for explanatory writing and writing accuracy was identified for students with LD, ED, or ADHD. We also identified the benefit of the AT tools for data collection. Implications for research and practice are discussed.

LEADER(S): Sara Jozwik, Illinois State University, Normal, IL

PRESENTER(S): George Peterson-Karlan, Illinois State University, Normal, IL

10:30 AM-11:30 AM ROOM: 232 • SESSION: 486

**■ SPECIAL FOCUS: Reading Roadways: Tier 3 Reading Instruction for Students with Learning/Behavior Challenges**

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

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Presentation with Q&A

ODD, ASD, LD, OCD, AD/HD, PTSD...all in one reading group! Students have made incredible skill and confidence gains through an intensive reading intervention approach designed for students reading 2 years below their grade level. Learn about student gains and transfer to classroom activities including videos of the students and teachers!

**LEADER(S):** Anne Sloboda, Sun West School Division/University of Saskatchewan, Saskatoon, Canada

10:30 AM-11:30 AM ROOM: 101 • SESSION: 487

**■ 2015 CEC-DR Distinguished Early Career Research Award**

**TOPIC:** Research

**FORMAT:** Presentation with Q&A

Dr. Kent McIntosh and Dr. Karrie Shogren are the recipients of the 2015 CEC-DR Distinguished Early Career Research Award. In this special session, they will describe their research and experiences that have supported their early career success. Join us!

**LEADER(S):** Kent McIntosh, University of Oregon, Eugene, OR; Karrie Shogren, University of Kansas, Lawrence, KS

10:30 AM-11:30 AM  
ROOM: 124 • SESSION: 488

**★ CCBD SHOWCASE ★**

**Positive Classroom Behavior Support Practices: Decision-Making Guide for K-12 Classrooms**

**TOPIC:** Emotional and Behavioral Disorders

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Presentation with Q&A

We present an overview of Classroom PBIS that is particularly appropriate for practitioners who are new to PBIS, or are PBIS coaches/administrators looking to support teachers. We will review critical practices, supporting evidence, and a new decision-making guide from a recently released Classroom PBIS Technical Assistance Brief.

**LEADER(S):** Brandi Simonsen, University of Connecticut, Storrs, CT

**PRESENTER(S):** Jennifer Freeman, University of Connecticut, Storrs, CT

10:30 AM-11:30 AM ROOM: 102 • SESSION: 489

**■ Classwide Function-Related Intervention Teams: A Two-Tiered Group Contingency to Improve Student Behavior**

**TOPIC:** Research

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Panel

We will describe components and results for the Class-Wide Function-Related Intervention Teams 'CW-FIT' Program designed for general education classrooms serving students at risk for EBD. Results include improved classwide and student on-task behavior and decreased disruptive behaviors.

**LEADER(S):** Debra Kamps, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

**PRESENTER(S):** Howard Wills, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; Joseph Wehby, Vanderbilt University, Nashville, TN; Paul Caldarella, Brigham Young University, Provo, UT; Blake Hansen, Brigham Young University, Provo, UT; Leslie Williams, Brigham Young University, Provo, UT

10:30 AM-11:30 AM  
ROOM: 262 • SESSION: 490

**★ DARTS SHOWCASE ★**

**Learning Through Photography: Fostering a Sense of Self and Community**

**TOPIC:** Arts in Special Education

**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity

**FORMAT:** Presentation with Q&A

Through photographic images and written stories, two art educators challenged their students to identify who they are, what they love, and where will they be in 10 years. All the students, no matter their learning difference or disability, became more confident and a spark was ignited that empowered the students' imagination.

**LEADER(S):** Lynne Horoschak, Moore College of Art & Design, Philadelphia, PA

**PRESENTER(S):** Kim Gavin, Moore College of Art & Design, Philadelphia, PA

10:30 AM-11:30 AM ROOM: 265 • SESSION: 491

**Defining Best Available Evidence in Secondary Transition**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&A

We provide information about the identification of secondary transition evidence-based and promising practices (EBPPs). You will learn about the processes used by NTACT to identify secondary transition, VR, CTE, and Dropout EBPPs; and will also gain resources to support implementation of secondary EBPPs.

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

PRESENTER(S): David Test, National Technical Assistance Center on Transit/UNC, Charlotte, NC; Bradley Stevenson, National Secondary Transition TA Center/UNC, Charlotte, NC; Dawn Rowe, National Post-School Outcomes Center/University of Oregon, Eugene, OR

10:30 AM-11:30 AM ROOM: FERRARA THEATRE SESSION: 492

**Effects of Reading Comprehension and Working Memory Tutoring on Struggling Intermediate Readers**

TOPIC: Research

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

FORMAT: Presentation with Q&A

Our study compared the efficacy of a reading comprehension tutoring program with and without embedded working memory activities. Results indicated embedding working memory can have added value for improving reading comprehension for poor readers. Implications for further research will be discussed.

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

PRESENTER(S): Sam Patton, Vanderbilt University, Nashville, TN; Meagan Walsh, Vanderbilt University, Nashville, TN

10:30 AM-11:30 AM ROOM: 280 • SESSION: 493

**Ethics and Special Education: Where the Rubber Meets the Road**

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

We present research results exploring ethical dilemmas related to meeting the needs of students with disabilities and their families. Parents' and practitioners' dilemmas and resolution strategies are shared. Participants will engage in a dialogue regarding ethics and special education based on their own experiences and the CEC code of ethics.

LEADER(S): Harriet Able, University of North Carolina, Chapel Hill, NC

10:30 AM-11:30 AM ROOM: 106 • SESSION: 494

**EXHIBITOR SHOWCASE SESSION – Connections: Stronger Relationships, Better Behavior**

FORMAT: Exhibitor Showcase Session

Connections is a research-validated, web-based tool for implementing a Tier 2 and 3 behavioral intervention that uses scanned daily carry cards. Connections streamlines the check-in/check-out, point-card system and enables staff to provide feedback to students with challenging behaviors.

LEADER(S): Randi Saulter, Pacific Northwest Publishing, Eugene, OR

10:30 AM-11:30 AM ROOM: 122 • SESSION: 495

**EXHIBITOR SHOWCASE SESSION – De-escalate Anyone, Anywhere, Anytime: Unplug the Power Struggle With Principle-Based De-escalation**

FORMAT: Exhibitor Showcase Session

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, RIGHT RESPONSE, Woodinville, WA; Chris Breece, RIGHT RESPONSE, Woodinville, WA

10:30 AM-11:30 AM ROOM: 126 • SESSION: 496

**EXHIBITOR SHOWCASE SESSION – Teacher's Encyclopedia of Behavior Management: 100 Problems/500 Plans**

FORMAT: Exhibitor Showcase Session

We focus on identifying factors that contribute to or perpetuate any chronic misbehavior, along with specific intervention strategies. Applying this information to any of 100 common misbehaviors so you can implement an intervention immediately is the final goal of this session.

LEADER(S): Randy Sprick, Safe and Civil Schools, Eugene, OR

10:30 AM-11:30 AM ROOM: 125 • SESSION: 497

**EXHIBITOR SHOWCASE SESSION – Teaching Emotional Regulation in the Classroom Using the New KidConnect APP**

**FORMAT:** Exhibitor Showcase Session

Emotional Regulation skills are critical for all students but especially for students with disabilities. KidConnect teaches emotional regulation in the classroom! Spend an hour with us and learn the research behind KidConnect, how to use it, and see how well it works!

**LEADER(S):** Lori Jackson, The Connections Model, Sudbury, MA; Steven Peck, Natick Public Schools, Sudbury, MA

10:30 AM-11:30 AM ROOM: 266 • SESSION: 498

**Help Wanted! Families Share Experiences Helping Their Members With Disabilities Gain Employment**

**TOPIC:** Career Development/Transition

**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity

**FORMAT:** Presentation with Q&A

We highlight the experiences of Spanish-speaking families as they assist their family members gain competitive employment in their local communities. Participants will learn about barriers to competitive employment, as well as strategies for overcoming them.

**LEADER(S):** Grace Francis, George Mason University, Fairfax, VA

**PRESENTER(S):** Judith Gross, Beach Center on Disability, University of Kansas, Lawrence, KS

10:30 AM-11:30 AM ROOM: 130 • SESSION: 499

**Program Chair Featured: iBESTT: An Online Model for Building Tertiary Supports in the Classroom**

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

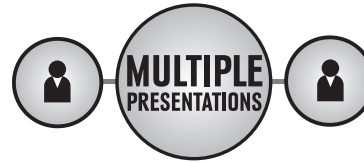
**SECONDARY TOPIC:** Technology and Media

**FORMAT:** Demonstration

We designed a web-based application to assist teachers and behavior support teams in delivering, monitoring, and making data-based decisions, and to increase communication, collaboration, and responsiveness of the team in the implementation of supports with the classroom teacher. Join us as we demonstrate the ‘app’ and describe how it can benefit your school!

**LEADER(S):** Carol Davis, University of Washington, Seattle, WA; Scott Spaulding, University of Washington, Seattle, WA

**PRESENTER(S):** Annie McLaughlin, University of Washington, Seattle, WA; Douglas Judge, University of Washington, Seattle, WA



10:30 AM-11:30 AM • ROOM: 261 • SESSION: 500

**RECENT DEVELOPMENTS ON ALTERNATE ASSESSMENTS FROM TWO AA-AAS CONSORTIA**

**TOPIC:** Accountability & Large Scale Assessments

**FORMAT:** Multiple Presentation Session

**MODERATOR:** Martha Thurlow, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

● **Update on AA-AAS: What We Now Know About Expectations and Instruction**

Alternate assessments based on AA-AAS has changed dramatically in the past 16 years since it was first required. The NCSC AA-AAS consortium provides an update on lessons learned about expectations and instruction during the past 5 years of intensive AA-AAS development and implementation.

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

**PRESENTER(S):** Rachel Quenemoen, National Center and State Collaborative, University of Minnesota, Minneapolis, MN

● **Findings From Dynamic Learning Maps Implementation: Validity and Implications for Teachers**

We describe findings from the first year of DLM alternate assessment administration in 15 states. Results from studies including teacher surveys, cognitive labs, and test administration observations are used to examine the validity of interpretations made about DLM assessment results. Implications for educators are discussed.

**LEADER(S):** Allison Lawrence, University of Kansas, Lawrence, KS

**PRESENTER(S):** Meagan Karvonen, University of Kansas, Lawrence, KS; Sheila Wells-Moreaux, University of Kansas, Lawrence, KS



10:30 AM-11:30 AM • ROOM: 104 • SESSION: 501

## SCIENCE INSTRUCTION CONSIDERATIONS FOR STUDENTS WITH AUTISM AND/OR INTELLECTUAL DISABILITY

**TOPIC:** Autism Spectrum Disorder

**FORMAT:** Multiple Presentation Session

**MODERATOR:** Elizabeth Harkins, University of Pittsburgh, Johnstown, PA

### ● Beyond the Next Generation: Effective Science Instruction for Student With Intellectual and Developmental Disabilities

We address research-based practices for teaching science to students intellectual and developmental disabilities. Join us and learn about effective science strategies to improve planning and instruction in the general and special education setting.

**LEADER(S):** Karen Rizzo, Pennsylvania State University, State College, PA

**PRESENTER(S):** Doris Hill, Auburn University, Auburn, AL; Jiwon Hwang, Pennsylvania State University, University Park, PA; Jonte Taylor, Pennsylvania State University, University Park, PA

### ● Effects of Reading Strategy With Digital Text Annotation on Science Comprehension of Students With Autism

A self-regulated strategy (TWA) was taught to sixth-grade students with autism through the use of digital text and annotation software. We will discuss the findings as indicated by Tau-U, for five of the six participants in both accuracy and quality of expository comprehension measured by retell and written questions.

**LEADER(S):** Sarah Howorth, Mercyhurst University, Erie, PA

10:30 AM-11:30 AM ROOM: 263 • SESSION: 502

### ■ Should Teachers Be Considered Highly Qualified by Virtue of Being Enrolled in Alternative Route Preparation?

**TOPIC:** Public Policy

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Panel

ED studied the impact of the ESEA provision that defined teachers enrolled in alternative route preparation as being highly qualified and issued its findings in June, 2015. Panelists critique the study, and discuss the findings and their policy implications.

**LEADER(S):** Paul Sindelar, University of Florida, Gainesville, FL

**PRESENTER(S):** Michael Rosenberg, SUNY, New Paltz, NY; Trish Steinbrecher, University of New Mexico, Albuquerque, NM

10:30 AM-11:30 AM ROOM: 100 • SESSION: 503

### ■ Special Educators and Maximizing Influence: The Butterfly Effect

**TOPIC:** Administration/Supervision

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Presentation with Q&A

We discuss the influence of special educators and how to leverage your influence to maximize the benefit for our children with exceptionalities. Learn the value of leading with head, heart, and hands to meet the most challenging situations in this interactive session.

**LEADER(S):** Christy Chambers, Beyond the Box LLC, Ewa Beach, HI

**PRESENTER(S):** Ted Burke, Easter Seals of Hawaii, Kapolei, HI

10:30 AM-11:30 AM ROOM: 223 • SESSION: 504

### ■ SRSD: Successful Strategies for Teaching Writing to Secondary Students

**TOPIC:** Learning Disabilities

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

**FORMAT:** Demonstration

A challenge for many English teachers is teaching students writing skills to meet graduation requirements. SRSD writing strategies have met this challenge in numerous quality research studies. You will leave with successful writing strategy instruction that improves the writing and motivation of your students.

**LEADER(S):** Patricia Leins, George Mason University, Fairfax, VA

**PRESENTER(S):** Yojanna Cuenca-Carlino, Illinois State University, Normal, IL; Laura Jacobson, Central Connecticut State University, New Britain, CT; Sharlene Kihara, University of Utah, Salt Lake City, UT

10:30 AM-11:30 AM ROOM: 274 • SESSION: 505

### ■ Strand E, Session 3: Maintaining a Positive Learning Climate: Lessons Learned in the Ferguson-Florissant School District

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

**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity

**FORMAT:** Presentation with Q&A

We discuss the importance of maintaining effective schoolwide behavioral supports during and after crises and tragedies many schools have faced. The session will focus on Ferguson-Florissant School District's positive behavioral support efforts in the aftermath of the riots in Ferguson, Missouri. District and student perspectives are shared.

**LEADER(S):** Gwendolyn Diggs, Ferguson-Florissant School District, Florissant, MO; Lisa Hazel, Ferguson-Florissant School District, Florissant, MO; Joseph Davis, Ferguson-Florissant School District, Florissant, MO; Timothy Lewis, University of Missouri, Columbia, MO

10:30 AM-11:30 AM ROOM: 275 • SESSION: 506

### ■ Strand F, Session 3: Digital Literacy: Opportunities and Experiences to Prepare for Postsecondary Education and Employment Success

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Career Development/Transition

**FORMAT:** Presentation with Q&A

Digital literacy skills are essential to function independently in today's digital society. Research supports technology-based interventions for students with disabilities, however, a 'second digital divide' regarding the lack of access and the learning of digital skills was identified. Learn how you can improve digital literacy competencies with your students.

**LEADER(S):** David Cihak, University of Tennessee, Knoxville, TN

10:30 AM-11:30 AM ROOM: 276 • SESSION: 507

### ■ Strand G, Session 3: Understanding and Operationalizing Evidence-Based Practices Within Multi-Tiered Systems of Support

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

**SECONDARY TOPIC:** Research

**FORMAT:** Panel

Panelists will use multi-tiered systems of support to make the case that standards of evidence for EBPs need to vary by tier and present a more flexible and nuanced approach to identifying EBPs that allow practitioners to make better decisions about educational interventions and strategies.

**LEADER(S):** Allison Gandhi, American Institutes for Research, Washington, DC

**PRESENTER(S):** Lynn Holdheide, Center on Great Teachers & Leaders at AIR, Washington, DC; Rebecca Zumeta Edmonds, American Institutes for Research, Washington, DC; Chris Lemons, Vanderbilt University, Nashville, TN

10:30 AM-11:30 AM ROOM: 132 • SESSION: 508

### ■ Strand H, Session 2: We're All Co-Teaching Now, but Where Is the Specially Designed Instruction?

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Demonstration

Co-teaching? Great! But are students with disabilities receiving appropriate instruction? We highlight lessons learned about incorporating SDI within co-teaching. Practical strategies are shared to demonstrate how to keep the 'special' in special education while simultaneously ensuring meaningful curriculum access.

**LEADER(S):** Carly Forshee, Garinger High School /Charlotte-Mecklenburg School, Charlotte, NC

**PRESENTER(S):** Ann Jolly, Charlotte-Mecklenburg Schools, Charlotte, NC

10:30 AM-11:30 AM ROOM: 224 • SESSION: 509

### ■ The Bus in the Classroom: Build Transportation Independence Skills

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Demonstration

We share the success of a revolutionary transportation curriculum in building independence skills in students with disabilities. Methodology and evidence of this new technique which brings transportation staff into special education classrooms to teach these essential life skills will be shared.

**LEADER(S):** Pete Meslin, Newport Mesa Unified School District, Costa Mesa, CA

**PRESENTER(S):** Carolyn Nunes, San Diego County Office of Education, San Diego, CA

10:30 AM-11:30 AM ROOM: 103 • SESSION: 510

### ■ Time to Talk: Effects of a Peer Network Intervention on Three Adolescents With ASD

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Research

**FORMAT:** Presentation with Q&A

Adolescents with ASD require targeted supports to engage in positive social interactions with peers. We discuss a study focused on the effects of a peer network intervention implemented with high school students with ASD on social interactions. Implications and future directions for research are discussed.

**LEADER(S):** Melissa Sreckovic, University of Michigan, Flint, MI

**PRESENTER(S):** Kara Hume, Frank Porter Graham Child Development Institute/UNC, Chapel Hill, NC; Harriet Able, University of North Carolina, Chapel Hill, NC



10:30 AM-11:30 AM ROOM: 267 • SESSION: 511

**■ Universal Design for Learning, Literacy, and Middle School Students With Intellectual Disabilities**

TOPIC: Technology and Media

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

This study explored what aspects of an online UDL literacy environment were motivating to middle school students with ID. We will discuss the findings which indicate that age-relevant content, choice, and opportunities to socialize in online discussions motivated these students.

LEADER(S): Tracey Hall, CAST, Wakefield, MA

10:30 AM-11:30 AM ROOM: 227 • SESSION: 512

**■ Using Dramatic Inquiry for Literacy Learning With Students With Visual Impairments**

TOPIC: Visual Impairments

SECONDARY TOPIC: Arts in Special Education

FORMAT: Presentation with Q&amp;A

We will describe a study on using dramatic inquiry for literacy learning with students with VI. The classroom teacher and researcher will share how the students made meaning as they dialogued and used mediating tools and signs, which included multiple modes to support teaching and learning activities

LEADER(S): Kathleen Farrand, Arizona State University, Tempe, AZ

PRESENTER(S): Cary Saxton, The Ohio State University, Columbus, OH

10:30 AM-11:30 AM ROOM: 230 • SESSION: 513

**■ Word-Problem Instruction for English Learners With Mathematics Difficulty**

TOPIC: STEM

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&amp;A

We present results from a study investigating the efficacy of a word-problem intervention for ELs. The mean score on the word-problem measure improved from the 11th percentile at pretest to the 48th at posttest. Findings hold implications for mathematics instruction for ELs with or at risk for disabilities.

LEADER(S): Melissa Driver, Kennesaw State University, Kennesaw, GA

PRESENTER(S): Sarah Powell, University of Texas, Austin, TX

10:30 AM-11:30 AM ROOM: 105 • SESSION: 514

**■ Writing Instruction: What We Know and Still Need to Know**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

We share instructional resources that can assist educators to provide access to the general education curriculum and implement writing instruction for students with severe disabilities. Learn how to use these resources to plan, implement, monitor, and assess student progress toward grade-specific writing goals.

LEADER(S): Charlene Turner, edCount LLC, Laramie, WY

PRESENTER(S): Bill Herrera, edCount, LLC, Washington, DC

10:30 AM-11:30 AM ROOM: 240 • SESSION: 515

**■ Yoga and Mindfulness Practice as Part of School Wide Positive Behavior Support**

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

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&amp;A

Recent school-based interventions suggest a link between a mindful yoga practice and positive child and adolescent outcomes. You will learn about standard practices, how yoga reduces negative behaviors and enhances positive behaviors, and a yoga practice that can be implemented in the classroom.

LEADER(S): Sujata Norman, University of Alabama, Tuscaloosa, AL

10:30 AM-11:15 AM ROOM: POSTER 10, EXPO HALL 3  
SESSION: 520**■ A Tale of Two States: Scaling Up eCoaching**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

eCoaching is a time- and cost-effective approach to support teachers through advanced technologies. We discuss the initiatives of two state departments to embed eCoaching into statewide personnel development. Adult Learning Theory assisted to develop structures for various technology-based PD.

LEADER(S): Donna Ploessl, Stillman College, Tuscaloosa, AL

PRESENTER(S): Theresa Farmer, Alabama State Department of Education, Birmingham, AL; Marcia Rock, University of North Carolina, Greensboro, NC

10:30 AM-11:15 AM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 521

■ **Access to Grade-Aligned Mathematics: A Look at Current State and Resources**

TOPIC: Research

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

We share results of a survey of teachers of students with significant cognitive disabilities (SWSCD) from 2 states. The findings discussed include the current state of mathematics instruction, what teachers feel are barriers to teaching grade-level mathematics to SWSCD, and an evaluation of mathematics resources.

LEADER(S): Angel Lee, University of North Carolina, Charlotte, NC

10:30 AM-11:15 AM ROOM: POSTER 14, EXPO HALL 3  
SESSION: 522

■ **Adolescents With Autism Spectrum Disorder and Positive Behavior Support**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Positive Behavior Supports (PBS) help improve the academic and behavioral outcomes for students with ASD. We will provide attendees with PBS strategies and methods that target individual need and how aspects can be adapted to support diverse adolescents with ASD in secondary and high school environments.

LEADER(S): Shannon Sparks, University of Nevada, Las Vegas, NV

PRESENTER(S): Debra Cote, California State University, Fullerton, CA

10:30 AM-11:15 AM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 523

■ **An Overview of Theories, Research, and Practice Related to Communication and Language in Deaf Students With Disabilities.**

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Poster Session

We present findings from communication intervention research in three deaf with disability (DWD) areas: D/deaf and Hard of Hearing (DHH) with ID, with ASD, and deafblind. We will discuss the need to create interventions that address receptive language and share educational practices for this population.

LEADER(S): Christy Borders, Illinois State University, Normal, IL

PRESENTER(S): Susan Bruce, Boston College, Chestnut Hill, MA

10:30 AM-11:15 AM ROOM: POSTER 22, EXPO HALL 3  
SESSION: 524

■ **Analysis of the Usefulness of SRSD for Children With Autism Spectrum Disorders**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We will review the effects of SRSD on the writing outcomes of students with ASD. Data from single-subject studies were analyzed using a Percent of Non-Overlapping Data method of analysis to determine the effects of the intervention. Results and recommendations are discussed.

LEADER(S): Mary Brindle, University of New Mexico, Albuquerque, NM

10:30 AM-11:15 AM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 525

■ **Comparison of Presentation Methods: Teacher Facilitated and Computer Assisted Instruction**

TOPIC: Technology and Media

SECONDARY TOPIC: Research

FORMAT: Poster Session

Our single-subject study explored the relative efficacy of using an iPad presentation method to a teacher delivered presentation to teach sight word vocabulary to 2 first-grade boys with language-based disabilities. We share our results and implications for the classroom.

LEADER(S): Margaret Werts, Appalachian State University, Boone, NC

10:30 AM-11:15 AM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 526

■ **Comprehending and Cultivating Creativity: Torrance, Talents, and Teachers**

TOPIC: Gifted and Talented

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

Participants will understand the underlying constructs of the Torrance Tests of Creativity and how those may manifest themselves in a classroom setting. In addition, we will provide examples of strategies designed to foster creative thinking in all educational settings.

LEADER(S): Tara Strang, Hamilton County Department of Education, Chattanooga, TN

PRESENTER(S): Sarah Sumners, University of Georgia, Athens, GA

10:30 AM-11:15 AM ROOM: POSTER 02, EXPO HALL 3  
SESSION: 527

### ■ Does Evidence Support Increasing Functional Communication for Students With EBD?

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

This analysis of 95 empirical studies of FBA-based interventions examines strengths and limitations in the evidence base addressing communication skills for students with EBD. Our discussion will focus on similarities and differences with FCT, an EBP used primarily with individuals with severe disabilities.

LEADER(S): Alexandra Hollo, West Virginia University, Morgantown, WV

10:30 AM-11:15 AM ROOM: POSTER 21, EXPO HALL 3  
SESSION: 528

### ■ Effects of Singapore Model Method on Math Problem-Solving Skills of Students With LD

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

We provide results on the effects of the Singapore Model Method on math word problem-solving skills of students with LD to solve addition, subtraction, multiplication, and division word problems. You will learn about the 7 steps of this method and how to teach the intervention using explicit instruction.

LEADER(S): Angela Preston, University of North Carolina, Charlotte, NC

PRESENTER(S): Charles Wood, University of North Carolina, Charlotte, NC

10:30 AM-11:15 AM ROOM: POSTER 19, EXPO HALL 3  
SESSION: 529

### ■ ELs With Disabilities: Representation in the Empirical Literature for AAs Designed to Measure Alternate Standards

TOPIC: Assessment

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Dually-identified students must participate in assessments to measure English language proficiency. We examined the literature to measure the extent to which these students were included in the studies, and to determine which focused on AAs to measure English language proficiency. Findings are discussed.

LEADER(S): Danielle Guzman-Orth, Educational Testing Service, Princeton, NJ

10:30 AM-11:15 AM ROOM: POSTER 15, EXPO HALL 3  
SESSION: 530

### ■ Making Meaning of Transition: From a Cultural Lens

TOPIC: Career Development/Transition

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

We discuss transition practices that look culturally responsive, but may continue to reify differences; transition practices that are beneficial in developing a more inclusive and culturally aware society; and the development of culturally responsive transition practices in school.

LEADER(S): Iris Yu, University of Kansas, Lawrence, KS

10:30 AM-11:15 AM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 531

### ■ Mentoring First-Year Special Education Majors: The Professor Protege Program

TOPIC: Personnel Preparation

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

The Professor Protégé Program is a year-long mentoring program that pairs a first semester freshmen enrolled in a special education teacher preparation program with a faculty member from the Department of Special Education. We discuss the selection process, the benefits, and program feedback.

LEADER(S): Jeremy Lynch, Slippery Rock University, Slippery Rock, PA

PRESENTER(S): Aubrey Grazier, Slippery Rock University, Slippery Rock, PA; Victoria Sgattoni, Slippery Rock University, Slippery Rock, PA

10:30 AM-11:15 AM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 532

### ■ Mindfulness Intervention Strategies for Children With EBD: A Literature Review

TOPIC: Early Childhood

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

We present a literature review on Mindfulness-Based Cognitive-Behavioral Interventions for young children with EBD. Data from single-subject and group studies were evaluated to determine the efficacy of Mindfulness on emotional awareness and self-regulation of these children. Results and applications are presented.

LEADER(S): Meghan Chambers, University of New Mexico, Albuquerque, NM

PRESENTER(S): Anna Petrov, University of New Mexico, Albuquerque, NM

10:30 AM-11:15 AM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 533

### ■ Multi-Tiered Systems of Support and Educator Effectiveness Systems

**TOPIC:** Measuring Special Education Teacher Effectiveness  
**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**FORMAT:** Poster Session

MTSS and educator effectiveness systems are critical instructional reform initiatives that share a common goal of improving instructional quality to enhance student outcomes. We highlight opportunities to create coherence and alignment across these initiatives to maximize their impact on student learning.

**LEADER(S):** Lindsey Hayes, American Institutes for Research, Washington, DC

**PRESENTER(S):** Lynn Holdheide, Center on Great Teachers & Leaders at AIR, Washington, DC

10:30 AM-11:15 AM ROOM: POSTER 06, EXPO HALL 3  
SESSION: 534

### ■ Preparing Future Special Educators for the Reality of a Social Justice Agenda

**TOPIC:** Cultural and/or Linguistic Diversity  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Poster Session

Educators for social justice face considerable barriers and risk being normed back into the status quo, demotion, or dismissal. We explore ways in which faculty can better prepare future special educators to advance social justice and describe mechanisms for encouraging their persistence.

**LEADER(S):** Phyllis Robertson, Texas A&M University, Corpus Christi, TX

10:30 AM-11:15 AM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 535

### ■ Quality Education for Children With Autism in China: Learning From Parents' Perspectives

**TOPIC:** International Programs/Services  
**SECONDARY TOPIC:** Autism Spectrum Disorder  
**FORMAT:** Poster Session

This study interviewed parents of students with autism in Shanghai, China to investigate parents' perceptions regarding the quality of the educational program for their children with autism. Parents' views and implications of the educational services for their children will be shared.

**LEADER(S):** Shuoxi Huang, Boston University, Boston, MA

10:30 AM-11:15 AM ROOM: POSTER 20, EXPO HALL 3  
SESSION: 536

### ■ Recruiting and Retaining Special Education Personnel Through Caring Inventories

**TOPIC:** Administration/Supervision  
**SECONDARY TOPIC:** Public Policy  
**FORMAT:** Poster Session

Two inventories were used to develop a personality and empathic profile of teachers. We discuss the results of the study that found that it is possible to predict a level of caring and personality profiles of various demographic indicators which may help in recruiting caring, qualified individuals.

**LEADER(S):** Donna Sayman, Wichita State University, Wichita, KS

**PRESENTER(S):** Kelly Carrero, Texas A&M University, Commerce, TX; Mandy Lusk, Clayton State University, Morrow, GA; Staci Zolkoski, University of Texas, Tyler, TX

10:30 AM-11:15 AM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 537

### ■ Responsive Identification, Intervention and Decision Making for Diverse Learners

**TOPIC:** Cultural and/or Linguistic Diversity  
**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**FORMAT:** Poster Session

Schools must implement responsive and appropriate identification processes, tiered interventions and service delivery for their CLD students. We identify challenges in this process and describe a model for team-based PD to support effective decision making.

**LEADER(S):** Amy Noggle, Towson University, Towson, MD

**PRESENTER(S):** Patricia Rice Doran, Towson University, Towson, MD

10:30 AM-11:15 AM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 538

### ■ Studying the Efficacy of Physical & Virtual Manipulatives as Tier 2 or 3 Interventions for 5th Graders

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

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

Our study assessed the math proficiency of 5th graders, implemented an intervention, and completed a post-assessment to measure the students' achievement. Physical and virtual manipulatives revealed a significant impact on the development of problem-solving skills and conceptual understanding for at-risk students, who required a greater level of support at Tier 2 or Tier 3. Participants will learn how to use physical and virtual manipulatives as instructional interventions for affirming a relational understanding of math concepts by making connections between visual depictions and symbolic models for teaching basic computation of multiplication, division, and fractions.

**LEADER(S):** Jennifer Bond, Ferguson-Florissant School District, St. Louis, MO

**PRESENTER(S):** Dan Sinclair, Teach 4 Mastery, Inc., Fallbrook, CA

10:30 AM-11:15 AM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 539

### ■ Supporting Educators With Functional Assessment-Based Interventions (FABI)

**TOPIC:** Emotional and Behavioral Disorders

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

We share the outcomes of a study of 69 teams randomly assigned to one of three 5-day professional learning series designed to support educators in learning a systematic approach to FABIs. A description of unique features for determining the function of behavior as well as developing interventions are discussed.

**LEADER(S):** Liane Johl, University of Kansas, Lawrence, KS

**PRESENTER(S):** Eric Common, University of Kansas, Lawrence, KS; Kathleen Lynne Lane, University of Kansas, Lawrence, KS; Wendy Oakes, Arizona State University, Tempe, AZ

10:30 AM-11:15 AM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 540

### ■ Talking Forward: Constructing High-Quality Interactions in Inclusive Classrooms

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Autism Spectrum Disorder

**FORMAT:** Poster Session

We provide an overview of specific instructional practices and the impact on student outcomes. Classroom practices in demonstration schools will be shared, including how general and special educator teams were coached on ways of engaging with all students, and in particular, students with disabilities.

**LEADER(S):** Carla Williams, University of Missouri, Kansas City, MO

**PRESENTER(S):** Ronda Jenson, University of Missouri, Kansas City, MO

10:30 AM-11:15 AM ROOM: POSTER 23, EXPO HALL 3  
SESSION: 541

### ■ The Effect of Differential Reinforcement of Alternative Behavior (DRA) at Various Integrity Levels

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness

**FORMAT:** Poster Session

In this single-subject design, we examined the effect of different levels of DRA treatment integrity. Using different levels of omission error were studied. The results highlight the influence of DRA treatment integrity on the outcome and the importance of using research-based treatment as prescribed.

**LEADER(S):** Yara Farah, Baylor University, Waco, TX

10:30 AM-11:15 AM ROOM: POSTER 24, EXPO HALL 3  
SESSION: 542

### ■ The Full Spectrum of Learning: Autism Spectrum Disorder in Higher Education

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

This session focuses on a university-level autism initiative. Participants will be guided through a student-driven, research-based, and results-oriented process used to help students with ASD overcome academic and social boundaries in order to successfully complete college and transition into a career.

**LEADER(S):** Gina Grogan, Austin Peay State University, Clarksville, TN

**PRESENTER(S):** Karee Orellana, McKendree University, Lebanon, IL

10:30 AM-11:15 AM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 543

**■ Treatment Acceptability in Special Education: Models, Measures, and Considerations for Intervention Planning**

TOPIC: Research  
SECONDARY TOPIC: Assessment  
FORMAT: Poster Session

Treatment acceptability is an overlooked factor affecting the implementation of effective practices in classrooms. We discuss models and measures, and factors affecting acceptability of academic and behavioral treatments. We then provide practical methods for assessing treatment acceptability as part of intervention planning.

LEADER(S): Neslihan Unluol, Kent State University, Kent, OH  
PRESENTER(S): Brian Barber, Kent State University, Kent, OH

1:00 PM-3:00 PM ROOM: 131 • SESSION: 548

**■ Program Chair Featured: Educating More Children More Effectively Through Culturally Responsive Methods**

TOPIC: Cultural and/or Linguistic Diversity  
SECONDARY TOPIC: Personnel Preparation  
FORMAT: Presentation with Q&A

The session describes culturally responsive teaching and provides suggestions to implement them within the context of special education. In this interactive session, participants are encouraged to ask questions for clarification and elaboration, and provide examples from their own experiences.

LEADER(S): Geneva Gay, University of Washington, Seattle, WA

1:00 PM-2:00 PM ROOM: 225 • SESSION: 549

**■ Bringing the Field to the Supervisor: Innovation in Distance Supervision for Field-Based Experiences Using Mobile Technologies**

TOPIC: Personnel Preparation  
SECONDARY TOPIC: Administration/Supervision  
FORMAT: Presentation with Q&A

We highlight a mobile distance supervision system developed to improve teacher education. The system streams video of teachers in rural classrooms using mobile devices equipped with a variety of peripheral devices. Evaluation findings along and directions for future improvements will be shared.

LEADER(S): Ashley MacSuga-Gage, University of Florida, Gainesville, FL

PRESENTER(S): Penny Cox, University of Florida, Gainesville, FL; Nicholas Gage, University of Florida, Gainesville, FL; James McLeskey, University of Florida, Gainesville, FL

1:00 PM-2:00 PM  
ROOM: 102 • SESSION: 550

**★ CEC-DR SHOWCASE ★**

**Real School Problems and Research-Based Solutions: Lessons From the Field**

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

Three researchers will share their experiences in working with teachers and schools to solve real problems of practice. Each will share an example of research designed to solve children's difficulties in reading, math, and writing, and then discuss the challenges and lessons learned from working in the field.

LEADER(S): Kristen McMaster, University of Minnesota, Minneapolis, MN

PRESENTER(S): Erica Lembke, University of Missouri, Columbia, MO; Devin Kearns, University of Connecticut, Storrs, CT; Sarah Powell, University of Texas, Austin, TX; Stephen Kilgus, University of Missouri, Columbia, MO

1:00 PM-2:00 PM ROOM: 265 • SESSION: 551

**■ Creating Exemplary Transition Opportunities in a Rural Setting**

TOPIC: Career Development/Transition  
SECONDARY TOPIC: Autism Spectrum Disorder  
FORMAT: Presentation with Q&A

Transition for students in special education is not a new concept, however, finding ways to implement exemplary transition in rural settings is much more challenging. We explore innovative ways in which we have initiated transition instruction with students with moderate to severe disabilities in a rural school.

LEADER(S): Felechia Clingan, Double Spring Middle School/ University of Alabama, Tuscaloosa, AL

PRESENTER(S): Sujata Norman, University of Alabama, Tuscaloosa, AL; Amy Williamson, University of Alabama, Tuscaloosa, AL; Cathy Gilliam, University of Alabama, Tuscaloosa, AL

1:00 PM-2:00 PM ROOM: 224 • SESSION: 552

**■ Cultural Competence in Special Education: A Journey, Not a Destination**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Demonstration

Cultural competence is more than a buzzword; it is best practice. Developing cultural competence is challenging and many don't know where to start. You will explore the history of cultural competence, recognize your location along this journey, and identify ways to improve services we provide our students.

LEADER(S): Tiana Povenmire-Kirk, University of North Carolina, Charlotte, NC

PRESENTER(S): Charlotte Alverson, University of Oregon, National Post-School Outcome, Eugene, OR

1:00 PM-2:00 PM ROOM: 262 • SESSION: 553

**■ Deafness and Autism: Overview of Recommended Practices From One Technical Assistance Program**

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&amp;A

We describe what services were recommended for students with a dual diagnosis of D/HH and ASD from a technical assistance program specific to students who are D/HH. Potential interventions and/or required modifications for this population will be discussed.

LEADER(S): Christy Borders, Illinois State University, Normal, IL

PRESENTER(S): Stacey Jones Bock, Illinois State University, Normal, IL; Kristi Probst, Illinois State University, Normal, IL

1:00 PM-2:00 PM ROOM: 120 • SESSION: 554

**■ Differences in Classroom Assessment and Decision Making in Co-Taught and Non-Co-Taught Classrooms**

TOPIC: Assessment

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

We examined classroom assessment practices and how general educators use the results from those assessments to guide and adjust instruction to address all learner needs. Differences were examined between general educators who co-teach and those who do not. Results of the study are shared and discussed.

LEADER(S): Quentin Wherfel, University of Illinois, Urbana-Champaign, IL

PRESENTER(S): Lisa Monda-Amaya, University of Illinois, Urbana-Champaign, IL

1:00 PM-2:00 PM ROOM: 105 • SESSION: 555

**■ Digitability: Increasing Transition Outcomes for a Technology Driven Society**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Demonstration

Digital literacy is a critical skill area needed for improved transition outcomes for students with disabilities. The presenter identifies the methods used in her own high school autistic support classroom and the translation of those methods to her interactive curriculum and learning platform, Autism Expressed.

LEADER(S): Michele McKeone, Autism Expressed, Philadelphia, PA

1:00 PM-2:00 PM ROOM: 260 • SESSION: 556

**■ Evaluating Special Educators From the Perspective of School Administrators**

TOPIC: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Administration/Supervision

FORMAT: Panel

School administrators typically observe and evaluate special education teachers. We share results from a study that compared administrator ratings to those of experienced special education teachers. Implications for the role of school administrators in the evaluation process are discussed.

LEADER(S): Janelle Lawson, San Francisco State University, San Francisco, CA

PRESENTER(S): Greg Knollman, University of South Florida, Tampa, FL

1:00 PM-2:00 PM ROOM: 242 • SESSION: 557

**■ Examining Effects of a Standardized Treatment for Fourth Graders With Reading Difficulties**

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

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&amp;A

We discuss the results of a study in which students with reading comprehension difficulties were assigned to an intervention focusing on vocabulary, fluency, and comprehension, or to typical practice. Effects differed by students' comprehension abilities, suggesting key information for targeting students in intensive intervention.

LEADER(S): Jeanne Wanzek, Vanderbilt University, Nashville, TN; Stephanie Al Otaiba, Southern Methodist University, Dallas, TX

1:00 PM-2:00 PM ROOM: 125 • SESSION: 558

**EXHIBITOR SHOWCASE SESSION – Phonics and Sight Words-Based Books for Teens**

**FORMAT:** Exhibitor Showcase Session

Finding age-appropriate books for emerging teen readers can be a challenge. We focus on fiction and nonfiction books written specifically for the most struggling teen readers. Both phonics-based and sight words-based books are featured along with hands-on strategies to use them in the classroom.

**LEADER(S):** Jill Haney, Saddleback Educational Publishing, Costa Mesa, CA

1:00 PM-2:00 PM ROOM: 106 • SESSION: 559

**EXHIBITOR SHOWCASE SESSION – Trauma Informed Care Considerations and Resources for Schools**

**FORMAT:** Exhibitor Showcase Session

In light of the profound and many ways that trauma affects behavior, we explore steps schools can take to become more trauma-sensitive for their students and faculty. Learn strategies for fostering resilience and avoiding re-traumatization of those in your care. An extensive resources list will be shared.

**LEADER(S):** Pam Sikorski, CPI, Inc., Milwaukee, WI; Travis Ickes, CPI, Inc., Milwaukee, WI

1:00 PM-2:00 PM ROOM: 103 • SESSION: 560

**Family Implemented TEACCH for Toddlers (FITT): Practical Strategies to Support Caregivers**

**TOPIC:** Autism Spectrum Disorder

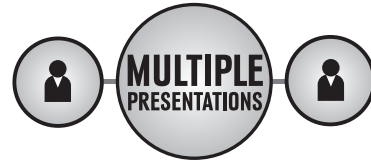
**SECONDARY TOPIC:** Early Childhood

**FORMAT:** Presentation with Q&A

We share practical strategies for engaging toddlers with ASD and their families using structured teaching and other evidence based naturalistic strategies. Learn the findings from a small, randomized controlled trial on toddlers’ developmental skills and symptoms, as well as their parents’ well-being.

**LEADER(S):** Kara Hume, Frank Porter Graham Child Development Institute/UNC, Chapel Hill, NC

**PRESENTER(S):** Brian Boyd, University of North Carolina, Chapel Hill, NC



1:00 PM-2:00 PM • ROOM: 263 • SESSION: 561

**IMPACT OF SPECIAL EDUCATION VOUCHER PROGRAMS**

**TOPIC:** Public Policy

**FORMAT:** Multiple Presentation Session

**MODERATOR:** Jonte Myers, University of Florida, Gainesville, FL

**The Impact of a Statewide School Voucher Program on Special Education Enrollment and Services for Students With Disabilities in Catholic Schools**

We share the findings of a study on the impact of a statewide school voucher program on enrollment and services for students with disabilities in Catholic schools. Join us in a discussion on the implications of voucher programs on special education services for students and PD needs of teachers in private school settings.

**LEADER(S):** William Blackwell, Lewis University, Romeoville, IL

**PRESENTER(S):** June Robinson, University of St. Francis, Fort Wayne, IN

**The Impact of Special Education Voucher Program Legislation on Administrators and Teachers**

We examine the impact of the 13 existing special education voucher program legislations, permitting eligible parents to opt-out of public schools and accept vouchers for private school enrollment. We will identify benefits, challenges, and future directions as voucher programs are state-adopted.

**LEADER(S):** Natasha Wilson, New York University, NY

**PRESENTER(S):** Susan Bon, University of South Carolina, Columbia, SC; Janet Decker, Indiana University, Bloomington, IN



1:00 PM-2:00 PM ROOM: 101 • SESSION: 562

**■ National Urban Special Education Leadership Initiative: Preparing A Culture of Leaders**

**TOPIC:** Administration/Supervision  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Presentation with Q&A

School administrators in urban settings must be prepared to implement policies and practices that are inclusive, evidence-based, and meet the needs of diverse special needs populations of students. A high quality, model doctoral preparation will be discussed.

**LEADER(S):** Suzanne Martin, University of Central Florida, Orlando, FL  
**PRESENTER(S):** Jillian Gourwitz, University of Central Florida, Orlando, FL; Dena Slanda, University of Central Florida, Orlando, FL

1:00 PM-2:00 PM ROOM: 280 • SESSION: 563

**■ One Partnership With Families in Play: A Literacy and Sensory Carnival**

**TOPIC:** Parent/Family/School Partnerships  
**SECONDARY TOPIC:** Early Childhood  
**FORMAT:** Presentation with Q&A

We describe a collaborative effort in inclusive EC teacher preparation classes with preschool classes to prepare teacher candidates to design and implement interactive instructional play activities for families and their children. The steps of preparation, partnership with school district, and implementation are shared.

**LEADER(S):** Donna Wadsworth, University of Louisiana, Lafayette, LA  
**PRESENTER(S):** Roxanne Speer, University of Louisiana, Monroe, LA

1:00 PM-2:00 PM ROOM: 230 • SESSION: 564

**■ Overcoming Difficult Areas in Mathematics for Students With Disabilities: Potential Approaches and Interventions**

**TOPIC:** STEM  
**SECONDARY TOPIC:** Learning Disabilities  
**FORMAT:** Panel

Focus on conceptual understanding and reasoning in mathematics requires instruction and assessment to extend beyond rote procedural knowledge. We discuss implications for reducing cognitive demands associated with math, importance of developing students' mathematical reasoning, and benefits to embedding writing that deepen understanding of concepts.

**LEADER(S):** Sharlene Kihara, University of Utah, Salt Lake City, UT  
**PRESENTER(S):** Bradley Witzel, Winthrop University, Rock Hill, SC; Lindy Crawford, Texas Christian University, Fort Worth, TX; Jessica Namkung, University at Albany, Albany, NY

1:00 PM-2:00 PM ROOM: 104 • SESSION: 565

**■ Perceptions of Families and Students With Intellectual Disabilities: The College Experience**

**TOPIC:** Autism Spectrum Disorder  
**SECONDARY TOPIC:** Research  
**FORMAT:** Presentation with Q&A

We share the results of a study that compared the perceptions of students with ID and their families on student life, emotional adjustment, independent living, interpersonal relationships, and self-advocacy. We will discuss the challenges and support strategies related to the semester of college.

**LEADER(S):** Jo Hendrickson, University of Iowa, Iowa City, IA  
**PRESENTER(S):** Pamela Ries, University of Iowa REACH Program, Iowa City, IA

1:00 PM-2:00 PM ROOM: 223 • SESSION: 566

**■ Poverty, Disability, and the American Dream: A Historical Perspective on U.S. Policy and Discourse**

**TOPIC:** Pioneers/Historical Perspectives  
**SECONDARY TOPIC:** Public Policy  
**FORMAT:** Demonstration

Research indicates that people with a disability are more than twice as likely to live under the poverty level in the United States compared to non-disabled adults. We analyze the current discourse on poverty in regards to individuals with a disability as well as present culturally responsive pedagogical practices to assist students in self-advocating.

**LEADER(S):** Matthew Miller, University of North Carolina, Chapel Hill, NC  
**PRESENTER(S):** Adam Jordan, University of North Georgia, Dahlonega, GA

1:00 PM-2:00 PM ROOM: 130 • SESSION: 567

**■ Program Chair Featured: Making Connections and Emerging Frontiers in the Digital and Blended Environment**

**TOPIC:** Research  
**SECONDARY TOPIC:** Technology and Media  
**FORMAT:** Panel

Join us and learn about emerging topics impacting the field of special education within digital and blended learning. We will discuss the challenges and opportunities of online learning environments, and the virtual opportunities, systems, and environments you need to be knowledgeable about prior to investing large resources in the process.

**LEADER(S):** Bill East, Jr., National Association of State Directors of Special Education, Inc., Alexandria, VA; Sean Smith, University of Kansas, Lawrence, KS  
**PRESENTER(S):** Tracey Hall, CAST, Wakefield, MA; Skip Stahl, CAST, Wakefield, MA

1:00 PM-2:00 PM ROOM: 266 • SESSION: 568

**Quality Indicators of Customized Employment**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Panel

Customized Employment (CE) is a combination of varied activities to assist those with significant disabilities to gain employment. This session will discuss how indicators can be utilized by educators and practitioners to improve the CE process for those with significant disabilities.

LEADER(S): Mary Pearson, University of Central Arkansas, Conway, AR

1:00 PM-2:00 PM ROOM: 132 • SESSION: 569

**Strand H, Session 3: Don't Forget the Data! Improving Co-Teaching Student Outcomes and Evaluating Program Effectiveness**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&amp;A

In this session we will analyze the use of data in and on co-taught classes. We will discuss how co-teachers can use data to make decisions and determine effectiveness on student outcomes, illuminate the complexities of evaluating co-teaching programs, and offer suggestions and resources.

LEADER(S): Wendy Murawski, California State University, Northridge, CA

PRESENTER(S): Wendy Lochner, West Virginia Department of Education, Charleston, WV

1:00 PM-2:00 PM ROOM: 274 • SESSION: 570

**Strand I, Session 1: Building and Installing Comprehensive, Integrated, Three-Tiered (Ci3T) Models: Training and Coaching**

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

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&amp;A

We address academic, behavioral, and social domains through a Ci3T Model of Prevention. Participants will learn systems for responding students' needs to increase academic, behavioral, and social success, and will also explore a training and coaching series and one district's current approach to a pilot model of Ci3T.

LEADER(S): Lisa Powers, Special School District of St. Louis County, St Louis, MO

PRESENTER(S): Carla Vasser, Special School District of St. Louis County, St. Louis, MO; Trish Diebold, Special School District, St. Louis, MO; Taryn Gaskill, Special School District, St. Louis, MO; Wendy Oakes, Arizona State University, Tempe, AZ; Kathleen Lynne Lane, University of Kansas, Lawrence, KS

1:00 PM-2:00 PM ROOM: 275 • SESSION: 571

**Strand J, Session 1: Mobile Learning for Learners With Disabilities**

TOPIC: Public Policy

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&amp;A

Presenters will describe the nature and extent of use of mobile learning to support the education of learners with disabilities. Promising practices, implications, and emerging trends relative to practice, research, as well as policy will be discussed.

LEADER(S): James Basham, University of Kansas, Lawrence, KS; James Gardner, University of Oklahoma, Norman, OK

PRESENTER(S): Jose Blackorby, SRI, Menlo Park, CA; Jason Travers, University of Kansas, Lawrence, KS

1:00 PM-2:00 PM ROOM: 123 • SESSION: 572

**Supporting Inclusive Education for Students With Moderate ID Through Utilizing Learner-Centered PD**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

We share results of a study that used inclusive educational team focus groups and survey data to develop a teacher delivered intervention to support the inclusive educational needs of 3 students with moderate ID and autism. Data and implications for practice will be discussed.

LEADER(S): Bree Jimenez, University of North Carolina, Greensboro, NC

PRESENTER(S): Tammy Barron, University of North Carolina, Greensboro, NC

1:00 PM-2:00 PM  
ROOM: 261 • SESSION: 573

★ TAG SHOWCASE ★

**STEM Opportunities for Gifted Learners**

**TOPIC:** Gifted and Talented

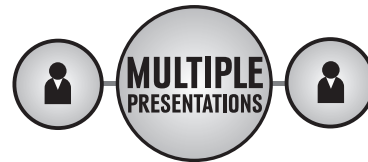
**SECONDARY TOPIC:** Technology and Media

**FORMAT:** Panel

Join us and learn about creating and securing STEM opportunities for gifted learners. Panelists discuss creating STEM partnerships with schools and the community, integrating technology innovation into existing programs for gifted learners, specialized STEM schools for highly able children, and extracurricular STEM opportunities for K-12 students and their teachers.

**LEADER(S):** Julia Roberts, The Center for Gifted Studies/Western Kentucky University, Bowling Green, KY; Bronwyn MacFarlane, University of Arkansas, Little Rock, AR; Steve Coxon, Maryville University, St. Louis, MO; Lynette Breedlove, Western Kentucky University, Bowling Green, KY; Michelle Buchanan, University of Central Arkansas, Conway, AR

**MODERATOR:** Deborah Dailey, University of Central Arkansas, Conway, AR



1:00 PM-2:00 PM • ROOM: 227 • SESSION: 574

**TEACHER EDUCATION – CLINICAL EXPERIENCES**

**TOPIC:** Personnel Preparation

**FORMAT:** Multiple Presentation Session

**MODERATOR:** John McKenna, St. John's University, Queens, NY

● **Defining the Urban Teaching Experience for Preservice Teachers: Knowledge, Opportunity, and Connections**

Multiple issues confront special education teachers in urban school districts. We discuss topics included in the field-base program to enrich the knowledge of preservice teachers, and provide opportunities to learn about the urban situation, and create connections with local entities to build relationships.

**LEADER(S):** Terri Voss, Illinois State University, Normal, IL

**PRESENTER(S):** Ashley Wolinski, Illinois State University, Normal, IL; Krystal Lewis-Pratl, Illinois State University, Normal, IL

● **Student Teaching: Transformation or Transaction in the Age of Increased Certification Standards**

As teacher certifications have changed, so has the student teaching experience for Special Education teacher candidates. We discuss the results of a survey conducted to determine how the experience has changed for the candidate and cooperating teacher, and what colleges can do make the experience better.

**LEADER(S):** Francis Thornton, SUNY Oneonta, NY

**PRESENTER(S):** Gwen Frank, SUNY Oneonta, NY

● **Teaching in High Need/Low Resource Schools: The Experience of Teachers Enrolled in an Alternative Certification Program**

Participants in an alternative certification program that placed special education teachers in high need/low resourced urban schools while they completed their master's degree were interviewed regarding the challenges and successes. Results and implications are reported.

**LEADER(S):** John McKenna, St. John's University, Queens, NY

1:00 PM-2:00 PM ROOM: 100 • SESSION: 575

**■ Team Teaching Teachers: A Case Study of Co-Taught Professional Development**

TOPIC: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&amp;A

Science, social studies, and special education students participated in a week-long PD program to help them integrate writing instruction into their specific content areas. We focus on the use of co-teaching strategies in a PD session and the impact on teachers' learning of new practices.

LEADER(S): Jane Bogan, Marshall University, South Charleston, WV

1:00 PM-2:00 PM ROOM: 240 • SESSION: 576

**■ The Quest for Mindfulness: One Diverse School District's Journey**

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

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

We review the literature on practicing mindfulness in the public school setting before detailing the results of a case study exploring why a diverse school district started implementing mindfulness practice, how they have done it, and the benefits teachers and administrators perceive it is having.

LEADER(S): Shana Haines, University of Vermont, Burlington, VT

PRESENTER(S): Katharine Shepherd, University of Vermont, Burlington, VT

1:00 PM-2:00 PM ROOM: 267 • SESSION: 577

**■ Using I Pad Apps to Increase Play in Young Children With Autism**

TOPIC: Technology and Media

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&amp;A

Learn how technology can be used with children with autism to improve social-emotional skills. We will show you how to use interactive iPad apps, such as Toca Store, as a form of Social Story, allowing students to learn the social and play expectations via technology in a given dramatic scenario.

LEADER(S): Cori More, University of Nevada, Las Vegas, NV

PRESENTER(S): Kristin Withey, University of Nevada, Las Vegas, NV

1:00 PM-2:00 PM ROOM: 124 • SESSION: 578

**■ Using Self-Regulated Strategy Development to Improve the Writing Skills of Students With EBD Served in Restrictive Settings**

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

We summarize the results of and lessons learned from implementing four studies using SRSD to teach persuasive writing to students with EBD in a residential school, including illustrations in language arts classes at the elementary and secondary level, a secondary history class, and a secondary health class.

LEADER(S): Robin Ennis, University of Alabama, Birmingham, AL

1:00 PM-2:00PM ROOM: 122 • SESSION 579

**■ EXHIBITOR SHOWCASE SESSION: RTI: 10 Practical Strategies and a 10 Minute Intervention to Ignite Student's Academic Growth**

TOPIC: Exhibitor Showcase Session

RTI, a multi-tiered system of intervention, is a framework that helps teachers support all learners for optimum performance in the classroom. This session provides 10 practical strategies and will also showcase Great Leaps products as a remedial tool that will ignite student's academic growth.

LEADER(S): Michelle Vacchio, East Brunswick Public School District, NJ; Susan Hentz, Susan Hentz &amp; Associates, Sarasota, FL

1:00 PM-2:00PM ROOM: 232 • SESSION 580

**■ SPECIAL FOCUS: How Educators Can Support Students With Mental Health Challenges: Youth Perspectives**

TOPIC: Emotional and Behavioral Disorders

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

FORMAT: Presentation with Q&amp;A

The important role educators play in supporting students with mental health challenges is increasingly recognized, but youth perspectives on this topic have largely been ignored. This session will present key findings from a qualitative interview study related to how educator practices contribute to youth experiences of school-based mental health supports.

LEADER(S): Jaime Semchuk, University of British Columbia, Vancouver, Canada

1:00 PM-1:45 PM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 583

### ■ A Review of Practice Schedule Manipulation in Academic Interventions

TOPIC: Research

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

FORMAT: Poster Session

We provide a review of the literature on practice schedule manipulations within K-12 settings and focus on distributed practice, interleaved practice, and feedback schedules. The literature is summarized and compared to a rubric of quality indicators for research and provides a foundation for future research and practice.

LEADER(S): Kyle Wagner, University of Minnesota, Minneapolis, MN

PRESENTER(S): Kristen McMaster, University of Minnesota, Minneapolis, MN

1:00 PM-1:45 PM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 584

### ■ Adult Guardianship, Alternatives, and Supported Decision-Making Pertaining to Students With Moderate/Significant Disabilities

TOPIC: Research

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

We describe survey results from 300 special educators about their attitudes, knowledge, and practices regarding adult guardianship, its least restrictive alternatives, and supported decision making during transition planning. Important educator preparation implications are discussed.

LEADER(S): Dorothy Millar, Saginaw Valley State University, University Center, MI

1:00 PM-1:45 PM ROOM: POSTER 22, EXPO HALL 3  
SESSION: 585

### ■ Dialogic Reading Activities for Children With Autism and Limited Speech

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

The performance of young children with autism and limited speech in dialogic reading activities was investigated in a systematic literature review. Results showed that dialogic reading can be adapted in various ways to improve communication and early literacy skills of students with autism.

LEADER(S): Susannah Boyle, Pennsylvania State University, State College, PA

1:00 PM-1:45 PM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 586

### ■ Early Career Special Educators' Experiences: Review of the Literature

TOPIC: Strategies for Entry to the Special Education Career

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

We completed research pertaining to novice special education teachers and induction programs to understand their experiences. Results revealed positive and negative components of working conditions, preservice training, and induction programs. Implications for inservice teacher supports are provided.

LEADER(S): Mary Fordham, University of Washington, Seattle, WA

PRESENTER(S): Elizabeth West, University of Washington, Seattle, WA

1:00 PM-1:45 PM ROOM: POSTER 19, EXPO HALL 3  
SESSION: 587

### ■ Effects of Formative Assessment Feedback on Early Literacy Student Achievement

TOPIC: Assessment

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

FORMAT: Poster Session

Progress monitoring enables educators to measure the effectiveness of scientifically based instruction on student learning. You will learn key characteristics of progress monitoring, as well how to use formative assessment feedback to improve instruction and enhance student outcomes through an RTI framework.

LEADER(S): Jeremy Lopuch, University of North Carolina, Charlotte, NC

PRESENTER(S): Lindsay Flynn, University of North Carolina, Charlotte, NC; Kristen Beach, University of North Carolina, Charlotte, NC; Christopher O'Brien, University of North Carolina, Charlotte, NC

1:00 PM-1:45 PM ROOM: POSTER 21, EXPO HALL 3  
SESSION: 588

### ■ Executive Functioning and College Students With Learning Differences

**TOPIC:** Learning Disabilities

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

This session will focus on methods of training and support for college students with executive functioning challenges during student study time. Observations and interventions are helping us gain a better understanding of how to help students cope and compensate in the university setting.

**LEADER(S):** Morgan James, East Carolina University STEPP Program, Greenville, NC

**PRESENTER(S):** Sarah Williams, East Carolina University STEPP Program, Greenville, NC; Christopher Rivera, East Carolina University, Greenville, NC; Charles Wood, University of North Carolina, Charlotte, NC

1:00 PM-1:45 PM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 589

### ■ Improving Outcomes of FBA/BIP Implementation

**TOPIC:** Emotional and Behavioral Disorders

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Poster Session

The FBA/BIP is a team-based approach to problem behavior that includes systematic collection and analysis of data to inform data-based decision making. Treatment integrity is critical to success, yet is often lacking. We provide you with tools to organize and monitor implementation of the BIP.

**LEADER(S):** Colleen Barry, George Mason University, Fairfax, VA

**PRESENTER(S):** Jennifer Walker, University of Mary Washington, Fredericksburg, VA

1:00 PM-1:45 PM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 590

### ■ Incorporating Shared Story Reading to Teach Mathematics in a Tier-2 Setting

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

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

Our study examined the effects of increasing students' opportunities to respond through Shared Story Reading during Tier 2 mathematics instruction and on the engagement of students with academic difficulty and challenging behaviors. Details of the study, results, and implications are discussed.

**LEADER(S):** Todd Whitney, Bellarmine University, Louisville, KY

**PRESENTER(S):** Amy Lingo, University of Louisville, Louisville, KY

1:00 PM-1:45 PM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 591

### ■ Learning Together: Making All Content Available to Learners With Disabilities

**TOPIC:** Technology and Media

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Poster Session

We will describe technologies that can be used to help ensure that learners with a variety of needs can access educational and reading materials in formats that work for them, resulting in more inclusive learning environments for people of all ages.

**LEADER(S):** Lisa Wadors Verne, Benetech, Palo Alto, CA

1:00 PM-1:45 PM ROOM: POSTER 23, EXPO HALL 3  
SESSION: 592

### ■ Literacy Instruction for Students With Significant Disabilities: A Focus on Phonics and Phonemic Awareness Instruction

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

We conducted a review of the literature to identify studies pertaining to phonics and phonemic awareness instruction for students with significant disabilities. Results provide evidence supporting the inclusion of phonics and phonemic awareness skills in literacy instruction for these students.

**LEADER(S):** Amanda Kern, University of Massachusetts, Amherst, MA

1:00 PM-1:45 PM ROOM: POSTER 15, EXPO HALL 3  
SESSION: 593

### ■ Pathways to Integration: Improving Vocational Autonomy and Social Skills in the Workplace

**TOPIC:** Career Development/Transition

**SECONDARY TOPIC:** Technology and Media

**FORMAT:** Poster Session

Learn how to improve skills related to independence and integration in the workplace. Covert audio coaching is an intervention implemented within a postsecondary education program for young adults with ID or autism. Recommendations for strengthening vocational autonomy and social skills are shared.

**LEADER(S):** Carly Blustein, Vanderbilt University, Nashville, TN

1:00 PM-1:45 PM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 594

### ■ Preparing Special Education Candidates for Co-Teaching and Collaboration in International Settings

**TOPIC:** International Programs/Services

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Poster Session

We share results from a study on the impact of instruction on co-teaching on special education teacher candidates at Sebastian Kolowa Memorial University in Tanzania. We discuss how to increase participants' understanding of co-teaching as an inclusive school practice for students in the Tanga region.

**LEADER(S):** Laura Frey, Central Michigan University, Mount Pleasant, MI

1:00 PM-1:45 PM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 595

### ■ Seeking Family Feedback to Inform Programmatic Decisions: Insights for Early Childhood Administrators

**TOPIC:** Parent/Family/School Partnerships

**SECONDARY TOPIC:** Assessment

**FORMAT:** Poster Session

Early Childhood administrators' use of family feedback to inform program-related decisions may be underutilized in practice. We discuss the results of a family satisfaction survey, and administrators' responses to aggregated feedback, proposed changes, and implementation of changes are discussed.

**LEADER(S):** Nicole Edwards, Rowan University, Glassboro, New Jersey

1:00 PM-1:45 PM ROOM: POSTER 24, EXPO HALL 3  
SESSION: 596

### ■ Sentence Writing Instruction for Postsecondary Students with an Intellectual Disability

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

We will provide session participants with a summary of results from a writing intervention for students with ID in a postsecondary program. Teachers will learn and will be able to apply effective instructional techniques aimed at improving sentence writing proficiency for students with ID.

**LEADER(S):** Erica Kaldenberg, University of Iowa REACH Program, Iowa City, IA

**PRESENTER(S):** Pamela Ries, University of Iowa REACH Program, Iowa City, IA; Kate Stroik, University of Iowa REACH Program, Iowa City, IA

1:00 PM-1:45 PM ROOM: POSTER 10, EXPO HALL 3  
SESSION: 597

### ■ Teaching Co-Teaching by Modeling It: A Collaborative Co-Teaching Journey

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career

**FORMAT:** Poster Session

Learn about a collaborative effort to implement co-teaching between a special education faculty and a literacy faculty in the same block college courses. We discuss how both faculty members delivered co-teaching together and the influence of its modeling on preservice teachers' perception toward co-teaching.

**LEADER(S):** Eunjoo Kim, Indiana University Northwest, Gary, IN

**PRESENTER(S):** Sharon Pratt, Indiana University Northwest, Gary, IN

1:00 PM-1:45 PM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 598

### ■ Teaching Syntactical Structure With Modified Storybook Reading to Preschoolers With Hearing Loss

**TOPIC:** Early Childhood

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

Using a multiple-baseline design, three 3- and 4-year olds with deafness were read three modified storybooks. We will summarize the value of repeated storybook reading and modifying texts as a teaching tool, and discuss ways to embed recommended strategies into center and home settings.

**LEADER(S):** Sharon Raver-Lampman, Old Dominion University, Norfolk, VA

1:00 PM-1:45 PM ROOM: POSTER 06, EXPO HALL 3  
SESSION: 599

### ■ Teaching Using Popular Music Across Curricula

**TOPIC:** Arts in Special Education

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

The use of music-based instruction is not a novel concept. However, the use of popular music (i.e., top 100 hits) has not typically been used as a teaching tool. Join the discussion about using lyrics from popular music to teach curriculum skills for students with LD, autism, and EBD.

**LEADER(S):** Jonte Taylor, Pennsylvania State University, University Park, PA

1:00 PM-1:45 PM ROOM: POSTER 14, EXPO HALL 3  
SESSION: 600

■ **The Who, How, and What: Differences in the Co-Occurrence of Early Literacy Struggles and Behavior Problems**

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

We discuss the importance of exploring moderation analysis in the co-occurrence of behavior problems and struggles in early literacy development. You will learn targeted approaches to students' behavior problems and their negative impact on early literacy development. Implications for research are included.

LEADER(S): Justin Garwood, University of North Carolina, Chapel Hill, NC

1:00 PM-1:45 PM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 601

■ **Using Structure Movement Routines With Music to Improve Body Awareness for Students With Multiple Impairments**

TOPIC: Visual Impairments

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

You will view a video of an individualized structured movement routine (SMR) used to support body awareness for a student with an intellectual disability and blindness. We will provide information on a single-subject case study conducted to measure the effectiveness of a prototype SMR App.

LEADER(S): Vicki DePountis, Austin Independent School District, Austin, TX

PRESENTER(S): Phoebe Okungu, Stephen F. Austin State University, Nacogdoches, TX

1:00 PM-1:45 PM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 602

■ **Web-Based Support for Korean Immigrant Families of Children With Disabilities**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

The growing number of Korean immigrant families of children with disabilities in U.S. schools has increased the need to provide support for their unique needs in special education. We describe a web-based support system created by 3 special education professors in the U.S. for these families.

LEADER(S): Ji-Ryun Kim, SUNY Cortland, Cortland, NY

PRESENTER(S): Su-Je Cho, Fordham University Graduate School of Education, New York, NY

1:00 PM-1:45 PM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 603

■ **What Can Student Strategy Use in Proportional Problem Solving Tell Us?**

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

We discuss the relationship between students' demonstration of schema-based instruction (SBI) strategy use and proportional problem solving. Participants will learn about relevant research related to the efficacy of SBI for proportional problem solving. Implications for educational practice is discussed.

LEADER(S): Asha Jitendra, University of Minnesota, Minneapolis, MN

1:00 PM-1:45 PM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 604

■ **What Non-Special Educators Say They Need to Serve Students With Severe Disabilities**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Serving students with severe disabilities with same-age peers requires collaboration among educators along with expertise to meet students' needs. We describe the perceived knowledge of graduate students in administration, counseling, and curriculum and instruction to support these students.

LEADER(S): Phyllis Robertson, Texas A&M University, Corpus Christi, TX

PRESENTER(S): Karen McCaleb, Texas A&M University, Corpus Christi, TX

1:00 PM-1:45 PM ROOM: POSTER 02, EXPO HALL 3  
SESSION: 605

■ **Who Is Secluded and Restrained? Implications for Policy, Practice, and Student Outcomes**

TOPIC: Research

SECONDARY TOPIC: Public Policy

FORMAT: Poster Session

Seclusion and restraint represent the most restrictive environments for students with and without disabilities. Our analysis identified predictors, odds of students being restrained or secluded, and the interaction of school and district factors that influence seclusion and restraint.

LEADER(S): Kimberly Knackstedt, University of Kansas, Lawrence, KS



1:00 PM-1:45 PM ROOM: POSTER 20, EXPO HALL 3  
SESSION: 606

■ **“Nobody Loves Me:” Teaching Academic Vocabulary and Social Skills to Students With EBD**

**TOPIC:** Emotional and Behavioral Disorders  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Poster Session

This study extended the body of research regarding the effects of vocabulary instruction and social skills for students with challenging behaviors. It implements word consciousness of academic vocabulary and measures the effects it has on students’ behavior at school. We will share the results.

**LEADER(S):** Mandy Lusk, Clayton State University, Morrow, GA

2:15 PM-3:15 PM ROOM: 231 • SESSION: 611

■ **Considerations for Students With Disabilities Acquiring English Within Results-Driven Accountability**

**TOPIC:** Cultural and/or Linguistic Diversity  
**SECONDARY TOPIC:** Assessment  
**FORMAT:** Presentation with Q&A

Addressing the needs of ELs within State Systemic Improvement Plans (SSIP) is vitally important for many states. Connecting research to practice and policy, we explore assessment and instructional considerations for ELs with LD. Participants will engage in a facilitated discussion throughout the session.

**LEADER(S):** Lauren Artzi, American Institutes for Research, Washington, DC

**PRESENTER(S):** Jill Pentimonti, American Institutes of Research, Washington, DC

2:15 PM-4:15 PM  
ROOM: 223 • SESSION: 610

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★ **DLD SHOWCASE** ★

**“Do This, Not That!,” Part 2: Differentiating Tier 2 and Tier 3 Interventions**

**TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**SECONDARY TOPIC:** Learning Disabilities  
**FORMAT:** Demonstration

When implementing MTSS, many schools struggle with the differentiation of Tier 2 and 3 interventions. In this session, the DLD Professional Development Standards and Ethics committee will expand its popular ‘Do This, not That!’ series to illustrate key features of tiered interventions.

**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; Sarah Conoyer, Texas A&M University, Commerce, TX; Rebecca Zumeta Edmonds, American Institutes for Research, Washington, DC



2:15 PM-3:15 PM • ROOM: 232 • SESSION: 612

## CULTURALLY RESPONSIVE CLASSROOM BEHAVIOR MANAGEMENT

**TOPIC:** Cultural and/or Linguistic Diversity

**FORMAT:** Multiple Presentation Session

**MODERATOR:** Mandy Lusk, Clayton State University, Morrow, GA

### ● Investigating the Association Between Culturally Responsive Teaching and Student Compliance

Some suggest that using culturally responsive teaching practices may improve student behavior. We discuss results from a study that determined the extent to which teachers' use of culturally responsive strategies and culturally responsive teaching self-efficacy were associated with student compliance.

**LEADER(S):** Kristine Larson, Johns Hopkins University, Baltimore, MD

**PRESENTER(S):** Catherine Bradshaw, University of Virginia, Charlottesville, VA; Michael Rosenberg, SUNY New Paltz, NY; Norma Day-Vines, Johns Hopkins University, Baltimore, MD; Laurie DeBettencourt, Johns Hopkins University, Baltimore, MD

### ● The Positive Plus Program: An Affirmative Classroom Management System

How can educators manage their culturally diverse classrooms? The Positive Plus Program uses classwide behavior-specific praise and interdependent group contingency to increase academic engagement and decrease off-task behavior. Learn how to implement this unique behavior management system in your school.

**LEADER(S):** Elissa Clair, Special School District, St. Louis, MO

**PRESENTER(S):** Michael Bahr, University of Missouri, St. Louis, MO

### ● Culturally Responsive Check-In/Check-Out: Implementation of a Tier-2 SWPBS Intervention

Learn how the Check-in/Check-out intervention, when combined with a culturally responsive discourse style, can have positive outcomes for students with behavior issues. Research presented will illuminate the role of race and culture as it pertains to a behavior intervention.

**LEADER(S):** Nicole Whetstone, University of Texas, Austin, TX

**PRESENTER(S):** Veronica Ruiz, University of Texas, Austin, TX

2:15 PM-3:15 PM

ROOM: 267 • SESSION: 613

### ■ Developing Reading Fluency Through Individualized Computer-Based Strategy Instruction: Supporting Adolescent Struggling Readers

**TOPIC:** Technology and Media

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

**FORMAT:** Demonstration

This session presents the results of a study that piloted an intensive individualized computer-based reading fluency training program for adolescent struggling readers in multiple settings. We demonstrate the program, describe the strategies used, and analyze its impact on students' reading skills.

**LEADER(S):** Anna Osipova, California State University, Los Angeles, CA

2:15 PM-3:15 PM

ROOM: 102 • SESSION: 614

### ■ Dropout Prevention Through Early Student Engagement Among At-Risk Students With Disabilities

**TOPIC:** Research

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Presentation with Q&A

Dropout prevention literature highlights student engagement as the most critical factor in preventing drop out. We share results of a study which demonstrates the effectiveness of school-based mentoring, and discuss strategies to increase student engagement for our most vulnerable students. Results and implications for research and teacher practice are shared.

**LEADER(S):** Dia Jackson, American Institutes for Research, Washington, DC

2:15 PM-3:15 PM

ROOM: 103 • SESSION: 615

### ■ Effects of a Text-Centered Supplemental Curriculum for Students With ID

**TOPIC:** Research

**SECONDARY TOPIC:** Intellectual Disabilities

**FORMAT:** Presentation with Q&A

Our study examined the effects of a text-centered supplemental curriculum for students with ID. The curriculum includes specially designed early readers, brief lessons delivered by teachers, and practice activities led by paraprofessionals. We share the findings which support the effectiveness of the program.

**LEADER(S):** Jill Allor, Southern Methodist University, Dallas, TX

**PRESENTER(S):** Stephanie Al Otaiba, Southern Methodist University, Dallas, TX; Miriam Ortiz, Southern Methodist University, Dallas, TX

2:15 PM-3:15 PM

ROOM: 225 • SESSION: 616

### ■ Exploring Induction Policy and Sensemaking Processes for Beginning Special Educators

**TOPIC:** Personnel Preparation

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Presentation with Q&A

We explore the challenges beginning special educators encounter as they enter the field and address how these challenges influence them as they face role ambiguity, overload, and conflict in the school setting. We share practical suggestions for administrators, policy makers, and teacher educators.

**LEADER(S):** Hannah Mathews, University of Virginia, Charlottesville, VA

**PRESENTER(S):** Wendy Rodgers, University of Virginia, Charlottesville, VA

2:15 PM-3:15 PM

ROOM: 226 • SESSION: 619

### ■ How to Write for Exceptional Children and TEACHING Exceptional Children

**TOPIC:** Professional Development

**FORMAT:** Presentation with Q&A

This session provides an overview of the publication guidelines for CEC's 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):** John Wills Lloyd, University of Virginia, Charlottesville, VA; Bill Therrien, University of Virginia, Charlottesville, VA; Kristin Sayeski, University of Georgia, Athens, GA

2:15 PM-3:15 PM

ROOM: 101 • SESSION: 617

### ■ Factors That Affect Doctoral Program Completion in Special Education

**TOPIC:** Research

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Presentation with Q&A

We share the findings and implications from a study examining the factors that influence doctoral program completion in the special education field. We also offer recommendations for supporting doctoral candidates through graduation.

**LEADER(S):** Maria Ruiz, University of Louisiana, Lafayette, LA

**PRESENTER(S):** Linda Flynn-Wilson, University of New Orleans, New Orleans, LA

2:15 PM-3:15 PM

ROOM: 242 • SESSION: 620

### ■ Improving Self-Regulation for Adolescents With EBD: Pilot results of the I Control Curriculum

**TOPIC:** Research

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Presentation with Q&A

We conducted a pilot study of I Control, an executive function-(EF) based curriculum to improve the self-regulation of middle school students with EBD. Attendees will learn key curriculum features of I Control that can improve student outcomes.

**LEADER(S):** Stephen Smith, University of Florida, Gainesville, FL

**PRESENTER(S):** Michelle Cumming, University of Florida, Gainesville, FL; Kristen Merrill, University of Florida, Gainesville, FL

2:15 PM-3:15 PM

ROOM: 100 • SESSION: 618

### ■ How Can I Help? An Administrator's Structure for Supporting Co-Teaching Teams

**TOPIC:** Administration/Supervision

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Demonstration

We demonstrate a process to help administrators identify critical competencies, enable peer support and reflection, and use the Plan-Do-Study-Act model for more effective co-teaching. We also introduce the CTIME flowchart to document and focus on domains when observing, supervising, and supporting co-teachers.

**LEADER(S):** Wendy Murawski, California State University, Northridge, CA

**PRESENTER(S):** Wendy Lochner, West Virginia Department of Education, Charleston, WV

2:15 PM-3:15 PM

ROOM: 261 • SESSION: 621

### ■ Influences on Beginning Teachers' Differentiated Instructional Practices: A Case Study

**TOPIC:** Gifted and Talented

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Presentation with Q&A

We identified the influences on beginning teachers' differentiation within the context of a complex educational system. The results highlight the important educational experiences and support that teacher preparation should provide to preservice teachers and schools should provide for beginning teachers.

**LEADER(S):** Yara Farah, Baylor University, Waco, TX

**PRESENTER(S):** Susan Johnsen, Baylor University, Waco, TX

2:15 PM-3:15 PM ROOM: 260 • SESSION: 622

### ■ Instructional Strategies for Building Caregiver Capacity Using Caregiver Coaching in Early Intervention

**TOPIC:** Early Childhood

**SECONDARY TOPIC:** Parent/Family/School Partnerships

**FORMAT:** Presentation with Q&A

Coaching caregivers is an instructional strategy in the DEC's newly revised recommended practices. We review coaching strategies used with caregivers to build their capacity to embed intervention strategies in everyday activities and routines. Examples of how to collaborate with caregivers to provide early intervention services and supports are presented.

**LEADER(S):** Juliann Woods, Florida State University, Tallahassee, FL

2:15 PM-3:15 PM ROOM: 124 • SESSION: 623

### ■ Kicking It Up a Notch: Spicing Up Classroom Level Behavior Supports, BAM!

**TOPIC:** Emotional and Behavioral Disorders

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Presentation with Q&A

We present a tiered continuum of classroom management strategies. Participants will view and discuss video vignettes of model classroom teachers demonstrating use of researched-based strategies. We will also provide implementation guidelines and additional resources to support use of these practices in all education environments.

**LEADER(S):** Reesha Adamson, Missouri State University, Springfield, MO

**PRESENTER(S):** Barbara Mitchell, University of Missouri, Columbia, MO; John McKenna, St. John's University, Queens, NY

2:15 PM-3:15 PM ROOM: 130 • SESSION: 624

### ■ Program Chair Featured: Adapting Behavioral Interventions for Nonresponsive Students

**TOPIC:** Research

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Presentation with Q&A

The needs of nonresponders to Tier 1 or Tier 2 behavior programs are not met by the ideal implementation protocol. An AIF varies different aspects of the standard based on the needs of the individual. Participants will learn about basic tenets of an AIF, experimental research supporting its use, and how to apply AIF to Tier 2 interventions.

**LEADER(S):** Joseph Wehby, Vanderbilt University, Nashville, TN

2:15 PM-3:15 PM ROOM: 132 • SESSION: 625

### ■ Program Chair Featured: Practical (and Vexing) Co-Teaching Issues: Scheduling, Planning Time, Teacher Evaluation, and More!

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Presentation with Q&A

Although an appealing option for educating students with disabilities, co-teaching comes with an entire set of practical issues. We will address the most common of these including scheduling, planning time, and teacher evaluation. Come to learn and share realistic solutions to common co-teaching barriers.

**LEADER(S):** Susan Feeney, Community School District #218, Oak Lawn, IL

**PRESENTER(S):** Kerri Piscitelli, Community School District #218, Oak Lawn, IL; Marilyn Friend, University of North Carolina, Greensboro, NC

2:15 PM-3:15 PM ROOM: 265 • SESSION: 626

### ■ Promoting Success for At-Risk Adolescents and Students With ED: Self-Determination, Transition Assessment, and Planning.

**TOPIC:** Career Development/Transition

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Demonstration

We focus on how engaging at-risk youth and young adults with disabilities in career exploration and setting goals influences and creates more positive futures related to vocational, postgraduation goals, and employment. We discuss the link between engagement in career preparation and self-determination.

**LEADER(S):** Sarah Johnston-Rodriguez, Northern Illinois University, Dekalb, IL

**PRESENTER(S):** Sharon Slover, The Menta Group, Chicago, IL

2:15 PM-3:15 PM ROOM: 263 • SESSION: 627

### ■ Public and Private Schools: Child Find Obligations

**TOPIC:** Public Policy

**FORMAT:** Presentation with Q&A

Private school children do not have the same rights to special education services. This session will cover the reciprocal child find obligations public schools and private schools share. Participants will also learn about steps to take in developing effective and collegial partnerships.

**LEADER(S):** Julie Lane, Fresno Pacific University, Fresno, CA

2:15 PM-3:15 PM ROOM: 240 • SESSION: 628

**■ Social Skills for Exceptional Children: Effective Instruction With Tiered Interventions****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Early Childhood**FORMAT:** Presentation with Q&A

We provide evidence-based, practical, teacher-friendly strategies for improving social skills. Learn Tier 1 interventions for use in academic instruction, Tier 2 strategies for small group instruction, and Tier 3 instruction for providing intensive support to individuals or small groups.

**LEADER(S):** Wendy Ashcroft, Christian Brothers University, Memphis, TN**PRESENTER(S):** Angela Dellosa, Shelby County Schools, TN; Anne Quinn, Shelby County Schools, TN

2:15 PM-3:15 PM ROOM: 274 • SESSION: 629

**■ Strand I, Session 2: Self-Determination and MTSS****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

There is a need within MTSS to provide tiered supports for self-determination. We will provide direction on engaging all students, including students with and without disabilities, in self-determination interventions and supports that promote learning across the lifespan and positive school and post-school outcomes.

**LEADER(S):** Karrie Shogren, University of Kansas, Lawrence, KS**PRESENTER(S):** Michael Wehmeyer, University of Kansas, Lawrence, KS

2:15 PM-3:15 PM ROOM: 275 • SESSION: 630

**■ Strand J, Session 2: Gaming and Learners With Disabilities****TOPIC:** Technology and Media**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Presenters will provide background on the potential of games for learners with disabilities, demonstrate some promising games, and present data on student learning in STEM content through games. Implications and considerations for integrating games in the learning environment will be discussed.

**LEADER(S):** Matthew Marino, University of Central Florida, Orlando, FL**PRESENTER(S):** James Basham, University of Kansas, Lawrence, KS; Maya Israel, University of Illinois, Urbana-Champaign, IL; Eleazar Vasquez, University of Central Florida, Orlando, FL

2:15 PM-3:15 PM ROOM: 222 • SESSION: 631

**■ Teaching Students With and Without LD: An Evidence-Based Revising Strategy****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Demonstration

FIX is an evidence-based metacognitive routine that helps students to manage the revising process using the SRSD model of instruction. Participants will learn how Fix teaches students to identify and solve 'big picture' problems in their writing so they can apply it to their own classrooms.

**LEADER(S):** Susan De La Paz, University of Maryland, College Park, MD**PRESENTER(S):** Cindy Sherman, University of Maryland, College Park, MD

2:15 PM-3:15 PM ROOM: 105 • SESSION: 632

**■ The Effects of a Computer-Delivered Mathematics Problem-Solving Program on Students With Autism and ID****TOPIC:** Autism Spectrum Disorder**SECONDARY TOPIC:** Technology and Media**FORMAT:** Presentation with Q&A

Computer-based video instruction has been effective in teaching academic skills to students with autism but more research is needed in mathematics. We address the effects of a computer-delivered mathematics problem-solving program on the acquisition of mathematical skills in students with autism and ID.

**LEADER(S):** Alicia Saunders, University of North Carolina, Charlotte, NC**PRESENTER(S):** Ya-yu Lo, University of North Carolina, Charlotte, NC

2:15 PM-3:15 PM ROOM: 280 • SESSION: 633

**■ The Untold Story: Families' Journey of Raising Children With Disabilities****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Join us to hear the journey of families who received disability diagnoses for their children. Three single mothers were interviewed to learn more about the people and events that impacted their lives. We provide insights that enable stakeholders to understand and support families through their many life transitions.

**LEADER(S):** Amy Callender, Tennessee Technological University, Cookeville, TN**PRESENTER(S):** Martha Howard, Tennessee Technological University, Cookeville, TN

2:15 PM-3:15 PM ROOM: 224 • SESSION: 634

### ■ UDL as a Framework to Create Hands-On Math Lessons for the Middle School Co-Teaching Classroom

**TOPIC:** Collaboration and Inclusive Practices

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

**FORMAT:** Demonstration

This session provides a hands-on opportunity to see co-teaching in action with actual middle school math curriculum. You will also see how co-teachers can apply the principles of UDL in lesson planning to minimize curriculum barriers and increase achievement for all students.

**LEADER(S):** Lisa Fiano, Capitol Region Education Council, Hartford, CT

**PRESENTER(S):** Sonya Kunkel, Capitol Region Education Council, Hartford, CT

2:15 PM-3:15 PM ROOM: 104 • SESSION: 635

### ■ Undergraduate Students With Autism Spectrum Disorders Share Their College Experiences

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Career Development/Transition

**FORMAT:** Presentation with Q&A

We discuss a study in which researchers interviewed undergraduate students with ASD to explore the participants' perceptions of their unique college experience. You will learn about the critical components of successful programming at the postsecondary level and barriers to retention and graduation.

**LEADER(S):** Christina Carnahan, University of Cincinnati, Cincinnati, OH

**PRESENTER(S):** Nicole Birri, University of Cincinnati, Cincinnati, OH; Casey Hord, University of Cincinnati, Cincinnati, OH; Amy Debelak, University of Cincinnati, Cincinnati, OH

2:15 PM-3:15 PM ROOM: 120 • SESSION: 636

### ■ Understanding Student Experiences With Read-Aloud Accommodations in Large-Scale Reading Assessments

**TOPIC:** Assessment

**SECONDARY TOPIC:** Learning Disabilities

**FORMAT:** Presentation with Q&A

We share results from a study that used a cognitive laboratory approach to explore how students with word-reading disabilities use read-aloud accommodations on large-scale reading assessments; examine whether the helpfulness of such accommodations varies by severity of disability; and identify additional impacts from the students' perspective.

**LEADER(S):** Allison Gandhi, American Institutes for Research, Washington, DC

**PRESENTER(S):** Robin Bzura, American Institutes for Research, Washington, DC; Laura Stein, American Institutes for Research, Washington, DC

2:15 PM-3:15 PM ROOM: 227 • SESSION: 637

### ■ What Is Simulated Learning and Can It Be Used in Teacher Preparation?

**TOPIC:** Personnel Preparation

**SECONDARY TOPIC:** Technology and Media

**FORMAT:** Presentation with Q&A

Simulation involves participating in a very real learning experience that closely resembles an actual setting. This session will delineate what we know and do not know about the use of simulations in teacher preparation programs. Based on a literature review, the advantages and disadvantages will be shared.

**LEADER(S):** Roberta Gentry, University of Mary Washington, Fredericksburg, VA

2:15 PM-3:15 PM ROOM: 123 • SESSION: 638

### ■ When Nothing Else Works: What Educators Can Do to Reduce Challenging Behaviors!

**TOPIC:** Emotional and Behavioral Disorders

**SECONDARY TOPIC:** Early Childhood

**FORMAT:** Presentation with Q&A

This interactive session will provide effective prevention and intervention strategies for students who exhibit challenging behavior. Through a combination of role-playing and other active participatory methods, you will learn how to implement these effective strategies immediately into your program.

**LEADER(S):** William Demeo, Specialty Psychological Services, Cincinnati, OH

2:15 PM-3:00 PM ROOM: POSTER 18, EXPO HALL 3 SESSION: 643

### ■ A Review of the Literature: Mathematics Instruction for Students With Visual Impairments

**TOPIC:** Visual Impairments

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

It is crucial that students with VI are able to learn mathematics as well as their nondisabled peers. We conducted a literature review of current methodologies being researched to educate students with VI in mathematics and will discuss the results.

**LEADER(S):** Dake Zhang, Rutgers University, New Brunswick, NJ

2:15 PM-3:00 PM ROOM: POSTER 22, EXPO HALL 3  
SESSION: 644

### ■ Addressing Ten Common Behavioral Challenges of Students With ASD

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We discuss the characteristics of students with ASD and how these traits may impact their behavior in the classroom. Potential functions for 10 common challenging behaviors will be shared with suggestions for research-based interventions that can be used to address each function discussed.

LEADER(S): Debra Leach, Winthrop University, Rock Hill, SC

2:15 PM-3:00 PM ROOM: POSTER 02, EXPO HALL 3  
SESSION: 645

### ■ An Exploration of Students' Experiences of Learning in an Online Graduate Program

TOPIC: Research

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

Historically, coursework for educational diagnosticians has been delivered in a face-to-face format. In an effort to recruit more students, university-based educational programs have moved coursework to an online format. We explore the experiences of graduate students moving to a 100% online environment.

LEADER(S): Frank Dykes, University of Texas, Tyler, TX

PRESENTER(S): Jessica Rueter, University of Texas, Tyler, TX

2:15 PM-3:00 PM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 646

### ■ Barriers to Learning Mathematics for ELLs in the STEM Classroom

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: STEM

FORMAT: Poster Session

Learn how to enhance the mathematics performance and the level of engagement of ELLs in the STEM classroom. Tips on how to design effective mathematics lessons that enhance mathematics performance and promote the active engagement of ELLs in the STEM classroom will be presented.

LEADER(S): Darlene Fewster, Towson University, Towson, MD

2:15 PM-3:00 PM ROOM: POSTER 10, EXPO HALL 3  
SESSION: 647

### ■ Choosing for Inclusion: Empowering Students' Social Connections

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

Youth with disabilities report lower levels of social and emotional well-being and fewer opportunities to make choices than their peers without disabilities. We examine the relationships between disability, self-determination, choice-making opportunities, and extracurricular involvement at one high school.

LEADER(S): Louise Yoho, Claremont Graduate University, Claremont, CA

2:15 PM-3:00 PM ROOM: POSTER 14, EXPO HALL 3  
SESSION: 648

### ■ Classroom Support for Students With LD in Higher Education: A Canadian Perspective

TOPIC: Career Development/Transition

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We investigated the learning needs of students with LD in higher education settings. We highlight students' and faculty members' perspectives of faculty preparedness to teach students with LD and the effectiveness of practices in place to support students' inclusion into the postsecondary environment.

LEADER(S): Sarah Copfer Terreberry, Western University, London, Ontario, Canada

2:15 PM-3:00 PM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 649

### ■ Enhancing Professional Knowledge, Attitudes, Skills, and Beliefs Through Transformative Parent-Professional Partnership Collaboration

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

This session describes self-reported changes of special education professionals resulting from a training program to facilitate communication and partnership between families of children with disabilities and school professionals. We describe the training model and discuss benefits for professionals and teachers.

LEADER(S): Sara Abercrombie, Northern Arizona University, Flagstaff, AZ

PRESENTER(S): Mariana Mereoiu, Bowling Green State University, Bowling Green, OH; Mary Murray, Bowling Green State University, Bowling Green, OH

2:15 PM-3:00 PM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 650

### ■ Essential Elements of Section 504 Plans for Students With Health Impairments

TOPIC: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

Essential elements of Section 504 plans and individualized health care plans for students with other health impairments (e.g., sickle cell disorders, type 1 diabetes) will be discussed. The need for parental collaboration, examples of Section 504 plans, and emergency action plans will be shared.

LEADER(S): Paris DePaepe, Missouri State University, Springfield, MO

PRESENTER(S): Brian Sims, Pittsburg State University, Pittsburg, KS

2:15 PM-3:00 PM ROOM: POSTER 21, EXPO HALL 3  
SESSION: 651

### ■ Explicit Word Problem Solving Strategy for Students With Mathematics Disabilities

TOPIC: Learning Disabilities

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

FORMAT: Poster Session

The Word Problem Study incorporated explicitly teaching a cognitive strategy to elementary students with mathematics disabilities to solve word problems. Students were provided with multiple opportunities to be math detectives solving a mystery! Results are discussed and showed gradual improvement in performance.

LEADER(S): Elisheba Kiru, University of Texas, Austin, TX

PRESENTER(S): Diane Bryant, Meadows Center for Preventing Educational Risk, UT, Austin, TX

2:15 PM-3:00 PM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 652

### ■ Hidden Genius: A Study of Female Education Reformers and Their Influence on Special Education Practices and Programs

TOPIC: Pioneers/Historical Perspectives

SECONDARY TOPIC: Research

FORMAT: Poster Session

We share the research on women activists in special education during the Progressive Movement. The hidden genius of female pioneers will be examined as an example of female efforts to effect change as it relates to special education within the Progressive Education movement.

LEADER(S): Carolyn Razon-Fernandez, Notre Dame of Maryland University/Northwood Elementary, Baltimore, MD

2:15 PM-3:00 PM ROOM: POSTER 23, EXPO HALL 3  
SESSION: 653

### ■ I-CONNECT PLUS: Online Instruction and Coaching to Enhance Community Participation for Adolescents and Adults With ASD

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

We evaluated the impact of I-CONNECT Plus, a combination of online instructional modules, coaching, and self-monitoring to increase social engagement for adolescents and adults with ASD. Learn how participants improved scores following module review and increased social engagement.

LEADER(S): Debra Kamps, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

PRESENTER(S): Rose Mason, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

2:15 PM-3:00 PM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 654

### ■ I3 GIST: Technology Enabled Strategic Instruction in Social Studies and Science

TOPIC: Technology and Media

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We describe an Investing in Innovation project designed to leverage the Strategic Instruction Model with Mobile Technologies to support science and social studies teaching in secondary schools. Learn how this can support your classroom!

LEADER(S): Jose Blackorby, SRI, Menlo Park, CA

2:15 PM-3:00 PM ROOM: POSTER 20, EXPO HALL 3  
SESSION: 655

### ■ Incarcerated DisCrit: Intersectionality of Race, Disability, and Juvenile Justice as Told by Incarcerated Youth

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Many incarcerated youth experience the complex intersectionality of disproportionality in race, disability, and juvenile justice. Incarcerated youth share their personal stories through poetry. Join us for a more thorough understanding of the experiences of incarcerated minority youth with disabilities.

LEADER(S): Taryn VanderPyl, The IRIS Center at Claremont Graduate University, Claremont, CA



2:15 PM-3:00 PM ROOM: POSTER 15, EXPO HALL 3  
SESSION: 656

### ■ Making Defensible Accommodation and Modification Selections for Secondary-Age Students

TOPIC: Public Policy

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

To enhance learning, functioning, and independence, individuals with disabilities may qualify for accommodations and modifications. We review legislation, litigation, and interviews with professionals concerning defensible and systematic methods by which accommodations and modifications may be selected.

LEADER(S): Philip Patterson, University of Alaska, Fairbanks, AK

2:15 PM-3:00 PM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 657

### ■ Measuring Student Behavior: A Comparison of Teacher Ratings and Direct Observation

TOPIC: Research

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

In measuring student behavior, little research has investigated how direct observation measures compare to teacher ratings. We discuss the results of our study which suggests that they measure different constructs of behavior and the importance of multiple measures when collecting student data.

LEADER(S): Allison Gilmour, Vanderbilt University, Nashville, TN

PRESENTER(S): Jason Chow, Vanderbilt University, Nashville, TN;  
Joseph Wehby, Vanderbilt University, Nashville, TN

2:15 PM-3:00 PM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 658

### ■ Ownership Versus Buy-In: How Administrators Present Change to Reluctant Stakeholders

TOPIC: Administration/Supervision

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

FORMAT: Poster Session

Although change is something that we've come to expect in our line of work, the fact that change is difficult is not lost on administrators. We will walk through a few very simple steps to help administrators introduce change to their staff members by giving them the opportunity to 'own' the process.

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

2:15 PM-3:00 PM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 659

### ■ Preparing Preservice Special Education Candidates to Teach in a Common Core World

TOPIC: Personnel Preparation

SECONDARY TOPIC: Public Policy

FORMAT: Poster Session

In this session, multiple faculty from a Midwestern Special Education Program discuss the process for mapping out the teaching of Common Core Standards throughout an undergraduate Teacher Preparation program. Steps taken, lessons learned, and resources utilized will be shared.

LEADER(S): Kathryn Havercroft, Eastern Illinois University, Charleston, IL

PRESENTER(S): Stephanie Woodley, Eastern Illinois University, Charleston, IL

2:15 PM-3:00 PM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 660

### ■ Research Into Practice: Implementing a Research-Validated, Problem-Solving Model

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

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

We share findings from a randomized control trial that examined the impact of our team-based problem-solving model. Structure of the study, training intervention, fidelity and outcome measures, and results that documented differences in problem-solving behaviors between groups will be shared.

LEADER(S): Angela Preston, University of North Carolina, Charlotte, NC

2:15 PM-3:00 PM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 661

### ■ The Place of Peers in Peer-Mediated Interventions for Students With Intellectual Disabilities

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

This session reviews the literature on peer-mediated interventions focusing on the role of peers. We analyzed articles to highlight methodological gaps pertaining to peers and provide recommendations for future research. We also summarize evidence we currently have on peer outcomes to help practitioners advocating for inclusion.

LEADER(S): John Schaefer, The Ohio State University, Columbus, OH

2:15 PM-3:00 PM ROOM: POSTER 24, EXPO HALL 3  
SESSION: 662

### ■ Transition Preparedness of Diverse and Urban Youth With Autism Spectrum Disorder

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We will share the findings of a literature review on the transition needs and outcomes of diverse and urban youth with autism spectrum disorder (ASD). The session will also present strategies to address the needs of transition-age urban youth with ASD representing diversity.

LEADER(S): Gulnoza Yakubova, Duquesne University, Pittsburgh, PA

PRESENTER(S): Ashley Zehner, Duquesne University, Pittsburgh, PA; Mohamed Aladsani, Duquesne University, Pittsburgh, PA

2:15 PM-3:00 PM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 663

### ■ Using an App to Teach Spelling to Elementary Students With Disabilities

TOPIC: Technology and Media

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

With the influx of mobile technologies in education, teachers should select and use apps based on their effectiveness. We describe a study in which students with mild/moderate disabilities were taught to spell using a spelling app on a tablet computer that incorporated systematic instruction.

LEADER(S): Melinda Ault, University of Kentucky, Lexington, KY

2:15 PM-3:00 PM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 664

### ■ Using Teacher-Led Instruction Combined With Assistive Writing Software for Students With ID

TOPIC: Technology and Media

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

Findings will be presented from three research studies in which a combination of teacher-led instruction and assistive writing software was used to improve writing for students with ID. Implications for classroom practice and future research will be presented.

LEADER(S): Yujeong Park, University of Tennessee, Knoxville, TN

PRESENTER(S): Mari Beth Coleman, University of Tennessee, Knoxville, TN; Katherine Fryar, Anderson County Schools, Norris, TN; Gabrielle Ambrose, Knox County Schools, Knoxville, TN

2:15 PM-3:00 PM ROOM: POSTER 06, EXPO HALL 3  
SESSION: 665

### ■ Word Problem Solving Instruction With English Language Learners With Math Disabilities

TOPIC: STEM

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This case study focused on how a special education teacher's knowledge of math pedagogy influenced her word problem-solving instruction with ELLs, and how her instruction changed once she was provided professional development with EBPs. Findings were aligned with the current math education literature.

LEADER(S): Michael Orosco, University of Kansas, Lawrence, KS

3:30 PM-4:30 PM ROOM: 120 • SESSION: 670

### ■ Assessment Toolbox: Demonstrating Growth for Low-Achieving Students With Disabilities

TOPIC: Assessment

SECONDARY TOPIC: Accountability & Large Scale Assessments

FORMAT: Presentation with Q&A

Learn how progress monitoring can inform instructional decisions for low-achieving students. We discuss aggregating data for group-level decisions and other methods for evaluating program effectiveness. You will also learn to monitor implementation and select and use appropriate assessments.

LEADER(S): Laura Kuchle, American Institutes for Research, Washington, DC

PRESENTER(S): Pakethia Harris, American Institutes for Research, Washington, DC; Kristin Ruedel, American Institutes for Research, Washington, DC; Louis Danielson, American Institutes for Research, Washington, DC; Lynn Fuchs, Vanderbilt University, Nashville, TN



3:30 PM-4:30 PM • ROOM: 123 • SESSION: 671

## BEHAVIOR MANAGEMENT: COLLABORATING TO INCREASE POSITIVE AND DECREASE NEGATIVE STUDENT BEHAVIOR

**TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Multiple Presentation Session

**MODERATOR:** Tammy Barron, University of North Carolina, Greensboro, NC

### ● Building Teachers' Collaboration Skills in Behavior Management

We present data on behavioral coaching with 5 general educators who had difficulty with managing students' challenging behaviors. Learn about the teachers' understanding of challenging behavior and practical applications of the collaborative and behavior management skills teachers can employ.

**LEADER(S):** Anne Butler, University of Illinois, Urbana-Champaign, IL

**PRESENTER(S):** Lisa Monda-Amaya, University of Illinois, Urbana-Champaign, IL

### ● Closing the Discipline Gap: Principles, Understandings, Successes, and Strategies

Join us as we discuss how structures and policies on discipline and instruction have resulted in disproportionate referrals for students of color and students with disabilities setting up a disproportionate pipeline to prison, which has been called the "largest civil right issue of our time."

**LEADER(S):** Charlie Lyons, South Asheboro Middle School and DRIVE Educational System, Asheboro, NC

3:30 PM-4:30 PM

ROOM: 227 • SESSION: 672

### ■ Challenges to Opportunities: Educator Development Systems That Work for Students With Disabilities

**TOPIC:** Personnel Preparation

**SECONDARY TOPIC:** Public Policy

**FORMAT:** Presentation with Q&A

Teacher education is linked to structures and policies within the U.S. education system and attention to these systems is necessary to ensure that all teachers provide skilled support for all learners. We highlight system levers that increase educator capacity to produce achievement for students with disabilities.

**LEADER(S):** Elizabeth Kozleski, University of Kansas, Lawrence, KS

**PRESENTER(S):** Molly Siuty, University of Kansas, Lawrence, KS

3:30 PM-4:30 PM

ROOM: 265 • SESSION: 673

### ■ Easing Re-Entry of Incarcerated Youth Through Employability and Social Skills Training

**TOPIC:** Career Development/Transition

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Presentation with Q&A

Incarcerated youth with disabilities face many obstacles when released. Employment reduces re-offending, but many youth do not have the skills they need to obtain and maintain employment. Learn about Ready for W.A.G.E.S., which teaches employability and social skills to incarcerated youth to ease re-entry.

**LEADER(S):** Taryn VanderPyl, The IRIS Center at Claremont Graduate University, Claremont, CA



3:30 PM-4:30 PM • ROOM: 264 • SESSION: 674

## EFFECTIVELY INTEGRATING TECHNOLOGY INTO INSTRUCTION

**TOPIC:** Technology and Media

**FORMAT:** Multiple Presentation Session

**MODERATOR:** Melinda Ault, University of Kentucky, Lexington, KY

### ● Increasing Meaningful Assistive Technology Use in the Classrooms

Learn how one university program provides hands-on workshops and lends technology including switch accessible mini iPads with college and career standard's based apps. Participants will have an opportunity to utilize switch accessible iPads (with educational apps) and other switch activated devices.

**LEADER(S):** Cynthia Connor, Jacksonville State University, Jacksonville, AL

### ● Meaningful Technology Integration for Students With Mild Disabilities

We will present current research on meaningful integration of technology and digital literacy activities for students with high incidence disabilities in various classroom settings. In addition, we'll demonstrate online tools, share digital literacy activities as well as student examples used in classrooms.

**LEADER(S):** Katherine Robbins-Hunt, Edinboro University, Edinboro, PA

**PRESENTER(S):** Erik Bentsen, Edinboro University, Edinboro, PA; Kristin Webber, Edinboro University, Edinboro, PA

3:30 PM-4:30 PM

ROOM: 231 • SESSION: 676

### ■ Effects of PALS on Reading Skills of ELLs With and Without Disabilities

**TOPIC:** Cultural and/or Linguistic Diversity

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

**FORMAT:** Presentation with Q&A

The effectiveness of two PALS strategies on the reading skills of ELLs with and without disabilities were investigated. Of particular interest was whether the implementation of a modified Partner Reading and Paragraph Shrinking strategy would improve oral reading fluency and comprehension skills of the participants. A pretest/posttest control group experimental design was used. Results from two studies as well as implications for practitioners and research will be shared.

**LEADER(S):** Gliset Colon, University at Buffalo, Buffalo, NY

3:30 PM-4:30 PM

ROOM: 262 • SESSION: 677

### ■ Equitable Identification: Training Teachers to Accurately Recognize the Characteristics of Minority Gifted Students

**TOPIC:** Gifted and Talented

**SECONDARY TOPIC:** Assessment

**FORMAT:** Presentation with Q&A

We provide a close look at both the method and the content of a district's teacher training procedures for appropriate gifted referrals. You will leave with a model for successful teacher training that has resulted in increased identification of under-represented students, especially those from poverty.

**LEADER(S):** Ty Campbell, Hamilton County Department of Education, Chattanooga, TN

**PRESENTER(S):** Tara Strang, Hamilton County Department of Education, Chattanooga, TN

3:30 PM-4:30 PM

ROOM: 267 • SESSION: 678

### ■ Evaluating the Impact of UDL Professional Development: Knowledge, Skills, and Practices

**TOPIC:** Technology and Media

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Panel

In this session you will learn about a professional development program to prepare content area teachers to implement UDL. We will then focus on the results of a 2-year study of the impact of the PD program on teachers' knowledge, skills, and practices, as well as student outcomes.

**LEADER(S):** Cynthia Okolo, Michigan State University, East Lansing, MI

**PRESENTER(S):** Jeff Diedrich, MDE, Lansing, MI

3:30 PM-4:30 PM

ROOM: 105 • SESSION: 679

### ■ Evidence-Based Reading Comprehension Strategies for Students With Autism Spectrum Disorder

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Accountability & Large Scale Assessments

**FORMAT:** Panel

Education law requires instruction for learners with ASD to be empirically validated. This session supports the adoption of EBPs by synthesizing and evaluating the current literature on reading strategies for such learners under CEC quality indicator with the objective of increased academic outcomes.

**LEADER(S):** Gleides Rizzi, The Ohio State University, Columbus, OH

3:30 PM-4:30 PM

ROOM: 100 • SESSION: 682

### ■ Implementation of an Educational Model for Children With ASD: Effective Knowledge Sharing Within and Across Schools

**TOPIC:** Administration/Supervision

**SECONDARY TOPIC:** Autism Spectrum Disorder

**FORMAT:** Presentation with Q&A

Special education continues to grapple with the translation of intervention research into effective implementation in the classroom. We share the findings of a study of one school district's implementation of a PD model for ongoing support of educators working with students with ASD in inclusive classrooms.

**LEADER(S):** Suzanne Kucharczyk, University of Arkansas, Fayetteville, AR

3:30 PM-4:30 PM

ROOM: 124 • SESSION: 680

### ■ From Adderall to Zoloft: The Impact of Pharmacotherapy on Students

**TOPIC:** Emotional and Behavioral Disorders

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Presentation with Q&A

Educators and administrators need to understand how pharmacotherapy can be effective and to appreciate the limitations of drugs as a treatment. Learn about the most highly prescribed medications, potential side effects, and the potential impact on educational performance.

**LEADER(S):** Jennifer Miller-Horn, Kenton County Schools, Ft. Wright, KY

**PRESENTER(S):** Dennis Miller, University of Missouri, Columbia, MO

3:30 PM-4:30 PM

ROOM: 104 • SESSION: 683

### ■ Implementation of Evidence-Based Practices by Teachers Serving Students With ASD

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Presentation with Q&A

Teachers who earned master's degrees with a focus in ASD were surveyed post-graduation. Respondents rated their knowledge and implementation of 27 evidence-based practices. Survey results, implications for practice, and an overview of how EBPs are incorporated into the program of study will be shared.

**LEADER(S):** Cynthia Pearl, University of Central Florida, Orlando, FL

**PRESENTER(S):** Samantha Mrstik, University of Central Florida, Orlando, FL

3:30 PM-4:30 PM

ROOM: 106 • SESSION: 681

### ■ Graduate Student Research Seminar: Exploring the Hallmarks of Excellent Special Education Research

**TOPIC:** Research

**FORMAT:** Panel

CEC-DR's Graduate Student Research Seminar is designed to strengthen the skills and professional network of novice researchers. All graduate students are welcome to join student scholars from other universities in generative discussions with distinguished researchers recognized for making outstanding scientific contributions to special education research.

**LEADER(S):** Jean Crockett, University of Florida, Gainesville, FL

**PRESENTER(S):** Mary Theresa Kiely, Queens College, City University of New York, NY

3:30 PM-4:30 PM

ROOM: 101 • SESSION: 684

### ■ Improving Reflective Abilities and Instructional Skills Using Video Technology

**TOPIC:** Research

**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness

**FORMAT:** Presentation with Q&A

We review the findings from a study of teacher candidates in which the treatment group received guidance and support while reflecting on their own videotaped lessons and the comparison group did not. Changes in reflective abilities, instructional skills, challenges addressed, and lessons learned will be discussed.

**LEADER(S):** Sarah Nagro, George Mason University, Fairfax, VA

3:30 PM-4:30 PM ROOM: 260 • SESSION: 685

**■ Military Families 101: Working With Military Families of Children With Disabilities**

TOPIC: Early Childhood

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&amp;A

Military families face unique experiences including deployments, relocations, PTSD, and accessing support networks. We describe the experiences of military families who have children with disabilities, discuss strategies, and share resources that special education service providers can implement to effectively support military families and their children.

**LEADER(S):** Rosa Milagros Santos, University of Illinois, Urbana-Champaign, IL

**PRESENTER(S):** Michaelene Ostrosky, University of Illinois, Urbana-Champaign, IL; Kimberly Hile, University of Illinois, Urbana-Champaign, IL; Jenna Weglarz-Ward, University of Illinois, Urbana-Champaign, IL

3:30 PM-4:30 PM ROOM: 266 • SESSION: 686

**■ Positive Social and Employment Outcomes for Youth With ASD in Integrated Employment**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&amp;A

For learners with ASD, integrating social skills in employment is essential, but challenging! We describe an inclusive program designed to systematically build social and employment skills for adolescents with ASD in community settings. The model, barriers and facilitators to success, and outcomes will be described.

**LEADER(S):** Kathryn Doyle, University of Cincinnati, Cincinnati, OH

**PRESENTER(S):** Catherine Dart, University of Cincinnati, Cincinnati, OH; Christina Carnahan, University of Cincinnati, Cincinnati, OH

3:30 PM-4:30 PM ROOM: 261 • SESSION: 687

**■ Preparing Special Education Teachers to be Globally Minded**

TOPIC: International Programs/Services

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&amp;A

We integrated global content into an undergraduate special education teacher preparation program and used a pre-post control group design to evaluate student learning with a survey and assignment. We discuss the results which revealed increased pre-service teachers' global perspectives and global mindedness.

**LEADER(S):** Joy Xin, Rowan University, Glassboro, NJ

**PRESENTER(S):** Amy Accardo, Rowan University, Glassboro, NJ

3:30 PM-4:30 PM ROOM: 242 • SESSION: 688

**■ Research on Intensive Academic and Behavioral Intervention: Challenges and Future Directions**

TOPIC: Research

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

FORMAT: Panel

Panelists discuss the importance of integrating a focus on both academics and behavior to maximize the effectiveness of individualized interventions for students who experience difficulties in school. We discuss insights and challenges from school-based research and highlight future directions for research.

**LEADER(S):** Kristen McMaster, University of Minnesota, Minneapolis, MN

**PRESENTER(S):** Stephanie Al Otaiba, Southern Methodist University, Dallas, TX; Chris Lemons, Vanderbilt University, Nashville, TN; Kevin Sutherland, Virginia Commonwealth University, Richmond, VA; Elizabeth Talbott, University of Illinois, Chicago, IL

3:30 PM-4:30 PM ROOM: 224 • SESSION: 689

**■ Secondary School Formative Assessment and Associated Intervention for Science and Social Studies**

TOPIC: Assessment

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

FORMAT: Demonstration

Learn how to formally screen and progress monitor students in upper elementary and secondary school science and social studies classrooms. Research-based online general outcome measures will be introduced, as will research-based interventions designed to improve student achievement.

**LEADER(S):** Paul Mooney, Louisiana State University, Baton Rouge, LA

**PRESENTER(S):** Renee Lastrapes, University of Houston, Clear Lake, TX; Holly Benedetto, Iberville Parish School District, Plaquemine, LA

3:30 PM-4:30 PM ROOM: 222 • SESSION: 690

**■ SRSD for Reading and Writing About Informational Text**

TOPIC: Learning Disabilities

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

FORMAT: Demonstration

Students with disabilities often have difficulty reading and writing about informational text. An evidence-based approach, SRSD instruction, for combining TWA (Think before reading, While reading, and After reading) reading comprehension with writing strategies is presented. Methods for meeting diverse needs and skill levels are provided.

LEADER(S): Linda Mason, University of North Carolina, Chapel Hill, NC

PRESENTER(S): Abby Ampuja, University of North Carolina, Chapel Hill, NC; Kalin Stewart, University of North Carolina, Chapel Hill, NC; Shuting Zheng, University of North Carolina, Chapel Hill, NC

3:30 PM-4:30 PM ROOM: 274 • SESSION: 691

**■ Strand I, Session 3: Strategic Integration of Academics and Behavior Supports at Tiers 2 and 3**

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

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&amp;A

We will provide the logic of integrating both behavior and academics in a school-wide model of supports with an emphasis on Tier 2 and Tier 3. Examples and sample implementation tools will be provided.

LEADER(S): Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative (MiBLSI), Holland, MI

3:30 PM-4:30 PM ROOM: 275 • SESSION: 692

**■ Strand J, Session 3: Social Engagement and Networking in Digital Environments for Individuals With Disabilities**

TOPIC: Research

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&amp;A

Presenters describe the landscape of digital social engagement and networking applications, their use among students for communication and sharing outside the school day, and their current and potential use in educational settings. Preparing students with disabilities to engage in these digital environments will be discussed.

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

PRESENTER(S): Chad Rose, University of Missouri, Columbia, MO; Marc Zimmerman, The Social Express, Encinitas, CA

3:30 PM-4:30 PM ROOM: 102 • SESSION: 693

**■ Teacher as Change Agent: Considering Instructional Practice to Prevent Student Failure**

TOPIC: Research

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

FORMAT: Panel

We discuss findings from studies focused on instructional behaviors that are known to provide the best probability of student success within the curriculum. Data for each study described was culled from a database comprising more than 5,000 unique teacher and student observations in public school classrooms.

LEADER(S): Ginevra Courtade, University of Louisville, Louisville, KY

PRESENTER(S): Regina Hirn, University of Louisville, Louisville, KY; Terrance Scott, University of Louisville, Louisville, KY; Amy Lingo, University of Louisville, Louisville, KY; Justin Cooper, University of Louisville, Louisville, KY; Robert Pennington, University of Louisville, Louisville, KY

3:30 PM-4:30 PM ROOM: 103 • SESSION: 694

**■ Teaching Vocational Skills to Students With Autism and Intellectual Disabilities Using iTechnology**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&amp;A

Transition from high school to adulthood is fraught with challenges for students with autism and ID. Providing instructional strategies to meet their unique needs is complex. We examined self-directed video prompting to teach several vocational skills at the secondary level and will share the results.

LEADER(S): Irene Jones, University of Texas, Austin, TX

3:30 PM-4:30 PM ROOM: 230 • SESSION: 695

**■ Using 3D Printers and Computer-Aided Design Software to Improve Mathematics Problem-Solving Skills**

TOPIC: STEM

SECONDARY TOPIC: Technology and Media

FORMAT: Demonstration

We present a curriculum using 3D printers and computer-aided drafting software for those who have not benefited from traditional instructional approaches and discuss the effectiveness of the technology applications among high school students at risk. The curriculum-based instructional technology applications will also be presented.

LEADER(S): Samuel Choo, University of Kentucky, Lexington, KY

PRESENTER(S): Brian Bottge, University of Kentucky, Lexington, KY

3:30 PM-4:30 PM ROOM: 225 • SESSION: 696

**Using Multimedia to Enhance Preservice Teacher Knowledge of the FBA Process**

TOPIC: Personnel Preparation

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&amp;A

Many teacher educators are turning to technology to enhance instruction, but this technology is rarely based in instructional principles. Learn how Mayer's multimedia principles were used to design modules on the basic FBA features. Implications using multimedia in teacher preparation and PD will be shared.

LEADER(S): Shanna Hirsch, University of Virginia, Charlottesville, VA

PRESENTER(S): Cathy Thomas, University of Missouri, Columbia, MO; Shana Haines, University of Vermont, Burlington, VT; Kat Alves, University of Virginia, Charlottesville, VA

3:30 PM-4:15 PM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 700**Accessibility, Assistive Technology, and Advocacy: Infusing Technology in Teacher Preparation**

TOPIC: Personnel Preparation

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We highlight a case study of how accessibility, advocacy, and AT were infused into a course for preservice special educators. Instructional delivery promoted technology proficiency through online activities and face-to-face meetings. Lessons learned, teacher challenges, and student perspectives are discussed.

LEADER(S): Lori Howard, Marshall University, South Charleston, WV

PRESENTER(S): Elizabeth Potts, Marshall University, Charleston, WV; Paula James Kaplan, Marshall University, South Charleston, WV

3:30 PM-4:15 PM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 701**Bloom-Banks Matrix: Creating Lesson Plans for All Students in Gifted, General and Special Education**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Gifted and Talented

FORMAT: Poster Session

We describe the Bloom-Banks Matrix designed to help teachers create lesson plans and curricular units that are rigorous (Bloom) and relevant/multicultural (Banks). Participants are taught how to modify previous lessons and units via this dual lens.

LEADER(S): Donna Ford, Vanderbilt University, Nashville, TN

3:30 PM-4:15 PM ROOM: POSTER 20, EXPO HALL 3  
SESSION: 702**Customized Employment: A Systematic Approach to Community Integration and Strategies to Obtain Competitive Employment**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

We investigated the role of an agency that implements a systematic approach to assisting individuals with disabilities to integrate into the community and to obtain competitive or customized employment. Results of our study will be shared.

LEADER(S): Nanette Cooperman, Saint Joseph's University, Philadelphia, PA

3:30 PM-4:15 PM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 703**Effects of the SOLVE Strategy on the Mathematical Problem-Solving Skills of Secondary Students At Risk**

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

SECONDARY TOPIC: Research

FORMAT: Poster Session

We share the results of a study that provided high school students with mathematical problem solving strategies using the strategy SOLVE. Student knowledge and use of the strategy while completing mathematical word problems, and correct response for each word problem was assessed.

LEADER(S): Shaqwana Freeman-Green, Illinois State University, Normal, IL

3:30 PM-4:15 PM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 704**Incarcerated Hispanic Females With Disabilities: Perceived Barriers Returning to Public Schools**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Research

FORMAT: Poster Session

Incarcerated Hispanic females with disabilities face barriers and challenges upon reentry into the community. We identify and share the data on the perceived barriers of incarcerated youth and considerations for creating effective transition plans for these youth.

LEADER(S): Veronica Ruiz, University of Texas, Austin, TX

PRESENTER(S): Nicole Whetstone, University of Texas, Austin, TX



3:30 PM-4:15 PM ROOM: POSTER 06, EXPO HALL 3  
SESSION: 705

### ■ Instruction in Content Areas: What Are Students With Disabilities Experiencing?

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We observed middle school science classrooms to document the instructional practices that students with LD experience. The findings revealed that little differentiation techniques were used during instruction and typical practices were not individualized for students' needs. Implications are discussed.

LEADER(S): Marie Tejero Hughes, University of Illinois, Chicago, IL

PRESENTER(S): Allison McGrath, University of Illinois, Chicago, IL

3:30 PM-4:15 PM ROOM: POSTER 14, EXPO HALL 3  
SESSION: 706

### ■ Integrated Employment Preparation for Students With Autism and DD

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

Research demonstrates a lack of adequate school programming and vocational support has resulted in poor employment rates for individuals with autism and DD. We discuss five areas of EBPs that elevate employment expectations, prepare students for careers, and provide employment opportunities.

LEADER(S): L. Lynn Stansberry Brusnahan, University of St. Thomas, Minneapolis, MN

PRESENTER(S): Debra Cote, California State University, Fullerton, CA; Robert Stodden, University of Hawaii at Manoa, Honolulu, HI

3:30 PM-4:15 PM ROOM: POSTER 19, EXPO HALL 3  
SESSION: 707

### ■ Korean Translation of the Supports Intensity Scale for Children: A Pilot Study

TOPIC: Assessment

SECONDARY TOPIC: Research

FORMAT: Poster Session

The Supports Intensity Scale for Children examines the types of supports and combination of quality supports for children with intellectual and developmental disabilities and has been translated into numerous languages. The findings of a pilot study are presented which examined the validity and reliability of a Korean translation.

LEADER(S): Soonhwa Seok, Korea University, Seoul, Korea

PRESENTER(S): Boaventura DaCosta, Solers Research Group, Orlando, FL

3:30 PM-4:15 PM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 708

### ■ Large-Scale Writing Assessments for Students With Significant Cognitive Disabilities

TOPIC: Accountability & Large Scale Assessments

SECONDARY TOPIC: Research

FORMAT: Poster Session

We describe the development and administration of instructionally relevant writing assessments delivered as a part of the DLM alternate assessment. Methods for creating and refining standardized writing assessments for students with significant cognitive disabilities will be shared.

LEADER(S): Russell Swinburne Romine, University of Kansas, Lawrence, KS

PRESENTER(S): Michelle Shipman, University of Kansas, Lawrence, KS

3:30 PM-4:15 PM ROOM: POSTER 22, EXPO HALL 3  
SESSION: 709

### ■ Prevalence and Stability of Comorbid Fluency Problems in Reading and Arithmetic

TOPIC: Learning Disabilities

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

The prevalence of overlapping problems in reading and math were assessed in longitudinal data consisting of 1,900 Finnish elementary school children. We discuss the findings which indicate the need for explicit attention to fluency development and to comorbid problems in fluency, that seem especially persistent.

LEADER(S): Mikko Aro, University of Jyväskylä, Finland

3:30 PM-4:15 PM ROOM: POSTER 10, EXPO HALL 3  
SESSION: 710

### ■ Revisiting the Friend and Cook Co-Teaching Models Used by ESL Teachers

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Although Friend and Cook's models are used to support students with disabilities, little research has shown their effectiveness to support ELLS. We share the prevalence of co-teaching models and how special education teachers can assist all teachers, including ESL teachers, to use these models.

LEADER(S): Lisa Rose Johnson, Mississippi State University, Meridian, MS

3:30 PM-4:15 PM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 711

### ■ Stigmatization Through Visual Humor? The Teacher's Response.

TOPIC: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

A collection of printed cartoons is organized into Smith and Sapon-Shevin's (2008-2009) groupings (Issues Oriented Consciousness Raising and Mobilizing for Action; Normalizing; Stereotype Busters; and Cruel, Vile, and Hateful) for discussion of their relationship on stigma.

LEADER(S): Nikki Murdick, Saint Louis University, St. Louis, MO

3:30 PM-4:15 PM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 712

### ■ Symptoms of Stress in Fathers of Children Diagnosed With Autism

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We will discuss stress and symptoms of stress among fathers who have a child who has been diagnosed with autism. Suggestions for collaboration and counseling will be discussed as will ideas and strategies to help fathers understand and deal with a diagnosis of autism for their child.

LEADER(S): Clinton Smith, University of Tennessee, Martin, TN

3:30 PM-4:15 PM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 713

### ■ Teacher Candidates' Understanding of Autism: Designing Courses That Address the Knowledge Gaps

TOPIC: Research

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

To help teacher educators design courses to introduce teacher candidates to the population of students with autism, our study investigated teacher candidates' sources and levels of knowledge about autism prior to taking special education courses. Results and implications of the study will be shared.

LEADER(S): Mary Sheppard, Rowan University, Glassboro, NJ

PRESENTER(S): Shuoxi Huang, Boston University, Boston, MA; William Blackwell, Lewis University, Romeoville, IL

3:30 PM-4:15 PM ROOM: POSTER 02, EXPO HALL 3  
SESSION: 714

### ■ Teacher Characteristics in Successful Promotion of Self-Determination and Technology Acquisition

TOPIC: Research

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

TechNow is a secondary transition program for students with disabilities to increase self-determination levels, knowledge of technology and computer-based applications, and improve graduation rates. Results from our study show an interesting development of self-determination and transition awareness.

LEADER(S): Kendra Williams-Diehm, University of Oklahoma, Norman, OK

PRESENTER(S): Rick DeRennaux, TechNow, Inc, Norman, OK

3:30 PM-4:15 PM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 715

### ■ The Effects of Family Focus Programs on Education of Children With Special Needs

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn about the importance of family focus programs throughout elementary school for families who have children with exceptional needs. We summarize the importance of these programs throughout children's educational journey, outline the components, and examine the effects on these families.

LEADER(S): Anna Osipova, California State University, Los Angeles, CA

PRESENTER(S): Nancy Castillo, California State University, Los Angeles, CA

3:30 PM-4:15 PM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 716

### ■ The Expanded Core Curriculum for Students With Sensory Impairments

TOPIC: Visual Impairments

SECONDARY TOPIC: Communicative Disabilities and Deafness

FORMAT: Poster Session

In this highly interactive session, teacher candidates present ways to leverage CCSS for students with disabilities. Insights on an expanded core curriculum will be coupled with demonstration, simulation, and discussion of how methods to teach students with disabilities align with standards-based reform.

LEADER(S): Deborah Bracke, Augustana College, Rock Island, IL

PRESENTER(S): Allison Dzik, Augustana College, Rock Island, IL; Katie Aquadro, Augustana College, Rock Island, IL; Kylee Villarreal, Augustana College, Rock Island, IL; Maddie Kerr, Augustana College, Rock Island, IL; Eric DeMattia, Augustana College, Rock Island, IL; Courtney English, Augustana College, Rock Island, IL

3:30 PM-4:15 PM ROOM: POSTER 21, EXPO HALL 3  
SESSION: 717

**■ The Nature and Function of Algebra I Textbook Questions: Implications for Students With LD**

TOPIC: Learning Disabilities  
SECONDARY TOPIC: STEM  
FORMAT: Poster Session

This session presents the results of an Algebra 1 textbook analysis. A review of seven prominent textbooks indicated that the majority of questions posed were at the knowledge level and textbooks minimally met the National Mathematics Panel 2008 recommendations. Implications for practice are shared.

LEADER(S): Brittany Hott, Texas A&M University, Commerce, TX

3:30 PM-4:15 PM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 718

**■ The Use and Perceptions of SmartPens in Higher Education and K-12 Classroom Settings**

TOPIC: Technology and Media  
SECONDARY TOPIC: Personnel Preparation  
FORMAT: Poster Session

We provided a hands-on education about SmartPen technology to teacher candidates over a semester, and analyzed pre-and postperceptions of the device's utility in teacher preparation programs. Learn about the various functions of SmartPen technology and if it is right for your classroom.

LEADER(S): Tal Slemrod, California State University, Chico, CA

PRESENTER(S): Ben Seipel, California State University, Chico, CA

3:30 PM-4:15 PM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 719

**■ Using Response to Intervention Model to Enhance Students' Mathematics Outcomes**

TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports  
SECONDARY TOPIC: Learning Disabilities  
FORMAT: Poster Session

Our study examined what empirical research on the RTI model to teach mathematics has been conducted. Findings indicated that all reviewed studies targeted elementary students without disabilities in Tier 1 or 2. Implications and future research directions are discussed.

LEADER(S): Jihyun Lee, University of Texas, Austin, TX

PRESENTER(S): Diane Bryant, The Meadows Center for Preventing Educational Risk, UT, Austin, TX

3:30 PM-4:15 PM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 720

**■ Working With Teacher Candidates to Develop ELA Lessons for Students With Disabilities**

TOPIC: Personnel Preparation  
SECONDARY TOPIC: Learning Disabilities  
FORMAT: Poster Session

Teacher education programs need to ensure they are preparing candidates who can scaffold lessons for the CCLS. We will describe collaboration across four institutions in developing a scaffolding framework for elementary education candidates in scaffolding ELA lessons for the CCLS and how it was implemented.

LEADER(S): Dee Berlinghoff, Mount Saint Mary College, Newburgh, NY

PRESENTER(S): Annmarie Urso, SUNY, Geneseo, NY



## Gain Knowledge and Skills to Support Students with Special Needs



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# SATURDAY, APRIL 16

Sessions (8:00 a.m. – 3:15 p.m.) . . . . . 182

Convention Workshops (Additional Registration Required)

**Workshop 9** – Program Developer Workshop: How to Prepare the Program Recognition Report

*Leader: Joni Baldwin, University of Dayton, Ohio*  
(8:00 a.m.-3:00 p.m.)

**Workshop 15** – Legal and Ethical Issues Involving Paraeducator Employment, Supervision, and Training

*Leader: Kent Gerlach, Pacific Lutheran University, Tacoma, Wash.*  
(9:00 a.m.-Noon)

**Workshop 16** – Co-Teaching in Action: Classroom Practices to Improve Student Outcomes

*Leader: Marilyn Friend, University of North Carolina at Greensboro*  
(9:00 a.m.-Noon)

**LAST CHANCE** TO WIN A **BIG PRIZE!**  
**REALLY, REALLY, REALLY**

Join us at 3:20 p.m. in the CEC Registration area for the final prize drawings as we say farewell to St. Louis!!

Visit CEC Central located outside Expo Hall 3 to enter your ticket.

## Saturday Sessions

8:00 AM-10:00 AM ROOM: 131 • SESSION: 725

### ■ Program Chair Featured: Exceptional Lives, Exceptional Stories

**TOPIC:** Parent/Family/School Partnerships

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Panel

Join us to hear individuals with disabilities and their families share their insights regarding life with a disability. Session leaders will facilitate a discussion in Q & A format, allowing time for questions from the audience. We will summarize insights gained from panel discussions and conclude with time for informal conversations with families.

**LEADER(S):** Mary Ruth Coleman, University of North Carolina, Chapel Hill, NC

**PRESENTER(S):** Kathryn Haselden, Francis Marion University, Florence, SC

8:00 AM-9:00 AM ROOM: 260 • SESSION: 726

### ■ A Step-by-Step Guide to Developing Multi-Tiered Classroom Management PD

**TOPIC:** Measuring Special Education Teacher Effectiveness

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

**FORMAT:** Presentation with Q&A

Professional development following a multi-tiered framework enables providers to identify teacher needs and offer targeted PD. We share the step-by-step method for delivering tiered PD as well as the results of a multi-phase study that provided school-wide and targeted group classroom management PD.

**LEADER(S):** Shanna Hirsch, University of Virginia, Charlottesville, VA

**PRESENTER(S):** John Wills Lloyd, University of Virginia, Charlottesville, VA

8:00 AM-9:00 AM ROOM: 266 • SESSION: 727

### ■ Achieving Inclusive Postsecondary Education Through Interdisciplinary Collaboration

**TOPIC:** Career Development/Transition

**SECONDARY TOPIC:** Parent/Family/School Partnerships

**FORMAT:** Presentation with Q&A

Key stakeholders discuss how they collaborate to ensure the success of SUCCEED, a postsecondary program for students with IDD at the University of Missouri-St. Louis. We provide tips, strategies, and lessons learned for those interested in attending, developing, or enhancing an inclusive university program.

**LEADER(S):** April Regester, University of Missouri, St. Louis, MO

**PRESENTER(S):** Sharon Spurlock, St. Louis Arc, St. Louis, MO; Grace Francis, George Mason University, Fairfax, VA

8:00 AM-9:00 AM ROOM: 124 • SESSION: 728

### ■ Addressing Inclusion in NYC Charter Schools

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Presentation with Q&A

Building an inclusive educational environment is an ongoing process. This session will explore the work of 7 NYC charter schools in working towards inclusion--a process that has involved strategic planning and re-prioritizing programs, inter-visitations to inclusive schools, professional development opportunities, and mindset work of school leaders and staff.

**LEADER(S):** Dixon Deutsch, New York City Charter School Center, New York, NY

**PRESENTER(S):** Megan Davis-Hitchens, New York City Special Education Collaborative, NY

8:00 AM-9:00 AM ROOM: 240 • SESSION: 729

### ■ Alliance-Building Strategies as a Component of Coaching: Effects of Feedback and Analysis

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

**SECONDARY TOPIC:** Research

**FORMAT:** Presentation with Q&A

We will share the findings from a study that examined the effects of an intervention to increase coaches' use of alliance strategies, leading to improved teacher practice. You will learn how to incorporate the intervention, teacher feedback, and alliance-strategies into your practice.

**LEADER(S):** Jennifer Pierce, American Institutes for Research, Washington, DC

8:00 AM-9:00 AM ROOM: 103 • SESSION: 730

### ■ Beyond the Basics: Mathematical Problem Solving for Students With Moderate/Severe Disability

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** STEM

**FORMAT:** Presentation with Q&A

We describe teacher training materials and findings of a study on teaching mathematical problem solving to students with moderate/severe disabilities. Learn the benefits of this intervention and how to structure word problems and teach problem solving to your students.

**LEADER(S):** Alicia Saunders, University of North Carolina, Charlotte, NC

**PRESENTER(S):** Diane Browder, University of North Carolina, Charlotte, NC; Ya-yu Lo, University of North Carolina, Charlotte, NC; Fred Spooner, University of North Carolina, Charlotte, NC

8:00 AM-9:00 AM ROOM: 100 • SESSION: 731

**■ Capturing the IEP ‘Goal Landscape’ to Mobilize Decision Making**

**TOPIC:** Administration/Supervision

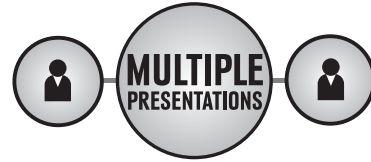
**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness

**FORMAT:** Presentation with Q&A

We highlight the benefits of using the IEP ‘Goal Landscape’ to make decisions around goal writing, selection of interventions, and PD. IEP teams can add quality in assigning students necessary supports and can use technology to monitor progress made toward reaching their goals using ‘spark lines.’.

**LEADER(S):** Lynne Mainzer, Johns Hopkins University Center for Technology in Education, Columbia, MD

**PRESENTER(S):** Jackie Nunn, Johns Hopkins University Center for Technology in Education, Columbia, MD; Andrea Schanbacher, Johns Hopkins University Center for Technology in Education, Columbia, MD; Giselle Patton, Johns Hopkins University Center for Technology in Education, Columbia, MD



8:00 AM-9:00 AM • ROOM: 120 • SESSION: 732

**CHANGING ATTITUDES TOWARDS INCLUSIVE EDUCATION IN DUAL CERTIFICATION/BLENDED TEACHER PREPARATION PROGRAMS**

**TOPIC:** Research

**FORMAT:** Multiple Presentation Session

**MODERATOR:** David Houchins, Georgia State University, Atlanta, GA

● **Changing Attitudes Toward Inclusion With a Merged, Dual-Certification Teacher Preparation Program**

We assessed whether undergraduate preservice teachers who completed a dual-certification program in elementary and special education scored differently on two scales related to inclusive practice than students who completed an elementary-only education program. Results are discussed.

**LEADER(S):** Miriam Lipsky, University of Miami, FL

**PRESENTER(S):** Andrea Adelman, University of Miami, FL

● **Impact of Blended Teacher Preparation on Preservice Teacher’s Knowledge and Views of Inclusive Education**

Our study interviewed preservice teachers in a blended ECE-ECSE program to investigate the effects of such a program on students’ beliefs and perceived knowledge about inclusive education. Implications for preparing educators to teach students with exceptionalities in inclusive settings are discussed.

**LEADER(S):** Hailey Love, University of Kansas, Lawrence, KS

**PRESENTER(S):** Eva Horn, University of Kansas, Lawrence, KS

8:00 AM-9:00 AM ROOM: 223 • SESSION: 734

### ■ Colleagues Without Borders: A Global Conversation at the CEC Convention

**TOPIC:** International Programs/Services

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Demonstration

The Convention provides opportunities to improve practice and expand professional communities. Colleagues from some parts of the world, though, will never share this. Per Friedman's idea, we'll flatten the world of the Convention in this interactive session by videoconferencing live with colleagues in the Caribbean, Africa, and Southeast Asia about their lives and work as special educators.

**LEADER(S):** Clayton Keller, Qatar University, Doha, Qatar

**PRESENTER(S):** Suzanne Martin, University of Central Florida, Orlando, FL; Zachary Walker, National Institute of Education, Singapore; Dena Slanda, University of Central Florida, Orlando, FL

8:00 AM-9:00 AM ROOM: 231 • SESSION: 735

### ■ Culturally Responsive Educational Leaders in Special Education

**TOPIC:** Cultural and/or Linguistic Diversity

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Panel

Educational leaders must be prepared with research-based tools that can help them to properly assist in meeting the needs of teachers of CLD students. We identify strategies for recruiting diverse doctoral students who can supervise instruction for students with disabilities in high-need districts.

**LEADER(S):** Joy Banks, Bowie State University, Bowie, MD

**PRESENTER(S):** Janeula Burt, Bowie State University, Bowie, MD; Felicia Valdez, Bowie State University, Bowie, MD

8:00 AM-9:00 AM ROOM: 123 • SESSION: 736

### ■ Differentiating Instruction Through Co-Teaching

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Learning Disabilities

**FORMAT:** Presentation with Q&A

Differentiated instruction is one hallmark characteristic of an effective co-taught classroom. You will learn ways to differentiate instruction based on student strengths and needs using 6 models of co-instruction and 5 components of differentiation.

**LEADER(S):** Laura Hedin, Northern Illinois University, DeKalb, IL

**PRESENTER(S):** Greg Conderman, Northern Illinois University, DeKalb, IL; Lisa Liberty, Northern Illinois University, DeKalb, IL

8:00 AM-9:00 AM ROOM: 101 • SESSION: 737

### ■ Engagement of Students With ID and First-Year Undergraduates: A Comparison

**TOPIC:** Research

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Presentation with Q&A

Students with intellectual disabilities are living and learning on college campuses at an unprecedented rate. The experiences of two cohorts are compared with a national sample of first-year college students on academic challenge, collaborative learning, student-faculty interaction, and more.

**LEADER(S):** Youjia Hua, University of Iowa, Iowa City, IA

**PRESENTER(S):** Jo Hendrickson, University of Iowa, Iowa City, IA; Derek Rodgers, University of Iowa REACH Program, Iowa City, IA

8:00 AM-9:00 AM ROOM: 230 • SESSION: 738

### ■ Evidence-Based Practices of Counting, Comparing, and Concepts of Addition and Subtraction

**TOPIC:** Learning Disabilities

**SECONDARY TOPIC:** STEM

**FORMAT:** Presentation with Q&A

All students must develop strong foundational skills with early numeracy concepts. We demonstrate EBPs related to counting, comparing numbers, and concepts of addition and subtraction. We also highlight how hands-on materials and pictorial representations enhance instruction of early numeracy concepts.

**LEADER(S):** Sarah Powell, University of Texas, Austin, TX

**PRESENTER(S):** Melissa Driver, Kennesaw State University, Kennesaw, GA

8:00 AM-9:00 AM ROOM: 263 • SESSION: 739

### ■ Experiencing Literacy With Students Who Have Severe and Complex Needs

**TOPIC:** Physical/Health/Multiple Disabilities

**SECONDARY TOPIC:** Technology and Media

**FORMAT:** Presentation with Q&A

Students with severe needs can experience literacy regardless of cognitive ability or decoding abilities through modified literacy, socialization, Mobility Opportunities via Education (MOVE curriculum), and motivation. Our study demonstrated that learning occurred when a story was read aloud with modifications.

**LEADER(S):** Antoinette Sparte, The Day School at The Children's Institute of Pittsburgh, PA

**PRESENTER(S):** Christina Corso, The Day School at The Children's Institute of Pittsburgh, PA



8:00 AM-9:00 AM ROOM: 262 • SESSION: 740

**■ Fireflies and Hair Stories: Identity and Agency Through Visual Arts for Girls**

TOPIC: Arts in Special Education

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Demonstration

Join us as we demonstrate ways to instill agency and a positive self-image in young women and girls with disabilities through artistic journaling and visual art creation. Learn about our interactive image-making activities, addressing how gender and ability intersect with levels of self-efficacy and identity.

LEADER(S): Veronica Hicks, Pennsylvania State University, University Park, PA

PRESENTER(S): Lisa Kay, Temple University, Philadelphia, PA

8:00 AM-9:00 AM ROOM: 221 • SESSION: 741

**■ Patterns of Performance: Using Written Expression CBM to Evaluate Student Growth**

TOPIC: Assessment

SECONDARY TOPIC: Research

FORMAT: Demonstration

To support student learning and evaluate progress during instruction and interventions, teachers need effective assessments such as CBM. Participants will evaluate short writing samples and after sharing the results, will engage in a discussion of their impressions and experiences.

LEADER(S): Stacy Weiss, East Carolina University, Greenville, NC

8:00 AM-9:00 AM ROOM: 104 • SESSION: 742

**■ Sex Education and People With Intellectual Disabilities**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

The topic of sex education and people with ID is a sensitive subject. This session will include the history, organizational policies, genetic influences, legal ramifications, relationship education, best practices, and perceptions of people with ID and their caregivers regarding sex education.

LEADER(S): Victoria Slocum, University of Kentucky, Lexington, KY

PRESENTER(S): Bradley McDaniels, University of Kentucky, Lexington, KY

8:00 AM-9:00 AM ROOM: 261 • SESSION: 743

**■ State Early Learning Standards and Children With Disabilities: Are They Included?**

TOPIC: Accountability &amp; Large Scale Assessments

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

Our study examined the early learning development standards in U.S. states and territories for the term disability/disabilities. We examined the use of terms across documents to provide guidance for implementation of early learning standards for children with disabilities in inclusive preschool settings.

LEADER(S): Annie George-Puskar, University of Connecticut, Storrs, CT

PRESENTER(S): Mary Beth Bruder, University of Connecticut Health Center, Farmington, CT

8:00 AM-9:00 AM ROOM: 274 • SESSION: 744

**■ Strand K, Session 1: What the Center On Online Learning and SWDs Has Learned: The Journey**

TOPIC: Public Policy

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&amp;A

We will review the benefits and challenges facing educators, parents, students, and vendors related to students with disabilities in full-time virtual, blended and supplemental online courses relative to the 6 principles of IDEA. Information from stakeholder forums and a scan of the states provide a national overview of emerging practices.

LEADER(S): Bill East, Jr., National Association of State Directors of Special Education, Inc., Alexandria, VA; James Basham, University of Kansas, Lawrence, KS

PRESENTER(S): Skip Stahl, CAST, Wakefield, MA; Daryl Mellard, University of Kansas, Lawrence, KS

8:00 AM-9:00 AM ROOM: 275 • SESSION: 745

**■ Strand L, Session 1: Identifying and Disseminating Evidence-Based Practice in Special Education**

TOPIC: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

Despite consensus that special education must be grounded in EBP, questions remain regarding how to define, identify, and disseminate EBPs. We address each question with an overview of standards for evaluating evidence, the characteristics of effective dissemination, and systems for classifying and making EBPs available to practitioners.

LEADER(S): Timothy Landrum, University of Louisville, Louisville, KY

PRESENTER(S): Chris Sweigart, University of Louisville, Louisville, KY; Lauren Evanovich, University of Louisville, Louisville, KY

8:00 AM-9:00 AM ROOM: 265 • SESSION: 746

### ■ The First Four Years in Academia: Using Collaboration to Overcome Challenges

TOPIC: Strategies for Entry to the Special Education Career

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

This session details the personal experiences of three early career women faculty, representing three universities, as they mentor each other through a virtual work group. Weekly progress monitoring maintains accountability to scholarship as they balance life, research, and teaching.

LEADER(S): Bethany McConnell, University of Pittsburgh, Johnstown, PA

PRESENTER(S): Leigh-Ann Brown, Castleton State College, Castleton, VT; Elizabeth Hartmann, Lasell College, Newton, MA

8:00 AM-8:45 AM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 750

### ■ Applying the RELATE Tool for Special Education Classroom Observation

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Accountability & Large Scale Assessments

FORMAT: Poster Session

We introduce a framework and tool for observing special education classrooms serving students with EBD. Learn how to promote effective instruction and evaluation in your classroom by applying the Recognizing Excellence in Learning and Teaching (RELATE) Tool for Special Education Classroom Observation.

LEADER(S): Lisa Flynn, Yale University, New Haven, CT

8:00 AM-8:45 AM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 751

### ■ Attitudes of Asian American Families of Young Children Toward Mental Health Services

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

We will discuss attitudes toward mental health services in Asian-American caregivers of young children. We found that participants with more education obtained in the U.S. were more likely to have negative attitudes toward mental health services than those with less education. Results will be discussed.

LEADER(S): Su-Je Cho, Fordham University Graduate School of Education, New York, NY

PRESENTER(S): Ji-Ryun Kim, SUNY Cortland, NY

8:00 AM-8:45 AM ROOM: POSTER 06, EXPO HALL 3  
SESSION: 752

### ■ Comparing the Efficacy of Virtual and Concrete Manipulatives to Learn Algebra for Secondary Students With LD

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

We discuss the benefits and challenges of using virtual and concrete manipulatives to learn how to solve algebraic equations for students with a learning disability in mathematics. Learn how both forms of technology can be adopted into the general education classroom for instruction and remediation purposes.

LEADER(S): Rajiv Satsangi, George Mason University, Fairfax, VA

PRESENTER(S): Emily Bouck, Michigan State University, East Lansing, MI

8:00 AM-8:45 AM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 753

### ■ Developing a Performance-Based Assessment to Judge Early Educators' Readiness to Teach

TOPIC: Personnel Preparation

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

TPAs are being used by schools of education as a tool for aiding in the assessment of teacher candidate's readiness. Strategies for achieving a valid TPA that addresses the unique contexts and instructional competencies required for early childhood special educators will be presented.

LEADER(S): Eva Horn, University of Kansas, Lawrence, KS

PRESENTER(S): Hailey Love, University of Kansas, Lawrence, KS

8:00 AM-8:45 AM ROOM: POSTER 20, EXPO HALL 3  
SESSION: 754

### ■ Development/Implementation of Preservice Conditional-Level Instructional Strategies Module

TOPIC: Personnel Preparation

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

We will share the development and implementation of a conditional-level instructional strategies module, incorporated in the Instructional Strategy Lessons for Educators Series. Learn how this module is utilized to educate preservice teachers on evidence-based instructional strategies.

LEADER(S): Karen Voytecki, East Carolina University, Greenville, NC

PRESENTER(S): Jamin Carson, East Carolina University, Greenville, NC

8:00 AM-8:45 AM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 755

### ■ Effective Practices for Working With Students Who Have Cortical Visual Impairments

TOPIC: Visual Impairments

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Poster Session

We will share findings from a recent survey of teachers of students who are visually impaired that investigated promising strategies and practices for working with children diagnosed with Cortical Visual Impairment (CVI). Practices that yield the most success will be reviewed.

LEADER(S): Brittany Larkin, Kutztown University, Kutztown, PA

PRESENTER(S): Abby Gifford, Kutztown University, Kutztown, PA

8:00 AM-8:45 AM ROOM: POSTER 19, EXPO HALL 3  
SESSION: 756

### ■ Identifying Students With Emotional Disturbance/Behavior Disorder Using the MMPI-A

TOPIC: Assessment

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Identifying students with ED/BD is problematic because the IDEA definition does not rely on the DSM. Learn how using the Minnesota Multiphasic Personality Inventory-Adolescent version can provide the identification process with an instrument based on the direct responses of the student being evaluated.

LEADER(S): Ellen Miller, Rio Rancho Public Schools, Rio Rancho, NM

8:00 AM-8:45 AM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 757

### ■ Increasing Self-Regulation Skills in Preschool Students With Social Emotional Deficiencies

TOPIC: Early Childhood

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Our study investigated self-regulation with preschool students who display social emotional deficits. We will review the procedures and strategies to teach preschool students with social emotional deficiencies to self-regulate behavior, and discuss the significance of AT devices with preschool students.

LEADER(S): Kathryn Szwed, Metropolitan School District of Pike Township, Indianapolis, IN

8:00 AM-8:45 AM ROOM: POSTER 21, EXPO HALL 3  
SESSION: 758

### ■ Instructional Methods for Promoting Reading Comprehension in Nonverbal Students With ASD

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Poster Session

We examined interventions and instructional strategies to elicit reading comprehension in nonverbal students with ASD and the supports and challenges teachers encountered. You will learn instructional strategies and the complexities in providing quality reading comprehension instruction to this population.

LEADER(S): Melissa Spence, Los Angeles Unified School District, Los Angeles, CA

8:00 AM-8:45 AM ROOM: POSTER 15, EXPO HALL 3  
SESSION: 759

### ■ Learning Issues of Culturally and Linguistically Diverse Learners With Learning Disabilities

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Learn how culturally responsive teaching (CRT) provides educators the ability to address learning issues with CLDs. We discuss the learning issues that CLDs with LD face in school, provide a study proposal to evaluate the effects of a CRT intervention plan, and describe how to implement CRT.

LEADER(S): Ching-Yi Liao, Texas A&M University, College Station, TX

8:00 AM-8:45 AM ROOM: POSTER 02, EXPO HALL 3  
SESSION: 760

### ■ Let's Get Together: Introducing Consultation Between Teachers and School Psychologists in Training

TOPIC: Research

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

Learn about a study investigating the content of consultation conversations occurring between school psychologist graduate students and elementary education candidates completing student teaching internships. Explore the common themes and the results examining perceptions and self-efficacy from both populations.

LEADER(S): Sarah Conoyer, Texas A&M University, Commerce, TX

PRESENTER(S): Roberta Gentry, University of Mary Washington, Fredericksburg, VA

8:00 AM-8:45 AM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 761

### ■ Multiple Uses for Remote Observation From Multiple Perspectives

TOPIC: Research

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

We present the results of a survey that evaluated the effectiveness of a teacher mentoring program conducted using distance technology. Additional uses of distance technology to improve outcomes for students will be presented from the perspectives of master teachers, novice teachers, higher education faculty, parents, and students.

LEADER(S): Melinda Ault, University of Kentucky, Lexington, KY

PRESENTER(S): Margaret Bausch, University of Kentucky, Lexington, KY

8:00 AM-8:45 AM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 762

### ■ Perceptions of the edTPA: A Comparison Between Two Cohorts of Preservice Teachers

TOPIC: Research

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

We compared two consecutive cohorts of preservice teachers' perceptions of the edTPA process. We will share the results which identified the affordances and barriers that the teacher candidates experienced, as well as the recommendations on how to improve the edTPA process.

LEADER(S): Mary Fordham, University of Washington, Seattle, WA

PRESENTER(S): Elizabeth West, University of Washington, Seattle, WA

8:00 AM-8:45 AM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 763

### ■ Promoting Resilience Through Parental Involvement in Schools

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

It has been recognized for decades that family involvement is a vital component of students' educational experiences. Moreover, family involvement has been identified as an important protective factor for students. We will examine factors within the school context that foster resilience in children and youth.

LEADER(S): Staci Zolkoski, University of Texas, Tyler, TX

PRESENTER(S): Donna Sayman, Wichita State University, Wichita, KS

8:00 AM-8:45 AM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 764

### ■ Special Educational Needs Coordinators in Mainstream High School Education in Ireland: An Exploration of the Role

TOPIC: International Programs/Services

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

The education of students with special needs has significantly shifted in Ireland and this has impacted the role of the Special Educational Needs Coordinator. We present findings from a study that explored factors influencing the execution of the role in high schools in the Munster region of Ireland.

LEADER(S): Johanna Fitzgerald, Mary Immaculate College, University of Limerick, Ireland

8:00 AM-8:45 AM ROOM: POSTER 14, EXPO HALL 3  
SESSION: 765

### ■ Supporting First-Generation College Students With Disabilities on Their Path to College Through Pivotal Moments

TOPIC: Career Development/Transition

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Pivotal moments theory illustrates how first-generation, minority, college students who experienced relationships with institutional agents had more success in college access and persistence than those who did not. Learn how you can apply pivotal moments in your own teaching practice.

LEADER(S): Sydney Bueno, Claremont Graduate University, Claremont, CA

8:00 AM-8:45 AM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 766

### ■ Teacher Training and Use of Active Listening Techniques With Students in Distress

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

The importance of a teacher's communication skills has been widely recognized, however, one teacher in the classroom does not have time for meaningful conversations with students in temporary distress. We investigate the efficacy of training co-teachers to use active listening to help students work through classroom conflicts.

LEADER(S): Peter Griswold, William Paterson University, Wayne, NJ

8:00 AM-8:45 AM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 767

### ■ The Effects of Self-Management and Goal Setting on Student Apathy

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

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

Student apathy is a moderate to severe problem in today's schools, however little research exists regarding student apathy in elementary and middle school. We present the results of a study exploring the effects of a self-management and goal setting intervention on student apathy, work completion, and self-efficacy.

**LEADER(S):** Jennifer Ozuna, Texas A&M University, Commerce, TX

**PRESENTER(S):** Beth Jones, Texas A&M University, Commerce, TX

8:00 AM-8:45 AM ROOM: POSTER 22, EXPO HALL 3  
SESSION: 768

### ■ Using a Peer-implemented Picture Prompting Procedure to Increase Social Communication

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Communicative Disabilities and Deafness

**FORMAT:** Poster Session

We share the findings from research studies in which a picture prompting procedure implemented by peers was used to increase social communication for students with ID. All participants made gains upon implementation of the procedure. Implications for classroom practice and future research are presented.

**LEADER(S):** Mari Beth Coleman, University of Tennessee, Knoxville, TN

**PRESENTER(S):** Kalee Noel, University of Tennessee, Knoxville, TN; Emily Dodson Frisby, University of Tennessee, Knoxville, TN

8:00 AM-8:45 AM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 769

### ■ Video Modeling for People With Autism and Developmental Disability

**TOPIC:** Technology and Media

**SECONDARY TOPIC:** Autism Spectrum Disorder

**FORMAT:** Poster Session

Learn how you can use video modeling as an evidence-based intervention for your learners with ASD and DD. We discuss the four types of video modeling interventions and help you understand how to choose the best one for your student.

**LEADER(S):** Kara Rosenblatt, University of Texas of the Permian Basin, Odessa, TX

**PRESENTER(S):** Peggy Whitby, University of Arkansas, Fayetteville, AR

8:00 AM-8:45 AM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 770

### ■ “Becoming a Woman”: Teaching Sex Education to Young Women With ID

**TOPIC:** Career Development/Transition

**SECONDARY TOPIC:** Autism Spectrum Disorder

**FORMAT:** Poster Session

Little research has been conducted with youth with disabilities, due to an enduring perception of them as children. We discuss strategies for implementing sex education with this population by providing examples of challenges, successes, implications, and highlighting the need for such programs.

**LEADER(S):** Amy Williamson, University of Alabama, Tuscaloosa, AL

9:15 AM-10:15 AM ROOM: 226 • SESSION 774

### IDEA Reauthorization Town Hall

**TOPIC:** Public Policy

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Town Hall

Participation in this CEC Town Hall will assist to provide input to CEC's IDEA Reauthorization Work Group as they craft recommendations for the upcoming reauthorization of IDEA. Tell us what is working well and what implementation challenges you face. This Town Hall will address all parts of IDEA including Part B, Section 619, Part C and Part D and we look forward to your input. Join us and let your voice be heard!

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

**PRESENTER(S):** Antonis Katsiyannis, Clemson University, SC; Timothy Lewis, University of Missouri, Columbia

9:15 AM-10:15 AM ROOM: 224 • SESSION: 775

### ■ Confidence in Special Education Leadership Abilities of First-Year Doctoral Students

**TOPIC:** Personnel Preparation

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Panel

We will connect the development of leadership confidence as measured by the SELAS with a model doctoral program designed around the CEC Advanced Preparation Standards for Leaders. A panel of students and faculty will share how activities contributed to the development of leadership skills.

**LEADER(S):** Constance Lyttle, Urban Special Leaders of Tomorrow (USELT) Project at Drexel University, Philadelphia, PA

**PRESENTER(S):** Pamela Baker, George Mason University, Fairfax, VA/Drexel University USELT Project; Justin Lien, Drexel University, Philadelphia, PA/District of Columbia Public Schools, Washington, DC; Michelle Nutini, USELT Project, Drexel University, Philadelphia, PA; Mauria Uhlik, Drexel University, Philadelphia, PA/District of Columbia Public Schools, Washington, DC; LaTwyne Wise, USELT Project, Drexel University/Philadelphia School District, PA

9:15 AM-10:15 AM ROOM: 123 • SESSION: 776

**■ Demonstration Classrooms: An Innovative New Model for Instructional Coaching**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Too often, the reality of co-teaching does not match the ideal scenario we read about in the literature. There is a better way to provide coaching and support to teaching teams who work together as co-teaching partners. The demonstration classroom coaching model was developed to meet this need.

LEADER(S): Christine Reeves, Cincinnati Public Schools, Cincinnati, OH

PRESENTER(S): Joelle McConnell, Cincinnati Public Schools, Cincinnati, OH

9:15 AM-10:15 AM ROOM: 225 • SESSION: 777

**■ Effects of Explicit Reading Comprehension Strategy Instruction for English Learners With Specific LD**

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We present findings and implications from a study in which we engaged principles of culturally responsive research to modify instruction found to be effective for native English speakers to examine effects for ELs with specific LD. Tips for transforming interventions to support diverse needs related to second language acquisition will be shared.

LEADER(S): Sara Jozwik, Illinois State University, Normal, IL

PRESENTER(S): Yojanna Cuenca-Carlino, Illinois State University, Normal, IL

9:15 AM-10:15 AM ROOM: 266 • SESSION: 778

**■ First Generation College Students With Disabilities Attending a Four-Year College: Their Stories**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We will present a case study of eight students who have experienced pivotal moments and triumphed over obstacles to successfully attend a four-year college. We will compare and contrast their stories as we follow them on very different paths toward the same goal – a college degree.

LEADER(S): Sydney Bueno, Claremont Graduate University, Claremont, CA



9:15 AM-10:15 AM ROOM: 100 • SESSION: 779

**■ Fix it For Me: Leading The Change in Behavioral Programs**

TOPIC: Administration/Supervision

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Panel

We will provide an overview of an effective approach to program evaluation and improvement used successfully to improve services and support for students with EBD. We will discuss the assessment process and the role of the educational leader in providing ongoing support to maintain program efficacy.

LEADER(S): Merri Miller, SW Metro Cooperative, Chaska, MN

PRESENTER(S): Bridget Walker, Sound Supports K -12, Seattle, WA

9:15 AM-10:15 AM ROOM: 223 • SESSION: 780

**■ Let's Get Physical! Promoting Exercise in Adolescents With Autism Spectrum Disorders**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Demonstration

Exercise is an evidence-based intervention practice yet motivating and sustaining it is challenging for parents and practitioners working with children and youth with ASD. This presentation discusses the results of an Individualized Exercise Plan intervention study conducted with three adolescent girls to increase aerobic physical activity and demonstrates the use of education and behaviorally-based strategies to facilitate and support aerobic physical activity in home and community settings.

LEADER(S): Leslie Fox, Frank Porter Graham Child Development Institute/UNC, Chapel Hill, NC

PRESENTER(S): Katie Belardi, University of North Carolina, Chapel Hill, NC

9:15 AM-10:15 AM ROOM: 101 • SESSION: 781

**Novice Special Educators' Perceptions of Workload Manageability**

TOPIC: Research

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Presentation with Q&amp;A

Novice special educators' perceptions of workload manageability matter for their emotional exhaustion and their career intentions, yet we have little understanding of the factors that help them feel better able to manage their workload. We discuss the results of our study which examined how schools' social contexts related to novices' perceptions of workload manageability.

LEADER(S): Elizabeth Bettini, Boston University, Boston, MA

PRESENTER(S): Nathan Jones, Boston University, Boston, MA; Yujeong Park, University of Tennessee, Knoxville, TN; Jean Crockett, University of Florida, Gainesville, FL

9:15 AM-10:15 AM ROOM: 260 • SESSION: 782

**Parents' Perceptions of Communication Teaching Strategies With Their Young Children With Language Delays**

TOPIC: Early Childhood

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

Children with language delays can benefit from evidence-based communication interventions. We present an exploratory survey study identifying parents' reported use of naturalistic communication teaching strategies, their perception on effectiveness, and where and how they learned about these strategies.

LEADER(S): Yusuf Akamoglu, University of Illinois, Urbana-Champaign, IL

PRESENTER(S): Hedda Meadan, University of Illinois, Urbana-Champaign, IL; Meghan Burke, University of Illinois, Urbana-Champaign, IL

9:15 AM-10:15 AM ROOM: 124 • SESSION: 783

**Positive Behavior Support to Reduce Disruptive Behavior in middle School Classrooms**

TOPIC: Emotional and Behavioral Disorders

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

FORMAT: Presentation with Q&amp;A

Behavior problems hamper students' learning, are a risk for later school failure, and a source of work-related stress for teachers. We describe an intervention based on the principles of positive behavior support that showed a reduction in behavior problems, an increase in task engagement, and reduced teacher strain.

LEADER(S): Vesa Närhi, University of Eastern Finland, Joensuu

9:15 AM-10:15 AM ROOM: 130 • SESSION: 784

**Program Chair Featured: Creating Positive Art Education Opportunities for At-Risk Adolescents With Multi-Age Community Organizations**

TOPIC: Arts in Special Education

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&amp;A

Adrienne Hunter, an art teacher with over 35 years of experience teaching at-risk, in-crisis and/or incarcerated adolescents, shares her techniques for offering these students an alternative in life through the creativity of art. Learn how the art education classroom became a safe haven where students learned to work together and collaborate with others in the community.

LEADER(S): Beverly Gerber, Southern Connecticut State University, Milford, CT

PRESENTER(S): Adrienne Hunter, NAEA/Special Needs in Art Education, Reston, VA

9:15 AM-10:15 AM ROOM: 222 • SESSION: 785

**Remixing the Curriculum: Technology to Support Diverse Learners in General Education**

TOPIC: Technology and Media

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

Despite educators' best efforts to meet the individual needs of students in today's classrooms, traditional approaches may fail to address the diversity of learners. Learn how digital and assistive technologies can improve student outcomes. Technologies to support curricular access will be demonstrated.

LEADER(S): Elizabeth Stringer Keefe, Lesley University, Cambridge, MA

9:15 AM-10:15 AM ROOM: 231 • SESSION: 786

**Serving Mennonite Families of Children With Multiple Disabilities**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Presentation with Q&amp;A

Typically developing Mennonite children are educated in private schools, however those with disabilities are often supported by public school educators. This qualitative case study reveals strategies for family/educator collaboration as well as adaptations for supporting Mennonite students.

LEADER(S): Diana Baker, Hobart and William Smith Colleges, Geneva, NY

PRESENTER(S): Lucie Mendelson, Hobart and William Smith Colleges, Geneva, NY

9:15 AM-10:15 AM ROOM: 274 • SESSION: 787

### ■ Strand K, Session 2: Promising Practices and Approaches in the Digital and Blended Environment

**TOPIC:** Technology and Media

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Presentation with Q&A

We present current research from digital and blended learning environments. Teams will share outcomes from three projects (a) student use of online reading supports; (b) student self-efficacy, regulation, and grit; and (c) instruction. You will learn about tools and supports for educators, schools, districts, for online learning and instruction.

**LEADER(S):** Sean Smith, University of Kansas, Lawrence, KS; Tracey Hall, CAST, Wakefield, MA

**PRESENTER(S):** Skip Stahl, CAST, Wakefield, MA; James Basham, University of Kansas, Lawrence, KS; Richard Carter, Jr., University of Kansas, Lawrence, KS; Mindy Johnson, CAST, Wakefield, MA; Mary Frances Rice, University of Kansas, Lawrence, KS

9:15 AM-10:15 AM ROOM: 275 • SESSION: 788

### ■ Strand L, Session 2: Typical Teacher Instructional Practices: Analyses and Implications From Over 7,000 Observations

**TOPIC:** Measuring Special Education Teacher Effectiveness

**SECONDARY TOPIC:** Research

**FORMAT:** Presentation with Q&A

We present analyses from over 7,000 classroom observations that focused on the extent to which teachers engage in EBPs. Specific attention will be paid to identified relationships between teacher practice and student engagement and comportment during instruction. Implications for teacher training and professional development will be discussed.

**LEADER(S):** Terrance Scott, University of Louisville, Louisville, KY

**PRESENTER(S):** Regina Hirn, University of Louisville, Louisville, KY; Justin Cooper, University of Louisville, Louisville, KY; Amy Lingo, University of Louisville, Louisville, KY

9:15 AM-10:15 AM ROOM: 262 • SESSION: 789

### ■ Successful CLD Students Who Are Deaf or Hard of Hearing in Inclusive Settings

**TOPIC:** Communicative Disabilities and Deafness

**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity

**FORMAT:** Presentation with Q&A

Our study identified factors that contribute to the success of CLD high school students who are D/HH and who receive the majority of their education in an inclusive setting. Attendees will have an opportunity to ask questions and also share whatever experiences they might have regarding the topic.

**LEADER(S):** Catherine Ayantoye, Emporia State University, Emporia, KS

9:15 AM-10:15 AM ROOM: 240 • SESSION: 790

### ■ Teachers Talk: Feasibility of Implementing Intensive Early Writing Intervention Using Data-Based Instruction

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

**SECONDARY TOPIC:** Research

**FORMAT:** Presentation with Q&A

Researchers and teachers partnered together to examine the feasibility of implementing data-based instruction (DBI) in early elementary special education and EL classrooms. Researchers present data gathered while teachers implemented DBI. Teachers present the roadblocks and highlights of successful implementation.

**LEADER(S):** Abigail Carlisle, University of Missouri, Columbia, MO

**PRESENTER(S):** Carol Garman, University of Missouri, Columbia, MO; Pyung-Gang Jung, University of Minnesota, Minneapolis, MN; Caitlin Amen, New Haven Elementary School, Columbia, MO; Annamary Boler, Loring Community School, Minneapolis, MN; Christine Morgan, New Haven Elementary School, Columbia, MO; Sarah Pedrazas, New Haven Elementary School, Columbia, MO

9:15 AM-10:15 AM ROOM: 230 • SESSION: 791

### ■ Theory in Action: Using an Implementation Science Framework to Systematically Review the Processes of SWPBIS

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

**SECONDARY TOPIC:** Research

**FORMAT:** Presentation with Q&A

This session a systematic review of the SWPBIS literature using a comprehensive framework from the field of implementation science. We discuss the results and suggest strategies aimed at improving implementation of SWPBIS, and to align implementation strategies to intended implementation outcomes.

**LEADER(S):** Margaret Schulze, University of Washington, Seattle, WA

**PRESENTER(S):** Michael Gutierrez, University of Washington, Seattle WA; Jacob Hackett, University of Washington, Seattle, WA; Jennifer Pierce, American Institutes for Research, Washington, DC



9:15 AM-10:15 AM ROOM: 221 • SESSION: 792

### ■ Universal Design for Learning: Planning Inquiry-Based Science Experiences to Reach Diverse Learners

TOPIC: STEM

SECONDARY TOPIC: Personnel Preparation

FORMAT: Demonstration

We provide research-based information about inquiry-based science integrated with UDL to provide access to the curriculum for diverse learners. Critical features of inquiry-based science are provided along with hands-on experiences to examine lesson plans and develop activities that incorporate principles of UDL.

LEADER(S): Kate Sadler, University of Missouri, Columbia, MO

PRESENTER(S): Delinda van Garderen, University of Missouri, Columbia, MO; Cathy Thomas, University of Missouri, Columbia, MO

9:15 AM-10:15 AM ROOM: 105 • SESSION: 793

### ■ Using Technology to Promote Self-Determination for Students With Developmental Delays

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&amp;A

We present the results from an evaluation of the TechNow curriculum, a secondary transition program to increase self-determination levels, specific to students with IDD. Learn strategies employed through Tech-Now Program and how these strategies facilitate positive outcomes for students with IDD.

LEADER(S): Kendra Williams-Diehm, University of Oklahoma, Norman, OK

PRESENTER(S): Rick DeRennaux, TechNow, Inc, Norman, OK

9:15 AM-10:15 AM ROOM: 103 • SESSION: 794

### ■ Using UDL to Remove Barriers for Students With Autism in the General Education Classroom

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Accountability &amp; Large Scale Assessments

FORMAT: Presentation with Q&amp;A

Learn how the principles of UDL can be applied to remove barriers for learners with autism in the general education classroom. We identify the components of a UDL Framework for planning, common barriers in the general education classroom, resources for supporting teachers in meeting the needs of learners with autism.

LEADER(S): Lisa Combs, Montgomery County ESC, Dayton, OH

9:15 AM-10:00 AM ROOM: POSTER 17, EXPO HALL 3 SESSION: 798

### ■ Cultural Comparisons in Special Education Service Delivery: Saudi Arabia and Thailand

TOPIC: International Programs/Services

SECONDARY TOPIC: Public Policy

FORMAT: Poster Session

Special education services are expanding across the globe with many countries using the U.S. model especially with the enactment of IDEA as the foundation. We will examine how culture, finances, and availability of schools and trained educators impact the success of this movement.

LEADER(S): Nikki Murdick, Saint Louis University, St. Louis, MO

PRESENTER(S): Yahya Alshehri, Saint Louis University, Saint Louis, MO; Aeshah Alshehri, Saint Louis University, Saint Louis, MO; Tanya Hauwadhanasuk, Saint Louis University, St. Louis, MO

9:15 AM-10:00 AM ROOM: POSTER 08, EXPO HALL 3 SESSION: 799

### ■ Culturally Responsive Lesson Planning in Mathematics for Students With Disabilities

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Participants in this session will learn about procedures and teaching strategies used in the math methods for learners with disabilities course, and the impact of this preparation on the effectiveness of preservice special education teachers to write culturally responsive lesson plans.

LEADER(S): Shaqwana Freeman-Green, Illinois State University, Normal, IL

9:15 AM-10:00 AM ROOM: POSTER 14, EXPO HALL 3 SESSION: 800

### ■ Effectiveness of Tampon Training for Women With IDD

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

A subtopic of sex education is menstruation and the knowledge to use tampons. A study taught women with IDD facts about tampons and how to use them. Learn how this empowers them with greater choice and an increased ability to participate in fitness activities consistently throughout the month.

LEADER(S): Heidi Graff, George Mason University, Fairfax, VA

PRESENTER(S): Molly Gorden, George Mason University, Fairfax, VA

9:15 AM-10:00 AM ROOM: POSTER 19, EXPO HALL 3  
SESSION: 801

■ **Effects of a Parent-Training Group Intervention for Parents of Children With Developmental Disabilities**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

This study examined the effects of a parent-training group intervention on the appropriate behaviors, such as communication behaviors and daily living skills, of children with DD. The results indicate an increase in the children's appropriate behaviors and a reduction in parental stress.

LEADER(S): Tsutomu Kamiyama, National Institute of Special Needs Education, Yokosuka, Kanagawa, Japan

9:15 AM-10:00 AM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 802

■ **Effects of Text Genre and Child Skills on Retell Comprehension**

TOPIC: Assessment

SECONDARY TOPIC: Research

FORMAT: Poster Session

We present findings from an experimental study investigating sources of variance on retell reading comprehension and will discuss the effects of text genre and child-level skills on retell. Implications for using retell assessments in practice and future research will also be addressed.

LEADER(S): Alyson Collins, Texas State University, San Marcos, TX

PRESENTER(S): Esther Lindstrom, Vanderbilt University, Nashville, TN

9:15 AM-10:00 AM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 803

■ **Exploring Numerical Magnitude Processing With First Graders With and Without Mathematics Difficulties**

TOPIC: Learning Disabilities

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

The ability to understand and process numerical magnitudes is a foundation on which advanced mathematical skills are built. We used the compatibility effect as an indicator to investigate the relationship between understanding of numerical magnitudes and mathematics learning abilities. We share and discuss the results.

LEADER(S): Fangjuan Hou, University of Texas, Austin, TX

PRESENTER(S): Diane Bryant, The Meadows Center for Preventing Educational Risk, UT, Austin, TX; Brian Bryant, The Meadows Center for Preventing Educational Risk, UT, Austin, TX

9:15 AM-10:00 AM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 804

■ **From Research to Practice: A Systematic Process to Support Implementation of Evidence-Based Classroom Management Strategies**

TOPIC: Research

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

Learn about a systematic approach for PD on EBCM strategies. We discuss a process for supporting teachers to apply the EBCM strategies within their classrooms. We also share results of a study in which teachers learned to self-manage their use of EBCM strategies along with limitations and practical implications.

LEADER(S): Shanna Hirsch, University of Virginia, Charlottesville, VA

PRESENTER(S): Ashley MacSuga-Gage, University of Florida, Gainesville, FL; Lauren Evanovich, University of Louisville, Louisville, KY

9:15 AM-10:00 AM ROOM: POSTER 02, EXPO HALL 3  
SESSION: 805

■ **Investigating the Ecobehavioral Characteristics of Self-Contained Classrooms: Is Exclusion Justified?**

TOPIC: Research

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

This study investigated self-contained high school classrooms serving students with significant cognitive disabilities. Results revealed little evidence of specialized, effective instruction as students were often passively engaged with little access to curriculum. Implications for teacher training and segregated placements are included.

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

PRESENTER(S): Hailey Love, University of Kansas, Lawrence, KS

9:15 AM-10:00 AM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 806

■ **Math Interventions for Students With ASD: A Best Evidence Synthesis**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Poster Session

Students with ASD are increasingly expected to demonstrate learning of basic and advanced mathematical concepts. In this session, we present a synthesis of math interventions involving students with ASD. Recommendations for practice will follow a description of findings.

LEADER(S): Seth King, Tennessee Technological University, Cookeville, TN

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

9:15 AM-10:00 AM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 807

### ■ Mid-Block Street Crossing Aids for Persons Who Are Visually Impaired

TOPIC: Visual Impairments

SECONDARY TOPIC: Research

FORMAT: Poster Session

Midblock crossings are often in areas with heavy pedestrian traffic but students with VI are at the mercy of the drivers. We share the results of a study that determined if using a white cane, wearing an orange vest, or waving a yellow flag will increase the likelihood of drivers yielding to pedestrians.

LEADER(S): Diane Pevsner, University of Alabama, Birmingham, AL

PRESENTER(S): Paula Tapia, Baldwin County Schools, Baldwin County, AL

9:15 AM-10:00 AM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 808

### ■ National Center on Intensive Intervention

TOPIC: Early Childhood

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

FORMAT: Poster Session

Join us and learn about The National Center on Intensive Intervention's approach to intensive intervention involving DBI, a method that uses data to determine how to intensify intervention in reading, mathematics, and behavior. DBI relies on collecting data, modifying intervention, and using teachers' experience to individualize intervention.

LEADER(S): Beyza Seflek, American Institutes for Research, Washington, DC

PRESENTER(S): Nicholas Croninger, American Institutes for Research, Washington, DC

9:15 AM-10:00 AM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 809

### ■ Putting Your Best Profile Forward: Implications for Social Media and Teachers

TOPIC: Technology and Media

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Social media is part of teachers' personal and professional lives, however there are challenges with information shared online and related ethical issues. Learn results from a survey on teachers' social media guidelines and usage, suggestions for use, and how to put your best profile forward.

LEADER(S): Sara Flanagan, University of Kentucky, Lexington, KY

9:15 AM-10:00 AM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 810

### ■ Qualitative Data From a Survey of Caseworkers With Multicultural Transition Experience

TOPIC: Career Development/Transition

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

We share the results of a survey of caseworkers at Kansas schools with direct experience on transition teams for Black, Hispanic, and Native American Indian youth. The data are essential to answering the key research question: Do considerations of multicultural needs figure into transition practices in Kansas schools?

LEADER(S): Robert Scott, Fort Hays State University, Hays, KS

9:15 AM-10:00 AM ROOM: POSTER 10, EXPO HALL 3  
SESSION: 811

### ■ Researchers and Teachers Enhancing Collaborative Practices

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

Partnerships between researchers and teachers continues to be at the forefront of educational intervention research. This session proposes structures and examples of how the collaborative practices of these stakeholders impacts student outcomes. Responsibilities and guidelines for future collaborations are discussed.

LEADER(S): Sara Mills, Macquarie University, Sydney, New South Wales, Australia

PRESENTER(S): Yojanna Cuenca-Carlino, Illinois State University, Normal, IL; Clara Hauth, Marymount University, Arlington, VA; Dannette Allen-Bronaugh, James Madison University, Harrisonburg, VA

9:15 AM-10:00 AM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 812

### ■ Response to Intersecting Identities (RTIi): A Critical Review of Research (Non)Responders

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

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This literature review introduces Response to Intersecting Identities to examine how researchers have responded to student socio-cultural identity differences. Although there is attention to diverse student populations, diversity is treated as fixed and homogeneous with little theoretical and methodological response to intersecting identities.

LEADER(S): Sarah Diaz, Arizona State University, Tempe, AZ

PRESENTER(S): Sultan Kilinc, Arizona State University, Tempe, AZ; Taucia Gonzalez, University of Wisconsin, Madison, WI

9:15 AM-10:00 AM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 813

■ **Restorative Justice Practices in Alternative Education Settings: Implications and Outcomes for Students With Disabilities**

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

Restorative Justice is a promising practice for providing internal, relational forms of conflict resolution, engaging individuals in examining offenses, identifying harm, and making reparation. Join us and explore the use of Restorative Justice in alternative education settings.

LEADER(S): Jennifer Vaschak, Youngstown State University, Youngtown, OH

PRESENTER(S): Brian Barber, Kent State University, Kent, OH

9:15 AM-10:00 AM ROOM: POSTER 06, EXPO HALL 3  
SESSION: 814

■ **Support Algebraic Thinking: Self-Regulated Strategy Development in Middle School Mathematics**

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

We provide a description of a SRSD math intervention that successfully taught middle school students with LD to solve-multi step equation as part of the RTI process. 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): Shaqwana Freeman-Green, Illinois State University, Normal, IL; Clara Hauth, Marymount University, Arlington, VA

9:15 AM-10:00 AM ROOM: POSTER 20, EXPO HALL 3  
SESSION: 815

■ **The Effects of Two Video Modeling Interventions on the Independent Living Skills of Students with Severe Disabilities**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

VM can be used improve the independent living skills (ILS) of students with ASD. The purpose of our study was to investigate the comparative effects of VM and continuous video modeling, both with history training conditions, on the ILS of students with ASD. Results will be discussed.

LEADER(S): Kaylee Wynkoop, University of Pittsburgh, Pittsburgh, PA

PRESENTER(S): Rachel Robertson, University of Pittsburgh, Pittsburgh, PA; Rachel Schwartz, University of Pittsburgh, Pittsburgh, PA

9:15 AM-10:00 AM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 816

■ **Using iPads in Vocabulary Instruction for Elementary English Language Learners**

TOPIC: Research

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

Session participants will discuss ways to implement an iPad application into instruction to support ELLs in learning English. We will share our instructional techniques and experience using the iPad in vocabulary instruction for ELLs. Implications for the classroom will be shared.

LEADER(S): Rachel Janice, Rowan University, Glassboro, NJ

PRESENTER(S): Joy Xin, Rowan University, Glassboro, NJ

9:15 AM-10:00 AM ROOM: POSTER 15, EXPO HALL 3  
SESSION: 817

■ **What Really Matters? Focusing on Quality of Life in Public Policy**

TOPIC: Public Policy

SECONDARY TOPIC: Visual Impairments

FORMAT: Poster Session

We share data from two recent research projects: an interview study with young adults, and national feedback from older Americans with vision loss. Leaders at the American Foundation for the Blind's Public Policy Center discuss policy implications from the research and ways in which public policy efforts can promote quality of life.

LEADER(S): Rebecca Sheffield, American Foundation for the Blind, Washington, DC

PRESENTER(S): Mark Richert, American Foundation for the Blind, Washington, DC

10:30 AM-11:30 AM ROOM: 280 • SESSION: 820

■ **As Life Expectancy Increases for Individuals With Moderate and Significant Disabilities, So Do Adult Siblings' Roles and Responsibilities**

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Career Development/Transition

FORMAT: Panel

Adult siblings' relationships, roles, and responsibilities change as their brothers/sisters with moderate to significant disabilities enter adulthood. We will discuss strategies to address life-span issues during IEPs and person-centered planning, as well as what families can prepare for now.

LEADER(S): Dorothy Millar, Saginaw Valley State University, University Center, MI

10:30 AM-11:30 AM ROOM: 266 • SESSION: 821

**■ Beyond the Classroom: Effectively Using the LCE Curriculum Schoolwide**

**TOPIC:** Career Development/Transition  
**SECONDARY TOPIC:** Learning Disabilities  
**FORMAT:** Presentation with Q&A

The Life Centered Education curriculum is an integral part of any young adult's education. This session will introduce a blueprint as to how to implement the LCE goals and objectives in a boarding school, that includes teaching the curriculum inside and outside of the classroom.

**LEADER(S):** Colleen McGhee, Maplebrook School, Amenia, NY  
**PRESENTER(S):** Scott Miller, Maplebrook School, Amenia, NY

10:30 AM-11:30 AM ROOM: 262 • SESSION: 822

**■ Building Bridges Among Arts in Special Education Policy, Research, and Practice**

**TOPIC:** Arts in Special Education  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Panel

Learn about arts in special education policy, research, and practice frameworks from Arts Integration and Special Education authors. Practitioner- and research-evidence highlight individualized student outcomes, as well as feasibility issues surrounding research in inclusive classroom settings.

**LEADER(S):** Alida Anderson, American University, Washington, DC  
**PRESENTER(S):** Jean Crockett, University of Florida, Gainesville, FL; Katherine Berry, George Washington University, Washington, DC

10:30 AM-11:30 AM ROOM: 240 • SESSION: 823

**■ Math Intervention in Secondary: REAL Teachers Making It Work in REAL Schools!**

**TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**SECONDARY TOPIC:** STEM  
**FORMAT:** Presentation with Q&A

This session shares several years of work implementing math interventions (in line with the IES Practice Guide) across three public middle schools. We will share practical examples of decision rules, instructional resources, data use protocols, tools, and lessons learned.

**LEADER(S):** Nicole Bucka, Northern RI Collaborative, Lincoln, RI  
**PRESENTER(S):** Jenna Ponder, Alan Shawn Feinstein Middle, Coventry, RI; Dawn Pullano, Alan Shawn Feinstein Middle, Coventry, RI

10:30 AM-11:30 AM ROOM: 231 • SESSION: 824

**■ Multidimensional Intersectionality in Special Education: A Discussion of Labels and Layers in Research Methods**

**TOPIC:** Cultural and/or Linguistic Diversity  
**SECONDARY TOPIC:** Research  
**FORMAT:** Panel

A panel of scholars share their work using intersectionality to understand equity issues for students receiving special education services who come from racial/ethnic minority. Through their perspectives, they offer a range of methodological and theoretical tools, such as DisCrit (Dis/ability Critical Race Studies).

**LEADER(S):** Alfredo Artiles, Arizona State University, Tempe, AZ  
**PRESENTER(S):** Taryn VanderPyl, The IRIS Center at Claremont Graduate University, Claremont, CA; Subini Annamma, University of Kansas, Lawrence, KS; Federico Waitoller, University of Illinois, Chicago, IL; Kathleen Thorius, Indiana University–Purdue University Indianapolis, IN

10:30 AM-11:30 AM ROOM: 100 • SESSION: 825

**■ Pennsylvania's School Leader: Strengthening Knowledge in Special Education With Building-Level Principals**

**TOPIC:** Administration/Supervision  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Presentation with Q&A

Building principals play a critical role in meeting the needs of students with disabilities. Learn about a PD series for principals to improve practices related to students with disabilities. Join us to hear about cutting edge principal leaders who are designing and delivering quality programming.

**LEADER(S):** Tracy Ficca, PA Training and Technical Assistance Network, Harrisburg, PA  
**PRESENTER(S):** Ron Logan, PA Training and Technical Assistance Network, Harrisburg, PA

10:30 AM-11:30 AM ROOM: 130 • SESSION: 826

**■ Program Chair Featured: Overcoming Asperger's: Sahil's True Story**

**TOPIC:** Autism Spectrum Disorder  
**FORMAT:** Presentation with Q&A

Sahil Piyarali will share his experiences growing up with Asperger's syndrome and how special education played an integral role in helping him overcome it. This topic is relevant to everyone who strives to understand the felt meaning of lives, such as his, and how he learned to prepare for independence, postsecondary education, and success in life!

**LEADER(S):** Sahil Piyarali, Washington University, St. Louis, MO

10:30 AM-11:30 AM ROOM: 120 • SESSION: 827

**■ Progress Monitoring of Conceptual Understanding in Algebra: Champions and Challenges**

TOPIC: Assessment

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&amp;A

In our study, teachers monitored progress with two groups of algebra measures. We focus on the conceptual measures and variability in results obtained across sites. Q&A time will allow participants to explore experiences with developing and assessing conceptual and procedural understanding of algebra.

LEADER(S): Anne Foegen, Iowa State University, Ames, IA

PRESENTER(S): Vincent Genereo, Iowa State University, Ames, IA

10:30 AM-11:30 AM ROOM: 263 • SESSION: 828

**■ Risky Business: Race, Disability, and Disproportionate Representation in Disciplinary Data**

TOPIC: Public Policy

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&amp;A

American public school disciplinary practices place certain groups of students at greater risk for suspension/expulsion than other groups of students. Attendees will learn about the current levels of risk for suspension/expulsion for all groups within the population of students with disabilities.

LEADER(S): William Garnett, California State University, Fresno, CA

10:30 AM-11:30 AM ROOM: 103 • SESSION: 829

**■ Stereotypical Behaviors (SBs): Beyond a Sensory Function**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

The assumption has been that SBs functioned only to provide sensory reinforcement. We will discuss the conflicting literature on the role of function for SBs, and the findings from two studies in which we conducted function-based interventions with students exhibiting functionally different SBs.

LEADER(S): Leonard Troughton, University of Iowa, Iowa City, IA

PRESENTER(S): Allison Bruhn, University of Iowa, Iowa City, IA; Kinga Balint-Langel, University of Iowa, Iowa City, IA

10:30 AM-11:30 AM ROOM: 274 • SESSION: 830

**■ Strand K, Session 3: Lessons From the Frontline in the Digital and Blended Environment**

TOPIC: Research

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&amp;A

Learn about the current research related to students with disabilities in full-time virtual, blended, and supplemental online courses. Teams share findings from three projects: (a) critical elements of successful supplemental environments, (b) lessons learned from supplemental and full-time virtual environments, and (c) implications for teacher development.

LEADER(S): Skip Stahl, CAST, Wakefield, MA; Tracey Hall, CAST, Wakefield, MA

PRESENTER(S): Jason Carroll, Texthelp Systems Inc., Woburn, MI; Tracy Broccolino, Connections Education, Baltimore, MD; Sean Smith, University of Kansas, Lawrence, KS; Sam Johnston, CAST, Wakefield, MA; Michelle Lourcey, North Carolina Virtual Public School, Raleigh, NC

10:30 AM-11:30 AM ROOM: 275 • SESSION: 831

**■ Strand L, Session 3: Universals for Students With Severe Disability: The Confluence of EBPs, Advocacy, and Ethics**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&amp;A

In this session, we provide a framework for developing high-quality programs for students with moderate/severe disability that incorporates research evidence, ethical practice, and decades of advocacy by persons with disability and their families. We will describe efforts and tools for shaping regional practice.

LEADER(S): Ginevra Courtade, University of Louisville, Louisville, KY

PRESENTER(S): Robert Pennington, University of Louisville, Louisville, KY; Monica Delano, University of Louisville, Louisville, KY

10:30 AM-11:30 AM ROOM: 123 • SESSION: 832

**■ Structural Analysis to Inform Peer Support Arrangements for High School Students With Severe Disabilities**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&amp;A

We present findings from a study examining the effectiveness of using structural analysis to inform intact peer support arrangements targeting improvements in the social interactions of students with severe disabilities enrolled in high school general education classrooms. We discuss the implementation and benefits for this approach.

LEADER(S): Heartley Huber, Vanderbilt University, Nashville, TN



10:30 AM-11:30 AM • ROOM: 124 • SESSION: 833

### SUPPORT STUDENTS WITH INTERNALIZING ISSUES: PRACTICAL APPROACHES

**TOPIC:** Emotional and Behavioral Disorders  
**FORMAT:** Multiple Presentation Session  
**MODERATOR:** Kathleen Lynne Lane, University of Kansas, Lawrence, KS

- **Addressing Internalizing Behaviors Through Social and Emotional Learning**

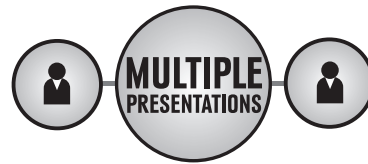
Educators often attend to students' externalizing behaviors, but may overlook internalizing ones. We will review the prevalence and seriousness of internalizing behaviors, how social emotional learning (SEL) can be implemented to help, and studies showing the effects of SEL implementation.

**LEADER(S):** Paul Caldarella, Brigham Young University, Provo, UT  
**PRESENTER(S):** Leslie Williams, Brigham Young University, Provo, UT; K. Richard Young, Brigham Young University, Provo, UT

- **Practical Interventions for Anxiety**

We present nine evidence-based strategies for preventing and intervening with anxiety problems. Excessive worry, nervousness, fears, phobias, or self-deprecation interfere with learning and academic performance but are highly responsive to effective treatment.

**LEADER(S):** Kimberly Vannest, Texas A&M University, College Station, TX



10:30 AM-11:30 AM • ROOM: 224 • SESSION: 835

### TEACHER EDUCATION – RESEARCH TO PRACTICE EBPS IN MATH

**TOPIC:** Personnel Preparation  
**FORMAT:** Multiple Presentation Session  
**MODERATOR:** Changnam Lee, Lander University, Greenwood, SC

- **An Analysis of Evidence-Based Practices in Three Academic Subject Areas**

We present the results of investigative alignments between evidence-based practices in academic areas and phases of learning (i.e., acquisition, fluency, maintenance, and generalization). We will focus on providing instructional guidance for personnel preparation for students with learning disabilities.

**LEADER(S):** Changnam Lee, Lander University, Greenwood, SC

- **Working With Teacher Candidates to Scaffold Math Lessons for the CCLS for Students With Disabilities**

Teacher education programs preparing candidates to teach students with disabilities need to ensure those candidates can scaffold lessons for the CCLS. We describe collaboration across four institutions in developing a framework for elementary education candidates in scaffolding math lessons for the CCLS.

**LEADER(S):** Dee Berlinghoff, Mount Saint Mary College, Newburgh, NY  
**PRESENTER(S):** Annmarie Urso, SUNY at Geneseo

10:30 AM-11:30 AM ROOM: 101 • SESSION: 837

**■ Understanding the Training Needs of Elementary Paraprofessionals**

TOPIC: Research

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&amp;A

Paraprofessionals are often the frontline support for students with disabilities, yet, insufficient evidence exists regarding implementation of efficient training protocols. We share the results of our study, including paraprofessional training and increasing the quality of the paraprofessional workforce.

**LEADER(S):** Darcey Bast, Wyandotte Comprehensive Special Education Cooperative, Kansas City, KS

**PRESENTER(S):** Rose Mason, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; Melissa Veatch, Wyandotte Comprehensive Special Education Cooperative, Kansas City, KS; Howard Wills, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS; Debra Kamps, Juniper Gardens Children's Project, University of Kansas, Kansas City, KS

10:30 AM-11:30 AM ROOM: 221 • SESSION: 838

**■ Using Culturally Responsive Practices to Teach Students With Significant ID**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Demonstration

We offer a framework for using culturally responsive assessment and instruction to teach diverse learners with significant ID. Participants will receive a template to infuse students' primary language and culture into assessment, instruction, and curriculum leading to positive effects on performance.

**LEADER(S):** Diane King, Kutztown University, Kutztown, PA

10:30 AM-11:15 AM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 842**■ Dual Immersion for Students With Disabilities**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Although research suggests that bilingual exposure benefits students with disabilities, in practice family members and educators of students with disabilities often discourage these students from participating in DI. We discuss the results of our study and offer practical suggestions.

**LEADER(S):** Diana Baker, Hobart and William Smith Colleges, Geneva, NY

**PRESENTER(S):** Lucie Mendelson, Hobart and William Smith Colleges, Geneva, NY

10:30 AM-11:15 AM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 843**■ Effectively Improving Programs for Students With EBD in Diverse Urban Districts**

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Learn how an effective program evaluation and improvement process was implemented by a two diverse urban districts to improve services, supports, and outcomes for their students with EBD. We discuss findings, how the process supported systematic program improvement, strategies implemented, and the challenges.

**LEADER(S):** Bridget Walker, Sound Supports K -12, Seattle, WA

**PRESENTER(S):** Michaela Clancy, Seattle Public Schools, Seattle, WA; Stephanie King, Seattle Public Schools, Seattle, WA

10:30 AM-11:15 AM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 844**■ Family Partnership With Refugee Families in the U.S. Whose Children Have Disabilities: A Review of the Literature**

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

We provide the results of a review of the literature on family-professional partnerships with CLD refugee families in the U.S. whose children have disabilities. Researchers and practitioners with an interest in this topic can meet and discuss future collaboration, as our session enables exchanging ideas and contact information.

**LEADER(S):** Shana Haines, University of Vermont, Burlington, VT

**PRESENTER(S):** Grace Francis, George Mason University, Fairfax, VA

10:30 AM-11:15 AM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 845**■ First Results of the Finnish School Wide PBIS Intervention Study**

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

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

First findings from a randomized delayed control trial of School Wide Positive Behavior Support and Intervention in Finnish schools are reported. A significant difference in the decrease of the problem behaviors between the experimental and delayed control group was observed during the first year of program implementation.

**LEADER(S):** Hannu Savolainen, University of Jyväskylä, Finland

**PRESENTER(S):** Vesa Närhi, University of Eastern Finland, Joensuu



10:30 AM-11:15 AM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 846

### ■ Fostering Self-Regulation, Learning, and Memory Through Purposeful Movement

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Arts in Special Education

FORMAT: Poster Session

We have incorporated a movement modality, poi spinning, in our work with students to help them improve their cognitive, attentional, emotional, and social functioning. Learn how you can incorporate this into your classroom.

LEADER(S): Lori Sirs, Lee Pesky Learning Center, Boise, ID

PRESENTER(S): Julie Meek, Lee Pesky Learning Center, Boise, ID

10:30 AM-11:15 AM ROOM: POSTER 02, EXPO HALL 3  
SESSION: 847

### ■ Instructional Rubrics for Inclusive Classrooms: Impacts on Students With Disabilities

TOPIC: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Writing quality can be improved through the use of carefully crafted instructional rubrics. We examined student writing in which they were taught the rubric elements, provided with the rubric, and simply scored using the rubric. Participants will compare best practices for instructional rubric development and usage.

LEADER(S): Todd Sundeen, University of Northern Colorado, Greeley, CO

10:30 AM-11:15 AM ROOM: POSTER 06, EXPO HALL 3  
SESSION: 848

### ■ Mathematics Standards, Procedural Fluency, and Students With Disabilities in General Education

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

The Common Core Standards for Mathematical Practice are used to frame this discussion of mathematics fluency building for students with LD in general education classrooms. Participants will have opportunities to discuss their own classroom practice problems with presenters and other participants.

LEADER(S): Cynthia Griffin, University of Florida, Gainesville, FL

PRESENTER(S): Jungah Bae, University of Florida, Gainesville, FL

10:30 AM-11:15 AM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 849

### ■ Neuromyths and Special Educators: How to Be a Critical Consumer of 'Brain-Based' Curriculum and Instructional Strategies

TOPIC: Administration/Supervision

SECONDARY TOPIC: Research

FORMAT: Poster Session

Neuromyths are misinterpretations of scientific facts about the brain, but studies reveal that most teachers believe some neuromyths are true. Learn how to determine whether an instructional approach that claims to be 'brain based' has scientific legitimacy or is actually based on pseudoscience.

LEADER(S): Amy Ruhaak, University of Hawaii at Manoa, Honolulu, HI

PRESENTER(S): Bryan Cook, University of Hawaii at Manoa, Honolulu, HI; Cynthia Farley, University of Hawaii at Manoa, Honolulu, HI

10:30 AM-11:15 AM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 850

### ■ Partnering With Parents to Create an Autism Support Group

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

We provide the research regarding the stressors related to having a child with autism and the need for support groups for parents and caregivers. You will learn about a successful partnership that created such a group and how you can partner with parents in your community to establish a support group in your school.

LEADER(S): Catherine Krammer, Lake Erie College, Painesville, OH

PRESENTER(S): Paul LaCava, Rhode Island College, Providence, RI

10:30 AM-11:15 AM ROOM: POSTER 19, EXPO HALL 3  
SESSION: 851

### ■ Peer Mentoring for College Students With Autism Spectrum Disorder

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

We will describe a pilot peer mentoring program for college students with ASD. Students with ASD were paired with trained typical peer college students for weekly mentoring sessions. Effects on retention, GPA, social interaction, adaptive skills, and adjustment to college are shared.

LEADER(S): Matthew Segall, Emory University, Atlanta, GA

10:30 AM-11:15 AM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 852

■ **Peer-Mediated Intervention for Preschoolers With Disabilities: Translating Research Findings to Successful Practices**

TOPIC: Early Childhood

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Responding to the call for inclusive education, PMII, an EBP within the early childhood and elementary age groups, promotes language, communication, social interaction, and early academic skills of children with and without disabilities. We translate the research findings to successful practices.

LEADER(S): Zhe An, University of Kansas, Lawrence, KS

10:30 AM-11:15 AM ROOM: POSTER 14, EXPO HALL 3  
SESSION: 853

■ **Research Intensive Universities That Offer Postsecondary Education Programs for Individuals With Disabilities**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Research

FORMAT: Poster Session

Not all individuals with disabilities meet admission criteria to attend research intensive universities. This hinders postsecondary access and attainment of degrees crucial for employment. We discuss the results of a study that identified postsecondary programs at universities for these individuals.

LEADER(S): Christina Gushanas, Texas A&M University, College Station, TX

PRESENTER(S): Meagan Sumbera, Blinn College, Bryan, TX; Cheryl Grenwelge, Texas A&M University, College Station, TX; Dalun Zhang, Texas A&M University, College Station, TX

10:30 AM-11:15 AM ROOM: POSTER 15, EXPO HALL 3  
SESSION: 854

■ **Resilience-Based Strategies for Preventing and Responding to Bullying in the Classroom**

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn preventative and responsive measures teachers can employ to foster students' resilience to bullying. We discuss bullying and its effects on students followed by recommendations for providing structure and support in the school environment in order to foster positive peer relationships and relational resilience.

LEADER(S): Lucinda Spaulding, Liberty University, Lynchburg, VA

PRESENTER(S): Deanna Keith, Liberty University, Lynchburg, VA

10:30 AM-11:15 AM ROOM: POSTER 10, EXPO HALL 3  
SESSION: 855

■ **Stories of Tutors, Tutees, and Teachers: A Triangular Perspective on Class-Wide Peer Tutoring**

TOPIC: Collaboration and Inclusive Practices

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

FORMAT: Poster Session

Common themes of benefits, challenges, and strategies to improve a class-wide peer tutoring program were discovered from interviews with tutors, students with and without special needs, and teachers across 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

10:30 AM-11:15 AM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 856

■ **Teacher Support Program: Reducing Special Education Teacher Attrition in Rural Settings**

TOPIC: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

Special educators face a plethora of challenges such as the research, practice gap, and lack of support and training. These challenges are supported by literature replete with reports of teacher attrition. We will highlight a Teacher Support Program that was developed to support educators in rural Southeast.

LEADER(S): Pamela Mims, East Tennessee State University, Johnson City, TN

10:30 AM-11:15 AM ROOM: POSTER 20, EXPO HALL 3  
SESSION: 857

■ **The Five W's of Peer Network Interventions for Secondary Students With ASD**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Peer network interventions for students with autism spectrum disorder (ASD) are gaining increasing empirical support in middle and high schools. We evaluated the methodical quality of peer network intervention studies implemented with secondary students with ASD and provide a detailed synthesis of WHO were involved in the interventions, WHAT the procedural logistics were, WHEN and WHERE the intervention took place, and WHY an intervention was implemented.

LEADER(S): Melissa Sreckovic, University of Michigan, Flint, MI

PRESENTER(S): Eric Common, University of Kansas, Lawrence, KS; Tia Schultz, University of Wisconsin, Whitewater, WI

10:30 AM-11:15 AM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 858

### ■ The Impact of Strategic Instruction of Inference Skills for Students With and Without Disabilities

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

We discuss outcomes of instruction in complex strategic reading comprehension processes within a general education setting to meet the needs of all learners. Teacher satisfaction and feedback will be highlighted. Results and implications for practice will also be discussed.

LEADER(S): Nanette Fritschmann, National University, La Jolla, CA

10:30 AM-11:15 AM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 859

### ■ The Psychometric Properties of the Self-Advocacy Assessment for Korean Students With Developmental Disabilities

TOPIC: Assessment

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Poster Session

We will provide psychometric properties of the Self-Advocacy Assessment for students with developmental disabilities in Korea. We will also present implications of our study for future research and practice, especially targeting on means to improve students' self-advocacy skills.

LEADER(S): Ki-Ryong Kim, Kongju National University, Kongju, Korea

PRESENTER(S): Byung-un Jeon, Kongju National University, Kongju, Korea; Hyojeong Seo, Kongju National University, Kongju, Korea; Jaeok Song, Kongju National University, Kongju, Korea

10:30 AM-11:15 AM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 860

### ■ Universal Design for Learning and Self-Determination: Engaging Scholars in Brazil and Turkey

TOPIC: International Programs/Services

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We discuss the findings of a study to enhance the special education field in Brazil and Turkey by introducing self-determination and UDL, guided by the U.S. practices. The results provide an extended understanding for researchers, as well as practitioners in these geographical contexts.

LEADER(S): Hatice Uyanik, University of Kansas, Lawrence, KS

PRESENTER(S): Rebecca Magario, University of Kansas, Lawrence, KS

10:30 AM-11:15 AM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 861

### ■ Usability Test of Smartphone Apps and Websites

TOPIC: Technology and Media

SECONDARY TOPIC: Research

FORMAT: Poster Session

Learn the findings from a study that evaluated smartphone applications and websites usability for college students with disabilities which identify the barriers of mobile usability for students with disabilities when they use mobile technology to access news and information.

LEADER(S): Jingrong Pearl Xie, University of Kansas, Lawrence, KS

PRESENTER(S): James Basham, University of Kansas, Lawrence, KS

1:00 PM-2:00 PM ROOM: 124 • SESSION: 865

### ■ An Unexpected Way Anxiety Impacts Friendships in Elementary Schoolers

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

We examined the effect of anxiety on friendship with children with and without anxiety disorders. Friendship quality was found to have a negative relationship with anxiety, however, individuals who displayed elevated Harm Avoidance showed increased friendship quality. These findings will be discussed.

LEADER(S): Clare Larkins, California State University, Los Angeles, CA

1:00 PM-2:00 PM ROOM: 280 • SESSION: 866

### ■ Beyond the School Yard: Completing the Circle of Support for the Whole Child

TOPIC: Parent/Family/School Partnerships

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

FORMAT: Presentation with Q&A

We highlight a community-wide effort that ties families, community agencies, and schools together to strengthen an initiative to support the whole child. Learn how to move your communities forward to support youth academically, socially, emotionally, and behaviorally to increase educational outcomes and quality of life.

LEADER(S): Kelcey Schmitz, University of Washington, Tacoma, WA

PRESENTER(S): Gregory Benner, University of Washington, Center for Strong Schools, Tacoma, WA; Rayann Silva, University of Washington, Center for Strong Schools, Tacoma, WA; Tim Zeng, University of Washington, Seattle, WA

1:00 PM-2:00 PM ROOM: 261 • SESSION: 867

**■ Building Teacher Capacity in Mumbai: A Model for Developing Countries**

TOPIC: International Programs/Services

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&amp;A

Improving the quality of education is the need of the hour in India. We outline a professional development program to build teacher capacity, specifically targeting developing countries where special education practices are emerging. Program components are discussed.

LEADER(S): Radhika Misquitta, The Gateway School of Mumbai, Mumbai, India

PRESENTER(S): Manika Khanna, The Gateway School of Mumbai, Mumbai, India

1:00 PM-2:00 PM ROOM: 103 • SESSION: 868

**■ CEC AUTHOR SESSION: Addressing Challenging Behaviors and Mental Health Issues in Early Childhood**

TOPIC: Early Childhood

FORMAT: Presentation with Q&amp;A

Children come to school with backpacks full of school supplies, writing utensils, notebooks, markers, and lunch boxes – and some carry with them a hidden backpack: challenging behaviors. This session provides an overview of causes of challenging behaviors and mental health issues in children, and offers effective and simple strategies for use in the classroom and at home.

LEADER(S): Mojdeh Bayat, DePaul University, Chicago, IL

1:00 PM-2:00 PM ROOM: 231 • SESSION: 869

**■ Culturally Relevant Literature: Building the Reading Fluency of Primary-Aged Urban Somali Learners**

TOPIC: Cultural and/or Linguistic Diversity

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

FORMAT: Presentation with Q&amp;A

Culturally relevant reading intervention software was developed for primary-aged urban learners and we will discuss the effectiveness of the intervention on four Somali students. We discuss the results which supported the significance of culturally relevant reading passages.

LEADER(S): Morris Council, III, The Ohio State University, Columbus, OH

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

1:00 PM-2:00 PM ROOM: 101 • SESSION: 870

**■ Detecting and Avoiding Pseudoscientific and Unproven Practices.**

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&amp;A

Special education has long been fertile ground for pseudoscientific and unproven interventions. We provide tools and strategies for evaluating claims and discuss the value of adopting a skeptical disposition. The side effects of ineffective interventions and associated ethical implications will also be shared.

LEADER(S): Jason Travers, University of Kansas, Lawrence, KS

1:00 PM-2:00 PM ROOM: 260 • SESSION: 871

**■ Effects of Storybook Reading and Phonological Awareness Interventions for Preschoolers With ASD**

TOPIC: Early Childhood

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&amp;A

We will share and discuss the results of an RCT of two emergent literacy interventions. Attendees will learn what aspects of emergent literacy are improved by Interactive Book Reading and Phonological Awareness interventions for preschool children with ASD.

LEADER(S): Roxanne Hudson, University of Washington, Seattle, WA

PRESENTER(S): Jay Martini, University of Washington, Seattle, WA; Rosanne Greenway, University of Washington, Seattle, WA

1:00 PM-2:00 PM ROOM: 102 • SESSION: 872

**■ Inclusive Politics, Socioeconomics, and Differences in Special Education Coverage Across 144 Countries**

TOPIC: Research

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&amp;A

Why does special education coverage vary across the globe? A structural equation model linking socioeconomic and politics to special education was tested on data from 144 countries, accounting for 82% of the variance in special education and 84% in school life expectancy. We discuss the role of political factors.

LEADER(S): Dimitris Anastasiou, Southern Illinois University, Carbondale, IL

PRESENTER(S): Clayton Keller, Qatar University, Doha, Qatar

1:00 PM-2:00 PM ROOM: 224 • SESSION: 873

**■ Incorporation of Technology Into a Disability Survey Course to Increase Student Engagement and Learning**

TOPIC: Technology and Media

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&amp;A

We will describe how technology was used to enhance a survey of a disability course through videos of interviews and model classrooms, Articulate Storyline 2 modules, and an interactive game that simulates a classroom. Application of the Quality Matters rubric will also be presented.

LEADER(S): Patricia Lynch, Texas A&amp;M University, College Station, TX

PRESENTER(S): Emily Gregori, Texas A&M University, College Station, TX; Heather Hatton, University of Missouri, Columbia, MO; Sandy Smith, Texas A&M University, College Station, TX; Corey Peltier, Texas A&M University, College Station, TX

1:00 PM-2:00 PM ROOM: 123 • SESSION: 874

**■ Integrating Evidence-Based Practices Into Curriculum Using Universal Design for Learning Framework**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&amp;A

EBPs represent high quality instruction in special education and UDL focuses on providing access to curriculum and instruction. In this session, we describe how EBPs can be adapted with consideration of UDL while maintaining implementation fidelity of the practice.

LEADER(S): Sara Cook, University of Hawaii at Manoa, Honolulu, HI

PRESENTER(S): Kavita Rao, University of Hawaii at Manoa, Honolulu, HI; Bryan Cook, University of Hawaii at Manoa, Honolulu, HI

1:00 PM-2:00 PM ROOM: 100 • SESSION: 875

**■ Key Stakeholders Within an Early Reading Intervention: Why Aligning Their Perspectives Matters**

TOPIC: Administration/Supervision

SECONDARY TOPIC: Research

FORMAT: Panel

This study used interviews with principals, literacy coaches, and teachers to examine how each perceived administrative support and the role it played sustaining teachers' implementation of an intervention designed for struggling readers. We share and discuss the findings.

LEADER(S): Cheryl Varghese, University of North Carolina, Chapel Hill, NC

PRESENTER(S): Elizabeth Cutrer, University of North Carolina, Chapel Hill, NC; Martinette Horner, University of North Carolina, Chapel Hill, NC

1:00 PM-2:00 PM ROOM: 225 • SESSION: 876

**■ STEPP Program: Lessons Learned About Supporting College Transition for Students With Learning Disabilities**

TOPIC: Learning Disabilities

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&amp;A

STEPP is an innovative program that supports the transition to college for students with LD. Most students in the program are admitted through alternate admissions criteria, yet they are holding their own. We will discuss the program, findings related to student outcomes, and implications for high school transition planning and support.

LEADER(S): Sarah Williams, East Carolina University STEPP Program, Greenville, NC

PRESENTER(S): Morgan James, East Carolina University STEPP Program, Greenville, NC

1:00 PM-2:00 PM ROOM: 230 • SESSION: 877

**■ Teaching Students With Multiple Disabilities and Visual Impairments to Increase Independence at Mealtime**

TOPIC: Visual Impairments

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Presentation with Q&amp;A

Children's ability to use a spoon has important implications for health and self-determination because it facilitates increased independence and greater control over the pace and quantity of food intake. I discuss the results from research to teach spoon-use to children with VI and cognitive disability.

LEADER(S): Sarah Ivy, Florida State University, Tallahassee, FL

1:00 PM-2:00 PM ROOM: 240 • SESSION: 878

**■ The Effects of Universal Expectations on Student Behavior in Urban Elementary Schools**

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

SECONDARY TOPIC: Research

FORMAT: Panel

We share the results of a study that examined the effects of implementing universal behavior expectations in an urban elementary school including, student office and discipline referrals. We discuss the steps to implement universal behavior expectations, describe the teacher training program, and review the data.

LEADER(S): Cean Colcord, Whittier College, Whittier, CA

PRESENTER(S): Sarup Mathur, Arizona State University, Tempe, AZ; Stanley Zucker, Arizona State University, Tempe, AZ

1:00 PM-2:00 PM ROOM: 222 • SESSION: 879

**■ Using Video Prompting to Teach Leisure Skills to Students With Significant Disabilities**

TOPIC: Technology and Media

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Demonstration

Learn how to use video prompting to teach leisure skills students with significant disabilities, including how to present videos, teaching students to use technology, and appropriate environments for using video prompting. We demonstrate setting up sessions and technology, data collection, and determining what skills to teach.

**LEADER(S):** Scott Dueker, The Ohio State University, Columbus, OH; Natalie Andzik, The Ohio State University, Columbus, OH

**PRESENTER(S):** John Schaefer, The Ohio State University, Columbus, OH; Rachel Seaman, The Ohio State University, Columbus, OH

1:00 PM-2:00 PM ROOM: 221 • SESSION: 880

**■ What Are You Thinking?**

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

We explore strategies to help students become better problem solvers when they read and better readers when they solve math problems. Because the language of math is syntactically embedded and filled with highly specialized vocabulary, we will examine effective instructional methods pulled from the science of reading research.

**LEADER(S):** Jenny Hamilton, Voyager Sopris Learning, Dallas, TX

1:00 PM-2:00 PM ROOM: 266 • SESSION: 881

**■ Where Are They Now? Successes and Challenges of Students With ASD Postgraduation**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&amp;A

Postsecondary outcomes for young adults with ASD suggest that current service models may be inadequate to meet the transition and employment needs for them. We will discuss the survey and interview data that indicate that individuals with ASD continue to face many challenges postgraduation.

**LEADER(S):** Patricia Arter, Marywood University, Scranton, PA

**PRESENTER(S):** Francis DeMatteo, Marywood University, Scranton, PA

1:00 PM-1:45 PM ROOM: POSTER 14, EXPO HALL 3  
SESSION: 883**■ A Preliminary Investigation of the Student Involvement in IEP Meetings in Korea**

TOPIC: Career Development/Transition

SECONDARY TOPIC: International Programs/Services

FORMAT: Poster Session

We share the perspectives and experiences of Korean special education teachers and students with disabilities on student participation in IEPs. Based on the survey findings, our research team will provide Korean-context-specific implications to increase meaningful student involvement in IEP process.

**LEADER(S):** Hyejeong Seo, Kongju National University, Kongju, Korea

**PRESENTER(S):** Youn Jung Park, Dankook University, Dankook, Korea; Byung-un Jeon, Kongju National University, Kongju, Korea; Kyounggun Han, Dankook University, Dankook, Korea

1:00 PM-1:45 PM ROOM: POSTER 06, EXPO HALL 3  
SESSION: 884**■ Communication 101: An Evidence-Based Curriculum for Students With High Functioning Autism**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Gifted and Talented

FORMAT: Poster Session

A Communications Class uses EBPs to teach students with high functioning autism the language skills they need to find success in life. Not only have students, parents, and teachers seen improvements in outcomes, but the program has also become a model for best practice in the Miami Valley Region of Ohio.

**LEADER(S):** Jennifer Schmidt, Beaver Creek High School, Beaver Creek, OH

**PRESENTER(S):** Lisa Combs, Montgomery County ESC, Dayton, OH

1:00 PM-1:45 PM ROOM: POSTER 10, EXPO HALL 3  
SESSION: 885**■ Effective Inclusionary Practices for Students With Disabilities**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

We share findings from a case study investigating effective inclusionary practices. Four pivotal research-based instructional practices will be described regarding how to provide accommodations and give access to the general education curriculum for students with disabilities in inclusive environments.

**LEADER(S):** Wendy Rogers, Kutztown University, Kutztown, PA

1:00 PM-1:45 PM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 886

### ■ Effects of Coaching Preschool Teachers to Address Severe Challenging Behavior

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Coaching was used to train teachers to implement evidence-based behavior management strategies with a student displaying severe challenging behavior. Teachers implemented these strategies with fidelity, resulting in substantial reduction of challenging behavior. Implications for practitioners are shared.

LEADER(S): Matthew Brock, Ohio State University, Columbus, OH

1:00 PM-1:45 PM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 887

### ■ Empowering Teachers With Low-Intensity Strategies: Three Illustrations for Increasing Academic Engagement

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

Empowering Teachers is a researcher-practitioner project designed to examine student outcomes and teacher implementation. We provide an overview of three research-based strategies and show you how to implement these strategies within your current instructional day.

LEADER(S): Wendy Oakes, Arizona State University, Tempe, AZ

PRESENTER(S): Robin Ennis, University of Alabama, Birmingham, AL; Kathleen Lynne Lane, University of Kansas, Lawrence, KS

1:00 PM-1:45 PM ROOM: POSTER 02, EXPO HALL 3  
SESSION: 888

### ■ Faculty Perceived Importance and Use of Inclusive Instructional Practices and Accommodations

TOPIC: Research

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Our study examined inclusive instructional and accommodative strategies faculty use to assist students with disabilities in their classes and what faculty perceive as important for student success. Results based on demographic and response item data from the Inclusive Teaching Strategies Inventory are shared.

LEADER(S): Darlene Perner, Bloomsburg University of Pennsylvania, Bloomsburg, PA

1:00 PM-1:45 PM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 889

### ■ From Believing in the Cause to Taking Action: Lessons Learned, Future Directions

TOPIC: Personnel Preparation

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Poster Session

Proposed federal regulations for teacher preparation programs require new teachers to demonstrate their ability to effectively instruct students. We discuss how engaging college students through organization membership and service learning may be ways to foster this learning.

LEADER(S): Jennifer Stringfellow, Eastern Illinois University, Charleston, IL

PRESENTER(S): Christina Edmonds-Behrend, Eastern Illinois University, Charleston, IL; Kathryn Havercroft, Eastern Illinois University, Charleston, IL; Stephanie Woodley, Eastern Illinois University, Charleston, IL

1:00 PM-1:45 PM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 890

### ■ Including Students Who Are Blind in English Language Proficiency Assessments

TOPIC: Assessment

SECONDARY TOPIC: Visual Impairments

FORMAT: Poster Session

We share the results of cognitive labs conducted with ELLs who are blind or have low vision, to learn more about how to improve English language proficiency assessments for this group of students. We will help you gain greater confidence in assessment design for students with low vision and blindness.

LEADER(S): Laune Christensen, National Center on Educational Outcomes/UMN, Minneapolis, MN

PRESENTER(S): Vitaliy Shyyan, National Center on Educational Outcomes/UMN, Minneapolis, MN

1:00 PM-1:45 PM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 891

### ■ Increasing Parent Involvement in Special Education: A Systematic Literature Review and Meta-Analysis

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Research

FORMAT: Poster Session

We present the results of a literature review and meta-analysis on the effects of parent training interventions for increasing parent involvement in special education. Implications will be discussed including the need to consider involvement for parents of students with disabilities beyond IEP meetings.

LEADER(S): Samantha Goldman, Vanderbilt University, Nashville, TN

PRESENTER(S): Meghan Burke, University of Illinois, Urbana-Champaign, IL

1:00 PM-1:45 PM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 892

### ■ Learning Vocabulary Through E-book Reading of Young Children With Reading Difficulties

TOPIC: Technology and Media

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

E-books have rapidly replaced printed books in the classroom, but evidence on literacy development needs investigation. We discuss the effect of e-book reading on vocabulary learning of young children with reading difficulties. Instructional implications of e-book use will be also discussed.

LEADER(S): Sung Hee Lee, Youngstown State University, Youngstown, OH

1:00 PM-1:45 PM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 893

### ■ Meeting the Needs of Infants/Toddlers With Hearing Loss: An Inter-Disciplinary Training Approach

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Early Childhood

FORMAT: Poster Session

Infants/toddlers with hearing loss are enrolling in early intervention programs, but many professionals only have training with K-12 students. We examine an inter-disciplinary training program that transforms professionals into family-centered, birth-to-3 providers for children with hearing loss.

LEADER(S): Maribeth Lartz, Illinois State University, Normal, IL

1:00 PM-1:45 PM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 894

### ■ Mobile Applications for Self-Management of Pre-Academic Skills: An Evaluative Framework and Review

TOPIC: Technology and Media

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

FORMAT: Poster Session

Let us help you select mobile applications to support pre-academic skills of students with learning, behavioral, and attention-related difficulties. We provide a review of research and applications, as well as a framework that you can use to select mobile applications for student-managed interventions.

LEADER(S): Pena Bedesem, Kent State University, Kent, OH

PRESENTER(S): Brian Barber, Kent State University, Kent, OH; Kara Rosenblatt, University of Texas of the Permian Basin, Odessa, TX

1:00 PM-1:45 PM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 895

### ■ Multi-Tiered Support Professional Development to Increase Evidence-Based Classroom Management Practices

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

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

We describe a data-based PD model to increase in-service elementary teachers' use of evidence-based CM practices during large-group instruction. Learn about the model, study results, and how to employ the MTS-PD model in your applied settings, including data collection and data-driven decision making.

LEADER(S): Ashley MacSuga-Gage, University of Florida, Gainesville, FL

PRESENTER(S): Nicholas Gage, University of Florida, Gainesville, FL

1:00 PM-1:45 PM ROOM: POSTER 15, EXPO HALL 3  
SESSION: 896

### ■ Policy and Politics in Education: Closing the Gap

TOPIC: Public Policy

SECONDARY TOPIC: Research

FORMAT: Poster Session

Now more than ever, it is imperative educators speak up about the laws that affect their everyday practice. We will discuss results of a survey to determine what educators know about the government and policies guiding their practice, and further disseminate information on education policy.

LEADER(S): Lauren Evanovich, University of Louisville, Louisville, KY

PRESENTER(S): Kimberly Knackstedt, University of Kansas, Lawrence, KS

1:00 PM-1:45 PM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 897

### ■ Survey of NC Teacher Preparation Programs to Meet the Needs of Students With Autism

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Our study evaluated ASD course availability and the focus of teacher preparation programs on recommended EPBs in NC public and private universities. Results highlighted the lack of teacher preparation opportunities. Implications and recommendations for future program development and research are discussed.

LEADER(S): Malinda Pennington, North Carolina State University, Raleigh, NC



1:00 PM-1:45 PM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 898

### ■ Teaching the Ethics of Special Education Administration Online

TOPIC: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

We demonstrate the use of peer-reviewed journals in special education ethical administration and case studies of special education challenges in an online format that engages graduate-level preservice administrators in ethical special education decision making.

LEADER(S): John Palladino, Eastern Michigan University, Ypsilanti, MI

1:00 PM-1:45 PM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 899

### ■ The Kaleidoscope Program: Early Intervention for Students With Behavioral Challenges

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

Kaleidoscope is an early intervention program for students at-risk for school failure because of behavioral challenges. Findings from a study are presented that explore program benefits, including fewer but better referrals to special education. Implications and future research are discussed.

LEADER(S): Heidi Cornell, Indiana University, Bloomington, IN

PRESENTER(S): Tianqian Wang, Indiana University, Bloomington, IN; Jeffrey Anderson, Indiana University, Bloomington, IN

1:00 PM-1:45 PM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 900

### ■ Written Expression for Students With Moderate to Severe Intellectual Disability: A Review

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We will present the findings of a literature review on teaching written expression to students with with moderate to severe ID. We will thoroughly describe the body of research literature with an emphasis on instructional strategies, technology, and areas in need of further research.

LEADER(S): Robert Pennington, University of Louisville, Louisville, KY

PRESENTER(S): Ginevra Courtade, University of Louisville, Louisville, KY

2:15 PM-3:15 PM ROOM: 124 • SESSION: 903

### ■ A Consumers Guide to Crisis Intervention Training: Restraint and Seclusion

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Administration/Supervision

FORMAT: Panel

We summarize current state and federal policy on restraint and seclusion, as well as results of a survey of vendors offering crisis intervention training to schools. We compare vendor's training content and delivery modalities to develop a consumer guide for schools in their choice of training vendors.

LEADER(S): Elisabeth Kane, University of Nebraska, Lincoln, NE

2:15 PM-3:15 PM ROOM: 104 • SESSION: 904

### ■ A Review of the Diversity of Participants in the Research Used to Establish EBPs for Learners With ASD

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

We review an investigation of participant demographics in the autism research literature and provide guidance to professionals who work with diverse students with autism. Attention will be given to applying EBPs in conjunction with culturally responsive practices for learners with autism and their families.

LEADER(S): Lisa Liberty, Northern Illinois University, DeKalb, IL

PRESENTER(S): Elizabeth West, University of Washington, Seattle, WA; Jason Travers, University of Kansas, Lawrence, KS; Talya Kemper, California State University, Chico, CA; Meaghan McCollow, Central Michigan University, Mount Pleasant, MI; L. Lynn Stansberry Brusnahan, University of St. Thomas, Minneapolis, MN

2:15 PM-3:15 PM ROOM: 224 • SESSION: 905

### ■ A Review of Writing Research and How Technology Can Complement What the Research Says

TOPIC: Technology and Media

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

Computer-mobile devices can help children improve with academic tasks such as writing. Join us for demonstrations of how mobile apps can be incorporated into classroom instructional practices, based on writing research, to help students with informational, argumentative/persuasive, and story writing tasks.

LEADER(S): Michael Dunn, Washington State University, Vancouver, WA

2:15 PM-3:15 PM ROOM: 262 • SESSION: 906

**■ Creating Art: Effective Strategies to Motivate Students With Autism**

TOPIC: Arts in Special Education

SECONDARY TOPIC: Autism Spectrum Disorder

FORMAT: Presentation with Q&amp;A

You will explore a range of motivational techniques presented by experienced art educators that will enrich the art making process for students with autism. Practical strategies that can immediately be put to use will be presented and discussed.

LEADER(S): Lynne Horoschak, Moore College of Art &amp; Design, Philadelphia, PA

PRESENTER(S): Lauren Stichter, Moore College of Art &amp; Design, Philadelphia, PA

2:15 PM-3:15 PM ROOM: 263 • SESSION: 907

**■ Empowering Special Education Leaders Through Legally Compliant Strategies**

TOPIC: Public Policy

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&amp;A

Legal mandates related to the education of students with disabilities have challenged special education leaders and resulted in misconceptions, deficient policies, and rampant due process hearing filings. Review legal tips and strategies, and customize your application to your district's programs.

LEADER(S): Justin Lien, Drexel University, Philadelphia, PA/District of Columbia Public Schools, Washington, DC

PRESENTER(S): Charlotte Brickhouse, Drexel University/School District of Philadelphia, Philadelphia, PA; Constance Lyttle, (USELT) at Drexel University, Philadelphia, PA; Angel Shelley Royal, Drexel University, Philadelphia, PA; Mauria Uhlik, Drexel University, Philadelphia, PA/District of Columbia Public Schools, Washington, DC

2:15 PM-3:15 PM ROOM: 221 • SESSION: 908

**■ Evaluating ALL Teachers of English Learners and Students With Disabilities**

TOPIC: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Demonstration

This session utilizes evidence-based practices to enhance teacher evaluation protocols now in place in many states. Learners will apply the frame of Four Principles of Evaluating Teachers of All Learners to current professional practices.

LEADER(S): Peter Kozik, Keuka College, Keuka Park, NY

2:15 PM-3:15 PM ROOM: 130 • SESSION: 909

**■ Importance of Student/Teacher Relationships: Exploring Resilience**

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&amp;A

This study provides a snapshot of prior students' experiences in general education and alternative education. We will discuss findings gathered from individuals with EBD. Specifically, we will discuss the impact teachers had on individuals with EBD and learn how educators can promote resilience.

LEADER(S): Staci Zolkoski, University of Texas, Tyler, TX

2:15 PM-3:15 PM ROOM: 240 • SESSION: 910

**■ Improving Graduation Outcomes: How Implementing an Early Warning System Can Help**

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

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&amp;A

We discuss the use of early warning systems to inform instructional practices to ensure all students, including those with disabilities, graduate high school ready for college and career. We highlight parallels with MTSS, share lessons learned, and provide resources to support implementation.

LEADER(S): Amy Peterson, American Institutes for Research, Washington, DC

2:15 PM-3:15 PM ROOM: 261 • SESSION: 911

**■ Inclusion, Teacher Education, and Systems Perspective in Remote Northwest China**

TOPIC: International Programs/Services

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&amp;A

Many nations strive to educate children with disabilities within general education, however, teacher preparation programs do not always match the reality of schools. Learn how a Chinese university's special education teacher training program evolved and how a systems perspective can introduce change in inclusion for children with disabilities.

LEADER(S): Phillip Weishaar, Southern Illinois University, Edwardsville, IL

PRESENTER(S): Mary Weishaar, Southern Illinois University, Edwardsville, IL

2:15 PM-3:15 PM ROOM: 223 • SESSION: 912

**■ Literacy for All: Strategies for Turning Non-Readers Into Emerging Readers**

TOPIC: Visual Impairments

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Demonstration

The practice of classifying students with significant visual and intellectual impairments as non-readers will be challenged by sharing strategies to provide meaningful literacy experiences using age-appropriate, mainstream literature. Techniques for stimulating vocabulary development will be demonstrated.

LEADER(S): Loana Mason, New Mexico State University, Las Cruces, NM

PRESENTER(S): Kara Halley, Metro State University of Denver, Denver, CO

2:15 PM-3:15 PM ROOM: 231 • SESSION: 915

**■ Preparing Bilingual Special Education Teachers: A Pilot Study**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

This study describes the experience of a group of student teachers in a newly established, clinically rich program for preparing teachers of bilingual students with disabilities and the learning outcomes of these teachers' students. We will discuss how to prepare bilingual special education teachers.

LEADER(S): Patricia Martínez-Álvarez, Teachers College, Columbia University, New York, NY

PRESENTER(S): Hsu-Min Chiang, Teachers College Columbia University, New York, NY

2:15 PM-3:15 PM ROOM: 260 • SESSION: 913

**■ Managing Difficult Behavior: A Professional Development Model for Safe Schools**

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

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&amp;A

This practitioner-led session will introduce a PD model that helps schools increase teacher satisfaction, reduce exclusionary discipline practices, and increase student engagement by preparing educators for the daily challenges of managing a classroom.

LEADER(S): Rachel Lissy, Ramapo for Children, New York, NY

2:15 PM-3:15 PM ROOM: 102 • SESSION: 916

**■ Preparing Doctoral Students to Be Effective Teacher Educators With Bug-in-Ear Coaching**

TOPIC: Research

SECONDARY TOPIC: Strategies for Entry to the Special Education Career

FORMAT: Presentation with Q&amp;A

In our study, we present evidence of Bug in Ear coaching with doctoral students who are teaching their first classes in higher education. We also describe the differences in our coaching, changes in doctoral students' instructional behavior, and their satisfaction.

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

PRESENTER(S): Margaret Weiss, George Mason University, Fairfax, VA; Leigh Ann Kurz, George Mason University, Fairfax, VA

2:15 PM-3:15 PM ROOM: 225 • SESSION: 914

**■ Model Drawing Strategy Improves Fraction Word Problem Solving of Students With LD**

TOPIC: Learning Disabilities

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&amp;A

The effects of the Model Drawing Strategy on the fractions comparing and ordering word problem solving of students with LD was studied using a multiple probe across participants design. We discuss the results of the intervention which was found effective, the effects were maintained, and students generalized the strategy to novel problem types.

LEADER(S): Emily Sharp, Lehigh University, Bethlehem, PA

PRESENTER(S): Minyi Shih-Dennis, Lehigh University, Bethlehem, PA



2:15 PM-3:15 PM • ROOM: 101 • SESSION: 917

**PRESERVICE TEACHER DEVELOPMENT:  
IMMERSION IN PRACTICE, ADVOCACY,  
AND POLICY**

**TOPIC:** Research

**FORMAT:** Multiple Presentation Session

**MODERATOR:** Kyle Wagner, University of Minnesota, Minneapolis, MN

● **Developing Teacher Identity During the Teaching Practicum**

An ethnographic study of a general education student teacher seeking special education endorsement was conducted during her special education practicum in a middle school. The results of this study are instructive to both faculty and school mentors wanting to support student teachers better during their practicum.

**LEADER(S):** Iris Yu, University of Kansas, Lawrence, KS

● **Immersing Preservice Teachers in Special Education Advocacy and Policy: What’s the Worth?**

Learn about a unique PD opportunity in which preservice teachers travel to Washington, DC to participate in a hands-on advocacy experience. Study results are discussed in regards to common themes of participant perceptions, impact on professional future, and advantages and disadvantages of the experience.

**LEADER(S):** Stacey Hardin, Illinois State University, Normal, IL

2:15 PM-3:15 PM ROOM: 120 • SESSION: 919

■ **Self-Concepts and Achievement for Students With High Incidence Disabilities; What Matters More?**

**TOPIC:** Assessment

**SECONDARY TOPIC:** Career Development/Transition

**FORMAT:** Presentation with Q&A

We will discuss research on the personal factors (i.e., self-concepts, motivation, and locus of control) that predict and explain differences in literacy and numeracy achievement for students with high incidence disabilities (LD, LI, EBD, and OHI) in high school settings.

**LEADER(S):** Jason Gordon, University of Tennessee, Knoxville, TN

**PRESENTER(S):** Yujeong Park, University of Tennessee, Knoxville, TN; Jamie Smith, University of Tennessee, Knoxville, TN

2:15 PM-3:15 PM ROOM: 103 • SESSION: 920

■ **Smartwatches and Context-Aware Applications to Improve Autonomy of Students in PSE**

**TOPIC:** Autism Spectrum Disorder

**SECONDARY TOPIC:** Technology and Media

**FORMAT:** Panel

Learn about context-aware applications and wearable devices as prompting systems to improve the autonomy of college students with ASD and ID in employment settings. These two emerging trends allow for discrete and hands-free delivery of information to support self-directed learning at the workplace.

**LEADER(S):** Rachel Wright, University of Tennessee, Knoxville, TN

**PRESENTER(S):** Don McMahon, Washington State University, Pullman, WA; David Cihak, University of Tennessee, Knoxville, TN





2:15 PM-3:15 PM • ROOM: 222 • SESSION: 921

## TECHNOLOGY TOOLS TO IMPROVE INSTRUCTION

**TOPIC:** Technology and Media  
**FORMAT:** Multiple Presentation Session  
**MODERATOR:** Cynthia Okolo, Michigan State University, East Lansing, MI

### ● Free Web-Based Tools and Special Education: Rock Your Data World!

Free web-based applications can return time to teachers and improve instruction by helping them efficiently collect, summarize, and share data with their teams. Students can use web-based applications to self-record and graph their IEP goal progress. Gain practical skills to effectively manage your IEP data.

**LEADER(S):** Kelly Hall, Boise School District, Boise, ID

### ● Making Complex Text Accessible for All Learners: Real Tools for Real Teachers

Given the focus on access to the general curriculum and the need to link instruction to academic standards, teachers need readily available tools to support their efforts to ensure content accessibility for their students. We describe free online technologies and their usefulness in supporting those efforts.

**LEADER(S):** Karen McCaleb, Texas A&M University, Corpus Christi, TX

**PRESENTER(S):** Phyllis Robertson, Texas A&M University, Corpus Christi, TX

2:15 PM-3:15 PM ROOM: 230 • SESSION: 923

### ■ The Language of Mathematics: The Importance of Teaching and Learning Mathematical Vocabulary

**TOPIC:** STEM  
**SECONDARY TOPIC:** Learning Disabilities  
**FORMAT:** Presentation with Q&A

Teaching and learning the language of mathematics is vital for the development of mathematical proficiency. We draw on the current research-based evidence to offer a review of research that supports the importance of teaching mathematics vocabulary, and describe strategies for teaching mathematics vocabulary.

**LEADER(S):** Gregory Smith, The University of Southern Mississippi, Hattiesburg, MS

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

2:15 PM-3:15 PM ROOM: 280 • SESSION: 924

### ■ Transformative Potential of Parent Education Groups for Parents of Children With ASD

**TOPIC:** Parent/Family/School Partnerships  
**SECONDARY TOPIC:** Autism Spectrum Disorder  
**FORMAT:** Presentation with Q&A

Many parents of children with ASD find parenting to be replete with disorientation around the time of diagnosis and daily challenges of understanding and supporting their child. We present the critical factors to fostering transformative learning in the context of parent education groups. Implications will be discussed.

**LEADER(S):** Tia Schultz, University of Wisconsin, Whitewater, WI

**PRESENTER(S):** Suzanne Kucharczyk, University of Arkansas, Fayetteville, AR; Melissa Sreckovic, University of Michigan, Flint, MI

2:15 PM-3:15 PM ROOM: 100 • SESSION: 925

### ■ Using Coaching to Support Teacher Implementation of Evidence-Based Practices

**TOPIC:** Administration/Supervision  
**SECONDARY TOPIC:** Research  
**FORMAT:** Panel

Coaching can support teacher intervention fidelity of EBPs. We discuss 3 studies related to different aspects of coaching; its general effectiveness, combining coaching with choice, and using school-based personnel as coaches. Learners will leave with an understanding of how to implement coaching in schools.

**LEADER(S):** Allison Gilmour, Vanderbilt University, Nashville, TN

**PRESENTER(S):** Wendy Reinke, University of Missouri, Columbia, MO; LeAnne Johnson, University of Minnesota, Minneapolis, MN; Joseph Wehby, Vanderbilt University, Nashville, TN

2:15 PM-3:15 PM ROOM: 123 • SESSION: 926

**■ What Works in Blended Learning: Effective Reading Comprehension in Virtual Learning**

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Technology and Media

FORMAT: Presentation with Q&amp;A

With the tremendous growth in K-12 blended and fully online instruction, answers are needed on what works. We will report on a study that investigated ways to enhance reading comprehension skills for students with disabilities. Findings are discussed and practical applications for the online classroom are shared.

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

2:15 PM-3:15 PM ROOM: 266 • SESSION: 927

**■ When Students Lead, Results Follow: An Interactive Student Facilitated IEP Model**

TOPIC: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&amp;A

We present an innovative approach to student-led IEP meetings. You will learn about an interactive model for effective IEP team meetings: student-led strategies that promote self-determination, and facilitated IEP tools for effective communication and collaborative decision-making. Steps for implementation are shared.

LEADER(S): Lori Peterson, University of Northern Colorado, Greeley, CO

PRESENTER(S): Tracy Mueller, University of Northern Colorado, Greeley, CO; Jason Robinson, University of Northern Colorado, Greeley, CO; Aimee Masafra, University of Northern Colorado, Greeley, CO

2:15 PM-3:00 PM ROOM: POSTER 03, EXPO HALL 3  
SESSION: 930**■ Advice from the Field: Including Students With EBD in the General Education Elementary Classroom**

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We share results from research examining the academic and social-emotional experiences of students with ED in the general education classroom, and barriers and facilitators to their success. Implications and insights gained from data collected from general and special education co-teachers are discussed.

LEADER(S): Laila Richman, Towson University, Towson, MD

2:15 PM-3:00 PM ROOM: POSTER 07, EXPO HALL 3  
SESSION: 931**■ Amoxltli Program: Self-Discovery Through Literacy and Engagement**

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Amoxltli provides adolescent Latinas a space for reading and discussing literature related to life experiences and cultural heritage. Learn about the impact of the program and how it provided opportunities for Latinas to affirm their identities within the context of personal goals and cultural expectations.

LEADER(S): Jessica Hovland, University of Illinois, Chicago, IL

PRESENTER(S): Maria Soria, University of Illinois, Chicago, IL; Marie Tejero Hughes, University of Illinois, Chicago, IL; Eryn Van Acker, University of Illinois, Chicago, IL

2:15 PM-3:00 PM ROOM: POSTER 10, EXPO HALL 3  
SESSION: 932**■ Building Inference Skills in Reading Comprehension and CCSS: A Perfect Match?**

TOPIC: Learning Disabilities

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Many teachers feel perplexed regarding the alignment of evidence-based reading comprehension strategies and their complement to instruction supporting CCSS. Our discussion will align several SIM reading comprehension strategies and CCSS to inform inclusive practices focusing on metacognitive processes.

LEADER(S): Nanette Fritschmann, National University, La Jolla, CA

2:15 PM-3:00 PM ROOM: POSTER 13, EXPO HALL 3  
SESSION: 933**■ Comparing Auditory Prompting Strategies to Increase Physical Activity for Adolescents with ASD**

TOPIC: Autism Spectrum Disorder

SECONDARY TOPIC: Technology and Media

FORMAT: Poster Session

We share findings from a study that compared technology-based auditory prompting and reinforcement to person-directed auditory prompting and reinforcement on engagement in physical activity for adolescents with autism. Time spent in physical activity and teacher and student perspectives were measured.

LEADER(S): Melissa Savage, Purdue University, West Lafayette, IN

2:15 PM-3:00 PM ROOM: POSTER 15, EXPO HALL 3  
SESSION: 934

### ■ Comparing Educational Quality of Life for Two Populations of Students With Rare and Significant Disabilities

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Poster Session

Students and families dealing with rare disorders and those dealing with multiple significant disabilities encounter difficulties in obtaining a positive quality of life. We review the results of two studies on educational quality of life for students of these two populations and share how school personnel can assist.

LEADER(S): Mary Pearson, University of Central Arkansas, Conway, AR

PRESENTER(S): Patricia Kohler-Evans, University of Central Arkansas, Conway, AR; Janet Filer, University of Central Arkansas, Conway, AR

2:15 PM-3:00 PM ROOM: POSTER 17, EXPO HALL 3  
SESSION: 935

### ■ Creating Parent and Community Partnerships to Design Tier 1 Universal Behavior Expectations

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

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

The implementation of Tier 1 universal expectations as part of a SWPBS program requires collaboration with parents, community members, and school personnel. We examined how school leaders can recruit parents and community members to help with the creation of universal behavior expectations and will share the results.

LEADER(S): Cean Colcord, Whittier College, Whittier, CA

PRESENTER(S): Sarup Mathur, Arizona State University, Tempe, AZ; Stanley Zucker, Arizona State University, Tempe, AZ

2:15 PM-3:00 PM ROOM: POSTER 01, EXPO HALL 3  
SESSION: 936

### ■ Effects of Mindfulness-Based Interventions on Children With Disabilities: A Literature Review

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Mindfulness-based interventions (MBIs) have received heightened consideration as an approach to facilitate self-regulation of attention, emotion, and behavior in children. We discuss the results of our review which investigated the research base concerning use of MBIs with students with disabilities.

LEADER(S): Kimberly Kohler, Pennsylvania State University, State College, PA

2:15 PM-3:00 PM ROOM: POSTER 06, EXPO HALL 3  
SESSION: 937

### ■ Implementation of Technical Assistance: A Process

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

SECONDARY TOPIC: Research

FORMAT: Poster Session

This session tracks the development of implementation practices of schools in 12 districts across four states that received technical assistance from the National Center of Intensive Intervention. Implementation successes and challenges, and key findings will be discussed.

LEADER(S): Nicholas Croninger, American Institutes for Research, Washington, DC

PRESENTER(S): Beyza Seflek, American Institutes for Research, Washington, DC

2:15 PM-3:00 PM ROOM: POSTER 04, EXPO HALL 3  
SESSION: 938

### ■ Implementing a Precision Teaching Program in a Large, Urban, Inclusive School District

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

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We detail the implementation of a precision teaching program in a large, urban, inclusive school district to address the academic/behavioral concerns often faced in urban education. Specifics regarding the process special education teachers followed and the critical learning outcomes are discussed.

LEADER(S): Marissa Gallagher, Pittsburgh Public School District, Pittsburgh, PA

PRESENTER(S): Kaitlyn Brennan, University of Pittsburgh, Pittsburgh, PA

2:15 PM-3:00 PM ROOM: POSTER 08, EXPO HALL 3  
SESSION: 939

### ■ Increasing Literacy Knowledge of Pre-Professionals: Retention of Phonics and Structural Analysis Skills

TOPIC: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Poster Session

To increase literacy knowledge of preservice teachers and determine the effectiveness of specific teacher preparation programming elements, preservice teachers' retention of previously mastered phonics and structural analysis skills was explored in this study. We will share and discuss the findings.

LEADER(S): Lorie Taylor, Clarion University of Pennsylvania, Clarion, PA

2:15 PM-3:00 PM ROOM: POSTER 18, EXPO HALL 3  
SESSION: 940

### ■ Oral Reading Fluency in School-Age Children Who Stutter

**TOPIC:** Communicative Disabilities and Deafness

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Poster Session

A survey of SLPs found that children who stutter are often not receiving test accommodations in school. Test scores may not reflect the actual reading ability of these children. We discuss how SLPs and teachers can increase their advocacy efforts in the school community for these children.

**LEADER(S):** Diane Paul, ASHA, Rockville, MD

**PRESENTER(S):** Lourdes Ramos-Heinrichs, Boston Public Schools, Boston, MA; Laura Young-Campbell, Matanuska-Susitna Borough Schools, Palmer, AK

2:15 PM-3:00 PM ROOM: POSTER 16, EXPO HALL 3  
SESSION: 941

### ■ Parental Perspectives on Behavioral Intervention Implementation in the Home Through School Collaboration

**TOPIC:** Parent/Family/School Partnerships

**SECONDARY TOPIC:** Autism Spectrum Disorder

**FORMAT:** Poster Session

Parents' perceptions about their ability to implement behavioral interventions in the home for their children with autism were explored. Resources, parent implementation comfort levels, and communication between home and school were explored. Findings, limitations, and future research directions are discussed.

**LEADER(S):** Stephanie Woodley, Eastern Illinois University, Charleston, IL

2:15 PM-3:00 PM ROOM: POSTER 12, EXPO HALL 3  
SESSION: 942

### ■ Partnering With the Community Library: High-Tech and Low-Tech Adaptations for Books

**TOPIC:** Technology and Media

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Poster Session

Our student organization completed a service learning project to adapt picture books for students with disabilities at a public library and gained valuable experience with various opportunities for including students with disabilities within the community. Learn how you can do this at your school!

**LEADER(S):** Shawn Huisinga, Indiana State University, Terre Haute, IN

**PRESENTER(S):** Carol Wetherell, Indiana State University, Terre Haute, IN

2:15 PM-3:00 PM ROOM: POSTER 05, EXPO HALL 3  
SESSION: 943

### ■ Reading Comprehension Strategies for Academically At-Risk Learners: Fading Self-Questioning Prompts

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

**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity

**FORMAT:** Poster Session

We will examine the effectiveness of a self-questioning strategy in improving the comprehension skills of academically at risk learners while reading expository text. You will learn how to use self-questioning strategies and prompt-fading techniques for use in your own classroom.

**LEADER(S):** Celine Lopes, The Ohio State University, Columbus, OH

**PRESENTER(S):** Gleides Rizzi, The Ohio State University, Columbus, OH

2:15 PM-3:00 PM ROOM: POSTER 02, EXPO HALL 3  
SESSION: 944

### ■ Sources of Development in Teaching Self-Efficacy of Preservice Teachers

**TOPIC:** Research

**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness

**FORMAT:** Poster Session

Using surveys, our study measured and compared the teaching efficacy of educators during a semester of student teaching. We discuss the sources of feedback teachers use to develop teaching efficacy to incorporate these sources into undergraduate special education teacher training. Results are shared.

**LEADER(S):** Carrie Anna Courtad, Illinois State University, Normal, IL

2:15 PM-3:00 PM ROOM: POSTER 11, EXPO HALL 3  
SESSION: 945

### ■ Using Technology to Accommodate, Differentiate, and Grade SWD for Academic Success

**TOPIC:** Technology and Media

**SECONDARY TOPIC:** Learning Disabilities

**FORMAT:** Poster Session

Students with disabilities have difficulty being successful in reading, writing, and mathematical concepts. Learn how technology can resolve these content area problems for individualized differentiated accommodations for SWD. We will give teachers the tools to assist SWD in these areas!

**LEADER(S):** Jamie Mahoney, Murray State University, Murray, KY



2:15 PM-3:00 PM ROOM: POSTER 09, EXPO HALL 3  
SESSION: 946

■ **Using VLE to Increase Teacher Candidates' Efficacy to Deliver Robust Vocabulary Instruction**

**TOPIC:** Personnel Preparation

**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career

**FORMAT:** Poster Session

This project determined the efficacy of virtual rehearsal in the TLE TeachLivE™ simulator classroom on teacher candidate practice in terms of increasing targeted pedagogical strategies and the transfer of those strategies to a classroom setting. Results and implications will be discussed.

**LEADER(S):** Brittany Thompson, Southern Illinois University, Edwardsville, IL

**PRESENTER(S):** Susanne James, Southern Illinois University, Edwardsville, IL

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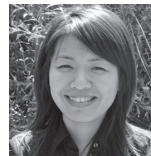
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# Program Advisory Committee

The Program Advisory Committee (PAC) headed by chairpersons, Doug Cheney and Laura Receveur, reviewed over 1,600 proposals as a result of the convention Call for Presentations and Papers. The PAC reviews proposals with multiple goals in mind including constructing a timely, comprehensive, and balanced program that appeals to the many varied interests of convention attendees while seeking to build, maintain, and energize the professional community. The Program Chairs, members of the committee, representatives from CEC’s Divisions, and CEC leaders, represent all areas off expertise in the field and have worked hard to provide presentations of high quality and diversity to benefit you—our valued convention attendee.

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Julianne Woods,  
DEC

## TOPIC AREA REPRESENTATIVES



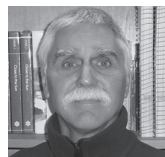
Jean Crockett,  
PUBLIC POLICY



Marilyn Friend,  
COLL



Nathan Jones,  
MEASURE



Gerald Tindal,  
ACCT, RTI



Donna Wandry,  
PFSP



Denise Whitford,  
CAREER



Bradley Witzel,  
STEM

## LOCAL ARRANGEMENTS COMMITTEE REPRESENTATIVE



Vicki McNamara,  
St. Louis

## 2016 Proposal Reviewers

### ACCOUNTABILITY SYSTEMS FOR STUDENTS WITH DISABILITIES

*(Including assessments linked to Common Core State Standards and/or College and Career Readiness Standards, Alternate Assessments)*

Daniel Anderson, Eugene, OR  
 Renee Cameto, Oakland, CA  
 Sheryl Lazarus, Minneapolis, MN  
 Steven Lyon, Pittsburgh, PA  
 Shawnee Wakeman, Charlotte, NC  
 Paul Yovanoff, Dallas, TX

### ADMINISTRATION/SUPERVISION

*(Including the recruitment and retention of special education professionals)*

Thomas Adams, Logansport, IN  
 Sheila Carr, King William, VA  
 Laurie Jefsen, Portage, MI  
 Sharon LaPointe, Okemos, MI  
 Emilie Maule, Turin, IA  
 Michel Miller, Philadelphia, PA  
 Gary Myrah, Madison, WI  
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 Gina Scala, Bethlehem, PA  
 Laurie VanderPloeg,  
 Grand Rapids, MI  
 Barbara VanHaren, Madison, WI

### ARTS IN SPECIAL EDUCATION

Mary Adamek, Iowa City, IA  
 Juliann Dorff, Kent, OH  
 Alice Hammel, Richmond, VA  
 Lynne Horoschak, Philadelphia, PA  
 Susan Loesl, Milwaukee, WI  
 Sharon Malley, Arlington, VA  
 Nora May, Sterling, VA  
 Brenda Rice, Tallahassee, FL

### ASSESSMENT

*(Including assessments for diagnosis, eligibility, and program planning)*

Janna Brendle, Lubbock, TX  
 Rebecca Davis, Lovington, NM  
 Norman Geller, Henrico, VA  
 Brenda Gilliam, Tyler, TX  
 Katherine Good, Portales, NM  
 Pamela Lowry, Lakewood, NJ  
 Teresa Montani, Teaneck, NJ  
 Connie Nielson, Gladstone, MO  
 Cynthia Simpson, Houston, TX

Joe Sutton, La Grange, SC  
 Mitchell Yell, Columbia, SC

### AUTISM SPECTRUM DISORDER / INTELLECTUAL DISABILITIES

Kristie Asaro-Saddler, Albany, NY  
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 Jeff Bakken, Bloomington, IL  
 Kathleen Becht, Winter Park, FL  
 Ann Beck, Normal, IL  
 Amanda Boutot, Austin, TX  
 Stacy Carter, Lubbock, TX  
 Amrita Chaturvedi, St. Louis, MO  
 Amy Childre, Murfreesboro, TN  
 Morgan Chitiyo, Pittsburgh, PA  
 David Cihak, Knoxville, TN  
 Debra Cote, Fullerton, CA  
 Alexandra Da Fonte, Nashville, TN  
 Stacy Dean, Charlottesville, VA  
 Christopher Denning, Boston, MA  
 Teresa Doughty, West Lafayette, IN  
 Dagny Fidler, Pleasant Hill, IA  
 Jim Forristal, Brandon, FL  
 Barbara Gartin, Tempe, AZ  
 Kent Gerlach, Tacoma, WA  
 Rosanne Greenway, Seattle, WA  
 Melissa Hudson, Greenville, NC  
 Kara Hume, Carrboro, NC  
 Bree Jimenez, Greensboro, NC  
 Susan Johnson, Erie, PA  
 Talya Kemper, Chico, CA  
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 Linda Laz, Boise, ID  
 Patrick Leytham, Ogden, UT  
 Lisa Liberty, Aurora, IL  
 Meaghan McCollow,  
 Mount Pleasant, MI  
 Pamela Mims, Johnson City, TN  
 Nikki Murdick, St. Louis, MO  
 Brenda Myles, Columbus, OH  
 Philip Patterson, Fairbanks, AK  
 Darlene Perner, Bloomsburg, PA  
 Cindy Perras, Oakville, ON  
 Sharon Raimondi, Buffalo, NY  
 Jenny Root, Charlotte, NC  
 Christen Russell, Bordentown, NJ  
 Paul Sale, Edinburg, TX  
 Melissa Savage, West Lafayette, IN  
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 Sheila Smith, Columbus, OH  
 Scott Sparks, Athens, OH  
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 Minneapolis, MN  
 Angi Stone-MacDonald, Quincy, MA  
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 Judith Terpstra, New Haven, CT  
 Philip Tucker, Bloomsburg, PA  
 Gardner Umbarger,  
 University Center, MI  
 Irene Van Riper, Wayne, NJ  
 Elizabeth West, Seattle, WA  
 John Wheeler, Jonesborough, TN  
 Peggy Whitby, Fayetteville, AR  
 Debora Wichmanowski,  
 Port Richey, FL  
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 Norman, OK  
 Leah Wood, San Luis Obispo, CA

### CAREER DEVELOPMENT/ TRANSITION

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 Stacie Dojonovic, Pittsburgh, PA  
 Lyman Dukes III, St. Petersburg, FL  
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 Joseph Madaus, Storrs, CT  
 James Martin, Norman, OK  
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 Mary Morningstar, Lawrence, KS  
 Lynn Newman, Menlo Park, CA  
 Cindi Nixon, Florence, SC  
 Pattie Noonan, Lawrence, KS  
 Clare Papay, Glenside, PA  
 Lori Peterson, Milliken, CO  
 Jane Razeghi, Centreville, VA  
 James Sinclair, Eugene, OR  
 David Test, Charlotte, NC  
 Jamie Van Dycke, St. Louis, MO  
 Mike Ward, Washington, DC  
 Kristine Webb, Jacksonville, FL  
 Dalun Zhang, College Station, TX

### COLLABORATION AND INCLUSIVE PRACTICES

*(Including models for co-teaching and other methods for providing access to the general education curriculum and classroom)*

Tammy Barron, Greensboro, NC  
 Pena Bedesem, Kent, OH  
 Candace Borger,  
 Winniipeg, Manitoba

**LOOKING FOR A SPEAKER?** Find the name alphabetically then go to the number(s) listed. The numbers are session numbers and are consecutive beginning with session 1 on Wednesday and ending on Saturday.

Andrea Capizzi, Nashville, TN  
 Laura Clarke, Ft. Thomas, KY  
 Greg Conderman, DeKalb, IL  
 Lisa Dieker, Orlando, FL  
 Mary Lou Duffy, Jupiter, FL  
 Laura Hedin, DeKalb, IL  
 Rebecca Hines, Debary, FL  
 Hazel Jones, Gainesville, FL  
 Patricia Kohler-Evans, Conway, AR  
 Lori Korinek, Williamsburg, VA  
 Stephanie Kurtts, Greensboro, NC  
 Kimberly Landrum, Louisville, KY  
 Wendy Murawski, Northridge, CA  
 Charmion Rush, Cullowhee, NC  
 Cheryl Smith, Greensboro, NC

**COMMUNICATIVE DISABILITIES AND DEAFNESS**

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 Susan Bruce, Chestnut Hill, MA  
 Yun-Ching Chung, Normal, IL  
 Dusty Columbia Embury, Richmond, KY  
 Mary Compton, Greensboro, NC  
 Vicki Donne, Moon Township, PA  
 Karen Douglas, Normal, IL  
 Stephanie Gardiner-Walsh, Normal, IL  
 Sue Jacoby, Washington, DC  
 Stacey Jones Bock, Normal, IL  
 Stephanie Kovalcik, Cincinnati, OH  
 Debra Lively, Saginaw, MI  
 John Luckner, Greeley, CO  
 Diane Paul, Rockville, MD  
 Judy Peacock, Pensacola, FL  
 Holly Pedersen, Minot, ND  
 Christina Rivera, Glendale, AZ  
 Susan Rose, Minneapolis, MN  
 Natalie Rugg, Pittsburgh, PA  
 Mary Jean Sanspree, Shoal Creek, AL  
 Lauren Smith, Logan, UT  
 Melinda Snodgrass, Champaign, IL  
 Jessica Trussell, Rochester, NY  
 S. Jordan Wright, Washington, DC

**CULTURAL AND/OR LINGUISTIC DIVERSITY**

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 Mildred Boveda, Miami, FL  
 Beverley Argus Calvo, El Paso, TX

Penny Cantley, Stillwater, OK  
 Jennifer E. Christensen, Lexington, KY  
 Rocio Delgado, San Antonio, TX  
 Charles Dukes, Boca Raton, FL  
 Satasha Green, Chicago, IL  
 Renee Greenfield, Hatfield, MA  
 Shana Haines, Lawrence, KS  
 Grace Hamilton, Austin, TX  
 Cathy Huaqing Qi, Albuquerque, NM  
 Mary Huennekens, Saluda, VA  
 Ying Hui-Michael, Cranston, RI  
 Andrea Jasper, Mount Pleasant, MI  
 Joungmin Kim, Asan-si, Chungnam  
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 Jackie Mault, Portland, OR  
 Rhonda Miller, Walhalla, SC  
 Tonya Misuraca, Charleston, SC  
 Ruba Monem, Miami, FL  
 Gerardo Moreno, Chicago, IL  
 Lorena Munoz, Miami, FL  
 Alba Ortiz, Austin, TX  
 Raymond Ostendorf, Springfield, MA  
 Oneyda Paneque, Miami, FL  
 Michelle Parker-Katz, Chicago, IL  
 Cynthia Pellegrini, Miami, FL  
 Claudia Rinaldi, Newton, MA  
 Christopher Rivera, Greenville, NC  
 Donna Sayman, Shawnee, KS  
 Sunita Sharma, Richmond, VA  
 Michael Smith, New Paltz, NY  
 Adrainne Thomas, Anchorage, AK  
 Ozalle Toms, Whitewater, WI  
 Brenda Tyler, Radford, VA

**EARLY CHILDHOOD AND EARLY INTERVENTION**

Deborah Bruns, Carbondale, IL  
 Ching-I Chen, Kent, OH  
 Christan Coogle, Morgantown, WV  
 Jade Coston, Tallahassee, FL  
 Jeanna Cripe, Tallahassee, FL  
 Sharon Darling, Boca Raton, FL  
 Lindsay Dennis, Tallahassee, FL  
 Sophie Hubbell, Columbus, OH  
 Emily Lakey, Boone, NC  
 David Lindeman, Parsons, KS  
 Stephanie Parks, Lawrence, KS

Lois Pribble, Eugene, OR  
 Megan Purcell, West Lafayette, IN  
 Kelly Windsor, Tallahassee, FL  
 Juliann Woods, Tallahassee, FL

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Susan Albrecht, Marion, IN  
 Ed Cancio, Toledo, OH  
 Christine Christle, Columbia, SC  
 Kimberly Corbin, Honolulu, HI  
 Mike Couvillon, Des Moines, IA  
 Robin Ennis, Birmingham, AL  
 Cheryl George, Philadelphia, PA  
 Shanna Hirsch, Charlottesville, VA  
 Suzanne Kemp, Lincoln, NE  
 Lee Kern, Bethlehem, PA  
 Kathleen Kimball, Atlanta, GA  
 Carl Liaupsin, Tucson, AZ  
 Caitlin Lyons, Bethlehem, PA  
 Ashley MacSuga-Gage, Gainesville, FL  
 Sarup Mathur, Tempe, AZ  
 Philip Nordness, Omaha, NE  
 Wendy Oakes, Gilbert, AZ  
 Theresa Ochoa, Bloomington, IN  
 Corey Pierce, Greeley, CO  
 Brenda Scheuermann, San Marcos, TX  
 Terrance Scott, Louisville, KY  
 Kimberly Vannest, College Station, TX  
 Alicia Wolfe, Bethlehem, PA

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Cecelia Boswell, De Leon, TX  
 Lynette Breedlove, Bowling Green, KY  
 Kimberley Chandler, Glen Allen, VA  
 Deborah Dailey, Beebe, AR  
 Claire Hughes, Brunswick, GA  
 Tracy Inman, Bowling Green, KY  
 Susan Johnsen, Waco, TX  
 Mary Cay Ricci, Olney, MD  
 Julia Roberts, Bowling Green, KY  
 Christine Weber, Saint Johns, FL

**INTERNATIONAL PROGRAMS/ SERVICES**

Heidi Abadeh, Dearborn, MI  
 Reema Alabdulwahab, Greeley, CO  
 Amani Alsalmán, Evans, CO

**LOOKING FOR A SPEAKER?** Find the name alphabetically then go to the number(s) listed. The numbers are session numbers and are consecutive beginning with session 1 on Wednesday and ending on Saturday.

Dimitris Anastasiou,  
Carbondale, IL  
Cheryl Fogarty, Pittsburgh, PA  
Mark Francis, Highland, MI  
Batoul Khalifa, Doha-Qatar,  
Feng-Chen Lin, Taipei, Taiwan  
Ashleigh Molloy, Toronto, Ontario  
Eileen Raymond, Canton, NY  
Jacqueline Rodriguez,  
Williamsburg, VA  
Zachary Walker, Singapore,  
Singapore

**LEARNING DISABILITIES**

Stephanie Al Otaiba, Dallas, TX  
David Bateman, Shippensburg, PA  
Pam Bell, Austin, TX  
Rick Brigham, Fairfax, VA  
David Chard, Dallas, TX  
Jason Chow, Nashville, TN  
Stephen Ciullo, Austin, TX  
Penelope Collins, Irvine, CA  
Sarah Conoyer, Commerce, TX  
Bryan Cook, Honolulu, HI  
Sara Cook, Waikoloa, HI  
Sarah Dillon, Charlottesville, VA  
Melissa Driver, Kennesaw, GA  
Sally (Xiaoqing) Du, St Cloud, MN  
Anne Foegen, Ames, IA  
David Hampton, Bowling Green, OH  
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Thilagha Jagaiah, Vernon, CT  
Mary Beth Kelley, Minneapolis, MN  
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Erica Lembke, Columbia, MO  
Kathleen Marshall, Columbia, SC  
Linda Mason, Chapel Hill, NC  
Stephanie Morano, State College, PA  
Michelle Murphy, Columbia, SC  
Rollanda O'Connor, Riverside, CA  
Anna Osipova, South Pasadena, CA  
Elizabeth Parrett, Kennett Square, PA  
Apryl Poch, Columbia, MO  
Sarah Powell, Austin, TX  
Naomi Rahn, Morgantown, WV  
Colleen Reutebuch, Austin, TX  
Leilani Saez, Eugene, OR  
Lisa Simpson, SAN JOSE, CA  
Michael Solis, Charlottesville, VA  
Fumio Someki, Staten Island, NY  
June Szabo-Kifer, Santa Barbara, CA  
Bill Therrien, Charlottesville, VA

Dana Wagner, St. Paul, MN  
Margaret Weiss, Fairfax, VA  
Rebecca Zumeta Edmonds,  
Washington, DC

**MEASURING SPECIAL EDUCATION  
TEACHER EFFECTIVENESS**

Nathan Assigning, Arlington, VA  
Amber Benedict, Gainesville, FL  
Elizabeth Bettini, Boston, MA  
Bonnie Billingsley, Blacksburg, VA  
Heather Buzick, Princeton, NJ  
Evelyn Johnson, Boise, ID  
Devin Kearns, Storrs, CT  
Michael Kennedy, Charlottesville,  
VA  
Melinda Leko, Lawrence, KS  
Amanda Redash, Boston, MA

**PARENT/FAMILY/SCHOOL  
PARTNERSHIPS**

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Catherine Creighton Martin, Fairfax  
Station, VA  
Rhode Fernandez, Herndon, VA  
Grace Francis, Fairfax, VA  
Julie Mitchiner, Washington, DC  
Amy Pleet-Odle, Elkton, MD  
Lisa Schoyer, Los Angeles, CA  
Sookyung Shin, Lawrence, KS

**PERSONNEL PREPARATION**

Dee Berlinghoff,  
Hopewell Junction, NY  
Mary Brownell, Gainesville, FL  
Zhen Chai, Las Cruces, NM  
Kyena Cornelius, Mankato,, MN  
Vivian Correa, Charlotte, NC  
Peggy Gallagher, Atlanta, GA  
Vanessa Goodwin, Sierra Madre, CA  
Patrice Hallock, Gilboa, NY  
Bethany Hamilton-Jones, Athens, GA  
Blake Hansen, Provo, UT  
Stacey Hardin, Bloomington, IL  
Monica Harris, Grand Rapids, MI  
Katie Hoffman, State College, PA  
Brittany Hott, Commerce, TX  
Susanne James, Glen Carbon, IL  
Virginia Kennedy, Northridge, CA  
Georgia Kerns, Lee, NH  
Eunjoo Kim, Gary, IN  
Stephen Kroeger, Cincinnati, OH

Holly Lane, Gainesville, FL  
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Patricia Lynch, Bryan, TX  
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Kathleen McKinnon,  
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Sarah Nagro, Fairfax, NY  
DaShaunda Patterson, Mableton, GA  
Donna Ploessl, Tuscaloosa, AL  
Mary Anne Prater, Provo, UT  
Kelley Regan, Fairfax, VA  
Suzanne Robinson, Leawood, KS  
Marcia Rock, Greensboro, NC  
Mary Catherine Scheeler,  
University Park, PA  
Naomi Schoenfeld, Nashua, NH  
Sue Sears, Northridge, CA  
Ann Sebald, Fort Collins, CO  
Brandi Simonsen, Storrs, CT  
Paul Sindelar, Gainesville, FL  
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Fred Spooner, Charlotte, NC  
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Nicole Swoszowski, Tuscaloosa, AL  
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Cathy Thomas, Columbia, MO  
Eleazar Vasquez, Orlando, FL  
Jennifer Walker, Warrenton, VA  
Cynthia Watkins, Nashville, TN  
Jenny Wells, Honolulu, HI  
Judy Winn, Milwaukee, WI  
Pamela Wolfe, University Park, PA

**PHYSICAL/HEALTH/MULTIPLE  
DISABILITIES**

Megan Elam, Cincinnati, OH  
David Finn, Birmingham, AL  
David Gordon, Staten Island, NY  
Emily Hall, Spartanburg, SC  
Juliet Hart Barnett, Phoenix, AZ  
Blanche Jackson Glimps,  
Nashville, TN  
Angie Juarez, Los Angeles, CA  
Patrice Kuntzler, Westbury, NY  
Angel Lee, Charlotte, NC  
Kristin Lyon, Bloomington, IL  
Linda Thomas, Wesley Chapel, FL



**LOOKING FOR A SPEAKER?** Find the name alphabetically then go to the number(s) listed. The numbers are session numbers and are consecutive beginning with session 1 on Wednesday and ending on Saturday.

**PIONEERS/HISTORICAL PERSPECTIVES**

Mary Ruth Coleman, Chapel Hill, NC  
 Susan Fowler, Champaign, IL  
 Paul Zinni, Taunton, MA

**PUBLIC POLICY**

*(Including IDEA and ESEA/NCLB)*

Betsy Filippi, Gainesville, FL  
 Megan Foster, Clinton, NY  
 Michael Opuda, Portland, ME  
 Marcus Poppen, Pullman, WA  
 John Provost, Easthampton, MA  
 Jeanne Repetto, Gainesville, FL  
 Rob Schulze, Lake Elmore, VT

**RESEARCH**

Harriet Able, Chapel Hill, NC  
 Terese Aceves, Los Angeles, CA  
 Joyce Austin, Naples, FL  
 Brian Barber, Kent, OH  
 Belva Collins, Charlotte, NC  
 Lysandra Cook, Honolulu, HI  
 Michael Coyne, Storrs, CT  
 Mari Cuticelli, Cheshire, CT  
 Insoon Han, Duluth, MN  
 Pamela Harris, Gilbert, AZ  
 Pyung-Gang Jung, Minneapolis, MN  
 Margaret Kamman, Gainesville, FL  
 Antonis Katsiyannis, Clemson, SC  
 Mary Theresa Kiely, Flushing, NY  
 Kathleen Lynne Lane, Lawrence, KS  
 Jennifer Mahdavi, Rohnert Park, CA  
 James McLeskey, Gainesville, FL  
 J. Ron Nelson, Lincoln, NE  
 Shireen Pavri, Long Beach, CA  
 Cara Richards-Tutor, Long Beach, CA  
 Mandy Rispoli, West Lafayette, IN  
 Katharine Shepherd, Burlington, VT  
 Trish Steinbrecher, Albuquerque, NM  
 Elizabeth Talbott, Chicago, IL  
 Stacy Weiss, Greenville, NC

**RESPONSE TO INTERVENTION (RTI): MULTI-TIER SYSTEM OF SUPPORTS**

*(Including intervention strategies for students who need supplemental, preventative interventions and/or intervention to build key foundational skills and proficiencies or system-wide structures for providing support at different levels of intensity)*

Kathleen Bocian, Riverside, CA  
 Joseph Boyle, Philadelphia, PA  
 Mary Dingle, Rohnert Park, CA  
 Michael Kennedy, Charlottesville, VA  
 Min Kyung Kim, Johnson City, TN  
 Janelle Lawson, San Francisco, CA  
 Anna Osipova, South Pasadena, CA  
 Gerald Tindal, Eugene, OR  
 Jessica Toste, Austin, TX  
 Jennifer Ulie-Wells,  
 West Des Moines, IA

**STEM**

*(Including instructional strategies for learning in science, math, and technical subjects)*

Ben Clarke, Eugene, OR  
 Douglas Dexter, University Park, PA  
 Margaret Flores, Auburn, AL  
 Theresa Hoover, Chambersburg, PA  
 Elizabeth Hughes, Pittsburgh, PA  
 Julie Jones, Spartanburg, SC  
 Erica Kaldenberg, Iowa City, IA  
 Leanne Ketterlin-Geller, Dallas, TX  
 Eva Kurtz-Nelson, Eugene, OR  
 Amelia Malone, Nashville, TN  
 Paul Morgan, University Park, PA  
 Jessica Namkung, Albany, NY  
 Sarah Patterson, Lancaster, OH  
 Richard Sabousky, Clarion, PA  
 Lina Shanley, Eugene, OR  
 Alex Smith, Columbia, MO  
 Gregory Smith, Hattiesburg, MS  
 James Stocker, Jr., University Park, PA  
 Jonathan Stout, Lock Haven, PA  
 Jonte Taylor, University Park, PA  
 Sarah Watt, Oxford, OH  
 Dake Zhang, New Brunswick, NJ

**STRATEGIES FOR ENTRY TO THE SPECIAL EDUCATION CAREER**

Sharon Bohjanen, Tucson, AZ  
 Jennifer Catalano, Tucson, AZ  
 Lauren Evanovich, Louisville, KY  
 Kharon Grimmet, West Lafayette, IN  
 Matthew Hoge, Portage, MI  
 Darold Joseph, Flagstaff, AZ  
 Kelly Metz, Hattiesburg, AZ  
 Carly Roberts, Seattle, WA

**TECHNOLOGY AND MEDIA**

*(Including Adaptive and Assistive Technology)*

Jugnu Agrawal, Fairfax, VA  
 Melinda Ault, Lexington, KY  
 James Basham, Lawrence, KS  
 Alyssa Boucher, Wakefield, MA  
 Andrea Boykin, Arlington, VA  
 Heather Brooks, Asheville, NC  
 Samuel Choo, Lexington, KY  
 Mari Beth Coleman, Knoxville, TN  
 Samantha Daley, Wakefield, MA  
 Dave Edyburn, Milwaukee, WI  
 Anya Evmenova, Fairfax, VA  
 Sara Flanagan, Lexington, KY  
 James Gardner, Norman, OK  
 Kathy Howery, Edmonton,  
 Alberta, Canada  
 Sarah Howorth, Fairview, PA  
 Maya Israel, Champaign, IL  
 Don McMahon, Pullman, WA  
 Cynthia Okolo, East Lansing, MI  
 Riza Ozdemir, Buffalo, NY  
 Robert Pennington, Louisville, KY  
 Alice Rhodes, Wilmore, KY  
 Sean Smith, Lawrence, KS  
 Gulnoza Yakubova, Pittsburgh, PA

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Vicki DePountis, Austin, TX  
 Kathleen Farrand, Tempe, AZ  
 Deborah Hatton, Columbia, MO  
 Nicole Johnson, Ashland, PA  
 Karen Koehler, Orient, OH  
 Amy Parker, Monmouth, OR  
 Mackenzie Savaiano, Lincoln, NE  
 Adam Wilton, Vancouver, CA

# Special Education Legislative Summit



July 10-13, 2016 \* Hilton Old Town Alexandria \* Alexandria, VA

## Save the Date!

The Special Education Legislative Summit is for teachers, early interventionists, administrators, teacher educators, teacher candidates and anyone who passionately supports national issues that improve educational outcomes for children and youth with exceptionalities.

**Get all the knowledge and skills you need to be an effective special education advocate, including:**

- Issue briefings on the critical policies facing special education and early intervention
- Insider perspectives from experts in national education policy organizations
- Coaching and practice sessions on delivering effective advocacy messages
- Visits on the Hill with your members of Congress to deliver CEC messages



## Registration opens in April!

Look out for updates at [www.specialeducationlegislativesummit.org](http://www.specialeducationlegislativesummit.org)



# Local Arrangements Committee

## CHAIR



**Vicki McNamara, Chair** - Vicki McNamara is the CEC 2016 Local Arrangements Chairperson. She is currently a Director of Student and Family Services, an Adjunct Professor and serves on the Board of the Missouri Council for Administrators of Special Education. Vicki and the Subcommittee Chairs began working a year ago preparing for CEC 2016 and their work will continue beyond 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 2016 Convention & Expo is a professional development activity of the highest quality. A very special thank you to following remarkable individuals:

## SUBCOMMITTEES



**Amy Chappell**, Subcommittee Chair,  
*(Headquarters Office)*  
Independence School District  
Independence, MO



**Kent Robison**, Subcommittee Chair,  
*(Yes I Can Awards)*  
University of Missouri  
St. Louis, MO



**Beth Emmendorfer**, Subcommittee  
Chair, *(Accessibility)*  
Jackson School District  
Jackson, MO



**Carrie Turner**, Subcommittee Chair,  
*(Preregistration and Registration)*  
Grain Valley R-5 School  
Grain Valley, MO



**Missie Evert**, Subcommittee Chair,  
*(Special Events)*  
St. Clair R-XIII Schools  
St. Clair, MO

**Kim Turner** *(not pictured)*,  
Subcommittee Chair,  
*(Volunteers)*  
Francis Howell School District  
St. Charles, MO



**Lynn Fain**, Subcommittee Chair,  
*(Volunteers)*  
University of Missouri  
Columbia, MO



**Marlana Walley**, Subcommittee Chair,  
*(Headquarters Office)*  
St. Joseph School District  
St. Joseph, MO



**Ashley Krause**, Subcommittee Chair,  
*(Preregistration and Registration)*,  
Farmington R-7 School District  
Farmington, MO



**Stacey Reed**, Subcommittee Chair,  
*(Diversity)*  
Rolla 31 Special Services  
Rolla, MO

## Convention Cities and CEC Presidents

1923 Cleveland, Ohio . . . . .	Elizabeth Farrell (1922-26)	1969 Denver, Colorado . . . . .	John W. Kidd
1924 Chicago, Illinois		1970 Chicago, Illinois . . . . .	John Melcher
1925 Cincinnati, Ohio		1971 Miami Beach, Florida . . . . .	Samuel C. Ashcroft
1926 Washington, D.C.		1972 Washington, D.C. . . . .	Jean R. Hebler
1927 Dallas, Texas . . . . .	Alice B. Metzner	1973 Dallas, Texas . . . . .	Stella A. Edwards
1928 Toronto, Canada . . . . .	Charles M. Elliott	1974 New York, New York . . . . .	Jack C. Dinger
1929 Detroit, Michigan . . . . .	Edith L. Groves	1975 Los Angeles, California . . . . .	Raphael F. Simches
1930 Philadelphia, Pennsylvania . . . . .	John Lewis Horn	1976 Chicago, Illinois . . . . .	Philip R. Jones
1931 Cleveland, Ohio . . . . .	Meta Anderson	1977 Atlanta, Georgia . . . . .	Jasper E. Harvey, Harold Perry
1932 Washington, D.C. . . . .	Charles Scott Berry	1978 Kansas City, Missouri . . . . .	Harold Perry
1933 Minneapolis, Minnesota . . . . .	I. Grace Ball	1979 Dallas, Texas . . . . .	Parthenia Cogdell
1934 Toronto, Canada . . . . .	May E. Bryne	1980 Philadelphia, Pennsylvania . . . . .	Kenneth Wyatt
1935 Baltimore, Maryland . . . . .	G. Elmore Reaman	1981 New York, New York . . . . .	William E. Johnson
1936 Chicago, Illinois . . . . .	Harry J. Baker (1935-37)	1982 Houston, Texas . . . . .	Jo Thomason
1937 Cincinnati, Ohio		1983 Detroit, Michigan . . . . .	Lyndal M. Bullock (1982-84)
1938 Buffalo, New York . . . . .	Edward H. Stullken (1937-39)	1984 Washington, D.C.	
1939 Detroit, Michigan		1985 Anaheim, California . . . . .	Joseph P. Gaughan
1940 Pittsburgh, Pennsylvania . . . . .	Dorothy E. Norris (1939-41)	1986 New Orleans, Louisiana . . . . .	Michael K. Grimes
1941 New York, New York		1987 Chicago, Illinois . . . . .	Judy Ashmore
1942 Milwaukee, Wisconsin . . . . .	Samuel A. Kirk (1941-43)	1988 Washington, D.C. . . . .	Charles M. Heuchert
1943 Indianapolis, Indiana		1989 San Francisco, California . . . . .	William R. Littlejohn
1944 No Convention . . . . .	John J. Lee (1943-45)	1990 Toronto, Ontario . . . . .	Harry Dahl
1945 No Convention		1991 Atlanta, Georgia . . . . .	Joni Alberg
1946 Detroit, Michigan . . . . .	Florence Dunlop (1945-47)	1992 Baltimore, Maryland . . . . .	Ronald J. Anderson
1947 Ottawa, Canada		1993 San Antonio, Texas . . . . .	Alba A. Ortiz
1948 Des Moines, Iowa . . . . .	Harley Z Wooden	1994 Denver, Colorado . . . . .	Suana L. Wessendorf
1949 San Francisco, California . . . . .	Ray Graham	1995 Indianapolis, Indiana . . . . .	Pamela K. Gillet
1950 Chicago, Illinois . . . . .	Arthur S. Hill	1996 Orlando, Florida . . . . .	Diane L. Johnson
1951 New York, New York . . . . .	Wallace J. Finch	1997 Salt Lake City, Utah . . . . .	Gerald Hime
1952 Omaha, Nebraska . . . . .	John W. Tenny	1998 Minneapolis, Minnesota . . . . .	Linda S. Marsal
1953 Boston, Massachusetts . . . . .	William M. Cruickshank	1999 Charlotte, North Carolina . . . . .	Gerry Reynaud
1954 Cincinnati, Ohio . . . . .	Francis W. Doyle	2000 Vancouver, British Columbia . . . . .	William K. Bogdan
1955 Long Beach, California . . . . .	Richard S. Dabney	2001 Kansas City, Missouri . . . . .	Hellen Bogie
1956 Minneapolis, Minnesota . . . . .	Francis E. Lord	2002 New York, New York . . . . .	Jacquelyn Alexander
1957 Pittsburgh, Pennsylvania . . . . .	Elizabeth M. Kelly	2003 Seattle, Washington . . . . .	Janet Burdick
1958 Kansas City, Missouri . . . . .	Maurice H. Fouracre	2004 New Orleans, Louisiana . . . . .	Suzanne Martin
1959 Atlantic City, New Jersey . . . . .	Lloyd M. Dunn	2005 Baltimore, Maryland . . . . .	Jim McCormick
1960 Los Angeles, California . . . . .	Ivan K. Garrison	2006 Salt Lake City, Utah . . . . .	Jamie Hopkins
1961 Detroit, Michigan . . . . .	Jack W. Birch	2007 Louisville, Kentucky . . . . .	Mary Ruth Coleman
1962 Columbus, Ohio . . . . .	Leo F. Cain	2008 Boston, Massachusetts . . . . .	Susan A. Fowler
1963 Philadelphia, Pennsylvania . . . . .	Mamie Jo Jones	2009 Seattle, Washington . . . . .	Kathleen Puckett
1964 Chicago, Illinois . . . . .	Frances P. Connor	2010 Nashville, Tennessee . . . . .	Jacqueline L. Mault
1965 Portland, Oregon . . . . .	Harrie M. Selznick	2011 National Harbor, Maryland . . . . .	Marilyn Friend
1966 Toronto, Canada . . . . .	Maynard C. Reynolds	2012 Denver, Colorado . . . . .	Margaret McLaughlin
1967 St. Louis, Missouri . . . . .	Ernest P. Willenberg James J. Gallagher	2013 San Antonio, Texas . . . . .	Christy A. Chambers
1968 New York, New York . . . . .	Leo Connor	2014 Philadelphia, Pennsylvania . . . . .	Robin D. Brewer
		2015 San Diego, California . . . . .	James P. Heiden

# Meet the Exhibitors

## GRAND OPENING

### ■ WEDNESDAY, APRIL 13

#### **President's Welcome Reception**

*(Immediately following the Opening General Session)*

**6:30 – 8:30 p.m.**

### ■ THURSDAY, APRIL 14

**9:00 a.m. – 5:30 p.m.**

Exhibit Hall Only Hours: 11:30 a.m.–1:00 p.m.

#### **“ICE CREAM SOCIAL”**

**4:30 – 5:30 p.m.**

### ■ FRIDAY, APRIL 15

**9:00 a.m. – 2:00 p.m.**

Exhibit Hall Only Hours: 11:30 a.m. – 1:00 p.m.

#### **Enjoy “Desserts with the Vendors”**

**12:00 – 1:00 p.m.**

# CEC 2016 Expo Floor Plan



## 2016 List of Exhibitors and Booth Numbers

EXHIBITING AS	BOOTH NUMBER	EXHIBITING AS	BOOTH NUMBER	EXHIBITING AS	BOOTH NUMBER
2 Teach LLC	1024	E-Therapy	1010	Relias Learning	609
3E Love, LLC	414	Evalyon	500	Remedia Publications, Inc. / Bright Apple	1000
AAPC Publishing	709	Evergreen Center	400	Renaissance Learning	915
Abilitations/School Specialty	1015	Excent Corporation	322	Research Press Publishers	303
Alaska Teacher Placement	427	Exceptional Child	1014	Rethink	608
ALC	611	Fairbanks North Star Borough School District	602	RIGHT RESPONSE	502
Alexandria City Public Schools	1107	FEI Behavioral Health	834	Routledge	309
American Printing House for the Blind	708	Florida Institute of Technology	907	Saddleback Educational, Inc.	601
Ascend Education	417	Free Spirit Publishing, Inc.	415	Safe & Civil Schools	406
Assistive Technology Industry Association (ATIA)	301	Frog Publications	605	SAGE	1106
Attainment Company	908	Graceland University	302	San Diego County Office of Education/Special Education	902
Attainment Company	909	Grand Canyon University	1105	San Joaquin County Office of Education	1111
BehaveWrite	1007	Great Leaps Reading and Math Fluency	1026	Sarasota County Schools	433
Behavior Analyst Certification Board	932	Handwriting Without Tears	830	School Health Corporation	318
Benchmark Education	409	Hawthorne Educational Services, Inc.	1002	SMART Technologies	917
Bering Strait School District	306	Humboldt County Office of Education	401	Spartanburg County School District 6	317
Boardmaker	319	IRIS Center	425	SpedTrack	531
Brookes Publishing Company	508	KleenSlate	704	Stampede	832
Califone International	801	Kurzweil/IntelliTools	711	Star Autism Support	514
California Baptist University Online	630	Lake Washington School District	604	Sumblox	1025
Career Solutions Publishing	324	Lakeshore Learning Materials	501	Sunshine Cottage Educational Products	1027
Carroll County Public Schools	1006	Laurent Clerc National Deaf Education Center	1008	Sweetwater County School District #1	926
Cathedral Home for Children	700	Mastery Ed	329	Teacher Education Division (TED)	734
CEC Faith Based Schools & Organizations Caucus	912	Matanuska-Susitna School District	429	Teachers-Teachers.com	923
Cenpatico	833	Math Teachers Press, Inc.	1022	TeachTown	526
Colorado Christian University	900	MAXIMUS K-12 Education	914	Techology and Media Division (TAM)	301
Colorado Springs School District 11	326	Mayville State University	424	Ten Sigma	310
Columbia College	733	McGraw-Hill Education	928	TFH (USA) Ltd.	323
Corwin	1110	Monikev-Fisher, LLC	426	The Center for AAC and Autism/ Prentke Romich Company	925
Council for Children with Behavioral Disorders (CCBD)	1101	Montana Recruitment Project	1126	The Conover Company	927
Crisis Prevention Institute (CPI)	1018	myIGDIs	311	The Council of Administrators of Special Education (CASE)	810
Curriculum Associates	823	N2Y Inc.	307	The Master Teacher	631
DETMAR LLC	422	NASCO Company	922	Therapro, Inc.	1001
Different Roads to Learning, Inc.	328	National Heritage Academies	634	Time Timer LLC	1023
Discount School Supply	701	National Library Service for the Blind and Physically Handicapped	735	Tourette Association of America	419
Division for Research (CEC-DR)	300	National Professional Resources, Inc.	829	Transition Curriculum LLC	808
Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)	1103	Navajo Jewelry & Crafts	505	Uncommon Schools	416
Division for Early Childhood	432	Network of International Christian Schools	632	University of Arkansas	325
Division for Physical, Health and Multiple Disabilities (DPHMD)	1029	New Orleans College Prep	418	University of Central Florida	308
Division on Autism and Developmental Disabilities (DADD)	1119	Newman Adaptive	929	University of Cincinnati	511
Division on Career Development and Transition (DCDT)	1100	Novel Ideas, Inc.	402	University of Missouri – Department of Special Education	533
Division on Visual Impairments and Deafblindness (DVIDB)	935	Ohio Center for Autism and Low Incidence (OCALI)	1122	University of Northern Colorado	1124
Drexel University - School of Education	702	Okapi Educational Publishing	730	Valere, Inc.	1118
East Side Union High School District	509	Pacific Northwest Publishing	408	Voyager Sopris Learning	1009
Education Associates, Inc.	314	Pearson	809	Wend Africa	428
Elmhurst Learning & Success Academy at Elmhurst College	327	Philip J. Rock Center & School	731	Wilson Language	901
		PresenceLearning	423	Winsor Learning Inc./The Sunday System	522
		Ramapo for Children	316	YellowFolder	635
		Read Naturally	916		
		Reading Horizons	600		

## 2016 Exhibitor Listing (As of March 18, 2016)

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### 2 Teach LLC

**Booth: 1024**

P.O. Box 2936  
Winnetka, CA 91396  
[www.2TeachLLC.com](http://www.2TeachLLC.com)

2 TEACH LLC is an educational consulting company specializing in inclusive education and co-teaching. Dr. Wendy Murawski and other experts in differentiation, co-teaching, collaboration, inclusion, and related field bring practical, research-based strategies and resources to your schools and agencies! Contact us for more information on books, modules, software and professional development of all kinds. Come to the booth to learn about the CTSS (Co-Teaching Solutions System)! #ctss

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### 3E Love, LLC

**Booth: 414**

1510 Hubbard Avenue  
Batavia, IL 60510

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.

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### AAPC Publishing

**Booth: 709**

11209 Strang Line Rd.  
Lenexa, KS 66215  
[www.aapcpublishing.net](http://www.aapcpublishing.net)

AAPC Publishing has been providing affordable, easy to use and easy to implement books about autism spectrum and related disorders for over 15 years. AAPC Publishing is one of the leading autism publishing companies in the world with more than 250 books about autism spectrum and related disorders. As the rate of autism diagnosis continues to grow, AAPC Publishing will continue to meet the needs of the field by offering books with practical, research-based solutions.

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### Abilitations/School Specialty

**Booth: 1015**

W6316 Design Drive  
Greenville, WI 54942  
[www.schoolspecialty.com](http://www.schoolspecialty.com)

School Specialty's Special Education product line offers the most extensive assortment for Special Education needs. Our resources include tools for positioning and mobility, fine motor, sensory processing, language/communication skills and instructional materials. Our Abilitations products are teacher favorites and we are always working on new and innovation ideas. We're determined to make learning safe and fun and improve the quality of life for ALL Students.... EVERY Need.

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### Alaska Teacher Placement

**Booth: 427**

P.O. Box 755400  
Fairbanks, AK 99775  
[www.alaskateacher.org/index.php](http://www.alaskateacher.org/index.php)

Alaska Teacher Placement is a clearinghouse for educators looking to work in Alaska and all 54 school districts in Alaska. We host an online application system and job bank, host Alaska District only job fairs, and are a resource for educators looking for their perfect school district in Alaska. All our services are free to educators looking for their Alaskan school district home.

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### ALC

**Booth: 611**

901 Calle Amanecer, Suite 260  
San Clemente, CA 92673  
[www.ALCschools.com](http://www.ALCschools.com)

ALC supplements districts' transportation programs using SUVs, mini-vans, and sedans to assist in transporting McKinney-Vento, ESE/special needs, out-of-district students, hard-to-serve and multi-district trips. Supplementing bus service with small capacity vehicles means districts no longer have to pay for unused capacity giving them flexibility to expand and contract their fleet as needed.

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### Alexandria City Public Schools

**Booth 1107**

1340 Braddock Place  
Alexandria, VA 22301  
[www.k12.va.us](http://www.k12.va.us)

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### American Printing House for the Blind

**Booth: 708**

1839 Frankfort Avenue  
Louisville, KY 40206  
[www.aph.org](http://www.aph.org)

American Printing House for the Blind, Inc. Louisville, Kentucky, USA Founded 1858 APH is the world's largest company devoted to making products for people who are visually impaired and blind, and is the official supplier of educational materials for blind students in the U.S. working at less than college level. Visit our website at [www.aph.org](http://www.aph.org) or call 800-223-1839 for more information. Please visit us at the CEC exhibit hall in booth #708!

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### Ascend Education

**Booth: 417**

302 Albany Avenue  
Shreveport, LA 71105  
[www.ascendmath.com](http://www.ascendmath.com)

Ascend Math is intensive math intervention that:

- Provides a unique study path for each student beginning at each student's functional grade level.
- Delivers a unique study path through each student's individual skill gaps at every grade level
- Provides a unique study path for each student reaching below grade level and continuing through skill gaps at each level.
- Provides an individual study plan for each student reaching below grade level with a unique path through skill gaps at each level.



### Assistive Technology Industry Association (ATIA) and Technology and Media Division (TAM)

**Booth: 301**

<http://www.atia.org>  
[www.tamcec.org](http://www.tamcec.org)

The Assistive Technology Industry Association (ATIA) is a not-for-profit membership organization of manufacturers, sellers and providers of technology-based assistive devices and/or services. The mission of ATIA is to serve as the collective voice of the assistive technology industry association so that the best products and services are delivered to people with disabilities.

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.

### Attainment Company

**Booths: 908, 909**

504 Commerce Parkway, P.O. Box 930160  
Verona, WI 53593-0160  
[www.attainmentcompany.com](http://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 908 and check out the CORE Solutions for Special Education in ELA, Reading, Math, Science, Social Studies and Transition. "Outstanding Teachers + Outstanding Instruction" -- Attainmentcompany.com

### BehaveWrite

**Booth: 1007**

5199 Wolf Creek Road  
Spring City, TN 37381  
[www.behavewrite.com](http://www.behavewrite.com)

BehaveWrite is the fast easy and accurate way to collect behavior data in the classroom and around school. Using smart devices, behaviors that are collected are uniform across settings. Then, the data can be converted into reports, graphs, charts, and Functional Behavior Assessments in a matter of minutes, saving valuable time and energy.

### Behavior Analyst Certification Board

**Booth: 932**

8051 Shaffer Parkway  
Littleton, CO 80127  
[www.bacb.com](http://www.bacb.com)

The Behavior Analyst Certification Board®, Inc. (BACB®) is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services. The Behavior Analyst Certification Board's BCBA and BCaBA credentialing programs are accredited by the National Commission for Certifying Agencies in Washington, DC.

### Benchmark Education

**Booth: 409**

145 Huguenot Street 8th Floor  
New Rochelle, NY 10801  
[www.benchmarkeducation.com](http://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.

### Bering Strait School District

**Booth: 306**

P.O. Box 225  
Unalakleet, AK 99684  
[www.bssd.org](http://www.bssd.org)

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

### Brookes Publishing Company

**Booth: 508**

P.O. Box 10624  
Baltimore, MD 21285-0624  
[www.brookespublishing.com](http://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.

### Califone International

**Booth: 801**

9135 Alabama Ave., #B  
Chatsworth, CA 91311  
[www.califone.com](http://www.califone.com)

Celebrating its 70th year of supplying education-focused audio equipment, Califone supports speaking, listening and language standards with headphones and headsets for 1:1 computing, game-based learning and are compatible with all mobile devices.

### California Baptist University Online

**Booth: 630**

10370 Hemet Street, Suite 200  
Riverside, CA 92503  
[www.cbuonline.edu](http://www.cbuonline.edu)

California Baptist University Online & Professional Studies' Master of Science in Education degrees are offered 100% online. These programs are designed to develop expertise in human differences, teaching and learning. Beyond preparing professionals to lead, establish and shape teaching, special education, disability programs and policies, the Education programs prepare graduates to challenge and change the way society and organizations relate to people with disabilities. 877-228-5284

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### Career Solutions Publishing

**Booth: 324**

1199 Lancaster Ave.  
Berwyn, PA 19312  
[www.careersolutionspublishing.com](http://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.

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### Carroll County Public Schools

**Booth: 1006**

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, & community members. We consistently meet or exceed state, achievement and graduation standards. We are respected and modeled after by school systems statewide.

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### Cathedral Home for Children

**Booth: 700**

4989 N 3rd St.  
Laramie, WY 82070  
[www.chcextra.net](http://www.chcextra.net)

Cathedral Home for Children is a unlocked non-profit RTC located in Laramie WY. Established in 1910 serving children nationwide with a wide range of mental health issues. The 600 acre campus provide a rural setting for children to heal and continue their education while working through their issues. Individual, group, equine and recreation therapy is used with a relationship based treatment approach using insight therapy practices. CHC also treats Deaf/Hard of Hearing children.

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### CEC Faith Based Schools & Organizations Caucus

**Booth: 912**

1717 S. Chestnut Ave.  
Fresno, CA 93720

Faith Based Schools and Organizations is a network of those interested in advancing the field as to how children with disabilities are served in faith based schools and organizations. The network seeks to understand how theological beliefs are applied to teach compassion, understanding, and acceptance of those with disabilities while determining what types of inclusive environments exist and how services are provided.

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### Cenpatico

**Booth: 833**

875 S Cooper Road  
Gilbert, AZ 85233  
[www.cenpatico.com/schools](http://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.

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### Colorado Christian University

**Booth 900**

8787 W Alameda Ave  
Lakewood, CO 80226  
<http://ccu.edu>

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### Colorado Springs School District 11

**Booth: 326**

1115 N. El Paso Street  
Colorado Springs, CO 80903  
[www.d11.org](http://www.d11.org)

District 11 provides more choices for parents and students than any other school district in Colorado Springs. District 11 has 60 schools, all of which are working to serve students with individualized programs designed to meet their specific needs. That's what's great about School District 11. School District 11 is meeting the demands of the 21st century by delivering personalized learning for every student, every day, in every classroom. That's The D-11 Way.

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### Columbia College

**Booth: 733**

1001 Rogers St.  
Columbia, MO 65216  
[www.ccis.edu](http://www.ccis.edu)

Founded in 1851, Columbia College has been helping students advance their lives through higher education for more than 160 years. As a private, nonprofit, coeducational liberal arts and sciences college, the college takes pride in its small classes, experienced faculty and quality educational programs. Our graduate programs are offered through our flexible online option.

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### Corwin

**Booth: 1110**

2455 Teller Road  
Thousand Oaks, CA 91320  
[www.corwin.com](http://www.corwin.com)

Corwin publishes books, journals, and multimedia resources for PreK-12 professionals who work with learners with disabilities and/or gifts and talents. Resources include titles co-published with CEC and cover topics such as brain research, RTI, inclusion, differentiation, standards, student assessment, educational policy and law, transitions, and working with families.

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### Council for Children With Behavioral Disorders (CCBD)

**Booth: 1101**

[www.ccbd.net](http://www.ccbd.net)

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.

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### Crisis Prevention Institute (CPI)

**Booth: 1018**

10850 West Park Place, Suite 600  
Milwaukee, WI 53224  
[www.crisisprevention.com](http://www.crisisprevention.com)

CPI helps create safe and caring schools by training your staff to safely manage disruptive and assaultive behavior. Our training programs and comprehensive resources can minimize risk and help both teachers and students to thrive. To date, more than ten million individuals have participated in CPI's Nonviolent Crisis Intervention® training.

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### Curriculum Associates

**Booth: 823**

153 Rangeway Road  
No Billerica, MA 01862  
[www.cainc.com](http://www.cainc.com)

Curriculum Associates is a rapidly growing education company committed to making classrooms better places for teachers and students. We believe that all children have the chance to succeed, and our research-based, award-winning products, including i-Ready®, Ready®, BRIGANCE® and other programs provide teachers and administrators with flexible resources that deliver meaningful assessments and data-driven, differentiated instruction for children. Learn more at [www.curriculumassociates.com](http://www.curriculumassociates.com).

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### DETMAR LLC

**Booth: 422**

180 Gleniffer Hill Rd.  
Richboro, PA 18954  
[www.dettmarllc.com](http://www.dettmarllc.com)

DETMAR™ is a systematic approach to instructing students utilizing RICS™, Real Image Communication System. DETMAR™ instructs by submerging students' senses through continuous communication and hands-on experiences from preschool to adult education with detailed, step by step directions. DETMAR™ is recommended for those with: multiple disabilities, severe disabilities, grade school with moderate disabilities, English language learners, and preschool. DETMAR™ maximizes learning capabilities!

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### Different Roads to Learning, Inc.

**Booth: 328**

121 W. 27th Street, Suite 1003B  
New York, NY 10001  
[www.differentroads.com](http://www.differentroads.com)

Over the past 20 years, Different Roads has grown to be an international provider of more than 600 of the most effective tools for educating and empowering students with autism. As diagnosis rates have skyrocketed and the spectrum has expanded, the goal has never changed. Our mission remains to give every young student on the autism spectrum the right tools they need to reach their highest academic and social potential.

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### Discount School Supply

**Booth: 701**

2 Lower Ragsdale Drive, Suite 125  
Monterey, CA 93940  
[www.DiscountSchoolSupply.com](http://www.DiscountSchoolSupply.com)

Discount School Supply offers a huge selection of top-quality products across many categories including Arts & Crafts, Language, Science, Math, Puzzles, Social Awareness, Active Play, Furniture and Equipment, Our Environment, Special Needs, Block Play, Sand & Water, Classroom Fun, Teachers' Resources and more. With our 110% Lowest Price Guarantee, we offer the best prices on quality products for your classroom.

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### Division for Research (CEC-DR)

**Booth:300**

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

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. Stop by the CEC-DR booth to learn more.

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### Division On Autism and Developmental Disabilities (DADD)

**Booth: 1119**

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

DADD is committed to enhancing the quality of life of individuals, especially children and youth, with autism, intellectual disabilities and other developmental disabilities. Stop by the DADD booth to learn more!

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### Division On Career Development and Transition (DCDT)

**Booth: 1100**

[www.dcdt.org](http://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 participation of education in career development and transition goals and to influence policies affecting career development and transition services for persons with disabilities.

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### Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)

**Booth: 1103**

[community.cec.sped.org/DDEL](http://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.

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### Division for Early Childhood (DEC)

**Booth: 432**

[www.dec-sped.org](http://www.dec-sped.org)

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.

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## Division for Physical, Health and Multiple Disabilities (DPHMD)

**Booth: 1029**

[community.cec.sped.org/DPHMD](http://community.cec.sped.org/DPHMD)

DPHMD advocates for quality education for individuals with physical disabilities, multiple disabilities, and special health care needs served in schools, hospitals, or home settings. DPHMD's members include classroom teachers, researchers, administrators, related service personnel, hospital/homebound teachers, and parents.

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## Division on Visual Impairments and Deafblindness (DVIDB)

**Booth: 935**

[community.cec.sped.org/DVI](http://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 (CEC) in all its efforts on behalf of persons with visual impairments and deafblindness.

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## Drexel University - School of Education

**Booth: 702**

Korman Center, 3200 Market Street  
Philadelphia, PA 19104  
[drexel.edu/soe](http://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](http://Drexel.edu/soe)

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## East Side Union High School District

**Booth: 509**

830 N. Capitol Avenue  
San Jose, CA 95133  
[www.esuhisd.org](http://www.esuhisd.org)

East Side Union High School District is the largest high school district in Northern California. Multiple openings for Special Education Teachers, School Psychologists, Speech-Language Pathologists, Behavior Specialists. Generous compensation package and full health benefits for employee and dependents. Contact Barbara Moore, Director of Special Services, at [mooreb@esuhisd.org](mailto:mooreb@esuhisd.org) or [apply.edjoin.org](mailto:apply.edjoin.org).

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## Education Associates, Inc.

**Booth: 314**

P.O. Box 23308  
Louisville, KY 40223  
[www.iloveprojectdiscovery.com](http://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.

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## Elmhurst Learning & Success Academy at Elmhurst College

**Booth: 327**

190 Prospect Avenue  
Elmhurst, IL 60126  
[public.elmhurst.edu/elsa](http://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.

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## E-Therapy

**Booth: 1010**

1863 W. Shellie Dr.  
Flagstaff, AZ 86001  
[www.electronic-therapy.com](http://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!

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## Evalyon

**Booth: 500**

6713 Sandwater Trail  
Pinellas Park, FL 33781  
[www.evalyon.co](http://www.evalyon.co)

Utilizing Apple's iPod® technology, Evalyon™ is a customizable portable tool for educators. Record real time observations, compile and share actionable data, record daily notes, photograph evidence of work products and referrals. Create parent reports. Provide compliance monitoring. . Includes 6000+ cited RTI and SPED goal templates. Virtually eliminate paperwork. [www.evalyon.co](http://www.evalyon.co). Come visit us at Booth 500, just to the left of the entrance.

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## Evergreen Center

**Booth: 400**

345 Fortune Boulevard  
Milford, MA 01757  
[www.evergreenctr.org](http://www.evergreenctr.org)

Students served at The Evergreen Center possess skill deficits and behavioral needs that require a carefully planned educational program. Educational services at Evergreen apply a range of instructional procedures and teach functional skills that will change the quality of a person's life. We believe that children with developmental disabilities will develop to their maximum potential when instruction is woven throughout daily activities and living environments.

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**Excent Corporation****Booth: 322**60 King Street  
Roswell, GA 30075  
www.excent.com

Excent's mission is to provide educators with the broadest set of innovative, easy-to-use software tools to give them greater control over educational program management. Since starting in 1992, when we deployed the first IEP automation system, we've expanded our software solutions to provide the most comprehensive program coverage available. Easy to use modules and curricula for SPECIAL EDUCATION, MEDICAID, SPECIAL PROGRAMS, and CHARACTER & GRADUATION.

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**Exceptional Child****Booth: 1014**2135 Dana Ave., Ste. 300  
Cincinnati, OH 45207  
www.exceptionalchild.com

NEW! The Exceptional Child Online Professional Learning System makes Special Education training easier for districts and educators. Now you can access evidence-based courses on ADHD, ASD, EBD, IEPs, R&S, Transition, and more, all through one easy to use system that's available 24/7, whenever you want to train. And, every course is written by one of the nation's leading experts, including Tim Lewis, Carol Kosnitsky, Carol Gray, Gary Greene, and more, so you can always trust our content.

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**Fairbanks North Star Borough School District****Booth: 602**520 Fifth Avenue  
Fairbanks, AK 99701

We operate 35 schools for approximately 14,000 students throughout the Fairbanks North Star Borough, including schools on two military installations. Schools range in size from a small rural elementary school of fewer than 100 students to comprehensive high schools with 1100 students, as well as various charter, magnet and specialized schools. All schools in our district are on the road system.

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**FEI Behavioral Health****Booth: 834**11700 West Lake Park Drive  
Milwaukee, WI 53224  
www.feinet.com

FEI has an over 35 year history in holistic crisis prevention, response and recovery. In partnership with The Mandt System®, FEI provides a person-centered behavior intervention program that promotes dignity and respect for all people. Combining a focus on non-verbal and verbal communication skills, staff are able to listen, engage, and protect students and others to achieve their full potential, with physical strategies as a last resort and least restrictive option.

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**Florida Institute of Technology****Booth: 907**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/](http://www.fit.edu/continuing-ed/)

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**Free Spirit Publishing, Inc.****Booth: 415**6325 Sandburg Rd., Ste. 100  
Golden Valley, MN 55427-3629  
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.

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**Frog Publications****Booth: 605**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 & social studies.

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**Graceland University****Booth: 302**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. Programs are 100% online, with 98% degree completion. Degrees include Special Ed, Differentiated Instruction, Literacy Instruction, Curriculum & Instruction, Classroom Management and Technology. Assignments are done in your classroom, with your students, allowing practical application and relevance.

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**Grand Canyon University****Booth 1105**3300 W. Camelback Road  
Phoenix, AZ 85017

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**Great Leaps Reading and Math Fluency****Booth: 1026**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.

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**Handwriting Without Tears****Booth: 830**8001 MacArthur Boulevard  
Cabin John, MD 20818  
[www.hwtears.com](http://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.

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**Hawthorne Educational Services, Inc.****Booth: 1002**800 Gray Oak Drive  
Columbia, MO 65201  
[www.hawthorne-ed.com](http://www.hawthorne-ed.com)

Hawthorne Educational Services, Inc. develops, publishes, and markets educational materials to public and private schools. Stop by and preview our assessment/intervention resources for ADHD, LD, ED/BD, Gifted, Social Skills, Transition, Adaptive Behavior, Early Childhood, Speech Language, and Autism Spectrum Disorder. We will also be featuring the Behavior Intervention Manual, Learning Intervention Manual, and the Pre-Referral Intervention Manual – “must-have” resources in the classroom!

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**Humboldt County Office of Education****Booth: 401**901 Myrtle Ave.  
Eureka, CA 95501  
[www.humboldt.k12.ca.us](http://www.humboldt.k12.ca.us)

Humboldt County Office of Education is recruiting for multiple positions in the coastal community surrounding Eureka, California. Anticipated openings for Speech Therapists, School Psychologists, Special Education Teachers, DHH Teacher, Mental Health Clinicians. Internships may be available. Work in small community with a supportive team. Excellent compensation package. Visit our booth.

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**IRIS Center****Booth: 425**Vanderbilt University/Peabody College  
P.O. Box 275230 Appleton Place  
Nashville, TN 37203  
[iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu)

Funded by the U.S. Department of Education, the IRIS Center offers free online resources about evidence-based practices for use in preservice preparation and professional development programs, as well as professional development hours for PD licensure. IRIS also disseminates and hosts trainings on our resources across the United States.

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**KleenSlate****Booth: 704**P.O. Box 4796  
Sonora, CA 95370-9287  
[kleenslate.com/](http://kleenslate.com/)

KleenSlate's All-in-One Whiteboard System: 2-dryerase sides, one side with clear dryerase sleeve for customizable templates. Paddle includes marker w/eraser and micro clean cloth for hard to remove marks. Paddle System Aligns and complements CCSS and is a Perfect Dynamic Formative Assessment Tool- 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.

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**Kurzweil/IntelliTools****Booth: 711**24 Prime Parkway  
Natick, MA 01760  
[www.kurzweiledu.com](http://www.kurzweiledu.com)

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**Lake Washington School District****Booth: 604**16250 NE 74th St.  
Redmond, WA 98052  
[www.lwsd.org](http://www.lwsd.org)

Lake Washington School District (LWSD) is located between Lake Washington and the Cascade Mountains, to the east of Seattle. It is the public school district for the cities of Kirkland, Redmond, as well as about half of Sammamish. LWSD serves approximately 27,950 students, including 3,270 Special Education students on IEPs.

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**Lakeshore Learning Materials****Booth: 501**2695 E Dominguez Street  
Carson, CA 90895  
[www.LakeshoreLearning.com](http://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

**Booth: 1008**

800 Florida Avenue  
Washington, DC 20002  
[www.gallaudet.edu/clerc\\_center.html](http://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.

## Mastery Ed

**Booth: 329**

1542 Norstar Lane  
Fallbrook, CA 92028  
[www.masteryed.com](http://www.masteryed.com)

Mastery Ed specializes in RTI Tier 2 and 3 math intervention. We represent both Teach 4 Mastery and Math-U-See product lines. 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 eighteen years. [www.MasteryEd.com](http://www.MasteryEd.com) -800-454-6284.

## Matanuska-Susitna School District

**Booth: 429**

501 N Gulkana Street  
Palmer, AK 99645

The mission of Matanuska-Susitna Borough School District is Preparing All Students for Success. MSBSD is located approximately 35 miles north of Anchorage in the Matanuska-Susitna Borough. The district spans approximately 25,000 square miles, an area larger than the entire state of West Virginia. MSBSD is the 2nd largest district & the fastest growing Borough in Alaska. We are actively looking for Special education teachers & all Related Service Providers.

## Math Teachers Press, Inc.

**Booth: 1022**

4850 Park Glen Road  
Minneapolis, MN 55416  
[www.movingwithmath.com](http://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!

## MAXIMUS K-12 Education

**Booth: 914**

7585 E. Redfield Road, Suite 208  
Scottsdale, AZ 85260-6938  
[www.maximus.com/tienet](http://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: Renee French Pardo, [reneepardo@maximus.com](mailto:reneepardo@maximus.com), 850-445-2452 Robert Allen, [robertallen@maximus.com](mailto:robertallen@maximus.com) or 208-284-5464. Website: [www.maximus.com/tienet](http://www.maximus.com/tienet)

## Mayville State University

**Booth: 424**

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 (#424) and check out the website: [www.mayvillestate.edu](http://www.mayvillestate.edu) for more info.

## McGraw-Hill Education

**Booth: 928**

8787 Orion Place  
Columbus, OH 43240  
[www.MHEonline.com](http://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.

## Monikev-Fisher, LLC

**Booth: 426**

4832 Linshaw Lane  
Virginia Beach, VA 23455  
[www.manta.com/c/mmn6n3c/monikev-fisher-llc](http://www.manta.com/c/mmn6n3c/monikev-fisher-llc)

Monikev-Fisher, LLC writes Common Core and Standards of Learning Data Collection Books for elementary school teachers and parents in the areas of Language Arts and Math from grades Kindergarten to fifth grade. We offer printed books, CD's, and interactive CD's for each grade level. We also offer standard and metric rulers that show designated lines to the 1/16 of an inch on standard rulers and designated lines to the millimeters on the metric rulers.

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### Montana Recruitment Project

**Booth: 1126**

3005 Ottawa St.  
Butte, MT 59701  
[www.sammt.org/Page/548](http://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 934 and see what we are doing.

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### myIGDIs

**Booth: 311**

1200 Centre Point Curve  
Mendota Heights, MN 55120  
[www.myIGDIs.com](http://www.myIGDIs.com)

Individual Growth & Development Indicators (IGDIs) are a set of early childhood assessment tools for monitoring the growth and development of preschool-aged children on the pathway to kindergarten. Scientifically validated for identifying children who are experiencing difficulties acquiring fundamental skills necessary for academic success. Valid, reliable and sensitive to growth over time. 10 minutes per child to administer. RTI and multi-tiered instructional frameworks.

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### N2Y Inc.

**Booth: 307**

P.O. Box 550  
Huron, OH 44839  
[www.n2y.com/default.aspx](http://www.n2y.com/default.aspx)

n2y®, a leading developer of special education curriculum and materials, serves teachers, SLP's, AT professionals and parents as a resource to help children with special needs learn through engagement. n2y's product line includes News-2-You, a current events newspaper for children with special needs, Unique Learning System, a standards-based online curriculum for students with significant disabilities, and SymbolStix PRIME, the most complete cloud-based symbol set available anywhere.

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### NASCO Company

**Booth: 922**

901 Janesville Avenue  
Ft. Atkinson, WI 53538  
[eNasco.com](http://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.

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### National Heritage Academies

**Booth: 634**

3850 Broadmoor SE  
Grand Rapids, MI 49512  
[www.nhacareers.com](http://www.nhacareers.com)

National Heritage Academies serves 81 schools across 9 states. Behind every successful student stands an equally successful teacher. Joining NHA gives you the chance to make a difference every day.

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### National Library Service for the Blind and Physically Handicapped

**Booth: 735**

1291 Taylor Street, NW  
Washington, DC 20011  
[www.loc.gov](http://www.loc.gov)

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.

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### National Professional Resources, Inc.

**Booth: 829**

1455 Rail Head Blvd., Suite 6  
Naples, FL 34110  
[www.nprinc.com](http://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).

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### Navajo Jewelry & Crafts

**Booth: 505**

2904 18th St., NW  
Albuquerque, NM 87104-2442

Navajo Jewelry and Crafts: Albuquerque New Mexico. We specialize in authentic Navajo and Zuni style, Sterling Silver Jewelry. Our pieces are made with real turquoise and various semi-precious stones. We also carry Navajo dolls, pottery and other handmade crafts. All items are handmade by Us and various family members.

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### Network of International Christian Schools

**Booth: 632**

3790 Goodman Rd., E  
Southaven, MS 38672

NICS operates 18 international Christian schools in 15 countries. NICS is looking for teachers and administrators who are passionate about sharing their faith in and out of the classroom. Our students represent over 100 countries and are primarily the children of businessmen, military personnel, missionaries, diplomats, and embassy staff. NICS welcomes Christian and non-Christian students, so the potential to impact the world for Christ is great!

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### New Orleans College Prep

**Booth 418**

2301 Marengo St.  
New Orleans, LA 70115  
[www.nolacollegeprep.org](http://www.nolacollegeprep.org)



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## Newman Adaptive

**Booth: 929**

131 Welles Street  
FortyFort, PA 18704  
www.alertseat.com

AlertSeats are unique stabilized therapy balls in 5 sizes with zip off washable covers and handles. Each size is secured in its own 300 lb. cap. light weight steel stand with industrial Velcro. 9 colors are available along with mobility options. AlertDesks are height and angle adjustable, semi mobile, and available in stand-up models for both elementary and secondary students, as well as wheel chair widths in 2 height adjustments to fit all users. AlertSeats and AlertDesks are made in the US.

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## Novel Ideas, Inc.

**Booth: 402**

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.

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## Ohio Center for Autism and Low Incidence (OCALI)

**Booth: 1122**

470 Glenmont Ave.  
Columbus, OH 43214  
www.autismcertificationcenter.org

OCALI's new Autism Certification Center has created an innovative, online video training program, demonstrated with real-life examples, filmed in a variety of settings, for those who interact with individuals on the autism spectrum. ASD Strategies in Action, which is organized by age - from early childhood through young adulthood - and by strategy, provides practical information and skills from multiple research-based approaches for families and service providers.

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## Okapi Educational Publishing

**Booth: 730**

42381 Rio Nedo  
Temecula, CA 92591  
myokapi.com

Because Okapi believes that children construct their own learning, our resources promote creativity and innovation. Our award-winning and engaging materials give children a purpose for their reading and inspire further inquiry. With materials closely correlated to college and career readiness standards, Okapi fulfills its mission of creating flexible literacy solutions.

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## Pacific Northwest Publishing

**Booth: 408**

P.O. Box 50610  
Eugene, OR 97405  
www.pacificnwpublish.com

Pacific Northwest Publishing provides print and multimedia resources to help you structure schools and classrooms for success. Our research-based materials help prevent and resolve problems - even as class sizes become less manageable. We publish only high-quality professional development resources. Our dedication to effective tools will help you create safe and civil schools.

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## Pearson

**Booth: 809**

5601 Green Valley Drive  
Minneapolis, MN 55437  
www.pearsoned.com

Visit Pearson to learn about exciting digital solutions and publications in Special Education. Pearson offers students an affordable, digital choice to our new interactive Enhanced Pearson eTexts or, if adopted, our program-wide Teacher Education Digital Library, access to all of Pearson eTexts and media resources. Get to know the new BASC™-3, coming 2015, and take advantage of pre-publication pricing! See the new WISC®-V and KTEA™-3, available on Q-interactive® or traditional paper and pencil.

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## Philip J. Rock Center & School

**Booth: 731**

818 DuPage Boulevard  
Glen Ellyn, IL 60137  
www.philiprockcenter.org

The Philip J. Rock Center and School strives to help each student achieve independence and access to their world in a safe and compassionate environment; thus giving hope, possibilities, and opportunities for growth to become valued, accepted, and productive members in their home, local, and future adult communities.

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## PresenceLearning

**Booth: 423**

180 Montgomery Street, 20th Floor  
San Francisco, CA 94104  
www.presencelearning.com

PresenceLearning (www.presencelearning.com) is the leading provider of online speech and occupational therapy, behavioral and mental health services, and assessments for K-12 districts and families of children with special needs. PresenceLearning's nationwide network of online professionals and telehealth providers includes hundreds of highly qualified speech language pathologists (SLPs), occupational therapists (OTs), special education teachers, and behavioral and mental health professionals.

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**Ramapo for Children****Booth: 316**

49 West 38th St., 5th Floor  
New York, NY 10018  
[www.ramapoforchildren.org](http://www.ramapoforchildren.org)

Ramapo for Children is a direct service and training organization based in NYC, operating in six states and internationally. Ramapo works on behalf of children whose behaviors put them at risk of marginalization by providing the adults in their lives with tools to create environments where all children can succeed.

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**Read Naturally****Booth: 916**

1284 Corporate Center Dr., Suite 600  
St. Paul, MN 55121  
[www.readnaturally.com](http://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.

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**Reading Horizons****Booth: 600**

60 North Cutler Drive, Suite 101  
North Salt Lake, UT 84054  
[www.readinghorizons.com](http://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.

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**Relias Learning****Booth: 609**

111 Corning Rd., Suite 250  
Cary, NC 27518  
[www.reliaslearning.com](http://www.reliaslearning.com)

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**Remedia Publications, Inc. / Bright Apple****Booth: 1000**

7900 East Greenway Road, #110  
Scottsdale, AZ 85260  
[www.rempub.com](http://www.rempub.com)

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).

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**Renaissance Learning****Booth: 915**

2911 Peach Street  
Wisconsin Rapids, WI 54454  
[www.renaissance.com](http://www.renaissance.com)

Renaissance Learning™ is a leading provider of cloud-based K12 assessment and learning analytics with a presence in more than 60 countries around the world. By delivering deep insight into what students know, what they like, and how they learn, Renaissance Learning enables educators to differentiate instruction and personalize practice daily.

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**Research Press Publishers****Booth: 303**

2612 N. Mattis Ave.  
Champaign, IL 61822  
[www.researchpress.com](http://www.researchpress.com)

In business for over 45 years, Research Press publishes and sells online effective intervention programs for use with children and adolescents. Evidence-based and time-tested, topics include social skills training, social emotional learning (SEL), anger/conflict management, violence/bullying prevention, life skills, character development, assessment and RTI, behavior management, special education, parenting skills, grief, and stress management. Conference pricing 15% off regular prices.

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**Rethink****Booth: 608**

19 West 21st Street, Suite 403  
NY, NY 10010  
[www.rethinkfirst.com](http://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.

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**RIGHT RESPONSE****Booth: 502**

P.O. Box 445  
Woodinville, WA 98072-0445  
[rightresponse.org](http://rightresponse.org)

RIGHT RESPONSE envisions a community based on our core philosophy: "If you can manage yourself, you can manage anything." We foster a culture of Inside-Out Change™ encouraging safe, proactive, and respectful communication through the delivery of high quality training and the development of the field of de-escalation. Every week, hundreds of people attend RIGHT RESPONSE Workshops nationwide to learn proactive and evidence-based strategies for de-escalation, restraint, and positive behavior support.

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**Routledge****Booth: 309**

530 Walnut St., Ste. 850  
Philadelphia, PA 19106  
[www.tandfonline.com](http://www.tandfonline.com)

Routledge Journals, a division of Taylor & Francis, is an international publisher of scholarly research. Visit the Routledge Journals booth to learn about our products and services, and to request free copies of our publications in the field of education.

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**Saddleback Educational, Inc.****Booth: 601**3120A Pullman St.  
Costa Mesa, CA 92626  
www.strugglinglearners.com

Saddleback Educational Publishing has been the leading source of solutions for struggling learners in grades 3-12 for over 30 years. Saddleback set the standard in Hi-Lo (High-Interest, Low-Readability) solutions by creating age-respectful, diverse content with complex and mature themes to engage the most struggling and reluctant learners. We warn you that our material WILL result in fun and engagement with reading on a consistent basis!

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**Safe & Civil Schools****Booth: 406**P.O. Box 50550  
Eugene, OR 97405  
www.safeandcivilschools.com

Safe & Civil Schools can help K-12 educators foster respect and responsibility in students and improve school climate and culture. Train your entire staff to make data-driven decisions on a schoolwide level, in classrooms, and with individual students. Learn how to develop proactive, positive behavior support strategies tailored to your classroom, school, and district.

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**SAGE****Booth: 1106**2455 Teller Road  
Thousand Oaks, CA 91320  
www.sagepub.com

Sara Miller McCune founded SAGE Publishing in 1965 to support the dissemination of usable knowledge and educate a global community. SAGE publishes journals, books, and library products spanning a range of subject areas. SAGE remains majority-owned by our founder, who has ensured that the company will remain permanently independent.  
www.sagepublishing.com

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**San Joaquin County Office of Education****Booth 1111**2911 Transworld Drive  
Stockton, CA 95213  
www.seis.org

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**Sarasota County Schools****Booth: 433**1960 Landings Blvd.  
Sarasota, FL 34231  
sarasotacountyschools.net

One of only ten "A" districts in Florida, Sarasota County is a superior school district serving 42,000 students. Sarasota has miles of beach on the Gulf of Mexico and is considered one of the finest areas for cultural programs, recreation and a superior quality of life.

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Enablenart serves Assistive Technology Specialists and consumers with an outstanding selection of over 3,000 products along with personalized service. As part of the School Health Corporation, we are dedicated to enabling people to learn and perform to the best of their abilities.

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www.spartanburg6.k12.sc.us

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---

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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.

---

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---

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www.sweetwater1.org

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---

**Teacher Education Division (TED)****Booth: 734**

www.tedcec.org

TED works on behalf of special education teacher educators. Supported primarily by volunteers, TED strives to serve its members through a variety of activities that include an annual conference, awards, journal, newsletter, and websites. TED also supports subdivisions in many states.

---

**Teachers-Teachers.com****Booth: 923**

120 S. Central Avenue, Suite 1000  
St. Louis, MO 63105  
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---

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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.

---

**Ten Sigma****Booth: 310**

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---

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---

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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. TAGs focus on diversity includes various ethnic and racial groups, lower-income backgrounds, and 2e, as well as all gifted learners.

---

**The Center for AAC and Autism/Prentke  
Romich Company**

**Booth: 925**  
P.O. Box 1317  
Wooster, OH 44691  
aacandautism.com

We provide communication 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 an online data-monitoring tool (Realize Language™).

---

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**Booth: 927**  
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---

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Education (CASE)**

**Booth: 810**  
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Warner Robins, GA 31088  
www.casecec.org

The Council of Administrators of Special Education, Inc. (CASE) is an international non-profit professional organization providing leadership & support to about 4,000 members by influencing policies & practices to improve the quality of education. CASE is a division of the Council for Exceptional Children (CEC). We were constituted in 1952 and have members throughout the United States, Canada, and various other countries.

---

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www.tourette.org

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**Transition Curriculum LLC**

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Houston, TX 77218  
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**Uncommon Schools****Booth: 416**826 Broadway  
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Uncommon Schools (Uncommon) is a nonprofit organization that starts and manages outstanding urban charter public schools that close the achievement gap and prepare low-income students to graduate from college. Our schools are among the highest-performing urban schools in their cities and states.

---

**University of Arkansas****Booth: 325**2 East Center St.  
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[online.uark.edu](http://online.uark.edu)

The University of Arkansas has over 30 online programs including an M.Ed. in Special Education, graduate certificates in autism spectrum disorders and applied behavior analysis, an additional licensure plan in special education, and an endorsement in dyslexia. Students pay in-state tuition. No visits to campus are required.

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**University of Central Florida****Booth: 308**4000 Central Florida Blvd.  
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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 Track program is a federally funded project committed to preparing special education teacher educator/scholars. We also have several federally funded master's programs with most courses online taught by national and international faculty members. For additional information, contact [esegrad@ucf.edu](mailto:esegrad@ucf.edu).

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**University of Cincinnati****Booth: 511**2600 Clifton Ave.  
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**University of Missouri - Department of Special Education****Booth: 533**303 Townsend Hall  
Columbia, MO 65211  
[education.missouri.edu/special-education/](http://education.missouri.edu/special-education/)

The Department of Special Education at the University of Missouri is the oldest department west of the Mississippi and has a nationally and internationally known faculty who specialize in research related to a variety of disciplines. Come and learn more about our innovative online programs and our competitive on campus programs. We have graduate programs to meet your needs, whether you are seeking an initial or add-on masters degree or a PhD. MizzouEd Special Ed.--it's right in your backyard!

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Dallas, TX 75287  
[www.voyagersopris.com](http://www.voyagersopris.com)

Voyager Sopris Learning™ is committed to unlocking the full potential of every teacher and every student. Our suite of instructional and service solutions is based not only in research but in real classroom evidence, ensuring that every solution is as easy-to-implement and teacher-friendly as it is effective. We offer digital and technology-enhanced literacy and math instructional solutions, as well as assessments and professional development. To learn more, visit [www.voyagersopris.com](http://www.voyagersopris.com)

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**Wend Africa****Booth: 428**933 East Chase Ave.  
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[hfhlegacy.org](http://hfhlegacy.org)

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## Wilson Language

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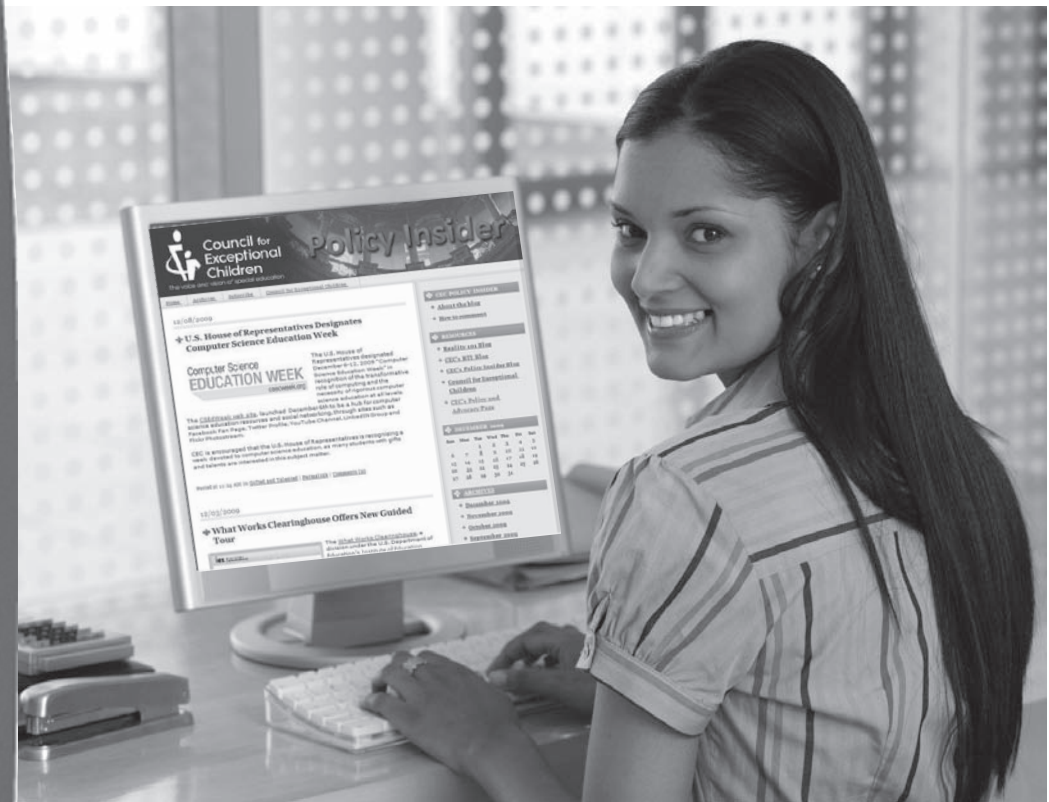
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